

CHAPTER NO.III

Research Methodology And A Profile Of The Schools

3.1 Introduction :

An application of the scientific method has become an integrated part of the scientific enquiry today. Whatever may be the problem, it must be studied with the help of the scientific methods which are free from personal bias. It is an admitted fact that, science goes with the method and not with the subject matter. The stress today is given on the scientific and systematic study which is characterized by the methodical collection and classification of facts, observation of their co-relation and sequencing. This is the reason why research methodology gives a scientific respectability to any subject. Hence a note on the research methodology adopted in this dissertation becomes absolutely necessary.

Learning is a development that comes from the exercise and efforts. It may come from mere practice or from the repetition of the act. It may involve imitation of the authoritarian agencies like parents and teachers. The interaction of the both i.e. the authoritarian agencies and the equalitarian agencies, lead to what is called learning. Naturally, the family background of the students has a tremendous bearing on their development. The favourable or unfavourable background may make or mar the process of learning respectively. Poverty, parental rejection, strained parental relations, unfavourable milieu etc. are the factors which prevent the children from developing their potentials. In this connection Taylor A. observes, "..... environmental deprivation affects their ability to conceptualize, results in limited vocabulary and causes them to be distractable to the point where they are unable to

integrate their experience."1. Thus it is obvious that the issue of the learning process is closely connected with the family background, Hence in the present dissertation, an attempt has been made to seek the close relationship between the family background and the learning of English.

3.2 Research Design :

Learning is a continuous process. However it should be a methodical one. It is more so with regards to the learning of the second lang. Many factors like teachers, learning situation, the group dynamics, techniques etc. go to influence the process of learning. The environmental factor like the family background of the learner can hardly be ignored. Hence, the objective of this study is to assess the nature and extent of the impact of the family background on the learning of English. To be specific, an attempt has been made to throw light on the problems mentioned below and test the hypothesis implied in them in connection with the learning of English.

The hypothesis of the present study is that a favourable family background in all respects as mentioned above is conducive to learning. The unfavourable family background does not provide the necessary motivation required for the learning of English. In order to assess the validity of the afore-said hypothesis an attempt has been made.

1. To obtain a picture of the structural, social, educational and occupational background of the family and its impact on learning English viz.-

The size of the household, the arrangement of the household causing or minimizing distraction, social life of the members in the family, parental education, their reading habits, interests and motivation, parental occupations, division of labour within the household, children's participation in the economic activities etc.

(Chapter No.IV).

2. To acquaint with the background of the family relationships viz- parent -child relationship, step - parent - child relationship, parental attitudes, sibling relationships, the relationship with the relatives etc. (Chapter No.V).

3.3 Sample-Scope Of The Study -

Scope of the study includes the students of the 9th standard of the 4 schools located in and around Warananagar. The scope consists of 200 students, with 50 students each of these four schools. It is true that these schools have more than two or three divisions which consist of near about 50 students each division of the 9 th standard. But this scope being too large, it was not practicable to make each and every student of all the divisions a unit of study. Sampling of the divisions, therefore, become a necessity. So the roll calls and the registers had to be scrutinized. The scrutiny revealed that the divisions were made on the basis of the alphabetic order for the sake of convenience. In other words, all the divisions were equally identical in quality, caste, religion and the family background. Hence, only one division in each school was selected as the focus of study as it displayed the representative picture of the 9 th standard.

A note must be written to explain as to why the 9th standard of the school was selected to assess the impact of family background on the learning of English. The secondary schools in the State of Maharashtra conduct six classes starting from the fifth where English is introduced. The vigorous attempts are made by the teachers to teach the basic skills of language in order that the students should learn them with interest. The objective before the teachers is that the students should obtain an ability to write and read English with ease. Coaching for examination is here a secondary objective. Hence, upto the 9th standard attention is given more on learning than on coaching. The

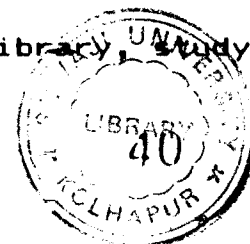
coaching starts from the 10th standard, which is the year of S.S.C. examination. The results of S.S.C. examination go to credit or discredit the school, obviously more coaching is undertaken in this standard as the students are being prepared for the examination. Naturally considering the hypothesis of our study the selection of 9th standard to assess the impact of the home background on the learning of English becomes all more necessary.

