Whenever a discourse on the development of India on all counts is carried on, the knowledgeable people do not miss to refer its remarkable success in the field of education after a little more than six and a half decades of its independence from the foreign rule. The British let the Indian masses lying low, because they were used as bonded labourers in the British companies both in India and the countries which had been under the British rule. India, however, has not been able to come up to the mark in imparting education to all the citizens despite all the best it could do after ushering in a new era of democratic rule.

Those who have governed the country after Independence have realized this fact and keeping this in view, the 86th Amendment in the Indian Constitution was made in 2002. Our country also stepped further in this direction when the Right of Children to Free and Compulsory Education (RTE) Act, 2009 was enforced from April 1, 2010. This act put an end to the decades-long struggle for universalizing the elementary education. But the implementation of the RTE Act has not borne fruits the way it should have done as well as could not fulfill the parameters in which it has failed to make a mark.

According to the ninth Annual Status of Education Report (ASER), the school enrolment has improved impressively, as 96 percent of children in the age group 6-14 had got
enrolled in 2013. While 52.9 percent children of class V could read a textbook of II in 2009, only 47 percent could do so in 2013. The decline in reading abilities is even more pronounced in government schools. 50.3 percent children of V could read a II class textbook in 2009, down to 41.1 percent 2013. The situations of the States like Rajasthan in not much different to the national picture. Due to the territorial vastness of the state, 82 percent of the total schools here are in rural areas.

Let’s put a glance on the academic situation of the state in special reference to the Senior Secondary English in Jaipur District.

3.1 ROLE OF SECONDARY EDUCATION:

Secondary Education has a vital role in any programme of education for the community. It provides teachers for both elementary and adult education. It also preparers pupils for the universities and other institutions of higher education. Besides, it is the stage which in all countries marks the completion of education for the vast majority. Even the minority which goes for higher education cannot take full advantage of the opportunities offered by the universities unless they have received their grounding in a system of secondary education.

3.1.1 Establishment of Secondary Schools- Secondary schools are the gift of modern education. The chief purpose of the establishment of secondary schools in India is to teach English to Indians.

3.1.2 Secondary Education after Independence- Several committees and Commissions have been appointed in the post-independence era to enhance the quality of secondary Education. The prominent among them are being described below:-
I. **Tara Chand Committee 1948:** One of the important suggestions of the Committee was that secondary schools should be multi-lateral but keeping in view the local conditions and circumstances, the lateral schools should also be encouraged. This committee also recommended that a commission should be appointed in order to investigate the problems of secondary education.

II. **University Education Commission, 1948-49:** The chief aim of this commission was to investigate and make suggestions in regard to university education. But it also considered different aspects of the secondary education and made many important suggestions. Long ago in 1940, University Education Commission has observed: “English, however, must continue to be studied. It is a language which is rich in literature –humanistic, scientific and technical. If under sentimental urges we should give up English, we should cut ourselves off from the living stream of over growing knowledge.” In the opinion of the University Education Commission, the secondary education was the weakest link in the whole structure of education. The commission recommended that students should be admitted in the university only after completing 12 years of study in school or intermediate college.

III. **Secondary Education Commission, 1952-53:** As a result of the suggestions of Tara Chand Committee and Central Education Advisory Board, Secondary Education Commission was appointed to study in detail the different aspects of secondary education and to make different suggestions to reform it.

3.1.3 **Secondary Education Commission (1952-53)** - Secondary Education Commission (1952-53) was appointed with Dr. Lakshnan Swami Mudaliar as the
chairman of the commission. Therefore, this commission is known as ‘Mudalair Commission’. Kothari Commission expressed its views about Secondary Education Commission that “The commission mightily underlined the need of providing higher secondary education to children according to their individual abilities, aptitudes and interest”²

The Secondary Education Commission (1952-53) sheds light on the importance of English in this way, “Our youth should acquire knowledge from all sources and contribute their share to its expansion and development. In the attainment of this objective, study of English is bound to play an important part…………”³

3.1.3.1 Aims and Terms of References-

I. To inquire into and report on the present position of secondary education in India, in all its aspects.

II. To suggest measures for its re-organization and improvement with particular reference to:

1) the aims, organization and content of secondary education,
2) its relationship to primary task and higher education,
3) the inter–relation of secondary schools of different types, and
4) other allied problems so that a sound and reasonable uniform system of secondary education suited to our needs and resources may be provided for the whole country.

3.1.4 Development of Secondary Education- The development of secondary education has received an impetus after the attainment of independence. At present secondary Education is free in Andhra Pradesh, Gujarat, Karnataka
, Utter Pradesh, Kerala, Tamil Nadu, Andaman and Nicobar Islands, Arunachal Pradesh and Lakshadweep and in Govt. Institutions in Jammu and Kashmir, Nagaland, Dadra and Nagar Haveli and Pondicherry. It is free for girls for in Madhya Pradesh, Manipur, Orissa, Rajasthan and Tripura.

3.1.4.1 Reorganization -

I. Age–Limit- The period of secondary education should be 7 years. It may start at the age of 11 and finish 17 or 18 years.

II. Divisions of the Periods- Periods of different subjects were divided according to the difficulty level of the subject.

III. The Middle or Junior Secondary or Senior Basic Stage - It should cover a period of four years.

IV. The Higher Secondary Stage - This should cover a period of four years.

3.1.4.2 Abolition of Intermediate Classes - The Commission has suggested the abolition of the present intermediate classes. The senior Intermediate or 12th class should be attached to the university and the Junior Intermediate class should be added to the High School. Thus, it has pleaded for a three years’ degree course with one year of pre-university course for the students who pursue higher education.

3.1.4.3 Study of Three Languages - The Commission has recommended that the following groups of languages should be taken into consideration while taking up the question of teaching of the languages:

1) Mother–tongue.

2) Regional language when it is not the mother–tongue.
3) Official or Federal Language.

4) Classical language, Sanskrit, Arabic, Persian, and Latin, etc.

5) English as an international language.

3.1.4.4 Medium of Instruction - The medium of instruction at the secondary stage of education should be either the mother tongue or the regional language. At middle schools every student must be taught at least two languages Hindi and English. While teaching these languages, it should be kept in view that the teaching of both these languages should not start in the same year. At the higher secondary stages of education, the student must be taught at least two languages, one of them should be the mother-tongue and other one regional language.

3.1.4.5 Place of Hindi and English - The study of Hindi should be compulsory in schools and the Commission suggested revision of English, as a subject of study at the Secondary stage of education as follows:

a. English is widely known among the educated classes of the country.

b. Much of the national unity in political and other spheres of activity in India has been brought about through the study of English.

c. The present position of India in the internal sphere is particularly due to the command that educated Indians have acquired over English.

d. If, guided by national sentiments, English is removed from the curriculum of Secondary Schools. Its effects will be harmful for India.

