

Report
OF THE
ENGLISH REVIEW COMMITTEE

UNIVERSITY GRANTS COMMISSION
NEW DELHI
1965

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NEW DELHI (INDIA)
1965

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Foreword

Some time ago the University Grants Commission appointed a Review Committee in English under the Chairmanship of Prof. G.C. Banerjee. The committee has made a careful study of the different aspects relating to teaching and research in English Language and literature. The Commission is grateful to the Chairman and members of the committee for the considerable time and attention they have given to the work of the committee and in preparation of the report. I have no doubt that the report will be of real value and utility and wide interest not only to teachers and students of the subject but also to the academic community generally.

NEW DELHI
December 23, 1964.

D. S. KOTHARI
Chairman
University Grants Commission

Appointment of the Committee

The problem of strengthening the teaching of English in Indian Universities and colleges has been engaging the attention of the University Grants Commission for some time. In 1955, the Commission appointed a Committee consisting of Pandit H.N. Kunzru, Professor N.K. Sidhanta, Professor V.K. Ayappan Pillai and Shri Samuel Mathai to examine the problems connected with the question of the medium of instruction and to recommend measures to ensure adequate proficiency in English at the University stage. The Kunzru Committee submitted its report in December, 1957. The Committee stressed that in the interest of academic standards the change from English to an Indian language as the medium of instruction should not be hastened. Even when a change is effected, English should continue to be studied by all university students as a second language. It underlined the importance of a proper foundation in English being laid at the secondary school stage so that a student entering the University would be able to follow lectures in the English language and read books pertaining to this subject. Among the measures to be undertaken for strengthening the teaching of English in the universities the Committee recommended that special attention should be given to English in the pre-university class and in the General Education courses; also to the study of Linguistics both in the Universities and in Teacher Training Colleges. (A summary of the recommendations made by the Committee is given in Appendix I.)

In 1958, the Commission convened a conference of English teachers to consider the recommendations made by the Kunzru Committee. The conference devoted itself to a consideration of the teaching of English at both the pre-university and the university level. It made recommendations in regard to the time to be set apart for the purpose, to teaching methods, the size of lecture and tutorial classes, and to text books, examinations etc., in the compulsory English course. It also recommended that at each university there should be provision for the study of English language and literature as an optional subject both for the B.A. and M.A. degrees (For details of the recommendations of the Committee, please see Appendix II).

The Commission forwarded the reports of the Kunzru Committee and the English Teachers' Conference to the universities and to the State

Governments for information and necessary action. These reports were also referred to the Central Institute of English, Hyderabad, for preparing a plan of action for implementation of the recommendations. The programme drawn up by the Institute (Appendix III) was circulated to the universities for their consideration.

II

It is an undeniable fact that after Independence, insufficient attention was paid to the teaching of English in our universities and colleges. This was largely due to controversies of a non-academic kind about the future status of the English language in the country and also to a narrow view being taken regarding the role of English in relation to the development of the regional languages. A sharp decline in communication skills, as also in the working knowledge of English, among the students, was the result. The deterioration of standards in English adversely affected the standards in other subjects also. A situation threatened to develop in which students in our universities would be in danger of acquiring outdated knowledge isolated from current trends of thought in different areas of study.

The present position in all the States is that the regional language is the medium of instruction up to the secondary stage. At the undergraduate stage, the medium is either English or an Indian language, and an option is given to the students to write their answers at examinations in either English or the regional language. The medium of instruction at the postgraduate level in almost all universities is English though a few universities permit students to answer questions in Hindi or a regional language.

These changes have created a number of complex problems for our universities and colleges. Firstly, we do not have competent teachers in sufficient numbers for teaching the different subjects through the medium of the regional language. We are also unable to provide a sufficient number of good text books, reference books and journals in these languages. Consequently the students have to rely mainly on cheap "notes," guide books etc. Secondly, the abrupt change in the medium of instruction from the school to the university or from the undergraduate to the postgraduate stage overlooks the fact that with inadequate knowledge of English students will not be able to follow lectures delivered in English. Students also find it difficult to read books in English which reduces very considerably the usefulness of libraries in the universities and colleges. It has further to be

noted that the percentage of failures in English at all public examinations is much higher than that in other subjects. It would, therefore, appear that it may not be possible to reduce the present student "wastage" in the country without sufficiently strengthening the teaching of English whether it is used as the medium of instruction or studied as a second language.

III

In view of these developments, the University Grants Commission felt that a Committee of Experts should examine the issues involved. The Commission accordingly appointed in February 1960 a Committee consisting of the following members :

- | | |
|---|-------------------------|
| 1. <u>Prof. G. C. Bannerjee</u>
Head of the Department of English
Bombay University
Bombay | <i>Chairman</i> |
| 2. Prof. K. R. Srinivasa Iyengar
Head of the Deptt. of English
Andhra University, Waltair | Member |
| 3. Prof. V. K. Gokak
Director
Central Institute of English
Hyderabad | ” |
| 4. Prof. C. D. Narasimhaiah
Head of the Deptt. of English
Mysore University
Mysore | ” |
| 5. Shri S. Mathai
Secretary, (now Vice-Chancellor, Kerala Univ.)
University Grants Commission | ” |
| 6. Prof. A. G. Stock
Head of the Deptt. of English
Rajasthan University
Jaipur | ” |
| 7. Dr. P. J. Philip
Development Officer (now Joint Secretary)
University Grants Commission | <i>Member-Secretary</i> |

The Committee had wide terms of reference and was free to determine its own programme and procedure of work. It was specially asked to

consider the following points :

- (a) To define the objectives of teaching and learning English at the various levels of university education.
- (b) To examine the standards of teaching in English language and literature both at the undergraduate and postgraduate levels.
- (c) To examine the methods of teaching English used in our universities and colleges to equip students with the minimum competence required in this regard in the shortest possible time.
- (d) To consider measures for re-organising the M.A. course in English to provide for an intensive study of the language as a tool of knowledge rather than as literature.
- (e) To recommend the steps that may be taken to strengthen the teaching of English in the context of the medium of instruction in the universities.

The Committee held its first meeting on 7th June, 1960 at the University of Madras. At this meeting the Committee considered the methods by which a new orientation could be given to the study of English in the pre-university year with regard to text materials as well as teaching and examination methods. The Committee decided that information should be called for from universities regarding the university courses in English at various stages. At its second meeting held on 2nd and 3rd January, 1962 at the Indian Institute of Science, Bangalore, the Committee considered the information received from the universities in response to the questionnaire issued by it and also finalised its recommendations in regard to the B.A. compulsory and optional courses in English. The Committee held its third meeting on 30th and 31st January, 1962 in the Commission's office, New Delhi to consider the problems relating to postgraduate teaching and research in English. The Committee adopted the report at its meeting held on 23rd and 24th March, 1964.

Introduction

At the outset the Committee would like to remove any misgivings and possible misunderstandings that may arise in the minds of the readers of this report, even at the cost of anticipating points that will be discussed later. There is a great deal of insistence in the report on the need to strengthen the teaching of the English language in our universities and colleges. The Committee does not thereby suggest that our colleges and universities never paid any attention to this work.

All along, in our Universities, the student in the undergraduate classes was made to write essays and was taught to express himself in good English to organize his thoughts logically, to present them clearly and to argue persuasively. Our students profited remarkably by this training; the best of them acquired a sufficient mastery over the language, not only to read and enjoy the best in English literature, but also to express themselves forcefully in speeches and polemical writings and also with distinction in creative writing.

This was possible because after Macaulay's minute of 1835 English gradually became the medium of instruction not only in schools but also in the universities. Since it was used daily in the class-room the pupil could not help acquiring a certain proficiency in the language. Slowly, however, opinion grew in volume against the use of English as the medium of instruction in the schools, and it began to be replaced by the regional languages in the thirties of this century. But in the universities it continued to remain as the sole medium of instruction till after Independence. Even today it continues to be the sole medium of instruction in most of the Indian universities, and it is an alternative medium in some.

The change in the medium of instruction in the schools has created a number of problems which affect standards of teaching and learning in the universities and colleges. These problems have been accentuated by other factors such as the rapid expansion of education, the paucity of teachers etc., which will be referred to later. The result is that today the large masses of students who come to the university are so ill-equipped in their knowledge of English that they find it difficult to read, and much more difficult to express themselves, in that language.

In this situation the teaching of the language can no longer be done in the old way. The urgent, pressing, over-riding problem is to teach the students enough to enable them to read simple books on the one hand and to express themselves in *correct* English on the other. These are, by and large, the responsibilities of the schools. But, for a variety of reasons, the schools are unable to discharge this responsibility. Therefore, until such time as the teaching of this subject in the schools is radically reorganized and very considerably improved, the universities will have to take upon themselves the task of remedying the defects in the English of the students who come to the First Year or Pre-University class.

The Committee also wishes to make it quite clear that the emphasis which it places on the teaching of the English language is not intended to be at the expense of the teaching of English literature. There can be no inherent conflict between the claims of literature and those of language. Literature cannot be properly appreciated by those who do not know the English language well, and the English language cannot be taught in a vacuum. In fact, the best way to teach it after the necessary structures are learned and the elementary vocabulary is acquired is through the reading of samples of good English writing in prose and verse which will widen vocabulary and establish the structures of the language in the mind of the student.

The Present Position

There are two aspects to the programme of English teaching in the university which are quite distinct in their aims. One is to teach the language as a tool, as a medium of communication. The other is to teach English literature, to train the sensitivity and the critical judgement of the pupil so that he may be able not only to enjoy good literature, but also to form independent opinions of the value of what he has read. The pupil must learn the language well enough to be able to read books in English in his subjects of study. Even if he does not specialise to any very high degree he will find it necessary to read books, journals, reports, etc., on his subjects in English. Further, he should be able to read non-specialised, non-academic books in English, because, even now, no Indian language is in a position to replace English as India's "Window on the World".

The aims in teaching English will vary somewhat according as English is or is not the medium of instruction in the university. English is still the medium of instruction in the majority of the universities in India. Even where a change is contemplated, the transition is sought to be made carefully, gradually, and, usually English is retained as an alternative medium of instruction. Candidates are allowed to write their answers in either English or the regional language. The medium of instruction at the post-graduate level is generally English.

Without going further into this question it may be stated that where English is the medium of instruction the aim in teaching English as a language, that is as a tool subject, should be to enable the student not only to read it with facility, but to understand spoken English as used by the lecturer in the class room, and to be able to make notes, and to write well enough and fast enough to use it as his medium of expression at examinations. We should also stress its indispensability as a means of acquiring scholarship in different areas of knowledge.

It seems reasonable to believe that whereas in the universities where English is not the medium of instruction at the undergraduate stage, the emphasis should be on developing chiefly the ability to read and understand, in those in which English is the medium of instruction, the aim should be to develop in addition the skills of writing and speaking.

In both types of Universities it would be necessary to teach English as a compulsory subject upto the final year of the degree class. The Committee feels that where provision exists for taking the examination in English in the second year of the 3 year degree course it is a grave mistake to stop teaching English in the final year. The student is out of touch with English for a whole year and then he is expected to use the language for all purposes in the postgraduate class. Even if he discontinues his studies after the first degree, his knowledge of English will be the poorer because he will not study it in the last year of his degree course. In the universities where English is the medium of instruction, special weightage should be given to English in the syllabus and in the distribution of teaching time. This should not be misunderstood as an attempt to boost up the importance of English at the expense of other subjects, but should be seen as an effort to reinforce the study of all other subjects by giving the students a better grasp of English.

