

**A Study of problems of Students in Mastering Spoken English Skills at Undergraduate level in Uttara Kannada District"**

**By**

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**SUMMARY**

The impact of globalization, privatization and liberalization has accelerated the growth and progress of the country in the last two decades. But it has also brought certain unseen and unexpected changes such as unemployment, underemployment, migration from rural area to urban regions, etc.

Though higher education facilities are extended quantitatively a decade ago in the state on the belief that education is the magical tool of transformation for better changes, the anticipated results are still far away in certain regions in the country. The past colonial rule by the Britishers in the country and the dominance of English studies in Indian Higher Education was once considered as a threat to our independent march towards progress. But later it is proved to be a source of strength in global competition providing us ample opportunities to climb high in every field of science, technology and commerce in the global scenario. Thus the redefined role of English language in the changed context of the post-globalization period in India has been accepted now. Consequently the English language pedagogy in Indian education system starting from the primary to the higher educational level has been reviewed thoroughly and new measures with necessary emphasis on various learning skills have been discussed and incorporated. The status of English language in Indian context has been shifted from passive "library language" to active tool of

oral and aural contact and communication at all levels -- international, interstate, intrastate etc.

But the growth is not uniform. In spite of our explicit policy of “inclusive” and “qualitative” growth at higher education level, the results in terms of employability, communicative ability, interpersonal contact, entrepreneurship, etc, are depressing and dismal.

Under such back drop the present study takes up investigation of causes constraining the much anticipated progress through higher education in the district of Uttara Kannada. The district was under Bombay province during British rule. Even after reconstitution of states (in 1956) on the basis of language, the district has suffered a lot due to natural reasons and governmental policy of 80% reservation of forest area in the district. The majority of people in the district speak Kannada, the state language. But there are people with other mother-tongues such Konkani, Marathi, Urdu, Malayalam, Gujarati and Navayati also. English being the language of progress, employment opportunity and global communication, is taught at schools and colleges. But the district has not made any significant progress during the last six decades of our independence in terms industrial growth, commercial venture, business achievement, tourism and many other spheres of life.

To uncover and discover the reasons for this prolonged and serious lapse in the district, three separate questionnaires were prepared to collect information from college students, English professors and the principals of colleges in the district. The questions were set to elicit various aspects of English language learning process at undergraduate level in the district. Nearly two thousand college students responded and hundreds of English teachers and principals gave their esteemed opinion and insights in writing revealing many intricate problems at deeper level.

The questions were set on the following major headings:

- I. Geographical and physical environment of higher education (constraining studies such as long distance, Class room facilities, student strength of a class, etc.)
- II. Infra structural facilities: such as (1) own building (2) library (3) reading room (4) Hostels, etc.,
- III. Support of technology: such as (a) Computers (b) Internet facilities (c) Multimedia Facilities(d) Language Laboratory
- IV. Parents Involvement: Their interaction with college authorities, their attention to the education of their children.
- V. Public motivation or Demotivation.
- VI. Linguistic and cultural barriers
- VII. Syllabus and System of Education.
- VIII. Contribution of Teaching Faculty.
- IX. Students' own problems/efforts/ involvement
- X. Administrative aspects- Government, Management, etc.

A detailed analysis and discussion of these complex issues follow in the light of most recent literature available on higher education in India today. Twenty three suggestions are given at the end to solve the genuine problems of collegiate youths in the district. An urgent involvement of the parents, educationists, management, public spirited people and representatives and governments authorities is the need of the hour to help our youths in the district.

To conclude it is discovered that youths have abundant potentiality with creative zeal. The district also has rich natural resources, cultural heritage and long historical background. So the district needs two separate universities to tap the unimaginable wealth for its own progress and to meet the requirement of the public. If delayed, migration towards cities, especially outside the district, from villages would continue and may leave the district- a district of "Deserted Villages" shortly.