CHAPTER-IV

ANALYSIS
AND
INTERPRETATION

4.1 INTRODUCTION

The present chapter is devoted to the analysis and interpretation of data collected with reference to the various objectives of the study. Each of the stages has its own importance but the stage of analysis of the data exceeds in comparison to other stages and above all choosing of suitable statistics is all the more the crucial part of the analysis.

The procedures of data collected have been detailed out in chapter III. The data which were collected both from the professionals and the non-professionals, keeping in mind the objectives of the present study were analysed with the help of the computer. Appropriate statistical techniques were employed for the analysis and interpretation of the data. The entire data were analysed quantitatively as well as qualitatively as per the nature of the data. In most of the cases in both qualitative and quantitative analysis, the analysed data are presented in tabular form followed by its analysis. Interpretation of analysis has been followed after the analysis of data pertaining to each aspect.

The entire data collected with reference to the present study are analysed in four sections, and the findings and their interpretation arrived at are presented separately for each objectives.

The analysis of data related to objective 1, 2 and 4, i.e.,

Objective 1: To study the processes adopted by professionals and non-professionals for learning English Language.

Objective 2: To study the extent of utilisation of English language by the professionals and non-professionals in their day-to-day activities, and

Objective 4:To find out the nature of the course they felt they ought to have undergone,

were carried out by using frequency, percentage, correlation among variables and chi-square.

The analysis of data related to the third objective, namely :

Objective 3: To study the reactions of the professionals and non-professionals about the relevance of English language in their day-to-day activities,

was carried out through the use of the chi-square technique.

SECTION - I

ANALYSIS AND INTERPRETATION OF DATA RELATED TO THE PROCESSES ADOPTED BY THE PROFESSIONALS AND THE NON-PROFESSIONALS FOR LEARNING ENGLISH LANGUAGE

4.1.1 INTRODUCTION

Section I, focuses the analysis and interpretation of data related to objective I, i.e., to study the processes adopted by professionals and non-professionals for learning English Language. In order to analyse the data pertaining to the index of Learning of English Language (LEL) by both the professionals and the non-professionals, the investigator took up the various indices from the questionnaire. (see Appendix I & II).

According to the group data analysis of LEL for the professionals, N of distribution is 60, Mean of Distribution is 4.93, Standard Deviation is 1.4817 and for the non-professionals, N of distribution is 60, Mean of distribution is 33.32 and Standard Deviation is 9.0009.

4.1.2 DETAILS REGARDING THE RELIGION OF PROFESSIONAL AND NON-PROFESSIONAL RESPONDENTS

Table 4.1.1, shows the frequency and percentagewise distribution of the professionals and the non-professionals according to their religion.

TABLE 4.1.1

**FREQUENCY AND PERCENTAGEWISE DISTRIBUTION
OF THE PROFESSIONALS AND THE NON-PROFESSIONALS
ACCORDING TO THEIR RELIGION**

	Hindu F & %	Muslim F & %	Christian F & %	Sikh F & %	Jain F & %	Sindhi F & %	Total F & %
Professionals	39 (65.0)	5 (8.3)	12 (20.0)	2 (3.3)	1 (1.7)	1 (1.7)	60 (100.0)
Non-professionals	37 (61.7)	11 (18.3)	10 (16.7)	1 (1.7)	1 (1.7)	0 (0.0)	60 (100.0)

NOTE: The figures shown in brackets indicate percentage and the figure above the percentage indicates the respective frequency.

It can be noted from table 4.1.1, that among the professional respondents, the percentage of Hindu, Muslim, Christian, Sikh, Jain, Sindhi, are 65 per cent, 8.3 per cent , 20 per cent, 3.3 per cent, 1.7 per cent and 1.7

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per cent respectively while for the non professionals respondents, the percentage of Hindu, Muslim, Christian, Sikh, and Jain are 61.7 per cent, 18.3 per cent, 16.6 per cent, 1.7 per cent and 1.7 per cent respectively. Furthermore, amongst professionals and non-professionals, the majority of the respondents were Hindus.

4.1.3 INFORMATION REGARDING THE LANGUAGE THE PROFESSIONALS AND THE NON-PROFESSIONALS FIRST LEARNED TO SPEAK AND WHERE THEY FIRST LEARNED THE ENGLISH LANGUAGE

Table 4.1.2, shows the frequency and percentagewise distribution of learning the English language by the professionals and the non-professionals.

TABLE 4.1.2

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF FIRST LEARNING THE ENGLISH LANGUAGE BY THE PROFESSIONALS AND THE NON-PROFESSIONALS

	School F & %	Home F & %	Friends / Peer Group F & %	Total F & %
Professionals	51 (85.0)	9 (15.0)	0 (0.0)	60 (100.0)
Non-professionals	54 (90.0)	6 (10.0)	0 (0.0)	60 (100.0)

NOTE: The figures shown in brackets indicate percentage and the figure above the percentage indicates the respective frequency.

It can be seen from table 4.1.2, that among the professional respondents, 85 per cent learned English language first in school while 15 per cent learned it at home. And among the non-professionals, 90 per cent learned it in school while 10 per cent learned it at home. This shows that the majority of the respondents both the professionals and the non-professionals learned the English language in formal institutions.

With reference to the language, they spoke first as a child, cent per cent of both the respondents i.e., professionals and non-professionals, gave their own mother tongue as the response.

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4.1.4 INFORMATION REGARDING THE MEDIUM OF INSTRUCTION, THE PROFESSIONALS AND THE NON-PROFESSIONALS UNDERWENT DURING THE YEARS OF EDUCATION.

Table 4.1.3 shows the frequency and percentagewise distribution of the medium of instruction.

TABLE 4.1.3

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF MEDIUM OF INSTRUCTION OF THE PROFESSIONALS AND THE NON-PROFESSIONALS AT DIFFERENT STAGES

	Level	English	Hindi	Any Other Regional Language	Not Applicable	Not Responded
Professionals	Primary Education	20 (33.3)	3 (5.0)	37 (61.7)	0 (0.0)	0 (0.0)
	Secondary Education	26 (43.3)	6 (10.0)	28 (46.7)	0 (0.0)	0 (0.0)
	University Education	49 (81.7)	4 (6.7)	1 (1.7)	0 (0.0)	6 (10.0)
	Any Other	22 (36.7)	0 (0.0)	0 (0.0)	0 (0.0)	38 (63.3)
Non-Professionals	Primary Education	28 (46.7)	3 (5.0)	29 (48.3)	0 (0.0)	0 (0.0)
	Secondary Education	33 (55.0)	1 (1.7)	26 (43.3)	0 (0.0)	0 (0.0)
	University Education	45 (75.0)	3 (5.0)	2 (3.3)	3 (5.0)	7 (11.7)
	Any Other	28 (46.7)	0 (0.0)	0 (0.0)	2 (3.3)	30 (50.0)

NOTE: The figures shown in brackets indicate percentage and the figure above the percentage indicates the respective frequency.

It can be noticed from table 4.1.3, that among the professionals, 33.3 per cent went for English medium institutions at their primary level, while 5 per cent underwent Hindi medium and 61.7 per cent underwent in their own regional languages. At the secondary level, 43.3 per cent underwent English medium, 10 per cent underwent Hindi medium and 46.7 per cent underwent in their own regional languages. At the university level, 81.7 per cent underwent

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English medium instruction, 6.7 per cent underwent Hindi medium and 1.7 per cent underwent in regional languages while 10 per cent did not give any response to the question at all. With regard to information about any other courses, 63.3 per cent did not give any response to the question while 36.7 per cent underwent English medium instruction.

Among the non-professionals, 46.7 per cent underwent English medium instruction at their primary level, 5 per cent through Hindi, 48.3 per cent through their own regional languages. At the secondary level, 55 per cent underwent English medium instruction, 1.7 per cent through Hindi, 43.3 per cent through their own regional languages. At the university level, 75 per cent underwent English medium instruction, 5 per cent through Hindi, 3.3 per cent through their own regional languages, 5 per cent responded as not applicable and 11.7 per cent did not respond at all.

Thus, from the preceding analysis, it can be interpreted that a large majority of both the professionals and the non-professionals underwent English medium at the University level. The number of both the professionals and the non-professionals was comparatively less for the same while doing the school education.

Referring to the medium of instruction at their professional training of the professionals, 8.3 per cent did not give any response to the question while 97.1 per cent stated that they underwent English medium instruction. While 83.9 per cent of the professional found it highly useful in their present professions, 16.1 per cent found the knowledge of English partially useful. Among the non-professionals, 50 per cent had English as part of syllabus during diploma or other technical courses. While 74.2 per cent of the non-professionals found English highly useful in their present work, 22.6 per cent found it partially useful.

Out of the professional respondents, 95 per cent are taught English through the learning of literary text in English at school and colleges levels. While 48.3 per cent found it highly relevant in their present profession, 39.7 per

cent found it partially relevant, whereas, 6.9 per cent found it not relevant at all to their profession. Among the non-professionals respondents, 90 per cent are taught English through the teaching of literary texts in English at their school and college level, whereas, 6.7 per cent replied negatively and the remaining did not give any response at all.