English in the University, whether in the first year of the three year degree course, or in the P.U.C. or 'Pre-Degree' class should logically begin where it leaves off in the final year of the school course (S.S.L.C. or Higher Secondary). In actual fact there is no conscious effort on either side to ensure this.

The school curriculum is laid down by the Department of Education of the State Government. The Secondary School Leaving Certificate Board lays down the syllabus, if any, of the final school year, and prescribes the text-book or text-books. It is not clear in what way the English programme of this year is intended to improve or carry forward the effort made in the previous years, no statement seems to be made, in terms of vocabulary and linguistic material about the scope of the syllabus of this class. The teaching effort is too often aimed at preparing the students to anticipate and answer the stereotyped questions of the paper.

The Universities have only recently awakened to the problem of teaching their students to use the English language as a tool. For a century almost they took it for granted that that was the legitimate task of the schools, and believed that the schools discharged their duties satisfactorily. Senior teachers and heads of departments, seldom taught the university entrants in the first year. The lower classes were taught by junior teachers who had neither the experience nor the special training required to deal with the new situation that had developed in these classes. It was generally felt that standards of achievement in English had deteriorated, but the extent of the deterioration was not realized. And since the senior teachers were

the policy makers, no drastic change in policy was felt to be necessary. It is natural to expect that the student should begin at the university where he leaves off at school. What is the actual situation ? In some States the syllabus in English in the schools is still the old so called direct method syllabus which had no specific corpus of selected vocabulary or graded linguistic materials to be taught from year to year. The syllabus was expressed generally in terms of skills and grammatical rules. It was defined and made concrete in sets of readers. The teaching was done largely by the grammar and translation method. The direct oral approach could be attempted only in a few good schools. No precise statement of the achievement expected on the part of the pupil was available and no data were available of the extent of achievement actually attained, except the vague feeling that the standards in English had 'gone down'.

In many of the States now the 'structural approach' to the teaching of English has been adopted. This involves the teaching of a certain number (about 240) of sentence patterns and other linguistic material carefully graded, and a vocabulary of 2000—3000 words scientifically selected on the basis of frequency. All this material is spread at over four to six years, and what is to be taught each year is clearly laid down. Thus there are specific goals to be achieved. Achievement can therefore be measured now with a fair degree of accuracy. If these goals are achieved the student would be able to express himself with accuracy in simple language on the every-day topics of conversation, write correct English and read books in simple language. From here on the task would be one of widening vocabulary and getting used to the more complex structures of sentences, an effort which is not too difficult to make in a situation in which one has to hear and use English all the time, as is the case in a university where English is the medium of instruction.

But tests carried out with a large number of students who have been taught English in this manner have shown that the active vocabulary of the average college entrant is, about 1000—1500 words, and his mastery of the structures woefully inadequate. This is because although we now have a method that is far superior to any used before, the teachers were asked to use it without first being taught how to use it. The technique of teaching according to this new method needs to be learned; and the old practices of reading the textbook in the class and doing a little grammar and translation have to be discarded.

Owing to the lack of co-ordination between school and college English, and the fact that there is a wide gap between what the student should learn

(according to the school syllabus) and what he actually does learn, the transition from school to college becomes a very painful experience. Even in the universities where the medium of instruction is the regional language, the transition from school to college is difficult, because books written in English have to be read, the English texts themselves are more difficult than those read in school, and they are often chosen and read for content rather than for language. And sooner or later even the students in these universities have to pass on to the classes where the teaching is done in English as in the postgraduate department or the professional college.

In the universities where the medium of instruction is English the transition is extremely painful, and the adjustment problems are frightfully difficult. For weeks, even months, the student does not understand what his teachers say, he is unable to make notes, he cannot even take down correctly what is dictated; he cannot express himself correctly, in fact, what he writes makes no sense; he cannot write fast enough, so that at an examination he cannot put down on paper what he knows. There are numerous cases of students who have passed the School Final Examination with good marks failing to make the grade in the P.U.C. Their self confidence is shattered and they develop an inferiority complex.

It is not fair to expect the student to make such a tremendous effort at adjustment. The waste involved has to be regarded as avoidable wastage.

English in the School

The first thing to bear in mind is that English at the university stage cannot be thought of in isolation from English in the School. The university must begin where the school leaves off, not in terms of the syllabus, but in terms of actual achievement. Since achievement is well below the level aimed at in the syllabus, the university must make provision for remedial work to improve the level of achievement. The extent to which remedial work in the P.U.C. class can make up for the deficiencies in teaching and learning in school is limited by the level attained in school. If this level is good (as in the case of the product of the English teaching school) not much need be done on the language side, and what is done can be done at the higher level of style and presentation of material. If the level attained is fair a great deal can be done to bring about improvement in such matters as correctness, increase of vocabulary, acquisition of idiomatic force and vigour. But if the level is very low the effort at the college or university will be to wrestle with incoherence, and such effort is very discouraging because the results that can be obtained within the available teaching time are: very poor or even nil.

Hence the improvement of standards at the college and university level depends very much upon the standard obtaining in the high School, and the effort to improve must begin there. Also the effort at school will yield better results than the same amount of energy put in at a later stage in the college or university. It is far easier to start on a clean slate than to correct bad teaching and learning.

First of all, the number of years for which English should be studied in schools should be decided. As the two earlier U. G. C. Committees had recommended, it should not be less than 6 years. The old Bombay State had opted for 4 years on the ground that the elementary school course should be kept free of English. Gujarat has kept to this pattern and has sought to make up for the shortness of the period of study of English by increasing the number of teaching periods per week to 12. This experiment will be watched with interest. Meanwhile, the four Southern States, West Bengal, Uttar Pradesh and East Punjab have decided to introduce English in Standard III, thus giving it 8 years in school. The State of Maharashtra

has introduced English in Standard V giving to it 7 years in school. (The Secondary School Certificate Examination in Bombay comes at the end of Standard XI).

These changes in policy indicate a widespread desire to strengthen the teaching of English at school. But all such changes which are of a drastic nature, need careful preparation if they are not to be attended by a great deal of avoidable waste of effort. Taking English down to Standard III or Standard V means taking it down to the level at which education is expanding most rapidly, where it is reaching to the farthest and smallest villages, to classes in society which have not had even the remotest connection with education. There is a shortage of teachers. Those available have just passed the school final examination, having themselves studied English in a village school for 4 or 5 or 6 years. They have little idea of correct usage, and none at all of correct pronunciation. Their vocabulary is limited as is their reading. These will be the majority of teachers. The trained graduate teacher will be available only in the good schools in the district and taluka towns and the large metropolitan centres.

Such teachers cannot be left to their own resources to improvise teaching material, even of the simplest kind. They need to be given very specific teaching materials and a well defined and simple teaching technique. Fortunately, the structural approach has resulted in the production of very specific teaching materials, arranged in the earlier stages, in an order of priority.

But although the structural approach has reduced to the minimum the need, on the part of the teacher, to improvise his material, it still needs a method of teaching to yield results. The structures and the vocabulary have to be repeated often in the class and revised or else they will be forgotten, and if they are forgotten, there will be no rules learned by heart the application of which will enable the student to reconstruct the structures. Grammar is not forbidden, but it is introduced late. Repetition will have to be made interesting, or it will become a fearful bore and will fail to register in the students' mind.

Hence, even this structural method of teaching English needs to be learned by the teacher, he needs to be taught (to the extent possible) the sounds of English, so that he can do oral work with his pupils. Drilling cannot be done except orally. Therefore the school teacher still needs to be taught how to teach English according to the new method. The older teacher who has been trained perhaps, but trained to teach English

by a different method, has also to be trained in the new method, or else he will try to teach the new text book according to the old method, setting apart hours for grammar, prose, poetry etc; and he will complain that he cannot "finish the book" in the class.

Now, training the teachers in the normal way in a training college is a long term programme. Besides, the training college masters of method in English have themselves only just begun to appreciate the structural method. Further, as has been already pointed out, the new teachers in the primary schools who are now called upon to teach English not only do not know the right method; they do not know enough English. Their knowledge of English needs to be improved. Hence action along two lines seems to be necessary: one is a crash programme to meet immediate needs. A good example of this is the 'snowball' programme of the Madras State in which a group of teachers, who were put through a training programme, were made to teach other teachers who were similarly made to teach others. Even this programme, however, took about two and a half years to get all the teachers trained to handle the material to be taught in the first year of English. It would be quicker to organize summer schools of a month's duration at which the syllabus and the reading materials for one year could be covered. In this way, in 4 or 5 years the primary school teacher could be taught to handle most of the 'structures' or teaching points to be covered by the student. In such an effort it has been found that the same reading material (or text book) used by all produces the best results. But if this is not possible or not considered desirable, each summer school should keep to the same series of text books (or reading materials) throughout. This is most important because each series is a whole, and no two series are quite alike.

Various other types of in-service programmes such as week-end classes, evening classes, may also be tried; but these will take more time, and are therefore not suitable for immediate requirements. The other line is to provide more and more institutions giving regular courses in the language itself and in the new method. Each State should have an Institute of the type that has been set up in the Punjab, the Uttar Pradesh, at Bangalore and elsewhere to train key personnel who will take charge of teaching and training programmes in training colleges and elsewhere, and who will also run the in-service programmes.

A select vocabulary of 2500 to 3000 words should be the aim during the school period. Increasing the number of years of school English should make it possible to increase the vocabulary. But the point to remember

is that it is not the aim, the target, that is important, but what is actually learned. At present there is the widest divergence between aim and achievement.

An important means of establishing the structure and the vocabulary is to make the student read supplementary readers. The common complaint against their use is that there is no time to teach these in the class. English should have from 6 to 8 teaching periods a week. In Gujarat where English is introduced in Standard VIII 12 teaching periods a week are given to it. If 8 teaching periods a week are given to English and if the right methods are followed, it should be possible to give some time to the supplementary readers which, after the first year or two of their introduction, should be read largely at home. The class should be tested periodically on the reading and comprehension of these books. The importance of the use of supplementary reading material cannot be too strongly emphasized.

A great deal can be done by the inspection staff of the Education Department of the State Governments to maintain and improve teaching standards. They should see that the proper techniques are employed. They could easily find out whether the structures and vocabulary which the class is supposed to have learned have been effectively learned or not. They could put a stop to the frittering away of teaching time on grammar in the earlier classes.

The School Final Year

The reading material in the school final year should be of two types: one, consisting of specially written passages intended to revise the more difficult structures. This should be accompanied by suitable revision exercises. The second, consisting of passages selected from good modern English literature simplified as to structure and vocabulary, also accompanied by suitable exercises. This reading material should permit the introduction of about 500 new words over and above the number introduced in the earlier classes.

The Examination

A great deal of care should be bestowed on the question paper. It should not on the one hand be too difficult i.e., expect more from the candidates than they can be expected to know in terms of the syllabus. Nor on the other hand, should it be too rigid and stereotyped. There should be room in it for free composition. Care should, however, be taken to keep the free composition to the level of the students' proficiency at this stage. In this connection we cannot help noticing the strange practice that

obtains in some institutions of prescribing or recommending for study so called "model essays" which were written by Indian teachers whose competence in English is doubtful. If models of good essays are to be put in the hands of the student there are surely enough essays written by the great English essayists which can serve the purpose. But the study of model essays is surely not the right way of cultivating the skills required in free composition. There should be questions on the texts to test reading and comprehension and also intelligence. And there should also be a variety of questions to test linguistic competence, and knowledge of the vocabulary learned, questions on the use of verb forms and tenses, sentence patterns, the degree of comparison, the use of relatives, prepositions, word order, transformation and synthesis of sentences, and so on. Not all of these should be set each time; a few should be selected each year, and they should be varied from year to year.

