

Exploring English Language Teaching in Jaipur District Schools from Teachers' Perspectives

Meenakshi Sharma Yadav¹

¹ English Department, Applied College for Girls, King Khalid University, King Abdullah Rd, Abha, Saudi Arabia. ORCID-<https://orcid.org/0000-0001-7962-3267>

Correspondence: Meenakshi Sharma Yadav, English Department, Applied College for Girls, King Khalid University, King Abdullah Rd, Abha, Saudi Arabia. E-mail: m-@kku.edu.sa

Received: November 22, 2025

Accepted: January 9, 2026

Online Published: March 2, 2026

doi:10.5430/wjel.v16n4p53

URL: <https://doi.org/10.5430/wjel.v16n4p53>

Abstract

The objective of this study is to conduct a comprehensive in-depth analysis of English language teaching at the senior secondary level in the Jaipur district of Rajasthan. The present study aimed to investigate multiple facets of teaching, including the objectives of English education in the city, as well as syllabus design, teaching methodologies, approaches and materials, assessment, and learning procedures from teachers' perspectives. The primary aim was to evaluate the shortcomings and implementation of existing educational practices based on teachers' insights. The study employed a mixed-methods approach to ascertain teachers' viewpoints on English language instruction at the school level. Data were collected via a 70-item questionnaire on different themes and through interviews with 114 ESL teachers, comprising 39 from urban and 75 from rural areas. The study's results offered significant insights into the strengths and shortcomings of the English education system, particularly in the teaching and learning process. Moreover, it offered valuable recommendations for enhancing English language teaching (ELT) and learning at the senior secondary level. This research was significant for enhancing the quality of English education and ensuring that students achieved the necessary linguistic proficiency and competence for their future academic and professional endeavors.

Keywords: senior secondary level, curriculum, pedagogy, ELT, SILS, SSE, BSER, CABE

1. Introduction

English is widely recognized as the predominant language and primary medium of global communication in today's world. In the context of globalization, the growing prominence of trade, tourism, diplomatic, and professional interactions has emphasized the need to acquire and master this language (Macaro et al., 2012; Rao, 2016; Sridhar & Mishra, 2017; Stein-Smith, 2017; Adhikari, 2019; Xhemaili, 2022). English is widely used across the globe, serving as a native, primary, secondary, or even a foreign language (Allen, 1973; Macaro et al. 2012; Melitz, 2016; Selvi et al., 2024; Kurniawan, 2024). In contemporary times, the necessity of acquiring proficiency in English has transcended its political implications; it has also assumed scientific and technological significance (Warschauer, 2000; Hossain, 2024; Namiq & Zafarghandi, 2025). The increasing globalization of English has driven a growing demand for high-quality English-language education worldwide, particularly in countries where English is not the primary language (Hossain, 2024). As a result, there is a growing global need for proficient English educators and for enhanced methodologies for both teaching learners and supporting teachers' professional growth (Sawalmeh & Dey, 2023).

Hence, it is evident that English is dominant across all fields and is used in both spoken and written forms (Verma, 2025). Nevertheless, it did not acquire a natural flavor among language learners in a large state such as Rajasthan. As a capital city with a vast territory and rich culture, English as a language and English as a subject are far from satisfactory for EFL learners. The capital city represents the entire state; here, even if the situation is beyond acceptable levels, what would it be in the rest of the state (Jeyaraj, 2017; Singh et al., 2023; Hasnain & Halder, 2024; Kumar, 2024)? Over the years, at least 80% of college applicants lack Basic English knowledge and skills. The bare minimum they should know is to identify concord, tenses, pronouns, etc., and compose simple sentences in compact, related paragraphs. Unfortunately, students fall short of this minimum requirement. Every year, entrants feel less confident and less assured about speaking, reading, and writing English both at school and at college. It is disappointing that after years of school-based English language learning, they are not competent and confident in all four skills.

In India, resources like chalk and blackboards are scarce, making expensive instructional aids impractical (Vennela & Kandharaja, 2021; Kumar, 2023; Mahapatra & Anderson, 2023; Subramanian, 2023; Kumar & Ilankumaran, 2025; Suar et al., 2025). The textbook is the primary tool for English language teachers. However, syllabus designers and textbook writers often lack classroom experience, thereby making it necessary to study teaching materials and textbooks (Krishnamurti, 1986; Sridhar, 1996; Joshee & Sihra, 2009; Bhaskaran, 2017; Groff, 2017; Mohanty, 2019; Kalyanpur et al, 2022; Kumar, 2025; Ramamoorthy & Mishra, 2025). Teachers are expected to effectively use textbooks containing vocabulary, grammar, and exercises, and to facilitate English language instruction. While noting the two different

aspects of English teaching and learning, it appears that, however hard the teachers try, the students are not achieving their targets.

Therefore, this study examines the practical situation of English as it is part of the curriculum and has the status of a second language, not only in this state but nationwide. This small-scale study investigates the teaching and learning of English at the school level and focuses on various factors, including syllabus design, teaching methodologies, approaches and materials, assessment, and learning procedures, as perceived by teachers. Additionally, it advocates educational reform to improve language learning and make it more efficient. It also suggests using appropriate and supportive language-teaching methodologies to enhance instructional practices for EFL learners. This study investigates the professional development experiences of a cohort of teachers in Rajasthan in the fields of English as a Second Language (ESL) and English-Medium Subject (EMS).

1.1 Hypotheses

Educational committees and commissions have significantly contributed to improving English language teaching at the senior secondary level in Rajasthan, India. Here are the main testable statements:

H1: The implementation of recommendations from educational committees and commissions has improved English language teaching at the senior secondary level in Rajasthan.

H2: There is a significant positive correlation between authentic syllabi, teaching techniques, textbooks, and evaluation methods, and the effectiveness of English language teaching at the senior secondary level in Rajasthan.

H3: Educational institutions in Rajasthan have adopted innovative teaching techniques and assessment methods, leading to improved English language learning outcomes.

1.2 Rationale

This research is motivated by the need to substantiate the quality and accomplishments of English language instruction and learning in both English-medium and non-English-medium schools. The act of observing the instruction in progress was deemed essential for the researcher. An additional rationale for the researcher's visit to certain schools was to verify whether the accredited, well-trained instructors were effectively managing textbooks and the overall pedagogical process. Examinations continue to have a significant impact on teaching. L.A. Hill (1967) asserts that examinations play a critical role in motivating instructors to impart the desired knowledge to their students. Given that the final examination results continue to determine the fate of our students, it is also deemed essential to assess the examination papers to complete the assigned research. It specifies the rationale for the researcher's decision to focus on the subject matter, including its importance and the knowledge gaps the research aims to address. In essence, it serves as a justification for the research.

1.3 Research Scope

As a means of communication, the teaching and learning of English are essential elements of any educational system. As a result, this research fulfills the most recent requirement of the present-day educational system, which is to enhance English proficiency among students.

1.4 Research Questions

Therefore, this study addresses the following research questions:

- I. How adequate and relevant is the English curriculum for non-English medium senior secondary schools in Jaipur district, Rajasthan?
- II. What is the level of English language teaching proficiency among teachers in senior secondary schools in Jaipur district, and what factors influence their instructional practices?
- III. What are the English learning results of students in senior secondary schools in Jaipur district, and what areas require improvement from the perspectives of teachers?

2. Literature review

No comprehensive evaluative study of English language teaching at the school level has been conducted in Rajasthan, making it a region in need of focused inquiry by 2014. Although English language teaching and learning have been a controversial issue in the country, Rajasthan's context remains underexplored. Therefore, enhancing teaching and learning among EFL learners in Rajasthan has drawn researchers' concern to improve the status of English. Some studies conducted in nearby states are relevant to Rajasthan because the states share the same social and educational backgrounds. The studies (Anil, 2017; Paragae, 2023; Adreisova, 2024; Shaniga & Ilankumaran, 2024; Martan, 2025) highlighted the financial needs and the enhanced approach to learning English to meet the demands of the job market in contexts similar to those in Rajasthan. Additionally, the studies highlighted the lack of appropriate and innovative methodologies for teaching EFL learners, a challenge also relevant to Rajasthan. It is suggested that task-based approaches can enhance EFL learners' learning abilities, thereby benefiting Rajasthan's learners. The research also highlighted differences in instruction between urban and rural schools, often relying on traditional methods—a pattern also seen in Rajasthan. Therefore, to meet global demand, Rajasthan also needs the required plans, frameworks, and materials for young learners.

Misra et al. (2006), Narwana (2015), Nayak (2019), Joshi et al. (2021), Vennela & Kandharaja (2021), Mehta (2021), Rani (2021), Subramanian (2023), Poudel (2023), Mustafa et al. (2024), Mishra (2025), Pratolo et al. (2025), Saha et al (2025), De & Samson (2025),

Bagla (2025), Yadav (2025), Candrawati & Purbani (2025), and Samy (2026) identified key challenges in rural Indian classrooms, including limited resources, a shortage of adequately trained teachers, insufficient teacher training, and inadequate language lab facilities. The study emphasizes that innovative methodologies and technology integration offer opportunities to address these obstacles.

