

# A STUDY ON IMPROVING ENGLISH LANGUAGE SKILLS IN CAREER DEVELOPMENT OF STUDENTS IN AJMER, RAJASTHAN

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## ABSTRACT

*This research paper highlights the need for improving English language skills and its impact on the career development of students of Ajmer. Improving the language proficiency of students is possible by improving teaching methods, using technological tools, and regular practice. Such integrated efforts will enable students of Ajmer to achieve success on the global platform. The importance of English language is increasing in India, especially in the fields of education and career development. Ajmer, Rajasthan, is emerging as an educational hub, where various educational institutes and universities are located. The aim of this research paper is to understand the need for improving English language skills and its impact on the career development of students of Ajmer.*

**Keyword:** - Students, Skills, English, and Language etc.

## 1. INTRODUCTION

At the end of the nineteenth century, rulers, upper castes, eminent citizens, British officials and Christian missionaries, etc., all made a commendable contribution to the spread of English education in Rajasthan. Businessmen and working class welcomed English education with the lure of progressing through it and becoming the favourites of the British. Therefore, English education spread in the twentieth century.

Jaipur - English education developed a lot in Jaipur. The ruler of that place, Ram Singh, established 'Maharaja School' in Jaipur in 1844, which later became famous as 'Maharaja College'. In 1866, 800 students used to study in it. In 1900, it was made a post degree college.

In 1861, a medical college was established in Jaipur. Only 12 students could get success from this college in 6 years. After this, the medical college was closed in 1867.

Ajmer - On the basis of Thomson's report, a government school was again established in Ajmer in 1848. This school gradually developed and in 1869 it was made a degree college.

Hodauti - The ruler of Bundi, Ram Singh, established an English school in 1863 AD. The ruler of Jhalawar also established English schools in Patan and cantonment, but the ruler of Kota expressed his inability to open an English school at government expense due to financial difficulties.

Jodhpur - In 1867, Rao Raja Moti Singh established an English school in Jodhpur with the help of some eminent citizens, which was later taken under the control of the government and named it "Darbar School". Later it was made a degree college and named "Jaswant College". Here in 1887 Kayasthas established 'Sir Pratap High School', in 1896 Oswal Mahajans established 'Sardar Middle School' and in 1898 Kshatriya Malis established 'Shri Sumer Saini Middle School'.

Bikaner - In 1885 an English school was established in Bikaner, which was later made a high school and affiliated to Allahabad University.

Udaipur - The Maharana of Udaipur had no interest in English education. When Maharana Shambhu Singh (1861-74) was a minor, Eden established a big school by the name of 'Shambhuratna Pathshala' by combining all the schools of Udaipur city. English education started being given in it from 1865. In 1885 it was made a high school.

In the last years of the 19th century, English schools were established even in smaller states like Dungarpur, Banswara and Pratapgarh.

Ajmer, Rajasthan, is emerging as an important educational hub with various educational institutions and universities located there. In the current global scenario, knowledge and proficiency in English language is extremely important for career development of students. This research paper attempts to understand the importance of English language skills in career development of students of Ajmer and the need for its improvement.

### **Education of Rajputs**

The Rajput rulers were not interested in English education. They believed that English was only a means of earning a livelihood. Hence, they were against sending their sons to English schools along with the boys of the lower classes. In such a situation, the British officers decided to establish a separate special school for the sons of feudal lords. In 1866, 'Nobiles School' was established in Jaipur for the sons of Sardars and Rajputs, but till 1869, the number of students studying in it was only 22.

In 1871, a separate school was established in Alwar for the sons of Thakurs. In 1875, 'Paulet Nobiles School' was established in Jodhpur state. For ordinary Rajputs, 'Elgin Rajput School' was established in 1896. In 1877, a special class was started in 'Shambhuratna Pathshala' for the sons of Sardars in Udaipur. In 1893, 'Walter Nobles School' was established in Bikaner.

In this way, the rulers tried to generate interest in English education among their feudal lords. The curriculum of these schools was kept different from that of public schools.