3.4 The Selection of Schools :

It is an admitted fact that the teacher is an effective tool of education. If a subject is to be taught well, a trained teacher is essential. An untrained teacher with no interest on teaching creates problems both for himself and for the taught. This is more true particularly with the teaching and learning of a foreign language like English. Hence, the visits were paid to the nearby schools to find out whether there are trained and qualified teachers or not. Needless to mention that the four schools, the profile of which is given below, are well equipped with the trained and qualified teachers of English besides other required aids and facilities necessary for the effective learning and teaching of English. These schools are -

- A) Shri Warana Vidyalaya, Warananagar.
- B) Kodoli Vidyalaya High School, Kodoli.
- C) Parashar High School, paragaon.
- D) Yashwant High School, Kodoli.

These schools are situated quite close to each other (2 to 4 Kms. away from each other). They are in a competition with one another. Naturally all the schools give more attention to the provisions of facilities and creation of educational atmosphere like extra coaching, study room facility, weekly tests, etc. Again, these schools have many other facilities like play ground, library, study



room and teaching aids. So the administrative and academic set up of the schools is conducive to learning.

3.4.1 Profile of The Schools :

A) Shri Warana Vidyalaya Warananagar :-

Warananagar is a 'factory town' having a rural background but with all urban amenities, Warana Sugar factory has made the provision of pre-primary to higher education in order to cater for the needs of the students residing in the nearby villages. The year 1969 saw the foundation of Shri Warana Vidyalaya, Warananagar. It had a moderate beginning with four classes having hardly hundred students and seven teachers. But in the course of about 20 years this small school became a full fledged school with a strength of 777 students and 27 teachers. The school being a residential and reputed one attracts the students not only from the villages nearby but also from the far off cities. The dormitories where the students live are very clean and neat. The school building is an ideal well-constructed two-storied building with a spacious ground. The school meets the educational needs of the students and the teachers. It has 24 rooms used as workshop and for keeping the sports and N.C.C. materials. Its laboratories are well equipped. Considering the facilities provided by the school and the trained teachers staffed, it is no wonder then that the school has a creditable academic record at S.S.C. Examination. The teachers do take extra efforts in preparing the students for examination. In the opinion of the teachers, the extra coaching classes have proved to be beneficial.

B) Kodoli Vidyalaya Highschool, Kodoli :

Kodoli is an old village situated a mile away from Warananagar. Hence, it has the oldest school founded in 1949. This school has

started with only one class consisting of 50 students and only one teacher. Today the school has grown in size. The number of students, classes and teachers have gone upto 1378, 26 and 43 respectively. It must be mentioned that ten teachers working in the school are trained in language teaching. The school has its own two storied building. It is noteworthy that extra coaching classes for English are regularly held. This school also has a creditable record of good results in S.S.C. Examination.

C) Parashar High School, Paragaon :

This school is situated on the outskirts of Paragaon, a village 5 Kms. away from Warananagar. The school started in 1956 with 39 students, 2 teachers and one class. Today it has grown remarkably with 1350 students, 26 classes and 28 teachers. The school has a technical wing too. What is noteworthy is that 28 teachers in the school are trained graduates and all who teach English are specially trained in teaching English. It also has a spacious building with 32 class rooms and it is well equipped with laboratories and technical workshops. The school organizes extra coaching classes in English but unlike other schools, it has found out a sporting device to teach English with ease. e.g. word building, flash cards, spelling cricket match etc.

D) Yashwant High School, Kodoli :

It is a new school founded in 1985. It began as an unaided school on no grant basis, still it could attract 40 students with one class and one teacher. Today the number of students has gone upto 410 with 12 teachers to teach them. This school too has sufficiently big building with a science laboratory, library etc. The school takes special efforts for extra coaching classes, and

the school has maintained a good record of S.S.C. results.