It has been suggested that one part of the question paper should consist of exercises to test certain basic skills and that the percentage of marks required to pass in this section should be very high—as high as 60 or 70. In basic skills we would include the ability to handle the following correctly:

The simple Present Tense and the Simple Past Tense forms,
negatives and questions Concord.

The elementary use of the articles.
Word Order: Subject, verb, object
Anomalous finites + stem
Verb + to + stem*

The question paper exercise such a powerful influence on both teaching and learning in this country that we are convinced that careful attention to the question paper will undoubtedly result in an improvement of both.

English in the University

As stated above, the standard of English expected of the student who is admitted to the first year of the University undergraduate course is much higher than what the student knows in the present circumstances. He has to know English well enough to follow lectures in class in those universities where the medium of instruction is English, make notes as the lecturer goes on or take down dictation; read books in English on almost all his subjects, and write test papers and examinations in English. He has also to express himself in English, if he wants to talk to his teachers, or the principal. Except rarely, he is not able to do this, and it takes him anywhere from a month to a whole term to understand his teachers. It takes even longer to acquire facility in reading, and longest of all to be able to write and speak. Even in the few universities where the medium of instruction and examination is not English the student is expected to read books in English.

Hence, it is essential for the university to take special steps to enable young entrants to improve their skills in English. This is done by many universities in America for those of their foreign students who need special attention. They are put through an intensive course of 8 weeks during which they are, as it were, saturated with English from every side. They are made to hear English, and to speak English, all day. For several hours a day they are made to read and write English and they are drilled in the pronunciation and structures of English. Those who have to overcome special difficulties are made to listen to tape-recordings or to record their own voices and listen to their own faulty pronunciation and language. This intensive 8 weeks course produces wonderful results.

It might be possible, under favourable conditions, for some of our universities to provide a four weeks' summer course for all prospective university entrants who have taken the School Final Examination. Or an intensive 2 to 3 weeks' course could be run at the beginning of the term. Extra time could be found for such a course by postponing the practical work in the laboratories for the science students and the tutorials in subjects other than English for the Arts students*.

*This is being tried by the colleges in Bombay and has been found to be useful.

Or again, a 3 to 4 weeks' course could be run in the vacation between the first and second terms. This is easier to organize, but less satisfactory, because the special help is postponed till after the first term. A summer course should be available for those going into the Intermediate or First Year Degree class. In fact at large university centres remedial vacation courses in English should be available to students of different classes at different levels of proficiency in the subject. Another measure that can be resorted to is a special after-hours class running throughout the year for those who are weak in English. This is perhaps the easiest to organize; but it needs additional staff.

The remedial courses should be carefully planned and the materials to be used carefully prepared or selected. The students should be given an initial test on the basis of which they should be graded and formed into groups of 25 or 30. The students intending to enter college should be made to do, first, revision and remedial work on the school syllabus, then work intended to increase vocabulary and improve command over the language.

The words that have been learned in school and forgotten, should be revised. So should the more difficult structures, special attention being paid to those in the use of which errors occur most frequently. Dictation exercises should be given every day. The college entrant often writes so little because he writes very slowly, and he writes slowly because he writes so little. He does not get enough practice at school to enable him to develop the speed necessary at college. Dictation is also an excellent exercise for the improvement of spelling. Side by side, passages of good modern prose, and some specially written passages, should be read. The latter should introduce the student to the vocabulary he would need in filling forms, asking questions and giving replies, and generally, in the process of adjustment to college life. They should also introduce him to some of the non-technical vocabulary he would require in reading the other subjects.*

So far we have indicated what is possible by way of an intensive revision and remedial programme as preparation for entry into the first year class of the university (P.U.C. or Pre-Degree). We have now to discuss the nature of the English programme in the P.U.C. and subsequent years.

1. English in the First Year for Pre-University Class

We believe that it will be necessary for the university to especially intensify the teaching of English especially at the P.U.C. stage.

*A collection of such readings has been prepared, with exercises and vocabulary lists, by the Central Institute of English, Hyderabad.

The text materials of the First Year or Pre-University Class should consist, first, of passages of modern English prose simplified by the editor so as to keep the vocabulary to that of the school final year plus an extra 500 words or thereabouts. The passages should be so selected as, on the one hand, to expand the students' general vocabulary and on the other, to introduce him to the non-technical vocabulary of the other subjects he would be studying (e.g. the physical and social sciences). This should be a book of about 120 to 150 pages. Second, there should be a book of short stories or plays, or a short novel,—again, in simplified language,—to be used as supplementary reading material. The object here is to encourage the reading habit by introducing the student to interesting reading material, and also to increase his passive vocabulary. This book should also contain about 500 lines of fairly simple, modern (19th or 20th century) verse,—short lyrics and narrative poems.* For, while acquaintance with choice reading material in prose, verse, fiction and drama will help to give the student a fair command of the English language which he can use as a medium of expression in speech and writing, it will also be a source of enjoyment of good writing and a means of assisting in how so small a measure the cultivation of sensibility which the student acquires largely from the study of his own literature, but the process is quickened and reinforced by the study of English.

The library should build up a special collection of adaptations of interesting stories, such as tales of adventure, detective fiction, biographies of adventurous men etc., written in a controlled vocabulary of about 3000 words. These should be prominently displayed, and introduced to the students. One tutorial period may be used by them to read such books under supervision in the class.

The second course should be devoted to the cultivation of language skills. A number of suitable books exist**. The teacher may use one or more of such books or prepare his own materials from them. The aim in this course should be to improve the power of comprehension (of unseen passages of prose and verse), to establish control over structures and to expand vocabulary so as to enable the student to express himself correctly in letters, dialogues, stories (from given outlines) and short essays. Spoken English

*If such books are not readily available in the market they may have to be specially prepared by the University Department or an English Language Institute.

**Mention may be made of the books prepared by the Central Institute of English for preparatory General English Course for Colleges.

should not be neglected. The best way of establishing usage and vocabulary is to make the student speak the language. Hence, a systematic attempt should be made in tutorial classes to get the students to converse on daily affairs and to narrate familiar experiences in English. There should be an internal test in spoken English. The minimum of lecturing and the maximum of tutorial work should be resorted to during the Pre-University year. The lecture period should be utilised only for imparting fresh information either with regard to language or the texts. It should not be utilised for reading the text sentence by sentence in the class. This should be done for the first few pages to begin with, just to demonstrate the methods of study which the student should himself use. The textbook could then be split up into feasible home assignments, and questions could be asked during the tutorial periods on these assignments. The tutorial period should be really a discussion and question-and-answer class, and not merely a period in which students write composition exercises on set themes. Again, the texts should be primarily studied with a view to promoting the expansion of general and special vocabulary, comprehension and correct expression. Care should be taken to see that there are enough tutors to do this work. It is essential that these tutors are trained in the modern methods of teaching English as a second language. They should be sent to an English Language Institute. It is also important that senior teachers should participate in this work.

As for the eight periods mentioned above, three can be set apart for three lectures per week. One lecture period can be utilised throughout the year for teaching the book of prose selections. Another can be utilised for the book of poems and the non-detailed text throughout the year. The third lecture period can be set apart for elucidation of such points on usage or functional grammar or general linguistic information as is useful to the student. Of the five tutorial periods per week one can be utilised for the mechanics of expression throughout the year, because students need a thorough grounding in this aspect of language work. A second period can be reserved for composition throughout the year. A third period can be devoted to reading and comprehension of unseen passages, passages from the non-detailed text and simplified story books. A fourth tutorial period can alternate between vocabulary and the cultivation of spoken English. The fifth tutorial period should be devoted to work on the prose text and the poems.

The bugbear of tutorial work, particularly remedial work, is correction of written work. It is the inability of the tutor or the teacher to cope

with this heavy burden that either prevents such work being done at all or severely restricts it. These difficulties can be obviated by the use of substitution tables as illustrated in the two books of the Central Institute of English referred to above. These tables provide simple exercises in correct usage; and no correction is needed by the teacher.

It may be thought that eight periods a week are far too many to be devoted to English in the Pre-University class.* But this is not an arbitrary number. These periods are necessary if the Pre-University students level of actual achievement in English is to rise to the level indicated above. Only the minimum language skills and the text materials and periods necessary for attaining them have been included in the plan set forth above.

Each tutorial batch should, ideally speaking, consist of ten to twelve students. It is specially important to observe this restriction regarding numbers in classes in which composition work is corrected and the corrections are explained to students. Larger groups for tutorials might be resorted to only when it is inevitable. In no case should the number in a group exceed 25 students. The students should be tested and streamed into tutorial groups according to ability and achievement in English. This will enable the teachers to attend to the needs of each group instead of using the same methods for all.

The ground to be covered and the teaching approach of the entire P.U.C. course should be planned by the senior teacher best fitted to do the job, in consultation with the other teachers. The work should not be left to be improvised by each teacher according to his resources or fancy.

This is how a new orientation can be given to the study of English in the Pre-University year with regard to text materials as well as teaching methods. It would follow that examinational procedure also will have to change considerably so as to gain in reliability as well as validity by making use of new test techniques, and by grounding them firmly in the objectives of the course.

Universities should ensure that the required number of tutorials have been attended and the periodical tests have been taken. The question of evaluating the progress made by the student in the work done by him throughout the year may also be examined by them.

*The Kerala University is now providing 16 hours for English for its two year pre-degree course.

As far as possible, all teachers of English should be trained at the Central Institute of English at Hyderabad or at a similar Institute. When this is not possible, or when they cannot be spared for a regular course, summer courses of six weeks should be arranged for them. A point that needs to be mentioned is that after they have been trained they should be left, with expert guidance from a senior teacher, if such a teacher is available, to prepare the teaching materials to be used in the tutorial classes, and to decide on the techniques to be used. If they are not free to use the knowledge and the new methods they have learned, their training is wasted, and they feel frustrated. The principal of the college or the head of the university department of English should ensure that they are given the freedom to use the new techniques and the special knowledge that they have acquired.

The library should be strengthened with books on linguistic science, applied linguistics, the teaching of English as a foreign language, books on grammar, structures, vocabulary, books containing exercises, substitution tables, passages for comprehension etc. Reference has already been made to the need for a collection of simplified adaptations of the classics and tales of adventure and other interesting stories.

Reference may also be made to the physical and other facilities that are necessary. A sufficient number of tutorial rooms will have to be provided. So will facilities for cyclostyling material to be used at lectures and tutorials. Recorded speech to teach the sounds and the stress and intonation patterns of English should also be available on tapes or discs. There should also be plenty of recorded verse. The teachers themselves could record on tapes suitable dialogues which can be played over and over again. Then the pupils should be encouraged to record their own speech and dialogues among themselves. All this would add interest and zest to their study of English.

The Textbooks in Other Subjects

A final point about the first Year or P.U.C. wherever English is used as the language of instruction in other subjects, it is essential to see that the textbooks in these subjects that students are expected to read are written in simple English, preferably in something approaching the vocabulary which the P.U.C. student may be reasonably expected to know. This is a duty which the university owes to the P.U.C. student. Similarly, the teachers who teach these subjects should use the simplest possible language; they should speak slowly and clearly, and write on the blackboard the new

words pertaining to their subject that they intend to introduce in the course of their lecture. Until such time as a proper rapport is established between the teacher and the student a judicious outline of the lecture may be given to the class at the beginning of the lecture. The notes of the lecture made by the students should be inspected by the teacher.

