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A Study into the Motivations of the students studying Foreign Languages (L5)
and Some Projections (with special reference to Marathwada and Bombay Universities)

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MOTIVATIONS OF THE STUDENTS STUDYING FOREIGN LANGUAGES (L) ¹ AND
5

SOME PROJECTIONS

(WITH SPECIAL REFERENCE TO MARATHWADA & BOMBAY
UNIVERSITIES)

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P R E F A C E

The Survey is divided into four parts: Introduction, concepts and analysis of the data, some projections based on the potentialities and opportunities in the field of L₅ and conclusions. The tables are also attached in the end.

The introductory part briefly covers the present pattern of teaching and learning of L₅, the role and domain of L₃ (English) in the present day society and the recommendations of Education Commission (1966). While discussing the role and domain of L₃, findings of another survey into the motivations of students studying L₃ in the L₁ (mother tongue) medium school in Bombay have also been briefly stated in order to establish the role of L₃ in such schools which are in majority in India.

The part dealing with projections deals with the opportunities and potentialities in this discipline. It was decided to study the needs of L₅ experts in the field of Foreign policy, diplomacy, propoganda, external publicity and tourism and then the projections were made.

The last part deals with conclusions which emphasize the need for a structural change in the strategy of L₅ learning. It has been stressed that there is an urgent need for looking into the present approach towards L₅.

The references and tables form the part of APPENDIX - I.

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A STUDY INTO THE MOTIVATIONS OF THE ¹
STUDENTS STUDYING FOREIGN LANGUAGES (L5)
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A Survey into the motivations of the students studying Foreign languages (F.L.) in Marathwada and Bombay Universities was carried out in January, 1975. It needs to be emphasised that this is perhaps the first regional study of this kind limited to the two universities in the state of Maharashtra. The survey could as well be called a micro-study and may provide continuation of the survey conducted by the Centre of German Studies, Jawaharlal Nehru University, New Delhi (Journal of School of languages, Monsoon issue, 1973).

It is assumed that the reader is aware of
i) the present pattern of running these departments, the course-structure and the methods of teaching adopted by the teachers, ii) the fact that this discipline has been consistently neglected in the field of lower as well as higher education, iii) the fact, howsoever contradictory it may appear, that most of the Indian students are exposed to the part-time diploma courses in F.L. at the University level with 6 hours of learning per week and only a few universities offer the full time courses.

The teaching is oriented towards grammar-translation method, the class-room consists of 30-40 students of the age-group of 20-30, majority of whom have had no experience of learning any language and have inadequate control over the language of medium of instruction. In addition to these factors, most of the universities have no Indian teacher and the department are manned by the native speaker on contractual basis for a year or two which leads to instability and discontinuity from the point of view of teaching and learning of the F.L. It is perhaps not obligatory on the part of the universities to appoint an Indian teacher first and then seek the assistance of a native speaker. This, of course, leads to economy, but this also leads to the non-optimum use of the native teacher.

iv) the positive correlation between the possibilities to make gainful use of the F.L. knowledge acquired, to improve on it and also the limited avenues of employment open to the students inspite of the immense potentialities. This sad situation has been brought about by the interaction of various factors such as the lukewarm approach of the universities to this important discipline and the out-moded pattern and method of teaching which has come to exist. (Mhatnagar Y.C., 1974).

Most of the universities run the department of F.L. programmes as prestigious department and have made no attempts to relate this discipline with other major

programmes. In remote and comparatively new universities, departments attract very few students. This lack of an integrated approach in adjusting F.L. programmes with the other areas of specialisation has left a visible gap in disciplines such as area studies in Social Sciences and Arts. This failure is even more evident in the case of French and German " which have been taught in this country for over 100 years" (Mahale K.J., 1973).

At the outset, it would be proper to assess the role and domain of English in the present circumstances and reproduce the findings of another survey into the reasons for learning English - the language of administration, justice and higher education conducted on a corpus consisting of average to lower middle class families belonging to the non-westernised section of Bombay society with a view to have a broader perspective. The students had studied English as a Second language for 7 years and could be considered fairly typical of the average Marathi speaking female high school students. The results revealed that " the Marathi speaking students were instrumentally motivated to learn L₂ and the instrumental motivation scores correlated with English proficiency scores. In other words, the higher their motivations to use English as a means of career advancement etc., the better the English scores. (Lulmani, 1972).

The individual ratings of the reasons for learning English indicated the following order of priorities:

- i) getting a good job, ii) coping with university classes, iii) travelling abroad, iv) acquiring new ideas and broadening their outlook, v) becoming more modern, vi) reading advanced technical literature vii) getting access to international books, journals etc., viii) keeping in touch with the latest trends in thought and behaviour

in west, ix) becoming friendly with English speaking Indians, and x) thinking and behaving like English speaking Indians" (Lukmani, 1972).

It is true that the language learning is always guided by the integrative or instrumental motivations (Lambart, 1959). In a country like India in which English still has specific role ^{and} domain in the societal behaviour and is likely to continue to retain its significance (This is revealed by the renewed emphasis on the study of English by various politicians in power though Hindi or mother-tongue is employed in the sphere of political education and canvassing), it is natural that both the integrative and instrumental motivations would prevail depending upon the class and social-strata to which the students belong. The survey has rightly concluded that an average Marathi speaking student belonging to the middle class would be working hard to have a firmer control over English due to the instrumental motivation since it is the career and an urge for better job that would guide his efforts. But a student who comes from a secured economic class, has had the better schooling through the medium of English in his case, perhaps, it would be integrative motivation i.e. the urge to interact with the westernised strata of the society, trip abroad and contact with natives, that would acquire the first order since he is sure of being placed in a better career. The above

statement may sound as a value judgement, but the prevailing practice would prove the point. One could imagine a hypothetical situation in which English is relegated to the level of Foreign language. The policy of emphasising the role and domain of English in the internal management, a go-slow policy towards the shift to mother-tongue and national language speaks of an approach of retaining the status-quo and politics of vested interests. The decolonisation in cultural spheres which ought to have followed after the liberation from the colonial rule has not been possible because of the ill conceived language policy. English continues to be the language of "Stomach" as well as language of "Culture" and therefore the efforts to encourage regional languages as well as one unifying language have not borne desired results.

It may not be out of the place to mention the observations made by the Education Commission (1966) on the issues concerning the study of the languages. It maintained that "the introduction of the regional languages as a media of education should not be interpreted to mean underrating the importance of English in the university. For successful completion of the first degree course, a student should possess an adequate command over English to be able to express himself in it and avail himself of its literature." It went on to record further, that it is equally important "to encourage the study of other

Foreign languages on a more extensive scale for a variety of academic and practical purposes. Russian has a special significance for the study of Science and technology in the present day world. In addition, French, German, Japanese, Spanish and Chinese are important world languages of communication and for acquiring knowledge and culture". It has recommended that the knowledge of Foreign languages be made obligatory for the Master's degree in some subjects and for a doctoral degree in all the subjects. But all these years, the adequate knowledge of English has been understood by the planners of education as well as politicians as an unavoidable compulsion with very little efforts to change the medium of instruction to the mother-tongue and in the process the study of Foreign languages has been entirely neglected.

It is in the background of the prevailing situation with regard to the status of F.L. departments, their learning, the role and domain of English(L₃) in the educational curriculum as well as in the other sphere of social behaviour and the recommendations of the Education Commission(1966) that the findings of the survey have been analysed and certain conclusions have been drawn. In the end, the suggestions have been made with a view to encourage the study of L₅ Foreign languages.

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C O N C E P T S

1. A Schedule on the direct question method was prepared to elicit information about the respondents age, his socio-economic background, whether he came from urban or rural setting, his academic credentials and his knowledge of other Indian as well as Foreign languages. In case of the knowledge of L₅ the respondent was asked a direct question: "Why are you studying this language" The possible answers were not given and the respondent had to answer as he liked which were later on divided into various categories. It was decided not to give the possible answers since in such cases the student may without giving a proper thought, tick all the answers in order of priority. Secondly, the direct question has the advantage of eliciting the maximum information based on spontaneity and also gives an insight into the attitudes towards this discipline.

