

**“A Study of Learning Of English Language As A “Skill” And A “Language” In Higher School Education To Empower Indian Youth Employability Under New Education Policy “Issues, Advantages And Challenges.**

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**Introduction to research :**

The present education in its present format as practiced today is aimed at creating many doctors, engineers and other high level professionals like lawyers , chartered accountants, lecturers and corporate managers . But the present education is not creating other job ready employees at all. Those who won't fare well in their SSLC, PUC and other degrees like B.sc , B.com and B.A miss the entrée into high level professional degrees and chances of becoming professionals . They are left with only applying for governmental jobs and private corporate jobs. But most of these face a problem of “Non- Employability “ because of their lack of skill level. They basically lack a good communication abilities in English and local languages - to speak , read and write good official and executive communications. They also lack the practical knowledge of the “subjects “ they have studied like physics, chemistry, biology, accountancy, economics management etc.. These “subject “ knowledge which is non-practical oriented is putting the educated youth with desperation and interview failures.

So the present government is trying to bring a “ new –education- policy” which will try to imbibe “skill “ development from High school level or the “higher school level “ i.e “9+10+11” – classes -which merges our present high school and pre university into one segment . In this portion of the education the central government has planned to bring “skill” development and subject choice based education. They study three languages i.e English, local language and national language in addition to the other subjects like science , social studies , mathematics economics , commerce , , skill based subjects etc.. on the basis of student choice .

The present research want to intervene into this segment of “Education “ with a radical idea of converting the “English “ language - subject that is studied in these years of education by all into a “ language cum communication based skill” which will go a long way in etching a good career for any persons who rather want go into a job after this segment of education . The present research is to find whether the present “ learning of English language “ in high school and pre-university courses succeed in really making the student learn and develop the English language communication ( read , write and oral communication ) with a SWOT ( strength , weaknesses , opportunities and threats of the present system ) analysis of the same and also to suggest a “ NEW MODEL OF ENGLISH LANGUAGE TEACHING AND LEARNING DESIGN “ to learn “English in a full fledged form to develop the students to have prolific , sound , perfect knowledge and command over the English language not only to write , read and comprehend , but also to write any sort of personal , professional and executive written communications and speak fluently in the foreign language English. ( the language which will link the individual to the whole world).

The present research not only suggest “a alternative new mode, model and design of learning and teaching English” but the same model will be put to test by an empirical primary research on the randomly selected sample of faculties ( comprising of professors , asst professors and other lecturers ) and students to find the usefulness of the suggested\* “ NEW MODEL”. The “New model “ will be put to test by statistical analysis of the primary survey results before arriving at the final conclusions of the research .

The researcher hope that this research will be able to increase the employability of the Indian youth and will help in preparing “FUTURE India” to be the future global economic power.

The researcher also hope and aspire that the “ new model of English learning “ will help the young entrepreneurs and start-up aspirants to present their projects better to the investors, venture capital and angel investors equally.

The researcher hope that “ new model of English learning “ will become handy as supporting force and helping hand of progress as a “ immaculate confidence” to put their opinions , perceptions, ideas and knowledge which they have learnt before the employer and express themselves with “ correctness “ and precision .

The research will study how far this “ NEW MODEL OF ENGLISH LEARNING “ will be able to change the “ALL level communication skills “ of the English language into a reality. The research will study how far these “ this model” will be helpful in changing the present format of learning the English just as a language ( prose + poetry + little grammar and composition embedded in the lessons ) and help to create good English communicating India and is the research question of the thesis.

The research propose to study and survey following six main factors of research : ( in case of implementation of new system of English learning)

- The performance of traditional present “English Learning“system.
- The performance of Research proposed “English Learning“system.
- Employability with executive English development under new model.
- Benefits of Research proposed “English Learning“system.
- The importance and significance of “New English Learning “system.
- The benefits of “new English Learning” to “nation and society”.

**Research frame work:**

The research will study on a comparative basis and frame work the major factors (and parameters of research) between the traditional “English learning “practiced today with the “new research suggested\* model of English learning and teaching “as second language .

The parameters of research to test the following abilities:

1. Knowledge of the lessons learnt in the books.
2. Writing skill in the English language
3. Reading skill in the English language
4. Speaking skill in the English language.
5. Knowledge of Grammar
6. word power – usage of right words in right context.
7. Special skill of writing personal , official and executive communications like letter writing , reports ( short and long), summaries of meetings , memos , notices , e-mails , standard whatsapp and sms messages.

To test both following systems of English teaching and learning:

- I) Traditional / present format – “PROSE AND POETRIES LEARNING SYSTEM “ with little grammar and composition , who said to whom , match the following etc.. V/S
- II) The Research Guide suggested\* “NEW MODEL of ENGLISH TEACHING AND LEARNING “ as a skill as well -(Comprises five basic sub divisions of
  1. prose and poetries segment – as learnt in the present system
  2. English grammar segment – parts of speak, similes & metaphors, correct tense use, direct and indirect speeches and verbal English grammar.
  3. Word power segment – dictionary special words – set words to learn every year, sentence formation , synonyms and antonyms , usage of thesaurus.
  4. Written communication segment - writing skills of personal, official and executives letters , reports and ), agenda and summaries of meetings , memos , notices , e-mails , standard and respectable whatsapp and SMS messages.

