1. **Introduction:** The Knowledge of Grammar is the essential part of language teaching. It’s impossible to use correct form of any language in the abscence of proper knowledge of grammar. It’s a fact that knowledge of grammar acquired in the early stage of life has a long lasting effect in case the knowledge is wrong. It is difficult to correct. It is better to improve knowledge of English Grammar structure, Knowledge of correct pronunciation pronunciation place of words, hand-writing and spellings. Thus the researcher wants to diagnose the grammatical errors of English language at secondary level of Rajasthan State Board school. The depth of knowledge of pronunciation of English words is very complicated as well as in the study of English language. His awareness of pronunciation is adequate although. There is an English teacher in all the Indian Universities and Hindi area schools, non – Hindi area schools, now it becomes the duty of all the Educationists related to English language to make collective efforts to eliminate incorrect form with regard pronunciation and spellings. In the educational process language serves as a Back Bone. Language teaching and learning play the most important role in the overall development of an individual. The above should be Dept in mind while preparing the syllabus of any language. There is only one objective of a language, that is to make dialogue or communication easy and with the help of language a human being can express his thoughts orally and in writing. The only are real bases of a language is thought and on the other side the real basis of curriculum is language. Without language a curriculum is just like a dead object. A student can not learn a syllabus without language. Expression does not have its own contents. It’s very
important to correct the writing and vocal errors of the students through Grammar.
All the students studying at secondary school level in Kohat Division, Pakistan constituted the population of the study. The study was delimited to the students of class 09 of Govt. High School Khurram (Karak). The study was experimental in nature and therefore the Pre-test-Post-test Equivalent Groups Design was used. Statistical data was collected through pre-test and post-test technique. Statistical tools i.e., mean, standard deviation and differences of means were calculated for each group. Environment on the academic achievement scores of secondary school students. The findings of the study will bring a constructive revolution in classroom setting to ensure effective teaching learning process. Furthermore the findings of the study will be beneficial for teachers. Placement tests: placing new students in the right class in a school is facilitated by the use of placement tests. Usually based on syllabuses and materials the students will follow and use once their level has been decided on, these test grammar and vocabulary knowledge and assess students' productive and receptive skills. Some schools ask students to assess themselves as part of the placement process, adding this self-analysis into the final placing decision. Proficiency tests have a profound backwash effect since, where they are external exams, students obviously want to pass them, and teachers' reputations sometimes depend (probably unfairly) upon how many of them succeed. This study was conducted to explore secondary school students' relationship of test anxiety with their achievement in the subject of English. Gender differences were also measured in terms of test anxiety. Data was collected from 2,270 tenth grade students (1,126 males and 1,146 females) selected from 80 schools in eight districts of Punjab province. Verma (1996) studied the effect of study habits on academic achievement in Hindi and English among students of X class and found that students possessing good study habits scored higher than students possessing poor study habits in these courses. Ali et al. (2013) explored the secondary school students' relationship of test anxiety with their achievement in the subject of English.