3.5 Data Collection :

After the proper selection of the sample, the next step was the collection of data about the aspect of the study. The nature of the information required was such that the contact with the units was necessary because the students were the source of information needed for the study. Considering the age, understanding and maturity of the students the information was collected through the schedule (appendix A) ably handled by the trained investigators. This proved to be more rewarding because the students could answer the most delicate and subtle questions like the addiction of their parents, parental disharmony, parents attitudes towards them etc. The trained investigators could establish a rapport with the students, Had they not been personally interviewed, the students would not have come forward to open their minds. The interview method, with the help of the schedule, was employed to elicit the required information from the units selected for the study.

3.6 Preparation Of The Test Paper :

In order to judge student's acquisition of the language and their general performance, it was thought necessary to administer a test to supplement their school examinations. This test was necessary to prove the amount of learning of the language on the part of the students as learning a language is a more complicated and complex system. Language learning does not mean learning only isolated words but learning the use of it and to gain a considerable amount of proficiency in it. So it became necessary to employ a test in order to judge the language learning of the students. Validity and reliability are not only the essential qualities but are the hallmarks of a good test. Naturally the school examinations, though objective, are not

the only basis to be relied upon. Hence, a question paper was prepared on the basis of the objectives of learning English language, having five questions carrying equal marks. A reference has to be made to the way the question paper was set as it may throw light on the objectives of the tests. The scope of the study being the students learning in the 9th standard, the question paper covered the syllabus of the same class. Before setting the test paper the papers set for the terminal and the last annual examination of the 9th standard were thoroughly scrutinized. In addition to that teachers teaching English in all those four schools were contacted. As it was an attempt to judge the amount of learning of language on the part of the students, the questions on the text were excluded. The stress was given on the acquisition of the language which involves two things. viz. - vocabulary and structures. Hence the question paper (Appendix B) comprises of - 1) Some objective questions, 2) A paragraph for reading comprehension, 3) Topics for writing composition and 4) Passage for translation.

The rationale behind the nature of the above question paper is as follows :-

1. The questions of objective type were set to know their knowledge of the word order, identifying different kinds of phrases and clauses, analysis and synthesis of the sentences etc.
2. To test the reading comprehension of the students, a carefully selected passage with controlled vocabulary was set. Simple and straight forward questions were set to test the comprehension of the students. The entire paragraph ran into 150 words and it was suitable for the 9th standard.
3. The question paper had a question on composition writing. It is an organisation of sentences dealing with a single topic. This

exercise tested the student's ability to express themselves precisely and accurately. So the topic was selected and the students were given clues so that they should write a paragraph of about 15 lines. As writing confirms the learning that has taken place, this exercise tested their ability to use vocabulary and structures of their own choice.

4. English is a foreign language and in India it is taught as a second language. Hence there is a need for developing a skill in translation from L2 to L1 as translation is an exercise which helps the learning of a foreign language. It is a skill which demands mastery over both the languages. In our context the languages are Marathi and English. Translation is a useful exercise to test the vocabulary and also the ability to express. It is an indicator of the extent of acquisition of the language. Generally the students are familiar with translation from L2 to L1. Hence, a paragraph of about 10 sentences, including the complex sentences was selected for the Test paper.

Translation from L1 to L2 was also set even though it is not prescribed in the 9th standard syllabus. The objective was to judge the knowledge of vocabulary, syntax and tense patterns. It is true that translation into a mother tongue is a simpler job than translating the mother tongue into foreign language as it demands a skill in that language. Hence, a well-knit and integrated paragraph of about 8 sentences including two complex structures was selected for the Test paper.

3.6-1 Administering The Test :

Before administering the questionnaire and test paper, pre-testing was necessary. It gave an idea before hand about the clarity of questions and correctness of interpretations. So before

administering the test, a few students learning in the 9th standard were invited to solve it. This pre-testing also gave an idea about the time to be allotted to the students for the Test and their reactions to the Test in general. The pre-testing proved to be beneficial as it enabled us to add a few points that had escaped our attention. The test paper was finalized after making necessary changes.

After the try-out, the test in four different schools was administered. The sitting arrangement was made on the lines of the annual examination to create seriousness in the minds of the students. Supervisors were appointed for efficient conduct of the test.