2. The two universities were chosen because of their peculiar characteristics: Bombay University is a fairly old university with its well established department of Foreign languages, caters to the urbanised population, offers the opportunity of good schooling with many public schools and the university could provide a wide ranging sample from socio-economic point of view.

Marathwada, on the other hand, offers another contrast. It is a fairly economically backward region and the

availability of higher educational opportunities is of a recent origin. The university is 18 years old catering to the needs of 5 districts i.e. Aurangabad, Parbhani, Nanded, Bhir and Osmanabad. Prior to the establishment of this University, the nearest university was Osmania and not many could afford education at Osmania. Therefore, the survey is a study in contrast: Bombay - the cosmopolitan centre, and Marathwada - the educationally and economically backward area of the Maharashtra State.

ANALYSIS OF THE DATA(TABLE I & II).

1. Age group: In Marathwada University, it was found that though the minimum qualifications for the study of B.A. was matriculation, only 16 or 5.7% students during the last four years were below 19 years or studying their first year or second year of the undergraduate courses. 55% of the students belong to the age-group of 20-25 years and already possessed the first degree. The percentages decline in the subsequent higher age-groups i.e. 21.6%, 10.6%, 6%, 5%, and 2.2% in the age group 26-30 years, 31-35 years, 36-40 years and above 40 years respectively.

In case of Bombay University, 53.75% students belong to the age group of 20-25 years and already possess the first degree. 23.75% students belong to 26-30 years age-groups, 6.25% to the age-group of 31-35 years, 2.5% to the age-group of 36-40 and 7.5% over 40 years.

One could conclude that the higher percentage in the age-group of 25-30 years is due to the instrumental motivation that is the students were mainly guided by the hope of getting a good job or to improve the prospects of getting one. Secondly, a majority of the students in both the universities possess the first degree.

ECONOMIC STATUS OR INCOME WISE DISTRIBUTION: Table-3.

2. The students were grouped as per their guardians' income per annum with a view to have an idea about the class-structure. The income ranges were divided as follows: Below 3000, Rs. 3000-10,000, Rs.11,000-20,000, Rs.21,000-30,000, Rs.31,000-40,000, Rs.41,000 and above.

The analysis of economic-status brings out certain interesting trends. In case of Bombay University, the maximum percentage i.e. 40% of the students come from the Rs.11000-20,000 income group i.e. higher middle class, a class possessing higher education and belonging to the elite or the ruling majority in various spheres of economic activity, 27.5% of the students come from the Rs.3,000-10,000 income category i.e. lower middle and middle class and would include the junior level executives, university lectures and the lower and middle level bureaucracy etc, 3.75% belong to the income group of Rs.21,000-30,000, 1.25% belong to the Rs. 31,000-40,000 income group and there was no student from Rs.40,000 and above income range. Only 2.5% students come from the income group below Rs. 3,000/=.

This indicate that only the elite, well placed class and middle class patronised the study of L₅. This may mean two things. One, that the students coming from these sections of the society come from the groups for which the employment is the primary consideration and they would like to better the prospects of getting a good job, in order to continue with the traditions of their families- i.e. the urban working elite. Two, some of the them may be guided by the demonstration effect.

In case of Marathwada University though no detailed break up of income distribution is available, the clue can be had only from the locational factors. The university is located in the economically and educationally backward area of Maharashtra, an area dominated by the landless peasants, unskilled workers, agriculturists and unorganised labour class, it is natural to expect that out of 80,000 students on rolls 90% would belong to the lower stratae of the society that is the people with low and unstable income. Thus, the students studying L₅ come only from the lower and unprivileged class. Therefore, the reasons which propel the students to study L₅ could not be emulation, imitation or a snobbish following as would be the case in Bombay University. They would be guided by the efforts to migrate to the urban centres of employment, away from agricultural farms or daily wage labour. In other words, the students would be guided by the factor of increasing their social mobility, an urge for urban life- the industrial mental motivations. It is in the universities like

Marathwada that the reasons for studying or not studying a discipline are genuine and devoid of any artificial values.

The income structure analysis brings out the contrast in the motivations clearly. This indicates the two extremely divergent pulls which determine the urban and rural students' approach to the study of any discipline. What is more important is that in the cosmopolitan city the students from the lowest income group are minimal.

FOREIGN LANGUAGES AS AN INDEPENDENT OR SIMULTANEOUS COURSE (Table - 4):

3. The Universities permit the students to pursue the courses in the Foreign languages simultaneously alongwith other main courses. In Bombay University 72 out of 80 students or 90% of the students were studying only Foreign languages while in case of Marathwada University more than 5% of the students were studying F.L. simultaneously alongwith other courses. This means that the students in Bombay University either were studying these courses for their career advancement or to spend some more time in the university. In the case of Marathwada University the students were more inclined to do the maximum in the given time and therefore they pursued two courses at a time.

LANGUAGE COMPETENCE : Table - 5.

4. Table 5 reveals that invariably all the students whether in Bombay or Marathwada University have a fairly strong control over at least two more languages excluding the mother-tongue(L₁) and English(L₃) . Majority of the students know more than one language which are structurally akin to each other but there are students who know the languages entirely different to each other as well. The reason for such a phenomenon could be that in the urban setting, each language has acquired a definite role and has its domain. For example, the control over Hindi, Gujrati, English on the part of a Marathi speaking salesman in Bombay would be easily understandable since, all these languages perform a set of functions in a set of situations.

The language competence analysis also reveals that most of the students have had no experience of learning a foreign language(L₅). No respondent has bracketed English as a Foreign language.

The analysis reveals that Indians by and large have an aptitude for learning languages and given proper motivation, the Indians could be excellent multilinguals with an equal command over the languages they know. West(1926) in his study of Bilingualism with special reference to Bengal-Calcutta observes the role of many languages in the life of an individual. He maintains that, " in the typical

case the first language is the vehicle of thoughts about the home-life, and perhaps of a literature expressive of emotions and ideas connected with the home, while the second language is a vehicle of communication for matters of Government, Commerce, industry, Scientific thought and higher culture generally. There may be a third language which is a medium of communication for international relations and higher education and a fourth necessary for the religion and ancient culture of the people". The situation continues to be the same even to-day.

In the present situation when the social mobility is increasing due to the factors like urbanisation, industrialisation and ever expanding bureaucracy, it is quite likely that there may be a large number of population with different L₁ working in a different region which makes it compulsory for them to have sufficient knowledge of the language of the region and it is here that the concept of L₄ becomes significant. At present L₁ performs a set of functions at home, L₂-national language has yet to acquire the level of the language of communication at the national level, while L₃ English continues to perform a set of functions, L₄ regional language has its own significance in the sphere of socio-cultural assimilation and L₅ Foreign

Language performs entirely different function. It is in the light of the above Linguistics situation. we find that an average educated Indian has such a competence in terms of languages. The three language formula would not lead to the emergence of a socio-cultural setting which is unified and at the same time diverse unless steps are initiated to accord L₂ a definite role and domain in the society. This has to be done with a great deal of ~~the~~ persuasions.

MOTIVATION - Table 6 -:

In the motivation studies conducted by the Centre of German Studies, Jawaharlal Nehru University, New Delhi (JSL, 1973) and Yasmeen M. Lukmani (Language Learning, 1972) The possible list of factors determining the motivations was given and the students had to tick them in order or priority. But, the present survey as stated earlier posed a direct question to the respondent : " Why do you want to study a Foreign language?" for the simple reason that the answers would be spontaneous and reveal the actual reason.

It was decided to categorise the answers into the following heads: Academic, Academic and professional, Non-Academic, Travel, and Cross-cultural sympathies. The term academic is construed to mean that the student is mainly desirous of learning the F.L. to supplement his present knowledge. The academic and professional means that the learner is studying the F.L. not only to supplement his knowledge but also due to professional reasons.

He wants to make use of this knowledge in the profession he is engaged in presently or the foresees some opportunities to make use of his study of this discipline in his future career or academic pursuits. The non-academic reasons include the students who are just studying the F.L. in their leisure as a hobby or as past-time. There might be some students who are studying the F.L. to go abroad. The term cross-cultural sympathies is meant to include the students who are interested in the cultural and social life of the country whose language they are learning.