5. Spoken English segment - speaking English language skills, differences between the spoken and written English , pronunciation, wishing, spoken English special words and to speak chaste and official English.

THE RESEARCH suggested\* **“NEW MODEL of ENGLISH TEACHING AND LEARNING** “in a modular representation. *conceptual model of the research tested.*

This thesis and research is a sincere effort in analyzing the components of ENGLISH LANGUAGE LEARNING scenario in HIGHER SCHOOL ( high school and pre-university education ) in India and study of the input of the Research guide suggested\* **“NEW MODEL of ENGLISH TEACHING AND LEARNING** “.

#### **Introduction to research:**

The subject matter of research is to conduct research on “A Study of Learning of English Language As a “Skill” and a “ Language” in Higher school education To empower Indian youth employability Under new education policy " - Issues, Advantages and Challenges as the name of the thesis itself unequivocally suggest is to find, understand and analyze the role of and growth of “English language “ as an additional skill in “higher education“ under the new scenarios of NEW EDUCATION POLICY options coming up for developing new India empowered by “lot of skills” and higher “employability” of Indian youth to fit the Indian market by young supervisors, draftsmen, electricians, electronic foremen, motor-winders, toileting experts and lathe workers, marketing and sales executives, clerks, office assistants and also traditional engineers, management and accounting professionals to be filled with world best multinational companies and Indian prestigious upcoming manufacturing and service industries.

#### **The independent and dependent variables of research:**

The comparative survey is being taken into on the basis of the traditional present format – “PROSE AND POETRIES LEARNING SYSTEM “ with little grammar and composition , who said to whom , match the following etc.. V/S the Research guide suggested\* **“NEW MODEL of ENGLISH TEACHING AND LEARNING** “ which empower the students with English as an additional skill as well at no additional cost of education with an empirical survey of randomly selected sample of faculties ( comprising of professors , Asst professors and other lecturers ) and students to find the usefulness of the research guide suggested\* -“ **NEW ENGLISH LEARNING MODEL**” to arrive at research conclusions on these research parameters :

**The level of development of English as “skill “ with language knowledge** (as perceived by the respondents in their questionnaire survey in-case of adoption of new English learning philosophy) *as independent parameter*

**With the level of implementation of “NEW MODEL of ENGLISH TEACHING AND LEARNING** “ (as perceived by the respondents in their questionnaire survey in-case of adoption of new English learning philosophy) *As dependent parameters*

Literature survey:

The research has taken up an exhaustive secondary survey fro conceptual base for the present research. The literature survey on the following aspects mentioned below have be exhaustively done to find the real research gap and arrive at research question and the details of the literature survey conducted is detailed in 2<sup>nd</sup> section.

#### **The research question:**

The research is all about finding the validity and sustainability of traditional present format of English language learning – “PROSE AND POETRIES LEARNING SYSTEM “ in the present changing economic world and mapping the need and the urgency of requirement of ( *Research guide suggested*)\* a better and more effective easily replaceable alternative way of delivery English language to higher school education children **“NEW MODEL of ENGLISH TEACHING AND LEARNING**” to “empower our school children to communicate and express better and confidently” which the researcher feel and try to find from survey, research and it’s outcomes from educational stake holders of the system ( *faculties, students and industry* ) which will increase their employability as well.

The research question is to find what are the changes, improvements and innovations required to remodel the traditional present format of English language learning – “PROSE AND POETRIES LEARNING SYSTEM” for vertical growth in global market and also to find the validity and usefulness of the research suggested\* remodel – the “NEW MODEL OF ENGLISH LEARNING SYSTEMS” by empirical survey of selected sample of main stake holders of our education system - *is the research question of this thesis.* Conceptual Frame Work and Research Gap.

**Research Objectives:**

As the title of the research speaks out that the overall objective of the present research is to study and to find and understand and analyze the find and understand and analyze- the role of Teaching of English language in higher school education and developing its effective, efficient and proficient - “reading , writing and speaking skills” and command over all types of professional & executive - written and verbal communication in empowering Indian youth with “ language expression capabilities “ to address most effectively the in the present Indian challenge of bringing better “employability “ language skill beside industrial skills to fit himself/herself in the a in the upcoming multinational corporate environment from third world countries . A SWOT analysis is made with reference to each objective and hypothesis of research.

**The main objectives of study:**

The specific major objectives of the research could be listed as follows:

1. To study the present scenario of English learning methodology and pedagogy in higher school education in India.
2. To study on a comparative frame work the traditional English language learning with the research proposed five model English language learning as language and a skill as well

.-With a comparative frame of reference study strengths , weaknesses and critical success factors between Traditional English learning format ( “Prose And Poetries Learning System ) with the research guide suggested\* ( “New Model Of English Teaching And Learning”) new English learning model inculcating it as additional proficient skill for all types of professional and executive communications.

(The comparative frame work will be studies under the five main factors and sub - parameters mentioned in the introduction to research)

3. To study and assess the success rate analysis of “ whether the implementation of research suggested\* new English skill learning format will bring the development of English language as a proficient skill” in higher school students.
4. To study and assess the success rate analysis of “ whether the implementation of research suggested\* new English skill learning format will bring :
  - a) Employability and
  - b) Language proficiently in all types corporate executive communication like meetings, presentations, brain storming sessions, drafting office reports , memos, notices, request letters and vendor replies and follow-ups.
5. To study and to find solutions and methods to solve the any problems arising in the implementation of research suggested\* new English skill learning format in higher school education.
6. To study any other related aspects with regard to subject matter of research to helpful to arrive at final conclusions of the thesis.