Additional English in lieu of Regional Language

In universities where a course in the regional language is a requirement, English or Hindi should be permitted as an alternative course for those who have not studied the regional language at the school final stage. The texts for this course should be of a more advanced character bringing out the subtler aspects of English poetry and/or a minor literary form like the short story or the one-act play, illustrated by 19th and 20th century texts.

2. Compulsory English in the Intermediate and Degree Courses

There should be two courses in English which every undergraduate should be required to take. Where there is an Intermediate (or pre-professional) Examination, the candidates should be examined in both.

One course should consist of two or three books including essays, short stories, short plays (provided there is no dialect in them), perhaps a novel, and a certain amount of serious, reflective or expository prose. There should be no objection to the inclusion of reading material of a non-technical character bearing on science, engineering, medicine etc. All this material should be selected from 19th or 20th century literature, preferably the latter. There should also be some verse.* The course should be taught for at least two years at the rate of three teaching periods a week.

The examination in this course could be taken by those doing the three year degree course—at the end of the second year i.e., before the final year. The questions should be so framed as to ensure the candidate's imaginative and critical comprehension of the text.

The second course should be framed to develop and improve the students' language skills. This course should be taught in all the undergraduate

*Professor C. D. Narasimhaih a member of the Committee, is of the view that there should be no objection to universities, who so desire, to teaching a good play of Shakespeare at the degree level in addition to prose, poetry and fiction. For even Shakespeare intelligently taught can be made to yield excellent results in learning to use words to convey complex attitudes, states of mind and interaction of men and society.

years and the examination should be held at the end of the final year. Where there is an Intermediate examination, it should include a paper on language skills.

The objectives of this course should be to enable the student to make a smooth transition from the reading of simplified books to the reading and enjoyment of original and unabridged books. It should also enable the student to read and understand the standard books and journals in English in his own chosen field of study. It should therefore, considerably, enlarge his vocabulary and his command of structures. It should greatly improve his capacity to express himself in writing and speech.

This course should be taught mainly in small tutorial classes where the students should be given plenty of writing work to do. They should also be encouraged to discuss in English topics or problems set by the teacher. Some of these topics could be selected from the text books prescribed for study in the first course. In fact, the teaching of language skills could be generally related to these prescribed texts. Exercises on vocabulary structure, pre-positional phrases, idioms etc. could be set from the texts. But the exercises in comprehension should be based on unseen passages. Precis writing should be introduced at this stage, in a very simple form at first, and should be practised throughout the three years. In the beginning, the passages may be drawn from the texts, but later they too should be unseens. Translation from English into the mother-tongue or Hindi should also be practised regularly. Paragraph writing should be practised in the first year. Essays should also be written, the subjects being at first descriptive or narrative so that the material is easy and familiar. In the later years the students should be made to write essays on serious themes.

The pass percentage in the second paper should be high enough to ensure the minimum proficiency required for higher studies. The pass percentage in the first paper may be lower.

The compulsory English courses that have been outlined above should be taken by all students reading for degrees in the Arts, Science and Commerce faculties. The bachelor's degree course in Law usually commences after the B.A. Degree; but where it commences earlier, the Law student also should be made to undergo a similar course.

3. (Optional and Honours English Courses for the B.A. & M.A. Degrees

It is useful to consider the optional and honours courses at the B.A. level and the M.A. course together, for they ought to form one integrated

scheme for specialization in English language and literature. It would be desirable to ensure that every student who obtains the M.A. degree in English should at some stage have taken a paper on the English language—its phonetics, structure and usage. A sample of such a course is given in an appendix to this report.* Where local resources permit, this could be combined with elementary linguistics or with Old and Middle English.

There are two broad patterns in the Indian universities in the structure of optional English courses for the B.A. and M.A. examinations. Every university offers an optional course of two or more papers at the B.A. stage. This is followed by an 8 or 9 paper course at the M.A. stage. Some offer an honours course of 6 papers at the B.A. stage, which include the optional papers. This is followed by a 6 or 8 paper course at the M.A. stage. We believe that for a thorough study of the English language and its literature it is essential to provide an honours course of 6 papers at the B.A. stage.

It is perhaps not very profitable to discuss or set forth in detail a curriculum in optional English for the B.A. and M.A. examinations, whether there should be 3 or 4 or 5 papers on literary history, whether Shakespeare should have a whole paper to himself or share it with the other Elizabethan dramatists, whether one or more forms of literature should be studied, whether Old and Middle English should be obligatory or optional. So much will depend, in these matters on local resources, and the special interests and areas of specialization of the teaching staff. The Committee would, however, like to make the following suggestions for the consideration of those in charge of syllabus making.

The 2 (or 3) optional papers offered by the university at the B.A. level are for all, not merely for those intending to specialize in English at the M.A. stage. They should, therefore, have a broad cultural value, and not involve any considerable knowledge of background or any special effort on account of archaic language. They should be texts mainly from the 19th or 20th centuries.

Literary history should be studied in the most representative works of the great writers of a period rather than in the dull chronicles of a text book of literary history which teaches students to echo other people's opinions on books they have never read. At the same time the great movements and fashions of each age should be illustrated. The social, political,

*Appendix IV

The Committee is indebted to Dr. Bernard Lott, Director of Studies at the C.I.E. for this note.

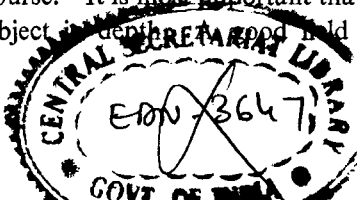
religious and cultural backgrounds of these movements should also be studied. Two or three universities make a one paper course of this, and it is well worth doing so, because our students today no longer have the knowledge of British or European history which students of the last generation had. Such a course not only helps the student to understand English literature better, but widens his mental horizon. Where there is an honours course, the literary history could be divided between the B.A. and M.A. courses, leaving the 20th century and the earlier periods to the M.A. class. It is in the courses in literary history that overlapping often occurs.

The study of criticism must find a place in a scheme of optional English for the B.A. and M.A. examinations. Initially it should be biased in favour of practical criticism. When there is an honours or special course at the B.A. stage, the paper in criticism should include this and the elementary principles of criticism. The M.A. course should provide for a study of principles at a higher level as embodied in the writings of some of the great European and English critics. Twentieth century criticism must find a place in any such study. An interesting suggestion made by a member of the Committee in order to 'close the gap' between language and literature from the side of literature is to explore the linguistic approach to literary criticism.

There should be provision for the study of prosody, either as part of the study of the prescribed poetry or as a subject by itself along with criticism. Its historical study should always be related to the study of the history of English literature to make both more meaningful. The use of gramophone records containing readings of poetry can be of great value here.

A study of one or more literary forms such as tragedy, comedy, the epic etc. often forms part of the B.A. Honours and the M.A. courses. It often happens that the form selected is represented by very few examples, and these are studied like any other texts rather than as illustrations of an evolving literary form. If the form is to be studied there should be enough examples of it not only from English literature, but also from the literatures of Europe (in translation), and the texts should be studied primarily as representing the form in its various stages of development. Sufficient importance ought also to be given to the study of the form itself in all its manifestations.

The M.A. course should not only aim at greater coverage than the B.A. Honours course. It is most important that it should enable the student to study the subject in depth. The material held for such study in depth is



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provided by Shakespeare who is a universal favourite in the Indian universities.

The objectives of the M.A. course may be broadly stated as follows :

- (a) a thorough acquaintance with the classics of English literature and a grasp of the main movements in the history of English literature.
- (b) the development of taste and maturity of mind, the ability to think independently and form sound critical judgements;
- (c) an awareness of language as a social phenomenon, its structure, and behaviour; a proper understanding of the phonetics and structures of the English language, and some knowledge of its evolution through the ages ;

The teaching should be consciously directed to the achievement of these goals. Lectures should not aim at 'covering the course'; they should dwell on the most important points, and beyond this serve as guides to further reading and thinking on the part of the student. They should suggest problems and points of view. Lectures should be supplemented by seminars and tutorials at which papers are read and discussed by the students. This is of vital importance, for without this neither maturity of judgement nor taste will develop.

In view of the objectives set forth above the M.A. course should comprise the following :

- (i) A paper on the English language.
- (ii) 3 or 4 papers covering the major classics in prose, poetry and drama, divided into suitable periods. The texts should be studied not only for their intrinsic imaginative value, but also in their literary, social, and cultural context.
- (iii) A paper on the principles and practice of literary criticism.
- (iv) One or two literary forms, to be studied in their English and European manifestations.
- (v) Two optional papers which the student should select from a number of optional courses, on Shakespeare, Twentieth Century Literature, American Literature, Indian writing in English, Comparative Literature, Old and Middle English Language and Literature, the History of the English Language etc. Which particular options and how many, will be determined by each university in relation to its resources.

A study of the results of the M.A. examination held by the various universities in India in the years 1958 to 1961 shows that although there are striking variations in the percentage of passes, the overall pass percentage is very high, as high as 83%; but the percentage of first classes is ridiculously low. In several universities where the pass percentage was about 80 there were no first classes at all and few second classes. This would lead to the conclusion that the preparation and the calibre of the candidates admitted to the course are poor, that the arrangements for instruction are not as satisfactory as they ought to be. In fact, a number of candidates, those who take the examination as "external" students, are left entirely to their own resources. This is not a very satisfactory state of affairs. It raises the question whether admission to the M.A. course should not be made on selection. Where there is an honours course at the B.A. stage it would be natural to expect that those who take the examination in the honours course should alone be permitted to proceed to the M.A. course. Many universities have no honours course, but only an optional course of two or three papers. In such cases it should be a condition of admission to the M.A. course that the student shall have passed the B.A. examination with the optional papers and obtained a second class on the whole examination. Very occasionally there will be a bright young man or woman with a keen interest in literature, and perhaps with an itch to write, who for some reason has not passed the B.A. examination with either the Honours or the optional papers in English, and who desires to take English for the M.A. examination. If such a candidate for admission has passed the B.A. examination in the first class or with very high marks in the second class, and if the admission authorities are satisfied on interviewing the student that he has a sufficient background of reading and an adequate competence in the language, he may be admitted to the course. Such cases are bound to be very exceptional, and should be treated as such. It may be possible to provide a special entrance test in composition and comprehension to applicants who have either not taken optional English or failed to get a 2nd division mark in it. And it may happen that one or two applicants admitted through such a test may prove to be among the most promising students. The Committee is aware that a strong pressure for admission to the course is exerted by candidates who do not fall within the above categories and also that in the rapidly increasing number of colleges there is a great dearth of teachers of English, and that a third class M.A. is better than no teacher at all. Nevertheless the Committee is of the view that the M.A. stage is the last stage at which a stand can be taken to maintain quality, and that instead of lowering the standard of admission, the wiser course would be to improve the quality of teaching so that more students with the minimum qualifications

required for admission to the M.A. class would be available. Where third class M.A.s have already been employed as teachers in colleges, and where they have still to be appointed as a desperate measure, energetic steps will have to be taken to improve their knowledge and competence by insisting on their attending repeated refresher courses.