The studies by Meganathan (2015), Latha & Dhanalakshmi (2018), Kumar (2019), Rajeshwari (2020), Singh & Halim (2023), Reddy & T (2023), Mousumi & Tomar (2024), Suar et al. (2025), and Panda & Pachori (2025) found that the implementing of the language curriculum at the primary level is very important for English language proficiency. Implementing the curriculum effectively at the primary level is very challenging, especially in rural areas. Moreover, English teaching encounters (Kumar, 1976; Johnston, 1883; Agarwal, 1997; Meganathan, 2011; Mathew, 2015; Thorat, 2015; Ahmed & Ali, 2020; Dutta, 2023; and Chatterjee & Paul, 2024) encounter additional psychological, linguistic, institutional, and environmental challenges. He also highlights the lack of a favorable learning environment and the inadequacy of teacher preparation, both of which affect English learning. Recent studies have highlighted the need for improved English language teaching and learning in India (Subramanian, 2023; Yadav & Yadav, 2023; Manju, 2024; Seenivasan & Gadani, 2025). However, there remains a dearth of research on English education in Rajasthan, particularly at the senior secondary level.

While recent research highlights ongoing issues, the Education Commission (1966) previously stressed the importance of revolutionary, flexible, and innovative approaches in Indian education, prioritizing secondary education in the subsequent five-year plan and emphasizing the significance of educational administration for English studies.

Cekiso & Madikiza (2014), Singal (2019), Shenoy et al. (2020), Adhikari & Poudel (2020), Sharma et al. (2021), Rao et al. (2021), Kalyanpur et al. (2022), Infanta Vincy & Greta D'Souza (2023), and Suar et al. (2025) found that various commissions and policies have examined language policy-making procedures, implementation challenges, and the role of English in Indian school education. The Indian constitution guarantees linguistic rights, allowing minority groups to receive education in their native language. Nevertheless, several disputes persist over how these requirements are implemented. The three-language formula, advocated in the 1960s, became a cornerstone of national education plans and is considered pragmatic, though stakeholders note execution gaps. This focus on condition planning reflects the broader political origins and collaborative development of India's language policy.

The Central Advisory Board on Education (CABE), India's oldest statutory education body, began discussing educational language policy in the 1940s, leading to the formulation of the 'three-language formula' in 1956. This approach aimed to address linguistic inequalities by recommending that Hindi- and non-Hindi-speaking areas teach at least three languages in middle and high school, using two possible formulae.

The National Education Policy of 1968 emphasized improving the quality of textbooks by attracting top writing talent with appropriate incentives and urged immediate steps to develop high-quality educational materials. For examinations, it called for reforms to increase reliability and validity, and to make assessment a continuous process that supports student achievement.

India's language policy has undergone adaptations in response to the evolving demands and ambitions of its population from 1947 to the present (Rao et al., 2009; Mohanty & Panda, 2017; Banerjee et al., 2021; Jain, 2021; Khurana et al., 2023; Subramanian, 2024; Verma, 2024; Khurana et al., 2025). Significant transformations have occurred across numerous fronts. The matter of a national language, which was thoughtfully considered during the early stages of independence by refraining from designating any language as the national language, has been resolved through a de facto approach (Laitin, 1989; Dua, 1993; Hobsbawn, 1996; Oakes, 2001; Oommen, 2003; Groff, 2017; Sheth, 2018; Singh & Kim, 2018). The presence of English in India obviates the need to debate the issue of a national language. In essence, it may be argued that India does not require a national language, as there are no discernible roles or tasks that a national language could serve that are not already adequately addressed by existing means (Latha, 2014; Latha, 2018; Kumar, 2019; Kumar, 2024). Indigenous Indian languages in areas where they are predominant are the primary beneficiaries of this de facto approach. If any additional functionality is required, English may be introduced to fulfill those requirements (Garg, 2019; Rao, 2019; Mahapatra & Mishra, 2019; Bhargava, 2020; Mukherjee & Bernaisch, 2021; Nation, 2022; Vincy & D'Souza, 2023; Tanvi, 2024).

This literature review examines English education at the senior secondary level in Rajasthan, highlighting gaps in existing research and areas for further local investigation. The Indian language policy has evolved over time, with English serving as a de facto common language, and understanding its effects remains vital for Rajasthan.

3. Methodology

The study employs a mixed-methods approach, combining both qualitative and quantitative methods. This research study is part of the researcher's thesis, "An Evaluative Study of English in Hindi Medium Senior Secondary Schools in Jaipur District," which was awarded to the researcher by the University of Rajasthan in 2015. The questionnaire consisted of 70 items, numbered A-F. In Section "A," general facts and teachers' educational backgrounds were laid out. Section "B" was related to the syllabus and textbooks; Section "C" was about the examination; and Section "D" was about planning and teaching the actual lesson itself. Parts E and F were related to teaching grammar, composition, and home assignments. The researcher also visited the school and talked to teachers as part of the study. Many experienced teachers were asked to share their thoughts on what they considered the most important aspects of learning a second language. A number of teachers were informally consulted to gauge the issues affecting their teaching and their knowledge of key issues in teaching English at the senior secondary stage.

3.1 Instruments

The study involved administering a questionnaire to 114 instructors, including 39 from urban schools and 75 from rural schools. The initial research problems are addressed through a brief review of the information included within the textbooks and supplementary readers. The purpose of conducting interviews with instructors in senior secondary schools is to analyze the practical implementation and utilization of teaching methods and approaches within these educational institutions. To ascertain the accurate and authentic state of affairs, the researcher conducted firsthand observations of educational institutions associated with the Rajasthan Board of Secondary Education (RBSE), both in urban and rural settings.

To address the third study inquiry, an analysis was conducted on English grades and their corresponding outcomes, specifically from the teachers' perspective. This paper aims to discuss the salient topics that hold significance in the context of English instruction at the senior secondary level.

3.2 Procedure

For 11th- and 12th-grade teachers, an open-ended and a closed-ended questionnaire were designed. Twenty-five schools in the Jaipur district were selected for this study to administer the questionnaire. They were given in person to the teachers in urban and rural areas. The in-person distribution ensured that all questions were satisfactorily answered. Since there were 114 teachers from rural and urban areas, it took 6 months to visit all schools and have them fill out the questionnaire. Moreover, the researcher obtained permission from the institution's head before conducting a talk, a class observation, and a formal interview with the teachers. Ethical approval was obtained from the university to conduct interviews with the teachers, and was sent to the school principals. The questionnaires and all ethical permissions were submitted with the thesis.

A detailed analysis of the textbooks being taught by the teachers is conducted. Additionally, teachers' remarks were also collected via interviews. The class observations and teachers' questionnaire were used for the second research question. The teachers' suggestions and recommendations are provided on behalf of the questionnaire and in-person interviews.

4. Findings

4.1 Information about the Teachers

Teaching English to English as a Second Language (ESL) learners requires specialized training and relevant training for teachers. It is essential that instructors possess a strong academic background in English, such as having majored in English or completed advanced honors courses during their undergraduate studies. A solid foundation in English is essential for teachers to effectively develop students' linguistic skills, enhance speaking fluency through targeted oral practice, promote intercultural competence, and apply evidence-based teaching methodologies (Rana et al., 2024; Wibowo et al., 2025). However, available data reveal that 57% of teachers did not specialize in English during their bachelor's degree or Bachelor of Education programs. Only 7.9% hold a Master's degree in English or a related field, and very few possess a doctoral degree in English Language Teaching or Applied Linguistics.

Among the professional courses for English teachers is the State Institute of Language Studies (SILS), which, in collaboration with the Board of English Studies and Research (BESR), Ajmer, has been directing numerous regular and short-term courses for ESL teachers since 1966. Notably, a mere 3.5% of teachers have undergone full-term training at SILS. Given the shortage of qualified teachers, the department has been compelled to hire unqualified teachers due to the dearth of qualified candidates. These teachers require orientation programs; however, the questionnaire data reveal that only 21.53% of unqualified teachers have participated in a brief training period of approximately one week, while 27.7% have attended a month-long training program.

The findings indicate a significant discrepancy between the theoretical qualifications required for English language teachers and the practical qualifications considered sufficient for appointment. This highlights a pressing need for policymakers to address the gap between the ideal and actual qualifications of ESL teachers.

Statistically analyzing the responses to question no. 53 revealed the English-teaching methods employed by qualified and ELT-oriented teachers. Additionally, the researchers observed the methods and approaches these teachers used in the classroom. The data collected on teacher qualifications was statistically analyzed alongside the responses to question no. 53, and the results are presented below:

Table 1. SILS orientation and mode of teaching are independent of each other

Training (Mode of Teaching)	A	B	C	D	Total
With SILS orientation	26	29	5	4	64
Without SILS orientation	19	25	3	2	49
Total	45	54	8	6	113

The data reveals that 113 questionnaires were analyzed for question no. 53, although 114 were initially collected. This discrepancy is attributed to one teacher's failure to respond to the question.