The answers were classified on the basis of these definitions. It was expected that a student's answer will consist of more than one reason, and there will be over lapping of answers and the same student will have to be counted more than once for the final processing of data. Therefore, it was thought that instead of breaking the answers category-wise as per the above definitions, it would be appropriate to reproduce them under another head also. This double counting was unavoidable in the present situation.

For the purposes of this study, as has been said earlier two major types of motivations have been accepted as suggested by Lambert (1959): integrative and/or instrumental motivation. Many students wish

to learn a F.L. in order to identify with or become part of the new social or cultural group. They wish to integrate themselves into the culture of the new language group. For other the F.L. may be only an instrument to achieve certain goals. They may like use the F.L. as a way of furthering their careers to derive job satisfaction, for trade purposes, for reading original publications rather than translations, or for travels etc.

In the Indian context, it could be said that both the motivations will not be prevalent. Generally speaking, there can be two types of students who would be studying the F.L. One type would be the one who is an immigrant or a student who is studying abroad and thus is exposed to the native surroundings and situation in which the F.L. is being spoken (English is excluded from our analysis). The second type of the student would be the one who studies F.L. in an entirely Indian setting with very low probability of coming in touch with the native speaker or visit to the country concerned. An individual in the first category will be guided by both the motivations. He would be learning the F.L. to come closer to the new social cultural and other varied language situations. F.L. would become an instrument to attain his goal of better career. Therefore, the language proficiency will be much

better and thus confirm the findings that learners who are integratively motivated succeed faster in learning the language and their proficiency scores are much higher than those who give instrumental reason for learning language (Lambart, 1959, Spolsky, 1969). It was also found in another study that English speaking Jewish students studying Hebrew, contrary to the expectation, instrumentally motivated students performed better in Hebrew tests. However, since their aim was to become teachers of Hebrew the instrumental motivation was dominant (Anisfeld and Lambart, 1961). This may also hold true in ^{the} case of an Indian student who is studying abroad. The whole exercise of studying abroad in the Indian context is to secure a better job, to acquire perfection in one's own field, therefore, though, in the beginning the motivation to acquire higher proficiency in the F.L. would be mainly integrative and having acquired a reasonable grip on the F.L. student would then be guided by the instrumental motivations. The case of an Indian immigrant will be entirely different. Such a person would have both the motivations simultaneously with equal intensity, since he would like to get rid of his social isolation, a feeling of loss of identity and social inhibition, simultaneously his job requirements would demand a reasonable control over the language. This category does

not form a part of this study. The present study is concerned with the Indian Foreign language class-room a student in the non-linguistic environment. He has no compulsions: Societal or otherwise to learn a F.L., studies on his own to avail an existing opportunity, has to pay for the course and it could be assumed that there ought to have been valid reasons which have propelled him to come to the F.L. courses. He is very unlikely to come across the native speakers frequently, the integrative motivations, therefore, may never become strong in him so far as the acquisition of the language from this point of view is concerned. The only situation in which he comes into contact with the native speaker, fairly frequently, is the class-room. Such contacts are not enough to generate sufficient integrative motivations. These motivations will become still weaker, if the native speaker can converse in reasonably good English. In such situations, English(L₃) becomes the source of socio-political and cultural understanding for L₅ which is being learnt. Such motivations may further diminish, the moment the country has the trained expertise which will eventually remove the need of native specialist except in the case where the goals of teaching and learning F.L. are extremely well-defined and narrow specialisation is required. For example, the number of native specialists in Soviet Union to teach F.L., is progressively

declining. The native specialist is mainly meant for the purpose of consultation, editing or radio broadcaste to India, the type of courses offered in F.L. by and large lack any specific purpose or well-defined goals. Therefore, the student is unlikely to have integrative motivations. He would mainly be guided by instrumental reasons. This hypothesis is confirmed by the data in table (6) i-v.

Table(6)- i deals with the responses of students who opted to study F.L. purely on academic considerations. . 12 out of 80 or 15% students in the Bombay University were studying F.L. to use it ⁱⁿ /their research or for the sake of knowledge or they wanted to continue their study of F.L. since they had studied it in the school.

In ^{the} case of Marathwada University 54 students out of 280 or 19.14% wanted to study F.L. with a view to increase the knowledge of their subject, to acquire additional knowledge, to use them in their research or in competitive examinations. ^{The} East answer is also included in table A+P . Similarly, the answers, such as, that the student wishes to pursue his higher studies in the country concerned ~~are~~ also included in this head for the reason that the student intends to add to his academic qualifications .

Table6(ii) deals with the answers pertaining to academic and professional reasons. In Bombay University 28 out of 80 students or 35% were studying F.L.

to attain perfection in their professions or to make the F.L. itself their career, or to understand technical data in one's own field. The whole purpose in learning F.L. due to these reasons is to attain optimum efficiency in the work by cutting down the time spent on translation and interpretation.

In the case of the Marathwada University, there are only 16 students out of 282 or 5.67 percent who are pursuing F.L. courses from this point of view. The reasons are by and large the same. This is an interesting anomaly in the sense that if the results of table 6(i) and 6(ii) are put together then it will be clear that 15% and 35% of the students or 50% of the students in F.L. classes in Bombay University have academic or academic-cum-professional reasons respectively and 19.14 and 5.67 percent student or 24.77 percent students respectively are in Marathwada University.

The wide variation in the percentage of Bombay and Marathwada University could be explained in terms of non-urbanisation of the region, absence of industrialisation, lack of sophisticated machinery producing units and comparatively late opportunities for higher education to the people of the region. These factors have kept the masses more or less unaware of the importance of the relatively new discipline like F.L. They are satisfied with the traditional courses. The recent shift to the sci-

industrialisation, the state government's resolve to create infra-structure and develop this region has given rise to new expectations and a change may be noticeable. But, it is true that most of them are unaware of the academic and professional prospects of studying a F.L.

The table 6(iii) deals with the set of students ^{Studying} a F.L. ~~a F.L.~~ *and* have no particular reason to study a Foreign language. In Bombay University 22 out of 80 students or 27.5% were studying them as a hobby to spend their leisure fruitfully. Some thought that it is an art to know a F.L., some were fulfilling their dreams of childhood, some had ambition to study a F.L. while some thought that the acquisition process of learning a F.L. is an enriching experience. In Marathwada University, the answers are more straight forward, which give an impression that the students are just interested in learning F.L. for no specific reason. 83 out of 282 students or 22.94 percent were just interested in the F.L. It is very peculiar that in a cosmopolitan university such as Bombay and a new growing university in an economically backward region, the percentage difference in the students studying for the sake of interest is so small. It can perhaps be said that in Bombay University these students come from a more affluent section of the society and so they have time and money to pursue their hobby. But in case of Marathwada University, this can be explained only at the cost of repetition as a woeful lack of knowledge about the prospects and potential uses of a F.L., One wishes that

more intensified work should be done at least in order to make the students aware of the probable advantages of knowing a F.L.

Table 6(iv) and 6(v) deals with the answers concerning cross-cultural sympathies and an urge to travel. It will be seen that in Bombay University only 10 out of 80 students or 12.5 percent were motivated by cross-cultural sympathies or to know about the cultural heritage of the nation whose language they were studying. But in Marathwada University 2.48 percent or only 7 out of 282 students were motivated from this point of view. This aspect of studying a F.L. is comparatively unknown to the students of F.L. This speaks of the overall education system which has by and large failed to generate a feeling of international understanding or an outlook beyond the English speaking world.

Similarly, only 5 out of 80 students or 2 out of 282 in Bombay and Marathwada University respectively are studying with a view to travel abroad. This reveals that very few even think of going abroad. This is perhaps due to the financial limitation and the fact that not everybody can travel at his own. Secondly, it may ^{be} due to the fact that non-English world does not interest the student.

It has to be emphasised that 142 out of 282 or 50.35 percent students did not answer this question in Marathwada University. If this data is computed on the basis of the number of students who answered this question then it will almost double the percentage in case of Marathwada University and will reveal a percentage higher

than in Bombay of students who are studying F.L. purely for academic reasons. The large percentage in non-academic reasons could be explained in terms of the general lack of information, about the prospects of the study of the L5 and also economic factors as stated above elsewhere.

The motivation analysis of Bombay University- an urban university corroborates the statement that the present state of affairs has come to prevail since the universities have failed to provide continuity in the F.L. studies to the students coming out of affluent public school and also to plan and integrate this discipline in the overall pattern of courses offered by it.

