

U.G.C Sponsored
MINOR RESEARCH PROJECT
ON
CHALLENGES AND PROSPECTS OF
TEACHING ENGLISH AT RURAL HIGHSCHOOLS

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FINAL REPORT

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INTRODUCTION

Education is the beacon light shed on the path of life that makes human life more meaningful. It is a process of learning through formal learning at schools and colleges. There are also innumerable ways of learning through life. Learning is an un-ending process. But it actually starts at home; usually mother is the first teacher. She teaches her child every moment, at every step and with every touch of love. A child learns at every step from all directions. But this informal learning needs some discipline some method and systematic process. This discipline, method and system come through the formal schooling. Every child needs proper schooling.

But schooling scenario is not that equal everywhere in India. As the area of my study is rural Karnataka in general and Huvinahadagali Taluk Ballari District in particular. North Karnataka and particularly Hyderabad -Karnataka is not privileged of proper schooling. It is still deprived of sound learning and teaching. Though Ballari District is a bit ahead when compared to other districts of the area, it still suffers low schooling opportunities or no schooling at some areas. Everyone has not equal learning opportunities, though Government of Karnataka tries to boost up learning process in this area, teaching English is really a big challenge.

Huvinahadagali is situated in the farthest western end of Ballari district and some 150 Km away from district headquarters. Hence, it is obviously deprived of the immediate link with district administration. Since it is an agrarian area mostly the parents are less educated or with no educational background. As the parents have no learning of English language, their children are facing problems in learning the language. So, teaching English is a big challenge, it needs different perspective and different approach. English remains still alien and English teacher is treated as an outsider. Local Government schools offer to teach English Alphabet from 5th standard, and the whole learning effort would be in their mother tongue-Kannada. Even after the completion of primary schooling, the students are not well versed in English, show the less interest in learning English at high school level. High school teachers have a Herculean task on their hands of teaching English with no English background, and English atmosphere. It is always the English teacher most targeted, as the result would be very poor. So, it prompted me to take up a study “ Challenge of teaching English at Rural High schools, especially in Huvinahadagali Taluk , as I am also happens to be an English teacher though at college level.

AREA OF MY STUDY

Huvinahadagali is an abode of happiness and the land of fragrant jasmine. It is a remote Taluka place situated at the western end of Ballari District, with the population of some 35,000, on the southern bank of river Tunga Bhadra. It is normally considered as “ a rain-shadow region”. But lots of irrigation efforts are made by the farmers who normally grow Jasmine and beetle leaf in large quality which is sent to Davanagere, Shimoga, Hubli, Dharwad, Hosapete and Bengaluru. Shingatalur lift irrigation Barrage has been constructed recently which has made our Taluk more green ,more cultivated and more productive.

The sthala purana of our town and Taluk is very interesting. At the time of the regime of great Vijayanagara empire, a boatful of fresh flowers and beetle leaf used to be sent along the course of river Tunghabhadra to Hampi for the worship of Lord Virupaksha the principal deity of the empire. He was offered Jasmine fresh and fragrant every morning. Thus, our town was named as “Poovina Podangile” -“Poovina Posa Podangale” and in the course of time it became “Poovina Podangali”, and Huvinahadagali as it is recognized now.

Our Taluka was a centre of Chalukyan architecture Rani Rebbaladevi who was the queen of “Raviga” a valorous

chieftain of Chalukyan empire. She was the daughter of our Taluk, so she built temples for Kalleshwara both at Huvinahadagali an Hirehadaglai, Keshava and Benne Krishna which are well known for their beautiful sculpture.

Earlier our people used to depend on rain and small irrigation units under tanks and river. They used to grow in small quantity and led their life with self-content. They were happy with what they had normally led a happy life. But the whole scenario of our Taluka has changed due to various reasons. Farmers started getting their land irrigated with the river water with the help of pump sets and bore wells. Floriculture, Horticulture became the main purpose of cultivation Jasmine, Kanakambara and Sevanthige began to be procured quintals and tons together. Beatle leaf used to be grown and sent to various towns nearby.

Many political leaders who represented our legislative segment came into prominence at state level and brought various development plans and schemes. Yet there were no educational opportunities and people used to flock to Bengaloure, Mysure, Dharwad and even to Ananthapur and Madanapalli nearby cities in Andra Pradesh. Later a good high-school was established by Taluk Development Board as the first attempt by the fore-sighted leaders.

Now it is a revenue taluka in Ballari district and one of backward talukas enlisted in Dr. D.M. Nanjudappa Report.

Huvinahadagali Taluka 36 Govt high schools, 06 aided and 9 un-aided composite junior colleges.

A few public schools a convent schools have come up in the vicinity an it may change English learning scenario, though not immediately. Then the intensity of the challenges for English teaching may gradually subside. My study tries to focus on the challenges and prospects of teaching English as second language in rural high schools.