Following the SILS orientation, it was expected that the knowledge, methods, and approaches of teaching English would be improved and reflected in day-to-day teaching practices. However, the reality was the opposite of expectations. The researcher conducted a field study, personally observing classes to assess the practical application of SILS training. The analysis revealed that the training period may have been too short or not practically effective in leaving a notable and permanent influence on EFL teachers.

Only 4 out of 64 SILS-oriented teachers had undergone regular training, while the remainder attended short orientation courses.

Responses to Q. No. 6 indicate that the teaching experience of the teachers who filled in the range from 1 to 26 years. The statistical account of their experience is presented below:

Table 2. The teaching experience of the teachers

No. of Years	Percentage of Teachers
1 to 5	37.70
6 to 10	29.80
11 to 15	18.40
16 to 20	9.65
21 to 26	4.40

It is commonly assumed that teaching experience is directly correlated with effective teaching methods. However, the responses to question no. 53 revealed a contradictory finding, as shown in Table 3.

Table 3. Experience and mode of teaching are independent of each other

Mode of Teaching Adopted	Experience in Years					Total
	1-5	6-10	11-15	16-20	21-25	
A	16	9	14	4	2	45
B	22	21	5	5	1	54
C	4	1	1	1	1	8
D	1	2	1	1	1	6
Total	43	33	21	11	5	113

We thus see that there is no difference in the teaching methods adopted by teachers with more years of experience and those with fewer years of experience. Class size (number of students) and the teacher’s workload are bound to affect their day-to-day teaching. The data collected from the questionnaire were put to statistical analysis. The results are given below:

Table 4. The mode of teaching is independent of class size

Mode of Teaching	Class Size (Number of Students)					Total
	1-30	31-40	41-50	50-60	61-70	
A	19	19	3	2	2	45
B	2	29	15	6	2	54
C	2	2	1	1	2	8
D	1	1	2	1	1	6
Total	24	51	21	10	7	113

Table 5. The mode of teaching is independent of workload

Mode of Teaching	Workload (Number of periods)				Total
	27-30	31-34	35-38	39-42	
A	32	11	1	1	45
B	36	13	3	2	54
C	2	3	2	1	8
D	1	1	3	1	6
Total	71	28	9	5	113

Tables 4 and 5 illustrate the impact of class size and teaching workload on the instructional process. Notably, senior secondary classes typically comprise approximately 51 students, resulting in a substantial teaching load that is further exacerbated by additional school responsibilities. However, the field study reveals discrepancies with the collected data, indicating a divergence between the presented information and the actual situation.

4.2 Syllabus and Textbooks

The teachers instructing senior secondary classes possess knowledge of the curriculum requirements and necessary modifications to the syllabus. They are also cognizant of the chapters that require revision or enhancement. According to the collected data, 89.5% of teachers recognize that senior secondary level instruction should focus on reading, writing, listening, and speaking skills. Although they appear to be aware of the pedagogical objectives, they do not implement them in practice.

The syllabus incorporates two literature-based textbooks; however, the collected data reveal that 85.5% of teachers (question no. 9) disagree with teaching literature to senior secondary students. The findings suggest a need to shift the focus from literature to communication skills in the syllabus. Although teachers demonstrate a theoretical understanding of teaching LSRW (Listening, Speaking, Reading, and Writing) and communication skills, the reality on the ground indicates that they are neither effectively teaching English literature nor developing students' language skills.

The responses to questions 10, 11, and 12 indicate that teachers overlook the objectives of teaching English in non-English medium schools at the senior secondary level. Teachers acknowledged lacking specific objectives from the BSER syllabus, suggesting they either lack access to explanatory notes or are uninformed. Regarding question 12, 80.7% of teachers agreed that teaching techniques and approaches are

unsuitable for senior secondary students. An informal discussion with teachers revealed a notable lack of engagement with the teachers' handbook; the majority of respondents indicated they had not consulted it unless explicitly required to do so. Consequently, the planning and delivery of English language instruction failed to achieve optimal efficacy, thereby compromising the attainment of desired learning outcomes.

Regarding the sample question papers for the examination scheme, 64.9% of English teachers reported a lack of guidance and support. Although the Central Board of Secondary Education (CBSE) publishes sample papers, it appears that these resources may not be readily accessible to teachers. The researcher's own investigation corroborates the teachers' claims, suggesting a genuine need to improve the dissemination of examination scheme sample papers. Questions 14 to 27 are broadly divided into two categories based on the responses collected from the teachers. One category is what the teachers say the textbook should be like, and another is what they say about the prescribed textbooks.

In response to these questions, the NCERT syllabus is the most preferred for textbook adoption, with the majority of teachers believing it would be beneficial for English learners. They emphasize the importance of using practical, easy-to-understand language in textbooks to facilitate student comprehension. Teachers advocate for an integrated approach, teaching all language skills alongside vocabulary and grammar. Over half of the teachers (55.5%) expressed dissatisfaction with the current textbook, citing issues with lengthy texts and the difficulty of teaching all skills. Specifically, they highlighted challenges with the prescribed English texts in questions 21, 22, 23, and 25. To address this, teachers recommend adopting simplified textbooks with structural items that are introduced and reinforced throughout subsequent chapters. Their responses align with previous findings, such as the 89.5% who believe English teaching should focus on language skills (Question 9b) and 82.5% who prioritize developing reading comprehension skills in simple English (Question 10c).

Teachers' satisfaction with the prescribed textbooks is notable, as they find the exercises suitable for students' levels of difficulty. However, their response to question 26 reveals a discrepancy: 71.93% claim there are no errors in the textbook exercises, which appears inconsistent with their overall assessment.

Table 6. The competence of error detection in a book is independent of academic qualification

Competence in Detecting Errors	Academic Qualification		
	Qualified	Unqualified	Total
Competent	35	47	82
Incompetent	14	18	32
Total	49	65	114

This indicates that even academically qualified teachers do not question the credibility of the existing textbook material. Such ignorance and inappropriateness are likely to have an adverse effect on learning.

4.3 Exams and Question Papers

The responses highlight that English should be learned, and Question 27 shows that 69.64% of teachers consider writing grammatically correct English the main objective, while 82.45% of teachers (responding to Question 9) prioritize developing students' ability to read and comprehend English books as the primary aim at the senior secondary level.

Post-independence reforms to the examination system, including the introduction of objective-type questions, comprehensive syllabus coverage, and standardized examiner instructions, failed to yield significant improvements in the teaching-learning process.

Notably, 79.89% of teachers surveyed attributed this lack of progress to inadequate dissemination of information regarding the changes. Paradoxically, institutional records indicate that workshops were conducted for paper-setters, involving 149 teachers, highlighting a potential disconnect in effectively cascading these changes to all relevant stakeholders.

A significant majority (85.08%) of teachers supported the implementation of internal assessment, thereby advocating for an 80:20 ratio between external and internal evaluation methods. Teachers recommend assessing speaking and listening skills, which are often the most interactive and neglected skills, through internal evaluation. Implementing this approach could potentially enhance the teaching and learning of these skills, leading to a more comprehensive language-learning experience.

A significant number of teachers (67.54%) agreed to dictating answers to questions and essays expected in the examination, highlighting a critical flaw in the examination system. This practice undermines the development of language skills instead of promoting rote memorization. An analysis of 100 randomly selected Board Examination scripts revealed identical sentences in multiple compositions, corroborating the prevalence of dictated answers. This phenomenon is likely facilitated by the predictability of examination questions.

Interestingly, 13.15% of teachers who expressed satisfaction with the examination paper were those who dictated answers to expected questions, suggesting that their primary concern is student success in the examination rather than language skill development. Furthermore, 78.07% of teachers expressed doubts regarding the existing examination pattern, citing concerns about the efficacy of the current testing methods. These findings underscore the need for reform in the examination system, prioritizing unpredictable in question design and a more comprehensive assessment of language skills. The reasons mainly advanced against these types of tests are:

1. The pass criteria for the exam are 33 marks out of 100. Therefore, students achieve 18-20 marks in the internal assessment and the remaining from the final exams. Hence, the importance of learning English remains minimal for the students.
2. The comprehensive reading of unseen paragraphs is quite helpful for students to read and select the correct answers. Therefore, it

becomes very easy to pass the course rather than learn it.

3. 11.31% of teachers are dissatisfied with the structure and marks distribution of the examination, while the rest (88.70%) showed their satisfaction with the examination pattern. This is because the pattern is useful even for students who are not enrolled in honors courses. Passing the course makes them qualified for higher education.

4. One of the weaknesses is that the examination pattern does not focus equally on all the skills. In response to question 42, 76.31% of teachers indicated that comprehension-based questions primarily test factual recall rather than reading skills, such as skimming and scanning. This approach facilitates easier reading rather than fostering reading skill development.

4.4 Planning and Teaching

Effective student performance depends upon meticulous teacher preparation, underscoring the importance of lesson planning in foreign language instruction (Nunan, 1992). As Richards and Rodgers (2014) emphasize, a well-structured lesson plan serves as a roadmap for teaching, enabling teachers to achieve academic objectives and promote student learning.