A second question that suggests itself in view of the poor results at the M.A. examination in English is, where the M.A. course should be taught. At present there are about 20 university centres and about 100 constituent and affiliated colleges at which such teaching is being imparted. Few colleges have the necessary staff to undertake alone the entire responsibility for teaching all the M.A. courses. It seems reasonable therefore to insist that M.A. teaching in English should be permitted, on a cooperative basis, only at those centres where there are two or more degree colleges, which may together be able to provide at least one properly qualified teacher for every paper in the course e.g. eight if there are eight papers. It is essential that the university should lay down norms about the qualifications and experience required of postgraduate teachers, and that such teachers should be specially recognized by the university on a scrutiny of their qualifications and experience, and that a postgraduate centre should only be permitted after the University has inspected the college and satisfied itself that the required facilities in terms of teachers and library resources do exist. In the university centre instruction should be imparted by the university department in co-operation with the best of the qualified teachers from the constituent and affiliated colleges. It may be that where the university department is large there may not be any need for the teachers from the colleges to share the lecturing work with the university teachers. But there can never be enough teachers in the university department of an affiliating university to deal with all the seminar and tutorial work as well. The Committee therefore is of the view that the university should as a matter of policy, draw the best teachers from the affiliated colleges into the post-graduate teaching scheme, because such participation is good and stimulating for the college teacher. The Committee feels that the "external" students who are now permitted to take the M.A. examination without attending lectures are generally so badly prepared that their examination results are very poor and the "wastage" among them is enormous. It would be far better if the best among those who wish to take the M.A. examination as "external" students are selected after a test and an interview, and given liberal scholarships to enable them to go to a university centre so that they might profit by the facilities for instruction and the library resources available there.

A word may be said about the examination. The practice of holding the examination in two parts, one at the end of the first year and the second at the end of the second year, has been adopted in many universities. Members of the Committee were critical of this practice as it led to the neglect in the second year of the courses covered in the first. As for the argument advanced in its favour that it makes the students work regularly, the committee thinks that if tutorials and seminars are properly organized, they will do much more to ensure regular work than the examination at the end of the first year.

In some universities, it is possible for a candidate to offer a dissertation in lieu of one or two papers. The Committee felt that where there was a good honours course at the B.A. level, and standards were high, this was a good thing, but elsewhere, where the candidate came to the M.A. course after doing 2 or 3 optional English papers at the B.A. examination he had neither the background of knowledge nor the critical ability to undertake a dissertation. Moreover, the M.A. course in such universities had to cover so much ground, that to drop one or two papers would be seriously to limit the students study of English literature.

There is a very unhealthy tendency for question papers to become stereotyped, to be cluttered up with too many alternatives, to parade learned quotations which often cloak ignorance and which the candidates are asked to discuss when they are not at all sure what they mean. University authorities make a fetish of the examiner's duty 'to cover the course' in his question paper. This has a most unhealthy effect on the character of the candidate's preparation for the examination. If the question paper covers all the parts of the course and there are 2 or 3 alternatives to each question, the candidate feels that he can leave out some parts of the course and yet find enough question on the parts studied by him, to make up the required number that he should attempt. Options in the question paper should be restricted to a reasonable number, say, twice as many as the candidate has to attempt, including alternatives within the question. Also, question papers should not become stereotyped, as this encourages narrowness and indolence on the part of the student. When the student knows that this year's paper will not be exactly like last year's he will be more alert and wide awake in his preparation for the examination. So reluctant are we to change the pattern of the question paper that there have been instances of much needed changes in the *syllabus* being resisted because they would involve changes in the pattern of the question paper.

On the other hand, candidates do not seem to be capable of reading and understanding the questions. They come to the examination with prepared answers, which they proceed to set down whether they fit the questions or not. Irrelevancy is rampant. There is very little evidence of intelligent adaptation of the material of the answer to the exact requirements of the question. It is the Committee's view that a determined effort should be made to root out irrelevance from the candidates' answer papers by punishing it heavily. Today there is a widespread belief among students that irrelevance does not really matter. They must be made to realize that it does. Till then there is little hope of improvement in the intellectual quality of our M.A. examination scripts.

The Committee is of the view that a viva voce examination should be a part of the M.A. examination. The viva voce examination should be carried out by the entire board of paper setters and examiners where the number of examiners is small and the system is practicable; in any case, an external examiner should always be associated with the oral, and be responsible for the marking. The objectives should be partly to test correctness of pronunciation, ability to read, and capacity to use the spoken language, partly to discover and at least to some extent discredit, mere cramming; and partly, to give some recognition to candidates who can show that they have read their books intelligently and that they have a humane outlook and a proper sense of values.

4. Research

Research in English in the Indian universities is not easy. There are few guides, and the library resources are very inadequate. Those who want to do research seldom have the maturity of mind and the background of reading essential for research. Many of them are motivated merely by a desire to cover up a poor M.A. degree with a Ph.D. Very few of those who obtain the Ph.D. degree continue to do research or to write.

At the same time there is a growing body of teachers who are writing, and writing well, on English and American literature, and they and the journals in which they write are gradually winning international recognition. This is just the foundation that good research schools are built on, and there is every reason to hope that in the not so distant future, when our libraries will be better stocked with books, and periodicals and micro-films of the other materials necessary for research, there will be good research centres at some of our universities. Research will inevitably be confined to the university departments, because, ordinarily, at least the senior teachers who man the departments will have done research, and the library

resources are better than in the colleges. Occasionally, however, there may be the outstanding man in a college who has research qualifications, who has been working on his own, and whose college has a library which has resources good enough for research students to make a beginning on their work. Usually such a man will be located in a college in a large city which is also the headquarters of the university. Research in mofussil places may be ruled out. In any case, the university ought to lay down the qualifications and experience necessary for teachers in colleges who aspire to guide research and should recognize them as guides only after considering these and the library facilities available at their colleges. Such recognition should be of the person in the place where he is working. Should he be transferred to a place where the library resources are inadequate, the recognition should lapse. It follows from this that the research student should be near his guide, so that he may not only benefit by frequent consultation but also be able to avail himself of the resources of the library. However, in view of the paucity of research guides and good libraries, this may not be made an inflexible rule, specially in the case of the bright young teacher who has had to take up an appointment in a college far away from the university centre. Such a teacher may be permitted to register himself for research degree provided he spends his vacation with his guide and the latter certifies this. The Committee feels that such encouragements are necessary, since a teacher who has undergone the discipline of research and learned the techniques of research, is bound to be the better for it as a teacher. He will strive to improve his own college library wherever he is, he is likely to pursue his studies, and is likely, therefore, to stimulate interest in study and research in others.

It is not possible to indicate areas in which research could be pursued most fruitfully. There is a considerable body of literature with India as the setting or the theme written by Englishmen and Indians. This could be studied in its political and cultural context. The English language in India is an important subject of study. It has been suggested that translation and editing of the classics in the Indian languages, accompanied by critical and biographical introductions, may be considered as adequate work for a Ph.D. degree in translation which should be regarded as equivalent to a Ph.D. degree awarded for research.

The Committee is of the opinion that training in research methods should always be given in the form of a course of lectures. The candidates should also be required to make a detailed study of the area or the broader aspect of the theme of his special study. He should undergo

an examination in two or three papers on the methodology of research in English and on the literature bearing on his chosen field or theme as a qualifying test for proceeding to the actual research. This would undoubtedly prepare the candidate to do his research more efficiently, and it would also benefit him more as a teacher.

Lecturers and professors in colleges and lecturers in universities should have good degrees especially good M.A. degrees and some training at an Institute of English. Readers and professors at the university should preferably have a good degree from a good British or American University in addition to a first or second class degree from an Indian university. They may also have a Ph. D. degree. Where they do not possess a degree from a good British or American university the Ph. D. may be insisted upon. But we would like to emphasize that in the field of English language and literature the Ph. D. degree should not be the main criterion in the selection of teachers. We do not want to minimise the importance of the Ph. D. degree, but we believe we should look into the candidate's earlier career; see whether he has had the advantage of studying at a good British or American University, and what he has been writing and how he has been teaching. The essential qualification in the university professor is that, besides being a good teacher, he should be a 'scholar of repute'.

Summary of Recommendations

1.. Introduction

1.1. There are two aspects of the teaching of English which are quite distinct in their aims. One is to teach the language and the other is to teach the literature. Although there is no inherent conflict in the claims of one over the other, greater attention should be paid to the language aspect.

1.2. The regional languages have not yet developed to a point where they can replace English as a tool of knowledge and as a medium of communication. Even when the regional languages become sufficiently developed, English will remain our window to world knowledge. It has, therefore, to be ensured that the student is able to read books, journals, reports etc. in English in his subjects of study.

1.3. Generally speaking, it is the responsibility of schools to train students in the effective use of language, so that they can follow instruction in the university without difficulty. For a variety of reasons, many schools in our country are not able to discharge this responsibility. Consequently, most students enter the university without even the basic skills of language. The universities have, therefore, to remedy the defects by making special efforts to teach the language in the pre-university course or in the first year of the degree course.

1.4. In universities where English is not the medium of instruction the aim should be to develop the reading comprehension, whereas in universities which have English as the medium of instruction the aim should be to develop also the skills of writing and speaking. In both types of universities, it would be necessary to teach English as a compulsory subject upto the final year of the degree course. Universities should start the teaching of English at the point at which it was left off by the schools. The effort should continue throughout the degree course.

2. English in the School

2.1. In order to raise standards at the university and college level, adequate attention has to be given to raising of standards obtaining in the

High School. There is a widespread consciousness of the need for strengthening the teaching of English in schools but the number of years for which English has to be studied in schools varies from one State to another. English should be studied in schools for at least 6 years.

2.2. A possible line of action for training of English teachers could be the adoption of the Madras Government's 'snow ball' programme, under which groups of teachers were put through a training programme, who in turn trained others and so on. A more effective way would be to organize summer schools of a month's duration at which the syllabus and the reading materials for one year could be covered. In service training programmes such as week-end classes, evening classes could also be tried. It will also be necessary to set up a large number of institutions providing courses in the language and in the new method.

2.3. The aim of teaching English at the school should be that the student actually learns a select vocabulary of 2,500—3,000 words. The reading material in the school final year should consist of specially written passages intended to revise the more difficult structures and of simplified passages from good modern English literature. These should be accompanied by suitable exercises. The schools should provide a minimum of 8 periods per week for the teaching of English.

2.4. The question paper should keep in view the level of students' competence at the end of their school programme. The paper should contain questions on text as well as questions designed to test the skills in language vocabulary and grammar. It should also have questions on basic skills, which have been enumerated in the Report.

3. English in the University

3.1. As a positive towards improving the knowledge of English of students who enter the university with inadequate knowledge of English, universities should organize special courses of three to four weeks' duration during the summer vacation or during the vacation between the first and second term or arrange special classes in English during the first term by cutting down laboratory work for science students and tutorials for arts students. Alternatively, English classes could be held outside the normal working hours of the university or college. These special courses should be planned as an intensive preparation for university work.

3.2. English in the First Year or Pre-University Class

3.2.1. The teaching of English at the pre-university stage needs to be strengthened. The course should include two text-books, one of modern

English prose and the other of short stories or plays or a short novel for rapid non-detailed reading. There should be a second course designed to improve language skills. The aim of this course should be to expand vocabulary, to establish control over structures and to improve the students' reading comprehension. One way of doing this is to encourage the student to speak in English on familiar themes and also in the course of conversation.