3.1.5 Curriculum - The Commission has pointed out the following defects in curriculum:

I. The present curriculum is narrow.
II. It is bookish and theoretical; it is overcrowded and does not provide rich and significant contents.

III. There is no adequate provision for practical and other kinds of activities that should find place in any curriculum at this stage of education. Hence, the curriculum is not able to bring about the education of the whole personality of the child.

IV. It does not cater to the various needs and capacities of the adolescents.

V. Technical and vocational subjects are very much needed for Indian today, but the curriculum does not find room for these subjects.

3.1.6 Suggested Scheme of Curriculum-

I. Middle Class and Senior Basic Schools and

II. High and Higher Secondary Schools.

The present Intermediate stages should be replaced by the Higher Secondary Stage which would be of four years duration. One year of the present Intermediate should be included in it while the second year should be included in the degree course of the university. The Commission has laid down following different curriculum for these two stages in the secondary stages of education.

The commission has recommended the inclusion of the following subjects in middle schools:

i. English

ii. Social Studies

iii. General Science

iv. Mathematics
v. Art and Music
vi. Craft
vii. Physical Education

The Curriculum for High and Higher Secondary Schools: For this stage of education the Commission has suggested that there should be a diversified course. The subjects of the curriculum have been divided into two parts:

A. Compulsory subjects or main subjects; and

B. Optional subjects.

A. Compulsory subjects shall include the following:

1) Mother –Tongue or regional language or composite course of the mother –tongue and a classical language.

2) One other language to be chosen from among the following:
   a. Hindi for those whose mother tongue is not Hindi?
   b. Elementary English for those who have not studied English in the middle stage.
   c. Advanced English for those who have studied English at the earlier stage.
   d. A modern Indian language, other than Hindi.
   e. A modern foreign language, other than English.
   f. (a) Social Studies. General course for the first two years only.
      (b) General science, including mathematics, general course for the first two years only.

3) One craft to be chosen.
B. Optional Subjects: The optional subjects have been divided into three groups. They have been diversified and the Commission has left option to the students to offer three subjects from any of the group:

- **Group I** - deals with Humanities.
- **Group II** - deals with science.
- **Group III** - deals with Technical subjects.
- **Group IV** - includes Commercial subjects.
- **Group V** - consists of Agricultural subjects.
- **Group VI** - includes Fine Art.
- **Group VII** - is Home Sciences, which is specially meant for girls.

### 3.1.7 Selection of Text Books

In case of languages, definite text-books should be prescribed for each class, to ensure proper gradation. Single text-book should not be prescribed or any subject of study. Reasonable number of books should be recommended, which satisfy the standards laid down, the choice should be left to the schools concerned. Frequent changes should be discouraged in text-books and book described for study.

### 3.1.8 Methods of Teaching

The method of teaching should not merely aim in imparting knowledge in a thorough manner. It should also aim inculcating desirable values and aim, attitude and habit of work in the student. The method should provide opportunities for students of learn activity and apply mechanically the knowledge acquired in the classroom.
Clear thinking and expression, both in writing and speech, should be stressed upon in all subjects. It should aim more on teaching the students in the method of acquiring knowledge through personal effort.

3.1.9 Examination System- In the opinion of the commission, “The subject of examination and evaluation occupies an important place in the field of education. It is necessary for parents and teachers to know from time to time how the public are progressing and what their attainments are at any particular stage.” The commission has made the following recommendations:

1) The number of external examinations should be reduced by introducing objective tests.

2) Schools records should be maintained indicating the progress of each pupil from time to time.

3) For the final evaluation of the pupil, due credit should be given to interval tests and progress records. There should be only one public examination at the completion of secondary school course.

3.2. HISTORY OF SECONDARY BOARD IN RAJASTHAN (BSER):

3.2.1. Origin and Development of BSER in Rajasthan - The history of the Board of Secondary Education Rajasthan (BSER), Ajmer, is a remarkable panorama of progressive record of the futurological vision for developing a dynamic system of various sub-systems of examinations and highlights of the academic excellence of the last four decades. The BSER took rapid strides for promotion and development of Secondary Education in Rajasthan, spread over 3,42,239 sq. km. and in more than 6000 schools located in 32 districts involving 8.5 lakhs students for Secondary and Senior Secondary Examination in
the year 2000. With the promulgation of the Rajasthan Secondary Education Act in 1957, this Board was set up in Jaipur on 4th Dec, 1957. It was shifted to Ajmer in 1961. In the year 1973 it began functioning in its present multistoried building with an enchanting dignity of its own with all amenities.

3.2.2 New Verses Old Pattern- The traditional system of Secondary Education that was enforced during the British regime is only a preparatory stage for the University; it is not complete in itself. It is more bookish and theoretical. Under conditions stated above, this system is quite out – mooted and should be done away with at once and replaced by one which should be complete in itself, for it, necessarily marks the end of all education for a vast majority of students.

The new organizational structure provides for the introduction of a three – year degree course and upgrading the secondary schools in to higher secondary multi –purpose schools .The Educational ladder consists of eight years of integrated course (basic education) , four years of higher secondary course and three years of degree course .The pattern provides diversified courses in academic , technical and commercial streams .It is well planned , logical and in keeping with the requirements of the country . While there are diversified courses with so many elective subjects, provision has been made for a common core programme consisting of language studies and elementary mathematics.

3.2.3. Educational Reforms at the Secondary stage- The reconstruction of secondary Education has been one of the major tasks of the national government since the country attained independence in 1947.Secondary Education constitutes the most important link in the educational machinery because on the quality of Secondary education depend the quality of education as a whole. On the one hand, Secondary schools provide teachers for
primary education; on the other, they supply students who go to colleges and universities where the country’s future leaders are shaped and trained. Beside, from those who complete their education at the end of the Secondary stage we hope to recruit our junior leaders at the ‘Intermediate Level’. The proper organization of Secondary education is, therefore, particular important in India which seeks to bring about a far-reaching social, cultural and economic revolution.

