CHAPTER -I
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1.1 INTRODUCTION

Communication is the fundamental occupant of social association and dialect is a correspondence framework. Everybody knows no less than one dialect, talked or sign.

Dialect is the inventive part of people that separates them from other creatures. Numerous creature species likewise can impart, however their ways are distinctive like the move of honey bees, the calls and hoots of gorillas, the sounds of music on the other hand minimal visual symbols utilized by PCs in coding languages. A critical contrast between human dialect and other creature or codes is that non human dialect needs sentence structure and generativity and accordingly the ability to express thoughts is restricted. Non human dialect as well as human non etymological modes like non verbal dialect, outward appearances, motions, drawings and enthusiastic cries and calls additionally have constrained range to express the thoughts, feelings and emotions. To portray contemplations, sentiments and dynamic thoughts one needs to depend on dialect. Along these lines, one might say that dialect is an essential intellectual accomplishment of people. Pinker (1994) has named dialect as "the gem in the crown of insight". To keep up the significance of language as a sparkling gem in
the crown one needs to comprehend the parts of dialect and how they work together

The idea of training has changed in the most recent couple of decades. The modern instruction framework, keeping in mind the end goal to end up distinctly significant, helpful and intentional, needs to consider the three incredible developments of the present period — the fast development of law based standards, the change of modern life and the improvement of test science (P. Munroe, 1990).1 And setting up the understudies to face the difficulties of the present dynamic world with the vital and satisfactory aptitudes and capacities has turned into the principle objective of training. In any case, one needs to concede that our instructive projects are dismissing this essential objective. The gatherings of late circumstances - national and also worldwide - have been communicating their profound worry over the disjunction amongst training and the world of work. That is to state that the instruction procedures are getting to be excessively unique and without work-abilities and work-understanding and are "learned", separated from the requirements, interests and the issues of genuine and make an inlet between the universe of work and the universe of learning. Raja

Roy Singh, an educationist of our circumstances, assaults the yield of modem training in the accompanying words:

“The young people leave the school or any other institutions unequipped to meet the minimum requirement of work in their society.”

The trip of the accomplishment of English dialect in the global circle is credited to certain good conditions which encouraged its global spread furthermore, assist development in stature. Truth be told, a mix of political, financial and logical reasons worked to support its. Prominent British language specialist David Crystal (2003) has given a clear portrayal of the conditions which were instrumental in hoisting the status of English to that of a worldwide dialect. The developing settler force of British domain around the world in the nineteenth century inferable from its effective methodologies alongside the spread of British individuals to various parts of the world encouraged the overall spread of English, which was enlarged by the rise of American world impact in the twentieth century, fast innovative and logical force of the modern unrest and the financial force of the nineteenth century in the midst of which English was the prime wellspring of

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correspondence. The development of Britain as world's driving modern and exchanging nation by virtue of the coming of new correspondence advances as transmit, phone and radio which encouraged the production of enormous multinational associations; uncommon development of universal promoting and publicizing; blast in diversion media as films and music and; the resultant drive to gain ground in science and innovation cultivating the need of research and further training among different countries of the world bolstered the development of English. In the twentieth century, this was further pushed by the development of worldwide associations, for example, the United Nations, World Bank, UNESCO, UNICEF, World Health Organization and the International Nuclear Energy Agency which encouraged the need of a most widely used language for shared correspondence among the member nations on matters of normal intrigue. In this way, the dialect went to various parts of the world and individuals embraced italthough in this procedure they adjusted it to instantly suit to their social and semantic conditions in this way making striking varieties in English as American English, British English, Australian English, Indian English, South African English, Ghanan English, Singaporean English and as of late Danish English, Dutch English, French English, German English et cetera. This procedure has
made a storehouse of 'World Englishes'. The world clients made their own fuses in sentence structure, elocution and vocabulary of this dialect. Indian English, for example, has a huge number of words, a great many elocution varieties furthermore, many syntactic developments nearby to India. Other than these varieties at the global level, even at the neighborhood level, in parallel to Standard English, there are a few other neighborhood lingos operational at national level too a few parallel territorial lingos. With every one of its varieties, English has procured a pre-prominent place as a "worldwide dialect' in contemporary circumstances. There are sure huge variables which legitimize its "worldwide" status.