After the careful assessment of the answerbooks of all two hundred students belonging to the four different schools, a result sheet was prepared. It is encouraging to note that the result sheet tallied with the marks secured by the students in English in their terminal examination and also with the ranking of the students listed by their teachers teaching English in their respective schools. This ranking was the assessment of the teachers based on the general performance of the students in English in the class room irrespective of the marks secured by them in the examinations. This confirmed the reliability of the Test as the ranking of the students, the marks secured in the test and terminal examination do not leave significant gaps. All the three things coincide with one another. The following tables indicate the performance of the students. A detailed result-sheet is attached at the end of the chapter.

TABLE No. 1

General Performance Of The Students In The
Test And Terminal Examination

| Class Secured | Test | | Terminal | |
|---------------|-----------------|------------|-----------------|------------|
| | No. of Students | Percentage | No. of Students | Percentage |
| Distinction | 12 | 6.0 % | 10 | 5.0 % |
| First Class | 15 | 7.5 % | 11 | 5.5 % |
| Second Class | 31 | 15.5 % | 32 | 16.0 % |
| Pass Class | 49 | 24.5 % | 44 | 22.0 % |
| Fail | 93 | 46.5 % | 103 | 51.5 % |
| Total | 200 | | 200 | |

TABLE No. 2

Co-relation Between The Marks Obtained In The Test
And Terminal Examination By The Same Students.

| Test Performance | | | Terminal Performance | | | |
|------------------|----------------|-------------|----------------------|--------------|------------|------------|
| Class Obtained | No.of Students | Distinction | First Class | Second Class | Pass Class | Fail |
| Distinction | 12 | 9 | 1 | 2 | - | - |
| First Class | 15 | - | 9 | 5 | 1 | - |
| Second Class | 31 | 1 | 1 | 15 | 6 | 6 |
| Pass Class | 49 | - | - | 8 | 25 | 12 |
| Fail | 93 | - | - | 2 | 6 | 85 |
| Total | 200 | 10 | 11 | 32 | 44 | 103 |

TABLE No. 3

Co-relation Between The Test Marks And The Ranks
Obtained By The Same Students.

| Test Performance | | Ranks given by the teachers | | | | | | | | |
|------------------|-----------------|-----------------------------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|
| Class Obtained | No. of Students | A | B | C | D | E | F | G | H | I |
| Distinction | 12 | 9 | 1 | 2 | - | - | - | - | - | - |
| First Class | 15 | - | 2 | 4 | 6 | 1 | 1 | 1 | - | - |
| Second Class | 31 | 1 | - | - | 2 | 7 | 9 | 6 | 6 | - |
| Pass Class | 49 | - | - | - | 1 | 6 | 3 | 20 | 17 | 2 |
| Fail | 93 | - | - | - | - | 1 | 2 | 5 | 42 | 43 |
| Total | 200 | 10 | 3 | 6 | 9 | 15 | 15 | 32 | 65 | 45 |

In order to get a representative picture of the students' performance in English, it is necessary to compare the student's performance in the Test and that of Terminal Examination. It will be helpful to calculate central tendencies of the result sheet viz. - Arithmetic Mean, Median and Mode.

Arithmetic mean is drawn on the basis of the average of a set of scores. It is obtained by adding all scores together and dividing the sum by the number of scores.

$$\text{Arithmetic Mean} = \frac{\text{Total of all scores}}{\text{Total number of scores}}$$

$$\text{Arithmetic Mean of the Test (out of 50 marks)} = \frac{3796}{200}$$

$$= 18.98$$

$$\begin{aligned} \text{Arithmetic Mean} &= \frac{6818}{200} \\ \text{of the Terminal} & \\ \text{Examination} & \\ \text{(out of 100 marks)} & \\ &= 34.39 \end{aligned}$$

The scores of the Terminal Examination are out of 100 marks each while the Test paper carried 50 marks. To obtain the proper comparable value of mean, median and mode of the Terminal Examination it is necessary to divide the Arithmetic mean, median and mode of Terminal Examination by 2. That brings about the representative picture of the central tendencies of the Terminal Examination carrying 50 marks.

$$\begin{aligned} \text{Arithmetic Mean} &= \frac{34.39}{2} \\ \text{of the Terminal} & \\ \text{Examination} & \\ \text{(out of 50 marks)} & \\ &= 17.195 \end{aligned}$$