3.2.4. Main Defects- Unfortunately, Secondary education has so far been the weakest links in our educational system. Its main defects have been analyzed by the Secondary Education Commission of 1952 as follows:-

   Firstly, the education given in our schools is isolated from life. Secondly, it is narrow and one sided and fails to train the whole personality of the students …..Thirdly, until comparatively recently English was both the medium of instruction and a compulsory subject of study. Students who did not possess special linguistic ability were therefore greatly handicapped in their studies. Fourthly, the methods of teaching generally practiced fail to develop in the students either independence of thought or initiative in action. Fifthly, the increase in the size of classes has considerably a personal contact between teachers and students……………

3.2.5. Findings by the Secondary Education Commission- The Secondary Education Commission came into 1952 was not the first important Commission to diagnose the ills from which this type of education was suffering. For over a century several important bodies examined these problems and called attention to some of the persisting defects. A
study of important historical documents such as the Woods Despatch (1854), the Report of the Hunter Commission (1882), the Hartog Committee report (1929), the Abet Wood Report (1936), the University Education Commission (1947) will reveal that the unilateral university–dominated curriculum at the Secondary stage presented a problem that had been engaging the attention of the educationists from the very beginning. Nevertheless, in spite of the making of Committees and Commissions no great improvement took place in the field of Secondary Education.

When we attained independence in 1947, the need to reconstruct the educational reforms according to the national requirements impressed itself urgently on the mind of the national government. The first commission appointed by them was the University Education Commission which was the required to report on the present state of affairs in the Universities and to suggest measures for reorganizing university education. While this Commission made a large number of important recommendations in its special field, it also made it clear that any reconstruction of university education without reconstructing the system of Secondary education was not possible. As a result of this recommendation and also because of the great importance of the subject, the government appointed a Secondary Education Commission in 1952;“ to examine the prevailing system of Secondary education in the country and suggest measures for its reorganization and improvement”.

The commission submitted its report in November, 1953. Before formulating its recommendations, it concerned itself with a re-statement of the true aims and objectives of secondary education as follows;
India has recently achieved its political freedom and had, after careful consideration, decided to transform itself into a secular democratic republic. This means that the educational system must make its contribution to the development of habits, attitudes and qualities of character, which will enable its citizens to bear worthily the responsibilities of democratic citizenship and to counteract all those fissiparous tendencies which hinder the emergence of a broad, national and secular outlook. Secondly, though rich in potential resource. India is actually a poor country at present; a large majority of its people have to live at an economically sub-human level. One of its most urgent problems – is to improve productive efficiency, to increase the national wealth and thereby to raise appreciably the national standard of living of the people. ……Hence there is need for reorienting the educational system in such a way that it will stimulate a culture renaissance.  

3.3 THE ESTABLISHMENT OF THE STATE INSTITUTE OF LANGUAGE STUDIES, 1966:

After independence to boost English Language, English Language Teaching Institutes had been set up in almost all states of India. In Rajasthan also State Institute of Language Studies (SILS) came into existence at Ajmer in 1966. Since then the SILS and the Board of Secondary Education, Rajasthan, Ajmer had been worked in collaboration to bring about reforms in the syllabus, textbooks and examinations. The SILS was given the sole responsibility of training the teachers. Like all other English Teaching Institutes in the
country the SILS of Rajasthan was also closely associated with the policies and reforms pertaining to ELT in the State.

The Board of Secondary Education with the help of the SILS undertook the work of preparing new textbooks on the structural pattern. The State Institute of Language Studies was assigned the responsibility of running regular courses, summer institutes, short orientation courses and refresher courses for trainees and ex-trainees, and for conducting micro-teaching programmes for the instructors of S.T.C. and workshops for headmasters. But due to certain changes in the state policies and lack of funds and other constraints, sluggishly this organization declined and the Directorate of Primary and Secondary Education has stopped deputing teachers for regular SILS courses. The members of the SILS staff now go to various districts and run occasional short courses only. We thus see that in spite of the trained staff and other available facilities in the SILS, the teachers of Rajasthan are not being able to benefit from them. The ELT movement which had begun in full swing with the establishment of the SILS in 1966 has been dealt a severe blow as a result of short-sighted policies and lack of vision. What promised to be a very useful and effective programme of teacher training through the SILS turned to be a damp squib, thanks to the short-sighted policies of the state government. Valuable resources, in the form of expert personnel, library facilities and equipment are lying unused and being wasted. Moreover, by abandoning the only meaningful programmes of teacher-training, whatever little was achieved in the initial stages is being undone.

3.4 PRESENT SITUATION OF SECONDARY EDUCATION IN THE STATE:

Since the Right to Education Act came into force in India, lots of discourses have been focused on every aspect of education – from teachers to infrastructure – needed to
accomplish the mammoth task of providing education to every child of the country. In Rajasthan also, administrators as well as policy-makers have time and again laid stress on all the pertinent components of child education – enrolment, availability of schools within easy reach of children, appointment of sufficient number of teachers and particularly, the infrastructure needed to facilitate the implementation of the RTE Act in the true sense.

The chart on this page is intended to give an idea of the number of schools in this region in 2007:

**Table -1**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>District</th>
<th>Primary Schools</th>
<th>Upper Primary Schools</th>
<th>Secondary Schools</th>
<th>Senior Secondary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alwar</td>
<td>3,885</td>
<td>-</td>
<td>187</td>
<td>110</td>
</tr>
<tr>
<td>2</td>
<td>Jaipur</td>
<td>2,905</td>
<td>1,460</td>
<td>244</td>
<td>155</td>
</tr>
<tr>
<td>3</td>
<td>Dausa</td>
<td>920</td>
<td>-</td>
<td>80</td>
<td>42</td>
</tr>
<tr>
<td>4</td>
<td>Sikar</td>
<td>1,695</td>
<td>843</td>
<td>162</td>
<td>98</td>
</tr>
<tr>
<td>5</td>
<td>Jhunjhunu</td>
<td>1,343</td>
<td>1,053</td>
<td>495</td>
<td>273</td>
</tr>
</tbody>
</table>

(Source – Patrika Year Book, Jaipur: Rajasthan Patrika Pvt. Ltd. 2007)

In present there are 13,755 secondary schools in state. In these schools 8837 are secondary and 4418 are senior secondary schools. In these schools there is a large list of second grade teachers and lecturers. Above it there are a dozen of officers like District Education
officer, Block officers etc. all are here to improve the standard of education. Let’s we see some examples –

In the state in 2014-15 yearly expenses on secondary education are in millions. In last economic year (2013-14) in these schools 1, 40,731 lakh rupees were provided to different schemes. After expending millions of money on education the state of affairs of government schools is most awful in the state. In the merit list of 10th class out of 108 students on 15 positions, only one student was from government school. Before it, in the result of 12th class (Arts, Science and Commerce), none could have got its position in the merit list. In commerce only one and in arts only two girls could got their position in merit list. It is the worst performance of RBSE Board up till now.

