

Plaintive Reverberations Of Constraints In Comprehending English Language In An Education Hub

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Abstract: Even as it remains a fact that 75% of world's population does not speak English language at all yet this hardly changes the actuality of importance this language beholds; especially in terms of employability enhancing and improving communication skills, aside comprehending the subject one studies. The significance of learning and mastering a second language in gaining career opportunities, confidence boosting, performing executive functions and multitasking and attaining confidence cannot be undermined. In this part of the world, the most sought-after language is undoubtedly English and rightly so in view of its role in creating an impression and begetting a desirable job. Nevertheless, despite being the only city of Haryana boasting of four universities, scores of law, degree, education, management, medicine and engineering colleges among others and hundreds of English medium expensive schools, majority of students here are still struggling to master the aspects of this language including speaking, reading, writing and understanding. This paper attempts to study the constraints in comprehension of English language and the major impeding factors.

Key words: Language acquisition, 2nd language, CALL

Introduction

India supports the 2nd largest proportion of the populace in the entire world and the country has made tremendous efforts to make it literate and educated. The country has successfully led its citizenry to higher education and research and in the past seven decades after independence these

endeavors have seen the culmination in the shape of 799 established universities and 39071 colleges under the Ministry of Human Resource Development. Besides providing these facilities of imparting knowledge in tier 1 cities and metropolitans, emphasis has been laid in edification of countrypersons and women. Envisioning this, 307 universities have been established in predominantly rural areas and 14 exclusively for women. Similarly 60% colleges are located in rural areas and 11.1% are exclusively for women. A survey by Ministry of Human Resource Development (2016) says that 34.6 million students are enrolled in higher education out of which 16 million are girls. The Gross Enrolment Ratio (GER) in higher education in India is 24.5% for 18-23 years of age group. This ratio is 19.9% for scheduled castes and 14.2% for scheduled tribes as compared to GER (AISHE iii-v). All this narrates a lot about the country's resolute efforts to educate one and all encompassing the most backward segments by extending special financial support to the schedule castes and tribes and even the economically weaker sections.

There could be no denial of the fact that all these students attain education through the usage of language and if that is not communicable, there can hardly be any transfer of knowledge. That is the reason that even for the deaf and mute we have devised sign languages with a definitive involvement of communicability to percolate and enhance knowledge through the means of expression. It is also a well known fact that our official language, i.e. Hindi is not spoken or used in many of the States for both informal and formal purposes, including in the State of Haryana where dialects tend to have gained more prominence in comparison to any of the 22 languages mentioned in the 8th Schedule to the Constitution of India.

The data compiled in Paper 1 of 2018 depicting use of scheduled and non-scheduled languages under Census of India 2011 among India, States and Union Territories informs that with speakers' strength of 10000 and above there are 121 languages, apart from 270 mother tongues, in use, out of which 22 are scheduled and 99 are non-scheduled. A total of 52,83,47,193 people use Hindi that contains more than 56 mother tongues. This also comprises of 98,06,519 such persons who use Haryanavi as their mother tongue. When we are talking about Haryana it is another noteworthy fact that 99.94% population here out of a total of 2,53,06,254 persons speaks only scheduled languages while rest of the just .06% speaks non-scheduled languages. On the other hand English language, which also falls in the category of a non-scheduled language in India, is spoken by merely 2,59,678 persons in the entire country. Overall 43.63% population in

whole of the country speaks Hindi, which is the highest percentage of population speaking a single language.

This is all the more true about the tribal areas and such sections of Indian community that are lesser educated or underprivileged. They tend to use their own dialects over which they have fluency, while having little hold over the mainstream languages. Thus in the absence of language acquisition at an early age, many of the students are unable to use it adequately even subsequently. Many others can hardly comprehend the beauty and subtlety of the language and remain devoid of understanding literary pieces even as they enroll in courses that inevitably demand inculcating an aesthetic sense that is hard to evolve without evolving the language of publication. It cannot be expected of them to learn science, technology, engineering, medicine and mathematics without understanding and freely using the technical terminology. No such required study material is published in dialects; though there is a strong demand for inclusion of 38 more languages in the 8th Schedule, English being one of them (Ministry of Home Affairs).

Although we have 11 Sanskrit and 7 language universities in India but their outcome in spreading the usage inside or outside the nation is unknown as no such specific study has been conducted whereby their contribution in such dispersion could be highlighted (*AISHE* iii). Many of us do remember and feel proud of the historic moment when Swami Vivekananda delivered his speech with an Indian brotherhood touch in the World's Parliament of Religions at Chicago in 1893. The same was done recently by our Prime Minister in America in chaste Hindi, but in a general congregation largely attended by nonresident Indians there. Still that was hilarious and widely appreciated. While it is definitely appreciable to use mother tongue in such deliverances abroad and there is no hindrance caused to the audience in comprehending it nowadays in view of availability of translators, yet the proud feeling does not undermine the use of English, being one of the most acceptable language globally; notwithstanding the percentage of persons using it world over.