In the context of ESL instruction, planning and scheduling are crucial for optimizing student outcomes. This section examines the extent to which teachers plan their English instruction and the effectiveness of their approaches in achieving academic goals.

4.5 Textbooks

Regarding teaching methodologies, 10.52% of teachers reported relying solely on textbooks in class, eschewing formal lesson planning. Notably, planning was less evident in schools with a non-English medium. Over 42% of teachers admitted to deviating from the prescribed textbook chapter sequence, which could potentially disrupt the structural grading system and impede sequential learning. Furthermore, observations suggest that textbooks are often taught using the translation method. Equating language learning with vocabulary acquisition reflects a simplistic understanding of linguistics, overlooking the complexities of language structure, syntax, and pragmatics (Chomsky, 1959). Effective language learning encompasses a broader range of skills, including grammar, pronunciation, and communicative competence.

In response to question 49, 59.64% of teachers prioritized understanding the meaning of all words in a lesson as the primary objective of teaching prose. This aligns with their response to question 48E, reinforcing the notion that teachers focus predominantly on vocabulary acquisition. However, this approach reveals a lack of awareness of the textbooks' underlying principles, which emphasize the structural aspects of language learning. By focusing solely on vocabulary, teachers neglect the teaching of prescribed structures, resulting in a mismatch between instruction and assessment. This disparity likely contributes to student underachievement.

The statistical analysis of only one objective is given below as a sample:

Table 7. Ratings are independent of Training

Rating of Question No. 49

Training	Important	Moderate Important	Important	Most Important	
With SILS Orientation	7	15	22	20	64
Without SILS Orientation	6	7	19	18	50
Total	13	22	41	38	114

Motivation is a crucial factor in ESL teaching and learning. While most teachers acknowledge its significance and claim to motivate learners, observations suggest a discrepancy between stated practices and actual classroom implementation. Despite its importance, motivation appears to be overlooked in the learning process, with little evidence of the use of explicit motivational strategies.

50.7% of teachers claim to motivate students by expressing genuine interest in their learning, although observations suggest this approach is not always practiced, with some teachers focusing on brighter students. 34.21% of teachers attempt to motivate students by highlighting the practical value of English in their future lives. However, research suggests that emphasizing future benefits may be less effective than promoting intrinsic motivation (Kohn, 1993).

Only 5.6% of teachers prioritize adjusting their teaching to suit students' comprehension levels, despite most students being underachievers in English. This oversight can lead to frustration and disengagement. Surprisingly, only 3.5% of teachers prioritize teaching that is relevance to examination needs, possibly due to the stigma associated with "teaching to the test." In response to question 53, the majority of teachers confess that they read the passage and give its Hindi translation.

In response to question 55, only 3.68% of teachers prioritize giving mother-tongue equivalents and having students use words in sentences as their primary approach to teaching vocabulary. However, this method has limitations, as providing translations does not necessarily teach word meanings or facilitate acquisition (Nation, 2001). Translation equivalents may aid initial understanding, but neglect the complexities of word usage and context.

One of the basic skills for acquiring vocabulary includes the habit of guessing meaning from the context, using both grammatical and contextual clues. Surprisingly, only 17.54% of teachers think that it is important to train the students in this skill. According to Mackey (1965), recapitulation reinforces learning, stating, "Although this section may be short, it may be important, since both the summing up of a

point and the testing of it reinforce all the impressions with which it has been connected throughout the lesson". While 90.35% of teachers report using language exercises, only 2.9% admit not discussing questions orally before assignments, contradicting student feedback indicating a lack of support.

Including supplementary readers in the syllabus aims to enhance reading skills and vocabulary. However, 65.78% of teachers reportedly translate and comprehend the text themselves, undermining the purpose. This approach deprives students of the opportunity to practice reading skills and acquire vocabulary, as they are not actively engaged in reading and comprehending the material.

Responding to question 62, which was meant to ask about the way of teaching grammar to ESL learners, 76.31% replied that explaining grammar rules first is the best way of teaching grammar. The approach appears to be very similar to the grammar-translation method, which is not always suitable for teaching grammar. In addition, focusing on writing skills, the teachers were asked to rate the objectives of teaching comprehension on a four-point scale; 66.66% of teachers reported that writing a clear, simple, and grammatically correct sentence was their first preference. Even though the lack of such skills and ignorance of compositional skills are quite thought-provoking.

ESL students are taught controlled and guided composition in class. 71.05% of students follow the same process, and teachers often provide a broad outline. Homework and assignments are important parts of ESL classes, with 98.24% of teachers using them to motivate learners. Teachers also agree that assignments and homework are discussed orally in class. However, observations suggest that no actual discussion or practice occurs in class.

It is striking that 50.87% of teachers correct every mistake in every assignment, showing limited awareness of alternative correction methods. This approach is impractical for large classes and would limit the frequency of assignments. Notably, only 8.77% use group correction and a mere 1.75% analyze errors for targeted remedial classes.

5. Discussion

The findings lead to the following outcome. The general information presented here is based on the teachers' questionnaire findings.

I. Many teachers (57%) lack academic competence, having studied English only up to the higher secondary level, and show inadequate teaching competency despite professional courses and experience.

II. ELT orientation, teaching length, and various programs have no significant influence on teaching methodology, indicating no impact on the teaching process.

III. Class size and workload may influence the teaching mode, but actual observations do not support this.

The findings highlight a disconnect between teachers' awareness of English teaching objectives and their practical application. The following key points include:

- i. Teachers generally understand Senior Secondary English teaching objectives, prioritizing language skills over literature, with reading comprehension as a key goal.
- ii. Approximately 80% of teachers are unfamiliar with the syllabus, specifications, and explanatory notes, and rarely consult the 'Handbook for Teachers', indicating a gap between awareness and practical application due to lack of time or engagement.

5.1 Teaching Materials

a) Regarding the textbooks provided by NCERT, most teachers consider them quite effective and suitable for teaching English to learners in classes 11 and 12. However, they believe that some passages are too challenging and uninteresting for their students.

(b) The teachers' opinions about the challenges of the textbooks are as follows:

- I. Hard and tough language
- II. A need for repetitive and structural items
- III. The composition part has insufficient guidance and knowledge.
- IV. Lack of belongingness and practical teaching material
- V. Negligence of speaking and reading skills
- VI. Lack of communicative competence

(c) English instructors are mostly unable to recognize the errors in the textbooks, attributing this to the high level of authenticity of the NCERT books.

5.2 Examinations

The findings reveal several discrepancies in teachers' perspectives on examinations and teaching objectives. While 82.45% of teachers stated that the primary goal of teaching English was to enable students to read and understand simple texts, 69.64% believed that the most important examination objective was to test grammatical accuracy, indicating a mismatch between teaching goals and assessment priorities. Statistical analysis showed that ELT orientation did not affect teachers' ability to set exam objectives. Teachers (85%) favored internal assessment, focusing on listening and speaking skills, yet 67.54% admitted to dictating answers in class. The majority (76.31%) reported that exams primarily tested factual comprehension, contradicting the syllabus's emphasis on structural and lexical items and

implied meanings. Teachers were dissatisfied with objective-type questions, citing their potential for guesswork and superficial passing. Overall, the examination system was perceived as having a minimal impact on teaching practices, partly due to inadequate teacher orientation.

5.3 Planning and Teaching

(a) A minority of teachers (10.52%) report that they never plan their lessons, while the majority claim to always do so. However, for most, lesson planning involves merely listing difficult vocabulary and their contexts of use.

(b) All teachers unanimously acknowledge the significance of motivation in teaching English. Their approaches to motivating students vary, with:

- i. 50.7% fostering a genuine interest in students, making them feel valued and supported
- ii. 34.21% emphasizing the practical value of English language proficiency in students' future endeavors
- iii. 5.6% simplifying their teaching to reduce student anxiety and increase engagement
- iv. 3.5% making their teaching relevant to students' examination priorities.

Their claims are contradicted by observed classroom practices, indicating a possible disconnect between intention and reality.

(c) Regarding the instruction of textbook lessons, teachers indicate that they do not follow the sequence of the book, instead employing a word-for-word translation method. Despite the books' structural grading by difficulty level, this disordered approach suggests a lack of adherence to effective teaching practices. Notably, 80.7% of teachers emphasized the importance of lesson review, yet this is not reflected in actual teaching practices. Furthermore, while 90.35% of teachers reported assigning exercises and homework, classroom observations did not corroborate this claim, highlighting a disconnect between stated practices and actual implementation.

(d) Classroom observations revealed a lack of explicit grammar instruction, contradicting the 76.31% of teachers who reported providing grammatical rule practice and rule-based exercises in the questionnaire, highlighting a discrepancy between self-reported and actual teaching practices.

(e) Approximately 66.66% of teachers aim to develop composition skills for academic writing, utilizing guided writing to facilitate correct sentence construction. However, their approach often involves providing a broad outline, leaving students to complete the composition independently, which may limit the instruction's effectiveness.