The Government has decided 11924.97 corer rupees for Primary – Secondary Education in this budget and it is increasing by 100 corers every year. Let’s have a glance on this:

Table- 2

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Education</th>
<th>Secondary Education</th>
<th>Yearly Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>7427.36</td>
<td>4497.61</td>
<td>11924.97</td>
</tr>
<tr>
<td>2011-12</td>
<td>6689.97</td>
<td>3937.70</td>
<td>10627.67</td>
</tr>
<tr>
<td>2010-11</td>
<td>5850.06</td>
<td>3435.40</td>
<td>9285.46</td>
</tr>
</tbody>
</table>
The teachers of government schools are getting average 40 to 70,000 rupees per month, and some are getting more than this amount. And the fact is that there are 142 schools in the state where none has been admitted to teach with the staff of 252 teachers. In some schools there is the staff of five teachers to teach only three students and opposite it 7216 schools are run by only one teacher. They only come to read newspaper and to spend their time in working hours. The scene is no difference when it comes to primary education. Hundreds of schools were upgraded by the state government in last four –and–
half years from primary to upper primary and upper primary to secondary level. However, most of the schools face shortage of teachers and basic infrastructure. In the last one year alone, students or local residents forced 237 incidents of school shutdowns to protest the lack of teachers.

“There are many schools where teachers are not qualified to teach class 9, added to schools after they were upgraded. Around 60,000 teachers retired in the last four years but the government is yet to recruit anybody to fill up those vacancies,” said Prakash Mishra, former office bearer of Rajasthan Teachers’ Union (Shekhawat). He said around 80,000 posts of teachers at various levels are vacant in Rajasthan in present.

The actual working days are 150 days in a year. The remaining days are celebrated as seasonal, festival, official and weekend holidays. It means that in Government Schools in one semester the teachers get only 5 months to teach in one academic session. For summer brake 45 days, for winter break 7 days, Diwali break for 12 days, 4 days for Teacher’s Association, 52 Sunday holiday, 30 to 40 days for festivals, 10 days for extreme hot or cold, 30 days for first or second evaluation and for yearly or half yearly Examination and 20-30 days are wasted for non-academic works. Except this some leave decided by collector, pre decided leaves of teachers are responsible for the interruption of teaching.

The teachers are not much responsible for the incontinuity of teaching because now and then they are busy in non-academic duties e.g. surveys pulse polio, census, child labor counting and some time in invigilation duties in Competitive Exams. A look of class third to fifth in learning level of the students, Rajasthan stands on 20th number and from sixth to eighth it has its position on 13th in all the states of India. In the `attainment of
Elementary Education with 238 grades Rajasthan is on 29th number and with 279 grades Chhattisgarh placed at the last position. Tripura is placed at the top position in this ranking.

But if we pay attention on results, the teachers are not giving quality Education and the Elementary Education is far behind. The result of this year (2013 -14) of Rajasthan Board Exams is below then 35% in 1643 schools (606 Senior Secondary Schools and 1037 Secondary Schools). If we discuss about the number of meritorious students in last two years are only 8 students out of 273 in 2012-13 and 2013-14. This year in secondary board’s result 108 students came into merit list from private schools while we discuss about Government schools only one was related to this category.

### Table- 3

- **2014: Students in merit from Government Schools:**

<table>
<thead>
<tr>
<th>Subjects(streams)</th>
<th>Total students</th>
<th>Govt. schools</th>
<th>Private schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce</td>
<td>14</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Science</td>
<td>23</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>Arts</td>
<td>19</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>10th Board</td>
<td>108</td>
<td>1</td>
<td>107</td>
</tr>
</tbody>
</table>

(Source: *Increasing Expenditure on Teachers and Education yet Results are dropping*, Dainak Bhaskar, Jaipur. Pg. 13, Oct. 6, 2014.)
### Table 4

- **2013: Students in merit from Government Schools:**

<table>
<thead>
<tr>
<th>Subjects(streams)</th>
<th>Total students</th>
<th>Govt. schools</th>
<th>Private schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce</td>
<td>25</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>Science</td>
<td>15</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Arts</td>
<td>18</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>10th Board</td>
<td>51</td>
<td>2</td>
<td>49</td>
</tr>
</tbody>
</table>

(Source: *Increasing Expenditure on Teachers and Education yet Results are dropping*, Dainak Bhaskar, Jaipur. Pg. 13, Oct. 6, 2014.)

The dropout rate in Rajasthan at Primary level is 33.22% the facts are very frightening is we see the data of the number of students who reaches till twelfth class after taking admission in first class. If in the state 100 students take admission in first class only 54 students would be able to reach in 10th class and it becomes more less, till 27, when they reach in 12th class which is only one fourth in the comparison of first class. The situation of the students who seek admission in higher education is very worst. If 100 students pass 12th class, only 12% students take admission for Higher Education. In the state if we see according to the ratio of 27 in 12th class in that situation only 4% students reaches for the Higher Education.)
More than one lakh posts has been vacant in Government schools. In most of Senior Secondary schools, there are no subject teachers. The following table describes the figures:

**Table- 5**

- **The Situation of Vacant Posts in Rajasthan**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Total Posts</th>
<th>Working in Present</th>
<th>Vacant Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>1272</td>
<td>665</td>
<td>607</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1292</td>
<td>697</td>
<td>595</td>
</tr>
<tr>
<td>Biology</td>
<td>883</td>
<td>433</td>
<td>450</td>
</tr>
<tr>
<td>Math</td>
<td>737</td>
<td>236</td>
<td>501</td>
</tr>
<tr>
<td>Home Science</td>
<td>450</td>
<td>192</td>
<td>258</td>
</tr>
<tr>
<td>Commerce</td>
<td>2907</td>
<td>1181</td>
<td>1726</td>
</tr>
<tr>
<td>Hindi</td>
<td>6783</td>
<td>3121</td>
<td>3663</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>4452</strong></td>
<td><strong>2015</strong></td>
<td><strong>2437</strong></td>
</tr>
</tbody>
</table>

(Source: *Vacant Posts in different Subjects in State*, DainakBhaskar, Jaipur. Pg. 13, Oct. 6, 2014.)
The unification of government schools resulting in closure of 17129 institutes in the state is an unplanned move by the government and in some cases it is a violation of the Constitution. Elementary schools located in rural areas come under the panchayati raj system and as most of these schools are merging with or senior secondary schools they will now come under the purview of the education department.

1. According to Teacher’s Association this move is unconstitutional and violation of the 73th amendment.

2. The government is also disregarding Article 350 (A) which says students of linguistic minorities have a right to study Primary Education in their mother tongues. Prakash Mishra, spokesperson of Rajasthan Teachers’ Association has added that the state has merged Urdu, Sindhi and Gujarati medium schools in to Hindi medium ones making the students of these communities avoid the study in their mother tongues.