In a regional university, the student is economically weak, belongs to the neglected strata of the society, can't even think of pursuing traditional courses, is unaware of the discipline called F.L. But those who come to the L5 class, they are mainly guided by the instrumental reasons, the strategy to have an alternative or supplementary approach to the career. They are mainly motivated by the academic reasons. Therefore, it is natural that the students most of the time here are not motivated by the urge to broaden their international outlook and understanding in spite of being belonging to the same age-group. It is in such regional universities that the courses should be restructured so that they could be able to compete with an urban student.

PROFILES OF THE STUDENTS:-

On the basis of the present pattern of teaching and learning of L₅, the role and domain of L₃ in the socio-economic behaviour in the country, and the analysis of the survey presents the following profile of students:

The student of Bombay University is in the age-group of 25-30, comes from the middle and higher middle class, studies the L₅ mainly due to academic and professional reasons, studies after obtaining his degree, has no experience in learning a L₅ earlier, has competence in more than one regional language and is not prone to the reasons such as cross-cultural sympathies and travels abroad.

In Marathwada University, the student is in the age-group of 26-30, comes from the poor and lower middle class, studies L₅ due to academic and professional reasons and also because he is interested in undergoing the experience of learning a F.L., is studying simultaneously with his major discipline, has competence in more than one regional language and has no cross-cultural sympathies and also no urge to travel abroad. He is mainly guided by the instrumental motivations.



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POTENTIALITIES AND OPPURTUNITIES IN THE FIELD OF L5 Table 7 & 8



POTENTIALITIES AND OPPURTUNITIES IN THE FIELD

CF L5 (Table 7 & 8)

In spite of the fact, that there is overall lack of motivation for the study of L5 in India which have been explained in terms of their status and structure in the universities social milieu and the overall linguistic situation prevailing in the country, the field offers vast potentialities and oppurtunities for the language knowing expert, due to their specific role and domain, which could be estimated by assessing their needs in the sphere of national and international activity such ^{as} in diplomacy, journalism, mass communication media such as Radio and trade relationships (See table 7 & 8) . Very often it has been maintained that the Indian officials in the missions abroad, do not possess a strong grip on the language of the country they are stationed in. This makes it difficult for them to perform their duties even in the regular way. Same is true of journalism. Indian journalism is based on the translations and hand outs issued by various agencies or news stories published in other international news papers. Most of the Indian papers have their own news services which tap these resources and thus make it available to the reader in the English language only. Unfortunately,

the English language journalism is favourably disposed towards the western style of journalism and very few papers pick up stories straight from the non-English press. This has happened because of lack of experts and also concentrated efforts to continue the western traditions in the name of democratic and free press. The plight of regional language papers is more depressing. Secondly, the various missions issue handouts in their own languages and perhaps they are never made use of in the absence of proper F.L. experts. Similarly, the trade suffers a set back due to the cumbersome process of correspondence in more than one language. Thus, it would appear that the country's need of F.L. experts is serious in this area.

The need of F.L. experts in the field of Diplomacy, communication, trade relationships and tourism can not be under stressed. India's foreign policy is that of non-alignment and mutual co-existence. It would appear that main ^{instruments} ~~instruction~~ to the attain the ideals of Indian ~~foreign~~ 'foreign policy' according to ~~the~~ ^{its} definition.

are diplomatic skill of the nation's foreign office, propoganda and its force with which India's views are reflected and published abroad and the economic policy arising out of the national interest.

It has been stressed earlier that our personnel in the missions abroad are ill-equipped in terms of the language proficiency. For example, at the time of the historical Vietnam victory and the establishment of the stable peace in the Indo-China it was commented by one journalist that during this crucial period India did not have its envoy in either Hanoi or Saigon. He further stated that " it is a no secret that the Indian missions in most communist countries are singularly ill-equipped (emphasise mine YCB) to find out that is going on there. Language is of course, one obvious difficulty. Few of these missions can boast of men with any expertise in the affairs of the countries concerned. Most of the diplomats are amateurs who are sent there in the belief that they are better off without any knowledge either of the ideology professed by these countries or the local conditions. The staff is usually quite small and often lack even access to books and learned journals. In fact, most missions depend largely on Indian and local news papers

and journals. If a bright person somehow gets selected to head one of these missions, the permanent bureaucracy in the ministry does all it can to make him feel an outsider. The question of the effectiveness of Indian missions apart...: no Indian ambassador or visiting official can possibly answer questions which are pertinent for policy makers in New Delhi (Jain Girilal, 1975).

The availability of language experts in the form of an interpreter, local or our own, in the missions abroad should not be confused with the area-experts having a command over the language. In fact, a good interpreter and a pure philologist can always be turned into an indispensable area expert with the help of an intensive training. It is depressing to note that the position of an interpreter in the missions is much lower than the third Secretary who is a fresh foreign service entrant with little knowledge of either the language or the area. Very often, our Indian interpreter, by his bureaucratic rank, is debarred from interpreting the top level discussions and the officers have to depend upon the interpreters of the country concerned who sometimes possess even the rank of a consular in the foreign office. In addition to this, the Indian missions have the maximum number of interpreters who are the ~~nat~~ nationals of the country concerned. One wonders what sort of a secrecy can be maintained by the missions.

in such a situation! This was understandable in the times when India lacked the specialised man-power but the continued discouragement to the Indianisation at a time when the F.L. specialists are becoming available is not understandable. . . It has been argued that the Foreign office saves a lot of money by having a national of the country concerned as an interpreter. It says that the Indian has to be given a fat salary including lots of allowances and accommodations, etc. The argument of austerity is defeating in the wake of a large number of dispensable clerks, peons, superintendents and section officers, who do routine correspondence. A judicious reduction in this type of generalist bureaucracy which tends to discourage regional specialisation could be certainly effected and more Indian interpreters and area-experts could be appointed in the interest of secrecy, better understanding of the area and a fair use of the large sums spent on foreign postings which are primarily a status symbol and a source of further promotion for to-day's foreign office entrants. The collection of information would be more fruitful if it is based on experts research material. It has been maintained that diplomatic officers ought to be intellectuals and scholars with some training in protocol, rather than experts in protocol with an aversion for study and research. It has been stressed that diplomacy in the modern world has become so complex as to warrant

a radical orientation of the whole approach to the question of the qualifications of a diplomat especially in an emergent state like India where special work in such field as economic and cultural relations, disarmament, propoganda etc. are more important than the traditional practice of trouble shooting with a military bias. The time has come, in other words, when the Indian Foreign service needs more specialists with some general training in diplomatic practice than generalists with some experience of specialised work.. Only the absorption of a large number of specialists in various required disciplines in the middle and upper level of Foreign service can bring about the desired alteration of its character. (Bandyopadhyaya J.1970)

The countries for example, like USSR, Poland, Bulgaria, ^a Hungary etc. have over the years come to possess not only the interpreters but also the area-experts. This was possible because of a consistant efforts to improve the F.L. teaching and also to create infrastructure to train area-specialists. Initially, they trained the cadre with reasonable proficiency in the language. They were sent to the country concerned after an intensive work on the area and such experts were retained in the area

for fairly long time to acquire an intimate insight into its political system, ideology, culture and traditions. This included the cadre both from the academic institutes as well as the specialised foreign service entrants.

It is undoubtedly true that in addition to usual diplomatic maneuvers any country can boost its image or put across its views on various international problems or acquaint with the life and culture of its people through the mass media instruments. Our powerful intellectual and cultural traditions, and our economic and military backwardness, logically makes cultural diplomacy one of the most important elements of our foreign policy. The use of cultural diplomacy as an instrument of foreign policy acquires much larger significance in the wake of balance of nuclear terror and the resultant obsolescence of traditional tools of diplomacy. Similarly, Foreign propaganda sometimes euphemistically called "information" or "external publicity" (as in the case of India) is one of the most important elements of contemporary international politics (Bandyopadhyaya J, 1970).

