Chapter One

INTRODUCTION

1.1 Introduction

It is generally accepted truth that, it was British who acquainted Indians with English Language, which later rooted deeply and fertilized profound into the Indian soil. Their intention was only to produce – “a class of people, Indian in blood and colour, but English in test, in opinions, in moral and intellect”¹. (Yardi V.V., (1987) P. 7) But Indian having found ‘milk of tigresses in English enthusiastically preserved this language as a treasure.

With the attainment of independence in 1947, the position of English in our education as well as in our national life came to be seriously questioned.¹ One of the most controversial issues in Indian Education today is the place of English in our educational set up. From “Angrezi Hatao”² (Yardi V.V., (1987) P. 25) (Down with English), at one extreme, to English as “the sole medium of education” at the other, their have been varying shades of opinions about its place and function. There were many controversies about the state and place of English in the changed context and still the disagreements are going on.

Today’s world is a world of globalization. It is necessary to look towards English as an important language. English language has achieved a prior place in curriculum. ‘English has acquired the status of a third language (lower level) in non English medium schools, in most of the States and Union Territories of India. In Maharashtra, for instance, the state has adopted the scheme of study of languages for the schools of Marathi Medium, as Marathi is the first language, (L1), Hindi. The Union Language, (L2) and English as the International link language (L3)

It is venerated as a language of library.

It is observed that there is a scarcity of competent English teachers in most of the schools. It resulted in deterioration of teaching-learning of English language. Most of the teachers prefer to teach English from viewpoint of examination. As Wilga U.K. points, “Frequently such teachers teach as they were taught by their teachers who taught as they were taught”. The teachers themselves have not sufficient proficiency and active vocabulary.
The result is that students learning language under these teachers cannot achieve expected mastery over this language.

The falling standard of teaching English is due to the lack of competent English teachers in secondary schools. “Meanwhile the standard of English has been deterioration so fast that a conscientious teacher does not know where to end at teaching English”. The board introduced an oral test in English at the higher secondary level with effect from the academic year 2006-2007 this coursebook provides a number of activities/tasks which will prove to be useful in preparing students for the oral test teachers manual offers detailed guidance on conducting the oral test and provides sample exercise as well teachers are expected to design more exercises on similar lines to give further practices to students the teacher needs to understand the implications of the various stages of the unit format what is the teachers role and what is the students role at each of these stages for example at stage one that is preparation the teacher is expected to initiate by drawing the students attention to the given questions/tasks teacher should feel free to adopt or adopt these considering the needs of their learners innovative and creative teacher can go beyond these tasks and can think of similar other kinds of tasks the texts included in the coursebook are either reading texts or listening texts the reading texts are to be read by the students silently the listening texts are to be read out by the teacher occasionally students can be asked to read aloud parts of the texts so that they can prepare for the oral test however this can be done only after the silent reading of the text the teachers has to ensure maximum student participation at all the stages of teaching/learning the teachers role is that of a facilitator of learning and the learners responsibility and the teachers job is to motivate and help the learner in the process the coursebook recommends pair/group work at various stages of learning in a large class this will be especially useful for example if the teacher puts a question to the class and only one student answers it other students do not get the opportunity of participating in the process of learning pair/group work will will encourage every student to be active in the class each of them will have to think and reason out the answer this will ensure increased participation two heads are better than one it is especially so in the development of writing skills

General Importance of Research Topic Taken and Its Justification in Present Era –
The Maharashtra State Board of Secondary and Higher Secondary Education has adopted the study of English of one level only, which is called uni-level for standard XII. It is observed that the most of students who have failed, in the H.S.C. Examination are from Marathi medium. They get less marks in compare to English medium students at the H.S.C. Examination as they offered English as third level (Lower level) at the S.S.C. Examination.

The Researcher believes that this research study has helped to identify the facts of failure in English in H.S.C. Examination. It is useful for developing remedial material for them to learn English in Standard XII.

The emergence of English as a global language is having considerable impact on policies and practices in all countries. It reveals significant problems, including confusion and inconsistency at the level of policy, particularly regarding teaching method, effective language, instruction inadequately trained and skilled teachers and a disjunction between curriculum and reality.

The field of teaching English is not an isolated field now. A teacher of English has to keep in view the developments in the fields of linguistics, psychology, sociology and educational technology. He has also to use and devise his own techniques as per his local situations even though he needs extensive acquaintance with the variety of teaching techniques and materials. It is hoped that the present study will provide material from which practicing teachers can draw many ideas and can even innovate and experiment. The researcher has kept in view different types of readers ranging from teachers teaching English to beginners to those adults who are eager to know the latest ideas in the field of English language teaching.