4.1.5 INFORMATION REGARDING WHETHER THE PROFESSIONAL AND THE NON-PROFESSIONAL RESPONDENTS ATTENDED ANY ENGLISH IMPROVEMENT COURSES

Table 4.1.4, shows the frequency and percentagewise distribution for the attendance of English improvement courses by the professionals and non-professionals.

TABLE 4.1.4

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION FOR THE ATTENDANCE OF ENGLISH IMPROVEMENT COURSES BY THE PROFESSIONALS AND THE NON-PROFESSIONALS

	Yes F & %	No F & %	Not Responded F & %
PROFESSIONALS	7 (11.7)	53 (88.3)	0 (0.0)
NON-PROFESSIONALS	6 (10.0)	54 (90.0)	0 (0.0)

NOTE: The figures shown in brackets indicate percentage and the figure above the percentage indicates the respective frequency.

From table 4.1.4, it can be seen that while only 11.7 per cent of the professional respondents attended English improvement courses, 88.3 per cent did not attend any such courses. Similarly among the non-professional respondents, only 10 per cent attended English improvement courses whereas, 90 per cent of the respondents did not attend any English improvement courses. Thus, both from the professional and non-professional respondents, the majority of them did not attend any English improvement courses.

Among the professionals, 37.5 per cent found it highly helpful at their professional work, 12.5 per cent found it partially helpful, 25 per cent found it sometimes only and 25 per cent found it not helpful at all relating to their work.

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Among the non-professionals, 42.9 per cent found it highly useful and 57.1 per cent found it partially useful in their works.

Thus, from the preceeding analysis, it can be interpreted that a large number of the respondents both from the professionals and the non-professionals are found not attended any English Improvement courses.

Table 4.1.5, shows the Mean and SDwise distribution of age, length of service and the index of LEL.

TABLE 4.1.5

MEAN, SDWISE DISTRIBUTION OF AGE, LENGTH OF SERVICE AND THE INDEX OF LEL FOR THE PROFESSIONALS AND THE NON-PROFESSIONALS

	Professionals			Non-Professionals		
	N	M	SD	N	M	SD
Age	60	37.83	9.1418	60	33.32	9.0009
Length of Service	60	11.97	8.1506	60	9.42	8.1041
LEL	60	4.93	1.4817	60	4.39	2.0586

N   indicates Number of Distribution
M   indicates Mean of Distribution
SD   indicates Standard Deviation

It can been seen from table 4.1.5, that the mean score of age for the professionals is 37.83 while for the non-professionals is 33.32. Likewise, the mean score of length of service and the index of LEL for the professionals are 11.97 and 4.93 and for the non-professionals 9.42 and 4.39 respectively.

4.1.6 INFORMATION REGARDING THE ASSOCIATION BETWEEN INDEPENDENT VARIABLES AND THE LEARNING OF ENGLISH LANGUAGE

Table 4.1.6, shows the association between independent variables and the index of LEL.

TABLE 4.1.6

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF THE ASSOCIATION BETWEEN THE INDEX OF LEL AND AGE, PLACE OF BIRTH, RELIGION, SEX, LENGTH OF OCCUPATION OF THE PROFESSIONALS AND THE NON-PROFESSIONALS

LEL		Age			Place of Birth				Religion					Sex			Length of Occupation		
		Mean & Above	Below Mean	X^2	Gujarat	Maharashtra	Other States	X^2	Hindu	Muslim	Christian	Others	X^2	Male	Female	X^2	Mean & Above	Below Mean	X^2
Professionals	Mean & Above	12 (20.0)	23 (38.3)	**	20 (33.3)	7 (11.7)	8 (13.3)	**	21 (35.0)	0 (0.0)	10 (16.7)	4 (6.7)	*	20 (33.3)	15 (25.0)	NS	9 (15.0)	26 (43.3)	*
	Below Mean	15 (25.0)	10 (16.7)	3.896	19 (31.7)	0 (0.0)	6 (10.0)	6.892	18 (30.0)	5 (8.3)	2 (3.3)	0 (0.0)	15.545	19 (31.7)	6 (10.0)	2.279	16 (26.7)	9 (15.0)	8.795
		Mean & Above	Below Mean	X^2	Gujarat	West Bengal	Other States	X^2	Hindu	Muslim	Christian	Others	X^2	Male	Female	X^2	Mean & Above	Below Mean	X^2
Non-Professionals	Mean & Above	9 (15.0)	29 (48.3)	*	23 (38.3)	3 (5.0)	12 (20.0)	NS	21 (35.0)	6 (10.0)	9 (15.0)	2 (3.3)	NS	27 (45.0)	11 (18.3)	NS	10 (16.7)	28 (46.7)	*
	Below Mean	15 (25.0)	7 (11.7)	11.49	16 (26.7)	2 (3.3)	4 (6.7)	1.819	16 (26.7)	5 (8.3)	1 (1.7)	0 (0.0)	7.030	17 (28.3)	5 (8.3)	0.276	14 (23.3)	8 (13.3)	8.086

NOTE : The figures shown in brackets indicate percentage and the figure above the percentage indicate the respective frequency.

* = Indicates Significant at 0.01 Level
** = Indicates Significant at 0.05 Level
NS = Indicates not Significant at 0.05 Level

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From table 4.1.6, it can be found that the chi-square value of 3.896 is found significant at 0.05 level with df 1, as it is greater than the table value, i.e. 3.841 in the case of age and the index of LEL for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between age and the index of LEL. The maximum number of cases are observed, with the index of LEL above the mean is 38.3 per cent and with the index of LEL below the mean is 25 per cent. It shows that the professionals with lesser age group are found to have more score in the index of LEL.

In the case of age and the index of LEL of the non-professionals, the chi-square value of 11.49 is found significant at 0.01 level with df 1, as it is greater than the table value, i.e. 6.635. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between age and the index of LEL. The maximum number of cases are observed, with the index of LEL above the mean is 48.3 per cent and with the index of LEL below the mean is 25 per cent. It shows that among the non-professionals, also the lesser age group scores more in the index of LEL.

In the case of professionals, the chi-square value of 6.892 is found significant at 0.05 level with df 2, as it is greater than the table value, i.e. 5.991 in the case of place of birth and the index of LEL. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between place of birth and the index of LEL. The maximum number of cases are observed with both the index of LEL above the mean and below the mean at Gujarat state with 33.3 per cent and 31.6 per cent respectively. In this case, the respondents are not equally distributed as most of the respondents are from Gujarat state.

In the case of non-professionals, the chi-square value of 1.817 is found not significant at 0.05 level with df 2 in the case of place of birth and the index of LEL. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of any association between place of birth and the index of LEL.

In the case of the professionals, the chi-square value of 15.545 is found significant at 0.01 level with df 3, as it is greater than the table value, i.e., 11.345 in the case of religion and the index of LEL. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between religion and the index of LEL. The maximum number of cases is observed with the index of LEL above the mean with the religion like Hinduism and Christianity and the index of LEL is found low i.e., below the mean in the case of Hindus.

In the case of the non-professionals, the chi-square value of 7.030 is found not significant at 0.05 level with df 3, as it is less than the table value i.e., 7.815 in the case of religion and the index of LEL. So, the observed results are found closer to be expected on the hypothesis of independence and hence there is no evidence of any association between religion and the index of LEL.

In the case of the professionals, the chi-square value of 2.279 is found not significant at 0.05 level with df 1, as it is less than the table value i.e., 3.841, in the case of sex and the index of LEL. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of any association between sex and the index of LEL.

In the case of the non-professionals, the chi-square value of 0.276 is found not significant at 0.05 level with df 1, as it is less than the table value i.e., 3.841 in the case of sex and the index of LEL. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between sex and the index of LEL.

In the case of the professionals, the chi-square value of 8.795 is found significant at 0.01 level with df 1, as it is greater than the table value i.e., 6.635, in the case of length of occupation and the index of LEL. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between length of occupation and the index of LEL. The maximum number of cases are observed with the index of LEL above the mean is 43.3 per cent and with the

index of LEL below the mean is 26.6 per cent. Thus, it can be seen that professionals with lesser duration at their professions are found to score more with the index of LEL.

In the case of the non-professionals, the chi-square value of 8.086 is found significant at 0.01 level with df 1, as it is found greater than the table value, i.e., 6.635 in the case of length of occupation and the index of LEL. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between length of occupation and the index of LEL. The maximum number of cases are observed with the index of LEL above the mean is 46.6 per cent and with the index of LEL below the mean is 23.3 per cent. It can be seen here, that the non-professionals with lesser duration in their work scores with the index of LEL.

Thus, from the analysis based on the distribution of data in table 4.1.6, it can be interpreted that, in the case of age and the index of LEL, length of occupation and the index of LEL, for both the professionals and non-professionals are found significant, i.e., there is evidence of real association between age and length of occupation with the index of LEL. In both the cases the index of LEL is found higher with lesser age group and lesser length of occupation in their specific works. In the case of place of birth and the index of LEL, religion and the index of LEL, the professionals are found significant, i.e. there is evidence of real association with the place of birth and the index of LEL, religion and the index of LEL while in the case of non-professionals, it is evidence that there is no association with place of birth and the index of LEL, religion and the index of LEL and in the case of sex and the index of LEL, both the professionals and the non-professionals are found not significant, i.e., there is no evidence of association between sex and the index of LEL.