As the requirement of language building amongst the students was felt at governmental level, the universities were exhorted to establish language laboratories and even grants were released for this purpose through governing bodies. Today such establishments are not confined to English departments only rather lessons are imparted in such institutions as well that have no specific

department of English; such as in some technical universities. The usage of such labs is open to students of other departments. Nevertheless, no specific attempts have been made to gauge the impact of these over the enrolled learners. It is another fact that in all the modules taught in English, there is an inseparable connect to have a stronghold over the technicalities of language, for instance development of artificial intelligence, digitalization and robotics is impossible in the absence of natural language processing techniques. Thus its essentiality is unequivocal in virtually all the relevant subjects and even more for those students who intend to go abroad for employment, studentships, research, permanent residency or business etc for which TOEFL or IELTS are precondition in English speaking countries for non-native speakers; barring a few select categories. It is in this light that conducting such a study has become all the more important in universities and this is one such attempt in that direction.

Encapsulating the gist it can be comfortably stated that there can be no effective communication and internalization of content without a strong base of language. And it remains a fact that nobody can undermine the importance of English in that since most of the quality study material is either created in English or translated in it so as to reach the maximum targeted population. Also the Official Languages Act, 1963 states that English language shall continue to be used in addition to Hindi for all official purposes of the Union and for transaction of business in Parliament (Department of Official Language). This makes effective usage of this language learning inevitable for all those who intend to become a part of educative world and earn their livelihood using the learnt skills during attainment of higher education, irrespective of the stream or subject in which they are enrolled. It would naturally be expected from them to learn accidence and syntax being the basics, apart from honing their usage. Once they have mastered, inflections naturally flow in and thus they are able to make an impact during conversations; whether these be of a general household nature or a discourse or percolation of domain knowledge amongst the young learners. There is always a vital role of language in building sustainable peace and global security as well as in laying stress over humanitarian principles, prevention of conflict and alleviation of its effects through dialogue. Moreover, if one intends to learn any other widely used language such as Mandarin Chinese, Hispanic, Spanish, French or Russian, learning English language in this part of the world for learning one of these also becomes kind of a prerequisite as these are usually taught through English alphabets and not

through Hindi or *Devnagri Lipi*; especially as there is hardly any prominent app development for this purpose. Thus every student is expected to master a second language for raising the employability prospects and English perceptibly being one of the most acceptable worldwide, a lot has been done to promote it right from early schooling process. There is a strong network of convents and chains of English medium schools all through the nation but most of those are unaffordable for a common lower middle class family. That is where building language skills amongst the students of higher education become imperative, and continuation of the learnt skills for the convent educated ones.

As per a conservative estimate there are maximum registered and unregistered educational institutions and organizations in Rohtak district in whole of Haryana and it is one of the most educated cities in the state. Against the literacy rate of 75.55% of the State, Rohtak has the honor of having 85.70% literacy and one of the highest in rest of the 21 districts, while being very close to the state capital Chandigarh that has a literacy rate of 86.05%. This is the only district in the state having 3 state universities, one private university and an Indian Institute of Management apart from a PGIMS and scores of professional institutes like Footwear Design and Development Institute, State Institute of Hotel Management and a Central Institute of Fisheries Education holding the status of deemed to be university. Rohtak also holds the unique distinction of having a very big number of government and public schools. It has been divided into 5 blocks of schools with a large number of clusters under each block and each cluster further holding scores of primary, secondary and senior secondary schools mainly offering education under Haryana Board of School Education and CBSE both in Hindi and English medium of imparting instructions; though a larger part offering English medium while almost all the public schools offering English medium education. Having said all this we cannot claim a good grasp over the spoken and written English or for that matter even the mother tongue Hindi. In fact a larger chunk of educated population remains unable to impress anyone with their language skills. This poses the biggest hurdle in their employability, especially when they are sitting before the selection boards or committees. Majority of the employers, comprehending fully well that the expansion of business through marketing depends chiefly on the communication skills for convincing the prospective buyers about the quality of the produce, desire a good command of the interviewees over their language of communication and expression. They are obviously

disinclined to take them in once they detect that the desirable levels of fluency is missing. Undoubtedly this shortcoming bears a strong reflection over the education system that remains deficient in inculcating language competence or skills in the budding scholars that ultimately poses a handicap in expressing and describing the knowledge before the potential employers and subsequently before the prospective customer. The gravity and intensity of this deficiency or weakness can be seen more in students hailing from such background and geography where a 2nd language is largely unknown in the community and comparatively lesser among the ones coming from educated and multilingual milieu as Geeslin informs that “the environment was the primary determining factor in language acquisition [that] led second language acquisition researchers to explore the innate knowledge second language learners might have.” The schooling also certainly plays a crucial role in this as language is mainly learned during primary socialization; though 2nd and more languages can be learnt at subsequent stages using the component of primary learning.