It is said that English in India is a foreign language with some difference. It is not the same as learning French by the English student of English by the Japanese. The Indian pupil has to learn English not only for reading or understanding but also for speaking and writing. The main aim of instruction in English at the school stage is a practical command of the language. The phrase ‘practical command of the language’ implies the abilities to use English in spoken and written forms in the variety of situations.

The teaching of English in India has a long history. It goes back to the Despatch of 1854, which is often described as the Magna Charta of English education in India. Wood’s Despatch was not for substituting English for the vernaculars. It believed in the ‘theory of filtration’ viz.
an English education for the upper classes, with the idea that modern knowledge from English would filter into the vernaculars. This pious hope was shared by many. Charles Grant who is regarded as the father of modern Indian Education exhorted the East India Company to impart knowledge of English to the natives as it would serve as a “key which will open them a world of new ideas.” To quote Grant again: “It would be extremely easy for Govt. to establish at moderate expense in various parts of provinces, places of gratuitous instruction in reading and writing English, multitudes especially the young would flock to them and the easy books used to teaching might at the same time convey obvious truths on different subjects… The Hindus would, in time, become teachers of English themselves and the employment of our language in public business, for which every political reason remains in full force, would in the course of author generation, make it very general throughout the country. “This policy and further Macaulay’s celebrated Minute on Indian Education set Indians on the course of Anglicization. “The hearty patronage of Government tried to provide preference to those who had been educated in Western Science and were familiar with the English language. The policy of administrators consciously promoted the association of English with a status or privilege. Consequently, knowledge of English became the mark of prestige. It gave rise to an exclusive class of what Ripon was to call “the daily growing body of Natives educated in Western learning.” This was the class of elites who felt themselves to be superior, privileged people with a decent income and an important status in society. This class, created between 1860 and 1890, brought in the forces of modernization, too, along with Anglicization.

The results were obvious. To speak English like an Englishman was the hall-mark of culture. English subject was at the top of educational hierarchy and the teaching of English came to be regarded as the prime object of the school course.

Indian independence changed the status of English, but it did not affect the place of English in Indian life or education. English was no longer the language of rulers. But it continued to be the language of elite. Gandhiji thought and thought rightly that “the excessive importance given to English has cast upon the educated class a burden which has maimed them mentally for life and made them strangers in their own land.” Despite this observation and the Angrezi Hatao Movement, English continued to retain its importance and has now become the status symbol and the gateway for entry into the urbanized group. English is the symbol of urbanization,
modernization, internationalism and elitism. Officially, it is the Associate Official language and assurances have been given that ‘it will continue to be the lingua franca as long as the non-Hindi speaking people want it.’

It is our experience that language issues have the deepest political, cultural and personal significance. As India is a country of many languages, decisions regarding the roles of the languages in national life, cannot be taken easily. The three-language formula is such a decision which has been recommended in the sixties and it has been accepted as the solution even under the New Education Policy. The formula was approved at the Chief Ministers’ Conference in the past. As per New Education Policy (NEP), “the three-language formula should be effectively implemented. The first language should be the mother tongue/regional language. The second may be Hindi or English in case of non-Hindi speaking states. In the Hindi-speaking states, the second language may be one of the modern Indian languages or English. The third language in the non-Hindi speaking states should be English or Hindi which has not been studied as a second language. Similarly, in the Hindi speaking states, the third languages should be English or a modern Indian language which has not been studied as a second language. The study of second and third languages should be introduced at the upper primary stage.

The main objective of teaching English is to enable the children to obtain, at a later stage, knowledge not available in mother tongue/regional language or Hindi. Accordingly, the Education Commission (1964-66) recommended that English be taught primarily as a ‘library language,’ the emphasis in the teaching of English should therefore, be on developing the reading skills.” (National Curriculum for Primary and Secondary Education-A Framework. Dec. 1985-NCERT: p 14)

The question naturally arises: Why teach English? What is the case for the learning of English?

One of the observations mentioned in the quotation gives above suggests that the learning of English is necessary to obtain knowledge not available in mother tongue or regional language or Hindi. Does this indicate the limitations of the Indian languages? It may.