The experience in this sphere is equally depressing. Many media critics have voiced their concern about this aspect of India's efforts. "Our mass media has failed to a large extent furthering our foreign policy. On many important occasions, the media failed

to come upto the expectations " and the critics have often said that "nobody blacked out India except India itself". India has an external division which is responsible for beaming our points of view in various foreign languages e.g. Arabic, Persian, French, German, Russian, and others. The broadcasts in Persian are "among the oldest in the external services, dating back to world war II coming right down to the present day, the new largely business like relations between India and Iran have only enhanced the importance of these broadcasts since Iran's interests and admiration for Indian culture and civilisation have endured through, whatever political ups and down the two countries might have experienced". The picture is not at all different in the case of the broadcasts to the Arabs. The critic maintains that the broadcasts to Iran and Arab world are erratic in terms of reception, they are not ~~only~~ suitably timed, they are beamed at a time when the listeners are either sleeping or working. The critic also complains about the wrong accent and the content of the programme. She goes on to say that "programmes are never designed from the point of view of a foreign listener. The detailed news or the talks meant for Indian listener become a boring, drab and dull affairs to a foreign listener". The critic recorded the impressions of an Indian who maintained that "Iranians are now also intensely interested in things Asian.

One must also remember that English is not important to Iranians, they are proud of their language and if we want to build up relationship, we must stress far more the elegance of language in programmes as well as programmes which stress our common traditions and cultural ties". (Amita Malik, 1975).

The other side of the picture that is the feed back to the AIR by its foreign correspondents is no better. They are tied up with bureaucratic procedures and cannot cover any story immediately. Not only this, our correspondents do not even get in touch with their foreign counterparts to despatch the news as early as possible. For example, our mass media representative reached Vietnam when the whole thing was over. The critic also explains that "the sort of belated long-distance despatches of international events which have often characterised AIR's foreign coverage combined with on-the-spot reporting of mostly ministerial tours abroad, have robbed AIR's foreign coverage of an identity and authority of its own" (Amita Malik, 1975) It is also true that the AIR correspondents or the journalists of various newspapers rarely possess an adequate knowledge of the area's language and that they have to depend on the handouts in English or reconcile with living in isolation.

The success of the country's economic and foreign policy is also manifested to some extent in the number of tourists visiting the country. The persuasive cultural diplomacy, propoganda and external publicity to friendly countries if properly programmed, will lead to a rise in the number of tourists who would like to know the country and people more intimately.

The latest data on tourism reveals that the influx of tourists" from North America and East Asia marginally declined last year while East Europe as a region provided the highest percentage increase in tourism followed by west Asia... Arrivals from western Europe including Britain recorded an increase of 6.5 percent and South Asia 8.9 percent. The number of tourists from Eastern Europe went up by 27.5 percent, from west Asia by 20.13 percent". Everybody will agree that the tourist is a roving ambassador of his country. He carries his impressions and popularises them in his own way in his country. Therefore, it is needless to emphasise the need of trained representatives, guides and interpreters. The above trend of increased tourists traffic from Eastern European countries is the result of mutual good will on the part of the people of these countries and the ever growing economic and cultural cooperation between the countries. The trend is likely to be intensified in the years to come.

To sum up, we could say that there are immense potentialities and prospects for F.L. experts in the areas of Diplomacy, mass-media, propaganda and external publicity and they could be exploited towards the better understanding of foreign relations with other countries only if the world's important languages such as Russian, Chinese, Spanish, Japanese, and other languages of the immediate neighbours were accorded a definite place in the overall system of education. The need of such personnel however in the short run could be met by inducting the experts available in the country directly and simultaneously train its cadre on a large scale in the institutions of higher learning. The thinking that the study of F.L. is of little use deserves to be corrected.



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C O N C L U S I O N S



The conclusions which emerge from the above analysis though scattered all over the study could be divided into general and specific ones and could be enumerated as follows:

1. The importance of national education policy which would accord a definite place to the various discipline has to be reckoned with and this is possible by having education on the concurrent list.
2. There is no doubt that the study of L5 as a discipline is neglected by most of the universities. The corrective measures involving structural changes in the courses have to be initiated. The recent circular from the UGC insisting upon the universities to have an India core staff before requesting for the services of native specialist is a welcome change in the thinking of policy makers. One hopes that other such measures would follow.
3. The prospects and potentialities for an expert in L5 in the different areas of socio-economic activity should be taken as an indicator calling for a definite place for these languages in the curiculum of higher education (see table 7 and 8)
4. The innate capacity of an Indian student to learn more than one language should be exploited towards achieving the goal of producing competent experts in L5.
5. The motivation table reveals that it is in the provincial or regional university, that the students are guided mainly by instrumental motivations since they would like to break away from their rural associations and to have a better social mobility. It is in such universities that the courses with L5 bias could be strengthened.
6. The present policy towards the study of languages has relegated the Foreign languages to the level of L5 inspite of their often acclaimed role in the national and international activity. A structural change in the present L5 teaching and learning process has to be brought about to suit the socio-economic and political needs of the country. Immediately these needs could be met by inducting competent persons from the talent available outside to act as an important link at the higher level and later on regular intake could start to meet the needs. This could be achieved by so modifying the rules of foreign services that they provide an incentive for a two way traffic from and to the foreign office.

It has been observed by the Education Commission(1966) that "in view of the limited resources available in terms of component, personnel, foreign exchange etc., it should be our endeavour to develop a significant and effective programme of area studies in a few selected universities and institutions. Such a programme would require intensive courses in the languages of the area concerned, and the introduction of optional groups of papers in certain social sciences having reference to the different areas selected for intensive study".

Finally, the restructuring of these courses could be done at three levels: the school, the university and the Government. There should be some pilot schools which should introduce courses in L5. This stream should continue at the university level producing philologists who should be experts in at least three ^{Foreign} languages. The universities should also offer opportunities of area-studies with a definite bias towards the language of the area. The Government at its own level should induct the language and area experts from

the universities or specialised institutes in diplomatic services. This three pronged action should be started simultaneously only then the investment in this discipline would lead to optimum utilisation.

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TABIE - I

Age-wise distribution of science students
 Registering in Karnataka University,
 Hebbal, Bangalore

Age/Year	70-71	72-73	73-74	74-75	Total	Average	Percentage of the total
below 19 years	-	4	7	5	16	5.3	2.7
20 yrs to 25 yrs.	11	26	35	53	125	38.75	55.00
26 yrs to 30 yrs.	17	14	16	14	61	15.25	21.05
31 yrs to 35 yrs	25	7	3	5	30	7.05	10.6
36 yrs to 40 yrs	3	4	4	3	14	3.05	5.0
Above 40 yrs	3	1	1	1	6	1.05	2.2
Total	49	56	95	81	281		99.4

Note- 71-72 no. W.I. teaching

1. The age has been provided upto next 10 yrs because of more than half a year
2. The difference of 0.6% in percentage is due to rounding off to the next higher figure.



Table - 2

Age wise distribution of students studying Foreign languages in Bombay University.

1974-75.

Age	Russian	German	French	Persian	NI	Total	Percentage.
Below 19 yrs	-	-	-	-	-	-	-
20 yrs to 25 yrs	4	32	11	-	-	47	58.75
26 yrs to 30 yrs	4	10	4	1	-	19	23.75
31 yrs to 35 yrs	1	1	3	-	-	5	6.25
36 yrs to 40 yrs	2	-	-	-	-	2	2.5
40 yrs and above	1	1	3	1	-	6	7.5
No information	-	-	-	1	-	1	1.25
Total	12	44	21	2	-	80	100.00

100

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Table 2
 Students Income-wise Distribution of students studying Foreign Languages,
 BORDA Y UNIVERSITY

Income	Russian	German	French	Portuguese	Uj	Total	Percentage
Low 3,000	-	1	1	-	-	2	2.5
3,000 to 10,000	3	11	7	1	-	22	27.5
11,000 to 20,000	9	15	7	1	-	32	40.00
21,000 to 30,000	-	2	1	-	-	3	3.75
31,000 to 40,000	-	1	-	-	-	1	1.25
41,000 & above information	-	-	-	-	-	20	25.00
Total	12	30	16	2	-	80	100.00



Table - 4

MAHARAJA UNIVERSITY

No of the languages	Students studying for various courses	Students employed by various departments
German 70-71	49	50
German 72-73	"	57
Russian 73-74	-	101
Russian 74-75	37	37
BOHAR UNIVERSITY		
Russian	"	12
French	4	19
German	3	39
Persian	1	2