To arrive at suitable findings and conclusions and to arrive at integrated model of “English learning as a language & a life –skill” to make India future’s global economic power to give new education policy makers in central government a direction to being turnaround and overhaul change in English teaching methodology and pedagogy to fit them in new scenario of economic development of nation be a successful partner in the process.

Research Hypothesis.

The Researcher has conducted a preliminary sample study by way of discussions and interviews with the selected teaching fraternity and students taken from relevant educational institutions and with the inferences of the pilot survey researcher has designed the following NULL hypotheses : Null hypothesis framed for the present research is as follows:

1. **Ho<sub>1</sub>** The options of “New Model Of English Teaching And Learning” is significantly NOT a better option to Traditional English learning format in higher school education ( 9+10+11 under new education policy)
2. **Ho<sub>2</sub>** There are NO weaknesses and threats in the present traditional English learning format in higher school education and no need of bringing any new system of English learning methodology in higher school education. – ( in developing language as a skill )
3. **Ho<sub>3</sub>** The options of “New Model Of English Teaching And Learning” is significantly NOT a better option in brining a overhaul change in the effective use of English language as a skill in higher school education students.
4. **Ho<sub>4</sub>** The options of “New Model Of English Teaching And Learning” is significantly will NOT bring and increment the “EMPLOYABALITY ENGLISH POWER” because of additional English written and verbal proficient skill development to fit the present job market .
5. **Ho<sub>5</sub>** The options of “New Model Of English Teaching And Learning” will significantly NOT bring and increment the Language proficiently in all types corporate executive communication (like meetings, presentations, brain storming sessions, drafting office reports , memos, notices, request letters and vendor replies and follow-ups.) and make fit for present job market.
6. **Ho<sub>6</sub>** There will NO implementation problems in the new research suggested\* English language methods ( skill + language : model once implemented ) and there will be NO solutions and methods to solve if any problems arise in the process of implementation.
7. The following hypothesis and alternative hypothesis have been framed by the initial survey to be investigated by primary and secondary research survey to find solutions and useful suggestions related to the subject matter of research which are useful to the upcoming higher school students in their additional skill development.

**Research methodology:**

**Research methodology design and structure format:**

The research uses the modified Dr.Bhrgav.S.V.R methodology design and structure. The following methodology design is used by research: the steps can be put as under.

- a) The subject – Broad ( title fixation )
- b) Exhaustive Literature survey
- c) Finding research GAP.
- d) From research GAP arrive and Design the concept of research.
- e) Identify Independent and dependent variables and intermediate variable ( if any).
- f) Conceptual frame work ( in words)
- g) Conceptual model of research ( which have to tested ).
- h) Arrive at objectives and hypothesis of research.( and limitations)
- i) Data collection, tabulation of results, statistical analysis and interpretation.
- j) Suggestions and conclusions.
- k) Scope for further research.

The research uses also the guide of the present research guide- Dr.Bhrgav.S.V.R suggested\*, designed, developed and structure of new philosophy of ENGLISH TEACHING AND LEARNING “ as a skill as well –which comprises five basic sub divisions of

- Prose and poetries segment – as learnt in the present system
- English grammar segment -
- Word power segment
- Written communication segment
- Spoken English segment

The researcher will put this model to test through empirical research and survey to find the usefulness, efficiency and effectiveness of model in case if it is implemented through the English fraternity and the students and scholars.

**Primary and survey methods:** The research has designed (above noted) null hypothesis with regard to the objectives of the research detailed above on the basis preliminary survey, discussions and interviews with randomly selected sample of faculties (comprising of professors, asst professors and other lecturers) and students to find the usefulness the research guide suggested\* the “*NEW MODEL OF ENGLISG LEARNING SYSTEMS* . The study has selected three hundred students and fifty faculties selected by three educational institutions and ten education government officers for the study and the data was collected randomly by circulation of questionnaires to randomly selected students and faculties in Mysore. The methodology also include besides this random sample survey of the respondents of research , the secondary survey of literature Books, literature journals, literature based research records and research magazines, conference proceedings were sourced as additional information from web sources.

The stratification of data of respondents selected for the research is as follows:

Table 1.1 Sample Size

Students	faculties	education officers	
300	50	10	Total = 360

Single dimensional questionnaire with general questions for teachers, students and education officers is designed. The sample size will reflect as 360 -- 360 numbers is near to Pearson’s formula calculation of the sample size.( which will be 370) . As per the report, there are 200000 active students and faculty in PU level in Karnataka .

The samples are randomly selected to get real results on the basis of the perceptions of these respondents on the English language teaching and learning at higher school education with its main five and sub parameters on a comparative frame work with SWOT analysis and to study the success rate of the present research guide suggested\* “*new system of English as language and skill - teaching and learning system* “.

**Significance of the study:**

The study would contribute significantly in understanding the importance of the English language learning seriously at school education and pre-university level as it is most importance to make our Indian youth more communicative in world connecting English language network and how it can help to develop one’s employability and executive communication abilities and help indirectly the economic development of our country.