Table 4.1.7, shows the frequency, percentage and chi-square valuewise distribution of association between the index of LEL and teaching of English as part of their courses, occupation, mother tongue of the professionals and non-professionals.

TABLE 4.1.7

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF THE ASSOCIATION BETWEEN THE INDEX OF LEL AND TEACHING OF ENGLISH AS PART OF THEIR COURSES, OCCUPATION AND MOTHER TONGUE OF THE PROFESSIONALS AND THE NON-PROFESSIONALS

Professionals

LEL	Teaching of English as part of their courses			Occupation							Mother Tongue						
	Yes	No	X²	Doctors	Engineers	Chartered Accountants	Lecturers	Lawyers	Nurses	X²	Gujarati	Hindi	Marathi	Tamil	Malayalam	Other	X²
Mean & Above	23 (38.3)	10 (16.7)	**	7 (11.7)	6 (10.0)	7 (11.7)	3 (5.0)	3 (5.0)	9 (15.0)	*	15 (25.0)	4 (6.7)	3 (5.0)	3 (5.0)	3 (5.0)	7 (11.7)	**
Below Mean	7 (11.7)	13 (21.7)	6.103	3 (5.0)	4 (6.7)	3 (5.0)	7 (11.7)	7 (11.7)	1 (1.7)	20.077	13 (21.7)	1 (1.7)	5 (8.3)	1 (1.7)	0 (0.0)	5 (8.3)	13.438

Non-Professionals

LEL	Teaching of English as part of their courses			Occupation							Mother Tongue						
	Yes	No	X²	Businessmen	L.I.C. Officials	Hotel Receptionists	Clerks	Agents	Sales Executives	X²	Gujarati	Hindi	Marathi	English	Malayalam	Other	X²
Mean & Above	28 (46.7)	7 (11.7)	*	7 (11.7)	3 (5.0)	5 (8.3)	5 (8.3)	8 (13.3)	10 (16.7)	*	16 (26.7)	4 (6.7)	2 (3.3)	4 (6.7)	5 (8.3)	7 (11.7)	**
Below Mean	2 (3.3)	20 (33.3)	28.094	3 (5.0)	7 (11.7)	5 (8.3)	5 (8.3)	2 (3.3)	0 (0.0)	17.861	14 (23.3)	2 (3.3)	3 (5.0)	0 (0.0)	2 (3.3)	1 (1.7)	13.099

NOTE : The figures shown in brackets indicate percentage and the figure above the percentage indicate the respective frequency.

*   = Indicates significant at 0.01 level

**   = Indicates significant at 0.05 level

It can be noticed from table 4.1.7, that the chi-square value of 6.103 is found significant at 0.05 level with df 1, as it is greater than the table value i.e., 3.841 in the case of teaching of English as part of their courses and the index of LEL for the professionals. So, the observed results are found not close to those to be expected on the hypothesis of independence and hence there is evidence of real association between teaching of English as part of their courses and the index of LEL. The maximum number of cases are observed with the index of LEL above the mean with a highly favourable respondents with 38.3 per cent and the index of LEL is found low i.e. below the mean with a negative respondents with 21.67 per cent.

In the case of the non-professionals, the chi-square value of 28.094 is found significant at 0.01 level with df 1, as it is greater than the table value, i.e., 6.635 in the case of teaching of English as part of their courses and the index of LEL. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between teaching of English as part of their courses and the index of LEL. The maximum number of cases are observed with the index of LEL above the mean with a very highly favorable respondents with 46.67 per cent and the index of LEL is found low i.e., below the mean with a negative respondents with 33.3 per cent.

In the case of the professionals, the chi-square value of 20.077 is found significant at 0.01 level with df 5, as it is greater than the table value, i.e., 15.086 in the case of occupation and the index of LEL. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between occupation and the index of LEL. The maximum number of cases are observed

with the index of LEL above the mean with the professionals like doctors, engineers, chartered accountants and nurses with 11.67 per cent 10 per cent, 11.67 per cent and 15 per cent respectively and the index of LEL is found low i.e., below the mean in the case of professions like Lecturers and lawyers with 11.67 per cent and 11.67 per cent respectively.

In the case of the non-professionals, the chi-square value of 17.861 is found significant at 0.01 level with df 5, as it is greater than the table value, i.e., 15.086 in the case of occupation and the index of LEL. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between occupation and the index of LEL. The maximum number of cases are observed with the index of LEL above the mean with the occupations like businessmen, agents and sales executives with 11.67 per cent, 13.33 per cent and 16.67 per cent respectively and the index of LEL is found low i.e., below the mean in the case with the Life Insurance Corporation Officials (L.I.C.) with 11.67 per cent while with occupations like those of clerks and hotel receptionists, the mean and above and below the mean stays neutral with 8.33 per cent with both the occupations.

In the case of the professionals, the chi-square value of 13.438 is found significant at 0.05 level with df 5, as it is greater than the table value i.e., 9.488 in the case of mother tongue and the index of LEL. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between mother tongue and the index of LEL. The maximum number of cases are observed with the index of LEL above the mean with the language like Gujarati and other languages with 25 per cent and 11.6 per cent respectively and the index of LEL is found low i.e., below the mean in the case of Gujarati with 21.67 per cent. In

this case, the respondents were not equally distributed as most of the respondents were from Gujarat state.

In the case of the non-professionals, the chi-square value of 13.099 is found significant at 0.05 level with df 5, as it is greater than the table value i.e., 9.488 in the case of mother tongue and the index of LEL. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between mother tongue and the index of LEL. The maximum number of cases are observed with the index of LEL above the mean with the languages like Gujarati and others with 26.67 per cent and 11.67 per cent respectively, and the index of LEL is found low, i.e. below the mean in the case of Gujarati with 23.33 per cent. In this case, the respondents were not equally distributed as most of the respondents were from Gujarat state.

Thus, from the analysis based on the distribution of data in table 4.1.7, it can be interpreted that in all the cases of both professionals and non-professionals were found significant evidence of real association between teaching of English as part of their courses and the index of LEL, occupation and the index of LEL, mother tongue and the index of LEL.

Table 4.1.8, shows the association between the index of LEL and satisfaction with the level of English they acquire, English improvement courses, qualification and publishing of articles by the professionals and non-professionals.

TABLE 4.1.8

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF THE ASSOCIATION BETWEEN THE INDEX OF LEL AND SATISFACTION WITH THE LEVEL OF ENGLISH THEY ACQUIRE, ENGLISH IMPROVEMENT COURSES, QUALIFICATION AND PUBLISHING OF ARTICLES BY THE NON-PROFESSIONALS

LEL		Satisfaction with the level of English they acquire			English Improvement Courses			Qualification				Published of Articles		
		Yes	No	X^2	Yes	No	X^2	12	15	17	X^2	Yes	No	X^2
Non-professionals	Mean & Above	22 (36.7)	16 (26.7)	*	6 (10.0)	32 (53.3)	**	6 (10.0)	23 (38.3)	9 (15.0)	NS	2 (3.3)	1 (1.7)	NS
	Below Mean	4 (6.7)	18 (30.0)	9.556	0 (0.0)	22 (36.7)	4.973	7 (11.7)	14 (23.3)	1 (1.7)	5.532	35 (58.3)	20 (33.3)	0.406

NOTE: The figures shown in brackets indicate percentage and the figure above the percentage indicate the respective frequency.

* = Indicates Significant at 0.01 Level

** = Indicates Significant at 0.05 Level

NS = Indicates not Significant at 0.05 Level

12 = H.S.S.L.C.

15 = B.A. / B.Com. / B.Sc.

17 = M.A. / M.Com. / M.Sc.

From table 4.1.8, it can be seen that the chi-square value of 9.556 is found significant at 0.01 level with df 1, as it is greater than the table value i.e. 6.635 in the case of satisfaction with the level of English they acquire and the index of LEL for the non-professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between age and the index of LEL. The maximum number of cases are observed with the index of LEL above the mean with favourable responses from the respondents (36.67 per cent) and the index of LEL is found low i.e. below the mean with unfavourable respondents with 30 per cent.

In the case of English improvement courses and the index of LEL, the chi-square value of 4.973 is found significant at 0.05 level with df 1, as it is greater than the table value i.e. 3.841 in the case of English improvement courses and the index of LEL. So, the observed results are found not closer to be expected on the hypothesis of independence and hence there is evidence of real association between English improvement courses and the index of LEL. The maximum number of cases are observed with the index of LEL above the mean with unfavourable responses from the respondents (53.33 per cent) and the index of LEL is found low i.e. below the mean with 36.67 per cent as the respondents are unfavorable in giving their responses.

In the case of qualification and the index of LEL, the chi-square value of 5.532 is found not significant at 0.05 level with df 2, as it is less than the table value i.e. 5.991. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between qualification and the index of LEL.