THE FUNCTIONS OF LANGUAGE

Human beings were not able to express their feelings; they used to speak with body signs. And those signs slowly became the origins to form the language. Body signs gradually transformed into lingual signs, which led to innovate writing it on sand, stone and finally on paper. When language became the way of expression through words, it is one of the unique creations which was endowed by nature and only human-beings can express themselves and no other animals. Language became the means of communication. It is both spoken and written. Human beings use speech organs of the body i.e., lips, teeth, vocal chords, lungs to produce speech sound. A few scholars have tried to define language possibilities. A few definitions can be illustrated here.

- “Language is the expression of ideas by means of which speech sounds are combined into words, words are combined into sentences, and combination of sentences give shape to ideas and thoughts” – Dr. Sweet.**
- “Language is a set of human habits, the purpose of which is to give expression to human thought and feelings especially to impart them to others” – Otto Jasperso.**

- **“ We celebrate ‘ words’ as the most glorious of all human intentions, invariably the finest of our achievements” – Richard Lederer.**
- **Language is articulated system of signs primary in the medium of speech”- B.H.M. Strong.**
- **“ Whenever ideas fail, men invent words”- Martin H. Fasaler.**
- **“Language is the dress of thought” – Samuel Johnson.**
- **“ Life and Language are alike sacred Homicide an verbicide” –Oliver Wendell Homes.**
- **The English Language is nobody’s special property. It is the property of the imagination. It is the property of the Language its self – Derek Walcot.**
- **“ Learn a new Language and get a new soul”-Czech Proverb.**
- **“ One Language sets you in a corridor for life. Two Languages open every door along the way”- Frank Smith.**
- **“Knowledge of Language is the doorway to wisdom”- Rajar Bacon.**
- **Language is the blood of the soul into which thoughts run and out of which they grow- Oliver Wendell Holmes.**
- **Language is the road map of a culture.**

The inference of all these sayings can be summed up as the Language is a rare gift and it is social gift, and behavioral gift what has made human life easy and understandable. It is

an acquired behavior and its main function is to carry out the communication between and among the people.

Every Language has so many functions. It has helped human being to become highly expressive, whatever he/she feels, whatever he/she wishes to express is made possible through Language. The functions of all human languages are almost sincere. This is also true with English Language. The functions of the Language can be discussed as follows:

1. Language has informative function:

Language is learnt to receive information and also import information to others. Language has both verbal and non-verbal forms through which knowledge is acquired and imparted. So, the most prominent function of the language is informative. This informative function makes language most useful tool of knowledge.

2. Language has Directive function:

The second function of the Language is to give directions to other people, in the routine of the day today life. Language is used to direct people to perform various works in daily life. A teacher directs his/her students how to study, remember and reproduce the information and knowledge whenever it is asked to be expressed. A police officer maintains the law and order and controls common human societal behaviors by law.

All the people and life activities are regulated by law the police officer gives direction to control people and brings out discipline by giving directions. And these directions are giving through the Language symbols. Those formal communication direction are but the part of Language.

3. Storing of the knowledge:

Assimilating of Knowledge is made possible through language. This assimilated knowledge is stored in the form of language. Human inhabitation on earth, societal behaviors, cultural heritage, and human history are recorded in language. We would not have preserved all these if our language has no storing function. Language stores all human ventures, scientific researches, growth of technology all are stored in lingual forms.

4. Language has Expressive Function:

As Martin H. Fischer says “Whenever ideas fail, men invent words’ this invention of words, led to the formation of Language. All human feelings are felt but expressed with the help of language. All human feelings are being articulated through language. We express ourselves, our thoughts, feelings, emotions, wishes to others through a commonly known Language.

5. Language has Creative Function:

Any Language has a creative strength as it is the result of human creativity. Human being is a creative being who has creative so many things. Language is one such, human creation. All the literatures of the world are but the out come of creative expressions. These, creative expressions are made through the vehicle called Language. Shakspeare, Kalidas, Valmiki, Shelley, Keats, Wordsworth, Pandit Nehru, Rabindranath Tagore, Arabindo and M.K. Gondhi have made phenomenal contributions to the world's knowledge. But achievement of these literary giants would not have been possible without the help of languages. These great thinkers gave vent to their creative ideas, through their respective languages. The great literary contribution are made through lingual devices. If the language has no creative function, it would not been recognized and appreciated without creation function of Language.

Education is an ever growing and ever-learning process, which makes us believe in ourselves. This belief in one's own self bring us a positive mood it fosters a positive perception of life. This self belief and positive outlook brings us a positive force and lead us to do noble deeds in our life.

Indian education scenario has got an interesting dimension –all educated people are not useful and all un-educated people are not useless. What is good and beneficent to the community, should be the motto of our education system. Education at city places and education at rural India

are not same. Rural education bring about social change and community development. In rural schools you can't find the same luxurious, advanced, computer aided facilities. Thus, it limits the possible good results and rural students as well as rural teachers have multiple difficulties which poses hardships in the path of better education for the rural students. Limited resources, teaching aids and depending heavily on chalk and talk technique still. Till today most of the rural schools are yet not fully staffed and not fully advanced.