In India, English was introduced with the arrival of East India Company who initially used the language for trade and commerce activities in the country and later, with the spread of British Empire; it came to play a significant role in the political and educational life of the country. Lord Macaulay intended to promote European literature and science in India. He made this obvious in his famous Minute in which he desired to produce, "a class of persons Indian in blood and colour but English in tastes, in opinion, in morals, and in intellect." Thus, English was introduced as a medium of instruction at school and
college level supplemented by its usage as a lingua franca of the literate. After attaining independence in 1947 a series of deliberations by educationists and political leaders both in favour and against the retention of English finally led to its retention as an ‘Associate Official Language’ of the country for another 15 years by the Indian Constitution framed in 1950. Subsequent efforts to replace English with Hindi - the ‘National Language’ of the country were foiled by people in the South. Thus from 1963 onwards, English was declared as the ‘Associate Official Language’ of the country for an indefinite period. Since that period, the language has played a significant role in the political, social and educational life of the nation. Though this acquisition process, as stated above, has been simultaneously paralleled by certain changes in vocabulary, pronunciation and grammatical constructions by different groups of users thereby giving rise to an ‘Indian’ variety of English, but for formal use and teaching purposes, certainly the ‘Standard English’ version is used. Today English is visualized as the greatest force behind Indian renaissance, an agent of progress and an effective source of career advancement and better prospects in all walks of life.
"It (English) is a language which is rich in literature-humanistic, scientific and technical. If under segmental urges we should give up English we could cut ourselves from the living stream of ever-growing knowledge. Unable to have access to this knowledge our standards of scholarships would fast deteriorate and our participation in the world movements would become negligible. Its effects would be disastrous to our political life, for living nations must move with the times and must respond quickly to the challenges of their surroundings. English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of the dark curtain of ignorance."

The main aim of education is to modify the behaviour of an individual for whole of the life. Through education an individual tries to adapt to his environment. In reality, the whole meaning of educationist implicit in the generation of proper conduct and impressions through the process of imparting knowledge. Man is constantly learning something or the other through his experiences.

English is the language which the world uses most extensively nowadays. By learning English well, we can understand more information of outside world. Environment is considered a complex set
of physical, geographical, biological social, cultural and political condition that surrounds an individual and determines his/her performance. The school environment as well as the family environment is the results of interactions of teachers, students and parents respectively. The purpose of the study will be to examine how self-esteem and family environment will contribute in the proficiency of English language among secondary school students.

English has as of late turned into the most widely used language for most individuals in India. The learning of English for commonsense purposes has picked up more prominent incentive among Indians of all classes and ages in light of the fact that the power conditions as far as which Indian dialect ought to be picked as the national dialect of the nation are more liquid today than any time in recent memory. At the time of independence, Nehru and other similarly invested pioneers concurred that English ought to be permitted to proceed as the authority and connection dialect in the nation until Hindi was acknowledged and talked fluidly by the non-Hindi talking people groups in the nation. Be that as it may, even following fifty years of autonomy this implied understanding among the pioneers remains unrealised. As expressed over the unacceptance of an "Indian" dialect
as the authority and fink dialect in the nation has been to the colossal preferred standpoint of English. It has propagated the need by all individuals in the nation to learn the dialect. Aside from this single reason which is exceptional to a multilingual, multi-racial nation like India there is another reason which is normal to all non-English talking nations on the planet. Consistently also, outside learner of the dialect is aware of, "the fundamental significance of English as one of the noteworthy social keys to "accomplishment" on the planet"

The Planning Commission of Government of India (1992) too, has listed in the Eighth Five-Year Plan “out-dated curriculum” as one of the several weaknesses of Higher Education in India. It has further pleaded for making higher education relevant to the context of changing socio-economic scenario.”\footnote{Eighth Five-Year Plan-1992-97, The Planning Commission, Government of India, 1992, Vol.2, ch.II.} It is because of this sad plight that the planners of education recommend that “external efficacy” (which refers to how well the system serves the students when they leave it to enter the world of employment and live in society) should be given prime importance in the agenda of educational problems of the developing countries (Bulletin of UNESCO, 1988). This clearly implies that the educational system should consult the agencies of employment and prepare a curriculum addressed to their needs so that its end-
products would be aptly absorbed' by the employment agencies. England and America serve as models in this respect where educational authorities work in co-operation with businessmen and industries and devise various courses including English courses to suit the man-power requirements. It naturally follows that even in our country there is a greater need to identify the English language needs of the personnel in various occupations and professions and the students preparing for them, so that suitable courses in English may be devised to meet actual needs.

It is in this setting the issues identifying with the instructing of English ought to be considered. It is improbable to feel that presentation to English dialect and writing alone will empower understudies to join the tip top gathering in the nation. A reasonable level of capability in the utilization of introduce day English, both talked and in addition composed, is what is required for the modem Indian society. It infers the need of reorienting the structure-based courses and literature oriented courses to take into consideration more regular dialect openings and to arrange courses that are totally open or practical. Truth be told, the very idea of dialect in modem times has extended which covers both interactional and the linguistic parts of
utilizing a dialect. It has additionally been understood that strategy/techniques alone won't create learning as misjudged in the seventies and one strategy alone may not be material taking all things together instructive settings (Janice Yelden, 1987).4

Proficiency means the quality of having great facility and competence i.e. still qualified physically and intellectually.

According to Merram Webster, "Proficiency means advancement in knowledge or skill progress."

According to Sweet, "Language is the expression of ideas by means of which speech sands are combined into words, words are combined into sentences and combination of sentences gives anasers to ideas and thoughts."