In the case of publishing of articles and the index of LEL, the chi-square value of 0.406 is found not significant at 0.05 level with df 1, as it is less than the table value i.e. 3.841. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between publishing of articles and the index of LEL.

Thus, from the analysis based on the distribution of data in table 4.1.8, it can be interpreted that in the case of satisfaction with the level of English they acquire and the index of LEL, English improvement courses and the index of LEL are found significant i.e., there is evidence of real association between satisfaction with the level of English they acquire and the index of LEL, English improvement courses and the index of LEL, whereas, in the case of qualification and the index of LEL, publishing of articles and the index of LEL are found not significant i.e., it is evident that there is no association between qualification and the index of LEL, publishing of articles and the index of LEL.

4.1.7 INFORMATION REGARDING THE CORRELATION OF THE INDEX OF LEL BETWEEN AGE, LENGTH OF SERVICE AND DIFFERENT INDICES FOR THE PROFESSIONALS AND THE NON-PROFESSIONALS

To find out the correlation between the index of LEL and age, length of service and different indices for the professionals and the non-professionals, the coefficients of correlation are presented in table 4.1.9 and table 4.1.10.

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TABLE 4.1.9

COEFFICIENT OF CORRELATION WISE DISTRIBUTION OF
DIFFERENT INDICES FOR THE PROFESSIONALS

	Age	Length of Service	LEL	UEL	EEL	REL	ELK	FSPE	ERH	CE	OCEO	OTTEL
LEL	* -0.41	* -0.37	1									
UEL	NS -0.23	** -0.26	NS 0.20	1								
EEL	NS -0.25	** -0.28	** 0.27	* 0.94	1							
REL	NS -0.15	NS -0.19	NS 0.17	* 0.94	* 0.89	1						
ELK	NS -0.03	NS -0.07	NS 0.23	* 0.49	* 0.51	* 0.74	1					
FSPE	NS -0.15	NS -0.09	NS 0.01	* 0.42	* 0.47	* 0.48	* 0.39	1				
ERH	NS 0.19	NS 0.06	NS 0.01	NS 0.23	NS 0.23	* 0.34	* 0.34	NS 0.16	1			
CE	NS -0.23	** -0.27	NS 0.21	* 0.94	* 0.99	* 0.87	* 0.46	* 0.35	NS 0.17	1		
OCEO	NS 0.06	NS 0.01	* 0.32	** 0.25	** 0.28	** 0.26	NS 0.17	NS 0.15	** 0.32	** 0.25	1	
OTTEL	NS -0.07	NS -0.07	* 0.37	NS 0.14	NS 0.14	NS 0.10	NS -0.02	NS 0.05	NS 0.19	NS 0.08	* 0.79	1

*   = Scores above 0.330 is significant at 0.01 level with df 58

* *   = Scores above 0.255 and below 0.330 is significant at 0.05 level with df 58.

NS   = Indicates not significant at 0.05 level with df 58.

df   = 58

From table 4.1.9, it is observed that in the case of the index of LEL and age, the coefficient of correlation is -0.41 which indicates a negative high correlation between these two variables and also it is found significant at 0.01 level with df 58 for the professionals.

In the case of the index of LEL and length of service, the coefficient of correlation is -0.37 which indicates a negative average correlation between these two variables and also it is found significant at 0.01 level with df 58 for the professionals.

In the case of the index of LEL and the indices of UEL, EEL, REL, ELK and CE for the professionals, the coefficient of correlation are 0.20, 0.27, 0.17, 0.23 and 0.21 respectively, which indicate a positive low correlation and also it is found significant at 0.05 level with df 58.

In the case of the index of LEL and the indices of FSPE and ERH, the coefficient of correlation are found 0.01 and 0.01 respectively which indicate that, there is no correlation between these variables and are also found not significant at 0.05 level with df 58 in the case of professionals.

In the case of the index of LEL and the indices of OCEO and OTTEL, the coefficient of correlation are found 0.32 and 0.37 respectively which indicate a positive average correlation between these two indices, and also found that it is significant at 0.01 level with df 58 in the case of professionals.

Thus, from the preceding analysis it can be interpreted that the index of LEL with age and the index of LEL with length of service is found negative high correlation and negative average correlation respectively which is also found significant at 0.01 level with df 58. The coefficient of correlation between the index of LEL and the indices of UEL, EEL, REL, ELK and CE has been found positive low correlation and not significant at 0.05 level with df 58 except in the case of the indices of LEL and EEL, where it is found significant at 0.05 level with df 58. In the case of the index of LEL and the indices of OCEO, LEL and OTTEL are found positive average correlation and also found significant at 0.01 level with df 58 while in the case the index of LEL and the indices of FSPE, LEL and ERH, there is no correlation and also found not significant at 0.05 level with df 58, for the professionals.

Table 4.1.10, shows the correlation between the index of LEL with age and length of service with other indices for the non-professionals.

TABLE 4.1.10

COEFFICIENT OF CORRELATION WISE DISTRIBUTION OF DIFFERENT INDICES FOR THE NON-PROFESSIONALS

	Age	Length of Service	LEL	UEL	EEL	REL	ELK	FSPE	ERH	CE	OCEO	OTTEL
LEL	* -0.42	* -0.46	1									
UEL	** -0.27	** -0.25	** 0.29	1								
EEL	** -0.31	** -0.3	* 0.39	* 0.97	1							
REL	* -0.71	NS -0.16	* 0.33	* 0.62	* 0.66	1						
ELK	** -0.29	** -0.29	* 0.42	* 0.93	* 0.95	* 0.80	1					
FSPE	NS -0.12	NS -0.12	** 0.27	NS 0.22	** 0.26	NS 0.12	NS 0.21	1				
ERH	NS -0.22	NS -0.22	* 0.35·	* 0.46	* 0.61	* 0.43	* 0.51	** 0.29	1			
CE	** -0.25	NS -0.22	NS 0.23	* 0.99	* 0.97	* 0.61	* 0.93	NS 0.2	* 0.44	1		
OCEO	NS -0.18	NS -0.18	* 0.39	* 0.34	* 0.38	* 0.46	* 0.4	NS 0.13	NS 0.21	** 0.32	1	
OTTEL	NS -0.12	NS -0.13	NS 0.14	** 0.28	** 0.27	** 0.31	** 0.28	NS -0.05	* 0.91	** 0.25	NS 0.21	1

* = Scores above 0.330 is significant at 0.01 level with df 58.

* * = Scores above 0.255 and below 0.330 is significant at 0.05 level with df 58.

NS = Indicates not significant at 0.05 level with df 58.

df = 58

From Table, 4.1.10, it is observed that the coefficient of correlation between the index of LEL with age and length of service are -0.42 and -0.46 respectively, which indicates that there is negative high correlation between the index of LEL with age and length of service and also it is found significant at 0.01 level with df 58 for the non-professionals.

In the case of the index of LEL and the indices of UEL, FSPE and CE for the non-professionals, the coefficient of correlation are found 0.29, 0.27 and 0.23 respectively which indicate a positive low correlation between these two indices, and also is found significant at 0.05 level with df 58.

In the case of the index of LEL and the indices of EEL, REL, ERH and OCEO for the non-professionals, the coefficient of correlation are found 0.39, 0.33, 0.35 and 0.39 respectively which indicates a positive average correlation between these two indices, and is also found significant at 0.01 level with df 58.

In the case of the indices of LEL and ELK, for the non-professionals, the coefficient of correlation is found 0.42, which indicates a positive high correlation between these two indices, and it is also found significant at 0.01 level with df 58.

In the case of the indices of LEL and OTTEL, for the non-professionals, the coefficient of correlation is found 0.14, which indicates a positive very low, i.e., negligible correlation between these two indices, even though it is found not significant at 0.05 level with df 58.

Thus, from the preceding analysis, it can be interpreted that age and length of service has negatively high and significant correlation with the index of LEL. The coefficient of correlation of the index of OTTEL has very low positive i.e., negligible correlation with the index of LEL. The coefficient of correlation of the indices of UEL, FSPE and CE has positively low and significant correlation with the index of LEL except the index of LEL with the index of CE is found not significant at 0.05 level with df 58. The coefficient of correlation of the indices of EEL, REL, ERH and OCEO has positive average and significant correlation with the index of LEL, while the index of ELK has positive high and significantly correlation with the index of LEL. It can be concluded that in all the indices, the index of LEL is found having significantly high correlation with age, length of service, and the index of ELK, while the index of LEL has average correlation with other indices for the non-professionals.

In short, from the preceding analysis in relating to objective I, i.e., the process adopted by the professionals and the non-professionals for learning English language, it can be concluded that, most of the professionals and the non-professionals were found to have undergone English medium instruction only at the higher education level, whereas, regional languages were found for most of the respondents to be the medium of instruction at the primary level. It is also found that most of the respondents had not attended any English improvement courses. Learning of English Language (LEL) was found associated with age, length of occupation, place of birth, religion, learning of English as part of their courses and occupation for the professionals. For the non-professionals, age, length of occupation, learning of English as part of their courses and occupation was found associated with the index of LEL. All the respondents, i.e., the professionals and the non-professionals had learned the English language under tutored or formal situations. It was also found that both the professionals and the non-professionals with lesser age groups and lesser duration at work score more with the index of LEL.