The new Rajasthan Government has closed 17129 schools in the case to merge the schools. Out of these 17129 schools, 14967 are Primary Schools, 2139 Upper Primary Schools and 23 Secondary Schools. These schools are merged in 3856 Senior Secondary Schools, 7074 Secondary Schools, 1709 Upper Primary Schools and 897 primary schools it means these (17129) schools are merged in 13536 schools. The government is also merging 3,000 girls’ schools into co-ed schools which will likely to increase the dropout among the girls of the state.

In the state the position of academic and non-academic’s vacant post in Secondary Education is thought rendering. The accepted posts are 1, 87,641 for Secondary Education, in which 71,173 posts related with different departments, are vacant.
Table- 6

<table>
<thead>
<tr>
<th>S.N</th>
<th>Post</th>
<th>vacant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principal</td>
<td>1842</td>
</tr>
<tr>
<td>2</td>
<td>Headmaster</td>
<td>3600</td>
</tr>
<tr>
<td>4</td>
<td>Lecturer</td>
<td>17207</td>
</tr>
<tr>
<td>5</td>
<td>Senior Teacher</td>
<td>19946</td>
</tr>
<tr>
<td>6</td>
<td>Third grade Teachers</td>
<td>6060</td>
</tr>
</tbody>
</table>


To improve the quality evaluation of the students the Education Minister and Panchayti Raj Minister are paying attention seriously in this field. In this vast and continuous process Primary Schools, Upper Primary, Secondary and Senior Secondary Schools of nine blocks from 74 block of the state have been included. In this process of evaluation in next 2 years all the schools of the state will be included. There is a lack of seriousness in performing ‘Sambalan Abhiyan,’ ‘Reading Abhhiyan Programme’, ‘Quarterly Education Evaluation ‘ School Inspection Prorramme are not going to be performed properly and seriously.

As we see the education scenario in Rajasthan, as per the 2001 census, Rajasthan has recorded literacy rate of 61.03%, which is 22.48% higher than 38.55% recoded in 1991. Rajasthan has improved its position in ranking from second last to Seventh among states territories in India. The state government is endeavoring to achieve the objective of total literacy in the state through various programs and schemes like District Primary Education
Programme (DPEP), Project ShikshaKarmi Project etc. The main educational programme which aims to achieve universalization of elementary education is through the “Sarva Shiksha Abhiyan” for which government of India contributes 75 per cent and the state contribution 25 per cent.

In her one tour to Bharatpur district, the C.M Vasundhara Raje expressed her anxiety about the educational system that “the students of 5th class don’t know even to speak Hindi and tables. Further she said that the student’s spoken skill of English Language is far behind and away from the knowledge of computer. The situation is discreditable after spending 25 thousand yearly on one student.

3.5 Status of English in Rajasthan:

The results of various study groups, review committees and researches reveal that the standard of English teaching and learning in India are not satisfactory as we have seen in the second chapter. In Rajasthan also the conditions are far from satisfactions despite the efforts are being done on a large scale. The position of English in Hindi speaking states like Rajasthan, where English is studied as a second language, is very miserable and pathetic.

In her one tour to Bharatpur district, the C.M Vasundhara Raje expressed her anxiety about the educational system that “the students of 5th class don’t know even to speak Hindi and table. Further she said that the student’s spoken skills of English Language is far behind and away from the knowledge of computer. The situation is discreditable after spending 25 thousand yearly on one student."
(1) **Results of a survey done in Rajasthan regarding the acquisition of English Language:** The result of a survey done in class fifth in 4020 government schools on 26,400 students in different district of Rajasthan. “The students studying in fifth standard in different government schools of Rajasthan, 45% of them have a very weak performance in English.

(2) They could neither solve any sum of math nor understand English language. Out of 26,400 students only 42.61% were average in English”. Out of 33 districts Jaipur stood on 12th number. The students of Junjhu, Sikar, Bikaner, Gangananar, Nagaur, and Barmer district are more forward then others in knowledge of English. This survey is recently done by SIERT initiated through Rajasthan government. Barmer district remained on first place with 57.45% at the knowledge of English language and Sikar ranked on second position. Banswara district placed in the last among the state.

**Table -7**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>District (in Rajasthan)</th>
<th>Place in Acquisition of English</th>
<th>S. No.</th>
<th>District (in Rajasthan)</th>
<th>Place in Acquisition of English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jhunjhu</td>
<td>57.12</td>
<td>18</td>
<td>Bundhi</td>
<td>39.11</td>
</tr>
<tr>
<td>2</td>
<td>Sikar</td>
<td>55.33</td>
<td>19</td>
<td>Tonk</td>
<td>37.62</td>
</tr>
<tr>
<td>3</td>
<td>Bikaner</td>
<td>47.92</td>
<td>20</td>
<td>Dausa</td>
<td>45.63</td>
</tr>
<tr>
<td>4</td>
<td>Ganganagar</td>
<td>48.95</td>
<td>21</td>
<td>Kota</td>
<td>40.79</td>
</tr>
<tr>
<td></td>
<td>City</td>
<td>Score</td>
<td>Rank</td>
<td>City</td>
<td>Score</td>
</tr>
<tr>
<td>---</td>
<td>--------------</td>
<td>-------</td>
<td>------</td>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>5</td>
<td>Naguar</td>
<td>53.58</td>
<td>22</td>
<td>Jahalawar</td>
<td>44.98</td>
</tr>
<tr>
<td>6</td>
<td>Barmer</td>
<td>57.45</td>
<td>23</td>
<td>Jalor</td>
<td>42.06</td>
</tr>
<tr>
<td>7</td>
<td><strong>Jaipur</strong></td>
<td><strong>45.22</strong></td>
<td>24</td>
<td>Ajmer</td>
<td>37.53</td>
</tr>
<tr>
<td>8</td>
<td>Karoli</td>
<td>47.19</td>
<td>25</td>
<td>Paratapgarh</td>
<td>38.08</td>
</tr>
<tr>
<td>9</td>
<td>Baran</td>
<td>49.67</td>
<td>26</td>
<td>Udaipur</td>
<td>34.65</td>
</tr>
<tr>
<td>10</td>
<td>Hanumangarh</td>
<td>49.56</td>
<td>27</td>
<td>Sirohi</td>
<td>38.15</td>
</tr>
<tr>
<td>11</td>
<td>Jaisalmer</td>
<td>44.98</td>
<td>28</td>
<td>Alwar</td>
<td>30.48</td>
</tr>
<tr>
<td>12</td>
<td>Sawaimadhopur</td>
<td>43.66</td>
<td>29</td>
<td>Dungarpur</td>
<td>40.25</td>
</tr>
<tr>
<td>13</td>
<td>Chittorgarh</td>
<td>47.47</td>
<td>30</td>
<td>Bhilwara</td>
<td>36.18</td>
</tr>
<tr>
<td>14</td>
<td>Dholpur</td>
<td>40.50</td>
<td>31</td>
<td>Pali</td>
<td>28.64</td>
</tr>
<tr>
<td>15</td>
<td>Bharatpur</td>
<td>41.02</td>
<td>32</td>
<td>Rajsamand</td>
<td>28.51</td>
</tr>
<tr>
<td>16</td>
<td>Churu</td>
<td>41.12</td>
<td>33</td>
<td>Banaswara</td>
<td>28.51</td>
</tr>
<tr>
<td>17</td>
<td>Jodhpur</td>
<td>35.85</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Total % - 42.61%