### **Interest of the British Government in the education of the rulers**

When British protection was established on Rajasthan, the British realized the need and importance of education for the Rajput rulers and their sons. They did not adopt any definite policy in this regard, but considered it appropriate to act according to the situation.

In 1836, the directors of the company sent detailed instructions to the Governor General for the education of Jaipur King Ram Singh. Similarly, the British Government took special interest in the education of Jaswant Singh of Bharatpur, Shivdan Singh of Alwar and Shambhu Singh of Udaipur.

At the time of the revolt of 1857, the devotion of the Rajput rulers towards their masters became completely clear, so the British Government took special interest in the education of the Rajput rulers. To further strengthen the feeling of devotion and obedience to the master, the government decided to emphasize on English education. Mayo College was the result of this feeling.

Mayo College - The then Political Agent of Bharatpur, Walter, first suggested to A.G.G. Colonel Keating that a separate college should be established for the sons of Rajput rulers and big feudal lords. Keating presented this suggestion to Governor General Lord Mayo. Lord Mayo had a sincere desire to establish a college in Rajasthan similar to the one in England. Hence, he found Keating's proposal interesting.

In 1870, a special court was organized in Ajmer, in which the prominent kings, Maharajas and chieftains of Rajasthan participated. In this, Lord Mayo established a special college in Ajmer. Lord Mayo assured them that the British were their well-wishers, hence they should also serve the British Empire according to their abilities and move forward in the right direction under the protection of the British.

The Rajput rulers welcomed Mayo's proposal to open a college and also provided financial support to the best of their ability for its construction. Mayo College was established in October 1875 and the first student to take admission in this college was Alwar King Mangal Singh.

On 7 November, 1885, Dufferin inaugurated the main building of Mayo College. In the premises, rulers of states like Jaipur, Jodhpur, Udaipur, Kota, Bharatpur, Bikaner, Jhalawar, Alwar and Tonk etc. built their own hostels.

The main objective of establishing Mayo College was to strengthen the feeling of devotion and obedience towards the British rulers in the future rulers of the Rajput state. To fulfill this objective, efforts were made to make the students studying in the college English in terms of education, intelligence, reasoning style, lifestyle, food habits and behavior etc. They were filled with a feeling of deep respect and devotion towards the British rule and beliefs. They were nurtured in an environment different from Indian culture. Still, its curriculum was not much different from the curriculum of normal schools. The main objective of education here was to get a job. Discontent spread among the rulers against this, because they were not in favor of such education. Therefore, the controversy on the subject of curriculum continued till the end of the 19th century.

Due to Mayo College, British officers got an opportunity to mingle with the future rulers of the Rajput states. Apart from this, opportunities were also provided for various functions organised in the college. Mayo College had a great reputation at the time of its establishment and some time after that, but gradually the reputation of the college started declining due to the polluted environment of the hostels.

### **What are basic communication skills?**

Basic communication skills are essential for effective communication in any environment, especially your workplace. These include the following skills:

#### **Reading**

Reading is the ability to interpret and understand written communication. This includes the ability to recognize words and extract accurate meaning from them. At work, reading includes understanding complex business reports and work-related documents. This involves understanding the author or the writer's intent more than a cursory reading of the words.

**Writing**

This includes your written communication skills. In your job, you may need to write every day. This includes writing memos, reports, meeting minutes, or emails. Developing your writing skills will help you write concisely and communicate your ideas to your readers.

**Listening**

Listening is the ability to understand someone else's verbal communication. Listening involves understanding what the words they say mean. To communicate effectively, give others the time and space to express their thoughts. Listening is more than hearing a conversation. It is about paying full attention, processing information carefully and responding assertively.

**Speaking**

It is the ability to share ideas clearly and effectively through your words, voice, tone and pitch. For example, when talking to colleagues, your tone would be polite, but you might use a different tone when asking questions. Speaking clearly reduces the chance of misunderstanding, as you can convey your meaning and intention.