SECTION - II

ANALYSIS AND INTERPRETATION OF DATA RELATED TO THE EXTENT OF UTILISATION OF ENGLISH LANGUAGE BY THE PROFESSIONALS AND THE NON-PROFESSIONALS IN THEIR DAY-TO-DAY ACTIVITIES

4.2.1 INTRODUCTION

This section presents analysis and interpretation of data related to objective II, i.e., to study the extent of utilisation of English language by the professionals and the non-professionals in their day-to-day activities. In order to analyse the data collected with regard to the extent of utilisation of English Language by both the professionals and the non-professionals in their day-to-day activities, the investigator took up certain indices related to this objective from the questionnaire. The indices chosen for both the professionals and the non-professionals are as under:

(i)   Index of the use of English Language (UEL).

(ii)   Index of Exposure to English Language (EEL).

(iii)   Index to the Relevance of English Language (REL).

(iv)   Index of English Language Knowledge (ELK).

(v)   Index of English Reading Habits (ERH).

(vi)   Index of Conversion in English (CE).

(See Appendix III & IV).

According to the Group Data Analysis of the index of UEL for the professionals, the Number of Distribution is 60, the Mean of the Distribution is 62.28, Standard Deviation is 14.9790 and for the non-professionals, the Number of Distribution is 60, the Mean of the distribution is 43.45, Standard Deviation is 12.2752.

From the Group Data Analysis of the index of EEL for the professionals, the Number of Distribution is 60, the Mean of the distribution is 74.28, Standard Deviation is 16.6504. As for the non-professionals, the Number of Distribution is 60, the Mean of the distribution is 51.65 and Standard Deviation is 14.8255.

From the Group Data Analysis of the index of REL for the professionals, the Number of Distribution is 60, the Mean of the Distribution is 100.25 and Standard Deviation is 19.8894. As for the non-professionals, the Number of

Distribution is 60, the Mean of the Distribution is 21.72 and Standard Deviation is 5.3575.

From the Group Data Analysis of the index of ELK for the professionals, the Number of Distribution is 60, the Mean of the Distribution is 53.55 and Standard Deviation is 8.0362 and for the non-professionals, the Number of Distribution is 60, the Mean of the Distribution is 68.40 and Standard Deviation is 15.2787.

From the Group Data Analysis of the index of ERH for the professionals, the Number of Distribution is 60, the Mean of the Distribution is 17.28, and Standard Deviation is 2.5039 and for the non-professionals, the Number of Distribution is 60, Mean of the Distribution is 11.50, and Standard Deviation is 2.9524.

From the Group Data Analysis of the index of CE for the professionals, the Number of Distribution is 60, the Mean of the Distribution is 51.05, and Standard Deviation is 14.5653 and for the non-professionals, the Number of Distribution is 60, the Mean of the Distribution is 36.23, and Standard Deviation is 12.2873.

4.2.2 INFORMATION CONCERNING THE FREQUENCY OF USE OF ENGLISH LANGUAGE

The analysis of the data showed that 98.3 per cent of the professionals found it necessary to read technical journals and books in English relevant to their profession whereas, 1.7 per cent found it unnecessary. With regard to the availability of concerned subject books in their mother tongue, 18.3 per cent of the professionals, found it readily available while 81.7 per cent found it difficult to find their concerned subject books in their mother tongue. While 96.7 per cent of the professionals found the books readily available in English, only one respondent each i.e., 1.7 per cent each found them in Gujarati and Hindi. Among the non-professionals, 78.3 per cent respondents found it necessary to

read books in English relevant to their work while 21.7 per cent found it negatively. And concerning the availability of pertinent subject books in their mother tongue, 31.3 per cent found it readily available, while 68.8 per cent responded negatively.

Thus, it can be seen from the analysis that both the professionals and the non-professionals found it highly necessary to read books, journals magazines etc., related to their subjects in English. They also found that most of the relevant books are readily available in English rather than in Hindi or other regional languages.

The data also showed that over 41.7 per cent of the professionals published or contributed articles relating to their subjects in journals and newspapers while 58.3 per cent did not publish any paper. 82.1 per cent of the respondents who publish their papers do not experience any difficulty in expressing themselves in English, while 17.9 per cent found expressing themselves in English difficult. The data also show that 20 per cent of the respondents seek the help of teachers of English while writing professional papers while 70 per cent do not seek their help. Among the non-professionals, 91.7 per cent have not published any paper or articles relating their work in any journals or newspapers while only 5 per cent are found to have published something or other related their work. 60 per cent of those who publish do not seem to experience any difficulty in expressing themselves in English, while 40 per cent found it difficult and all of them generally seek help of teachers of English while writing papers.

Thus, it can be seen that the habit of publishing or contributing papers or articles is higher among in professionals as compared to non-professionals. It is also seen that the majority of the professionals do not seek any help from English teachers in publishing their papers, while a large number of the non-professionals sought help from English teachers in publishing their papers.

Regarding the information about how often the professionals maintain contacts with their colleagues at work, it is found that 56.7 per cent maintain contact in English very often, 31.7 per cent often, 8.3 per cent sometimes and very few i.e. 3.3 per cent maintain contact very rarely while the non-professionals, 53.3 per cent maintain contact very often, 23.3 per cent often and 23.3 per cent sometimes respectively.

The following tables i.e., 4.2.1, 4.2.2 and 4.2.3 show the frequency and percentagwise distribution of the use of English language and other Indian languages while conversing with their seniors, equals and subordinates during their working hours by both the professionals and the non-professionals.

TABLE 4.2.1

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF THE USE OF ENGLISH AND OTHER INDIAN LANGUAGES BY THE PROFESSIONALS AND NON-PROFESSIONALS WITH THEIR SENIORS DURING WORKING HOURS

	Language	Very Often	Often	Some-times	Rarely	Not at all	Not Responded
		F & %	F & %	F & %	F & %	F & %	F & %
Professionals	English	34 (56.7)	14 (23.3)	9 (15.0)	1 (1.7)	0 (0.0)	2 (3.3)
	Hindi	10 (16.7)	15 (25.0)	19 (31.7)	5 (8.3)	4 (6.7)	7 (11.7)
	Mother Tongue	14 (23.3)	12 (20.0)	10 (16.7)	4 (6.7)	12 (20.0)	8 (13.3)
	Mixture of three Languages	3 (5.0)	8 (13.3)	8 (13.3)	4 (6.7)	14 (23.3)	23 (38.3)
Non-Professionals	English	26 (43.3)	15 (25.0)	13 (21.7)	2 (3.3	1 (1.7)	3 (5.0)
	Hindi	19 (31.7)	16 (26.7)	16 (26.7)	4 (6.7)	1 (1.7)	4 (6.7)
	Mother Tongue	16 (26.7)	9 (15.0)	10 (16.7)	4 (6.7)	7 (11.7)	14 (23.3)
	Mixture of three Languages	6 (10.0)	2 (3.3)	7 (11.7)	2 (3.3)	5 (8.3)	38 (63.3)

NOTE: The figures shown in brackets represent percentage and the figure above the percentage represent the respective frequency.

From table 4.2.1, it can be observed that the professionals interact with their seniors in English more frequently during their working hours, while

mother tongue is found fairly frequently used as medium for interaction. Among the non-professionals, it is also found that English is more frequently used by the respondents, while interacting with their seniors during working hours and Hindi and mother tongue are found fairly frequently used for interaction.

Thus, it is evident that English played a significant role in the pattern of their communication during working hours both by the professionals and the non-professionals while regional languages among the professionals and Hindi and mother tongue among the non-professionals are found to be fairly frequently used in the course of their interaction with their seniors during working hours.

TABLE 4.2.2

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF THE USE OF ENGLISH AND OTHER INDIAN LANGUAGES BY THE PROFESSIONALS AND THE NON-PROFESSIONALS WITH THEIR EQUALS DURING WORKING HOURS

	Language	Very Often	Often	Some-times	Rarely	Not at all	Not Responded
		F & %	F & %	F & %	F & %	F & %	F & %
Professionals	English	27 (45.0)	19 (31.7)	6 (10.0)	4 (6.7)	0 (0.0)	4 (6.7)
	Hindi	9 (15.0)	18 (30.0)	15 (25.0)	8 (13.3)	4 (6.7)	6 (10.0)
	Mother Tongue	17 (28.3)	12 (20.0)	7 (11.7)	1 (1.7)	14 (23.3)	9 (15.0)
	Mixture of three Languages	3 (5.0)	7 (11.7)	9 (15.0)	1 (1.7)	16 (26.7)	24 (40.0)
Non-Professionals	English	23 (38.3)	14 (23.3)	17 (28.3)	4 (6.7)	1 (1.7)	1 (1.7)
	Hindi	21 (35.0)	15 (25.0)	12 (20.0)	5 (8.3)	3 (5.0)	4 (6.7)
	Mother Tongue	16 (26.7)	9 (15.0)	8 (13.3)	4 (6.7)	7 (11.7)	16 (26.7)
	Mixture of three Languages	6 (10.0)	4 (6.7)	5 (8.3)	3 (5.0)	4 (6.7)	38 (63.3)

NOTE: The figures shown in brackets represent percentage and the figure above the percentage represent the respective frequency.

