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“Major problems of English for Rural Society students to Gain Higher Education”

Abstract

English is the key to gain higher education. Gaining English Language is the gateway to see the worldview of Higher education. Students are becoming scholars but scarcity of English language making them nervous to gain degree of higher education. This is the world that hundreds of millions of Indians live in simply because the elite prefer English. This discrimination has become so systemic that the elite and middle classes send their children to English private schools while the vast poor send theirs to the government schools of their mother tongue. One need not mention that universities and even government jobs require fluency in English, as mandated by the ruling elite. Therefore, a person's socioeconomic status in Indian society is approximately in line with his or her fluency in the language. In other words: a new caste system. It is incomprehensible that the majority of people in India are being oppressed by the mere lack of knowledge of a language. Higher education in India is suffering from less competition and appropriate culture and as a result, quality researches are not done. Indian higher education has very rich history, but present does not seem to be effective. Quantitative growth is very good, but qualitative aspect seems to be missing. To work on this issue, Yashpal Committee has done good research and has shown problems and recommendations for uplifting the standard of higher education. This article is focusing on the track of barriers of higher education and its recommendations. It also talks about the role of quality Ph. D. In this context, few recommendations are also suggested.

1. Introduction

Indian higher education system is lack of competition and culture (Agarwal, 2015). These words of Pavan Agrawal, Secretary, Higher Education of India reflect the authenticity of the problem of higher education in India. After taking cognizance of this fact and before proceeding to discuss, the barriers of educational system in improving quality of higher education, it would be pertinent to give a brief history of higher education in India.

Barriers of English Language for Rural Society

One English language project analyzes the results from a survey of college-level students in semi urban and rural colleges in Karnataka, focusing on some causes that may have hindered English learning for students participating in the survey, and the students' perspectives about

English learning. Results showed that most of the students are suffering from this syndrome due to following reasons:

- ÿ Fear or unpleasant feelings about their English learning experiences, ÿ Lack of three A's (awareness, attitude, and aptitude)
 - ÿ Err phobia and imperfect phobia
 - ÿ Lack of confidence ÿ Lack of will power
 - ÿ Teacher fronted Amnesia
 - ÿ Less teacher and more student syndrome
 - ÿ Different socio-economic backgrounds
 - ÿ Family interference
 - ÿ Lack of desire as local language serve all purpose of daily living ÿ Environment is non-supportive, Poor background ÿ Lack of general knowledge and today's environment around
- The objective of this study was to investigate some causes that may have influenced the effect of English learning for students in Karnataka semi urban and rural under graduate students.

Perspectives about English learning among non-English majors in Karnataka specifically Bangalore region. Suggestive measures and some possible solution have been identified to remove barriers in learning English language among the students. Indeed, when discussing any issue about language teaching and learning, cultural differences should contribute tremendously to the thrust of the discussion. Issues may include the differences of educational systems, learning conditions, teaching and learning styles, learning differences between Western and Eastern cultures and differences in needs for language use in the job market. Those who have had the experience of living or being educated for a period of time in the West may have noticed that students are not afraid of asking questions or using the target language even when producing errors. In Karnataka, most students remain silent even when they want to ask questions and participate. These students are very conscious of making errors in front of their classmates. India has a Confucian culture, which seeks compromise between people. 12 When it is applied to language learning, it is obvious that students are reluctant to air their views loudly for fear of losing face or offending others. In addition, there are some English sayings, which discourage oral communication in class. The following are some examples: Silence is gold; it's the noisy bird that is easily shot dead; a real man should be good at thinking, but weak at speaking; don't speak out unless spoken to; keep your mouth shut but your eyes open; keep silent unless you can burst on the scene like a bombshell. It is found in research with some students responding that they hate English and are afraid of it. Where did these fears arise? Most language teachers in India today, were previously students India. Part of that experience included physical punishment dished out by teachers and insulting comments from classmates or friends, and maybe even parents, due to poor performance on examinations. While the situation has been improved somewhat, physical punishment due to poor performance in English examinations is still being practiced in some institutions. Such a profile of school and college education is not at all

unique to Karnataka in the Asian context; it certainly is very different from the situation in other developed countries. Another possible source of fear, also related to cultural, Was found that even adults who studied English, without grade pressure, did not dare speak English in front of other people due to the fear of making errors. Additionally, fear of making errors and losing face was among seven factors that influenced university students' willingness in participating in classroom oral communication.

2. Barriers of Education System in Improving Quality of Higher Education

In any field of human activity, quantity and quality are equally important. The same is applicable in the field of education. 504 universities and 25,951 collages in 2009 do not give an indication of catering to the growing needs of higher education (India, Government of India, Ministry of Human Resource, 2015). In the 11th Five Year Plan during the period 2007-12, 1500 more Universities are suggested by National Knowledge Commission (NKC). So, numerical growth is taking place with rapid pace, but the quality aspect of education is not yet thought out seriously. Due to lack of adequate infrastructure in terms of faculty, library and equipment in computer laboratories, the quality in the higher education is facing several barriers. Some of the barriers hampering the improvement of quality in higher education are listed below:

- The students who complete their study of UG and PG program do not have much employability in job market
- . → Present society demands interdisciplinary knowledge which is one of the most missing features in the present higher education system.
- Curriculum remains more or less stagnant for number of years, whereas the changes and trend in the society take place in quick succession.
- Single yardstick of experience in the performance evaluation without any accountability loses the motivation of teachers and eventually the quality of education gradually deteriorates.
- Conventional and not well-organized classroom teaching accompanied by weak presentation skill adversely affect the interest of the students.
- Commercialization of higher education particularly by self-financed collages to earn more and more money is the cause of providing fewer infrastructures to the students and inadequate facilities and incentives to teachers.
- For the new recruiters, fixed pay has largely affected the quality of education imparted to the young minds of the country. This leads to loss of motivation and enthusiasm and keeps them away from teaching profession.
- The hard fact of poor reading habit of the teachers, teachers just go to classes to teach with stereo type teaching pattern, using the same material for years and years. This deprives the students of the basic training to face the real world.
- No autonomy in work or little space of time to work in creative manner, can't give a chance to search for new knowledge. Even competent teachers are deprived of this sort of academic freedom to mould the future career of students.

To get rid of these barriers, the Government of India appointed the National Knowledge Commission with a view to create knowledge based economy with intellectual inputs for the country. March, 2016 Issue 1 www.uancmahilacollege.org. Formation of National Knowledge Commission On 13th of June 2005, the National Knowledge Commission has come out as a high level advisory body of the Prime Minister of India with the objective of transforming India into a Knowledge Society. Knowledge Commission has submitted 3000 recommendations on 27 focus areas during its three and half year term. NKC was given a mandate to guide policy and direct reforms in the areas like education, science, technology, agriculture, industry and E Governance. To have a glance, recommendations for phase one for higher education are highlighted: • Higher Education system is over-regulated but under-governed. There is, therefore, a dire need to establish Independent Regulatory Authority of Higher Education (IRAHE), so national universities can provide education of the highest quality with admission on all- India basis. • Around 1500 more universities nationwide are suggested, which would increase gross enrolment ratio at 15 % by 2015. • Revision \ restructuring of curricula at least once in three years. • Instead of just testing once in a year, introduce continuous assessment system. • Universities must become research hub • Conscious efforts to attract and retain-talented faculty members through better-working conditions combined with incentives for performance. • Libraries, labs and connectivity must be monitored and upgraded on regular basis. • The appointments of Vice-Chancellors must be freed from direct or indirect interventions on the part of governments, it should be based on search process and peer judgement alone. • An acute need of reform in the structure of governance of universities • Evaluation of courses and teachers by student as well as peer evaluation of teachers by reputed teachers. • Enhance the ICT infrastructures.

PhD Research Environment

More Quality through Ph. D. (India, More Quality Ph. Ds., 2008): From the second phase recommendations of 2008, issue of More Quality through Ph. D. is worth to mention here (A nation's transformation to a Knowledge and Skills Economy is critically dependent on the original research and development taking place within the country and the recommendations related to more quality Ph. D. are given below:

- Launch a national publicity campaign to attract the best young minds for careers in teaching at all levels and also academic research.
- Introduction of four year well-planned courses to enable direct entry into Ph.D. programmes.
- Exposure to Under Graduate and Post Graduate students to cutting edge research
- Ensuring a capable administration headed by appointments of able V.C and registrar, these appointments should be based on academic and administrative credentials.
- Increasing efficiency and transparency in universities administration at all levels.
- Support and promotion of cross-disciplinary teaching and research programs.

- Promoting collaboration between research and development units within industry and universities.
- Present regulating bodies should be subsumed within a national commission for higher education and research.
- IIT and IIMs, our best run institutions must strive to be models of all-round excellence.
- Task of universities is not only to impart knowledge to young people but also to give them opportunity to create their own knowledge.
- Graduates should be sufficiently exposed to interdisciplinary experience which can sustain them when the demands of the particular job market changes
- To teach effectively at the university level, one needs rigorous engagement in research.
- Strategy of syllabus redesigning to succeed, evaluation and exam pattern should be changed and pedagogy practices used by teachers
- Exposure to students at UG level in various disciplines like humanities, social sciences, athletics etc. in an integrated manner.
- Setting up a state level council for speedy development of the skills necessary in the present phase of Indian economic development.
- UG students must get opportunities to interact with the best university faculty, as specially the senior faculty of post graduate level.
 - Teacher should have complete autonomy in academic matters to frame her\his course and evaluation system

Findings

Some observations for improving Quality of Higher Education After the snap shot of NKC and renovation and rejuvenation committee of two eminent personalities i.e., Prof. Yashpal and Mr. Pitroda, some personal observations are made in order to improve the quality of higher education. They are mentioned here:

- Committees headed by Kothari, Pitroda and Yashpal committee are agreed that autonomous bodies of education should be free from pressure of party and power politics.
- Genuine publicity campaign must be started for hiring better teachers to get rid of the short fall and crisis of good teachers at undergraduate and postgraduate level. The selection of the new teachers should not be just on the basis of personal interview and research paper written by them, in addition to that interest and aptitude in teaching profession and presentation skill in selection would give a better slot.
- Fixed-pay system for the new appointees must be stopped urgently by replacing the pay to honour knowledge and motivate the new entrants in teaching profession

Suggestions:

Recreational methods should be invented to overcome fear related to English language.

Enable responsible research environments in universities like digital media, in parallel with funds, better libraries and laboratories.

Theoretical knowledge must be accompanied by practical experience

Globalization (Global + local) has brought profound changes in the area of informal transmission. Internet usage inflamed by the spirit competition. Teacher now being a felicitator in new learning.

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