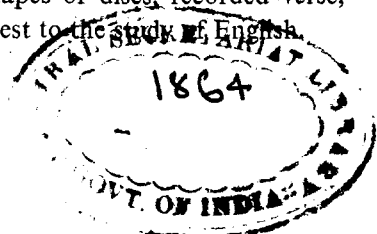
3.22. The pre-university course should provide eight periods per week for English, comprising three lecture periods and the rest tutorials. One lecture period can be used for teaching of prose text, another for the book of poems and the non-detailed text and the third period for language and grammar. The first tutorial period can be utilized for the mechanics of expression, the second for composition, the third for reading comprehension, the fourth for vocabulary and spoken English and the fifth for work on the prose text and the poems. Lectures should be used mainly for imparting fresh information and tutorials for discussion, questions and answers, and for practice in writing.

3.23. Tutorial work should in no case be left to the care of junior teachers only. Substitution tables may be used to reduce the quantum of correction work, which a scheme of intensive tutorial work involves. Ideally speaking, each group should consist of not more than 10-12 students; in no case should the number exceed 25.

3.24. The examination in the course has to be related to the objectives of teaching and made more reliable and valid. It has also to be ensured that students attend the required number of tutorial classes and take periodically tests regularly. The question of giving credit for the essential work done by students may also be considered by universities.

3.25. It is desirable that all teachers of English should receive some training at the Central Institute of English, Hyderabad, and when this is not possible to attend special summer courses organized by the university. After they have been trained, they should have the freedom to select their teaching materials, organise their courses of study and use the new teaching techniques to the best possible advantage.

3.26. The language section of the library should be strengthened sufficiently. The library should also build up a good collection of interesting reading material. Physical facilities like tutorial rooms, facilities for cyclostyling material, recorded speeches on tapes or discs, recorded verse, dialogues etc. should be provided to add interest to the study of English.



3.27. It is necessary to ensure that textbooks in other subjects are written in simple English so that students can read them without difficulty. Teachers of these subjects should also present their lectures in the simplest possible language, speak slowly and clearly, use the blackboard and distribute cyclostyled sheets of their lectures to facilitate understanding.

3.28. In universities where a course in the regional language is a requirement, additional English or Hindi should be permitted as an alternative for those who have not studied the regional language earlier. The texts for this course should be at a higher level.

3.3 Compulsory English in the Intermediate and Degree Courses

3.31. There should be two courses in English which every student studying for a degree in Arts or Science or Commerce should be required to offer. The first course should consist of two or three texts including short stories, essays, short plays, a certain amount of prose and verse and perhaps a novel. The second course should be concerned with the enlargement of the student's vocabulary and his command of structures.

3.32. There should be a provision of 3 periods a week for the first two years of the degree course in the first paper. The final examination in this paper should be held at the end of the second year. The second paper should be taught mainly through tutorials. The course should be spread over all the three years with the final examination at the end. Pass marks in the second paper should be much higher than in the first.

3.4 Optional and Honours English Courses for the B.A. and M.A. Degrees

3.41. The optional and Honours courses at the B.A. level and the M.A. course in English ought to form one integrated programme. Every student should have taken a paper on the English language at some stage before he obtains the M.A. degree in English.

3.42. Although the syllabus for the B.A. and M.A. courses in English would be decided by every university in the context of its resources, library facilities and specialization of the teaching staff, it might be indicated that the optional papers for the B.A. (pass) course should have a broad cultural value and for this reason texts written in obsolete language, however good their literary value, should be avoided. History of literature should emphasize the study of representative works of a period rather than a broad survey of various literary movements. It should be taught in the context of the social and political background of English literature. The study of criticism and prosody is also important. The study of literary forms should be

prescribed only when enough examples of the form are to be found in English as well as European literature.

3.43. The M.A. course in English should have the following objectives:

- (a) a thorough acquaintance with the major classics and the main movements in literary history;
- (b) the ability to think independently and form sound critical judgments on works of English literature;
- (c) an emphasis on the study of language, its evolution, structure and behaviour.

3.44. In order to raise the standards of postgraduate studies in English, admissions to the course have to be more selective. In universities where there is an honours course only such students as have done the honours course should be admitted to the M.A. course. In other universities candidates must have offered English as an optional subject and must have obtained at least a second class in the B.A. examination. In exceptional cases students who have done B.A. in the first or high second class without the optional papers in English may be admitted for an interview. It would further improve matters if students are admitted upon the result of special entrance tests in composition and comprehension. External students should not be permitted to take the M.A. examination without attending lectures.

3.45. M.A. teaching in English should be permitted, on a co-operative basis, only at centres where there are two or more degree colleges, after the university is satisfied about library facilities, requisite staff etc. The university should encourage participation by teachers from affiliated colleges in its postgraduate teaching work.

3.46. The M.A. course should comprise a paper on the English language, three or four papers covering major classics in prose, poetry and drama, a paper on the principles and practice of criticism, one or two literary forms and two optional papers e.g., Shakespeare, American literature, Indian writing in English etc.

3.47. It is not desirable to divide the M.A. examination into parts. The practice of offering 'dissertation' in lieu of one or two optional papers should be discouraged as it limits the study of English literature, particularly in universities where students come to the M.A. course without an honours

degree in English. The testing of students by means of a *viva voce* is to be commended. The *viva voce* should be conducted by the entire board of paper setters and examiners, wherever practicable. In any case, an external examiner should always be associated with the *viva voce* examination.

3.5. Research

3.51. Research in English will mostly have to be confined to university teaching departments. If a college has the facilities for undertaking research and if there is an outstanding man on its staff, such a person should be recognized as a research guide. A research student has to be near his guide but in the case of bright young teachers an exception might be made and they could be allowed to supplicate for a research degree provided they meet the guides during summer vacations. The selection of topic for research can best be done by ascertaining the library facilities and the nature of available guidance. There could be no objection to the award of a Ph.D. degree on the translation of well-known Indian classics with suitable editing and biographical details. All research students should be given a course in the methodology of research. They should also be required to study the subject of research against its wider background.

3.6. Qualifications of Teachers

3.61. Lecturers and professors in colleges and lecturers in universities should have good degrees especially good M.A. degrees and some training at an Institute of English. Readers and professors at the university should preferably have a good degree from a good British or American University in addition to a first or second class degree from an Indian university. They may also have a Ph.D. degree. But the Ph.D. degree should not be insisted upon in all cases, for the essential qualification in the university professor is that he should be a 'scholar of repute'.

Appendix I

A Summary of Recommendations of the Kunzru Committee Report

The Kunzru Committee made the following important recommendations :

- (a) That the change from English to an Indian language as the medium of instruction at the university stage should not be hastened.
- (b) That even when a change in the medium of instruction is made, English should continue to be studied by all university students.
- (c) That it would be necessary to have text-books prepared on scientific principles and that the Govt. of India or the Council of Secondary Education should take up this question for consideration.
- (d) That in relation to the Three Year Degree Course which is now proposed to be introduced in our universities the teaching of English be given special attention in the pre-university class.
- (e) That the teaching of English literature should be related to the study of Indian literatures, so that apart from its value for linguistic purposes, it could be an effective means of stimulating critical thinking and writing in the Indian languages.
- (f) That it is desirable to have the question of courses of study in English and methods of teaching English at the university stage examined by an expert body and the recommendations of that body adopted by all the universities.
- (g) That where English is not the medium of instruction at any university it is necessary to adopt special methods to secure an adequate knowledge of English as a second language.
- (h) That far greater attention should be given to linguistics in our universities and in our teacher training colleges.
- (i) That it is in our educational interest that English should be retained as a properly studied second language in our universities even when an Indian language is used as the ordinary medium of teaching.

Appendix II

Summary of Recommendations made by the English Teachers' Conference held at Hyderabad

- I. English in the pre-university class :
 - (i) The time to be given to the teaching of English should be at least 6 periods a week.
 - (ii) The work should be done largely in tutorial classes, of not more than 10 to 12 students each.
 - (iii) In view of the fact that there will always be students from different kinds of secondary schools and therefore with marked divergences in the degree of their proficiency in English, each tutorial group should, as far as possible, be made up of students of the same degree of proficiency, so that each group may be given the (amount of) attention it needs. The backward groups should be given extra periods if necessary.
 - (iv) Classes for lecture or text work should not contain more than 60 students each.
 - (v) The text books for reading should be :
 - (a) a scientifically simplified book of prose containing about 150 pages of narrative and/or descriptive writing (prose and/or examples of dialogue).
 - (b) a book of verse, the total number of lines not exceeding 500.
 - (vi) Every encouragement should be given to the students to practise rapid reading by making suitable simplified reading material easily available to them.
 - (vii) While the prose text-book would be dealt with by the teacher in the tutorial classes as well as in the lecture-classes, he would need further teaching material with which to consolidate and develop the student's previous language work. He would be well advised to draw upon one or other of the many modern works on language patterns and usage that are available.
 - (viii) The examination should be through two papers—one on composition and applied grammar, and the other based directly on the prose and verse books prescribed.

About the teaching of English for the Bachelor's Degree the conference had the following suggestions to make :

- (i) The compulsory English courses for these degrees should be so framed as to provide for the continuation of the work done at the pre-university stage. While the methods followed in teaching should, as far as possible, be substantially the same as those recommended for the earlier stage, the tutorial groups may be slightly larger, as it may not be easy to find more than 4 periods a week for instruction in English. But in any case at least half the periods allotted to the subject should be for tutorial work.
- (ii) While the text-books prescribed for the different degree examinations may be different and while in the Science and Commerce classes some attention may be paid to special types of English, the courses should all comprise at least two papers—
 - (a) A paper on Composition, precis and essay writing ;
 - (b) A paper on a text-book or books of modern (not simplified) prose passages of different kinds.

For the B.A. examination there may also be a third paper, based on prescribed dramatic and poetical texts.

- (iii) Optional courses in English for the Bachelor's or Master's Degree.

Without dilating on the humanistic value of the study of English literature, the conference recommended that at every university there should be provision for the study of English language and literature as an optional subject both for the B.A. and the M.A. degrees.

Appendix III

Plan of Action Based on the Two University Grants Commission Reports on the Teaching of English

The recommendations set forth in the Reports will be generally acceptable to all educationists. There is difference only on a few points. For instance, there is widespread reference to the provision of courses in Linguistics at the university. What is really wanted is courses in the teaching of English. Courses in Linguistics will probably be of a theoretical nature and will give no guarantee that the person who has followed the course is going to be a successful teacher of English.

Most of the universities have accepted the U.G.C. conclusions but for minor variations. A minimum programme now needs to be formulated and implemented. The real trouble is that University Bodies accept all these conclusions, but do nothing about them. It is not impracticable to suggest that the minimum requirements regarded as acceptable should be enforced by the University Grants Commission in all universities, and a commission of specialists set up to see that the programme has been generally implemented.

A minimum programme for the improved standards of English at the university level is given below. Where it concerns the schools, the University Grants Commission authorities may please move the State Departments of Education through the Union Education Ministry.

1. The vocabulary programme for the S.S.L.C. Examination is too low today. The target is 2700 words and the actual attainment of students is 1200 to 1500 words. A vocabulary of 3600 words is a minimum requisite for study in a university. *We have therefore to make sure that the student who possesses his S.S.L.C. and joins a college actually knows and can use 3600 words.* The first 2700 words are from the All India Secondary Education Council Nagpur list. These are generally based on the 2000 words listed in West's General Service List of English words. These have to be supplemented by a list of 900 words for the social sciences and 1200 words for the physical sciences for the P.U.C. Arts and Science students respectively.