Language is therefore used to communicate our thoughts and ideas and is essential for our survival and developments human beings.

According to Kirkman's "Reading a language is by far the shortest road to learning to speak and write it."

Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language.

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The American Council on the Teaching of Foreign Languages (ACTFL) distinguishes between proficiency and performance. In ACTFL'S definition of proficiency is derived from mandates issued by the US government, declaring that a limited English proficient student is one who comes from a non-English background. And who has sufficient difficulty in speaking reading, writing or understanding the English language and whose difficulties may deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. ACTFL views "Performance" as being the combined effect of all three modes of communication- interpretive, interpersonal and presentational.

1.2 ENGLISH LANGUAGE PROFICIENCY

Dialect capability or etymological capability is the capacity of a person to talk or perform in a procured dialect.

There are four parameters to pronounce the English Language proficiency of a person. These are otherwise called the Linguistic abilities including the Receptive aptitudes Tuning in and Reading, and Expressive aptitudes Speaking and Writing.

Listening clear route for the procurement of different aptitudes and any obstruction in its way will influence the phonetic advancement
of the other three abilities. The significance of the listening ability can be decreed from a review by Wilt (1950) in which it was found that 45% of correspondence was tuning in, 30% talking, 16% perusing and 9% composing. In the demonstration of listening—two posts of correspondence are included specifically the speaker (encoder) and the audience (decoder). At first, the speaker utilizes an arrangement of code to encode the idea or message and sends it to the audience who deciphers the message by recognizing the sounds, understanding the syntactic example and structures, distinguishing data (by checking or skimming) and perceiving the prosodic highlights like tone, sound, pitch, stretch, and so forth utilized by the speaker. Richards (1990) draws two route procedure of listening appreciation: base up and best down preparing. In the Bottom-up process, the approaching information is utilized as a wellspring of data about the importance of the message though in the Top-down process, foundation learning is utilized to comprehend the significance of a message.

The key segments of talking ability are: generation of linguistically tolerating shapes, amend sound differences, appropriate anxiety, musicality and inflection, linguistically right dialect which is additionally suitable to the event, utilizing connecting words at
whatever point essential and, a great supply of words to pass on importance.

Alongside tuning in, it is the second key part of oral correspondence. Running from the correspondence of one's easygoing thoughts and thoughts with individual beinus discourse can even be used for illuminating the psyches of the general population.

By making use of proper eye movements, a good reader discriminates the words properly, forms association between the visual signs and their corresponding speech sounds, interprets the underlying meaning, has a good reading speed and has the ability to understand the subject matter.

The fourth skill viz. Writing involves good handwriting, correct spelling, punctuation; proper application of the language material, vocabulary, grammar, syntax and content. Since writing skill can be used for multifarious purposes such as letter writing, essay writing, descriptive writing, narrative writing, informative writing and report writing; each and every type of writing has its own method of execution.

A proficient user of the language displays reasonably good performance in all four skills while committing as minimum errors as possible.
The National Council of Educational Research and Training in its position paper (NCERT, 2006), has also recognized the importance of language proficiency in language evaluation, and has duly stressed upon the reorientation of language evaluation to measurement of language proficiency instead of limiting it to achievement with respect to a particular syllabi.

The ever increasing popularity of English in international professional and academic environments has led to the development of international standards for accepting candidates in academic and professional domain. Renowned and well recognized international organizations have introduced tests and they classify the candidates/learners on the basis of their varying levels of performance in the skills of English.

1.3 SELF-ESTEEM

In sociology and psychology self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgement of oneself as well as an attitude towards the self.

Many early theories suggested that self-esteem is a basic human need or motivation American psychologist Abraham Maslow included self-esteem in his hierarchy of human needs. According to Maslow, without the fulfilment of the self-esteem need individuals will be driven to seek it and unable to grow and obtain self-actualization.
Sociometer theory maintains that self-esteem evolved to check one's level of status and acceptance in one's social group.

Self-esteem can have a significant impact on almost everything a student does — the way he engages in activities, the way he deals with challenges, the way he interacts with others. It can also have a marked effect on his academic performance. Low self-esteem may lessen a student’s desire to learn, his ability to focus, and his willingness to take risks. Positive self-esteem on the other hand is one of the building blocks of school success and thus provides a firm foundation for learning.

High self-regard does not keep youngsters from smoking, drinking, taking medications, or taking part in right on time sex. In the event that anything, high self-regard encourages experimentation, which may increment early sexual action or drinking, yet, when all is said in done impacts of self-regard are insignificant. One vital special case is that high self-regard lessens the odds of bulimia in females. By and large, the advantages of high self-regard fall into two classifications: improved activity and wonderful sentiments.

Improvement of self-regard. Plus, self-regard supposedly is formed both by the level of inconsistency between a man's objectives
and the achievements, and by the degree of enthusiastic bolster saw from guardians and associates (Tam and Fatimah Yusooff, 2009).