As we cite Rocca to substantiate the role of age of the child in language acquisition, she informs, “Child SLA [second language acquisition] is a bridge between first language acquisition and adult SLA. Like first language acquisition, child SLA occurs before puberty and, therefore, within the ‘critical period’ (Lennenberg 1967), but, like adult SLA, a native tongue has already established itself. Thus, the role of language transfer has to be considered. Because it can share L1 acquisition features, child SLA borders on bilingualism. McLaughlin (1978) distinguished child second language acquisition from bilingual first language acquisition in that the former refers to the successive acquisition of a second language by children whereas the latter refers to the simultaneous acquisition of two languages. McLaughlin (1978:9) set an arbitrary cut-off point at the age of three, when the first language becomes established in the child. “The child who is introduced to a second language before 3 years of age is said to be simultaneously acquiring two languages. The child who is introduced to a second language after 3 is said to be successively acquiring two languages”. This necessitates the requirement of teaching of 2nd language at an early stage; however, as the environment is largely not conducive for learning the second one with perfection due to the reasons mentioned above, therefore, faultlessness in this endeavor cannot be attained to a great extent. Still efforts are being made and school students do start understanding English by the time they complete secondary education. Still it cannot be said

with conformity that a larger portion of the outgoing students are comfortable in communicating in English or in writing and even reading the English literature. Thus an essential requirement is felt for establishing special mechanisms for making them comfortable in the use of 2nd language, that is, English in view of its status in our country and in other countries. The efforts undertaken by the CBSE in this direction by directing all the affiliated schools to establish laboratories for English and several other subjects are praiseworthy but there has hardly been any visible positive impact over the actual language skills of the students. Resultantly when they get admitted in higher educational institutions in specialized courses, they lag behind merely because of their inadequacy or lack of hold to a desirable degree for understanding basics of other subjects, instructions of which are imparted in English language.

There are quite a few higher educational institutions that extend the facilities of computer assisted language laboratories to the enrolled students for strengthening their speaking and listening skills of this second language. Nevertheless, even that requires a basic understanding of grammar and continuous endeavor to enrich the vocabulary. As the students attempt to consult dictionaries, which come very handy nowadays with mobile phones and computers, they lose the very basic interest in the flow of text that many a time allows the reader to gather sense of the sentence that is lost in the word-meaning game. It goes without saying that even upon consulting a dictionary it is extremely difficult for such readers to imply the exact meaning of a single word in that particular sentence that befits the most in view of dictionaries offering scores of meanings of that word, thereby making it all the more tedious in the absence of application of common sense that needs honing by continuous efforts to study pieces of writings in English, irrespective of their relevance to their core or elective subjects. Language can be developed and polished by unremitting usage shedding the apprehension that formation may be faulty from a grammarian's point of view. It may not be a correct statement that every user of any particular language is well versed with the language rules or syntax; for instance the native Hindi speaker may not be aware of very simple things like *sangya*, *sarvnam*, *visheshan* or *vyanjan* yet they use these perfectly well in their everyday language. But the same does not apply on a 2nd language acquired subsequent to the first one during their adulthood.

Establishment of language laboratories in universities is all the more an appropriate attempt to make the students conversant and proficient in acquisition of 2nd language, i.e. English.

However, despite spending millions of rupees in setting these up not even a single proper study has yet been conducted over the utility and impact of these labs over the studentship and their mentors. The significance of their presence thus becomes questionable, especially as the employability of passing out students is questioned by locals and multinationals; not because of their poor acquisition of knowledge, but since language constraint permeates their ability to use the acquired knowledge in their own domain at international platforms they are not taken in during placement drives. And a lot more is expected from those who happen to specifically study English literature as reading is best established when one has intimate knowledge of language. A weak command over language will absolutely deter one to study literature and linguistics and so it can safely be termed as a prerequisite to enter in the literary world. The persons holding postgraduate degrees in English have scores of prospects for joining electronic media, print media, foreign embassies, publication houses and like where one cannot serve without holding a good command over the language because of which they are employed. In case they are unable to prove their mettle on the job, their sustainability is doubtful. Even though they get scores of opportunities to attain perfection while on the job still it is expected that the basics are lucid to such candidates. As the probation period is very crucial and deciding factor for continuation in the employment, one has to accomplish all the assignments perfectly well right from the beginning, without waiting to get ripened well with the passage of time lest that period is disallowed to them.