Median is the value of the middle score of all scores. To obtain median it is necessary to arrange the scores in the order of size i.e. either from the lowest to the highest or from the highest to the lowest. When the total number of score is even, the median is the average of the highest score of the lower half and the lowest score of the upper half. In the present data there are two hundred (200) scores, so the Median is the average value of 100th and 101st score.

$$\begin{aligned} \text{Median of the Test} &= \frac{18 + 18}{2} = 18.00 \end{aligned}$$

$$\begin{array}{l} \text{Median of the} \\ \text{Terminal Exam-} \\ \text{ination} \\ \text{(out of 100 marks)} \end{array} = \frac{32 + 32}{2} = 31.05$$

$$\begin{array}{l} \text{Median of the} \\ \text{Terminal Exam-} \\ \text{ination} \\ \text{(out of 50 marks)} \end{array} = \frac{31.5}{2} = 15.75$$

Mode is the value of the most frequently occurring score in the given set of scores.

$$\text{Mode of the Test} = 12$$

$$\text{Mode of the Terminal Exam. (out of 100 marks)} = 20$$

$$\text{Mode of the Terminal Exam. (out of 50 Marks)} = \frac{20}{2} = 10$$

Mean, Median and Mode as drawn from the above calculations are shown clearly in the following table.

| Scores | Mean | Median | Mode |
|-----------------------|--------|--------|------|
| Test Scores | 18.098 | 18.00 | 12 |
| Terminal Exam. Scores | 17.195 | 15.75 | 10 |

Above table clearly illustrates the point that the Central Tendencies of the Test Scores and that of the Terminal Examination do not differ much from each other. The arithmetic means of the Test and Terminal Examination stand on the boarder line or passing while Median and Mode are nearly below passing standard. It can be concluded that despite the better teaching facilities offered by the school and the special efforts undertaken by the qualified and trained teachers the average performance of the students in English is not heartening.

3.7 Information About The Teachers

It was also essential to know the position of the teachers teaching English in these four schools as a teacher is an effective tool in the process of education. So a questionnaire (Appendix C) was prepared to judge the competence and ability of the teacher to teach English. It is heartening to note that in all these four schools 18 teachers who teach English are adequately qualified and trained. Out of them 7 teachers are the holders of the master's degree besides the degree in education, 9 are graduates with specialization in language teaching. With regard to experience, most of them have completed 12 or more years of teaching. Only two of them have five years of teaching experience.

On the basis of the questionnaire and a free chat about their teaching methods and interests, it is revealed that these teachers work hard to teach English. They try their best to remove the unfounded fear about English from the students' mind and inspire them to participate actively in the learning of it.

The performance of the students in English in general, as the teachers admit, is not commensurate with the sincere labours taken by them. Test analysis given above stands testimony to it. While analysing the causes of the disappointing performance of the students in English, one has to take cognizance of the family background of the students as one of the factors that influences learning. In this study it is found that the 40 % of the students have come from the families with agricultural background. Most of the parents are uneducated with no ability to understand the importance of English, consequently failing to help their children in learning this language.

In a nutshell these four schools selected for the study offer a very disappointing picture of the students with regard to the learning of English. In fact there might be several factors leading them to the failure. However, these four schools are sufficiently equipped to make the teaching of English effective e.g. trained staff, adequate educational facilities, extra coaching, the material incentives given to the students etc. Hence the analysis of the causes of the failure of these students, particularly in English becomes imperative. Looking at the structural, educational, occupational and social family background of the students, their poor performance was thought to be the outcome of it. Hence, an attempt has been made here to assess the impact of the family background on the learning of English.