Without going into the controversies in this respect, let us go through the following excerpts:
(1) “Once upon a time English was the native language of England only. From there it spread to other parts of Great Britain and to North America and Australia and New Zealand where the British people settled. It still is the vernacular of those countries. But it is no longer only the native language of those particular countries and peoples. By accidents of history and by the rapid spread of industrial development, science and technology, international trade, and by something like an explosion in the speed and ease of travel and by all the factors which have broken down frontiers and forced nations into closer interdependence, English has become a world language. It is the means of international communication, there is no other.

   English is now taught as the second language in schools in nearly every country in the world: east, west, north and south. Every branch of human thought is discussed, printed, disseminated and made available in English. A traveler who can speak English will find somebody who can understand him wherever he may go, anyone who can read English can keep in touch with the whole world without leaving his own home. Without a knowledge of English a young or woman starting a career is gravely handicapped, whatever the career may be: with a knowledge of English, he (or she) holds a key which will open many doors.” (F.G. French-Teaching English as an International Language. Pages-1-2)

(2) “Advances in science, technology, research, philosophy, art, culture, the literary heritage of other countries are made available through English, International conferences are conducted in English. Countries have better cooperation through better understanding with one another, a contribution enhanced by a common language. The shrinking world, a result of advances in transportation and communication undreamed of some years ago, has made possible visits from tourists, educators, and people in various professions from all parts of the world to our shores. Our contact with them is in English. In short, English is our linguistic bridge to the outside world.”

   “Today over 200 million people use English as their first language, millions more read and understand it as their second language.”

   “Schools in Europe and South America commonly require English as a foreign language; students in Russia, Turkey and Japan are among those who study it. It has been asserted that over
half of the world’s newspapers are printed in English. English is the language of over three-fifths of the world’s radio stations.” (M.A. Dawson, M. Zellinger, A. Elwell-Guiding Language Learning).

Latest advances in science and technology are available in English. UNESCO in 1957 estimated that every year, about 1 to 2 crores of papers are published on science and technology and out of this, about 40% literatures is in English. It is seen that about 2/3 material on engineering is available in English. It is quite appropriate, therefore, to call English “a window on the world.”

English is one of the languages in the three-language formula. The formula was accepted as the practical solution to the problem of the multiplicity of languages in the country and was approved by the Chief Ministers of various states and recommended by the Education Commission known as the Kothari Commission. The New Policy on Education (NEP) has also emphasized the need to implement the three-language formula.

The formula envirages the teaching of mother tongue/regional language, Hindi and English. The formula works well with the states like Maharashtra, but becomes problematic in states like U.P. where the regional language and the national language are the same. The suggested solutions (like teaching the southern languages in the north) have not been proved successful. Some of the southern states like Tamilnadu have been following in practice the two-language formula instead.

Despite these problems and controversies, English occupies an important place in the scheme of teaching languages at the school stage. It is to be taught as one of the second languages (Hindi being one) from standard VI as per New Policy on Education. NCERT publication under the caption “National Curriculum for Primary and Secondary Education: A Framework” suggests its introduction at the upper primary stage (i.e. Standards VI to VIII) and its continuance at the secondary stage. This implies that the duration of teaching English as the second/third language at the school stage will be five years. At present, English is taught for six years at the school stage in Maharashtra.

We in India have to learn English as the second/third language because of its usefulness as the language of science and technology and the international language. It is, therefore, to be
taught with an aim rather different from that with which the mother tongue is taught or a modern foreign language is taught in secondary schools in England. The aim, therefore, of teaching English is to develop a practical command of the language rather than the mastery of details regarding English literature. Our students have to learn this language as a language. They have, therefore, to be taught the necessary language skills. English in this context may be called the skill subject rather than the content subject.

1.2 Importance of the study

**Importance of English in India:** - after partition the English left India for good just after the independence English got a series challenge from some of our people they advocated that English should quit India with the English but today again English is on the progress curve in our country it plays an important role in India's national life and education system. Following are the aspects:

**Being a language of the court:** - English still continues to be the language of the courts so far there is no other suitable language for legal business not only at the supreme court but also at the high courts and districts courts cases are presented and judgements given in all these courts.

**Being a language of international trade and industry:** - English dominate the fields of trade and industry in the country because most of the work in these fields is carried on in English. Maintenance of accounts audit and correspondence is done in English.

**In social life:** - English plays an important role in the social life of the country. The highly educated and sophisticated sections of our society find it more convenient to talk in English, they write letters in English. Ceremonial like marriages and other parties invitation cards are mostly printed in English. Most of the educated people put their signatures in English.

**Being a window of the modern world:** - Pandit Nehru has rightly said English is our major window on the modern world. English is a window through which we can see the scientific technological agricultural and commercial development taking place in the world. English is only language of modern field.