Self-regard would likewise create out of a man's involvement with achievement and disappointment (Tam and Fatimah Yusooff, 2009). This would imply that if a man prevails in a specific assignment and gets a positive input from the others about the execution, he or she would build up a more noteworthy self-regard. Be that as it may, when the inconsistency is vast, this individual will see himself or herself as neglecting to experience the claim objectives or qualities and in this way result in a lower self-regard. It is this worldwide assessment of one's own value that is typically alluded to as self-regard (Tam and Fatimah Yusooff, 2009).

Self Esteem is composed of two terms ‘self’ and ‘esteem’, self means one’s own self and esteem is derived from a latin verb aestimare which means value. By combing these two terms we can conclude self esteem is value for one’s own self. It is the persons overall self-worth, attitude towards self. There are mainly two types of self esteem : Low self esteem and High self esteem, which depend upon the situations , environment and the people surrounding. Low Self Esteem constructs a negative view towards self; it is a condition when a person feels
hopeless, incapable, incompetent, lack of confidence in self, useless and unworthy.

1.3.1 Definitions of Self-Esteem

According to Shilling (1999) “Low self-esteem is a trait of financially unsuccessful people, which in turn results in low risk-taking ability.” On the other hand, High Self Esteem constructs a positive view towards self, there the person feels self-worthy, confident, competent, capable, happy, optimistic, far from worries and energetic.

According to Smith and Mackie (2007) "The self-esteem is the positive or negative evaluations of the self, as in how we feel about it."

Self-esteem is a principal part of a man's involvement and personal satisfaction (Crocker and Wolfe, 2001). A positive self-assessment is an essential indicator of one's general prosperity and level of adjustment to the social setting, and in addition an intense calculate ensuring against psycho-social dangers in youth (Forzi and Not, 2003). At the end of the day, a negative selfevaluation of a man will be believed to bring about psycho-social dangers in youth. Habibollah Naderi, Rohani Abdullah, H. Tengku Aizan, Jamaluddin Sharir and Kumar (2009) found that the advancement of full human potential is improved through high self regard for individuals of all ages. Self –
esteem is additionally a crucial element that influences the level of capability in all fields of try (Habibollah Naderi et al., 2009). In this way, self-regard in a man plays an critical part in enhancing a man's competency and capability which inevitably can advancement the individual to his or her full human potential.

Self-regard build is perceived today to be a noteworthy figure learning results (Lawrence, 2000). A current research has reliably demonstrated a constructive relationship between the means by which individuals esteem themselves and the level of their scholarly accomplishments (Habibollah Naderi, Rohani Abdullah, H. Tengku Aizan, Jamaluddin Sharir and Kumar, 2009). Along these lines, it has been seen that the individuals who feel certain, by and large accomplish more, while the individuals who need trust in themselves accomplish less. Besides, self regard supposedly is a figure work achievement, school accomplishment, interpersonal similarity and general joy. Consequently, self regard build has been perceived today as the major calculate learning results. For the concentration of this review, we will just underline on some of these variables on pre-adulthood self-regard which are guardians, financial status (SES) [parent's instructive
foundation and family structure] and scholastic execution of adolescences.

The advancement of a sound self-regard has been seen to be a critical marker of mental modification, with self-regard being identified with various enthusiastic, psychological, and behavioral factors (Leary and MacDonald, 2003). In this manner, if low self-esteem is exacerbated by troublesome school moves, an agitated family life, a person's issue can escalate. As per a review led by Harter, self-regard when coupled with different elements would bring about crime and dietary issues (as referred to in Tam and Fatimah Yusooff, 2009). In addition, in another review, people who were occupied with brutal thinking demonstrated fluctuating self-regard, had more lead issues, and had a background marked by mortifying occasions that debilitated their consciences (McCarley and Harter, 2004). Along these lines, to keep these psychosocial issues, it is imperative to comprehend the regulating self-regard direction which may advise intercessions that are intended to advance self-regard in basic formative stages, for example, youthful adulthood (Orth, Robins and Trzesniewski, 2010). Self-esteem is an objective of intercessions since it tentatively predicts better physical wellbeing, less criminal conduct, bring down levels of misery, and more noteworthy
accomplishment and financial riches (Orth, Robins, Trzesniewski, Maes, and Schmitt, 2009).

Family is the principal school for a person. Child's life is mostly impacts by the family condition; it is the essential wellspring of social advancement. Every family is not quite the same as the other, as it is made out of various individuals. Each fluctuates in its social and monetary conditions with various foundation. Bhatia and Chadha (2004) measured the mental condition of family as seen by young people concerning the quality and amount of psychological, enthusiastic and social bolster given by the family to the kid, with eight parts in particular: attachment, expressiveness, strife, acknowledgment and minding, autonomy, dynamic recreational introduction, association; and control.