REFERENCE

1. A. Tylor, "Institutionalised Infant's Concept Formation Ability," American Journal Of Orthopsychiatry,
(1968), P.110.

RESULT SHEET

| Sr.No. | Marks obtained | | Rank | Sr.No. | Test | Marks obtained | | Rank | Sr.No. | Test | Marks obtained | | Rank |
|--------|----------------|----------|------|--------|------|----------------|----------|------|--------|------|----------------|----------|------|
| | Test | Terminal | | | | Test | Terminal | | | | Test | Terminal | |
| 1 | 44 | 85 | A | 27 | 30 | 62 | C | 53 | 23 | 47 | F | | |
| 2 | 53 | 70 | A. | 28 | 29 | 46 | F | 54 | 23 | 35 | G | | |
| 3 | 42 | 70 | A | 29 | 29 | 59 | E | 55 | 23 | 26 | H | | |
| 4 | 41 | 58 | C | 30 | 29 | 45 | E | 56 | 23 | 50 | E | | |
| 5 | 39 | 77 | B | 31 | 28 | 43 | G | 57 | 23 | 20 | H | | |
| 6 | 39 | 85 | A | 32 | 28 | 52 | E | 58 | 23 | 58 | E | | |
| 7 | 39 | 50 | C | 33 | 27 | 45 | F | 59 | 22 | 30 | H | | |
| 8 | 38 | 80 | A | 34 | 27 | 40 | G | 60 | 22 | 36 | G | | |
| 9 | 38 | 73 | A | 35 | 27 | 41 | G | 61 | 22 | 50 | E | | |
| 10 | 35 | 65 | B | 36 | 27 | 40 | G | 62 | 22 | 42 | G | | |
| 11 | 35 | 86 | A | 37 | 27 | 61 | D | 63 | 22 | 35 | G | | |
| 12 | 35 | 75 | A | 38 | 27 | 52 | E | 64 | 22 | 37 | F | | |
| 13 | 34 | 61 | B | 39 | 27 | 40 | G | 65 | 22 | 45 | E | | |
| 14 | 33 | 45 | D | 40 | 26 | 35 | H | 66 | 22 | 30 | H | | |
| 15 | 32 | 47 | D | 41 | 25 | 45 | F | 67 | 22 | 27 | H | | |
| 16 | 32 | 61 | C | 42 | 25 | 57 | D | 68 | 22 | 53 | F | | |
| 17 | 32 | 48 | D | 43 | 25 | 70 | A | 69 | 22 | 52 | E | | |
| 18 | 31 | 61 | B | 44 | 25 | 47 | F | 70 | 22 | 58 | D | | |
| 19 | 31 | 60 | D | 45 | 25 | 31 | F | 71 | 22 | 50 | E | | |
| 20 | 31 | 60 | D | 46 | 25 | 35 | E | 72 | 22 | 54 | E | | |
| 21 | 31 | 65 | C | 47 | 25 | 57 | E | 73 | 21 | 35 | G | | |
| 22 | 31 | 60 | D | 48 | 25 | 49 | E | 74 | 21 | 37 | H | | |
| 23 | 30 | 39 | E | 49 | 24 | 27 | H | 75 | 21 | 41 | G | | |
| 24 | 30 | 46 | F | 50 | 29 | 20 | H | 76 | 21 | 47 | F | | |
| 25 | 30 | 50 | E | 51 | 24 | 30 | H | 77 | 21 | 44 | H | | |
| 26 | 30 | 68 | C | 52 | 23 | 49 | F | 78 | 21 | 43 | G | | |