Now coming over to specific universities that have been incorporated in this study, the State University of Performing and Visual Arts, now rechristened by prefixing the name of Pandit Lakhmi Chand, one of the most renowned Indian poets of Haryanavi language who created scores of *raagnis* and *sangs* in regional dialect, is one and only such institution in the entire country that holds a congregation of highly specialized artistic subjects. The university was created by assimilating four state level institutes of film & television, urban planning & architecture, visual arts and design in the year 2014. It is presently offering bachelors and postgraduate programs in all these four streams through a sprawling campus and state-of-the-art laboratories of the craft they are offering. Even as none of the programs can be mastered without mastering language skills, it is quite heartbreaking that the university has not even a single position of English teacher and only one polytechnic lecturer has managed to get his deputation

there. No thrust is given on the development of language skills and only this gentleman is delivering lectures to the students of all the four streams holding close to 20 different specializations. Enquiries revealed that neither there is any language laboratory available in the university nor any concrete plans are there on the cards. The students who arrive here in the undergraduate programs after their schooling hardly get any facility to hone their acquired language, leave apart acquiring a second language or polishing that if they are acquainted with the nuances of that. In case lack of language is attributed as an impediment in begetting an aspired job in the relevant trade in which one possesses an otherwise requisite qualification it is bound to cause an obstacle in seeking employment as an architect, a designer, an expressionist of visual arts or as an artist. As one attempts to probe further about the status of present employment ratio, it figures out that there is virtually no such data available and there is no specific placement cell; though a post stands sanctioned in professor's grade for this purpose. While there is no dearth of space and financial resources for putting in place the required infrastructure for establishing a computer assisted language lab, neither any attempts are being made in this direction nor any deliberation has taken place over such a venture. It is hard to say that such specialized higher educational institutions would ever take a cue from such studies as the present one and propose strengthening the language skills of students so as to create very impressive potential job seekers in their respective fields through their excellent expressions. The students and teachers included in the present study were vocal in this respect by subscribing to the idea that such facilities should be extended to them. However, during the course of discussion it became amply clear that prior to having a word in this respect it was never a core area of their demand and they had hardly thought over this aspect. A couple of students informed that they had thought of joining private language coaching centers but as the timings of their university are right from morning to late evening, therefore, they found it hardly viable. The university has a good number of faculty members hailing from West Bengal, Maharashtra and Orissa and other such parts of the country where Hindi is not spoken as a first language and therefore the teachers find it difficult to teach or interact in Hindi, while students from this part of the country find it difficult to understand the contents in English. This brings forth another unexplored aspect that diversification is also not possible without holding a good command over language. In the budget estimates of the university no provision has been earmarked for establishment of any such lab till date. A major

reason of this indifference is that there is no one who could advocate or emphasize over the need to strengthen English language of all the stakeholders in the university.

Another praiseworthy institution of Rohtak is Baba Mast Nath University at Asthal Bohar whose chancellor is a reverend member of parliament from Rajasthan. He is also heading the Math that is the oldest spiritual seat of Nath Yogis. This university was upgraded from several educational institutions that were being run under the Math from 1980 and the conglomeration was established under the Haryana Universities Private Act 2006. It is duly recognized by University Grants Commission as a private university. It is offering several much sought after graduation and post-graduation courses and extends research facilities for doctoral degree in languages under faculty of humanities. An impressive number of students and research scholars are enrolled in the Departments of Hindi, Sanskrit and English and in several others as well, including the engineering and technology courses and in medicine and surgery apart from several other professional programs. It was wonderful to note that a professor of humanities holding one of the highest post doctoral qualifications and a person of irrefutable repute was at the helm of affairs of the university with the position of vice-chancellor. It is generally expected from a linguist and a litterateur that his thrust would remain on sharpening the language skills of teachers and taught and would engage in all possible efforts to create such facilities that would assist in accomplishment of this endeavor. However, a faculty member of Dept of English informs that the language lab facilities are inexistent here as well, like in several other institutions and thus it is not a big deal. It was, however, surprising to note that an administrative officer refuted the claims of this young faculty member by adding information to her knowledge that his wife teaches at an Education College in Lahli and she has been provided with a full-fledged language lab for Hindi and Sanskrit there. Curious as the researcher became and requested the officer to arrange a telephonic conversation with the lady professor, she confirmed the information imparted by her spouse but added that though the lab does exist but she does not know how to operate the computers or use the software. She was remorseful to share that despite availability of the infrastructure there was no one in the college who could use the lab for advantage of the enrolled students. This subsequent addition of information made the previous one redundant as the existent lab has been rendered to a futile facility till the required arrangements of operative staff are put in place by the management of the college. The