School English cannot be considered without reference to college English. But it cannot be dominated by college requirements. However, in one important respect the interests of school and college students coincide: both need to be able to read.

If the main college use of English is study through English books, then the present school programme is inadequate as a preparation for the college. If a student leaving school does not go to a college, his English can be expected to degenerate unless he can read, and get some reward from the maintenance of his English. From this point of view of the school-leaver, school English is inadequate. The proposed school vocabulary of 2600 words (representing a thousand hours' school course a learning burden of 2.6 words per hour of school time) would be inadequate, even if fully realised. In fact S.S.L.C. and P.U.C. students have a vocabulary of 1200 to 1500 words. For school-English to enable a learner to profit from English books, whether he goes to a college or not, a vocabulary of 3,600 words is a minimum requisite. At present, text-books do not systematically teach and establish vocabulary. A schedule drawn up at the Institute for the examination of text-books has been applied to materials at all levels from 1st year school to P.U.C. and this examination has established the fact that the inability to read is attributable directly to text-book-writers' indifference to this aspect of their material. There should be nothing controversial about a programme of work to ensure that students leaving school are able to read. This is a question not of method of teaching but simply of what is to be taught, and a programme is expressible in straightforward terms of quantity.

The measures for enforcing and achieving the target are as follows :—

1. (a) Trained and qualified teachers should teach English from the first year to the last year in schools. If teachers are not trained, they should be deputed to the Institute or intensive refresher courses of at least one month's duration should be organised for them all over the country with the help of specialists.
- (b) Text materials are being prepared for schools by this Institute and the first reader with a teacher's handbook is expected to be ready by July 1962. These can be used in all schools. The English language teaching Institute at Allahabad has also produced a set of readers and supplementary books. These can be used in the meanwhile.
- (c) Simplified novels and books of stories in a controlled vocabulary of 2000 words are now published by

Orient Longmans and other leading firms. One cannot be quite sure without a test whether the vocabulary range is fully adhered to in these books. But a library of such books, should be maintained in each school and pupils should be encouraged to read them without fail during reading hours and at home.

- (d) While teachers are being trained they should be made aware of the importance of reading materials in which words and structures are controlled, whether they teach exclusively through the oral method or not.
- (e) When maximum efficiency is urgently required, as it is in many P.U.C. classes, pupils should be streamed according to ability and assignments should be planned for them according to their level.
- (f) It is the pupil who has to learn, not the teacher. The pupils have to be made to work. Good teachers are all too rare. But such teachers should be made to design the lessons for each class and also assignments week by week. The other teachers or tutors should carry out the work so planned faithfully. The teacher who plans, should consult all the others while planning so that they all feel that the plan is their own.
- (g) While the vocabulary load is too light in the school courses, too many items of syntax and sentence structure are sought to be taught in the schools. The result is that the pupil learns none of them or very few of them. The school language programme is obviously too heavy for realisation in the present circumstances. It would be far better, for those who go to college as well as for those who do not go to college, if a minimum programme of language learning at school were effected. At present, teachers and textbook programme writers are guided by distinctions which *can* be made between structures rather than by the frequency of the need to make the distinctions (e.g. progressive and perfect verb forms). Radical reduction of the learning-burden on the language side is essential. Effort needs to go to provision of experience for the learners rather than inadequate presentation of dubious grammar, of whatever variety. A list of minimum number of structural items is given herewith. Whatever the other mistakes that a student commits, his expression should be free from errors in the following:

- (i) Simple Present Tense form and concord, including the negative.
- (ii) Simple past tense form including the negative.
- (iii) Elementary Usage of the Articles. The students should not use the Articles before the names of persons or before uncountables. They should be able to use anaphoric 'the' correctly.
- (iv) Word Order. The students should be able to use sentences with subject, verb and object. They should be able to use straight-forward sentences with two clauses and the appropriate conjunction. They should be able to use sentences with the construction verb+to+stem and sentences with *can, will, may, must, +stem*.

Note: The points included in this Section may be tested in a short essay or story or dialogue (about 150 words).

The S.S.L.C. examination paper should insist on this and no student should be allowed to pass the examination unless he gives full satisfaction in the section on these items.

- (h) Gramophone records should be used for the teaching of spoken English. The A.I.R. programmes on the teaching of English should be based entirely on the new techniques, the new approach to grammar and on controlled reading materials rather than on traditional grammar.
- (i) Undergraduate teachers of English are now trained in hundreds of training schools in all the States in the teaching of English. The Instructors in English in these schools are not themselves well grounded either in English or in the methods of teaching English. It is very important that all these should be trained at this Institute. The Instructors are at present simple High School teachers or Inspectors on transfer. It is very necessary that the Instructors should be trained and that they are not shifted from the training schools to which they are attached, after training. Promotions due to them should be given to them in these training schools.

2. As for the collegiate level, a test should be administered to all students in the Pre-university class. Those who are below the standard should be given a special course in English oriented to their needs.

3. It is highly desirable that a special training course for 6 weeks should be held for students who have appeared for the S.S.C. and are expected to join a college. This should be done during summer vacations. Two books prepared by the Institute called *A General Course in P.U.C. English (Arts)* and *A General Course in P.U.C. English. (Science)* will be published by Orient Longmans by the end of December 1961. These books have been designed for such a course and they should be used accordingly.

4. These books should also be used for general English in P.U.C. classes.

5. It does not matter much whether a lecture class consists of 60 pupils or 70 pupils. But it is very important that tutors meet P.U.C. and compulsory English students in small batches of 15 or so regularly 4 times a week for P.U.C. students and two or three times a week for degree students. It is possible to fritter away these tutorial periods also without any plan of work. A consistent plan of work should be formulated in vocabulary syntax, punctuation and spelling, comprehension and expression and students should be given plenty of exercises in these skills. It is not necessary that all these exercises should be corrected by teachers. What is most important is that students should have plenty of practice. A cyclostyled sheet of corrections should be given to them after they have written the exercises. They can then correct their own exercises. Students who are unable to understand the corrections can then see the teacher and get them explained.

6. Pre-University and Compulsory English teachers should be trained at this Institute. Refresher courses for a month at least should be organised for them.

7. Care should be taken to see that the texts that are prescribed for P.U.C. and Compulsory English Courses do not far exceed the vocabulary of 3600 words that a P.U.C. student is expected to know. Publishers who submit their works to Boards of Studies should be asked to submit along with the books a break up of the vocabulary contained. This should consist of current words and not dead or old words. Only classics in living English should be considered for the purpose.

8. The examinations held now put a premium on memory work. They direct the students to memorise summaries of books they do not understand instead of learning the English language. Examinational procedures should be changed on the lines of the typical question paper.

9. Several universities have recommended that there should be a course in linguistics at the B.A. and M.A. stages. What is necessary is not Linguistics or applied Linguistics so much as a course in modern English usage,—its vocabulary, morphology, syntax and phonetics. It is only when such a course is introduced in our B.A. or M.A. syllabus in English that we shall produce teachers who will be able to teach the English language in our schools and colleges. In fact it would be most economical to break the vicious circle at this end, since training thousands of school teachers will take a long time and may not be fully achieved. Our M.A.'s in English are at present able to teach the poetry of Keats. But they are unable to teach the A.B.C. of English usage.

10. The English curricula in our training colleges need to be drastically revised. Teacher trainees learn now a good deal of educational theory and the theory of methods of teaching English, etc., but they know next to nothing about the structural analysis of English and the use of applied Linguistics for the purposes of teaching English. A thorough revision is called for.

11. The masters of method in English in Training Colleges should all be trained at this Institute. There can be a diploma in spoken English for graduates.

Appendix IV

Suggestions for Syllabuses and Examinations in English Language at the B.A. (Hons.) and M.A. Courses in Indian Universities

A. General Observations

It has become increasingly evident over the past decade that university students can no longer be assumed to have a workable knowledge of English or a facility in the skills of English communication. English has now taken the position of a second language in Indian education, and such a transition has had far-reaching consequences in the field of higher education. One part of this field is the university schools of English, and to these schools come students whose knowledge of English may be totally inadequate for coping with the literature they will be compelled to study. Even those who aspire to Honours in English have frequently to perfect their language skills in English, and this Institute believes that provision must now be made to meet this situation. It is realised that in some universities no student whose performance in English is less than efficient is admitted to the English Honours course; but for a number of reasons this is not so elsewhere. And even if it were, the case for a course in English language at the B.A. (Hons.) level remains overwhelming since unless teachers of English at Secondary schools (many of whom have aspired to Honours in English) are given instruction in the structure, sounds, and usage of the language, they will be neither able nor willing to pay proper attention to the language aspects of schools courses; the result of this will inevitably be that they will present literary passages in class and discuss them in a way which will be farther and farther beyond the pupils' grasp as time goes by—they will give lectures to pupils, fewer and fewer of whom will understand what the operation is really about. Or, to put it in different terms, a course in English language at the B.A. (Hons.) level will give that branch of study a recognized status which is badly overdue; some under-graduates will doubtless opt for the language side, and should be encouraged to do so, and have their literature burden lightened accordingly.

Again, it seems to us time that serious attention began to be paid to so-called "Indian English". This is, after all, a perfectly adequate system of communication used by many millions of people, and is, as such, worthy of attention. A standard of Indian English which makes international comprehension possible may not be an unworthy ideal of students of English

in the future. Proper attention in universities to the English language would initiate speculation and research in this field. Those who are sociologically inclined could make investigation of the uses to which English is put in India; an awareness of this role is very desirable.

Whatever shape the course finally takes, its success will depend largely upon the nature of the examination at the end. If it is to be orientated towards skills in English, it must in fact test these, and not knowledge *about* the language, or about the uses to which it is put, or, indeed, about anything which can be learnt by heart for the occasion in the form of model answers. This does not necessarily imply "objective" or "multiple-choice" tests, though if the oral performance of candidates is to be tested it is very desirable that as little as possible is confined to subjective appraisals. An examination which will, at the end of the course, test skills in English must inevitably shape the course which leads to it in practical ways, and, in the following draft, the syllabuses suggested will constantly reflect this interdependence.

Syllabus at B.A. (Hons). with Bibliographies and Suggested Questions

This may be divided into four sections:

- (i) the structure of English;
- (ii) oral English;
- (iii) the comprehension of written English;
- (iv) the writing of English.
- (v) *The structure of English*

a. Syllabus

The discipline of "Structural Linguistics" has come to stay, and students should begin their study of the language at this stage with some application to this discipline. Fortunately, most books on structural Linguistics rely on English for their source material, and can therefore be read with profit. But since a workable grammar of English compiled according to these principles has not yet appeared (a fact which does not necessarily detract from the "rightness" of the approach), a comprehensive account of the morphology and syntax of English must be studied as reference material, and the traditional terminology accepted and, as far as possible, reconciled with that of more up-to-date approaches. The two have been rather naively brought together in a manual (*V. Black-stone* below), which is directed towards English Literature and may do something to fuse this aspect in with the whole B.A. Hons. English course. This manual will certainly help to keep the practical aspects separate from purely theoretical

considerations, and will, by way of its exercises, ensure that the question of language skills in English is not lost sight of.

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- H.A. Gleason : *An Introduction to descriptive Linguistics*, (Holt, N.Y.)
- S. Potter : *Modern Linguistics* (Deutsch)
- J.H. Jagger : *A Handbook of English Grammar* (University of London).

(This book includes exercises and can therefore be used easily as a course.)