Table - 5

Language Competence Table

BOMBAY UNIVERSITY

Sr. no.	Experience of learning any other Foreign Languages.	Indian languages known.
R1	No	Sindhi, English, Hindi.
2.	No.	Marathi, Hindi, Gujrathi, Tamil.
3.	No.	Malayam, English, Hindi, Punjabi, Gujrathi.
4.	No.	Marathi, Kannadi, Hindi.
5.	NA	Marathi, Hindi.
6.	No.	Tamil, Hindi, Sanskrit.
7.	Yes, French	Kokani, Kannada, English, Marathi, Hindi.
8.	Nil	Marathi, Hindi, English.
9.	No.	Marathi, Gujrathi, Hindi.
10.	Yes, French, Dutch	Tamil, Hindi, Marathi.
11.	No.	Marathi, Hindi.
12.	-	Tamil, Telgu, Hindi, Marathi.
13.	No.	Tamil, Malayam, Hindi, Marathi.
14.	German	Marathi, Hindi, Gujrathi.
15.	No.	Gujrathi, Marathi, Hindi, Bengali.
16.	No.	English, Hindi, Marathi, Gujrathi.
17.	No.	Marathi, Hindi, English, Urdu.
18.	No.	Marathi, Hindi.
19.	No.	Marathi, Hindi, Gujrathi.
20.	No.	English, Marathi, Hindi.
21.	Portuguese	Hindi.
22.	German	Hindi, Gujrathi, Marathi.
23.	No.	Marathi, Hindi, English, French.
24.	No.	Marathi, Hindi, Gujrathi.
25.	No.	Tamil, Hindi.
26.	No.	Marathi, Hindi, English, Kokani.
27.	No.	Kokani, Marathi, English.
28.	No.	Urdu, Hindi, English, Marathi.
29.	No.	Hindi, English, Marathi, Punjabi.
30.	No.	Gujrathi, Hindi, Marathi.
31.	No.	Hindi, Marathi, Gujrathi, Kokani.
32.	No.	Marathi, Hindi, Sindhi, Punjabi, Gujrathi.
33.	No.	Marathi, Kokani, Hindi, Gujrathi.
34.	No.	Gujrathi, Hindi.
35.	No.	Marathi, Hindi.
36.	No.	Marathi, Hindi, Gujrathi, Kokani.
37.	No.	Gujrathi, Hindi, Marathi, Bengali.
38.	No.	Hindi, Kannada, Telgu.
39.	No.	Marathi, Hindi.
40.	No.	Marathi, Hindi, Sanskrit.
41.	No.	Marathi, Hindi, Gujrathi.
42.	No.	Hindi.
43.	No.	Hindi, Punjabi.
44.	No.	Hindi, Gujrathi.
45.	No.	Kokani, Hindi, Marathi, Kannada, Sanskrit.
46.	No.	Marathi, Hindi, Gujrathi.
47.	No.	Marathi, Hindi, Gujrathi.
48.	No.	Punjabi, Gujrathi, Hindi, Marathi.
49.	No.	Marathi, Hindi.
50.	No.	Marathi, Hindi, Gujrathi, Sanskrit.
51.	No.	Marathi, Hindi, Gujrathi.
52.	No.	Gujrathi, Hindi, Marathi.
53.	No.	Gujrathi, Hindi, Marathi, Marwadi.
54.	No.	Marathi, Hindi, Gujrathi, Bengali.
55.	No.	Malayam, Hindi, Marathi, Tamil, Kannada.
56.	No.	English, Marathi, Kannada, Hindi, Tamil.

1.	2	3
58.	No.	Marathi, Hindi, Sanskrit, Bengali, Gujrathi
59.	No.	Hindi, English.
60.	No.	Marathi, Hindi.
61.	No.	Marathi, Hindi, Gujrathi.
62.	French	English, Hindi.
63.	No.	Hindi, Bengali, Malayan,
64.	No.	Hindi, Gujrathi, Marathi.
65.	French	English, Hindi, Marathi, Tamil.
66.	No.	English, Marathi, Hindi, Gujrathi.
67.	French	English, Hindi, Marathi, Tamil.
68.	No.	English, Marathi, Hindi, Gujrathi.
69.	French	Marathi, Hindi, Gujrathi.
70.	No.	English, Marathi, Hindi, Gujrathi, Tamil.
71.	No.	Hindi.
72.	No.	Marathi, Hindi, Gujrathi.
73.	No.	Gujrathi, Hindi.
74.	No.	Hindi.
75.	French	Marathi, Hindi, English.
76.	No.	Hindi, English, Marathi.
77.	No.	Hindi, Marathi.
78.	No.	Hindi, Marathi.
79.	French	Gujrathi, Hindi, Marathi.
80.	No.	Hindi, Gujrathi.

P.G. 70-71

MARATHWADA UNIVERSITY

1.	No
2.	No.
3.	No.
4.	No.
5.	No
6.	No.
7.	No.
8.	No.
9.	No.
10.	No.
11.	No.
12.	No
13.	No
14.	No.
15.	No
16.	No
17.	No
18.	No
19.	No
20.	No.
21.	No
22.	No
23.	No
24.	No
25.	No
26.	No
27.	No
28.	No
29.	No
30.	No
31.	No
32.	No
33.	No
34.	No
35.	No
36.	No
37.	No
38.	No
39.	No
40.	No

1	2	3
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DG 70-71

41.	German
42	German
43	German
44.	Yes
45	Yes
46	Yes
47	Yes
48	Yes
49	Yes
50	Yes.

DG 72-73.

51	No.	Marathi, Hindi, Gujrathi
52	No.	Hindi, Marathi, Gujrathi.
53	German	Marathi, Hindi.
54	No.	Hindi, English, Marathi.
55	No.	Marathi, Urdu, Hindi, English.
56.	No.	Marathi.
57.	No.	Marathi, Hindi, English.
58	No.	Gujrathi, Hindi, Marathi, Urdu, English.
59.	No.	Gujrathi, Hindi, Marathi, Rajsthani.
60.	No.	Kannada, Marathi, Hindi.
61	No.	Kannada, Marathi, Hindi.
62	No.	Marathi, Hindi, English.
63	No.	Kokani, English, Kannada, English, Sanskrit.
64	No.	Marathi, Some Indian languages.
65	Mes.	Marathi, Indian languages
66	No.	Marathi, Hindi.
67	No.	Marathi, Hindi, Sanskrit.
68	No.	Marathi, Hindi, English.
69	No.	Marathi, Hindi, English.
70	No.	Marathi, Hindi, English.
71	No.	Marathi, Hindi, English.
72	No.	Marathi, Tamil, English, Hindi.
73	No.	Marathi, Hindi, English.
74	No.	Marathi, Hindi, English.
75	No.	Urdu, Hindi, English.
76	No.	Hindi, English, Marathi.
77	No.	Marathi, Hindi, .
77	No.	Gujrathi, Hindi, English.
78	by books No. Yes.	Marathi, Hindi, English.
79	No.	Urdu, Marathi, English.
80	No.	Urdu, Marathi, Punjabi.
81	No.	Urdu, Hindi, English, Marathi.
82	No.	Marathi, Hindi, English.
83	No.	Telgu, Marathi, Hindi, Kannada, English
84	No.	Marathi, Hindi.
85	No.	Marathi, Hindi, English.
86	No.	Gujrathi, Hindi, English.
87	No.	Rajsthani, Gujrathi, Hindi, Urdu.
88	No.	Urdu, Hindi, Marathi.
89	No.	Marathi, Urdu, English.
90.	No.	Gujrathi, Hindi, Marathi.
91	No.	Marathi, Hindi, English, Marwadi.
92	No.	English, Marathi, Hindi, Telgu.
93	Yes	Marathi, Hindi, English.
94	No.	Marathi, Hindi, English.
95	No.	Marathi.
96.	No.	

1	2	3
97	No.	Marathi, Hindi, English.
98	No.	Marathi, Hindi, English.
99	No.	Marathi, Hindi, English.
100	No.	Marathi, Hindi.
101	No.	Marathi, English, Hindi, Sanskrit.
102	No.	Konani, Marathi.
103	No.	Marathi, English, Hindi, Punjabi.
104	No.	Urdu, English, Marathi, Hindi.
105	No.	Marathi, Hindi.
106	No.	Marathi.
107	No.	Marathi.