**Being a link language:** - English is a link language in India. It is the only language which is understood by all states, although Hindi is our national language, yet it has not been successful in taking the place of English in the absence of English a person from Tamil Nadu is not able to communicate.
with a person from Haryana apart from being a unifying force within the country English is our link with the countries of world it is only through English that we have established social economic cultural and political relations with other countries of the world

**Being in education:** English plays an important role in the field of education it is taught compulsory in most of the states in the country it is the medium of instruction in the public schools technical medical law and other institutions a large number of English medium school are coming up there seems to be a sudden increase in the craze for such schools several English department of education are attempting now to introduce English in the third year of a childs education several English language teaching centres and regional institutes of English have been set up in order to train teachers of English in new method and techniques of teaching English

On the basis of above important aspects we can conclude that the importance of English in our national life and educational system cannot be denied by anyone English plays a role of paramount importance in the countrys national life as well as educational system English was of great importance today than it used to be in british period in india.

English in India after independence provides an interesting subject for study. It is no longer the language of the rulers. It is one of the important languages in the three language formula and its proper place is now realistically recognized throughout the country. The movements for “Angrezi Hatao” or “Angrezi Bachao” do not exist now and most of the students at the secondary stage are learning this language as the first language or the second language.

**Importance of English as an international language:**

Now quality in education is decreasing more and more. The present study is going to show us about proportion of failure in English, various reasons for their failure, their weakness in English.

The need of the hour is to painstakingly rebuild the professional identity of our students, nurture their skills and professionals competence through the best education. It must be ensured that their work reflects our constitutional values.

1.3 Need of the study:

The study group on the teaching of English in India (1967) gives a vivid account of the present standards of English teaching and learning in the country, They say, ‘In the country of
Panini, the country that gave the science of linguistics to the world, there are hardly any pupils in our regional medium schools who can write a correct sentence in English. If we speak of a group of sentences, the statement can be extended with slight modification so as to include our colleges in spite of English being the medium of instruction and examination there. Scripts are assigned marks by university examiners not for what the examinees have said, but what they meant to say. The English language itself has a ghost life in India. It lingers in our examinations scripts as the ghost of a ghost….”

The study group indentified three major components of English teaching which account for falling standards and call for remedial action. These are ‘Men, Materials and Methodology’.

Textbooks: In many cases the standard of textbooks is not up to the mark. Textbook preparation was nationalized long back. There is very little innovation in the content of books, there print and get up and illustrations. Though the syllabus in English suggests selections and grading of vocabulary and structure, the lessons are full of difficult words and sentences. The rapidly declaring standards of teaching and learning call for simpler reading material year after year. Most of the lessons particularly in classes XI and XII are above the level of students and are not related to their experience or environment. The students are made to read stories, essays and biographies but they cannot speak or write simple sentences in English. Practicing teachers should be consulted and involved in textbook preparation.

If the students are not able to grasp the knowledge through their education, the high dropout rates are increasing in higher secondary level. The government efforts have not yielded the desire result due to apathy and in efficiency at execution level.

The total syllabus of 12th std. is based on English medium, so it is tough to acquire LSRW skills through it for Marathi medium students. They are not capable to get such skills through uni-level book. They can change education track due to their failure in XII.

Just as learning a language is useful and interesting, teaching it is also interesting and exciting. Though an individual learns his first language inevitably, learning the second language is the painstaking process and needs suitable guidance and enough practice.

We, in India, learn English as a second or third language. Teachers of English do not have the easy task. They have to understand their students’ difficulties, they have to be ready to encourage and assist when the students are struggling to be the autonomous, confident speakers of English. There are occasions when we feel discouraged. There are instances where our
guesses prove wrong. There are moments when our enthusiasm is not rewarded. But such experiences pose new challenges in the field of education. As the nature of language and its complex operations is still a matter of guess and controversy, the teachers of English have an open field and they are free to innovate and experiment. The present study is an attempt to stimulate thinking and provide background information to teachers of English who are either under training or are trained and are working teachers.

1.4 Statement of the Problem:

The need and importance of the research has led the researcher to state the undertaken research problem as follows.

“A comparative study of Achievement in English at the H.S.C. and at the S.S.C. Examination and development Remedial Material”.

1.5 Operational Definitions:

a) Achievement - Marks secured by the students in the SSC and the HSC Examination

b) Remedial Material – Based on the errors in English made by students to rectify them.

