Abstract

1. Introduction

Today’s world is a world of globalization. It is necessary to look towards English as an important language. English language has achieved a prior place in curriculum. English has acquired the status of a third language (lower level) in non English medium schools, in most of the States and Union Territories of India. In Maharashtra, for instance, the state has adopted the scheme of study of languages for the schools of Marathi Medium, as Marathi is the first language, (L1), Hindi. The Union Language, (L2) and English as the International link language (L3)

It is venerated as a language of library. It is observed that there is a scarcity of competent English teachers in most of the schools. It resulted in deterioration of teaching-learning of English language. Most of the teachers prefer to teach English from viewpoint of examination. As Wilga U.K. points, —Frequently such teachers teach as they were taught by their teachers who taught as they were taught. The teachers themselves have not sufficient proficiency and active vocabulary.

The result is that students learning language under these teachers cannot achieve expected mastery over this language. The falling standard of teaching English is due to the lack of competent English teachers in secondary schools. —Meanwhile the standard of English has been deterioration so fast that a conscientious teacher does not know where to end at teaching English.

The Maharasht ra State Board of Secondary and Higher Secondary Education has adopted the study of English of one level only, which is called uni -level for standard XII

It is observed that the most of students who have failed, in the H.S.C. Examination are from Marathi medium. They get less marks in compare to English medium students at the H.S.C. Examination as they offered English as third level (Lower level) at the S.S.C. Examination.

The Researcher believes that this research study will help to identify the facts of failure in English in H.S.C. Examination. It will also be useful for developing remedial material for them to learn English in Standard XII. The emergence of English as a global language is having considerable impact on policies and practices in all countries. It reveals significant problems, including confusion and inconsistency at the level of policy, particularly regarding teaching method, effective language, instruction inadequately trained and skilled teachers and a disjunction between curriculum and reality.
2. Objectives of the study:

1. To collect the achievement in English of the students (Third Language) at the S.S.C. Examination.

2. To find out achievement in English (unilevel) of these students at the H.S.C. Examination.

3. To compare achievement in English at the S.S.C. and the H.S.C. Examination.

4. To locate and identify the errors made by students.

5. To prepare Remedial Material based on errors of students.

3. Hypothesis

**Research Hypothesis**: There is a significant difference between means of achievement in English at the H.S.C. examination of a selected group of students who have offered English (First language) and English (Third language) at the S.S.C. examination.

The researcher has accepted research hypothesis and he has rejected Null hypothesis. It means that the researcher has solved his research problem with the help of above hypothesis by using various statistical tools.

4. Selection of Sample

1. A sample for this research is selected through non-probability purposive sample method.

2. Five hundred students from Marathi medium & five hundred from English medium are selected from various colleges of Pimpri Chinchwad area.
5. Findings of the study

1. The students of Marathi medium are doing more mistakes in English at H.S.C.

2. The students of Marathi medium are get less marks in English at the H.S.C Examination.

3. The students of English medium get good marks in English at the H.S.C Examination.

4. There is a significant difference between means of achievements in English at the H.S.C examination of a selected group of students who have offered English (first language) and English (Third language) at the S.S.C.

6. Suggestions

For syllabus designer and Expert.
1. Deliberate efforts are necessary for the general improvement in English at H.S.C level.
2. Syllabus should be based on both language (First and Third)

For Teachers
1. Teachers should create innovative programme for the exposure of English language at the H.S.C level.
2. Teacher should give more focus on grammar and writing skill of the students at the H.S.C level.

For students
1. The students should pay more attention towards their weak points in English at the H.S.C level.
2. The students should do more practice of grammar for better development.