(Source: The students of Jaipur District are not ranked even among top five, Dainik Bhaskar, Jaipur, December 8, 2014, Pg. 08.)
The situation in rural area regarding the acquisition of English language is very poor. State government schools continue to register negative growth in English language learning levels in reading and comprehensions- from 2006. The annual Status of Education Report, 2014 tabled in New Delhi says that the share of class V government school students who can read class II text, which was 59% in 2006 has reduced to 39% in 2014.

The shocking finding of this survey is that 60.7% of class I students can’t even read a letter, forget about a word. In Class III, 15.3% students cannot read letters and only 28.9% can read only letters. It further says that 46.7% of class V students cannot read Class II text. In 2010, 80.5% students in class II were reading letters, which has reduced to 56.2% in the year 2014. The next component of learning level is comprehension, in which the performance of state schools is shameful. Figures say that 57.4% Class VIII students cannot read easy sentences, only 57.8% can tell the meaning of those sentences. In Class V, only 84.6% students are not competent enough to read and understand easy sentences. With such poor learning levels, one can estimate the disastrous situation of English Language in the state. The per cent of children by class and reading level in all schools in Rajasthan (2014) has been labeled in the following table:

Table- 8: Reading Level of student’s in Rajasthan

<table>
<thead>
<tr>
<th>Std</th>
<th>Not even letter</th>
<th>Letter</th>
<th>Word</th>
<th>Level I (Std. I Text)</th>
<th>Level I (Std. II Text)</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60.7</td>
<td>27.4</td>
<td>6.1</td>
<td>2.8</td>
<td>3.0</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>31.2</td>
<td>38.5</td>
<td>15.0</td>
<td>6.6</td>
<td>8.6</td>
<td>100</td>
</tr>
</tbody>
</table>
(Source: *Learning levels all time low in Raj Government schools*, says survey, Times of India, January 14, 2015, Pg. 2.)

The performance of Jaipur in learning outcomes are slightly better than the rest of the state in some parameters while in others it’s far behind the state average. “Jaipur’s 51% of the children in standard 5 could read standard 2 level text books and 25% could read simple sentences in English. Whereas, 46.7% of class V grade students could read class II text and about 23.6 % could do division while 26.7% could read simple letters.”\(^{12}\) The disappointment is that the medium of instruction for 97% of the children studying in government schools is Hindi.

Rajasthan ranks third from the bottom in the country as far as computer aided learning (CAL) and library facilities in government schools are concerned. According to figures released by District Information System for Education (DISE), only 11.65 % government
schools have computer–aided learning which is much less than the national average of 22.18%. When it comes to library, only 59.71% schools have it against the national average of 76.13%. The absence of computers and libraries in 90% of state government schools explains the reason behind the learning level of English language from the primary classes. The sorry state of affairs shows the declining learning levels among the students.

Table- 9 **Legging Behind:**

<table>
<thead>
<tr>
<th>States</th>
<th>Schools having CAL</th>
<th>Schools having Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rajasthan</td>
<td>11.65%</td>
<td>59.71%</td>
</tr>
<tr>
<td>Gujarat</td>
<td>71.83%</td>
<td>92.04%</td>
</tr>
<tr>
<td>Punjab</td>
<td>70.03%</td>
<td>94.84%</td>
</tr>
<tr>
<td>UP</td>
<td>16.22%</td>
<td>72.45%</td>
</tr>
<tr>
<td>MP</td>
<td>18.20%</td>
<td>80.31%</td>
</tr>
</tbody>
</table>

(Source: “Most government schools in Rajasthan lack computer, library”

Times of India, Monday, July 7, 2014)

The state has 84,661 schools catering to 85.54 lakh students. Even after the Right to Education (RTE) in place, the poor condition of government schools shows that Rajasthan will take years to come at per with other states. Even the percentage of schools with CAL
in neighboring states is much higher. Punjab has a CAL figure of 70.03% while Gujarat and Harayana have 71.83% and 44.04%, respectively.

The schools which have CAL are those which are located in the big cities or towns. In the rural areas, the numbers are almost negligible. Government had introduced computer education in schools barring primary ones but has no report on result. State government gave three computers each in upper primary schools from class 6 to 8 under Sarva Shiksha Abhiyan but without any agency to handle the teaching. Studies have shown that three computers were not enough to cater to three classes which mean that one student may get a chance once in a week to attend computer classes.

The worst is that state’s 47,389 primary schools don’t have computer at all. The computer education in state’s school begins from upper primary. That means 60% of our students and schools are out of the ambit of computer education. In classes X and XI, the CAL is introduced with the help of private IT companies.

Some of them are discharging their corporate social responsibility while others are in MoU with the state government. The poor performance in CAL can also be explained from the fact that state’s 50% schools don’t have electricity. That means over 42,000 schools in the state have no access to electricity and no computer education.

And if we pay attention on the results of these students only 4.40% have got 80% marks or more than it. This survey presents a very horrible picture of the standard of English at the primary level. The situation is thought rendering in the words of Ghanshyam Arya, HoD, Research Center, SIERT that, The standard of the student of 5th class in the acquisition and
understanding of English, reading, writing and speaking skills is very considerable. 

Again, in her one tour to Bharatpur district, the C. M. Vasundhara Raje expressed her anxiety about the educational system that “the students of 5th class don’t know even to speak Hindi and table. Further she said that the student’s spoken skills of English Language is far behind and away from the knowledge of computer. The situation is discreditable after spending 25 thousand yearly on one student.”