| Sr No | Marks Obtained | | Rank | Mach's obtained | | Rank | Mach's obtained | | Rank | Mach's obtained | | Rank |
|-------|----------------|----------|------|-----------------|----------|------|-----------------|----------|------|-----------------|----------|------|
| | Test | Terminal | | Test | Terminal | | Test | Terminal | | Test | Terminal | |
| 79 | 21 | 37 | G | 107 | 17 | 18 | H | 135 | 13 | 22 | H | |
| 80 | 20 | 37 | G | 108 | 16 | 30 | H | 136 | 13 | 36 | G | |
| 81 | 20 | 35 | G | 109 | 16 | 32 | H | 137 | 13 | 24 | H | |
| 82 | 20 | 40 | G | 110 | 16 | 32 | H | 138 | 13 | 16 | I | |
| 83 | 20 | 38 | G | 111 | 16 | 25 | H | 139 | 13 | 28 | H | |
| 84 | 20 | 16 | I | 112 | 16 | 44 | F | 140 | 13 | 24 | H | |
| 85 | 19 | 35 | G | 113 | 16 | 31 | H | 141 | 13 | 26 | H | |
| 86 | 19 | 28 | H | 114 | 16 | 29 | H | 142 | 13 | 36 | G | |
| 87 | 19 | 30 | H | 115 | 16 | 38 | G | 143 | 13 | 18 | I | |
| 88 | 19 | 31 | H | 116 | 16 | 15 | I | 144 | 13 | 52 | E | |
| 89 | 19 | 40 | G | 117 | 15 | 34 | H | 145 | 12 | 20 | I | |
| 90 | 19 | 27 | H | 118 | 15 | 36 | G | 146 | 12 | 18 | I | |
| 91 | 19 | 30 | H | 119 | 15 | 25 | H | 147 | 12 | 22 | H | |
| 92 | 19 | 07 | I | 120 | 15 | 27 | H | 148 | 12 | 30 | H | |
| 93 | 19 | 27 | H | 121 | 15 | 32 | H | 149 | 12 | 17 | I | |
| 94 | 18 | 40 | G | 122 | 15 | 07 | I | 150 | 12 | 25 | H | |
| 95 | 18 | 30 | H | 123 | 15 | 22 | H | 151 | 12 | 20 | I | |
| 96 | 18 | 36 | G | 124 | 14 | 23 | H | 152 | 12 | 09 | I | |
| 97 | 18 | 37 | H | 125 | 14 | 22 | H | 153 | 12 | 13 | I | |
| 98 | 18 | 36 | G | 126 | 14 | 30 | H | 154 | 12 | 25 | H | |
| 99 | 18 | 40 | G | 127 | 14 | 24 | H | 155 | 12 | 16 | I | |
| 100 | 18 | 29 | H | 128 | 14 | 32 | H | 156 | 12 | 22 | H | |
| 101 | 18 | 24 | H | 129 | 14 | 20 | I | 157 | 12 | 20 | H | |
| 102 | 18 | 20 | H | 130 | 14 | 30 | H | 158 | 12 | 11 | I | |
| 103 | 18 | 35 | G | 131 | 13 | 27 | H | 159 | 12 | 23 | H | |
| 104 | 18 | 48 | F | 132 | 13 | 20 | H | 160 | 12 | 21 | H | |
| 105 | 18 | 46 | F | 133 | 13 | 19 | I | 161 | 12 | 42 | G | |

| Sr No | Marks obtained | | Sr No | Marks obtained | |
|-------|----------------|----------|-------|----------------|----------|
| | Test | Terminal | | Test | Terminal |
| | Rank | Rank | | Rank | Rank |
| 163 | 12 | 26 | 190 | 08 | 15 |
| 164 | 11 | 20 | 191 | 06 | 15 |
| 165 | 11 | 27 | 192 | 07 | 19 |
| 166 | 11 | 24 | 193 | 07 | 13 |
| 167 | 11 | 32 | 194 | 06 | 22 |
| 168 | 11 | 20 | 195 | 06 | 23 |
| 169 | 11 | 25 | 196 | 06 | 20 |
| 170 | 11 | 22 | 197 | 06 | 13 |
| 171 | 11 | 20 | 198 | 05 | 15 |
| 172 | 11 | 53 | 199 | 05 | 17 |
| 173 | 11 | 15 | 200 | 04 | 15 |
| 174 | 11 | 15 | | | |
| 175 | 11 | 19 | | | |
| 176 | 11 | 14 | | | |
| 177 | 11 | 19 | | | |
| 178 | 11 | 26 | | | |
| 179 | 10 | 19 | | | |
| 180 | 10 | 17 | | | |
| 181 | 10 | 12 | | | |
| 182 | 10 | 17 | | | |
| 183 | 10 | 18 | | | |
| 184 | 09 | 16 | | | |
| 185 | 09 | 12 | | | |
| 186 | 09 | 13 | | | |
| 187 | 09 | 16 | | | |
| 188 | 08 | 10 | | | |
| 189 | 08 | 11 | | | |

IV. FAMILY BACKGROUND AND LEARNING OF ENGLISH.
[Structural, Occupational, Educational & Structural]

- 4.1 Introduction.
- 4.2 Size of the Family.
- 4.3 Location of the Tenement.
- 4.4 Size of the Tenement.
- 4.5 Occupational Background.
 - 4.5.1 Occupational Diversification.
 - 4.5.2 Division of Labour within the Household.
 - 4.5.3 Working Mothers.
- 4.6 Educational Background.
 - 4.6.1 Parental Education.
 - 4.6.2 Educational Environment.
- 4.7 Social Background.