**2. BEGINNING OF ENGLISH EDUCATION**

Christian missionaries wanted to make English the medium of education to propagate Christianity, while British officials wanted to make English the medium of education to overcome difficulties in communication and correspondence.

English education in Rajasthan first started in Ajmer-Merwara region. Jevjkeri, son of Dr. William Carey, a Baptist preacher of Srirampur, was sent here. He opened schools in Ajmer and Pushkar with the help of the Resident Officer. After this, schools were established in Kekri and Bhinay. Only religious education was imparted in these schools, so all these schools were closed in 1931.

Lord Macaulay made English the medium of education in 1835, so it was natural for the form of education to change. In March 1836, the "General Committee of Public Instruction" under the Bengal government opened the first government school in Ajmer, but it was also closed in 1843. In 1842, Banne Singh, the ruler of Alwar, established an English school in Alwar. Which was converted into a high school in 1870. The English school established in Bharatpur in 1842 also progressed.

**3. IMPORTANCE OF ENGLISH LANGUAGE****Global Communication and Opportunities**

English language is widely recognized as a global language. It is widely used in the fields of business, science, technology, and education. Understanding and proficiency in English language helps students compete on the global stage and gain better opportunities.

**Higher Education and Employment**

The importance of English language in higher education and employment opportunities is particularly relevant for the students of Ajmer. English language proficiency is mandatory in many prestigious universities and corporate companies. It helps students to achieve success in entrance examinations, interviews, and professional communication.

**4. EDUCATIONAL SCENARIO OF AJMER****Role of Educational Institutions**

Ajmer is home to many prestigious educational institutions, such as Mayo College, Sophia School, and Ajmer Central University. These institutions offer English language courses and training programs, which motivate students to improve language skills.

**Current Status of Students**

Although Ajmer students have interest and enthusiasm towards education, lack of proficiency in English language remains a major challenge. This situation becomes even more challenging for students coming from rural and semi-urban areas.

**5. MEASURES TO IMPROVE ENGLISH LANGUAGE SKILLS****Improvement in teaching methods**

Improvement in teaching methods is necessary to make English language education more effective. Students' participation and understanding can be improved by adopting interactive and communicative teaching methods.

**Use of technological tools**

Technological tools, such as language labs, online courses, and mobile apps, can be used to improve students' language skills. These tools provide students with more opportunities for self-reliance and practice.

**Teacher training**

It is necessary to organize teacher training programs to make them aware of the latest teaching methods and techniques. This will increase the capacity of teachers and they will be able to teach students in a better way.

### Practice

It is necessary to provide students with opportunities to practice the English language regularly. Activities such as debate competitions, essay writing, and group discussions can be helpful in improving students' confidence and language skills.

### 6. CONCLUSION

Improving English language skills is crucial for career development of students of Ajmer, Rajasthan. This requires a collaborative effort of educational institutions, teachers, and students. Effective teaching methods, use of technological tools, and regular practice will improve students' English language proficiency, enabling them to compete globally and achieve success in their careers. In Ajmer, Rajasthan, proficiency in the English language is crucial for students' career development. As a growing educational hub, Ajmer has several prestigious institutes such as Mayo College and Ajmer Central University. English serves as a global language, essential in business, science, technology, and education, making it imperative for students to master it for better career opportunities and higher education. Currently, many students in Ajmer, especially from rural and semi-urban areas, face challenges in gaining proficiency in English. To address this, several measures can be taken: Improving teaching methods: Adopting interactive and communicative teaching methods can increase student participation and understanding. Use of technology: Incorporating language laboratories, online courses, and mobile apps can provide students with more practice and self-reliance. Teacher training: Organizing training programs to familiarize teachers with the latest teaching techniques and methodologies can improve their effectiveness. Regular practice: Providing regular practice opportunities through debates, essay writing, and group discussions can increase students' confidence and language skills. These combined efforts of educational institutions, teachers and students can significantly improve English language proficiency, enabling Ajmer students to compete globally and achieve career success.

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