(f) There is a discrepancy between teachers' claims and students' experiences. 98.74% of teachers give regular homework and correct it meticulously; however, 82.46% of students claim that teachers do not always collect or correct their assignments.

The Compulsory English syllabus prescribed by NCERT, although recently updated, presents several challenges in its current form. A critical examination of the syllabus is essential to address the existing shortcomings and enhance the efficacy of English language teaching and learning at the tertiary level. To achieve this, it is crucial to consider the following fundamental questions:

- I. Who constitutes the primary user group of English language learners?
- II. Do these learners require uniform levels of English proficiency?
- III. Are tertiary-level learners adequately prepared to receive instruction in English?
- IV. Should literature and language courses be treated as distinct and unrelated entities?
- V. Is there a need for diverse, need-based courses tailored to specific learner requirements?

The complexities of English language instruction at the tertiary level in India necessitate a multifaceted approach. The diverse student population, comprising individuals with varying linguistic backgrounds and proficiency levels, poses significant challenges.

Students can be broadly categorized into distinct groups:

Those with limited exposure to English have been educated primarily in their first language.

1. Learners with a basic, yet fragmented, understanding of English grammar.
2. Students from institutions with subpar English instruction.
3. Those from reputable English-medium or regional language institutions with effective English teaching.
4. Linguistically and socio-economically disadvantaged learners.

The current English teaching methodology, which focuses on literary texts and neglects practical communication skills, has proven inadequate. Research suggests that learners' existing knowledge, including their understanding of formal grammar, literary exposure, and first-language proficiency, remains underutilized. To address this, a revised approach is needed that incorporates diverse, need-based courses catering to the unique requirements of each learner group, and leverages their existing linguistic abilities to enhance English language acquisition.

The development of communicative competence in English language learners at the tertiary level requires a comprehensive approach that integrates three essential components: international competence, discourse competence, and linguistic competence. International

competence enables learners to interact effectively with individuals and institutions, while discourse competence facilitates the formation and interpretation of texts. Linguistic competence empowers learners to utilize phonological, syntactic, and lexicon-semantic resources to encode and decode messages, making linguistically and socio-culturally informed choices.

To achieve the objectives of teaching and learning English at the tertiary level, a multifaceted approach is required. This includes:

1. Reorganizing syllabuses to accommodate the roles and functions of English, as well as learner needs.
2. Developing innovative teaching and testing materials, including print, audio, and video resources, to facilitate learners' adaptation to diverse linguistic contexts.
3. Introducing learner-friendly teaching methodologies that focus on practical communication skills.
4. Implementing teacher development programs to familiarize educators with the underlying philosophy and pedagogical approaches.

A key-significant aspect of second language acquisition is exposure to a wide variety of linguistic and socio-cultural materials, emphasizing "what to say when and how." This can be achieved by exploring the concept of a "core course" or "foundation course" at different levels, supplemented by need-based courses, such as English for academic purposes, English for office purposes, and English for specific professions.

The English departments in schools and colleges must respond to students' diverse needs by organizing courses that cater to communication, spoken and written English, and English for late developers. It is essential to consider the recommendations of the Curriculum Development Center set up by the UGC and adapt them to local and regional needs.

This study proposes a framework for enhancing English language instruction at the tertiary level, emphasizing the importance of communicative competence, learner-centered approaches, and contextually relevant materials. The suggested guidelines aim to stimulate discussion and innovation in English language teaching, rather than to provide a prescriptive set of instructions.

The English Department faces a pressing challenge: catering to thousands of students with varying levels of English proficiency, requiring swift, and targeted interventions to equip them with varying degrees of competence. Recognizing that not all students require the same level of English proficiency, it is crucial to identify the specific English requirements of diverse student groups and design relevant courses to meet their needs.

The ultimate objective of teaching English at the Senior Secondary level should be to enable learners to acquire context-governed and syllabus-bound competence, as well as sociolinguistic competence, allowing them to use English with confidence. Special programs are necessary to support students from tribal, rural, and marginalized backgrounds, who often feel alienated due to limited English proficiency. A bridge course can help bridge this gap, and the Central Institute of English & Foreign Languages has developed a package for such learners, published by Oxford University Press, New Delhi.

To address these challenges, we propose:

- I. Identifying specific English requirements of diverse student groups
- II. Designing targeted courses to meet these needs
- III. Developing special programs for marginalized students
- IV. Implementing bridge courses to support learners with limited English proficiency
- V. Utilizing research-based packages, such as the one developed by the Central Institute of English & Foreign Languages, to inform and enhance teaching practices.

The Approach Required for Students: At the Senior Secondary level, students urgently need a good grounding in framing simple, correct sentences and straightforward expression to build fluency and help them easily assimilate English. To achieve this, a different approach will be required. An approach to teaching usage has been adopted, and paragraphs or sections on verbs, nouns, pronouns, adjectives, adverbs, and other grammatical concepts have been included, organized in the order they appear in grammar books, in packets, one for each year.

Mastery of the Most Frequently Used Structures: The Language Course unit's usage section aims to impart advanced language skills to thousands of students in India. At the Senior Secondary Compulsory English level, usage teaching should aim at a mastery of the most frequently used and the most useful sentence patterns within reasonably clearly defined stylistic areas, e.g., modern informal prose and scientific writing. 'Cyclic Approach' in Teaching Structures: If the usage section is based on what may be called a 'cyclic approach' to the mastery of sentence patterns, better results are bound to follow. Hence, the teaching of usage must not only begin with sentence patterns, but throughout the years of English teaching, there should be provision for dealing with these patterns at increasingly higher levels. Stannard Allen's book "Living English Structure" provides excellent raw materials at three different levels: elementary, intermediate, and advanced, for such an approach. If effective measures are not taken to address the situation now, the teaching of English will cease to have any social or economic relevance and will be reduced to a mere ritual.

6. Conclusion

In conclusion, the study highlights significant challenges in English language teaching in schools in the Jaipur district, Rajasthan. Despite teachers' awareness of the importance of language skills, traditional methods still prevail, and their practical implementation is often lacking. The examination system prioritizes rote memorization over language skills, and inadequate teacher training and resources hinder effective teaching.

To improve English language teaching, we recommend developing teacher-training programs focusing on interactive and communicative approaches, revising the examination system to assess language skills holistically, and providing adequate resources and infrastructure. Encouraging student-centred learning and promoting the practice of language skills can also enhance language acquisition.

As Mohanty & Panda (2017), Mahapatra & Anderson (2023), Annamalai (2023), Kumar (2025), and Singh (2025) emphasize, language policy and planning are key essentials to Indian education. The three-language formula, though well-intentioned, faces implementation challenges. To address these issues, we suggest introducing need-based courses, such as English for academic purposes, and bridge courses for disadvantaged students (Kohn, 1993; Nation, 2001).

By adopting a cyclical approach to teaching structures and focusing on the mastery of frequently used sentence patterns, we can enhance language teaching and learning (Stannard Allen, 1965). Ultimately, practical English language teaching can empower students, enhance socio-economic mobility, and contribute to national development.

Acknowledgments

Not applicable

Authors' contributions

Dr. Meenakshi, the sole author, was responsible for study design, revising, data collection, drafting the manuscript, and revising it. The author read and approved the final manuscript.

Funding

The author extends her appreciation to the Deanship of Scientific Research at King Khalid University for funding to support this work through the Large Groups Project under grant number - RGP.2/497/45.

Competing interests

The author declares that she has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press. The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

References

- Adhikari, B. R., & Poudel, K. K. (2020). Approaches and activities adopted by M. Ed. student teachers of English to teach reading: A critical assessment. *Journal of Language Teaching and Research*, 11(3), 364-372. <https://doi.org/10.17507/jltr.1103.04>
- Adhikari, D. (2019). Status of English language teaching in secondary level under different school interventions. *Journal of NELTA*, 24(1-2), 162-177. <https://doi.org/10.3126/nelta.v24i1-2.27686>
- Adreisova, B. (2024). The innovative teaching method: English as a second language. *Eurasian Science Review, an International Peer-Reviewed Multidisciplinary Journal*, 2(6), 842-846. <https://doi.org/10.63034/esr-214>

