# [MAY THAT I CAN BE WRONG- “IS IT QUALITY OF TEACHING” !…BUT OF, I CANNOT OR SHOULD NOT BLAME ALL AN INDIVIDUAL-](http://rituparnaraychaudhuri.edublogs.org/2015/05/31/may-that-i-can-be-wrong-is-it-quality-of-teaching-but-of-i-cannot-or-should-not-blame-all/%22%20%5Co%20%22Permalink%20to%20MAY%20THAT%20I%20CAN%20BE%20WRONG-%20%5C%E2%80%9CIS%20IT%20QUALITY%20OF%20TEACHING%5C%E2%80%9D%20%21%E2%80%A6BUT%20OF%2C%20I%20CANNOT%20OR%20SHOULD%20NOT%20BLAME%20ALL%20AN%20INDIVIDUAL-)

**An incomplete teaching!**

Today some students of Class VIII, of a certain school came to me. They had asked me their English Language Teacher had taught Auxiliaries. I said them to explain me the way they had learn-t from the teacher. Of the students, many of them soon directly started with exercises and, wherever they were finding as best they were putting the verbs. When I asked them on rules, they directly had thrown on me the fuss of Grammatical Rules to be remembered by them. The situation was quite, awkward to me.

***It disturbed me.***

Another experience I recently went through when students of Class VII could not have a perfect abode to learn on Verbs. Too I asked them, however what they had learn-t. They said the teacher had started directly only on exercises, so they could not follow of Transitive and Intransitive Verbs respectively. As further, I had informed on Teaching of the Language that the Chapter constitutes these verbs are half been incompatible to be gone through by majority of students, as the subject teacher said. So they exactly did not have minimum, of any knowledge how to find out exactly the verbs from a given sentence. Is that, to be expected from a Teacher?

The subtopics are endless!



I cannot judge myself to be made up with a fine texture. I had lot and lots of loops. But on, I am a good dreamer. I think, I .can dream best for the generation requesting “Experts you come forward have a hold on the teaching system. Make a generation to learn more properly with your own soil of

liberty.”

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People might rush against my thoughts. But at, it is completely my own to think on the vision as a teacher, I first try to think myself an abode of students consists a good as well as a mediocre student. Hence my method of teaching should be subscribed equally among all, not that only to reside among a rank of certain capable students. However, I do have a question to myself *that be continued*…



Does a student therefore, learn properly on the Language at, Secondary Stage of Education? The Way if I can Meditate on the question to get the answer, I should say it is certainly “NOT”.



Of like Mediocre Students, every time I had a question, why English Language Grammar is too insistent? The teacher never told me answer, only endorsed to arrest myself among so many rules and examples.

Several years after, on other side I came to know the answer of my question: ‘English Language and Versatile Knowledge on ‘**’Masculine Gender**”‘. This ‘is’ not the only a **mysterious** knowledge I had acquired at the time, as also along with other knowledge on ‘Growth of English Language’… I had learn-t much later *“DERIVATION’ MEANS THE MAKING OF A NEW WORD OUT OF AN OLD ONE.* ***IT IS ONE OF THE RICHEST SOURCES OF FORMING WORDS IN ENGLISH****.*”

Pronunciation, utmost problem and hence myself amidst in dilemma. Of a length, who” shall help me” was an uttered question. The answer became clear to me when I had learn-t on -“Prosody”, several years after my schooling.

During childhood I learn-t decorum of a paragraph, or stress on the language certainly, such that obviously sounds to be good. The then-vague conception became clear: advent when I learn-t on ‘Rhetoric’.

………………. ‘Hence, I do feel that many things are been left to know.’



"A language, like a living organism, grows and develops decays and dies away, although this is no animate being. It is, however, the weapon, not martial, but intellectual and cultural of us, a rational animate being. Naturally it has, like a living being, growth and decay.

Its advancement and development depend, of course, on a number of factors, external as well as internal. An individual requires external aids in the form of food, drink, even medicines and the like for his or her health and growth. At the same time, he or she must have the internal power of the appropriate assimilation of external elements. In the same way, a language needs foreign elements, along with its own assimilative resourcefulness, to grow adequately. This is borne out solidly by the linguistic history of the English language that has risen today from a tiny local dialect to the status of an international language. Indeed, the English language occupies today a very significant status in the world. It is the chief claimant for the dignified position of the international language, and this is hardly refutable. In vigour and vastness, in affluence and applicability, the language stands formidable and almost unassailable.” (Edited from a book, I read once)

***“Let, also the System of Secondary Education on English be changed”.****..Let* ***‘Philology’ (SCIENCE OF LANGUAGE) be introduced on Secondary System****.*

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*Let pupils know* ***what ‘Rhetoric’ is*** *and* ***what ‘Prosody’ is on the base, WITH GRADUALLY ADVENT OF THE AGE.******[****Like me,* ***many people*** *feel* ***Knowledge on the Language, is in Dilemma]****...*