- R.W. Zandvoort : *A Handbook of English Grammar* (Longmans)

(This will be used primarily as a reference book)

- G. Scheurweshs : *Present-day English Syntax* (Longmans)

c. *The Examination*

Every effort should be made to ensure that questions on this part of the syllabus actually test the candidate's skill in English, not just the knowledge about English which he has acquired from the prescribed books. Since "grammar tests" at this level would be inappropriate, the best way to examine is to elicit responses which perforce bring in the points to be tested. *e.g.*, (i) (You wish to make certain that the candidate can frame simple questions correctly.)

"Imagine that you are a radio interviewer and have to interview a well-known personality. Write ten questions you might put to him (or her)".

(ii) (You wish to find out whether the candidate can handle the "open unlikely condition")

"Write six sentences, each stating something you would do if you were a member of your university senate."

(iii) (You wish to test his ability to use the simple present tense forms correctly)

"Describe, in about ten lines, exactly what you do during the first minute of a favourite game or sport of yours."

(iv) "The given passage is in poor English and is badly constructed.

(i) Rewrite the passage, improving it in any way you think fit;

(ii) Write a commentary on the changes you have made, and justify them with reference to grammar, logic etc.”

(v) “Punctuate the given passage”, *e.g.*, a passage already punctuated according to an obsolete system, say from the First Folio of Shakespeare.

(vi) “Make a morphemic analysis of the given passage.”

(vii) “Make a syntactical analysis of the given passage, bringing out clearly the relation of each syntactical element to the rest.”

(viii) “Put suitable forms of the given words into the blanks left in the given passage.”

(ii) *Spoken English*

a. *Syllabus*

As elsewhere, this section should be made as practical as possible. While an elementary knowledge of phonetics is clearly desirable, it should, in this context, be subordinated to the practical considerations of good, intelligible pronunciation in ordinary speech, the ability to hear and comprehend spoken English, and the effective reading of prose and verse. *Jones's* book, named below, contains all that the candidate need know of phonetics, especially since in his work on Linguistics (as in *Gleason* above) he will get some insight into the importance of phonetics in descriptive Linguistics. It is less easy to prescribe a course in practical oral English, since standards will vary widely, but a beginning can be made with books of speech drills, as suggested below. From this point the lecturer will in most cases have to meet his own needs, *e.g.*, by controlled conversation groups on selected topics, the giving of speeches and readings before the class, and other exercises of that kind. Readings and discussions should, of course, be linked with the work on literature. The important element in this course is effective supervision; students can practise sounds and structures away from the university, but constant supervision, correction and the exercising of correct forms is essential.

b. *Bibliography*

- | | | |
|------------|---|--|
| D. Jones | : | <i>The Pronunciation of English</i>
(Cambridge U. P.) |
| D. Jones | : | <i>An English Pronouncing Dictionary</i>
(Dent) |
| R. Kingdon | : | <i>English Intonation Practice</i> (Longmans)
(This book gives a number of annotated passages which are suitable for reading aloud) |

D. Shillan : *Spoken English* (Longmans)

c. *The Examination*

No serious and effective work in this course can be contemplated without an oral examination at the end. Objective testing of oral performance is very difficult, and the Institute hopes to make some definite recommendations for this in the future. But until then, various devices can be adopted to force the candidate to give an oral performance which can in part be appraised objectively.

(i) A number of groups of three words each are read out, and on a prepared answer sheet the candidate has to indicate which, if any, of the words are the same; areas of difficulty will be given special attention.

live	leave	live	A' B C''
gaze	gaze	gauge	A' B' C
ship	sheep	shape	A B C

(ii) "Mark the most heavily stressed syllable in the given words."

or (iii) The tester reads a word or phrase commonly mispronounced in India, and the candidate has to indicate on a prepared answer sheet which word it is

The phrase read is *the row* (ðárou), with stress on the second element. It is not *thorough* which Indians sometimes pronounce. (θárou) instead of ('θλra). The answer sheet has

- (a) to cause to move through the air with a movement of the arm
- (b) the people or things in a line
- (c) complete, out and out

It is not (a), which is *to throw*, nor (c), which is *thorough* but (b)

(iv) a passage of prose is *read* twice to the candidate, and he then has to answer questions on it in writing.

(v) "Write out the given passage in broad (phenemic) phonetic transcription".

(vi) "Discuss the examples of morphophonemic change in the given utterances." e.g. ðs'pousman where/-sm-/,
for instance, requires comment.

(vii) "Mark the stresses and intonation pattern of the given passage". (A passage of *verse* would form a very useful test, beneficial alike to language and literature.)

(viii) or "Write out in verse form the given passage of poetry printed as continuous prose". (This is primarily a test in the candidate's feeling for the rhythms of spoken English)

(ix) An oral examination in the form of a conversation with the candidate. The assessment of this has been proved notoriously subjective; ideally, the best way to reduce the subjective element is to record the whole performance on tape, and then play it back before the board of examiners, each member of which listens for *one* aspect (e.g. pronunciation of vowels, of consonants, intonation, general intelligibility, facility of expression, fluency) and assesses it after, if necessary, a number of hearings. Any standardisation of questions (conversation stimuli) will inevitably lead to leakage—but the Institute hopes to make more recommendations on this in the near future.

(Note. It is suggested that the question of an "Indian pronunciation" should not be presented as a separate subject at this level. The matter, a very controversial one, will come up for discussion incidentally, but in the present state of knowledge it would be unwise to treat it as a separate subject. It is an ideal field of research at the M.A. level; this also applies to the sociological implication of English in India.)

(iii) *Comprehension of written English*

(a) *The syllabus.* Work in this section can be very precise; its aim is to ensure that the candidate fully understands the English he reads. Passages should be given for detailed study; these should not be necessarily, or even primarily, from accepted works of literature, but of a general nature, so long as they are valuable in themselves. The full meaning should be extracted from them, and they should be used for widening the students' vocabulary, a process which must be carried out in context. Testing can reflect both vocabulary acquisition and comprehension in the form of clear thinking and competent expression.

(b) *Bibliography*

T. Walton : *An Advanced English Reader*
(Longmans)

This is perhaps the only advanced book which covers the ground at all adequately; the questions it poses on the given texts compel close

attention and full comprehension. Unfortunately, however, the worked examples are poorly done and are muddled because the writer does not follow his own precepts.

S.H. Burton : *The Criticism of Poetry* (Longmans)

This is a better book than Walton's but is confined to the comprehension of poetry.

G.H. Vallin's Word-books are useful in this context; e.g.

The Making and Meaning of Words (Black)

The Pattern of English (Deutsch)

And, of course, *all* the student's reading in English will contribute to this part of the discipline.

(c) *The Examination*

(i) "Study the given passage and then answer the questions about it which follow". This is, perhaps, the best test of all in any language, so long as the questions are really well designed, and bring out the essential meaning of the piece.

(ii) "Precis the given passage, reducing it to about a third of its length."

(iii) "Study the given passage and then explain any references in it which you think would puzzle a reader who did not know the cultural background of the piece." This would include vocabulary items relating specifically to a British or American background; a candidate for Hons. in English should have some knowledge of this.

(iv) "Write a prose paraphrase of the plain meaning of the given poem".

(v) Discuss parts of words, e.g. living and dead affixes, roots from Latin or Greek, types of compounding (in linguistic terms), changes of meaning arising from compounding, etc. e.g.

(a) "Give in unmetaphorical terms the meaning of the following words and phrases (they will for the most part be opaque):

skin-flint, high-brow, to show off, to fall out, to bring off, to pay out."

"What does *meta* mean in *metaphor, metaphysical*" ? (b) "What does *flu* mean in *influx, flux influence* ?

(vi) "What is the difference in meaning between the following near-synonyms ? Which is more appropriate in the following contexts?" Here the candidate should be tested on how well he can distinguish between pairs of words which are often confused ; e.g. *Puerile and childlike* in the context *I was charmed at once by the little girl'ssimplicity.*

(vii) "Translate the given passage (e.g. a piece of Shakespearean prose)

into good modern English." This kind of test will direct the candidate to a study of phrases common in earlier English which remain more current in much Indian speech than they are elsewhere in the world.

(iv.) *The Writing of English*

(a) *Syllabus*

This part of the course must give students sufficient opportunity to master the writing of English for all everyday purposes. The syllabus should be designed in such a way that there is no opportunity for reproducing passages already learnt by heart. This aim is probably best achieved by reducing to a minimum the exercise of writing the conventional type of descriptive essay. (It is in any case a form of writing which is moribund in most of the English speaking world.) Instead, the course should aim at giving the students practice in writing passages which fulfil a definite and specific function, or (in linguistic terms) have something to communicate which is a direct response to a real-life situation (More detailed examples of this are given under the heading "The Examination"). This course may be conveniently linked with the students' study of English literature by taking style into consideration, and through style some practical criticism would not be out of place.

(b) *Bibliography*

No book appears to be available which covers a course of this type at all adequately. There are a number of American Work Books which approach it, e.g. the work of Fleece and Gerber, but these invariably suffer because of the triviality of the passages presented as models. Once again, the lecturer will have to face the problem himself, and he will probably find that his work will centre on the correction of students' exercises written at his instigation, and the reinforcing of correct forms. Perhaps in the end the best approach would be more philosophical. A book such as L.S. Stebbing: *Thinking to Some Purposes* (Penguin) is the best introduction to good composition, but it will be useless unless the precepts are put into action.

(c) *The Examination*

(i) "continue the given passage, in the same style, with the same tendency of subject matter, for a further paragraph".

(ii) "Write a report on, e.g. the last meeting of the Students' Society you belong to."

(iii) Compose a comprehensive form for eliciting information on a particular subject, e.g. a Census,

(iv) Draft a series of regulations for a given organisation.

(v) "Study the two given passages and make a comparative assessment of their value under the headings (1) sincerity, (2) style (3) profundity (4) pleasure-giving qualities." (Passages should be chosen which treat roughly the same subject matter but in widely differing styles, e.g. one in prose, the other in verse; and at this stage one should be definitely superior to the other.)

(vi) "Write an essay on one of the following subjects".

The choice of subjects should avoid the descriptive or contemplative type of essay, since students find it the least inspiring. Narrative should also be used sparingly at this stage, since that demands very wide play of the imagination. The reporting of direct experience is better. And since most of the candidates' work will be on literary topics, it is strongly recommended that literature should not be included here.

(c) *Notes on courses in English Language at the M.A. Examination in English.*

It is suggested that all work on the history of the language should be removed from the B.A. course, and treated only at the M.A. level. Translation from Old and Middle English into good Modern English has proved to be an exercise at once very searching on the student's abilities, and also stimulating and interesting to him. This exercise will again be relevant to his studies in literature, but will form a separate discipline. Studies in the history of the language, in English philology seem to be less welcome to the students, and, in the face of advances in descriptive linguistics less relevant than hitherto to their studies. An introduction to this work is however necessary, and a short, clear summary of current opinions on it may very well form part of the course. G.L. Brook : *The English Language* (Deutsch) may fill the need. But perhaps more important and interesting to students at this level would be a serious study of the role played by English in India today, and of the nature of the types of English which are now commonly used in India.

R Lado : *Linguistics Across Cultures* (Ann Arbor, Michigan) gives some pointers in this direction. It seems to us more profitable that new work should be undertaken in this field rather than, say, an elaborate course in Germanic philology.

(Note. This should not be taken as even a skeleton syllabus at this level; it is intended to be nothing more than a summary of points for discussion).