From table 4.2.2, it can be noted that the professionals interact in English more frequently, while mother tongue and Hindi are found fairly frequently used for interaction with their equals during their working hours.

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Among the non-professionals, English and Hindi are found frequently used while mother tongue is found fairly frequently used in interacting with their equals during working hours.

Thus, it is evident from the analysis of the data that English plays a significant role in the pattern of their communication with their equals during working hours both by the professionals and the non-professionals, eventhough the regional languages and Hindi are also found being used fairly frequently by the respondents while interacting with their equals during their working hours.

TABLE 4.2.3

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF THE USE OF ENGLISH AND OTHER INDIAN LANGUAGES BY THE PROFESSIONALS AND THE NON-PROFESSIONALS WITH THEIR SUBORDINATES DURING WORKING HOURS

	Language	Very Often	Often	Some-times	Rarely	Not at all	Not Responded
		F & %	F&%	F & %	F & %	F & %	F & %
Professionals	English	15 (25.0)	11 (18.3)	10 (16.7)	6 (10.0)	11 (18.3)	7 (11.7)
	Hindi	13 (21.7)	14 (23.3)	14 (23.3)	4 (6.7)	5 (8.3)	5 (8.3)
	Mother Tongue	19 (31.7)	14 (23.3)	5 (8.3)	1 (1.7)	13 (21.7)	8 (13.3)
	Mixture of three Languages	4 (6.7)	9 (15.0)	4 (6.7)	1 (1.7)	5 (8.3)	25 (41.7)
Non-Professionals	English	14 (23.3)	10 (16.7)	10 (16.7)	15 (25.0)	6 (10.0)	5 (8.3)
	Hindi	24 (40.0)	18 (30.0)	7 (11.7)	5 (8.3)	2 (3.3)	4 (6.7)
	Mother Tongue	18 (30.0)	6 (10.0)	9 (15.0)	4 (6.7)	7 (11.7)	16 (26.7)
	Mixture of three Languages	5 (8.3)	2 (3.3)	6 (10.0)	1 (1.7)	4 (6.7)	42 (70.0)

NOTE: The figures shown in brackets represent percentage and the figure above the percentage represent the respective frequency.

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From table 4.2.3, it can be seen that the professional respondents used mother tongue more frequently while interacting with their subordinates during their working hours. For the non-professionals, Hindi is found to be used quite frequently with the subordinates during their working hours.

Thus, it is evident from the analysis, that both among the professionals and non-professionals, English is used less frequently while interacting with their subordinates during working hours, while Hindi and mother tongue took a significant role in the pattern of their communication.

With reference to the information regarding the frequency of communication with clients / patients / students 53.3 per cent of the professionals used English while 31.7 per cent used mother tongue as means of communication.

Table 4.2.4, shows the respondents' frequency and percentages of using the English Language while interacting in everyday situation by the professionals.

TABLE 4.2.4

**FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF THE
USE OF ENGLISH AND OTHER INDIAN LANGUAGES BY THE
PROFESSIONALS IN EVERYDAY SOCIAL SITUATIONS**

Sl. No.	Personal Interaction With	F & % of Using English Very Often	F & % of Using Hindi Very Often	F & % of Gujarati Using Very Often	F & % of Using Other Regional Language Very Often
1	Father	8 (13.3)	8 (13.3)	21 (35.0)	15 (25.0)
2	Mother	5 (8.3)	7 (11.7)	24 (40.0)	20 (33.3)
3	Brother / Sister	12 (20.0)	9 (15.0)	23 (38.3)	18 (30.0)
4	Superiors of your Working Place	39 (65.0)	6 (10.0)	16 (26.7)	0 (0.0)
5	Equals of your Working Place	30 (50.0)	8 (13.3)	24 (40.0)	0 (0.0)
6	Subordinates of your Working Place	16 (26.7)	14 (23.3)	29 (48.3)	1 (1.7)
7	Clients / Patients / Students	34 (56.7)	15 (25.0)	29 (48.3)	0 (0.0)
8	Relatives	13 (21.7)	10 (16.7)	27 (45.0)	19 (31.7)
9	Husband / Wife	12 (20.0)	10 (16.7)	22 (36.7)	13 (21.7)
10	Neighbours	9 (15.0)	18 (30.0)	35 (58.3)	5 (8.3)
11	Friends	24 (40.0)	16 (26.7)	34 (56.7)	7 (11.7)
12	Transport Authority	9 (15.0)	23 (38.3)	36 (60.0)	1 (1.7)
13	Shopkeepers, food vendors and people belonging to the business community	4 (6.7)	26 (43.3)	35 (58.3)	0 (0.0)
14	Doctors	31 (51.7)	7 (11.7)	22 (36.7)	0 (0.0)
15	Strangers	13 (21.7)	28 (46.7)	17 (28.3)	0 (0.0)
16	Non -- Indian	52 (86.7)	2 (3.3)	1 (1.7)	0 (0.0)

NOTE: The figures shown in brackets represent percentage and the figure above the percentage represent the respective frequency.

From table 4.2.4, it can be noticed that the respondents used English very rarely in their everyday social communicative situations except in the case of the superiors of the working place and with the Non-Indians. With the equals of the working place, Clients / Patients / Students and Doctors, English as well as Gujarati is used quite frequently. Gujarati dominates while interacting with the subordinates of the working place, relatives, neighbours etc. With the friends, Gujarati is found to be used very frequently while English is also found fairly frequently. With the transport authorities and shopkeepers, food vendors and people belonging to the business community and strangers, Gujarati as well as Hindi is used very frequently.

Thus, it is evident that the use of English language in everyday social situations is extremely limited among the professionals, except in some exceptional cases.

Table 4.2.5, shows the respondents' frequency and percentagewise distribution of using the English Language while interacting in everyday situation by the non-professionals.

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TABLE 4.2.5

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF THE USE OF ENGLISH AND OTHER INDIAN LANGUAGES BY THE NON-PROFESSIONALS IN EVERYDAY SOCIAL SITUATIONS

Sl. No.	Personal Interaction With	F & % of Using English Very Often	F & % of Using Hindi Very Often	F & % of Gujarati Using Very Often	F & % of Using Other Regional Language Very Often
1	Family members	12 (20.0)	14 (23.3)	28 (46.7)	15 (25.0)
2	Superiors of your working place	29 (48.3)	21 (35.0)	13 (21.7)	1 (1.7)
3	Equals of your working place	20 (33.3)	19 (31.7)	22 (36.7)	0 (0.0)
4	Subordinates of your working place	10 (16.7)	28 (46.7)	29 (48.3)	2 (3.3)
5	Clients / Customers	34 (56.7)	18 (30.0)	20 (33.3)	0 (0.0)
6	Relatives	9 (15.0)	16 (26.7)	24 (40.0)	15 (25.0)
7	Neighbours	5 (8.3)	22 (36.7)	32 (53.3)	0 (0.0)
8	Friends	17 (28.3)	23 (38.3)	31 (51.7)	1 (1.7)
9	Transport authority	6 (10.0)	25 (41.7)	30 (50.0)	0 (0.0)
10	Shopkeepers, food vendors and people belonging to the business community	2 (3.3)	26 (43.3)	41 (68.3)	1 (1.7)
11	Doctors	21 (35.0)	18 (30.0)	28 (46.7)	1 (1.7)
12	Strangers	16 (26.7)	22 (36.7)	23 (38.3)	0 (0.0)
13	Non - Indian	56 (93.3)	3 (5.0)	0 (0.0)	0 (0.0)

NOTE: The figures shown in brackets represent percentage and the figure above the percentage represent the respective frequency.

From table 4.2.5, it can be noted that the respondents' use of English in everyday social communicative situations is limited, except in some cases like conversing with the non-Indians and clients / customers etc. While communicating with superiors of the work place, Hindi played a significant role, eventhough English is also used quite frequently. While interacting with the

equals, Gujarati is found more frequently used than English which is also found fairly frequently used. With the subordinates, Hindi and Gujarati are used more frequently and while conversing with the neighbours, friends, transport authorities, shopkeepers / food vendors, Gujarati is found more frequently used. As far as such situations are concerned, Hindi is also used fairly frequently. With the relatives, Gujarati is found frequently used and with the Doctors, Gujarati is used very frequently, although English is also used fairly frequently. With the strangers, Gujarati and Hindi are found quite frequently used in interacting in the everyday social communicative situations.

Thus, from the above analysis, it is evident that the respondents' use of English in everyday social communicative situations is extremely limited among the non-professionals, except when they interacted with the non-Indians and clients/ customers, etc.