MARATHWADA UNIVERSITY

1.	No.	Marathi, Hindi, English, Punjabi.
2.	No.	English, Marathi, Hindi.
3.	No.	Marathi, English, Hindi, Marathi.
4.	No.	Marathi, Hindi, English.
5.	No.	Marathi, Hindi, English.
6.	No.	Marathi, Hindi, English, Telugu.
7.	No.	Marathi, Hindi, English.
8.	No.	Marathi, Hindi, English.
9.	No.	English, Marathi, Hindi.
10.	No.	Marathi, Hindi, English.
11.	No.	Marathi, Hindi, English.
12.	No.	Marathi, Hindi, English.
13.	No.	Marathi, Hindi, English.
14.	No.	Marathi, Hindi, English.
15.	No.	Marathi, Hindi, English.
16.	No.	Marathi, Hindi, English, Marathi, Telugu.
17.	No.	English, Hindi, Punjabi, Sindhi.
18.	No.	Marathi, Hindi, English.
19.	No.	Marathi, English, Hindi, Telugu, Urdu.
20.	No.	Marathi, Hindi, English, Telugu.
21.	No.	English, Hindi, Telugu, Marathi.
22.	No.	Marathi, Hindi, English.
23.	No.	Marathi, Hindi, English.
24.	No.	Marathi, Hindi, English.
25.	No.	Marathi, Hindi, English, Sanskrit.
26.	No.	Marathi, Hindi, English.
27.	No.	Marathi, English, Gujrat, Hindi.
28.	No.	Marathi, English, Hindi.
29.	No.	Marathi, Hindi, English.
30.	No.	Marathi, Hindi, English.
31.	No.	Marathi, Hindi, English.
32.	No.	Marathi, Hindi, English.
33.	No.	Marathi, Hindi, Urdu, Punjabi.
34.	No.	Marathi, Hindi, English.
35.	No.	Marathi, Hindi, English.
36.	No.	Marathi, Hindi, English.
37.	No.	Marathi, Hindi, English.
38.	No.	Marathi, English.
39.	No.	Marathi, English, Hindi.
40.	No.	Marathi, Hindi, English.

1	2	3
41.	No.	Marathi, Hindi, English.
42.	No.	Marathi, Hindi, English.
43.	yes.	Marathi, Hindi, Kannadi, English, German.
44.	Yes.	Marathi, Hindi, English.
45.	No.	English, Gujrathi, Hindi, Marathi.
46.	No.	Marathi, Hindi, Gujrathi.
47.	No.	Marathi, Hindi, English.
48.	No.	Marathi, Hindi, English.
49.	No.	Urdu, English, Hindi, Russian.
50.	No.	English, Hindi, Urdu.
51.	No.	Marathi, English, Hindi.
52.	No.	Marathi, Hindi, English.
53.	no.	Gujrathi, Hindi, Marathi, English.
54.	No.	Marathi, Hindi, English, Gujrathi.
55.	No.	Marathi, Hindi, English.
56.	No.	Marathi, Hindi, English.
57.	No.	Marathi, Hindi, English.
58.	No.	Marathi, Hindi, English.
59.	No.	Marathi, Hindi, English, Gujrathi.
60.	No.	Marathi, Hindi, English, Marwadi.
61.	No.	Marathi, Hindi, English, Ra. thani.
62.	No.	Marathi, Hindi, English.
63.	No.	Marathi, Hindi, English, Urdu.
64.	No.	Marathi, Hindi, English.
65.	No.	Marathi, Hindi, English.
66.	No.	Marathi, Hindi, English, Urdu.
67.	No.	Marathi, Hindi, English.
68.	No.	Marathi, Hindi, English.
69.	No.	Urdu, Hindi, English, Marathi.
70.	Yes	English, Marathi, Hindi.
71.	yes	German, Marathi, Hindi, English.
72.	No.	Marathi, Hindi, English.
73.	No.	Marathi, Hindi, English.
74.	no.	Marathi, Hindi, English, Gujrathi, Marwadi.
75.	No.	Marathi, Hindi, English.
76.	No.	Marathi, Hindi, English.
77.	No.	Marathi, Hindi, English.
78.	No.	Marathi, Hindi, English.
79.	no.	Marathi, Hindi, English.
80.	No.	Marathi, Hindi, English.
81.	No.	Marathi, Hindi, English.
82.	No.	Marathi, Hindi, English, Urdu.
83.	No.	Hindi, English.
84.	No.	Marathi, Hindi, English.
85.	No.	Marathi, Hindi, Telgu, English.

R. 73-24

1.	No.	Marathi, Hindi, English.
2.		Marathi, Urdu, Hindi, English.
3.		Urdu, Hindi, Marathi, English.
4.		Marathi, Hindi, English, Sanskrit.
5.		Marathi, Hindi, English.
6.		Marathi, Hindi, English, Gujrathi.
7.		Gujrathi, English, Marathi, Hindi.
8.		Marathi, English, Hindi.
9.		Marathi, Hindi, English.
10.		Marathi, Hindi, English, Bengali, Sanskrit.

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11.		Marathi, Hindi, English.
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14.		Marathi, Hindi, English.
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16.		No.
17.		Marathi, Hindi.
18.		Marawadi, Hindi, English, Marathi.
19.		Marathi, German.
20.		Punjabi, Hindi, English, Marathi.
21.		Marathi, Hindi, English.
22.		Punjabi, Hindi, English.
23.		Marawadi, Hindi, English, Marathi.
24.		Marathi, Hindi, English, Sanskrit.
25.		Gujrathi, Marathi, Hindi, English.
26.		Urdu, Marathi, Hindi.
27.		Marathi, Hindi, English, Sanskrit.
28.		Marathi, Hindi, English.
29.		Marathi, Hindi, English.
30.		Marathi, Hindi, English.
31.		Marathi, Hindi, English.
32.		Marathi, Hindi, English, Russian.
33.		Marathi, Hindi, English.
34.		Marathi, Hindi, English.
35.		Marathi, Hindi.
36.		Marathi, Hindi.
37.		Gujrathi, Hindi, Urdu, Marathi.
38.		Urdu, Hindi, Marathi.
39.		Marawadi, English, Hindi, Gujrathi.
40.		Marathi, Hindi, English.
41.		Marathi, Hindi, English.
42.		Marathi, Hindi, English, Telgu.
43.		Urdu, English, Hindi, Marathi.
44.		Marathi, Hindi, English.
45.		Marathi, Hindi, English.
46.		Marathi, Hindi, English.
47.		Marathi, Hindi, English, Gujrathi.
48.		Malayam, Hindi, English, Marathi.
49.		Marathi, Hindi, English.
50.		Marathi, Hindi, English.
51.		Marathi, Hindi, English.
52.		Marathi, Hindi, English.
53.		Marathi, Hindi, English.
54.		Urdu, Hindi, Marathi.
55.		Urdu, Hindi, Marathi.
56.		Marathi, Hindi, English.
57.		Marathi, Hindi, English.
58.		Marathi, Hindi, English.
59.		Marathi, Hindi, English.
60.		Urdu, Marathi, English.
61.		Marathi, English, Hindi, Urdu.
62.		Marathi, Hindi, English.
63.		Urdu, English, Hindi, Marathi.
64.		Urdu, English, Marathi, Parasi.
65.		Urdu, English, Marathi, Parasi.
66.		Marathi, Hindi, English.
67.		Marathi, Hindi, English.
68.		Marathi, Hindi, English, Telgu, Marawadi.
69.		Marathi, Hindi, English.
70.		Gujrathi, Urdu, Marathi, Hindi, English.
71.		Marathi.
72.		Marathi, Hindi, English.

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Marathi, Hindi, English.
 Marathi, Hindi, Sanskrit, English.
 Marathi, Hindi, English.
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 Marathi, Hindi, Kannadi.
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 Marathi, Hindi, English.
 Marathi, Hindi, English.
 Marathi, Hindi, English.
 Marathi, Hindi, English, Urdu.
 Marathi, Hindi, English.
 Marathi, Hindi, English.
 Marathi, Hindi, English.
 Marathi, Lonjane, English, Hindi.
 Marathi, Hindi, English.
 Hindi, English, Kannadi.
 Marathi, Hindi, English.
 Marathi, Hindi, English.
 Marathi, Kannada, Telgo, Hindi, English.
 Marathi, Hindi, English.

