

Poor Performance of Communicative Skills in Mother Tongue Resulted in Failure of Under Graduate Students in Indian University Examinations

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Abstract—This paper analysed and illustrated the impact of Mother Tongue in failure of undergraduate students in their other subjects at university level terminal examinations. According to 1961 census more than 1652 languages (Mother Tongues) spoken in India in which 22 languages (Official Languages) listed in schedule VIII of constitution of India but neglected language skills development in Mother Tongue resulted the failure of education system. I have done a research on Annual Results (compared with Mother Tongue Results) of 1175 B.A & B.Sc students of Govt Funded Educational Institution affiliated to Kakatiya University, India for three consecutive academic years i.e. 2010, 2011, 2012. Finally I observed that as Mother Tongue is Medium of Instruction, poor performance in Mother Tongue leads to failure in other subjects. For further analysis I have also prepared two separate Questionnaires to get opinions from Lecturers and Students having 15 items in each on factors influencing the failure of students in university examinations.

Index Terms—Communicative skills, education system, mother tongue, official languages.

I. INTRODUCTION

“The choice of the language...is a recurrent challenge in the development of quality education...Speakers of mother tongues, which are not the same as the national...language, are often at a considerable disadvantage in the educational system...” (UNESCO, 2003) [1].

India is the second largest country in the world having 1250 Millions of population imparting education as the mother tongue is the medium of instructions in some states. Despite of universalised and globalised education system there is no unification and common core syllabus in Indian education system due to its multilingual in nature.

“Our country is too large, too complex and too diverse for ‘one size fits all’ solutions” – Sam Pitroda, Chairman National Knowledge Commission (NKC), India[2].

Telugu is second largest spoken Language in India having about 200 Millions of people speaking all over the world which is 10 times of Australia & more than half of USA population and having written literature since 11th century AD. As I am a Lecturer in Telugu Language teaching since 11 years of experience observing that after completion of 15 years of continuous study in Telugu medium of instruction the UG students unable to write a simple letter in Telugu. In the same way the students are also failed in other subjects who writing examinations in Telugu Language.

Despite the allocation of Millions of Rupees, some of the

institutions have shown “Zero” percentage of results. One of the major problems of poor results as I observed is lack of communicative skills in mother tongue neglected by the curricular plan of Indian education system.

“One should respect his mother land, his culture and mother tongue because they are giving of happiness” - Rig Veda [3].

So I motivated to conduct a research on the impact of mother tongue leads to failure of UG students in University Examinations.

II. EMERGING OF RESEARCH

A. Budget Allotment

Indian Government giving priority to education and allotted Millions of Rupees for education in every five year plan as well as every year budget plan for example Rs.624170 Millions and Rs. 255550 Millions (under SSA) allotted for the year 2012-13 for education sector in Indian Budget[4].

B. Annual Results

Most of the Universities and Educational Institutions like Engineering & Medical Colleges showing the results below 50% in every academic year despite of investing Millions of Rupees by Indian Government. Budget allotted on education is not giving fruitful results so 50% of budget becoming useless expenditure.

C. Long Run Effect

Lack of scientific knowledge, backwardness in research oriented education system leads to very few scientists emerging from India. Lack of communicative skills in Mother Tongue resulted in failure of acquiring employable skills lead to unemployment.

D. Communal and Other Problems

Having very big population in India (second place in worlds population) and unemployed productive age group youth engaged in illegal activities, creating communal problems and other aunty social activities.

III. OBJECTIVES OF STUDY

This study attempts to analyse the major problem of lack of communicative skills in Mother Tongue influenced the failures of undergraduate students at university level results. It's also indicates the consequent problems arise due to failure of students at undergraduate level.

IV. METHODOLOGY

This section introduces the Participants (Students & Lecturers), Data collection and analysis, Questioners.

A. Participants

The participants of this study were 1175 under graduate students (B.A, B.Sc) (Telugu as Medium of Instruction) of Government Degree College, Nirmal, AP, affiliated to Kakatiya University, India. 32 Lecturers of the same Institution had enough experience in teaching various subjects to the same students. These teachers were aware of the Annual Results of the students and had enough experience in analysing the reasons for failure of their students.

B. Data Collection and Analysis

The credible data of Results of Annual Examinations conducted by Kakatiya University which would be printed on Certificates and issued to the students was collected and analysed the data mentioned in the prescribed tables. I have also collected the data from All India Survey on Higher Education colleges / institutions affiliated/ recognized by the university, for the year: 2010-11, Ministry of human resource development, Department of Higher Education, New Delhi to compare the results with budget allotted to the same Institution, the allotted budget was 3, 10, 37, 229 Rupees.