Teaching English in this backward area, deprived of all facilities is a hard nut to crack. English is taught as second Language as the mother tongue Kannada happens to be first Language. Thus English Language is still an alien tongue.

ROLE OF ENGLISH LANGUAGE IN INDIA

English Language plays an important role in our life. Over two centuries ago English came into Indian life as a language of rulers, and spread like bush fire all over India. It became a bridge language to transcend the barriers for both western and oriental treasure of knowledge. English happens to be medium of instruction. So, it plays a vital role in Indian education system and common stream of life in India. Lord Macaulay formulated present education system. But his wish was not make India enlightened , not to bring a , dawn of new awakening in the oriental traditional life of India, but to produce clerks and Baboos to help East India company or the British Rule. He declares that the this education system to produce “ A class of people, Indian in blood and colours and English in taste, in opinions, in morals and in intellect”.

But the result was not as the wish of Macaulay it took a shape of multi dimensions. A ray of light cannot be hidden. The air cannot be caught and tied so was the introduction of English education system in India. It brought a dawn of new avenues of knowledge and learning to India. Though the British rule did not mean to educate India in the real sense but as the light has no barriers. So, is the result of education opportunities. Macaulay was not that villain in implementing English educational system in India. The greatest freedom fighters like Raja Ram Mohan Roy supported the anglicist movement in India which reflected in his view “the

dissemination of useful knowledge of science and literature through the medium of English Language” Indian leader like Mahatma Gandhi and others were influenced by English thinkers John Ruskin, Thomas Carlyle, Lincoln the founders of Indian National Congress happens to be an English man Allan Octavian Hume. Later English Language became the inseparably Indian stream of knowledge. It also gave vent to new trend of learning in the field of science and technology. It brought about expansion of horizons of understanding international developments, and made it possible of knowledge of world scenario. After a prolonged struggle India became independent, English Education system was seriously questioned, many oppositions were raised against it. Nationalists opposed it strongly that English should be replaced by Indian traditional education, and Indian languages should be the medium of instruction. But these Indian languages were not spoken and known all over India. There were various an innumerable languages and dialects which were not known to the other parts of India. Hence English remained as link language, both at national and international levels, All the vibrant dimensions of Indian literature in different languages got translated into English. English remained in Indian life still it is ruling the whole Indian Education system. It is widely -spread like bush fire and it has become an integral part of Indian life, both urban and rural.

ENGLISH AS A LANGUAGE – NATIONAL, INTERNATIONAL.

In the post independent India, our constitution has recognized English as link language for only 15 years from the date of adoption of it.

I have travelled for end wide over the different parts of India. There is no common language spoken all over India. There are as numberless languages, provincial, local dialects, but they can not connect us with a common tongue. We Kannadigas speak Kannada, so are Telugas, Tamilians, Maleyalees in south India, Hindi, Gujarathi, Oriya, Marathi, Rajasthani, Punjabi and dialect like Bhojpuri in North India. There comes the role of English as a link language all over India. English is spoken and understood all around Globe, so it serves as link language at international scenario.

The commission of Indian Education(1964-66) has also put forward the inevitability of continuation of English as common link language which makes higher education easy and it brings about National Integration. So, English remains as common language to connect India. So, the First Prime Minister of India Pt. Jawaharlal Nehru advocates the continuation of English, though he believed that Hindi could be a replacement but not immediately. So, he says “..... But I wish to avoid the danger of one unifying factor being pushed

our without another unifying factor fully taking its place. In the event there will be a gap, a hiatus must be avoided of any such kind in all costs. It is very vital to do so in the interest of the country, Thus English has vital role to play in keeping India integrated.

English is spoken for and wide all over the world, though there is a strong resentment in some eastern parts of the world like Russia, Japan and China against English, it happens to be mother tongue for more than 350 million people 430 million use it as second language. Though Chinese claims that more than 700 million people speak Chinese but recent finding makes it clear that not more than 400 million Chinese speaking people in the world. So it is now clearly proves that English is spoken most widely in the world. Chinese language is confined to the Chinese sub continent where as English spread throughout the world.

English is the second popular tongue, which is spoken by nearby two hundred thousand Indians as their mother tongue. Quite a few states like and territories like Nagaland, Meghalaya, Arunachal Pradesh, Mizoram and Sikkim have accepted English as their official language. Hence, English still plays an important role both at national level and international level. Apparently English is to be continued as a link language.

English – A Library Language

This concept of a library language was first presented in the report of Kothari commission (Indian Education Commission 1964-66). English happens to be library language in India. It is not Hindi or any other Indian languages but surprisingly English.

Generally the medium of instruction should be in the mother tongue. The literature of a language is to be recorded in its mother tongue. Mother tongue happens to be the medium of instruction. But in India every state and province has different language and local dialect also. When it is the case of common library language English happens is the common language studied, understood and appreciated. The literature of the whole world is translated and treasured in English. All disciplines of knowledge, science, commerce, literature, medicine Engineering is kept stored in English. The knowledge old and new, oriental and western is translated into English. Whether it is technical, scientific, humanistic, religious, ethical, philosophical all branches of knowledge are being put in English language. The whole treasure of knowledge is being stored in English.