- Agarwal, B. (1997). Gender, environment, and poverty interlinks: Regional variations and temporal shifts in rural India, 1971–1991. *World Development*, 25(1), 23-52. [https://doi.org/10.1016/S0305-750X\(96\)00084-8](https://doi.org/10.1016/S0305-750X(96)00084-8)
- Agarwal, S. P. (ed.). (1993). *Commissions and Committees in India, Volume 5*. New Delhi: Concept Publishing Company.
- Ahmed, S., & Ali, M. M. (2020). Educational Committees, Commissions, and Policies in India after 1947: A Chronological Overview from a Historical Perspective. *Indian Journal of Educational Research*, 9, 97-107.
- Allen, H. (1973). English as a Second Language. In W. Bright (Ed.), *Linguistics in North America, 1* (pp. 295-320). Berlin, Boston: De Gruyter Mouton. <https://doi.org/10.1515/9783111418780-012>
- Anil, B. (2017). Applying innovative teaching methods in a second language classroom. *International Journal of Research in English Education*, 2(2), 1-9. <https://doi.org/10.18869/acadpub.ijree.2.2.1>
- Annamalai, E. (2023). Reflections on a Language Policy for Multilingualism. *Language Policy* 2, 113-132 (2003). <https://doi.org/10.1023/A:1024689217801>
- Bagla, M. (2025). Challenges and opportunities in rural education: Bridging gaps through innovation. *International Journal for Multidisciplinary Research*, 7(1), 1-7. <https://doi.org/10.36948/ijfmr.2025.v07i01.35200>
- Banerjee, N., Das, A., & Ghosh, S. (2021). National Education Policy (2020): A critical analysis. *Towards Excellence*, 13(3), 406-420. <https://doi.org/10.37867/TE130334>
- Bhargava, S. (2020). Teaching English in Engineering Institutions in India. *Journal of English Language Teaching*, 62(1), 24-28. <https://doi.org/10.66121/rd4vn818>
- Bhaskaran, R. P. (2017). Language complexity and multilingual education in India—A policy perspective. *Issues and Ideas in Education*, 5(2), 199-214. <https://doi.org/10.15415/iee.2017.52013>
- Candrawati, A. C., & Purbani, W. (2025). Teaching English in rural settings: A systematic review of challenges and strategies in non-technological classrooms. *English Language Teaching Educational Journal*, 8(2), 54-65. <https://doi.org/10.12928/eltej.v8i2.14081>
- Cekiso, M., & Madikiza, N. (2014). Reading strategies used by Grade 9 English Second Language learners in a selected school. *Reading & Writing-Journal of the Reading Association of South Africa*, 5(1), 1-7. <https://doi.org/10.4102/rw.v5i1.42>
- Chatterjee, B. & Paul, S. (2024). Role of Various Educational Commissions, Committees and Different Aspects Regarding Teacher Education in 20th Century of India. *International Journal of Indian Psychology*, 12(3), 3240-3250. Retrieved from <https://ijip.co.in/index.php/ijip/article/view/8470>
- Chomsky, N. (1959). Review of Skinner's Verbal Behavior. *Language*, 35(1), 26-58. <https://doi.org/10.2307/411334>
- De, A., & Samson, M. (2025). Challenges to improve learning levels of all children in government primary schools in rural Haryana. In N. V. Varghese, V. Sarup, A. De, & A. Sinha (Eds.), *Improving learning outcomes in schools: Understanding the challenge of quality in the Indian context* (pp. 376-403). Routledge. Chapter. <https://doi.org/10.4324/9781003664222-22>
- Dua, H. R. (1993). The National Language and the ex-Colonial Language as Rivals: The Case of India. *International Political Science Review*, 14(3), 293-308. <https://doi.org/10.1177/019251219301400306>
- Dutta, N. (2023). Commissions and Policies in Teacher Education. In *Teaching and Teacher Education in India: Perspectives, Concerns and Trends* (pp. 85-120). Singapore: Springer Nature Singapore. https://doi.org/10.1007/978-981-99-4985-4_5
- Garg, N. (2019). High Performance Work Practices and Organizational Performance-Mediation Analysis of Explanatory Theories. *International Journal of Productivity and Performance Management*, 68(4), 797-816. <https://doi.org/10.1108/IJPPM-03-2018-0092>
- GOI (Government of India). 1962. *Annual Report 1961-1962*. New Delhi: Ministry of Education.
- GOI (Government of India). 1971. *Census of India 1971*. New Delhi: Office of the Registrar General and Census Commissioner, India.
- GOI (Government of India). 1986. *National Policy on Education (NPE)*. New Delhi: GOI.
- GOI (Government of India). 1992. *Programme of Action (POA) NPE*. New Delhi: GOI.
- GOI (Government of India). 2007. *Report of the National Knowledge Commission*. New Delhi: GOI. Retrieved from www.knowledgecommission.gov.in
- Government of India (1950). *The Constitution of India*. Article 29-30.
- Government of India (1956). *Report of the Central Advisory Board of Education*.
- Government of India (1967). *Study of English in India*. Ministry of Education.
- Groff, C. (2017). Language and language-in-education planning in multilingual India: A minoritized language perspective. *Language Policy*, 16(2), 135-164. <https://doi.org/10.1007/s10993-015-9397-4>

- Hasnain, S., & Halder, S. (2024). The effect of Task-Based Language Teaching on the speaking fluency and accuracy of adult ESL learners: a study on trainee teachers in West Bengal. *SN Social Sciences*, 4(10), 174. <https://doi.org/10.1007/s43545-024-00975-w>
- Hill, L. A. (1967). Selected articles on the teaching of English as a foreign language. *Oxford University Press*. Retrieved from <https://books.google.com/books?id=YGJ5AAAAIAAJ>
- Hobsbawn, E. (1996). Language, culture, and national identity. *Social research*, 1065-1080. Hobsbawn, E. (1996). Language, culture, and national identity. *Social Research*, 63(4), 1065-1080. Retrieved from <https://www.jstor.org/stable/40971324>
- Hossain, K. I. (2024). Reviewing the role of culture in English language learning: Challenges and opportunities for educators. *Social Sciences & Humanities Open*, 9, 100781. <https://doi.org/10.1016/j.ssaho.2023.100781>
- Infanta Vincy R, & Greta D'Souza. (2023). English Language Education Scenario in India: A Systematic Review for Developing Policy Recommendations. *Journal of English Language Teaching*, 65(4), 27-38. <https://doi.org/10.66121/w7fjje13>
- Jain, P. K. (2021). A Critical Analysis of New Education Policy 2020 And It's Future Implications. *Journal of Commerce and Trade*, 16(2), 1-8. <https://doi.org/10.26703/JCT.v16i2-1>
- Jeyaraj, J. S. (2017). Challenges of Teaching English in India. *Language Forum: A Journal of Language & Literature* (pp. 43,1-2), 59-81. <https://doi.org/10.2139/ssrn.3486395>
- Johnston, J. (1883). Education in India and the India Commission on Education. *Journal of the Statistical Society of London*, 46(2), 225-282. <https://doi.org/10.2307/2979240>
- Joshee, R., & Sihra, K. (2009). Religion, culture, language, and education in India. In J. A. Banks (Ed.), *The Routledge international companion to multicultural education* (pp. 425–436). Routledge. <https://doi.org/10.4324/9780203881514-48>
- Joshi, A., Vinay, M., & Bhaskar, P. (2021). Impact of coronavirus pandemic on the Indian education sector: perspectives of teachers on online teaching and assessments. *Interactive technology and smart education*, 18(2), 205-226. <https://doi.org/10.1108/ITSE-06-2020-0087>
- Kalyanpur, M., Boruah, P. B., Molina, S. C., & Shenoy, S. (2022). The politics of English language education and social inequality: Global pressures, national priorities and schooling in India. *Routledge*, 63-80. <https://doi.org/10.4324/9781003125488>
- Khurana, A., Kumar, N., Sharma, S., Saini, I., Sharma, S. (2025). Language Proficiency and Its Impact on Cross Cultural HR Practices. *TPM – Testing, Psychometrics, Methodology in Applied Psychology*, 32(S8), 1865-1873. <https://doi.org/10.5281/zenodo.17837223>
- Khurana, D., Koli, A., Khatter, K., & Singh, S. (2023). Natural language processing: state of the art, current trends and challenges. *Multimedia tools and applications*, 82(3), 3713-3744. <https://doi.org/10.1007/s11042-022-13428-4>
- Kohn, A. (2005). Unconditional teaching. *Educational Leadership*, 63(1), 20-24. Retrieved from <https://www.alfiekohn.org/article/unconditional-teaching/>
- Krishnamurti, B. (1986). A fresh look at language in school education in India. *International Journal of the Sociology of Language*, 1986(62), 105–118. <https://doi.org/10.1515/ijsl.1986.62.105>
- Kumar, A. V. (2023). English Language and Challenges of Rural Student. *Intersecta Minds Journal*, 2(3), 33-50. retrieved from <https://so13.tci-thaijo.org/index.php/IMJ/article/view/638>
- Kumar, M. (2019). Role of English language in present scenario in India: The significance of English language in India's multicultural society. *Journal of Advances and Scholarly Researches in Allied Education*, 16(4), 1136-1142. Retrieved from <https://ignited.in/index.php/jasrae/article/view/10609>
- Kumar, M. (2024). Challenges and Solutions in English Language Teaching (ELT) in Rural Settings: A Case Study in India. *RESEARCH REVIEW International Journal of Multidisciplinary*, 9(1), 75–82. <https://doi.org/10.31305/rrijm.2024.v09.n01.010>
- Kumar, R., & Ilankumaran, M. (2025). Exploring the Role of Grammar Instruction in English Language Teaching: Evolving Approaches and Emerging Trends in Modern Instruction. *Journal of Language Teaching & Research*, 16(4), 1085-1094. <https://doi.org/10.17507/jltr.1604.04>
- Kumar, S. (2025). Role of Indian languages in the National Education Policy (NEP) 2020: A step towards inclusive and culturally rooted education. *International Journal of Advanced Academic Studies*, 7(5), 175-177. <https://doi.org/10.33545/27068919.2025.v7.i5c.1470>
- Kumar, S. (2025). The influence of regional languages on English learning in India. *International Journal of English and Studies*, 7(3), 51-54.
- Kumar, V. (1976). *Committees and Commissions in India Vol. 6: 1964-65*. Concept Publishing Company.
- Kurniawan, I. (2024). English Language and Its Importance as Global Communication. *Samā Jiva Jnānam (International Journal of Social Studies)*, 2, 51-57. <https://doi.org/10.25078/ijoss.v2i1.3920>
- Laitin, D. D. (1989). Language policy and political strategy in India. *Policy Sciences*, 22(3), 415-436.