Some examples describe the low learning level of students and increasing Drop-out in schools: We can see one example of Rajsamand district which has been registered lowest basic learning levels among students in Rajasthan in the last five years the percentage of students who are out of schools has increased from 2.6% in 2009 to 5.2% in 2013. As per the Annual Status of Education Report, widening pupil-teacher ratio, poor quality of mid-day meals and no water facility are prevalent in majority of schools. The lack of these facilities causing increasing drop-out in schools, widening teacher-student ratio in government schools.

Educational Status in Rajsamand district: % of students of class 3 to 5 who can:

Table- 10

<p>| % of students of class 3to 5 who can | % of students of class 3 to 5 who can | % of children of age 6 to 14 who |</p>
<table>
<thead>
<tr>
<th>Read class I level text</th>
<th>Do subtraction</th>
<th>Are not enrolled in any school</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.8 53.5 41.3 27.8 2.6 5.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: Rajsamand kids ‘learning level hits new low, Times of India, 15th April, 2014 Pg. 4)

Here (in this state) the high school course in English falls roughly into three main stages: the primary, the middle, and the high. The early stage begins with hearing and speaking practice, leads on to reading (mostly oral), and thence to writing. The language lessons are drawn up on a grammatical plan, but little or no theoretical or formal grammar is taught. In the middle stage the language teaching centers largely round a book reading, which supplies most of the matter for speech and writing. Rapid silent reading is practiced, written work is developed and definite instructions in practical grammar are given. In the high stage the text is still the center of instruction, but the study of language becomes more critical both as regards its structure and the meaning and use of words.

English language is taught up to the high school at two levels. In the English medium schools, which are few and far between teacher and student, English is introduced to students from the very beginning of their schooling and it is also the medium of instruction, while the teaching of English, in Hindi medium Schools which constitute the
majority, comes into existence as a compulsory subject from the sixth standard. But now it is taught from the first standard, earlier it was from the third standard in Hindi Medium Schools.

Of the two, students educated in the English Medium Schools, have better proficiency in English. The same is true about the students educated in metropolitan cities. The fact is that in the Hindi Medium schools where the students face the English subject first time at sixth standard, third or first standard students think this is very difficult subject and they don’t take interest in reading and writing English. They start learning English from the very starting point of alphabets at the sixth class; this is the main reason that they have many drawbacks in learning English.

At senior secondary level there are two compulsory subjects, such as general Hindi and general English (as second language). There is also the optional subject of English which provide the extra knowledge about the English language and literature. Both the papers can be studied by the students but the general English is necessary for all the students. English literature is treated as an optional subject at under graduate level and English language is one of the four compulsory subjects of foundation course, and other three are General Hindi, Elementary Knowledge of computer and the paper related with environment.

In spite of the increasing number government schools teaching of English language in our curriculum is in a chaotic state today. It has been estimated that students hardly know few words by the time; they do not know how to use the commonest structure of English. Students are not found to be competent in English because of the lack of skill-oriented teaching. A student passes his/her higher secondary examination without scoring any
remarkable proficiency. They obtain only passing marks which is 33%. They mispronounce most of the word and hesitate to speak even the simplest word. Some of the causes of the deterioration in the quality of the teaching and learning of English are lack of contact with teachers who speaks English as their mother tongue, unsuitability of the lecture method and a lack of systematic instruction in Spoken English.

They don’t pay heed on the learning of English language because of the faulty examination system which doesn’t insist on reading or obtaining a good command over the second language. The lack of the lecturers and the teachers in the schools and colleges is one of the chief reasons and the remaining teachers who themselves are inefficient in their teaching occupation. This discourages students to learn English. This is because we care more for diplomas than for knowledge. Minute efforts of short period cannot help in the case of learning a language. Language needs constant practice over an extended period and this can be ensured only if examinations are held at frequent intervals. Thus, to make pupil competent in use of the English language, teachers and student should do relevant efforts. Government’s policy plays an important role in this field and teachers should be clear about their aims of teaching English.

As a result, the students of this region unlike those efficient in English miserably fail to gain what they deserve. Many a teacher and student face so many difficulties, resulting in numerous types of errors in course of learning English as a second language.

In most of the state competitive examination there is no use of English which further leads to discourage students of learn English. There are certain other factors such as the lack of positive attitude and adequate motivation responsible for the shaky position of English. Finally learner’s own lack of interest is much more a responsible factor for being weak in
English than anything else. Nida points out that “one of the important factors responsible for the decline of language ability is the “fear of not being really successful in language mastery.” These reasons alone are enough to indicate that there is something wrong with the existing teaching and learning system in this area.

The present study is a humble attempt to examine the teaching of English at Senior Secondary stage in Jaipur district of Rajasthan. In other words, it aims at eliciting the various difficulties which the ESL teacher and learner face at school level. This study ultimately results in giving vital suggestions for promoting teaching and learning of good English in this district or can say in the whole state.

3.6 SOME COMMON PROBLEMS OF ENGLISH LANGUAGE AT SENIOR SECONDARY EDUCATION IN RAJASTHAN:

Many defects have crept in the secondary education that if they are not solved within a short period of time, the progress of Indian education will receive a grand set –back. We will now attempt to discuss the different problems of secondary education and they are very common to the teaching of English language.

1) Aimlessness- One of the chief problems of secondary education is its aimlessness. It would not be improper to remark that the aim of education in independent India is the same which was before independence. Education is acquired only with the aim so that the students may be get employment or for getting admission in an institution of higher education, which is also sought with the aim of getting employment.

2) Unsuitable Curriculum- The curriculum of secondary schools is unsuitable because of being single track. All the students have to study one pre-fixed
curriculum. The students do not get opportunity to select subjects according to their interest and desires. Besides this, their curriculum is not related to the environment and practical life. I observe that many political, economic and social changes are taking place in the country but our education in general and secondary education in particular has failed to keep pace with the changes. The curriculum does not appear to be related with the practical life. The pupils read the traditional curriculum, without interest, understanding and appreciation. Their chief aim is to get through the examination.

3) **Indiscipline**- Indiscipline is yet another main problem of the modern secondary education. It is not proper to accuse only the students of being in disciplined. In fact, the present educational system, examination system, aimless education etc., are the factors which are responsible for the indiscipline among the students.

4) **Undesirable Growth of Private Schools**- After the attainment of Independence, there has been an unprecedented increase in the number of the secondary schools in the name of expansion of education. But this increase has not only proved to be undesirable but has proved to be scourge for the students, teachers and ultimately for the country.

5) **Low Standard of Teaching**- Low standard of teaching is one of the chief problems of the secondary education. Government has mainly concentrated their attention towards the expansion of education and has not devoted their proper attention towards the qualitative progress of education. The teachers do not get sufficient salaries to meet their daily needs and requirements. Besides this, there
are many schools which do not have sufficient funds to make proper provision of building and other necessary things connected with education.