Youth is a vital formative period of life. It is a way prompting to adulthood, a singular begins getting to be distinctly free from the family. At this stage social mindfulness and social intercourse starts, yet at the same time guardians and other relatives assumes a crucial part in youths. Connection between Family Environment and Self Esteem of Adolescents life in their prosperity, they go about as an
emotionally supportive network inside with youngsters investigate their personality and builds up their self idea.

In brain science, the term self-regard is utilized to depict a man's general feeling of self-esteem or individual esteem.

Self-regard is frequently observed as an identity characteristic, which implies that it has a tendency to be steady and persevering.

Self-regard can include an assortment of convictions about the self, for example, the examination of one's own appearance, convictions, feelings, and practices.

Raising self-esteem in pupils can lead to the achievement of higher academic results and fewer behavioral problems. Outlining in simple terms what self-esteem is and providing strategies to support it in the classroom, Denis Lawrence offers clear explanations of the terminology and theory behind self-esteem, and many practical examples and useful activities to use with children.

Fully updated and including new case study material and activities, this resource also discusses the main issues surrounding the self-esteem of practitioners. It sets out tried-and-tested strategies that teachers can use to recognize and reduce stress and maintain their self-esteem.
1.3.2 Parts of Self-Esteem

As per one definition (Branden, 1969), there are three key parts of self-regard:

- Self-esteem is a basic human need that is essential for survival and ordinary, solid advancement.
- Self-esteem emerges consequently from inside in light of a man's convictions and cognizance.
- Self-esteem happens in conjunction with a man's musings, practices, emotions, and activities.

1.3.3 Self-Esteem Theories

The requirement for self-regard assumes a vital part in clinician Abraham Maslow's chain of command of necessities, which portrays self-regard as one of the fundamental human inspirations. Maslow recommended that individuals require both regard from other individuals and internal identity regard. Both of these requirements must be satisfied all together for a person to develop as a man and accomplish self-realization.
Note that self-regard is an idea unmistakable from self-adequacy, which includes the confidence in future activities, execution or capacities.

1.3.4 Components of Self-Esteem

As you may envision, there are diverse variables that can impact self-regard. Hereditary elements that help shape general identity can assume a part; however it is frequently our encounters that frame the reason for general self-regard. The individuals who reliably get excessively basic or negative appraisals from parental figures, relatives, and companions, for instance, will probably encounter issues with low self-regard.

Self-esteem regularly has an association with rationally wellbeing, adapting effectively, living adequately, and even the great life (Murk, 2006). In the fruitful learning, Smelser (1989) recognized that there are three components influenced without anyone else's input regard, specifically subjective, full of feeling, also, evaluative components. The principal component (self regard) which implies describing a few parts of oneself in power, certainty, and organization has a connection with English dialect capability. The above explanation is likewise fortified by Alwasilah (2010), who expressed that
understudies' inspiration or self regard is one of the factors to make their progress in actualizing instructive program.

The previously mentioned explanation can be demonstrated when understudies have great certainty and power or they have capacity in English, they will appear their capacity or positive perspective in holding English capability, for example, TOEFL, IELTS, or English examinations. Self regard impacts on the understudies' appreciation or capability. It can be distinguished that understudies with high self regard normally set higher objectives for themselves and turn out to be more willing to proceed despite disappointment. Besides, high self regard may likewise help understudies have the certainty to challenge troublesome circumstances and additionally observe fulfillment from their advance and achievement. Scholarly aptitudes have confidence in high scores of examinations and nature of their work to procure individual and expert advantages. Then again, understudies who need trust in their scholastic aptitudes picture a poor quality even before they begin an examination or select in a course.

A number of studies have been conducted regarding the role of self-esteem in language learning and its relationship with other. In their research, Roebers and Schneider (1999) concentrated on acculturation
and studied self-esteem and anxiety of immigrant children in a German context. 364 elementary students took part in the study in which they were divided into four groups: two immigrant and two non-immigrant groups. The aim of the study was to compare the students' global versus mathematic and German language self-esteem as well as their general and test anxiety.

