**Review of Literature**

English is introduced as a compulsory subject in class-I in 18 States. In Orissa, English is introduced in Class II while in Uttar Pradesh, Uttarakhand, Andhra Pradesh, Kerala, Bihar, Assam and Goa English is introduced in class III. The teaching and learning of English today is characterized by the diversity of schools, classroom procedures and teaching of textbooks for the purpose of passing the examination. English is also introduced as a compulsory subject in class-I in Maharashtra State from 2001.

Since English has become a part and parcel of our school curriculum, there have been number of problems in teaching of English even at school level. The school level is the foundation of all higher education. Therefore, there has to be particular logics and techniques to teach English at school level.

1) Mahatma Gandhi said, “Of all the superstitions India has, none is so great as that knowledge of the English language is necessary for imbibing ideas of liberty and developing accuracy of though.”

2) Pandit Jawaharlal Nehru observed that Indian languages have suffered psychologically and otherwise because of English, yet they have gained a great deal too from contact with the wider world. However, English can’t be in India anything a second language in future.

3) C. Rajgopalchary said, “We in our anger against British people should not throw away the baby (English language) with the bath water (English people”).

The article ‘**Higher Education and Human Values**’ by Dr.S. V. Shinde

Higher education in india has evloed in distinet and divergent streams with each
stream monitored by an apex body. Higher education provides considerable values to individuals to the economics where educated live and work and society in generated larger personal and social wealth it is also means to generate larger personal and social wealth it is also means to intellectual cultural and aesthetic development. Thus universities are source of key research and development. Innovation development innovations that simultaneously can be beneficial to society and conducive to economics growth.

The article **Census of India and the Grim Realities in Education Field** by **Ghansham S. Baviskar** All the underprivileged sections in Indian society were denied all the natural human rights in Manusmruti and even today in this world of science and technology the so called Pandit class practice the age old traditional and outdated rituals to promote their culture that has its base in bogus religious books. The sovereignty of Indian constitution and parliament binds people together but the divisions of the states on its linguistic base and the lack of scientific education and the uniform education policy at the state and national level give rise to the superstitions in society and thus in other way help the orthodox religious groups and Bhondu priests to spread superstitions and outdated traditions in Indian society. This research paper is an attempt to study the census of India in order to highlight the grim realities in the education field that affect the underprivileged masses who are suppressed, oppressed and doubly colonized in the religious hegemony of the upper caste Hindus in India. There are thousands of Bharats in India where human beings have been deprived their natural human rights and further divided in thousands of the castes and sub-castes to maintain the order of Chaturvarna Vyavasta in Indian society. Chaturvarna Vyavasta is a world of hierarchy that has been colonizing the underprivileged sections of the society to
maintain religious hegemony of the priest class in a caste and class structure.

The article **English Language Proficiency Test of VIIth Standard Pupils: A Case Study** by Sambhaji Suryavanshi Our study entitled “A study of proficiency in English acquired by VIIth standard pupils through the English from standard-I pattern in Marathi medium schools in Vaibhavwadi Taluka was undertaken to study competency of VIIth standard pupils in written and spoken English. The result of proficiency test indicates that the students are unable to score good marks. Yet, in case of many pupils, there is a room to have an improvement in both forms of English i.e. spoken and written, however, only two students out of hundred students obtained grade ‘O’. It was a matter of curiosity to know factors behind their outstanding performance on PT. We attempted to hold an interview of sample students and their Guardians to know socio-economic condition, domestic set up and available exposure to them.

The article **How to Teach Vocabulary** by Prashantkumat B. Kamble There are many ways by which a students can build up a sizable vocabulary; so too, there are many approaches to the teaching of vocabulary. The principle to be stressed, however, is the value of learning as many words as possible, without restricting them either to those in the lessons or to those in some particular list. In teaching vocabulary the main objective of learning language – mastering it as a living, usable language for all forms of communication – must always be kept in mind. If too much stress is placed on difference between active and passive cabulary, the student’s incentive to increase his vocabulary will suffer a setback. Each student
requires the largest possible vocabulary to express first himself to his satisfaction, and nothing should act as a disincentive to his effort to develop a good vocabulary. Every possible device should be used to encourage the student in building up his vocabulary – by means of synonyms, antonyms and onomatopoeic words as well as by guessing at meaning from contexts, studying prefixes and suffixes and analyzing words. The teacher who uses the second language in class constantly and does not use the first language of his students helps them acquire a good vocabulary. Though this may be largely a passive vocabulary, at first by ear and not always too accurately retained, yet eventually it becomes part of their active vocabulary without their realizing it.