CHALLENGE OF TEACHING ENGLISH

Teaching English at rural schools is still a big task, though there are a lots of changes have taken place. All the new methods new teaching techniques, teaching aids, AV facilities and smart class teaching facilities are not always available at all rural schools. An English teacher is all expected to be a facilitator of the learning avenues of English language. Recently rural high school teachers are being given various training efforts to improve their teaching techniques. They are over burdened with lots training hours and less teaching possibilities. All new techniques, new ways are being imposed on them with sheer negligence. It is not always noticed that whether this chosen teacher is fully equipped in rural high school though the teacher is eager to teach but the given atmosphere is not conducive.

The students have no prior learning at all when they attend classes it is all new about English including alphabet learning. Hence, an English teacher has big task on his hands. Rural students are like a piece of granite slab on which the teacher is expected to draw pictures, bring a beautiful shape. Students have no English learning atmosphere either at home or at societal situations. Normally rural parents are not interested in sending their children to schools. They treat their offspring as promising, upcoming farm hands to help them in

their agricultural activities. We can't just keep blaming them for their non co-operation. They are very poor and have to struggle very hard to earn their daily bread. They can earn a bit if only somebody help them in their endeavors. Those somebody sending children to schools is not that important for them. So, it is so miserable task of the teachers to motivate the un-willing parents and equally unwilling children.

The rural teachers can't stay at their work places as there are no housing facilities in the villages and the road connectivity is still a big story. Rural schools are situated in remote corners of rural areas, and transport facilities are so scanty. A few villages have no road connections yet so the teachers normally stay at a nearby city and travel daily by catching rare bus and arrive at school on time. The rural schools have no facilities like separate wash rooms, rest rooms, pure drinking water facilities. If it is the case of male teachers God only can help female teachers. It is an un ending saga of inconveniences and difficulties.

The rural teachers are less informed when compared to their counter parts in cities. They do not come to know changes and new policies and changes in schedules of schooling. There are lots of schemes to keep rural teachers updated through training camps, conferences, action courses like Chinnara Angala, Nalikali, Marali Ba Shalege, Ba Bale Shalege and so on ,sometimes these teachers are so engrossed in these training efforts they hardly have time enough to

teach. The facilitators at these trainings camps are rarely inspiring and motivating. As an English teacher, I have participated in many camps I have found the trainers are badly informed and inadequately educated. The complete knowledge is not at all possible at these levels of training.

Teaching English needs knowledge of English language both for teachers and upcoming learners. Rural students are not always comfortable in learning English. It is because of no English learning atmosphere at home, society and school. So every letter, every word is to be repeated, every sentence is to be taught slowly. Immediate results, magical achievements are not possible at these given rural situations. It is even the worst situation if the teacher is new and not properly equipped with teaching English, who have hailed from rural area. I am not talking about rare situations. It is so common in rural schooling rural schools have less facilities and more problems. Learning is a never ending process which leads to acquisition of knowledge. This acquiring knowledge at the time of schooling is only achieved only 20-25%. But if a student keeps continuously learning he/she can achieve anything. But as far as learning English at rural areas is but shaky, not very confident. The boys and girls feels apprehended. The mental predicament of them about English is not so promising. If they keep their face lifted up with confidence they can learn better than city dwellers.

As for as modern learning methods like projects and assignments the rural students falls short. They can't complete them properly because of time constraints. They have to support their parents in their agricultural activities before and after school time. They won't have time enough to complete their home assignments and project works neither in the morning nor in the evening. Extra coaching, remedial classes are not possible as both students and teachers have not enough time.

There is still dirth of subject teachers in both government and private high schools. A school actually needs six teachers for six subjects taught. But rarely a school get all the six teachers to teach six subjects. For example a science teacher (with B.Ed- Chemistry, Botany, Zoology) is forced teach English and sometimes Mathematics also. Some history teachers teach social science. This type of hap-hazard allotment of subject's causes havoc, none can teach unknown subject better. How can you expect a Kannada or science teachers teach English effectively and inspire the students?

As per 2016-17 requirement of teachers at high schools 46, 704, teachers as there was vacancy of 54,170 posts. And one more fact is alarming that these implementations of Government programmes like, Ksheera Bhagya, shoes, socks distribution of medicine, cleaning of school campus. Every month these teachers prepare and upload –student achievement, tracking system . on line, tests, exams and up

loading of results as there are no clerical staff in Karnataka in more than 60% of high schools , have no clerks.

According to Prof sripada Bhat a veteran educationist – Present selection of text books, teaching methods, learning methods are not at all useful. There is a need to take care of not politicizing the text books text books should not be changed time and again.

The quality of teaching in B.Ed has considerably gone down as there is lethal race between so many B.Ed institutions, more than 92% of them are run by private organizations. So, there is no control and regulation in regard to maintain the quality of these institutions.