university, on its part, was not forthcoming about its future programs to establish such a lab when the benefits of such a facility were shared with the faculty member who requested anonymity. It was also shared that all the decisions of such nature are taken by the head of the institution and it would be hard to even moot a proposal lest it is found offensive by the management. It is a fact that only such members of the teaching faculty can afford to make a proposal that are well conversant with the intricacies of such establishments and the offer of the researcher to assist the staff in establishing such a lab was unacceptable to them by the time it gets the nod of the head of the institution. Even though placement drives are led in the university, it was not contradicted by the staff members that language inefficiency is a major cause of their students' not getting in by the organizations visiting to hunt the caliber. A freshly joined faculty member who did not want to be named shared that it is not that only students need to make their English language better than what they presently possess; rather most of the faculty members need to do the same. In fact in many cases even their mother tongue Hindi is very poor and many of the teachers cannot properly read or write it or even speak it, what to talk about English where pronunciation is a trauma for an able listener. Resultantly the dissemination of course contents is improper and need to be rectified to make it appropriate, which is simply not possible in the absence of holding a proper command over language and this holds true over both Hindi and English. Thus it is not that the lab is required for making only English language better but it is required for strengthening their Hindi and Sanskrit language as well. The administration, however, did not subscribe to the claims that honing the language skills would make a significant difference in the academic output of the university as not a single grievance has been received from any student till date. The Math also runs a huge charitable hospital which is usually flocked by the villagers holding a great reverence and trust in the sect and its head. They all use one or the other prominent dialects of the area and the treating doctors and paramedical staff need to understand their versions and narrations putting questions in the same coin and not in English or any other foreign language that they cannot understand. The same is the case with the courses being taught by the university as the majority of students belong to Haryana. A senior functionary mocks that sometimes even Hindi and English have to be taught here in Haryanvi so it is better to concentrate on the subject contents rather than the language in which these are being taught. There could be a dissimilarity of opinion and perception but even such persons concede that a command over language can make a major difference in projection of ideas and it

also enhances the scope of employment. There can be no two views that comprehension of course contents largely depends over the words and speech and the better a person holds command on these, the better he acts in every field.

It is a common perception that the science students do not lay much stress to learn languages as their major thrust is in acquiring knowledge about their mainstream subjects, i.e. physics, chemistry and biology apart from mathematics during schooling. English is kind of a secondary subject for many of them while there is no imposition of Hindi at senior secondary level in this part of India and in many other states. Resultantly it is generally observed that majority of the science students hardly give any credence to any of these two languages while Sanskrit is rather alien to them. However, after competing with scores of their competitors when some of the select few manage to get admission in one of the prestigious courses of MBBS or BDS or any other such course that falls in the category of paramedical sciences they realize that medium of instruction matters a lot and also that almost all the books available in the market for consultation of the course contents are either published in English or translated in it from other languages. This makes the comprehension of the contents very tedious for such enrolled students who are not very proficient in this language. Realizing that it was a flaw to ignore English or consider it as a secondary subject becomes worthless at this point in time and only a strong exercise to learn and master it appears the only option. With the passage of time the prospective doctors do become proficient and start lecturing in English as well but the difficulty in accessing the course and internalizing its contents cannot be under-assessed.

Pandit Bhagwat Dayal Sharma University of Health Sciences, Rohtak facilitates and imparts medical sciences education at graduation, post-graduation and research level and also runs scores of paramedical courses. It confers degrees like M.Sc., M. Phil, BDS, MDS, MBBS, MD, B.Sc. etc to the successful candidates and has several domains like pharmaceutical sciences, dental hygiene, psychiatry, radio therapy, optometry, clinical psychology, nursing, medical technology, physiotherapy and several others. These can be named in some 29 specific courses and each one is taught in English language theoretically; though in some cases use of vernacular accent and language cannot be ruled out which is but natural given the background of teachers and taught. Nevertheless that should not be a big issue as long as dissemination of knowledge relevant to their courses is good. The issue is that except in one program out of the 29 main ones and several

other subsidiaries English as a subject or as a language is not taught and that is no mean concern. Several of these programs enroll students who have just passed out from the schools after qualifying 10+2 examinations conducted by various boards like CBSE and state level secondary education boards where the qualifying percentage requirement is just 40; though the eligibility requirement for admission in most of the offered programs is 45% in individual subjects. It is another matter that some further relaxation is made available to some specific category candidates in this otherwise mandatory requirement, meaning thereby that academically weak students do have a probability to get admission in such coveted courses where the enrolled students are supposed to invest great labor. There is no reason to doubt an administrator's version that the students admitted after granting relaxation in the mandatory requirement of percentage of marks struggle harder to qualify their papers in comparison to those who secured their seats on the basis of their own merit. It is another fact that the candidates hailing from such background where English cannot be taken lightly, and those who have studied in Hindi medium schools find it extremely difficult to study their courses in entirely English language. The situation becomes all the more complex as the medical terminology is alien to many of them and such terms are explained and described by the teachers only in English that is not easily decipherable for them. A senior professor rightly observes during discussions that the situation would have been entirely different had the students been proficient in the language of instructions but then he continues to add on that even he hailed from a rural background where instructions were imparted only in chaste Hindi and he had undergone the similar trauma where nobody was forthcoming to extend a helping hand and one was left to fend on one's own. Today he feels proud to have mastered this language and yet feels happy to deliver his lectures using dialects and the mother tongue that everyone understands. But he does not refute the reality that life would have been much easier for them had they obtained a good understanding of English. However, the situation is not that grim in the PG programs as the bachelors' degree holders have learnt it sufficiently well and only such persons succeed in reaching at this point to attain admission in these programs who are pretty good in both their subjects and in the language, as informed by one of his senior colleagues who has been teaching in this institution for more than two decades. She also highlighted the role of computers and smart phones in making the language component better despite somebody's previous handicap because of Hindi medium schools or from such background that might hamper their learning ability in English language.