<https://doi.org/10.1007/BF00136326>

- Latha, K. (2014). Role of English language for engineering students. *American International Journal of Research in Humanities, Arts and Social Sciences*, 7(2), 122-123.
- Latha, L. H., & Dhanalakshmi, C. (2018). The role of English language teaching for engineering students in India. *International Journal of Creative Research Thoughts*, 6(1), 309-317. Retrieved from http://ijcrt.org/viewfull.php?&p_id=IJCRT1135761
- Latha, M. (2018). Importance of English Language in India: It's Role in Present Scenario. *International Journal of Advance Engineering and Research Development*, 5(2), 1-3. <https://doi.org/10.21090/IJAERD.ICTIMES20>
- Macaro, E., Handley, Z., & Walter, C. (2012). A systematic review of CALL in English as a second language: Focus on primary and secondary education. *Language Teaching*, 45(1), 1-43. <https://doi.org/10.1017/S0261444811000395>
- Mackey, W. F. (1965). *Language teaching analysis*. Longman.
- Mahapatra, S. K., & Anderson, J. (2023). Languages for learning: a framework for implementing India's multilingual language-in-education policy. *Current Issues in Language Planning*, 24(1), 102-122. <https://doi.org/10.1080/14664208.2022.2037292>
- Mahapatra, S., & Mishra, S. (2019). Articulating identities – the role of English language education in Indian universities. *Teaching in Higher Education*, 24(3), 346-360. <https://doi.org/10.1080/13562517.2018.1547277>
- Manju, D. (2024). Challenges of teaching English language in India: A comprehensive analysis. *International Journal of Emerging Technologies and Innovative Research*, 11(6), c549–c554. <https://www.jetir.org/papers/JETIR2406270.pdf>
- Martan, V. (2025). Innovative Approaches to Teaching English as a Second Language: A Comprehensive Analysis. *Majapahit Journal of English Studies*, 2(2), 105-116. <https://doi.org/10.69965/mjes.v2i2.126>
- Mathew, A. (2015). Commissions and committees on higher education in India: Perspectives and recommendations on major issues. In *India Higher Education Report 2015* (pp 41-62). Routledge India. <https://doi.org/10.4324/9781315651163>
- Meganathan, R. (2011). Language Policy in Education and the Role of English in India: From Library Language to Language of Empowerment. In *Dreams and Realities: Developing Countries and the English Language*, edited by Hywel Coleman. *Teaching English, British Council*, 2-30. Retrieved from <https://files.eric.ed.gov/fulltext/ED530679.pdf>
- Meganathan, R. (2011). Language policy in education and the role of English in India: From library language to language of empowerment. In H. Coleman (Ed.), *Dreams and realities: Developing countries and the English language* (pp. 89–113). *British Council*. Retrieved from https://www.teachingenglish.org.uk/sites/teacheng/files/Z413%20EDB%20Section04_0.pdf
- Meganathan, R. (2015). English Language Education Situation in India: Pedagogical Perspectives. *Journal of English as an International Language*, 10(1), 48-66. <https://files.eric.ed.gov/fulltext/EJ1422820.pdf>
- Mehta, A. C. (2021). Improving education in rural India: The key challenges & solutions. *Education for All in India*. Retrieved from <https://educationforallindia.com/improving-education-in-rural-india>
- Melitz, J. (2016). English as a global language. In *The Palgrave handbook of economics and language* (pp. 583-615). London: Palgrave Macmillan UK. https://doi.org/10.1007/978-1-137-32505-1_21
- Mishra, A. (2025). Challenges of Teaching English as a Second Language. *International Journal of Engineering Development and Research*, 13(3), 414-418. <https://rjwave.org/IJEDR/papers/IJEDR2503040.pdf>
- Misra, G., Srivastava, A. K., & Misra, I. (2006). Culture and Facets of Creativity: The Indian Experience. In J. C. Kaufman & R. J. Sternberg (Eds.), *The International Handbook of Creativity* (pp. 421–455). Chapter, Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511818240.015>
- MOE (Ministry of Education). 1957. *Annual Report*. New Delhi: GOI.
- MOE (Ministry of Education). 1966. *Report of the Education Commission 1964-1966*. New Delhi: GOI.
- Mohanty, A. K. (2019). Language policy in education in India. In A. Kirkpatrick & A. J. Liddicoat (Eds.), *The Routledge international handbook of language education policy in Asia* (pp. 329–340). Routledge. <https://doi.org/10.4324/9781315666235-23>
- Mohanty, A. K., Panda, M. (2017). Language Policy and Education in the Indian Subcontinent. In: McCarty, T., May, S. (Eds.), *Language Policy and Political Issues in Education*. *Encyclopedia of Language and Education*. Springer, Cham. https://doi.org/10.1007/978-3-319-02344-1_37
- Mousumi Basu, M., & Tomar, R. N. S. (2024). Pedagogical Innovation and English language Proficiency: A comparative analysis of activity-based learning in urban and rural schools in Karnataka. *Journal of Advances and Scholarly Researches in Allied Education*, 21(5), 737-746. <https://doi.org/10.29070/90j6fv86>
- Mukherjee, J., & Bernaisch, T. (2021). The development of the English language in India. In A. Kirkpatrick (Ed.), *The Routledge handbook of world Englishes* (2nd ed., pp. 165–177). Routledge. <https://doi.org/10.4324/9781003128755-12>

- Mustafa, F., Nguyen, H. T. M., & Gao, X. A. (2024). The challenges and solutions of technology integration in rural schools: A systematic literature review. *International Journal of Educational Research*, 126, 102380. <https://doi.org/10.1016/j.ijer.2024.102380>
- Namiq, F., & Zafarghandi, A. M. (2025). English as an imperial language: a qualitative study of Iraqi postgraduate EFL students. *Discover Education*, 4(1), 406. <https://doi.org/10.1007/s44217-025-00886-9>
- Narwana, K. (2015). A global approach to school education and local reality: A case study of community participation in Haryana, India. *Policy Futures in Education*, 13(2), 219-233. <https://doi.org/10.1177/1478210314568242>
- Nation, I. S. P. (2022). *Learning Vocabulary in Another Language* (3rd ed.). Cambridge: Cambridge University Press. <https://doi.org/10.1017/9781009093873>
- National Commission on Education (1966). *Report of the Education Commission 1964-1966*.
- Nayak, R. (2019). Teaching English to rural high-school students in India: Identifying and addressing the challenges. *Doctoral dissertation, National Institute of Technology Rourkela*. <http://ethesis.nitrkl.ac.in/9806/>
- NCERT (National Council of Educational Research and Training). 1993. *Sixth All*
- NCERT (National Council of Educational Research and Training). 2005. *National Curriculum Framework (2005)*. New Delhi: NCERT.
- NCERT (National Council of Educational Research and Training). 2006. *National Focus Group Position Paper on Teaching of English*. New Delhi: NCERT.
- NCERT (National Council of Educational Research and Training). 2007. *Seventh All India School Education Survey: Media of Instruction and Languages Taught*. New Delhi: NCERT.
- Oakes, L. (2001). Language and national identity: Comparing France and Sweden. *John Benjamins Publishing Company*. <https://doi.org/10.1075/impact.13>
- Oommen. (2003). Language and Nation: For a Cultural Renewal of India. *Asian Journal of Social Science*, 31(2), 286-303. <https://doi.org/10.1163/156853103322318243>
- Panda, M., & Pachori, R. (2025). Bhasha matters: State of the Education Report for India 2025 on mother tongue and multilingual education. *UNESCO*. Retrieved from https://articles.unesco.org/sites/default/files/medias/fichiers/2025/12/SOER%202025_Digital.pdf
- Paragae, I. P. N. S. (2023). Innovative teaching strategies in teaching English as a foreign language. *English Teaching and Linguistics Journal*, 4(1), 1-9. <https://doi.org/10.30596/etlij.v4i1.12990>
- Poudel, B. (2023). Bridging Tongues: Challenges and Opportunities of Multilingualism in Haryana's Pre-Primary Classrooms. *Journal of Research Scholars and Professionals of English Language Teaching*, 7(39). <https://doi.org/10.54850/jrspelt.7.39.001>
- Pratolo, B. W., Bao, D., & Palaguna, S. (2025). Enhancing reading comprehension and motivation through Think-Pair-Share: Classroom action research in an Indonesian EFL context. *English Language Teaching Educational Journal*, 8(1), 54-65. <https://doi.org/10.12928/eltej.v8i1.13992>
- Rajeshwari, R. (2020). Methods of English Language Teaching in India: From Primary to Higher Level. *Journal of English Language Teaching*, 62(6), 25-30. <https://doi.org/10.66121/dd3thx90>
- Ramamoorthy, S., & Mishra, S. (2025). Attitudes of Dalit students and teachers towards English: a language of Dalit emancipation?. *Language Policy* 24, 245-270. <https://doi.org/10.1007/s10993-024-09703-9>
- Rani, S. (2021). Challenges and Solutions in Teaching English to Rural Students. *International Journal of Advanced Academic Studies*, 3(3):317-320. <https://doi.org/10.33545/27068919.2021.v3.i3d.1038>
- Rao, A. G. (2016). Multilingual education in India and the English-only myth. In *Language Policy and Education in India* (pp. 236-245). Routledge India. <https://doi.org/10.4324/9781315542454>
- Rao, N., Ranganathan, N., Kaur, R., & Mukhopadhyay, R. (2021). Fostering equitable access to quality preschool education in India: challenges and opportunities. *International Journal of Child Care and Education Policy*, 15(9), 1-22. <https://doi.org/10.1186/s40723-021-00086-6>
- Rao, P. K. S., Shanbal, J. C., & Khurana, S. (2009). Bilingualism and biliteracy in India: Implications for education. In J. E. Petrovic (Ed.), *International perspectives on bilingual education: Policy, practice, and controversy* (pp. 105–126). Emerald Group Publishing. <https://doi.org/10.1108/978-1-60752-331-420251008>
- Rao, P. S. (2019). The role of English as a global language. *Research Journal of English*, 4(1), 65-79.
- Reddy, T., & T. R. (2023). A study to explore the evolution of English language teaching (ELT) in engineering education in India. *International Journal of Science and Research*, 12(11), 600–603. <https://doi.org/10.21275/SR231027235820>
- Saha, P., Kulkarni, S. R., & Periginji, S. K. (2025). Accessing Education in India: Challenges Faced by Rural Children. *NG Agricultural Sciences*, 1(2), 29-34. <https://doi.org/10.5281/zenodo.15305118>