In rural India there are class discrimination, class and caste difference still alive though not rampant like earlier days. This also comes in the way of learning English. All government schools are Kannada medium schools invariably. Rural boys and girls will not have opportunities to go for English medium schools like convent schools and public schools.

One major setback as for as rural schooling in concerned is the absence of good quality teachers. Now a days all newly appointed teachers are ambitious and they don't want to teach in rural high schools. They will never build their homes at rural areas where they are actually working, but instead they prefer to settle themselves in cities nearby. They never feel at

home in villages, feels segregated and isolated. This helps in the slow fall of their interest and enthusiasm in teaching English sometimes they have low salary, less opportunities of updating their teaching skills. They are used for all types census and such activities by the government authorities. A few teachers can adjust themselves to the rural schools and given situations. One more problem for them is that they cannot fix themselves to teach English. They are expected to teach different subjects to different classes. For example a teacher teaches English of 8th standard, he may teach science to 9th standard and social studies to 10th standard. Invariably his concentration will not be on one particular subject this distraction of attention and effort is divided into various subjects. He cannot be an expert teacher in any subject. Subject specialization cannot be achieved by him, special area of interest cannot be focused. It seems that it is an effort of mastering none. Language teacher needs special preparation like training, study and a thorough knowledge of the subject. Though English has become an Indianised language in cities. But in rural areas especially north Karnataka areas there is a sort of pre-occupation that it is not easy to learn. This inhibition has to be eradicated by proper study and preparation. There are lots of trainings for English teachers in Karnataka. But these trained, specially skilled teachers are not properly distributed. Recommendation, higher education amendments are trying to recruit more qualitative teachers

and distributing them properly rural school face many challenges like geographical remoteness, lack of resources both physical as well as academic, and lack of community involvement. Government schools are not in good condition-building are so dilapidated, lack of furniture, deprived of good library and support materials which are necessary for sound learning. Rural students are not always attentive and not attending the classes regularly.

Another alarming problem in rural high schools is a very high rate of drop outs. More than fifty percent of enrolled students leave the school for various reasons. Boys go to lend their hand to their parents in agricultural activities. Girls remain at home to tend the family affairs. They show less interest in learning, lack of qualitative teachers at rural high schools pose a number of obstacles in learning process and rural high schools are to be strengthened yet, funds allocation is not always same to both rural and urban schools. More funding is necessary to the rural schools, as they are lagging behind needs improvement. As the recent studies in this regard world bank assessment has recorded, 30% of total educational funds goes to the educational institution at higher level, more money is spent for less numbers students – privileged few. Even budgetary allocation towards rural schools is not so promising. Low priority is given to rural schools that undermine the prospects of it.

High illiteracy rate among our rural folk is a big hindrance as for as boosting the rural schooling. So owing to these factors rural schooling is so poor. Some drastic steps are to be initiated immediately let rural high schools should not be a neglected area, it is to be focused more, helped to grow new hopes and prospects is detrimental for them. Now a days we can find computers at rural high schools. But there is a day-long power cut which renders those computers useless.

These are some of the challenges which I find through my study. These are very many, and multi-dimensional problems. A strong and all inclusive educational policy is needed. A proper study in this direction is the need of the hour .India is a nation so full of villages. The village life is always deprived of modern touch especially in the field of high school education, smart classes, computers accessibility, good useful books, qualitative English atmosphere, good English teachers, proper training and planning is essential. These are to be addressed immediately, efforts are to be made at various level. Rural English teachers have to play a vital role to change the present hopeless scenario into a promising one.

PROSPECTS OF TEACHING ENGLISH

Though the rural schooling scenario is not very promising, some of the new education policies, some new concepts are there to improve present conditions. A few strategies seems to be helpful as for as improvement, as the Association of state boards of education has expressed their satisfaction regarding the recruitment and training of teachers is adequate. As I already mentioned earlier, the problem lies only in the proper distribution of these quality teachers between urban and rural schools. Further the higher education amendments are helping in improving teacher recruitment, and their training lots of grants are given to improve their quality and reduce the gap between rural an urban schools.

It is necessary to not only the recruitment of quality teachers but also to retain them in rural school. Governments have to make it compulsory that newly recruited teachers work at rural schools at least for three or four years in the beginning of their service as it is done in the recruitment of new medical officers who are compelled to serve first three years at rural hospitals. And the disparities of the salaries of rural and urban school teachers are to be corrected. Rural teachers are to be given handsome salaries and special incentives. The construction of new quarters in the vicinity of the rural schools is another step to attract newly recruited

English teachers to stay in villages. Improvement of schooling scenario is a must. The hands of these English teachers are to be strengthened with providing more and more smart classes, computers and network connection, modern teaching aids, maps, charts and at least one language lab at a school. These teachers are in need to be properly upgraded, updated by training in teaching English regularly.