I have Strategies in Learning and Using a Second Language by Andrew D. Cohen. This is a substantially revised second edition of the book, which preserves some existing material from the first edition and also introduces new, often innovative, perspectives on second language learner strategies. The book is intended to appeal to a diverse group of readers, ranging from second language (L2) researchers to language teachers and administrators of language programs. The book's overriding theme is that language learning and language use strategies play a significant role in helping language learners achieve long-term success in languages beyond the first language (L1).

The book English in Modern Times by Beal, Joan C. is related to As with similar books in which the development of the English language is tied to socio-historical changes, Beal's text offers those of us disinterested in the emphasis on warmongering that makes many history courses difficult to bear a pleasant introduction to British history. As an educational resource, "English in Modern Times" would work well as a textbook or with its chapters divided and used individually. Its value extends beyond courses on the history of the English language.
Students, instructors, and scholars of phonology, syntax, semantics, lexicography, British literature, and British history would all find worthwhile supplementary material for their studies within this book. Mostly, I appreciated Beal's copious examples. At times, though, I found them distracting because I am unfamiliar with some of the literary references. This is not to say her examples detract from the text, but only to note that readers without a general background in British literature may not connect as readily with these passages. I feel the same ambivalence towards her use of figures and charts in Chapter 2. The numerical representations will be seen by some as an easy way to quantify lexical innovation in British English. But, to others, the discussions of the data may seem cumbersome. The redemption of these discussions, for me, is Beal's offer of her methodology and her appeal to readers to perform their own statistical calculations. Throughout the text, she weaves her methodology with theory and data, providing a richer text, and one that is suitable for pedagogical uses. Though the back cover asserts the book "is essential reading for undergraduates and graduate students," I think it is more suitable for graduate students (and perhaps advanced undergraduates), at least in the U.S, because of the narrow focus on British English. This is not a criticism of Beal's coverage. At numerous points, she acknowledges this focus, apologizing for her lack of treatment of other varieties. My only criticism is actually that she makes too much of this issue. Her careful and respectful attitude towards other varieties of English needs no apology, and by the time I read the last chapter, I did not feel I needed another justification for her dearth of attention to my native variety (American English).

The book *An Introduction to the Grammar of English (Revised Edition)* by Ellyvan Gelderen is related to
The text has numerous attributes that make it a good choice for students who would like to improve their knowledge of the basic syntax of English. The chapters can be easily covered in the course of a semester, and the book contains useful exercises after every topic. Although it targets an audience without prior knowledge of linguistics, it does not oversimplify grammatical concepts, as is done in some comparable texts, such as Altenberg and Vago (2010). The textbook is based on both generativist and traditional grammar approaches. Controversial syntactic analyses are avoided. For example, there is no discussion of mixed category constructions such as the verbal gerund, deverbal nouns, or participles, which have verbal and adjectival properties. The book is restricted to a purely syntactic approach, with limited discussion of morphology and semantics. It does not consider insights gained from the study of phonology that inform some aspects of syntax, as discussed in Nelson and Greenbaum (2009), or the study of pragmatics, as discussed in Brinton & Brinton (2010). While the notion of context is mentioned, for example with regard to formal and informal uses of English, there is no explanation of how extra-linguistic contexts and co-text interact in language structure. For example, the term topicalization, introduced in chapter 11, is associated with syntactic movement of topic elements to the sentence-initial position. It is pointed out that topicalization can serve to front old information, but there is no introduction to the classification of old and new information or to information structure (e.g., Erteschik-Shir 2007); more content is needed on the pragmatic constraints that are responsible for movement of sentential constituents.

The article **Responsibility of teacher** by A. H. Saudagar is related to Education is a life long process it goes on continuously and we get education by
two ways i.e. formal and informal the former provided by schools colleges universities and later informer from families friends colleagues at work and everybody who come into with us the formal education prepare students to stand on their own feet whereas informal prepare them to be on ideal member in the society.