Regarding the information about languages used for interacting at home, 23 respondents i.e., 38.3 per cent out of the 60 professionals, speak a mixture of mother tongue, Hindi and English, 20 respondents i.e., 33.3 per cent, speak a mixture of mother tongue and English, 14 respondents i.e., 23.3 per cent speak mother tongue only and very few i.e. 2 respondents with the percentage of 3.3 used English and just 1 respondent i.e. 1.7 per cent used mixture of mother tongue and Hindi.

Thus, it is evident that a large number of the respondents used a mixture of mother tongue, Hindi and English and mixture of mother tongue and English more frequently while interacting at home.

Table 4.2.6, shows information about the languages in which the respondents, i.e. the professionals and the non-professionals correspond.

TABLE 4.2.6

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF LANGUAGES OF THE CORRESPONDENCE FOR OFFICIAL AND NON-OFFICIAL (FRIENDS / RELATIVES) PURPOSES

Language	Professionals				Non-Professionals			
	Official	Non-Official		Not Responded	Official	Non-Official		Not Responded
		Friends	Relatives			Friends	Relatives	
	F & %	F & %	F & %	F & %	F & %	F & %	F & %	F & %
English	24 (40.0)	0 (0.0)	34 (56.7)	2 (3.3)	29 (48.3)	0 (0.0)	30 (50.0)	1 (1.7)
Hindi	0 (0.0)	18 (30.0)	5 (8.3)	37 (61.7)	0 (0.0)	30 (50.0)	2 (3.3)	28 (46.7)
Gujarati	3 (5.0)	27 (45.0)	10 (16.7)	20 (33.3)	0 (0.0)	34 (56.7)	3 (5.0)	23 (38.3)
Any other regional languages	1 (1.7)	16 (26.7)	0 (0.0)	43 (71.7)	0 (0.0)	9 (15.0)	1 (1.7)	50 (83.3)

NOTE: The figures shown in brackets represent percentage and the figure above the percentage represent the respective frequency.

From table 4.2.6, it can be observed that a large number of the respondents among the professionals carry out their official correspondence in English except 3 respondents, i.e., 5 per cent and 1 respondent i.e., 1.7 per cent corresponded in Gujarati and other languages while among the non-professionals, all the respondents corresponded officially in English. The correspondence in English is also found high among both professionals and non-professionals with 56.7 per cent and 50 per cent respectively while communicating with relatives. Professional correspondence is found highest in Gujarati with 45 per cent, Hindi with 30 per cent and other regional languages with 26.7 per cent and with the non-professionals also, Gujarati is found to be the highest common means of correspondence with 56.7 per cent, Hindi with 50 per cent and 15 per cent with other regional languages among friends.

Thus, it is evident that both the professionals and the non-professionals carry out their official correspondence mostly in English. However, when the professionals and the non-professionals carry out their non-official correspondence, they generally carry out their correspondence either in Gujarati or in Hindi.

4.2.3 INFORMATION CONCERNING THE FREQUENCY OF EXPOSURE TO ENGLISH LANGUAGE BY BOTH THE PROFESSIONALS AND THE NON-PROFESSIONALS

Table 4.2.7, provides information about various factors which are responsible for strengthening their proficiency in English.

TABLE 4.2.7

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF THE FACTORS RESPONSIBLE FOR STRENGTHENING PROFICIENCY IN ENGLISH OF THE PROFESSIONALS

Sl. No.	Factors	Very Much	Some-times	Not at all	Not Applicable	Not Responded
		F & %	F & %	F & %	F & %	F & %
1	Taught as a medium for teaching	45 (75.0)	11 (18.3)	1 (1.7)	3 (5.0)	0 (0.0)
2	Part time studying like evening classes	2 (3.3)	6 (10.0)	9 (15.0)	42 (70.0)	1 (1.7)
3	English improvement courses	3 (5.0)	10 (16.7)	5 (8.3)	41 (68.3)	1 (1.7)
4	Exposure to English at home	16 (26.7)	24 (40.0)	4 (6.7)	15 (25.0)	1 (1.7)
5	Readings of professional journals	33 (55.0)	23 (38.3)	0 (0.0)	3 (5.0)	1 (1.7)
6	Conversing with Friends	36 (60.0)	23 (38.3)	1 (1.7)	0 (0.0)	0 (0.0)
7	Listening to radio / Television in English	26 (43.3)	32 (53.3)	1 (1.7)	1 (1.7)	0 (0.0)
8	Reading newspapers in English	42 (70.0)	15 (25.0)	2 (3.3)	1 (1.7)	0 (0.0)
9	Reading general magazines in English	35 (58.3)	23 (38.3)	1 (1.7)	1 (1.7)	0 (0.0)
10	Watching movies in English	17 (28.3)	32 (53.3)	7 (11.7)	4 (6.7)	0 (0.0)

NOTE: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

From table 4.2.7, it can be observed that factors like teaching as a medium is found to be the main source with 75 per cent, while reading newspapers in English, conversing with friends, reading general magazines, reading professional journals, listening to Radio / T.V. in English is also found high with the percentage of 70 per cent, 60 per cent, 58.3 per cent, 55 per cent

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and 43.3 per cent respectively. Factors like part time studying, English improvement courses, exposure to English at home and watching movies is found very low with the percentage of 3.3 per cent, 5 per cent, 26.7 per cent and 28.3 per cent respectively.

Thus, from the analysis, it is evident that the major factors among the professionals which are responsible for strengthening their proficiency in English are the use of English as the medium of instruction, reading newspapers, general magazines, professional journals, conversing with friends, listening to Radio / Television etc.

Table 4.2.8, provides information pertaining various factors which are responsible for strengthening proficiency of the non-professionals in English.

TABLE 4.2.8

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF THE FACTORS RESPONSIBLE FOR STRENGTHENING PROFICIENCY IN ENGLISH OF THE NON-PROFESSIONALS

Sl. No.	Factors	Very Much	Some-times	Not at all	Not Applicable	Not Responded
		F & %	F & %	F & %	F & %	F & %
1	Taught as a medium for teaching	32 (53.3)	21 (35.0)	3 (5.0)	4 (6.7)	0 (0.0)
2	Part time studying like evening classes	2 (3.3)	6 (10.0)	7 (11.7)	45 (75.0)	0 (0.0)
3	English improvement courses	1 (1.7)	6 (10.0)	10 (16.7)	43 (71.7)	0 (0.0)
4	Exposure to English at home	19 (31.7)	22 (36.7)	8 (13.3)	10 (16.7)	1 (1.7)
5	Exposure to English through popular media like Newspaper Radio, Television, Movies etc.	34 (56.7)	22 (36.7)	3 (5.0)	1 (1.7)	0 (0.0)
6	Reading of general Magazines, Stories etc.	31 (51.7)	25 (41.7)	3 (5.0)	1 (1.7)	0 (0.0)
7	Readings of professional journals	20 (33.3)	25 (41.7)	9 (15.0)	6 (10.0)	0 (0.0)
8	Exposing to Friends	31 (51.7)	24 (40.0)	4 (6.7)	1 (1.7)	0 (0.0)

NOTE: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

From table 4.2.8, it can be noticed that factors like exposure to English through popular media like newspapers, radio, television, movies etc., are found to be the sources responsible for strengthening proficiency in English while exposure to English teaching as medium of instruction, reading of general magazines, stories etc., exposure to it through friends are also found quite high, with the percentage of 53.3 per cent, 51.7 per cent, 51.7 per cent respectively. Reading of professional journals and exposure to English at home are also found to have contributed to it to some extent with the percentage of 33.3 per cent and 31.7 per cent while factors like English improvement classes and part time studying are found to be very low with 1.7 per cent and 3.3 per cent.

Thus, from the above analysis, it is evident that the strongest factors responsible for strengthening the proficiency of non-professionals in English are found to be exposure to English through popular media like newspaper, radio, television, movies etc., exposure to English as a medium of instruction, reading of general magazines, stories etc., exposure to English knowing friends, etc., while reading of professional journals and exposure to English at home also are found to have contributed to some extent.

4.2.4 INFORMATION REGARDING THE FREQUENCY OF THE RELEVANCE OF ENGLISH LANGUAGE IN RELATION TO THEIR PROFESSIONS

Table 4.2.9, provides information about the English courses and their impact on the professionals.

TABLE 4.2.9
FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF THE OPINION OF THE PROFESSIONALS WITH REGARD TO THE RELEVANCE OF THE COURSES IN RELATION TO THEIR PROFESSION

Level	Very Much	Only Partially	Not at all	Don't Know	Not Responded
	F & %	F & %	F & %	F & %	F & %
Primary Education	35 (58.3)	12 (20.0)	5 (8.3)	0 (0.0)	8 (13.3)
Secondary Education	42 (70.0)	14 (23.3)	1 (1.7)	0 (0.0)	3 (5.0)
University Education	49 (81.7)	4 (6.7)	0 (0.0)	0 (0.0)	7 (11.7)

NOTE: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

From table 4.2.9, it can be seen that the courses they had in English at primary, secondary, higher education level helped them a lot in their profession. However, the highest relevance is found at the University level with 81.7 per cent, secondary level with 70 per cent and at the primary level with 58.3 per cent.