Emotional Abuse Versus Loving/Supportive Behavior and Self Esteem Rosenburg (1965) states that high self esteem consists of an individual respecting himself and considering himself worthy. Low self-esteem consists of self-dissatisfaction, self-rejection, and self-contempt in an individual (Gecas & Schwalbe, 1986). Parental behavior has been reported to relate to a child's self-esteem and is known to be as one of the reactions or consequences of psychological maltreatment (Gross & Keller, 1992). Hart and Brassard (1987) Abuse Consequences 6 suggest that psychological maltreatment is associated with many other consequences such as emotional maladjustment, dependency, depression, suicide, aggression, and conduct disorders. A discussion on several of these consequences will be discussed in a later section. Rohner and Rohner (1980) also agree that emotionally abusive behaviors will lower a child's self esteem, self-adequacy, and sense
ofself-worth (Nicholas & Bieber, 1996). According to Gross and Keller (1992), children considered to be psychologically abused showed signs of depression and low esteem. The results of their study also indicated that children exposed to psychological abuse experience depression and lower self esteem in adulthood. Evidence suggests that parental loving behaviors such as support, acceptance, and nurturance build a child's self esteem and sense of competence (Gecas & Schwalbe, 1986; Buri, Kirchner, & Walsh, 1987). Parental acceptance, approval, and support are significantly important in the development of American children's self esteem. (Buri et al., 1987). Gender differences associated with these issues have been found. When a child is being abused either by a mother or father, the child will view the mother as being a failure in providing protection and nurturance. They will not view the father this way even if he is the perpetrator (Nicholas & Bieber, 1996). Boys' self esteem has been found to mainly be affected by parental support, especially of the father. Girls' self esteem seems to be most strongly affected by parental support, that of both the mother and the father (Gecas & Schwalbe, 1986). It is surprising that self esteem of adolescent boys is more affected than girls by parental behaviors. Also the finding that fathers have a greater influence than mothers on adolescent self esteem is interesting (Gecas & Schwalbe, 1986). Loving
and emotionally abusive parental behaviors have also been found to influence the amount of hostility, anger, shame, and aggression a child possesses (Hoglund & Nicholas, 1995; Rohner & Rohner, 1980).

1.4 FAMILY ENVIRONMENT

A family is a primary group which requires "People who are intimate and have frequent face to face contact with one another, have norms (i.e. expectations regarding how members in the group should behave) in common and share mutually enduring and extensive influences."

Because children's lives are centered initially within their families, the family environment becomes the primary agent of socialization. The family environment involves the circumstances and social climate conditions within families since each family is made up of different individuals in a different setting, each family is unique.

According to Henderson, "Parental involvement improves student achievement"

Since kids' lives are focused at first inside their families, the family condition turns into the essential specialist of socialization. The family condition "includes the conditions also, social atmosphere conditions inside families. Since every family is comprised of various
people in an alternate setting, every family condition is one of a kind. The situations can vary from various perspectives. For instance, one clear contrast lies in the financial level. A few families live in rich twenty-four-room homes, possess a Porsche and a Mercedes notwithstanding the family smaller than normal van and can bear to have shrimp mixed drink for a canapé at whatever point they pick. Different families live in two-room shacks, battle with time installments on their utilized '85 Chevy and need to eat macaroni made with manufactured handled cheddar four times each week.

1.4.1 Variety in Families

Families in the United States today are no longer described by two first-time wedded guardians who live euphorically together with 2.5 kids. One may think about whether the conventional "solid" families as portrayed in early network shows ever truly existed as joyfully and happily as they showed up. Presently less than 30 % of all families are made out of the customary "atomic family" (that is, one-time wedded guardians with at least one youngsters).

Today's families will probably fit in with an assortment of designs. We self-assertively characterize a family as "an essential gathering whose individuals accept certain commitments for each other
and by and large share basic homes." Scrutinizing this definition indicates how adaptable the thought of family has ended up.

A family is an essential gathering which requires "individuals who are private and have visit confront to face contact with each other, have standards (that is, assumptions in regards to how individuals in the gathering ought to carry on) in like manner and share commonly persevering and broad impacts. Consequently, relatives as individuals from an essential gathering have outrageous impact upon each other. The second idea in the meaning of family includes "commitments to each other." Obligations concern shared duty and obligation regarding different individuals in the family framework. The third idea in the definition involves "regular living arrangements." That is, to some degree, family individuals live respectively.

Families, then, may comprise of in place two-parent families with or without kids, single-parent families, reconstituted families, mixed families, step-families or some other arrangement that fits our meaning of family. Some of these terms are characterized as takes after:

A solitary parent family is "a family and family including the kids and the mother on the other hand father yet not the other mate." Over 90 % of single-parent families are going by ladies.
A reconstituted family is "a family involving a lawfully wedded a couple, one or both of whom have kids from a past marriage or relationship who live with them".

Reconstituted families may likewise be alluded to as mixed families. In any case, a mixed family is characterized as any design of individuals, either related or disconnected, where "individuals live together and expect conventional family parts." Such connections may not include natural or legitimate linkages. The vital thing is that such gatherings work as families.

Stepfamilies are essential gatherings in which "individuals are joined thus of second or resulting relational unions." Members may incorporate stepmothers, stepfathers and any kids either may have from earlier relational unions. Stepfamilies may likewise incorporate youngsters destined to the right now hitched couple. Stepfamilies have turned out to be to a great degree basic in perspective of the way that about half of all relational unions end in separation. Stepfamilies may likewise turn out to be extremely intricate in situations where one or both companions were hitched more than once or potentially have kids from different connections.
Human beings are always immersed in a social environment starting from family, which not only changes the very structure of the individual but also provides him a readymade system of signs. The infant at birth is primarily on a biological level. Its first contact by which it begins to become a social psychological being is in the family. Inspite of radical changes that have taken place in the pattern of Indian life in recent decades, the family is the still most important part of child's social network. This is because the members of the family constitute the child's first environment and are the most significant people during the early, formative years.