- Samy, D. P. (2026). A. Digital literacy and post-truth challenges in the rural academic ecosystem of Tamil Nadu. *Discover Education*, 5, 13. <https://doi.org/10.1007/s44217-025-01073-6>
- Sawalmeh, M. H., & Dey, M. (2023). Globalization and the increasing demand for spoken English teachers. *Research Journal in Advanced Humanities*, 4(2), 47-60. <https://doi.org/10.58256/rjah.v4i2.1097>
- Seenivasan, M. S., & Gadani, N. (2025). Challenges of English Language Teaching in India as a Second Language. *IJLRP-International Journal of Leading Research Publication*, 6(9), 1-6. <https://doi.org/10.70528/IJLRP.v6.i9.1738>
- Selvi, A. F., Galloway, N., & Rose, H. (2024). *Teaching English as an International Language*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/9781108902755>
- Shaniga, R. C., & Ilankumaran, M. (2024). Innovative methods and approaches of teaching English as a second language: An overview. *World Journal of English Language*, 14(4), 569-569. <https://doi.org/10.5430/wjel.v14n4p569>
- Sharma, N., Agarwal, S., & Alvi, I. (Eds.). (2021). Exploring English language teaching in India: Theory & practice. *Shanlax Publications*. Retrieved from <https://www.shanlaxpublications.com/978-93-91373-series>
- Shenoy, S., Wagner, R. K. & Rao, N. M. (2020). Factors that influence reading acquisition in L2 English for students in Bangalore, India. *Reading and Writing*, 33, 1809-1838. <https://doi.org/10.1007/s11145-020-10047-z>
- Sheth, D. L. (2018). The Great Language Debate: Politics of Metropolitan Versus Vernacular India. In: *deSouza, P. (eds) At Home with Democracy*. Palgrave Macmillan, Singapore. https://doi.org/10.1007/978-981-10-6412-8_10
- Singal, N. (2019). Challenges and opportunities in efforts towards inclusive education: reflections from India. *International Journal of Inclusive Education*, 23(7-8), 827-840. <https://doi.org/10.1080/13603116.2019.1624845>
- Singh, A. K. (2025). From policy to practice: Challenges and pathway for advancing multilingual education through India's national education policy 2020. *Policy Futures in Education*, 23(4), 746-765. <https://doi.org/10.1177/14782103251320532>
- Singh, A., & Halim, H. B. A. (2023). Addressing Challenges in Language Teaching in India: Exploring the Role of Corrective Feedback in Enhancing Learning. *Advanced Education*, 10(22), 152-184. <https://doi.org/10.20535/2410-8286.278042>
- Singh, G., & Kim, H. (2018). The limits of India's ethno-linguistic federation: Understanding the demise of Sikh nationalism. *Regional & Federal Studies*, 28(4), 427-445. <https://doi.org/10.1080/13597566.2018.1443917>
- Sridhar, K. K. (1996). Language in education: Minorities and multilingualism in India. *International Review of Education*, 42(4), 327-347. <https://doi.org/10.1007/BF00601095>
- Sridhar, M., & Mishra, S. (2017). Language Policy and Education in India. *Language planning and policy in Asia*, 1, 285-306. <https://doi.org/10.4324/9781315542454-1>
- Stein-Smith, K. (2017). Foreign language skills as the ultimate 21st century global competency: Empowerment in a globalized world. *International Journal of Research Studies in Language Learning*, 7(3), 71-86. <https://doi.org/10.5861/ijrsl.2017.1856>
- Suar, G. B., Behera, R. R., Rout, R. K., Patra, S., Panda, P., & Sethi, P. (2025). English language and pedagogical competency of prospective English teachers: insights and challenges from teacher education institutes in Odisha, India. *Frontiers in Education*, 10:1517466. <https://doi.org/10.3389/feduc.2025.1517466>
- Subramanian, L. (2023). English Language Teaching in India: Challenges and Trends. *Integrated Journal for Research in Arts and Humanities*, 3(6), 217-221. <https://doi.org/10.55544/ijrah.3.6.26>
- Subramanian, L. (2024). Language Policy in India: Its Role in Learning Outcomes and Communicative Performance. *Integrated Journal for Research in Arts and Humanities*, 4(3), 163-168. <https://doi.org/10.55544/ijrah.4.3.31>
- Tanvi. (2024). Role of English Language in the Modern Context in India. *American Journal of Language, Literacy and Learning in STEM Education*, 2(3), 722-726. <https://doi.org/10.5281/zenodo.15628537>
- Thorat, S. (2015). Higher education policy in India: Emerging issues and approaches. In *India Higher Education Report 2015* (pp 15-40). Routledge India. <https://doi.org/10.4324/9781315651163>
- Vennela, R., & Kandharaja, K. M. C. (2021). Agentive responses: a study of students' language attitudes towards the use of English in India. *Current Issues in Language Planning*, 22(1-2), 243-263. <https://doi.org/10.1080/14664208.2020.1744319>
- Verma, S. (2025). The Role of English Language in Ruining the Talents of Indian Youth: A Critical Study. *International Journal for Multidisciplinary Research (IJFMR)*, 7(4). <https://doi.org/10.36948/ijfmr.2025.v07i04.53181>
- Verma, S. J. (2024). Lessons learned from qualitative fieldwork in a multilingual setting. *Qualitative Research in Medicine & Healthcare*, 8(1), 11554. <https://doi.org/10.4081/qrmh.2024.11554>
- Vincy, I. R., & D'Souza, G. (2023). English language education scenario in India: A systematic review for developing policy recommendations. *Journal of English Language Teaching*, 65(4), 27-38. <https://doi.org/10.66121/w7fqje13>
- Warschauer, M. (2000). The changing global economy and the future of English teaching. *TESOL Quarterly*, 34(3), 511-535.

<https://doi.org/10.2307/3587741>

Xhemaili, M. (2022). The importance of the English language in public diplomacy and international relations. *Journal of Liberty and International Affairs*, 8(1), 322-339. <https://doi.org/10.47305/JLIA2281322x>

Yadav, A. (2025). Right to education and its challenges in rural India: A critical study. *International Journal of Civil Law and Legal Research* 2025; 5(2): 109-115. <https://doi.org/10.22271/civillaw.2025.v5.i2b.149>

Yadav, M. S., & Yadav, M. K. (2023). Implicit Impact of English Language Pedagogical Enhancement Policies in Higher Education Under the Indian NEP 2020: Challenges, Curriculum, Approaches, Opportunities, and Implementations. *American Journal of Education and Technology*, 1(4), 1-12. <https://doi.org/10.54536/ajet.v1i4.1117>