On a specific query a senior professor discards the requirement of enrolling in any private coaching centers that claim to teach English language in a fortnight or so. She also gives reference of once extremely popular book known by the name of Rapidex English Speaking Course that is described as a legendary self-study course to master English and the publishers do claim to have benefited millions of people across the country by publishing it in several languages. She feels the students still consult such books and there is no harm in that. However, she believes that languages can be acquired only by using these constantly and not merely by studying one or two good books, if at all those are any good as per personal choice of the reader. She also very strongly advocates establishing language labs in all educational institutions so that students are not only made to learn languages but to acquire them from the core of their hearts by continuously practicing under the guidance of experts. She also cautions that merely providing them infrastructural facilities would not suffice and that somebody must be made available to guide them how to use the software appropriately and how to make the best possible and optimum use of the equipment. These should not become just a source of entertainment or a white elephant to attract further clientele, rather these should be effectively used for refining the languages of the students in such a manner that they use each one of these equally efficiently for further learning and studying different subjects prescribed in their programs. It is just appropriate to use software of all the languages with the available apparatuses or machines in use so that equal emphasis is laid on each one; though the main thrust should be there over English as all the course contents are published in it. The professors in general support teaching different languages alongside the course in which the students are enrolled in so that they are able to master more than one language during their profession that would be immensely beneficial for them in case they start practicing in such states which are not Hindi speaking ones, like Orissa, Andhra Pradesh, West Bengal or several other such states like Maharashtra that prefer to use their own language – Marathi – and kind of despise Hindi, over which they prefer English if someone is unable to speak Marathi. Several doctors lament over unavailability of even a single teacher of English language in the entire university as there is no one to seek guidance from if during preparation of a paper some confusion over the language erupts. The administration also grumbles as in the absence of someone who could be relied upon for consultation over proper use of English while giving advertisements for different purposes. They rightly observe that the reputation of the entire institution is put at stake when a wrong sentence is published in the

advertisement or some notice is displayed on the board having a grammatically incorrect sentence. However, English being taught only in the course curriculum of B.Sc. Nursing and in the absence of a proper workload of a full teacher the university is unable to appoint one.

The only university, as such, having a language lab in the city is Maharshi Dayanand University, Rohtak. It was established way back under the Department of English and Foreign Languages with great vision and mission. A superannuated professor from this department who was instrumental in its establishment says the lab was initially put to very effective use and even other universities in the state, like Bhagat Phool Singh Women University, Khanpur Kalan, also used the same model to create even better facilities under consultation of the faculty of his department. Students were made to visit and use this lab and they were shown pictures in it that were based on the plays prescribed in their papers. Songs were played and speeches were heard in the lab and since it was a novel experience for all the students, it was used very enthusiastically. With the growing impact of technology and its coming into the domain of commoners, especially youngsters who did not require any formal training to run the software and computers, the lab was opened for one and all. No specific post was created by the university for operating this lab, unlike for the labs of teaching departments under the faculties of physical and natural sciences where laboratory attendants and lab assistants are appointed and other technical persons are also deployed to assist the teachers and students of the departments. With the passage of time cell phones, computers and several other equipment became available to one and all and this caused creation of a misconception among the students and teachers that language labs hardly hold any importance and that they can learn to master languages with the help of internet facilities and their phones by surfing the net where scores of such video and audio recordings are available. However, they failed to realize that the feeling of easy availability and free accessibility of this convenience might detract them from a scheduled activity and they may not remain wary of their basic needs. While it was always a motive behind this establishment to include students from other departments as beneficiaries so that language skills may help them obtain employment once they become entitled for that and during the studentship they may be able to hone the acquired language for understanding their course contents, yet it could not be fully attained with perfectiveness. There were two reasons behind this shortcoming: one, the word could not spread in the entire campus concerning availability of this facility in the

dept and second because there was no specific person to extend the facility to the interested visiting fellows. It usually happens when something is in public domain and the functionaries keep thinking that others would take care of these.

Even as the facility is there with easy accessibility for the students of the Department of English yet very few prefer to avail of the facility. This department offers an integrated five-year program of MA English Hon's, a two-year masters' program after graduation in any stream, M. Phil, four diploma courses of foreign languages and it also extends research facilities leading to doctoral degree. In every single program this computer assisted language lab can prove to be an asset, however, it is not being fully utilized. There are several such students in the dept who have not used this facility despite exhortations from the faculty members as there is no compulsion for such usage. One reason for its lesser use is that unlike in the science courses there is no specific lab period in the programs being offered by this department.