**Limitations of research:**

As the research and survey is limited to the analysis of education institutions in Mysore only and three the pre-university colleges and high schools were only included in research is the first limitation of the research. As the research and survey is limited to the analysis of only three hundred students and fifty faculties selected by three educational institutions and ten education government officers for the study is an additional limitation of the research.. But the researcher is confident that despite these limitations the thesis would be useful to develop English learning as skill and a more career useful language effective of communication and will be brought out as guiding force to educational policy makers and all other stakeholders of educational development to empower our nation

## Conclusion

This section presents the highlights of the research and major findings, suggestions with regard to the research study of the role of these analysis of the present “learning of English “ in high school and pre university college in comparison with the research proposed – “English Teaching And Learning scheme” and to draw the final conclusions.

### Major findings:

The thesis “A Study of Learning of English Language As a “Skill” and a “ Language” in Higher school education ( 9+10+11+12) to empower Indian youth employability under new education policy " -Issues, Advantages and Challenges ”- has the following research journey before arriving at major findings, suggestions, and final conclusions for the thesis.

The research journey: The thesis is to find - how to empower and equip and arrive at meaningful interpretations of the survey leading to suggestions and conclusions to improve “the efficiency and effectiveness of English teaching” in higher school ( 9+10+11+12) in India .

Major findings and suggestions of the thesis with reference to each objective of research: The major findings of the research with regard to each objective are detailed as follows:

### Findings with regard to all objectives are listed below each objective:

The research survey on the respondents with primary secondary data analysis , discussions and interviews with faculties ( English) , students and the education officers coupled with the informal discussion with the principals, HOD’s , trustees ( educational institutions) and the placement officers of college and the statistical analysis of the primary survey data showed that :

**(I) First objective Findings:-** the present scenario of English learning methodology and pedagogy in higher school education has not gone beyond a “ dull –uninteresting prose and poetry learning system” and also is unable build “a favourable a strong wholesome competency building of English language” .So *it* needs a great improvement, change and transformation in the whole systems of English teaching and learning in high schools and pre-university college ( or higher school – 9+10+11+12) in the sense that there is a drastic need of more happy, liberal, holistic, effective and efficient modes of learning systems of English with added research suggested\* models to bring real empowerment of the Indian youth with calibre English communication abilities ( verbal +written )situations and competitions.

**(II) Second Findings:***The responses are un-favourable ( statistical survey show the peak of distribution between medium and low level) with these five parameters of the research w.r.t the Traditional English learning format ( “Prose And Poetries Learning System ) and responses are very favourable ( statistical survey show the peak of distribution between medium and high level and partially high also) with these five parameters of the research w.r.t the with the research suggested ( “New Model Of English Teaching And Learning”)\* new English learning model inculcating “it” as additional proficient skill for all types of professional and executive communications.*

So it is advised as per the research outcome that the English learning system at Higher school ( 9+10+11+12) can be switched from traditional to research proposed new English learning scheme . But they need to go along way for designing training programme for all educational stake holders if the “new English teaching mode” has to be properly implemented and which will help to develop English as a “skill” to take forward the nation to be the most progressive and fall in line with other developed countries in the present global scenario , where - most of multinational corporate scenario works with English language as their executive communication system.

**III third objective Findings :** The survey data showed that :- *the level of success rate will be very favourable ( statistical survey show the peak of distribution between medium and high ( some very high) level) and shows that the implementation of research suggested\* new English skill learning format will definitely bring the development of English language as a proficient “skill” in higher school students.*

*But it needs a great commitment to bring this “improvement” happen by proactive implementation of steps of project - from policy makers and all educational stake holders of the higher school education ( 9+10+11+12) to see real visible results in next five to six years.*

**IV fourth objective Findings:** The survey showed that - *the level the success rate will be very favourable ( statistical survey show the peak of distribution between medium and high level) and shows that the implementation of research suggested new English skill learning format will bring : Employability and Language proficiently in all types corporate executive communication like meetings, presentations, brain storming sessions, drafting office reports , memos, notices, request letters and vendor replies and follow-ups.* But the government , the education officers, principals, HOD's, faculties, students, institution heads and trustees - fuelled with greater enthusiasm and energy need to pull up their socks and draw a new strategy to implement the new English learning systems to bring faster growth of English proficiency development among Indian youth.

**V fifth objective Findings:** The survey showed that *the implementation of research suggested new English skill learning format will definitely may crop in some or other problems to bring it to success level .*

- *In such case the governmental policy makers and all educational stake holders of the higher school education ( 9+10+11+12) - has to put committed efforts to see that the new format won't fail at the beginning of the project itself and first at "pilot implementation" level and then at " large scale state and whole nation implementation" .*
- *This correction action can be achieved by making suitable changes at each stages of project by strong feedback systems in place at all levels and from all members of implementation ( faculties, students and education officers) at all milestones , steps, stages and between "pilot and whole sum implementation" .*
- *They may have to take feedback based - finding solutions and methods to solve the any problems arising in the implementation of "research suggested new English skill learning format in higher school education" and solved by good leadership and motivation of team by certifications, awards, rewards, incentives and promotions for good effort in the process of implementation.*
- *The overall success of the " new scheme" will not solely depend on the commitment of operational level implementers ( faculty and students) , but also it calls for "total commitment" of top level management in implementation project ( principals, education officers and trustees and govt. Policy makers who fund training needs and encourage good effort in implementation).*