1.5 Objectives of the study:

The objectives of the research study are as stated follow…

1. To collect the achievement in English of the students (First and Third Language) at the S.S.C. Examination.
2. To find out the achievement in English (unilevel) of these students at the H.S.C. Examination
3. To compare achievement in English at the S.S.C. and the H.S.C. Examination
4. To locate and identify the errors made by students.
5. To prepare Remedial Material based on errors of students.

3. Hypothesis

Research Hypothesis: There is a significant difference between means of achievement in English at the H.S.C. examination of a selected group of students who have offered English (First language) and English (Third language) at the S.S.C. examination.

The researcher has accepted research hypothesis and he has rejected Null
hypothesis. It means that the researcher has solved his research problem with the help of above hypothesis by using various statistical tools.

**1.6 Method of the study**

For this present study, the research has followed the surrey method of research.

When we have a problem in mind, the next step is to obtain data which will help us to solve it.

In the first place, we may distinguish roughly between three types of data which the research worker may use in studying children and their curriculum in the widest sense.

1) We may observe the activities of children, e.g., their play or their speech.

2) We may study the products of children’s activities, e.g., their drawings or their English compositions.

3) We may study the impressions made on people’s minds by what children do, e.g., the teacher’s opinion of a boy’s artistic ability or his co-operativeness.

Next we may distinguish very roughly between data obtained in situations which are not specially arranged for the purposes of experiment, and data obtained in situations which are in part at least specially arranged by the experimenter. English compositions written in the ordinary course of school work are examples of the first kind of data: answers to a questionnaire about reading interests are examples of the second kind.

Finally, we may distinguish between qualitative data and quantitative data. Descriptive records of children’s social behavior are qualitative data. The number of mistake in a dictation exercise is a quantitative datum Qualitative data may often be translated into quantitative terms, as for example when we summarize our descriptive records of children’s play activities by saying how many times a certain kind of play was observed.

When trying to solve problems, men from many fields- government, advertising, politics, education-often conduct surveys. They collect detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practices or to make more intelligent plans for improving social, economic, or educational conditions and process. Their objectives may not merely be to ascertain status, but also to determine the adequacy of status by
comparing it with selected or established standards, norms, or criteria. Health examination procedures, for example may be compared with “best practices as defined by authorities, and children’s reading scores may be compared with norms established for specific groups. Investigators may also survey how others have solved similar problems in order to obtain information that will help them improve their existing status. Some men collect all three types of information:

1) Existing status,

2) Comparison of status and standards, and

3) Methods and means of improving status; and others confine their studies to one or two of these types.

Survey may be broad or narrow in scope. Geographically, they may encompass several countries or may be confined to one nation, region, state, city school system, or some other unit.

Survey studies will be discussed under the following headings in this chapter:

1) School surveys

2) Job analysis

3) Documentary analysis

4) Public opinion surveys, and

5) Community surveys.

No presumption is made that this classification is fundamental or that a sharp dividing line exists between these types and some authorities would not include all of these types under the heading of surveys. Since a clear-cut, universally accepted classification system has not been established, an arbitrary but reasonable selection of one is necessary.

1.7 Scope of the study
This research is related to all H.S.C. students of Maharashtra State Board of Secondary Higher Secondary Education.

1.8 Limitations of the study

1. The researcher has no control over the interaction, attention and motivation of the students.
2. The researcher has no control over the change in achievement level of the students due to personal efforts and coaching.
3. The researcher has to follow the scheme of language prescribed for the S.S.C. and H.S.C. Examinations.

1.9 Delimitations of the study

1. The study is confined to the selected groups of students who have offered English as their First Language and English as their Third language at the S.S.C. Examination.
2. This study is limited to the students of selected colleges.
3. This study is limited to the year 2012-2013 and 2013-14.
4. This study is limited to Maharashtra State Board.

1.10 Population

The population of the present research is all the students of the H.S.C. Examination of Maharashtra State Board.