The article Teacher: Mother of Education by Mulawkar is related to education is student centered process every person in education is meant for all round development of student the teacher is the nearest person to student our Indian culture Indian tradition and Indian the education call teacher as gurumauli

The article Higher Education In India: Issues. By B. H. Damji is related to Higher education plays very important role in the development of a country elementary and secondary education cater to the needs of a common man while higher education leads man ahead of others in the competitive world the government of india has been trying its best to ensure progressing the growth of higher education the present research paper intends to focus on various important issues in higher education in india

The above expressed views state the fact that how English is important today. As we know that government of Maharashtra had made English as compulsory subject from class-I from the year 2001-2002 and this is very surprising to know that even after teaching English for 10 years at class-I, still there is a lot of scope for teaching and learning of English in schools and colleges. The traditional methods used by language teachers while teaching English do not help students to pick up the language. At this stage even the attitudes of teachers and parents are very important to get to the goal.

The position of English today is much different. It has lot much prestige and enjoyable position. Today English in all non-English medium schools is taught
either as a second language or a foreign language. Maharashtra state has been started teaching English from the first standard in all Marathi medium schools. The English is taught for six to eight periods a week. And the methods which are used by teachers are traditional without any innovations. This is very much found in results at various tests. This situation is not very satisfactory. In the rural areas like Gadhinglaj, Ajara and Chandgad Talukas the picture of teaching English is more distressing.

It is found that grammar translation method is extensively used in the rural areas. This method does not help students to pick up the language or the mastery over the language. So at pedagogical level, there has to be certain modification among the teachers of English. The present research aims at providing some concrete suggestion at pedagogical level.

**English language is important necessarily for the following reasons:**

1) English is the language of international politics, trades, commerce, industry, information technology, International conference, competitive exam and internet - email etc.

2) Statement of the problems-

   A study of the problems of teaching English language in the Marathi Medium schools in Kolhapur District. South Region:(With special reference to Gadhinglaj, Ajara and Chandgad Taluka)

3) Significance of the Problems –
i) The investigator has selected Gadhinglaj, Ajara and Chandgad Taluka (Kolhapur). It is situated near Kolhapur and the researcher is well acquainted with the vicinity. And he is also aware of the education difficulties prevailing in that area. She is also familiar with teachers of English from that area. She also knows the education standard of schools, teachers and children of that area. And the researcher in confident that they would extend all possible to help.

ii) English has been described as a pipeline for the stream of knowledge in all branches of learning. It is a library language which may be a key to the storehouse of all knowledge. Most of this knowledge is not yet available in Indian languages. It is in this context that the role of English as a library language becomes important.

iii) English is the link language in India.

The investigator discusses the problems of teachers of English at primary level with Education officer, Block officer, Kendra Pramukh, Educated parents of resource persons working in the area in the field of Education. Researcher will also talk to the Head Master and Head Mistresses.

Students are taught English with old traditional methods. English is taught compulsorily at the primary level in all the Non-English medium schools. The syllabus committee prescribed syllabus for primary students. It is skill oriented more weightage is given in the syllabus to four skills. Keeping in mind, the teachers do not follow right method in the class while teaching. They lack knowledge of proper methodology. They do not give sufficient chance to the students for improving four skills. Teaching aids are not used by them. Most teachers have lack of knowledge of Phonetics, so the students have to face a lot of
problems. The problems are overcrowded class, in-service training program, economical and administrative lapses etc. Therefore the research has taken up the problems of teaching English in Marathi Medium Schools in Gadhinglaj, Ajara & Chandgad.

Under such circumstances, a survey is to be taken of Gadhinglaj, Ajara & Chandgad which included educational department schools, teachers and parents.

A) Geographical location of Gadhinglaj, Ajara and Chandgad
   a) Climate
   b) Forest area
   c) Agriculture area
   d) Density of population
   e) Literacy
   f) Temperature
   g) Sex ratio: Males, Females
   h) Village
   i) Education tax

B) The rainfall and climate
C) Means of livelihood
D) Life pattern
E) Peoples economic condition
F) Historical background
G) Social and cultural activities
H) Educational Background