**VI sixth objective Findings:** The survey showed that:

- that there are many other aspects of this " new scheme implementation" regarding leadership issues, exam issues, question paper pattern, lab- theory format of delivery design, pedagogy issues, issues related to implementers at the governmental level – educational secretariats ( state & central ) level , district education depts. level, and at the college level.
- Many issues regarding it's critical success factors and fundamental requirements of "proposed new English scheme and pedagogy" like changes in text books, reference books, syllabus, theory and lab hours of English teaching , the module planning, hours of each modules and sub modules, exam pattern , spoken English and verbal understanding English lab exams and systems, examination pattern , question banks, questions paper "design and development" and valuation scheme which include internals, final exam , lab records and English spoken & verbal dialects - understanding cum written abilities ( like tofel exam) English and question schemes and key answers etc..

Major findings and suggestions of the thesis with reference to each hypothesis of research: The major findings of the research with regard to each hypothesis are detailed as follows:

**(I) First Hypothesis Findings:** The survey revealed that this Hypothesis is disproved on the basis of overall results and the alternative hypothesis if accepted. The research finds that "The options of "New Model Of English Teaching And Learning" is significantly a better option to Traditional English learning format in higher school education ( 9+10+11+12 - under new education policy)"

**(II) Second Hypothesis findings:** The survey revealed that this Hypothesis is disproved on the basis of overall results and the alternative hypothesis is accepted. The research finds that "There are many weaknesses and threats in the present traditional English learning format in higher school education and there is urgent need of bringing any new system of English learning methodology in higher school education , in developing language as a skill ( 9+10+11+12 - under new education policy)".



**(III) Third hypothesis Findings:** The survey revealed that this Hypothesis is totally disproved on the basis of overall results and the alternative hypothesis is accepted. The research finds that “ The options of “New Model Of English Teaching And Learning” is significantly a better option in bringing a overhaul change in the effective use of English language as a skill in higher school education students. “.This shows a wide opportunities for policy makers of Indian education to develop new ideas and new models of English pedagogy into a working model in higher school education .

**(IV) Fourth Hypothesis Findings:** The survey revealed that this Hypothesis is totally disproved on the basis of overall results and the alternative hypothesis is accepted. The research finds that the options of “New Model Of English Teaching And Learning” will significantly and definitely bring and increment the “EMPLOYABILITY ENGLISH POWER”, as it helps in development of additional “English written and verbal proficiency skill” to fit for the present job market.

**(V) Fifth Hypothesis Findings:** The survey revealed that this Hypothesis is partially dis-proved on the basis of overall results and the alternative hypothesis is accepted . The research finds and shows that the options of “New Model Of English Teaching And Learning” will significantly bring and increment the Language proficiently in all types corporate executive communication (like meetings, presentations, brain storming sessions, drafting office reports , memos, notices, request letters and vendor replies and follow-ups.) and make fit for present job market.

There may be some more significant and specific way of training needs to address these office relevant English communication skills and issues from outside agency for students which needs additional training for faculties and students - beyond the parameters specified in the new model . If such modules are added and could be solved and “additional executive and office specific skills” are added to “ the syllabus of new scheme” then it will go a long way to develop the Indian youth’s English executive communication power remarkably and change help to bring “India” as very competitive in world multinational job market in the third world economy .

**(VI) Sixth Hypothesis Findings:** The survey revealed that this Hypothesis is disproved on the basis of overall results and the alternative hypothesis is accepted. The research finds and shown that there will be some major implementation problems in the new research suggested English language methods ( skill + language – once implemented ) and there will be solutions and methods to solve, which can be found addressed only by good leadership and committed efforts from the team of implementation.

**Other important findings from the statistical survey:**

In the statistical survey many opinions suggestions and comments of respondents expressed about in the last part of questionnaire:

1. The motivation & total commitment ( top-management) is must required from the trustees, HOD’s and principals in case of “new English teaching scheme” implementation for it’s success and result orientation.
2. The certifications, rewards, awards and incentives ( for good efforts ) is very much required to successful implementation of the “new English teaching scheme” in high schools and PU colleges (or at new higher school classes) to really make the new plan pedagogy work and lead our country’s youth to employable English proficiency and communication abilities.
3. There is a need for good innovations, modifications and change of present systems of “ English prose and poetry teaching” also ( not suggested in research ) with just explaining each prose and poetries - with very little grammar and composition embedded for name sake at the end of each lessons , neglected both by teachers and students and concentrating on summary of lessons and to just know and exam pattern covering only explanations, description of story, characters skating coming in dramas or prose or poetry , and question modules like - “ who said to whom” , “match the following”, “find the line” , “find poets name” etc.. which are only memory recall issues.

4. There government needs to arrange training ( in case of implementation of new scheme) on new system components , basic content of five fundamental modules of “new English teaching scheme” and also “attitude change & motivational” training plans for teachers at the high schools, colleges and universities to bring ultra modern theory –lab based , industry relevant - “new English teaching scheme” work comfortably at operational levels.  
  