Instead of one way teaching and chalk and talk affair of dull and boring type, new methods of teaching English are to be initiated. More and more group discussions, group learning activities, seminars, workshops, team management and inculcating leadership qualities, teach less and make the students learn more techniques are some time-tested methods, which can be implemented in teaching English in rural high schools instead of reading text and explaining the content of the lesson as usual. More dramatic presentation of the content of the text is more useful. Dramatization of characters of the text, participation of students in the enactment of these characters, singing loud the poems prescribed instead of dull recitation, role playing are some of the methods which can be used to make English teaching at rural high schools more effective and emphatic. Thus teaching English can be made attractive and endearing.

Even in these modern days the rural students are still feeling shaky and not very confident in learning it .So make it more simple, understandable and enjoyable. First make it

clear that English is a language as any other language like Kannada, Telugu, Tamil and Malayalam. Make them understand that it is no more alien Indian or Indianised one. There are some simple rules and regulations that form English language. Then the introduction of its formation, alphabet, word formation parts of speech, figures of speech, simple introduction of language. Make the students feel at home while learning it. If possible make a comparative presentation with their mother tongue. Localize the English situations to make the learners to appreciate this endeavor, make them to know the deference of oriental and European life styles, culture and allow them slowly to follow them. If possible narrate them the stories of Shakespearean Dramas. One story a day, one song a day, one word a day, one life situation a day in the beginning. This is what I am doing since the inception of optional English for B.A. classes. The students I receive are same rural students with little or no background of learning English language. I teach with bi-lingual approach but it is not all translation method. I present both of them English and Kannada-the local tongue simultaneously not mixing both on any situation. I present them separately . It is the teacher who is the most important stake holder of the education system needs to be positive by his mind set. It is this positive approach and promising attitude matters most. Unless we the teachers are inspired we cannot inspire any one. Unless a lamp is lit it cannot light any other. So, this positive approach,

healthy attitude and mental preparedness can bring wonderful results. As an English teacher I feel that unless we personally enjoy the subject. we teach we cannot bring about positive effect. . We must not forget that teaching is not merely –daily bread earning profession, but nation building endeavour. I strongly believe that nation is what the teachers make it. So don't be negative or cynic and don't teach the pupils negative ideology and negative approach . life is not worth living without positive attitude, imagination and a hope for better future. If we sow the live and good seeds we can reap bountiful yields. So it is essential and decisive for the English teachers to be positive in their approach, retaining the flavor, accent, features as it is. But this is not done in a single day or in a short period. It can be done slowly and systematically. Go up slowly as climbing the steps upstairs one by one. Allow the students memorize, meditate and enjoy what they are learning slowly a certain interest, an inclination grows in the young learners. There is always time enough to go for text and its content make a positive move in making this teaching and learning activity simple and enjoyable. Only a positive teacher can bring positive effect and positive results. This positive move to push forward makes wonders.

Physical education is to be made compulsory, as there is need to maintain balance between physical and psychological progress of the students. Normally a brilliant student keeps himself away from playground his mind grows and his body

becomes weak. Hence, to achieve the all around development of the pupils both body and mind are to be equally strong. Then only there can be equilibrium. There should be an access to have interaction between English teachers. If they find any difficulty they can talk to their senior and find the solution. This open-hearted approach is necessary to become a good English teacher. They interact through web site, special Apps. The questions and queries arise at the time of teaching can be shared with subject experts and get the answers on the spot can build the confidence of the rural English teachers. Recently the government has tagged 8th standard with higher primary schools. It is planning to include PUC education at school campus from 1st standard to 12th standard. If this be implemented, there should be 2 separate departments in each schools –teaching and administration. A teacher becomes free from other than teaching activity. A teacher teaches, the administrator manages the administration. It can help the present schooling conditions, thus a teacher remains a teacher, there are some bright example of better schooling conditions in India Kerala education system in one such example Kerala is situated in the farthest southern peninsula of our nation, the literacy rate is far higher than any other state in India. Though most of Kerala people are educated but the government cannot give them employment. The unemployment is higher with pressing intensity. So, these educated Kerala go all over India and some of them go

abroad. But these employed Kerala people who are living outside don't forget to help their native state. Out of their earning they give lots of donations for the betterment of their people. With these donations Kerala government has implemented so many plans and programs, lots of schools have come up and there is a regular recruitment of quality teachers. More funds, more schools, more teachers and low literacy rate in Kerala, stands head and shoulders taller than any other state. The high schools in our vicinity are not different from these issues Huvinahadagali a unique Taluk area surrounded by four district from all directions. Towards East-native district Ballari stretched up to 145 Km up to Ballari city , towards North Davanagere district has embraced it, towards North Gadag and towards west Haveri district. So there is a unique blend of cultural shades. So the language life style, attitude are but the blend of different colors lots of changes have happened in the course of action-lots of green patches, water patches have increased, people have grown wiser and laudable.