6) **Defective System of Examination**- The system of examination of our secondary education is full of defects. There is the domination of matriculation examination over the whole secondary education. A school, its teacher and its students are tested in accordance with their success in the examination. According to S.N. Mukherjee, “Worse than India’s communality ridden, social and political system is her examination – ridden educational system. In fact, the matriculation examination dominates the entire work of our secondary schools. The prestige of a school depends entirely upon matriculation results and very little on real educational merits of the institutions.”

7) **Absence of Community Life**- There is absence of well – organized community life in the secondary schools of the modern period. The main reason for this is that the sports and games, excursions, physical exercises, social activities, etc., which may establish close contacts among the students, are not organized in the schools.

8) **Management of Secondary Schools**- At present three types of secondary schools are imparting educations at the secondary stage: 1. Government school, 2. District Board and Municipal schools, 3. Schools run by private bodies. The number of Government schools is comparatively far less than the number of schools run by private bodies. The main cause of this is that instead of taking the responsibility of education the government has been encouraging the
establishment of schools by giving some grant –in – aid to the schools run by private bodies.

9) **Unilateral Scheme**- The scheme of education is unilateral. It concentrates its attention on preparing students to enter the university. It fails to bring out the best in the teachers and the students.

10) **No Scope for Self – Expression**- A rigid time – table, unsuitable text-books and unduly syllabus is not given to the teachers in sufficient opportunity for self – expression.

11) **Defective Emolument System**- The emoluments of the teachers are not lucrative. Therefore, competent and experienced persons do not care to enter in this profession.

12) **Unbalanced**- The education imparted is unbalanced, narrow and one sided. Hence the all-around development of the personality of the child is not achieved.

13) **The Influence of Home on Classroom Learning**- In Indian society or more minutely in Rajasthan, we can say that the bond of family has an indelible imprint on the mind of a learner. “The family which prays together stays together.” The family which stays together spreads peace within the family in turn influences the child to achieve better in academics. Children carry their home to school every day. Students from rural background, who study in a government school face problems even with the thought of learning English as it seems unfriendly in the environment, they belong to. Certain positive factors which plays vital role in the learning experience of the children are the peaceful environment at home, openness among the members of the family, moral support, sometimes
authoritative relationship can build a check on the habits yet a warm understanding between the children and parents can enhance the child perform well in the class. A constructive and accommodating home environment helps a child to cope with the stress and qualms of the classroom. It is quite rare but incidental that adverse circumstances lead to better learning and great achievements.

14) **Faulty Testing System**- Testing is an educational activity undertaken to evaluate the performance of students, activities of teachers or the efficacy of the curriculum. Testing is not something isolated from the mainstream and unrelated to the learning process but an inseparable part of the whole instructional program. But unfortunately the system of testing that is prevalent for English in India is not only archaic but also fails on the parameters of validity and reliability and often produces the negative wash back. It encourages rote learning that defects the objectives set for the teaching program. In India, a comprehensive system of language testing capable of satisfying all the essentials of validity, reliability and practicability, is still largely a need in the testing of English language.

15) **Lack of motivation**– In the process of learning a language, motivation is one of the key factors for success. Motivation to learn a language is a complex process as it involves social and cultural issues. Generally we find that the student without any encouragement and guidance think very difficult to learn this language.

16) **Mother Tongue Interference and Bilingualism**: According to C. Paul Vergheese-
One of the problems that every English teacher in India has to contend with in the classroom arises from the pressure of the mother tongue on his students. That is to say, the mother tongue of the students of a particular language group learning English as a second language influence their performance in English is such a way that almost all of them make the same type of mistakes in pronunciation, spelling, grammar and vocabulary.\textsuperscript{16}

For instance, a faculty, construction such as ‘Though she made several efforts, but she failed to achieve her goal, in which ‘but’ is used instead of ‘yet’ or ‘still’ is the result of the influence of the mother tongue on the speaker.

Thus mother tongue interference is a serious problem that is confronted with in the teaching of a second language. By the time, child begins to learn a second language; he is proficient in his mother tongue. He is thorough with its structures, phonology and most of the lexical item. So when he learns the second language, he has to fight an old set of structural, phonological and lexical items in order to clear the way for the new ones. In the process of this struggle between the old and the new, there is the possibility of the old interfering with the new. This phenomenon is called mother tongue interference.

Thus mother tongue interference can be at three levels structural, phonological and lexical. How best can the teacher cope with this problem? A little linguistic awareness on the part of the language teacher can be useful in that the branch of linguistics called contrastive linguistics helps him to compare the structures of the target language and the mother tongue to determine the points where they differ. So can each phoneme in the mother tongue be compared with the phonetically most similar ones in the second language. Such
contrastive descriptions and analysis can be the basis for the preparation of language texts and tests and for the correction of students learning the second language. Robert Load’s linguistics across cultures deals with the importance of contrastive analysis in second language teaching. He says that mother tongue accounts for a number of errors and difficulties that occur at the time of learning and afterworlds in the use of the second language. According to Lado:

 ......individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language both productively when attempting to speak the language and act in the culture, and receptively when attempting to grasp and understand the language and the culture.  

Structural, phonological and lexical differences between the target language and the mother tongue cause difficulty in learning and lead to mistake in performance. Where these differences are non-existent, these difficulties and errors do not arise. But where differences exist, a comparative study a contrastive analysis of the target language and the mother tongue is necessary as learning a second language is essentially learning to overcome difficulties and errors.

Such an analysis or study will reveal the differences, weaknesses and make it possible for the teacher to anticipate the difficulties the learners have and of the certain teaching materials as to what he should teach. The result of the analysis can build into language teaching materials, syllabuses tests and research for the benefit of teacher and students.
NOTES AND REFERENCES:


7. Ibid.


9. Quantity, not quality, denotes education, *Hindustan Times*, New Delhi, Tuesday, October 15, 2013, Pg. 02)

10. After spending 25 thousand yearly on one student, nevertheless, don’t know table in fifth standard. *Rajasthan Patrika*, 12th June, 2014, Pg. 06.

11. The students of Jaipur District are not ranked even among top five,*DainikBhaskar*, Jaipur, December 8, 2014, Pg. 08.
12. Learning outcome in city schools marginally better than rest of state, Times of India. Jan.15, 2015, Pg. 4.

13. Ibid.

14. After spending 25thousand yearly on one student, nevertheless, don’t know table in fifth standard, Rajasthan Patrika, 12th June, 2014, Pg. 06.