Notwithstanding the above, there are scores of students and research scholars who have used the facilities of language lab every effectively and they are all appreciation for it. The lab is particularly extremely beneficial for those who are studying linguistics and phonetics in their courses and they can actually practice to pronounce the words appropriately here. They also get to know how appropriately they are using a particular word and how to correct that in case there is some confusion or improper use. The lab is also used for watching movies and listening speeches of prominent leaders. This gives a real time experience when the same is done under the supervision of a faculty member who continues to guide them as in such a case the recreational activities concurrently get submerged in academic endeavor. The University also has several students from abroad and it is a great attraction among the aspirants of higher education in countries like Uganda, Kenya, Iraq, Iran and several others, which are mostly non-English speaking countries. As the foreign citizens enroll themselves in different departments in this university, they soon realize that knowledge of Hindi or English is inevitable to understand the course contents and comprehend the lectures delivered in the classrooms by their faculty members. As their comprehension of English is not good and they cannot understand Hindi or any other local dialect, they academically suffer a lot. Despite being good in accounts and mathematics, most of the students in Dept of Commerce were unable to qualify in their examinations. The same is the case with the students of several other departments, including

English Dept where the scorecard of foreign students is not very good. Though there are exceptions; for instance in Dept of Public Administration a foreign student is the consistent topper in all the semesters of his course, leaving behind all the natives and other students, yet in general they find it hard to sail through. It was informed that the Vice-Chancellor chaired a meeting wherein such students were also involved and they all aired the requirement to hold special classes for English language. Conduct of these remedial classes is presently under deliberation and soon these may be arranged under the aegis of Dept of English. This definitely accentuates the importance of having a strong base of language to understand the course contents that is probably more understandable for such foreign students who cannot comprehend English with ease and know not Hindi that helps content internalization to their native counterparts as many-a-teacher use it while disseminating knowledge. A native student of MA English also highlighted such a requirement and also posed need to optimally utilize the language lab facility at least for the student of this very department. She also informed that because of its existence the librarian does not provide them the Wi-Fi passwords for accessing e-library and other resources available on internet on the pretext that your department already has a language lab well equipped with all these facilities and also has an e-source centre that should be used for academic purposes. She also informed that both these facility centers have to be got opened with special request as there is nobody to look after them and the department is already struggling to cope with the official requirements in view of the availability of skeleton staff. However, she also sounded very positive and appreciative for the department as despite all constraints it always extends a helping hand to students who are willing to use such facilities. A few students, however, were not that happy concerning fulfillment of their expectations and informed on the condition of maintenance of their confidentiality that neither the lab has been entrusted to any specific teacher not to any research scholar and that is the reason that no one comes forward to own the accountability and responsibility as it has several expensive equipment, including computers, projectors and sound systems that can be removed by notorious elements and the entire blame for the loss would be imposed over the one who holds the charge, therefore, nobody is holding it and it is being made available to them only because of the cooperation of the departmental staff.

Even though the Dept of English holds the sole control over language lab, yet it is not that only this department teaches English, rather English as a subject is taught in many other departments. For instance, Dept of Law offers this subject to students of Law five-year program, Dept of Commerce teaches it as communication skills, University Institute for Engineering and Technology also teaches English to its BE/B. Tech students. The students of Institute of Management Studies and Research pursuing MBA and those enrolled in graduation in courses being run by Institute of Hotel and Tourism Management also get to study this as a subject. The university also has a maintained University Campus School affiliated by CBSE that offers studies in three streams up to senior secondary examination level. It also has an Administrative Staff College and a Centre for Faculty Development where the facilities of language lab can be used for betterment of nonteaching personnel who normally prepare all the official noting in English and also for the benefit of the teaching faculty, some of whom earnestly require learning it for effective lectures' deliverances.

It would be germane to mention here that people with futuristic orientation figured out the significance of English as a language much earlier and the process of such acquisition has been commercialized as well since long, e.g. a Swedish dyslexic person opened a company Europeiska Ferieskolan (EF) in 1965 to make his fellow countrymen learn it by paying. Today it is benefiting its clientele in 116 countries by using high-tech language labs to impart language learning, teaching, and testing to more deeply understand the science of language acquisition with a commercial aspect of massive turnover. There are scores of smalltime shops offering language learning in most of the tier 2 and 3 cities flocked by young aspirants with different purposes. In metropolis as well they are present but presence of organized sector is more prominent there. Obviously educated people make most of the patrons of such coaching institutes where they are required to pay a hefty sum. However, as previously mentioned that no study has been conducted to gauge the impact of language labs in the educational institutions or commercial establishments of this nature, thus there is no attainment data to prove their impact.