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Table - 8
 Motivations of the students studying Foreign languages

University Motivation	Academic (A)		Academic-cum- professional A+P		Non-Academic		Cross-cultural- sympathies CCSY		Travel		Total	
	no. of stude- nts	per- cent.	no. of stude- nts.	Per- cent	no. of stude- nts.	Per- cent.	No. of stude- nts.	Percent	no. of stude- nts.	Per- cent.	no. of stude- nts	Per- cent.
Bombay University	12	15.00	28	35.00	22	27.5	10	12.5	5	6.25	80	96.5
Marathwada University	54	19.14	16	5.67	63	22.34	7	2.48	2	0.70	282 1	50.25

1 148 students out of 282 did not reply to this questions.

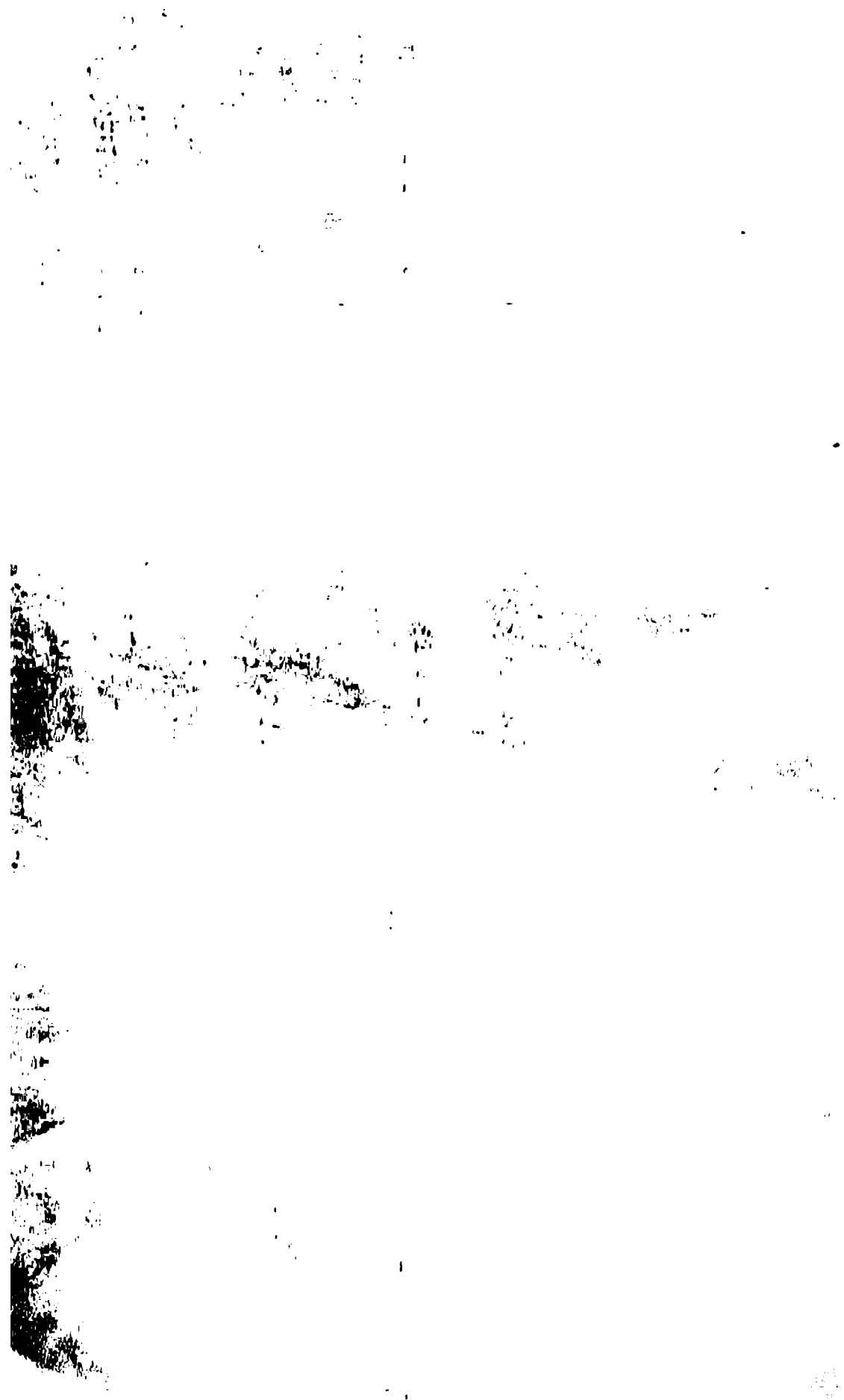


Table-7
Students who opted for Foreign Languages at Indian Administrative Services (IAS)
EXAMINATIONS

Year	no. of applica- nts.	Number of candidates appeared in						Total	Percentage
		Persian	Russian	Arabic	Chinese	French	German		
1969	11302	13	7	4	2	14	5	45	.39
1970	11710	8	5	2	2	11	5	33	.28
1971	10538	16	6	5	4	9	2	42	.31
1972	17684	12	10	3	4	20	6	61	.34
1973	21052	25	17	5	10	15	11	83	.39
Total		74	51	19	22	60	29	264	

1. The data is obtained from UPSC and it does not include the number of candidates who opted for these languages but did not take the examination in these papers.



Table - 8

Number of Posts advertised in Foreign languages during April 74-April,75.

1. Japanese	1
2. Chinese	2
3. Russian	7
4. Persian	3
5. German	6
6. French	4

Total 23.

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FOOT NOTES:-

1. I define L1 mother-tongue, L2 national language, L3 English, L4 the language of the region and L5 Foreign languages (See for detailed explanation P.13-14.)
2. A survey conducted by the Indian Institute of Foreign Trade reveals this in its findings, which was reported in the Educational News dated 4th May, 1966. The report highlights in the state of coaching of F.L. where in it records that "of the 13 foreign languages taught in India, German and French were the most popular. They accounted for 84 percent of the intake capacity. Visva Bharati, Madras, Venkateshwara Universities have degree courses in these languages. In all the languages, Certificate courses were more favoured. It also mentioned that out of the 3769 students who offered the F.L. courses during 64-65 only 1475 passed out resulting in a wastage of nearly 61 percent. The survey noted that due to the lack of coordinated approach, the economy has been experiencing the scarcity of language experts who could be involved in the tasks of the interpretation, translation, foreign trade negotiations and research.

In view of the country's growth needs in various fields such as Science, Foreign affairs, information and publicity, the survey suggested a national approach and indicated that the present haphazard efforts should be woven into a unified fabric. The situation continues to be the same even after a decade of this findings. (A Survey of "Recent developments in Education". New Delhi, 1967. P.24).

3. This has been further proved by a recent report of UPSC which states that during the period 1969-1972, the percentage of examinees opting for regional languages as medium of examination has, in fact, declined and in 1972 it is lower than 1969. It also states that out of 11 states more than 50% have English as the medium of communication. UPSC Report, Times of India, Bombay edition 16-9-1974.



Q U E S T I O N A I R E

(To be filled by the Student in his own Handwriting) B/

1. Name
2. Age(in complete year)
3. Place of birth
4. Place of domicile.
5. Academic Qualifications:
(Please indicate if you
are pursuing any other
courses besides.

Examinations passed(from graduation onward)	Year and class.	University/ Institution.
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6. Profession if employed:
and annual income Rs.
7. Annual income
(if student then Father's
or Guardian's income
alongwith the designation
and professions).
8. How many Indian languages
do you know including your
mother tongue.

Language	Reading	Writing	Speaking
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+ Please write very good, good or fair



9. Why do you want to study German/Russian/French any other languages?
(Please delete whichever is not applicable).
10. Have you studied any other Foreign language, if yes, please indicate the level of proficiency acquired and where.

Dear Student,

This schedule is part of a research project. Please fill this form and return it to your teacher in the class itself. I will be personally grateful to you for your cooperation.

Thanking you,

Sincerely Yours,

Sd/-

(Dr. Y. C. Bhatnagar)
Head, Department of
Foreign languages.