1.4.2 Positive Family Functioning

In perspective of the boundless scope of family setups, it is amazingly hard to characterize a "sound" family. Be that as it may, no less than two ideas are imperative while surveying the adequacy or constitution of a family. These incorporate how well family capacities are embraced and how well relatives speak with each other.

Family capacities incorporate "tyke care and tyke socialization, wage bolster and long haul mind" notwithstanding other care giving capacities. Youngsters must be supported and instructed. All family individuals require sufficient assets to flourish. Also, relatives ought to
have the capacity to call upon each other for help when fundamental (for example, in case of sudden ailment).

Great correspondence is the second viewpoint which describes "sound" families.

Correspondence and independence are firmly related ideas. Great correspondence includes clear articulation of individual thoughts and sentiments notwithstanding when they contrast from those of other family individuals. Then again, great correspondence additionally includes being touchy to the necessities also, sentiments of other relatives. Great correspondence advances trade off so that the most critical needs of all included are met. In families which encourage independence, limits for parts and connections are obviously settled. All relatives are considered in charge of their possess conduct. Under these conditions, relatives significantly less as often as possible want to instruct others or "push each other around."

Arrangement is additionally unmistakably identified with great correspondence and great connections. Whenever confronted with choices or emergencies, sound families include all relatives to come to answers for the shared great. Clashes are settled through discerning discourse and trade off rather than open antagonistic vibe and struggle.
On the off chance that one relative feels emphatically around an issue, solid families work to oblige his/her perspectives palatably. As undesirable families endure struggle and contradictions, so do solid families. In any case, a solid family manages strife a great deal more sanely and successfully.

Families can be thought about and assessed on numerous different measurements and factors. The particular factors included are not as essential as the idea that youngsters figure out how to carry on or are associated by the cosmetics of their individual family conditions. The family condition is essential in that youngsters are instructed what sorts of exchanges are considered proper. They figure out how to shape connections, handle control, keep up individual limits, speak with others and feel that they are a vital subset of the entire family framework.

1.5 CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)

The first education board to be set up in India was the Uttar Pradesh Board of High School and Intermediate Education in 1921, which was under jurisdiction of Rajputana, Central India and Gwalior. In 1929, the government of India set up a joint Board named "Board of
High School and Intermediate Education, Rajputana". This included Ajmer, Merwara, Central India and Gwalior. Later it was confined to Ajmer, Bhopal and Vindhya Pradesh. In 1952, it became the "Central Board of Secondary Education".

1.5.1 CBSE Vision

The CBSE envisions a robust, vibrant and holistic school education that will engender excellence in every sphere of human endeavour. The Board is committed to provide quality education to promote intellectual, social and cultural vivacity among its learners. It works towards evolving a learning process and environment, which empowers the future citizens to become global leaders in the emerging knowledge society. The Board advocates Continuous and Comprehensive Evaluation with an emphasis on holistic development of learners. The Board commits itself to providing a stress-free learning environment that will develop competent, confident and enterprising citizens who will promote harmony and peace.

The goal of the Academic, Training, Innovation and Research unit of Central Board of Secondary Education is to achieve academic excellence by conceptualising policies and their operational planning to ensure balanced academic activities in the schools affiliated to the
Board. The Unit strives to provide Scheme of Studies, curriculum, academic guidelines, textual material, support material, enrichment activities and capacity building programmes. The unit functions according to the broader objectives set in the National Curriculum Framework-2005 and in consonance with various policies and acts passed by the Government of India from time to time.

1.6 MADHYA PRADESH BOARD OF SECONDARY EDUCATION

The MPBSE is a Madhya Pradesh government body responsible for determining the policy-related, administrative, cognitive, and intellectual direction of the state's higher educational system. The board regulates and supervises the system of Intermediate education in Madhya Pradesh State. It executes and governs various activities that include devising of courses of study, prescribing syllabus, conducting examinations, granting affiliations to colleges. MPBSE also provides direction, support and leadership for all educational institutions under its jurisdiction. It also runs model schools such as the Model High, TT Nagar.

The Madhya Pradesh Legislature, in the sixteenth year of the Republic of India, enacted an Act for the establishment of a Board in order to regulate Secondary Education in Madhya Pradesh and other
ancillary matters. In 1965 this autonomous body was established under The Madhya Pradesh Secondary Education Act, 1965.

1.6.1 Activities of M.P. Board

Following activities of M.P. Board are:

- To grant affiliation/recognition to schools.
- To prescribe courses and text books at High school and Intermediate level.
- To conduct High school and Intermediate Examinations.
- To provide equivalence to the examinations conducted by other Boards.

1.7 ABOUT GWALIOR

Situated in the state of Madhya Pradesh, Gwalior is the city of true royals, the Scindias. City is well known for its majestic fort, considered as one of the best in the world. Gwalior is located at a distance of only 118 km from Agra and well connected by road and rail.