Conclusive observations:

This exploratory-cum-descriptive study conducted in all the four universities of Rohtak district that is rightly considered as an education hub of Haryana has brought forward several

illuminating and eye-opening views of the stakeholders that led to startling and deducible conclusions, based on which astounding betterment can be brought in the academic arena. While conceding that theoretical considerations ought to be there to correctly place research findings, we would like to make a reference of Jacques Derrida's Deconstruction Theory that also gives a reference of irreconcilably opposing connotations of any given theory rather than being a unified given whole. We have not attempted to impose even remotely any intention in the present piece of research that whatever has been put concerning the utility or absurdness of existence of a language lab in an educational or research institution would irrefutably put some deep impact over the enrolled students of different departments or institutes of an institution. Notwithstanding the contention narrated above, it has definitely remained an endeavor of the conductors of this study to objectively put in place the significance of existence of such a lab in educational institutions. As we get down to the brass tacks on the basis of the collected data in a holistic manner it can be appropriately mentioned as the conclusive observations that the ability of an educated person to effectively communicate the acquired knowledge mainly depends on the language component and it leaves a deep impression over the listeners through which they tend to gauge the acquaintance and comprehension of the speaker with subject's nuances. Despite having in-depth knowledge of the subject that the speaker might have mastered, if one is unable to express oneself powerfully either through verbal communication or in a write-up, there is hardly any advantage of the learning to the larger society and even to the person concerned as there would be little prospects of academic or financial growth in its absence. Knowledge cannot be percolated and disseminated in the event of lack of use of language perfectly as holding a good command over it can make a deep positive impact over the society in virtually every field, including science & technology, medical sciences, mathematics, architecture, design, movie making etc and not in the field of literature only.

Rohtak district has two professional universities in true sense of the term and two other ones offering courses in varied specialized fields. Three out of these four also offer research facilities in different domains. However, it is a matter of concern that none of these institutions is putting the required due emphasis to hone the language skills of the students and research scholars and only one university is using the Computer Assisted Language Lab to whet English language previously acquired through the courses pursued preceding the ones they are now enrolled in this

university, i.e. Maharshi Dayanand University. It can be comfortably deciphered that language building is not a serious consideration of educational institutions in this part of the world. It cannot be denied that lacking a conducive and vibrant culture to have interaction in a foreign language one gets bereft of the opportunities to attain perfection in spoken language, especially as the inhibitions of using it wrongly deter them. Thus there is a specific requirement of extension of external specialized skill enhancing facilities like the referred labs as a whetstone for making the language of all such students better who get enrolled in the University for the Course they intend to pursue. These are also known as a rich source of interaction through interactive sessions conducted under both controlled and uncontrolled situation. All the institutions need to lay stress on this aspect and create such facilities for their interior development and growth in terms of expression and wherever these facilities presently exist, these need to be optimally utilized as an endeavor to create better students and research scholars and thereby providing better professionals to the society that they may cater to in an effective and efficient way. It is irrefutable that a professional without subtle and profound expression remains incomplete, however intelligent one may be, just as even a path braking theory with indomitable facts cannot be propounded in the absence of appropriate and conveyable terminology. Thus the essentiality of a good command over language is undeniable which is found wanting in the universities as corroborated by the placement data that also speaks of unemployment. Even for those who are employed in whatever capacity in academic and nonteaching positions there is an incontrovertible perennial requirement to obtain betterment in this domain and CALL can be considered as the best option for training the recruited faculty so that they disseminate knowledge effectively. It is equally true for administrative positions as they need to bring everything including policy decisions in black and white and a trivial error in the words can lead to remarkable change. The universities require to do this through Administrative Staff Colleges, Faculty Development Centers and with the assistance of Dept of English; wherever these are existent and by establishing such centers with specialized persons to run remedial language programs for all the stakeholders. It is a cause of concern, as divulged by some administrative personnel, that many of the faculty members are unable to write down even simple applications and this is highly unexpected from teachers who are supposed to be torchbearers for rest of the university fraternity. It is another outcome of vital observations that Ministry of Human Resource Development releases financial grants for establishing such centers

and the amount is exhausted in procuring and establishing relevant equipment in labs while running these is left upon the concerned beneficiary institutions. Many of these institutions do not deploy required manpower and thus the entire idea becomes superfluous and the purchased material becomes redundant. Thus a major change in policy making is required whereby the grants are not released in lump sum, leaving it on the institutions to bifurcate or distribute, rather these may come with well defined budget heads that must include the expenditure of meting out salaries or honorarium for the operators. A biannual or periodical performance report of such establishments may also be made mandatory for submitting to the funding agency that may review the justification of continuation of such labs and strengthening these from time to time while putting some accountability for the functionaries at the helm of affairs of such institutions. Strong steps need to be made to make these effectively usable by attaching annual increments of concerned with the progress and output data must be maintained. The vision and mission of such establishments can be attained only by putting in place such efforts, thereby making a positive impact over every associated factor like employability of students and effectiveness of the employed.

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