Define the Population. Conclusions cannot be drawn concerning a population unit the nature of the units that comprise it is clearly identified. If a population is vaguely defined, it is impossible to decide what units to consider when selecting the sample. To obtain information about the average salary of university professors, for example, one must define the specific population about which he intends to draw generalizations. Does he want to include professors of all ranks, in all schools—medicine, liberal arts, law—and an administrative position? Certainly a salary generalization drawn from a population that includes administrators will differ from one that is confined to the lower-paid liberal arts professors. People are repeatedly deceived by institutional, political, and advertisers’ reports, because they assume the generalizations presented were drawn from one population when they actually were drawn from another.
List the Population. Once the population is clearly identified, the investigator obtains or constructs a complete, accurate, and up-to-date list (called a frame) of all the units in the population. This task can consume considerable time; sometimes it constitutes the greatest part of the investigative effort; sometimes it cannot be accomplished. Listing the salaries of university professors in specific geographical area may be relatively simple, for institutions will have such records, but they may not be willing to reveal this information. “Tailor-made” lists of units in a population are not always available. Difficulties would be encountered, for example, if one wanted a list of the unemployed experienced teachers living in Ohio or the boys who “committed” crimes in New York last year. No one agency keeps a record of all unemployed teachers. The courts may have information about juveniles, but their records may include neglected as well as delinquent children, and, of course, they would not list unidentified criminals.

Many investigators produce disappointing results because they use available population frames without investigation the methods that were used to compile them, and without ascertaining whether all members of the population were included. Sometimes they select unit lists that are out of date, contain inaccuracies or duplications, or do not adequately represent the population. A classic example of this occurred in 1936 when telephone directories and automobile registrations were used to obtain a sample of how people would vote in the presidential election. On the basis of the poll’s findings, the prediction was made that Alfred London would be elected. What went wrong? Since the telephone directories and automobile registration did not include many voters in the lower economic groups, a sample selected from these lists did not represent all members of the voting population.

Select a Representative Sample: once a population is defined and all units are listed, the next essential task is a relatively simple one. It involves the procedure of selecting units from the list. Despite the mechanical case of drawing a sample, mistakes are frequently made. Some workers, for example, select any group of units that is conveniently at hand—the people who live in one block, the parents who happen to attend a meeting, or the first four rows of students in the auditorium. If these particular units are quite similar in nature and differ considerably from the remaining units, they are unrepresentative of population. All the slum dwellers living in one New York block are units in the city’s population, but generalizations derived from data concerning
their health, salaries and dwellings certainly are not applicable to all citizens in the city. A good sample must be as nearly representative of the entire population as possible.

1.11 Selection of sample:

In a sample enumeration, the inquiry is based on a small representative of the whole which can warrant a fairly reliable estimate of the characteristics of the population. To carry out an inquiry into the spending habits of student in a university in census method, each and every student will be approached while in the sampling method a small number of students will be selected and the spending habits of only these students will be investigated. The primary objective of sample inquiry as against census inquiry, it is to obtain maximum information about the character tics of the population with minimum cost, time and effort and also to set out the limits of accuracy of such estimates.

Types of Sampling Designs:

Several methods have been devised to select representative samples. The following discussion briefly describes random, stratified, double, and cluster sampling. Random sampling the purpose and mechanics of drawing a random sample from a known population were discussed. This method is reconsidered here merely for the sake of completeness and to refresh your memory. In random sampling, carefully controlled conditions are created to insure that each unit.

Stratified Sampling: Since a random sample may by chance have an undue proportion of one type of unit in it, it is sometimes advisable to use stratified random sampling to get a more representative sample.

This double sampling technique enables one to check on the reliability of the information obtained from the first sample. Double or multistage sampling can also be used to “spot-check” data. After a simple inexpensive survey is made of a large sample, another sample can be selected from this group for a more comprehensive investigation.
Systematic Sampling: When a frame of given population is available, a sample is sometimes drawn from fixed intervals on the list. Suppose that an investigator wants to select a sample of 50 names from a list of 500 school children, social agency cases, or factory workers.

Cluster Sampling:
1. A sample for this research is selected through non-probability purposive sample method.
2. The researcher has selected five hundred students from Marathi medium & five hundred from English medium are selected from various colleges of Pimpri Chinchwad area.

1.12 Tools of Data Collection

For collecting data the researcher can use different types of devices, which in technical language are called ‘tools’ of ‘instruments’. All the worthwhile tools, besides some specific requirements for the particular purposes for which they are used, should have some general qualities that are mentioned below.

The researcher has used following tools for data collection
1. Record of marks in English (Third Language) at the S.S.C. Examination.
2. Record of marks in English (uni-level) at the H.S.C. Examination.
3. English test on H.S.C. Board Examination Pattern.

1.13 Statistical tools

The researcher has used following Statistical tools for analysis of data

a. Mean
b. Standard Deviation
c. ‘t’ test
1.14 Conclusion:

In this chapter, the researcher has given review of introduction, the need and importance, objectives and various tools of the study. The next chapter is related to review of related literature.

References