- The training should be able to create full understanding of the module contents and also able to create awareness, importance, usefulness and significance of new system in getting students empowered with effective English communication skills.
5. The implementers at the governmental level – educational secretariats ( state & central ) level , district education depts- level, and at the college level should concentrate on the it’s critical success factors and fundamental requirements of present new English scheme and pedagogy like changes text books, the module planning, hours of each modules and sub modules, exam pattern , spoken English and verbal understanding English lab exams and systems, examination pattern , question banks, questions paper “design and development” and valuation scheme which include internals, final exam , lab records and English spoken & verbal dialects - understanding cum written abilities ( like tofel exam) English and question schemes and key answers etc..
6. Some respondents opined that the principals, HOD’S and some faculties are very strict and doesn’t want any change in their attitude in accepting something new ( anything new ) and are not at all always ready to try with any new models of English teaching schemes , as the present things at college /high school are moving smoothly and comfortably without risk and much additional efforts and according to them - there is no reason what so ever and no need to sweat out further and try with new pedagogy .

**Major Suggestions with regard to the research:**

**The suggestions based on research findings are as follows:**

1. The research suggests that - though the present English teaching system is “favourable and risk free” and there are not much additional ( corporate & employment language oriented – proficiency building ) outcome’s attached to present - English subject teaching at PU college and high schools, the study showed that many apprehensions and ( may appear in case of implementation) lot of fears in the minds of the faculties and students with regard new English learning scheme, other content and examination aspects in case of implementation of “new English teaching scheme” .
2. The research suggests that there is an absolute “need and necessity” of great improvement in the “present English teaching scheme” and step it up towards a “new English learning system and scheme” .It shows that there is a need of a “more liberal, faster, effective and efficient system . There is effective operational implementation of these new modes ( learning & teaching) the leadership from at all levels i.e., Government, district educational Officers, faculties and college administrations to bring a faster results to take the Indian youth with empowered “English communication abilities and skills” to face real world placement and employment competitions and suite to the working environment situations at multi-national enterprises.
3. The research suggests that there is need to go a long way for designing development of all components of “new English teaching scheme” ( with macro and micro details –meticulously planned ) , additional implicitly attached parameters in the journey of “this new system embedded with English skill empowerment programme” for High school & PU college students - to take forward the nation to be the most progressive nation and fall in line with “English executive communication “ level with other developed countries in the present global scenario.
4. The research survey suggests that though the present level the “present English teaching scheme” is rated between medium and low level – in delivery of five research testing components - it shows and exhibits definitely the “need” of a great improvement and proactive steps ( change towards new system) from educational governmental policy makers and all educational stake holders of the society in the basic growth and development “English executive communication” in India ( youth) to see real and highly visible results in their employability up-gradations. Solution to his fundamental change requirement is our research shown path.

5. The research survey suggests that though the district education officers may have to do a great job ( in district and taluka level ) in case of implementation of “new English teaching scheme” solving the teething problems arising in the issues between the principals, trustees & HOD’s at one side and the faculties on the other side in the process of implementation.
6. The research suggests that the overall success of “new English teaching scheme will depends totally on ( “ TOP management commitment like dr Deming’s commitment ) commitments on behalf of the government, the district educational authorities , trustees and principals - fuelled with greater enthusiasm and energy to bring it into a reality. At first they need to sit together in consensus and pull up their socks and draw new strategy to improve & implement “new English teaching scheme” at any cost as it has real advantage in education and youth empowerment - to bring a vertical growth for the nation .
7. The research survey suggest that there are many other issues of “English theory + English lab teaching” (unknown system till day in English teaching) and examination which needs more clear planning, understanding, design and development of mode of educational delivery system in “new English teaching scheme”.
8. The research suggest that there is a need of a committee of implementation with it’s board members comprising of college principals, Govt- secretariat officers, trustees, educational officers, corporate HRD department heads and padma-shree & padma-vibhushan award won teachers and professors - to work together like a family and a single entity with complete support and commitment of Governmental funding for complete design and development of “new English teaching scheme” at HIGH school and PU college to bring visible results and research expected outcomes.