Gwalior is a major city in the Indian state of Madhya Pradesh and one of the Counter-magnet cities. Located 319 kilometres south of Delhi, the capital city of India, Gwalior occupies a strategic location
in the Gird region of India. The city and its fortress have been ruled by several historic northern Indian kingdoms. From the Tomars in the 13th century, it was passed on to the Mughal Empire, then to the Maratha in 1754, followed by the Scindia in 18th century.\(^5\)

Besides being the administrative headquarters of Gwalior district and Gwalior division, Gwalior has many administrative offices of the Chambal division of northern Madhya Pradesh. Several administrative and judicial organisations, commissions and boards have their state and national headquarters situated in the city.

Gwalior was the winter capital of the state of Madhya Bharat which later became a part of the larger state of Madhya Pradesh. Prior to Indian Independence on 15 August 1947, Gwalior remained a princely state of the British Raj with the Scindia as the local rulers. High rocky hills surround the city from all sides, on the north it just forms the border of the Ganga- Yamuna Drainage Basin. The city however is situated in the valley between the hills. Gwalior's metropolitan area includes Lashkar Gwalior (Lashkar Subcity), Morar Gwalior (Morar Subcity), Thatipur, and the city centre.

Gwalior was one of the major sites of rebellion during the 1857 uprising. Post-independence, Gwalior has emerged as an important tourist attraction in central India while many industries and

\(^5\) Lonely Planet. "History of Gwalior - Lonely Planet Travel Information".
administrative offices came up within the city. Before the end of the 20th century it became a million plus agglomeration and now it is a metropolitan city in central India. Gwalior is surrounded by industrial and commercial zones of neighbouring districts (Malanpur – Bhind, Banmor – Morena) on all three main directions. Gwalior has been selected as one of the hundred Indian cities to be developed as a smart city under PM Narendra Modi’s flagship Smart Cities Mission.

Figure -1 : Gwalior City Map
1.8 SIGNIFICANCE OF THE STUDY

This study will only provide a base for the research in learning environment of English as a second language in India. English has become a world language because of its wide diffusion outside the British Isles, to all continents of the world by trade, colonization and conquest. It the most used language in the world in domains of power and high culture, i.e. administration, business, media, research, flying advertising, travel, and so on. To ignore English would be to get locked out of the most powerful and lucrative jobs in the world. The findings of this study will provide direction and guidance in learning environment of English.

1.9 STATEMENT OF THE RESEARCH PROBLEM

English as foreign language and how it is correlated with the students as well as with the learning environment. Within the field of learning environment, efforts have been made to investigate into the relationship between various dimensions of the learning environment, and other areas of learning process. In particular many researchers attempted to inquire into the relationships between learning environments and attitudes towards the specific subject area. This work is an investigation into the influence of learning environment of
English by the school students. The factors affecting learning of English at the school level is also identified.

**STUDY OF ENGLISH PROFICIENCY AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF-ESTEEM AND FAMILY ENVIRONMENT (WITH REFERENCE TO GWALIOR CITY)**

**1.10 OBJECTIVES OF THE STUDY**

Following are the main objectives of the study:

- To know the English Proficiency among secondary school students of class 9th of M.P. Board.
- To know the English Proficiency among secondary school students of class 9th of CBSE Board.
- To assess the Self-Esteem of secondary school students of class 9th of M.P. Board.
- To assess the Self-Esteem of secondary school students of class 9th of CBSE Board.
- To examine the role of Family Environment on English proficiency among secondary school students of class 9th of M.P. Board.
- To examine the role of Family Environment on English proficiency among secondary school students of class 9\textsuperscript{th} of CBSE Board.

- To study the relationship of English Proficiency and Self-Esteem among secondary school students of class 9\textsuperscript{th} of M.P. Board.

- To study the relationship of English Proficiency and Self-Esteem among secondary school students of class 9\textsuperscript{th} of CBSE Board.

- To compare the relationship of English Proficiency and Family Environment among secondary school students of class 9\textsuperscript{th} of M.P. Board.

- To compare the relationship of English Proficiency and Family Environment among secondary school students of class 9\textsuperscript{th} of CBSE Board.

1.11 HYPOTHESIS OF THE STUDY

$H_1$: There is no significant difference in the English Proficiency among secondary school students of M.P. and CBSE Board.

$H_2$: There is no significant difference in the Self-Esteem of secondary school students of M.P. and CBSE Board.
H₃: There is no significant difference in the Family Environment among secondary school students of M.P. and CBSE Board.

H₄: There is no significant difference in the relationship of English Proficiency and Self-Esteem among secondary school students of M.P. and CBSE Board.

H₅: There is no significant difference in the relationship of English Proficiency and Family Environment among secondary school students of M.P. and CBSE Board.

1.12 DELIMITATIONS OF THE STUDY

- **Area**: The study restricted to Gwalior city.

- **Sample selected from the students of class 9th of M.P. Board and CBSE Board constitutes the sample size.**