C. Questioners

For further analysis and Clarification regarding pass, fail percentages of students extracted from data I also prepared two Questioners for the lecturers and students separately.

D. Procedure

In view of the failure of B.A, B.Sc Students in annual University Examinations, the Commissioner of Collegiate Education (CCE) has taken action against the Lecturers who got less than 40% of result in their respective subjects. Inspired by the action taken by CCE I have collected the same data of annual results for three consecutive years i.e., 2010, 2011, and 2012 for further analysis prepared two Questioners.

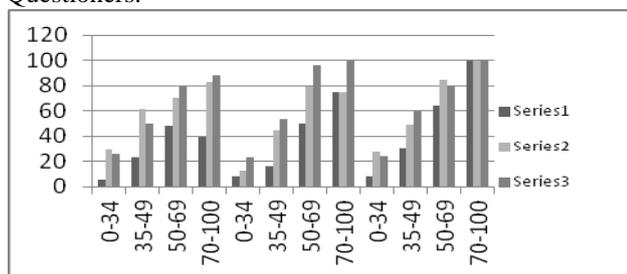


Fig. 1. Drawn according to Table.I values

V. DATA ANALYSIS

The reliable and valuable data analysed systematically and drawn graphs based on the extracted values. The systematic analysis followed that counted the number of students stood in a particular range of marks secured in Mother Tongue (Telugu Language). The range of marks divided into 4 steps 0-34, 35-49, 50-69, 70-100. In further steps counted the number of students passed in other

subjects against the number of students stood in a particular range of marks secured in Mother Tongue (Telugu Language) as shown in given Tables & Graphs.

TABLE I: PASS % OF BA STUDENTS AGAINST TELUGU (MOTHER TONGUE) RESULT

Year	Range of Marks	No of Students	No of Students passed (got 35 & above Marks) in Other Subjects against their Telugu Result					
			Economics		Political science		Pub.adm/History	
			Pass	Pass %	Pass	Pass %	Pass	Pass %
2010	0-34	65	3	5	19	29	17	26
	35-49	117	27	23	71	61	59	50
	50-69	118	57	48	84	71	93	79
	70-100	18	7	39	15	83	16	89
2011	0-34	84	7	8	11	13	19	23
	35-49	89	14	16	39	44	48	54
	50-69	24	12	50	19	79	23	96
	70-100	4	3	75	3	75	4	100
2012	0-34	74	6	8	20	27	18	24
	35-49	45	14	31	22	49	27	60
	50-69	25	16	64	21	84	20	80
	70-100	2	2	100	2	100	2	100

TABLE II: PASS % OF B.SC STUDENTS AGAINST TELUGU (MOTHER TONGUE) RESULT

Year	Range of Marks	No of Students	No of students passed (got 35 & above Marks) in Others Subjects against their Telugu Result					
			Chemistry		Botany		zoology	
			Pass	Pass %	Pass	Pass %	Pass	Pass %
2010	0-34	30	1	3	2	7	1	3
	35-49	64	16	25	22	34	16	25
	50-69	121	57	47	66	55	84	70
	70-100	22	16	73	18	82	21	95
2011	0-34	38	4	11	8	21	4	11
	35-49	72	17	24	20	28	22	31
	50-69	40	8	20	26	65	24	60
	70-100	5	3	60	4	80	4	80
2012	0-34	24	4	17	0	0	5	21
	35-49	29	1	4	4	14	8	28
	50-69	46	14	30	30	65	26	57
	70-100	11	4	36	10	91	8	73

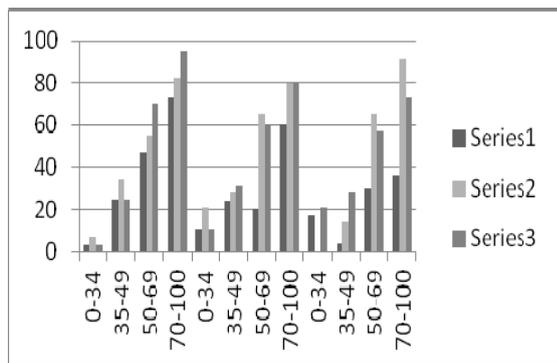


Fig. 2. Drawn according to Table II values

TABLE III: FAIL % OF BA STUDENTS AGAINST TELUGU (MOTHER TONGUE) RESULT.