**The major conclusions:**

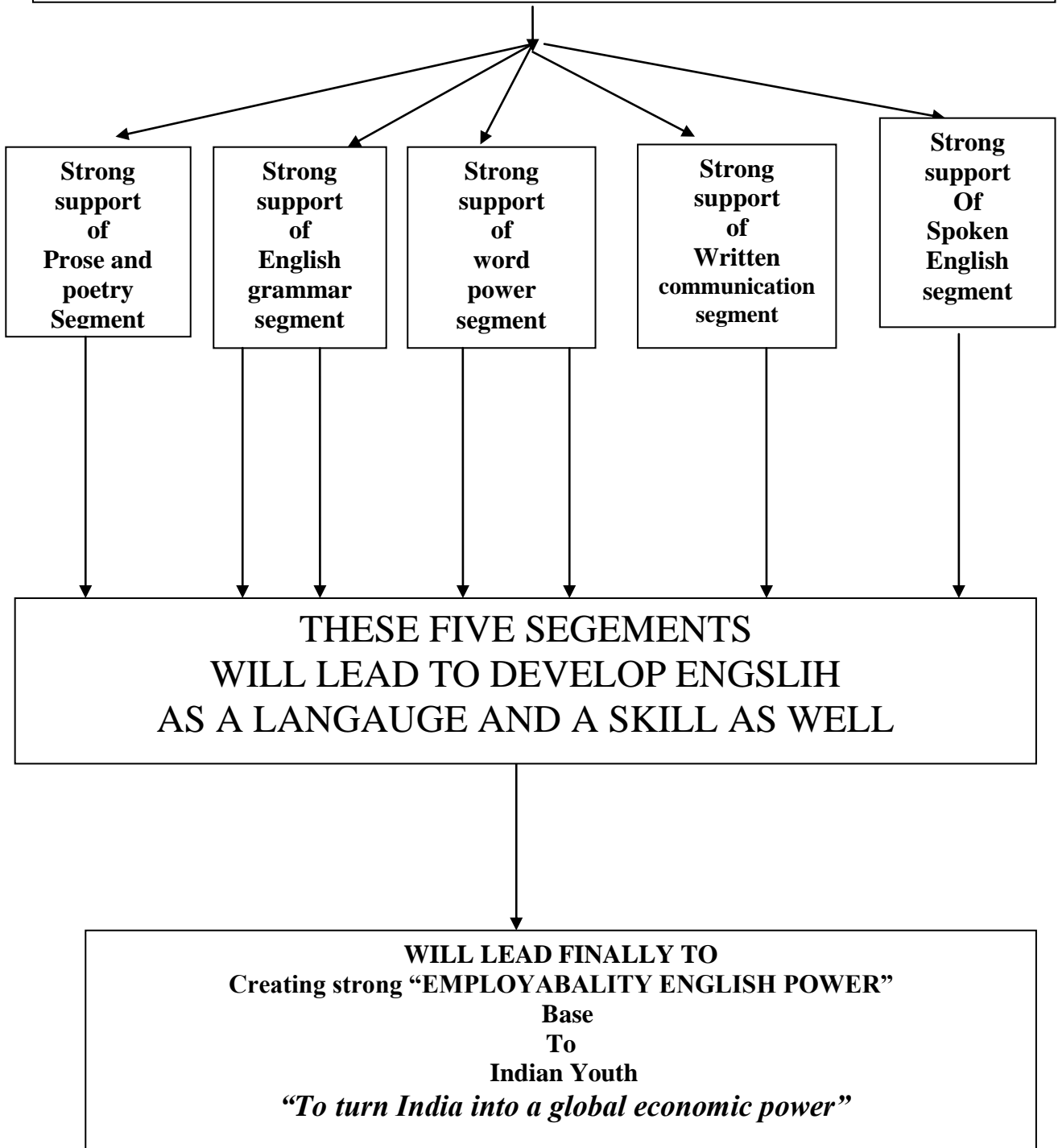
1. The research concludes that “new English teaching scheme” is significantly a better option than “present English teaching scheme”. But needs a real-live implementation at our educational institutions.
2. The research conclude that awareness of its significance, usefulness, requirements planning, implementation challenges and total commitment needs - is the pre-requisite for it’s success.
3. The research conclude that there is a visible opportunity at sight for the improvement of present “ English teaching system” at higher school ( 9+10+11+12) as there is total overhaul taking place in nation in the sphere of education “at this level” is on way under - “new education policy 2020” in India. This is the right time to develop their new ideas in education into a working reality as “turnaround” plans of “skill India” is given total encouragement from central government.
4. The research conclude that there may be some significant and specific problems and issues which arise before and after the implementation of “new English teaching scheme” and this new option - which needs immediate and amicable solutions between all educational stake holders and could be solved with good human relations handling between all stake holders .
5. The research conclude that at each district level , each taluka level and each college / school level (at higher school ( 9+10+11+12)) it is the committed “leadership” to make things really work. Then it will go a long way to develop youth English power and augment their employability.

**Final conclusions:**

*Conceptual model of the reserech tested though” the objective and hypothesis testing” and which is found correct and “THE RESEARCH GUIDE SUGGESTED\* and DESIGNED -NEW MODEL OF ENGLISH TEACHING AND LEARNING “is proved to be valid model of successful English teaching in higher school education in India ( 9+10+11+12 -under new education policy 2020 ) is represented in modular form below.*

NEW FIVE FORCE MODEL OF ENGLISH TEACHING AND LEARNING

**“The ENGLISH TEACHING AND LEARNING  
TO DEVELOP ENGLISH AS A SKILL AND A LANGUAGE “**



### **The conceptual frame work of research**

In this study, the research has made a sincere effort in analyzing the components of “*ENGLISH LANGUAGE LEARNING*” scenario in *HIGHER SCHOOL – 9+10+11+12* ( high school and pre-university education ) in India and has successfully studied the input of the research suggested “*NEW MODEL of ENGLISH TEACHING AND LEARNING* “and were tested through primary survey and found correct and valid.