The high schools in our taluka have all these qualities. The English learning scenario is slowly changing, as a few convent schools, church schools, public schools have come up in the vicinity. They teaches English from the beginning of the schooling. So it is not together gloomy as earlier, but a promising light has shed on the path of learning for our rural students. Though there is still the dirth of hand who are called

English subject teachers or subject experts, the picture is slowly changing government has to make it a point that there is an expert teacher for each subject, like college teachers with extreme specialization. It is absolutely necessary that the English teachers are recruited on regular basis and put them in the service of rural students, as English happens to be the doorway of world knowledge. It is the key to the world treasure. The language of the computer science and digital world happens to be English. So English is invariably an international language, though the western world especially European people, have not accepted English as their ‘Lingua Franca’’. French is European common language (Lingua Franca) and Euro is their common currency. So, there is a lot of importance for English as a link language, language of commerce and trade. If it is learnt properly at schools (Primary and high schools) it is so useful and there are innumerable avenues open their gateways not only bread-earning but also serves as beacon light, like pole star which sheds light on the path of learners.

CONCLUSION

The students of government primary and high schools are taught in their mother tongue they are thus called Kannada schools. All most all schools don't have a separate Kannada Medium teaching and English medium teaching facility. Though English is taught in higher classes it is taught only as second language.

As India is an agrarian country most of the parents of the students are agriculturist and farm-hands, daily wagers and so on. Area of my study is also agriculture area. Huvinahadagali Taluk farmers grow jasmine, maize and paddy. Some efforts are also made in horticulture and floriculture. So, the students our-high schools get are from this background. The boys and girls are from agricultural families normally these families have no English background. They are normally brought up, raised in Kannada atmosphere, what is this language atmosphere any way? A person reacting, thinking, speaking, imagining in one particular language called its atmosphere. As Huvinahadagali is situated in the middle of Karnataka, (a survey was made a long ago, our taluk is situated exactly in the midpoint of Karnataka geographically). 90% percent of our people transport their lives through Kannada only, none else. Thus it is obviously all most all students from Kannada background. How can we expect that these get English learning atmosphere? So these factors make total quantum of learning scenario. English, a

second language in schooling is a hard nut to crack for them; government high schools have shortage of teachers especially of English teachers. But a ray of hope is noticed that our high school teachers are committed, trying their best to teach English, with all their constraints. I have been teaching English here since 1987, have noticed that our students are inclined to learn English. This initiative has helped them to go further towards bright future.

Our farmer fraternity have less income even after they work hard, incessantly through rain and sun, day and night. So there would naturally be a wish in their mind that their children help them in their agricultural activities, which can fetch them better income, instead of going to school and learn English. So they usually discourage further higher studies why waste your time in attending schools in learning. This negative attitude hampers the process schooling. It damages the dreams of young learners are getting fed up with agriculture – work more- get less is the present predicament. Some of them feel that enough of it, at least our children's should get educated and get better life. The parents have dreams that if their children are better educated in English medium they would get better jobs and world be placed better. Their children should not go with tilling the land, sowing not go with waiting for the mercy of rain. It is so uncertain that they get bounty or go empty handed. So slowly they are coming to a resolution that their children should be educated, and placed

with income-fetching jobs. It certainly helps in improving schooling scenario, in our area our taluk is a SC reserved constituency, I really wonder about the interest and zeal shown by the farmers, farm hands, daily wagers who work hard in their fields are showing a lot of interest towards giving their children better education –and that is the sure sign of change. As I have been here more than three decades in the field of education, I have noticed this change parents are inclined to get English medium of education for their children. It has prompted a few people to open convent schools and a few public schools which have come up in our vicinity. Some three or four quality public schools are being built in Huvinahadagali helping the improvement of schooling.

As the parents are changing, it is now high time for our English teachers to gear themselves up, set up a rapid pace and take more initiative in teaching English. An English teacher is supposed to be an embodiment of many qualities- mastery over English, dramatic presentation, well-read and well-versed, creative encouraging and sympathetic. All are equally talented but the expression of their talent is different. Some are quick and electric, some are slow but winners. Though the approach of teaching English is different the goal is same. It is like taking different roads to reach one destination with their strength and weakness they try their best to impart education, Language is the key to acquire knowledge. Acquisition of knowledge and imparting and