No of students stood in Mother Tongue in give range of Marks			No of Students Failed (got less than 35 Marks) in Other Subjects against their Telugu Result					
Year	Range	Telugu	Economics		Political science		Pub.adm/History	
			Fail	Fail%	Fail	Fail%	Fail	Fail%
2010	0-34	65	62	95	46	71	48	74
	35-49	117	90	77	46	39	58	50
	50-69	118	61	52	34	28	25	21
	70-100	18	11	61	3	17	2	11
2011	0-34	84	77	92	73	87	65	77
	35-49	89	75	84	50	56	41	46
	50-69	24	12	50	5	21	1	4
	70-100	4	1	25	1	25	0	0
2012	0-34	74	68	81	54	73	56	76
	35-49	45	31	69	23	51	18	40
	50-69	25	7	28	4	16	5	20
	70-100	2	0	0	0	0	0	0

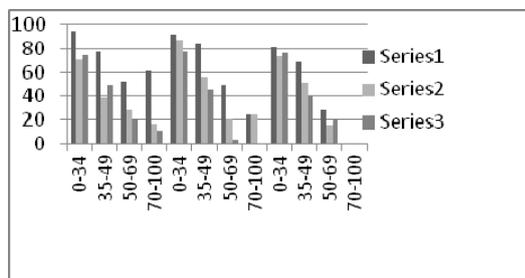


Fig. 3. Drawn according to Table IV values

VI. RESULTS AND DISCUSSION

According to the analysis of data the result of this section is arranged in the following steps

Step. 1. The students who scored more marks in their Mother Tongue (Telugu Language) also passed in other subjects.

The Pass Percentage of other subject results of the students Directly Proportional to marks scored in Mother Tongue (Telugu Language). Vide shown in Table No.1&2 and Figure No.1&2

Step. 2. the students who scored less marks in their Mother Tongue (Telugu Language) failed in other subjects.

The Fail Percentage of other subject results of the students Indirectly Proportional to marks scored in Mother Tongue (Telugu Language). Vide shown in Table No.3&4 And Figure No.3&4.

TABLE V: FAIL % OF B.SC STUDENTS AGAINST TELUGU (MOTHER TONGUE) RESULT

No of students stood in Mother Tongue in give range of Marks			No of Students Failed (got less than 35 Marks) in Other Subjects against their Telugu Result					
Year	Range	Telugu	Chemistry		Botany		zoology	
			Fail	Fail%	Fail	Fail%	Fail	Fail%
2010	0-34	30	29	97	28	93	29	97
	35-49	64	48	75	42	66	46	72
	50-69	121	64	53	55	45	37	31
	70-100	22	6	27	4	18	1	5
2011	0-34	38	34	89	30	79	34	90
	35-49	72	55	76	52	72	50	70
	50-69	40	32	80	14	35	16	40
	70-100	5	2	40	1	20	1	20
2012	0-34	24	20	83	24	100	19	80
	35-49	29	28	96	25	86	21	72
	50-69	46	32	70	16	35	20	43
	70-100	11	7	64	1	9	3	27

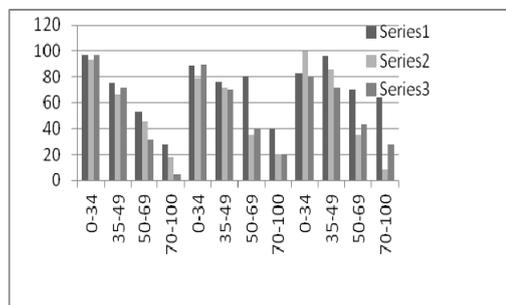


Fig. 4. Drawn according to Table IV values

For further analysis two separate Questioners supplied to the lecturers and students concluded their opinions that most of the students getting less marks and failed in their respective subjects due to lack of communicative skills in their Mother Tongue (Telugu Language) which were neither included in Telugu Language curricular plan nor tested in examinations. They further opined that after completion of 15 years of study in Mother Tongue (Medium of Instruction) the students are not able to write a simple letter or application in their Mother Tongue (Telugu Language).

VII. CONCLUSION

Based on the analysis of the results and findings of Questioners the followings should be considered in order to avoid failures of Under Graduate students at University

Examinations.

- Mother Tongue (Telugu Language) should be given top priority as the students writing their all examinations in their Mother Tongue (Telugu Language).
- Improve the language acquisition skills in Mother Tongue (Telugu Language) to enable the students to learn other languages and to get employable skills.
- Separate classes and tests should be conducted for testing of the Mother Tongue skills.
- Clearly define the Language Curricular Plan and include co-curricular and extra-curricular activities
- Number of Language Teaching Staff should be increased to motivate the students towards the importance of Mother Tongue (Telugu Language).
- Use of ICT to be encouraged to enhance and update the language skills with modern technology.

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