### **The research model outcomes :**

*The model suggest that following are the necessary ingredients for a successful implementation of the “NEW ENGLISH TEACHING PADAGOGY” in Indian higher school ( 9+10+11+12) education which assure the whole process of language development from “simple language prose and poetry learning” up to developing “world class executive communication skills of English” which include diversified skills of word power, vocabulary, spoken English abilities, written executive communications, summarizations, epitomizing skills and phonetics etc.. are as follows:*

- I) Strong operational support of training and development programme – to the English teachers in the following aspects : ( at high school and pre-university level/ *higher school ( 9+10+11+12)*)
  - How to create interest in the students in the new format of learning.
  - How o change attitude of themselves and the students for adaptation into new skills and system of English learning.
  - To bring a dynamic and interactive class system in teaching English .
- II) Strong operational support of training and development programme – to implementer’s team:- the educational officers, head’s of department , trustees of the educational institutions –
  - to change their attitude towards English learning and
  - show the importance of English learning as skill in the future developing multi-national corporate Indian economic environment to make him industry / job ready English speaking boy/girl.
  - show the significance of new system in learning English and achieving proficiency of language and it’s utmost importance in whatever sphere the student work in future in their life whether as enginner, doctor, lawyer, accountant or otherwise ..
- III) Strong support of “new text books” to suite the five force new model of learning of English.
- IV) Strong support of equipped English trainers to teach spoken English and corporate communications.
- V) Strong support of “the plan of action of implementation the new system” on a pivotal district at first stage, to implement to the whole state in second leg and to whole the nation as last : - in the following stages and steps :
  - Teacher training , institution head’s training, educational officers training ,
  - Text books and Lab manuals – draft, design and development, utilize in pilot batch survey , take feedback , change accordingly before large scale implementation of “new scheme”,
  - Printing e-book and real text book for replacement of the old English text books used in at high school and pre-university level/ *higher school ( 9+10+11+12)*.
  - Feedback at each stage –pilot implementation stage up the final execution stage and to bring suitable changes and modification in the pedagogy on the basis valuable feedback data from students, faculties and education officers.
- VI) Strong support from the corporate world to give inputs on the basis of their executive communication requirements,

VII) Strong governmental ( Central And State ) support systems with suitable changes made in the new educational policy 2020 - regarding the English education learning in higher school classes (9+10+11+12 classes) .

VIII) Strong support of software development for smart classes on “NEW **FIVE FORCE ENGLISH LEARNING SYSTEM**” and developing a exclusive website in the implementing process involved ( in the English learning change over in learning mechanisms)by government .

*The above factors when undergoes through the steps of planning, process and implementation then it creates strong English base of executive communication “to make Indian youth empowered with communication - confident Job ready personality“*

#### **Final conclusions of the research :**

*The research concludes that the development of India as a world leader ( economic teacher ) is long path to trend and - is possible only by development of “skill based employable youth who can successfully vocabularise and -put across their ideas and skills through their correct language communication ( verbal + written ) -preferably in English ( as English is corporate mother tongue) - in the present corporate world, - which has got multi-national, multi-racial and multi-lingual working environment. The research concludes that “the Proper English executive communication” is an asset and- is a “must” and “most significant” for the career success at individual level and success ( sustainability and growth ) - for the whole corporate , nation in-turn , - ( Whether they are employed as traditional civil – electrical- mechanical engineers , supervisors, accountants, foremen’s,, software engineers, bio-tech personnel or security guards in a professional and corporate working environment ).The research concludes that “the five force model of new English learning at 9+10+11+12 standards” - having “required five strong components” , - to develop executive communication and general English language abilities as well , - if properly Supported with good training programmes for faculties , institution heads and educational officers on the new English teaching methodology , and -with proactive support of present central government (which is already towards progressive skill based India with it’s new education policy ) , - can really bring a total transformation and turnaround process of “English skill” for Indian youth in India.*

*From school level upto the PU level and also university level –to bring a new happy learning wave of ,- English speaking and executive communication development ( teaching and learning ) , -To shape the future of the country by developing Innovative ideas in new English pedagogy.*

*This the research hope to add few pebbles in the building “skill India “ movement in “world class multi –national-lingual industrial working environment -By developing employable Indian youth (working as security guard upto the level CEO’s) (With research designed new methodology ) , - having strong English executive communication abilities ,- because of changed new English pedagogy in their schooling.*

#### **6.5 final word and scope for future research:**

This research would try to put few “drops of sincere research inputs” onto the “new education policy “ of the honourable central government of India in their most sincere effort of “ development of our country in shaping it as an emerging future global economic power “ by revamping the traditional education system from “ subject + language learning system “ to a new “ skill , employability and professionalism development based “ education system. The corporate world requires managers, asst executives, software engineers and others, who are not only equipped in their required engineering , medical and information technology and profession required skills, but also in world class executive English communication skills to “present” ( express) themselves successfully, which enable them fair better in their job ( because of better equipped English communication skills ) to maximum possible extent to bring a change in the country’s economic scenario.

**P.N research suggested\*:**

The research uses the research guide suggested and designed “new English teaching format and pedagogy”. The research guide Dr.Bhrgav.S.V.R has personally designed, developed and structured of new philosophy of ENGLISH TEACHING AND LEARNING “ as a skill as well a “ language” –which comprises five basic sub divisions of

- prose and poetries segment – as learnt in the present system
- English grammar segment -
- word power segment
- Written communication segment
- Spoken English segment

The research guide holds all proprietary rights for this design of English learning and teaching pedagogy in schools, colleges and universities, which can used with or without modifications. Dr.Bhagrav s.v.r holds the exclusive personal rights on this process plan and implementation details. The research scholar has made the testing of the research module by survey first time in India under the exclusive leadership and guidance of the guide. The researcher has put this model to test through empirical research survey to find the usefulness, efficiency and effectiveness of model - if in case it is implemented to English in high school / colleges through the English fraternity, the students and scholars.

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