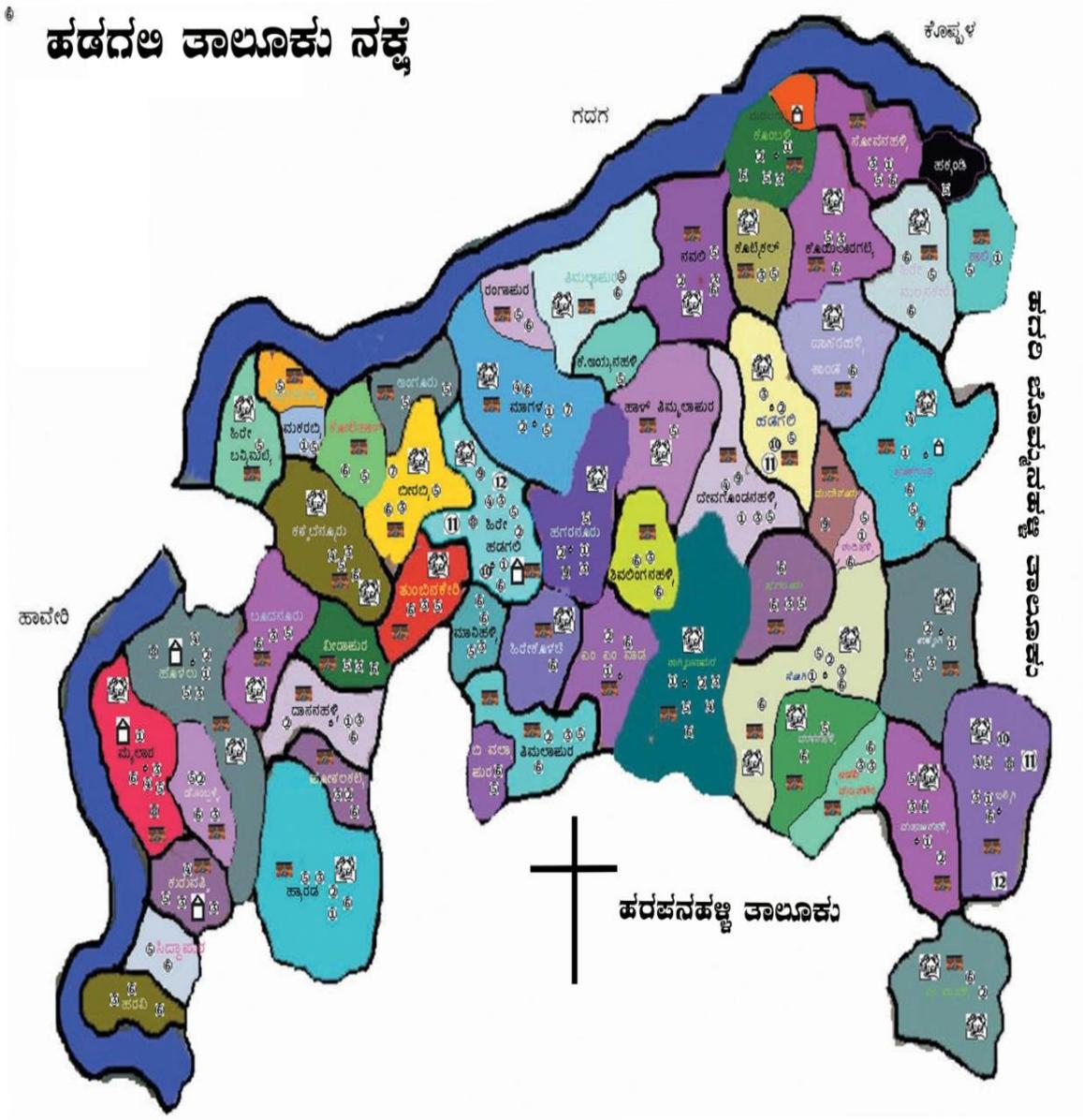
sharing what is acquired by the study and hard work it is what exactly we the teachers have to do.

In cosmopolitan, metropolitan cities it is different. Usually they are exposed to the learning English. They learn English, speak in English take the example of our capital city Bengaluru everybody speaks in English they speak more in English and less in Kannada a sales girl and sales boy can speak English fluently. A cab driver speaks in English, a waiter in hotel speaks English with all smiles. But people from rural areas feel tongue-tied when they are addressed by somebody in English. Their children carry forward the same inhibition towards English. But things have changed and changed for better. As an English teacher it is a welcome change for me. I have travelled far and wide throughout our taluk, urban, semi urban, rural and remote village areas and have noticed this change. As there are challenges, there are also prospects. Every problem has its solution. It is our earnestness, sincerity that is the need of the hour. All the stakeholders government, teachers, parents and children, educationists the policy makers are to be earnest in making improvement from the present situation. Recent trends are also very promising as there is public awareness in this regard. But too much of political interference in academic activities is a new hic-up that is troubling the academic atmosphere. There are SDMC system in primary and high schools, in which local politicians, normally the local followers

of political leaders, are nominated as SDMC chairman, vice chairman and members. They will keep an eye on all the activities of a school. That is fine if it is done in the right earnestness. But these members make use of their given powers with personal grudge, ill- will with the air of bossism. That won't really help in the development of a school. If it is a sincere attempt to improve schools it is all but welcome. It is to be performed with positive mind and good sense.

These are but external influences but the internal influences can be caused by teachers, administrators and students. The goals of a teacher are fixed, teaching issues are set, we are trained to perform tasks, the students are ready to receive, prescribed syllabus is ready at hands, good infrastructure is given (though there are dilapidated infrastructure situations in rural areas yet). So, why delay? why this un-readiness? Why are we still waiting for what? Why don't we take initiative immediately? These questions are to be answered soon. Then we can ably combat the challenges and a path of right perception and prospects will be there right in front our eyes.

Huvinahadagali Map



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