Thus, it is evident that the professional respondents found the different courses at various levels they underwent to be highly relevant to their profession.

Table 4.2.10, gives information regarding the relevance of various English courses, the non-professionals had undergone to their needs of day-to-day activities.

TABLE 4.2.10
FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF THE OPINION OF THE NON-PROFESSIONALS REGARDING THE RELEVANCE OF THE VARIOUS ENGLISH COURSES IN THEIR DAY-TO-DAY ACTIVITIES

Level	Yes	No	Not Certain	Not Applicable	Not Responded
	F & %	F & %	F & %	F & %	F & %
Primary Education	46 (76.7)	5 (8.3)	9 (15.0)	0 (0.0)	0 (0.0)
Secondary Education	55 (91.7)	3 (5.0)	2 (3.3)	0 (0.0)	0 (0.0)
University Education	46 (76.7)	2 (3.3)	0 (0.0)	6 (10.0)	6 (10.0)
Diploma Courses	27 (45.0)	1 (1.7)	0 (0.0)	10 (16.7)	22 (36.7)

NOTE: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

It can be noticed from table 4.2.10, that the courses undergone by the non-professionals at various levels help a lot in carrying out their day-to-day activities. The course at secondary level of education with the percentage of 91.7 is found to be the highest relevance while those at the primary and university level remain to be of the same relevance with a percentage of 76.7 and diploma courses with 45 per cent.

Thus, it is evident that the non-professional respondents found the different English courses they underwent to be highly helpful in carrying out their day-to-day activities.

Regarding the information about the utility of English Language in their respective professions, out of the total professional respondents, 59 respondents i.e., 98.3 per cent agreed that English Language is a very necessary language. However, 1 respondent replied it negatively. among the non-professional respondents also, 59 respondents i.e., 98.3 per cent agreed that English Language is a very necessary language as far as their works are concerned. However, 1 respondent is quite opposite in his view in this respect.

Thus, it is evident that both the professionals and the non-professionals are almost unanimous in their opinion with regard to the utility of the English Language in their professions and occupations.

Table 4.2.11, provides information regarding the frequency and quality level of English the professionals need for performing certain tasks.

TABLE 4.2.11

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF SHOWING THE NEED OF KNOWING ENGLISH IN THE PERFORMANCE OF DIFFERENT TASKS BY THE PROFESSIONALS

NOTE: 0 = *indicates not responded*   1 = *indicates very important*
2 = *indicates important*   3 = *indicates not important*
4 = *indicates not applicable*

Sl. No.	Tasks	0	1	2	3	4
1	Comprehending instructions presented orally in the laboratories and workshops	2 (3.3)	31 (51.7)	16 (26.7)	3 (5.0)	8 (13.3)
2	Understanding papers in English presented / delivered in conferences/ symposia workshops etc.	0 (0.0)	47 (78.3)	6 (10.0)	1 (1.7)	6 (10.0)
3	Discussions / seminars, meetings and conferences, etc.	0 (0.0)	44 (73.3)	8 (13.3)	1 (1.7)	7 (11.7)
4	Presenting papers in the seminars and conferences, etc.	1 (1.7)	42 (70.0)	8 (13.3)	1 (1.7)	8 (13.3)
5	Interacting and exchanging ideas with others in seminars, conferences, etc.	1 (1.7)	39 (65.0)	9 (15.0)	2 (3.3)	9 (15.0)
6	Reading related textbooks, journals, magazines, articles, etc.	0 (0.0)	46 (76.7)	12 (20.0)	1 (1.7)	1 (1.7)
7	Writing applications / formal letters, etc.	0 (0.0)	49 (81.7)	10 (16.7)	1 (1.7)	0 (0.0)
8	Delivering classroom lectures	1 (1.7)	25 (41.7)	9 (15.0)	1 (1.7)	24 (40.0)
9	Demonstrating, explaining and instructing	0 (0.0)	28 (46.7)	12 (20.0)	3 (5.0)	17 (28.3)
10	Instructing and requesting service	1 (1.7)	23 (38.3)	25 (41.7)	8 (13.3)	3 (5.0)
11	Writing prescriptions to your patients	3 (5.0)	9 (15.0)	4 (6.7)	3 (5.0)	41 (68.3)
12	Giving directions to your clients	1 (1.7)	9 (15.0)	17 (28.3)	4 (6.7)	29 (48.3)
13	Communicating with clients	1 (1.7)	10 (16.7)	17 (28.3)	4 (6.7)	28 (46.7)
14	Communicating with patients	3 (5.0)	11 (18.3)	9 (15.0)	0 (0.0)	37 (61.7)
15	Communicating with students	2 (3.3)	12 (20.0)	11 (18.3)	3 (5.0)	32 (53.3)

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Sl. No.	Tasks	0	1	2	3	4
16	Grasping the knowledge and ideas that have recently sprung up	0 (0.0)	43 (71.7)	15 (25.0)	2 (3.3)	0 (0.0)
17	Drafting petitions, memos, deeds, will and other documents related to the profession	1 (1.7)	32 (53.3)	6 (10.0)	1 (1.7)	20 (33.3)
18	Preparing arguments and grounds for cases	1 (1.7)	24 (40.0)	3 (5.0)	1 (1.7)	31 (51.7)
19	Discussing and arguing the legal point in the court	2 (3.3)	8 (13.3)	4 (6.7)	0 (0.0)	46 (76.7)
20	Offering legal advice and assistance to clients	2 (3.3)	14 (23.3)	7 (11.7)	3 (5.0)	34 (56.7)
21	Readings law reports and reference books	2 (3.3)	23 (38.3)	4 (6.7)	3 (5.0)	28 (46.7)
22	Reading professional journals of your subject	0 (0.0)	52 (86.7)	5 (8.3)	1 (1.7)	2 (3.3)
23	To know the international scientific terminology, used in specific subjects	0 (0.0)	39 (65.0)	11 (18.3)	1 (1.7)	9 (15.0)
24	Exploring scientific information	0 (0.0)	34 (56.7)	10 (16.7)	1 (1.7)	15 (25.0)
25	Writing legal instructions and rules	1 (1.7)	32 (53.3)	10 (16.7)	0 (0.0)	17 (28.3)

NOTE: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

From table 4.2.11, it can be noticed that most of the given tasks are found highly needed by all the professional respondents. The tasks given below are in the order of priority expressed by the professionals in their response according to their needs in general.

1. Reading professional journals related to their subjects.

2. Writing applications / formal letters, etc.

3. Understanding papers in English presented / delivered in conferences / symposia, workshops, etc.

4. Reading related textbooks, journals, magazines, articles, etc.

5. Participating in discussions / seminars, meetings and conferences etc.

6. Obtaining knowledge and ideas of recent origin.

7. Presenting papers in seminars, conferences, etc.

8. Knowing international scientific terminology, used in specific subjects.

9. Exploring scientific information.

10. Writing legal instructions and rules.

11. Drafting petitions, memos, deeds, wills and other documents relating to their professions.

The above tasks are found highly needed by the professionals. Reading journals of their subject is found to be one of the most frequent and highly needed task being performed by majority of the respondents i.e., 52 respondents with the percentage of 86.7 per cent. Writing applications, formal letters, etc., is found to be the second highest task being performed by the majority of the respondents, i.e., 49 respondents with the percentage of 81.7 per cent. Understanding papers in English presented / delivered in conferences / symposia, workshops is found to be another need by the professionals with 47 respondents with the percentage of 78.3 per cent. Reading related text books, journals, magazines, articles etc., is found to be the next area of importance according to 46 respondents with the percentage of 76.7 per cent. While participating in discussions / seminars / meetings, conferences etc. English is found to be very necessary language by 44 respondents (73.3 per cent). 43 respondents with the percentage of 71.7 per cent felt that English is a necessary language for performing tasks, like picking up grasping knowledge and ideas that have come up recently. Knowledge of English is found necessary for presenting papers in seminars, conferences, etc., by 42 respondents with the percentage of 71.2 per cent. Again knowledge of English is found necessary to perform tasks like picking up international scientific terminology used in specific subjects by 39 respondents with the percentage of 65 per cent. Knowledge of English is found necessary for exploring scientific information by 34 respondents with the percentage of 56.7 per cent. In writing legal instructions, rules, drafting petitions, memos, deeds, wills and other documents relating to the profession, knowledge of English is found necessary by 32 respondents, with the percentage of 54.2 per cent irrespective of the specific professions they belong to. Most of the teachers found English very important and necessary in delivering classroom lectures. Out of the 10 respondents of Doctors, majority i.e., 9 respondents with the percentage of 90 per cent found English very important in writing prescription to their patients

while just 1 doctor i.e., 10 per cent found it not very important. The majority of the Lawyers found English as the most necessary language in performing tasks like reading law reports and reference books, preparing arguments and grounds for cases.

Thus, from the above analysis, it is evident that most of the professionals find knowledge of English very important in carrying out various tasks in relation with their professions.

Table 4.2.12, gives information as to how non-professionals feel knowledge of English is necessary for carrying out various tasks:

TABLE 4.2.12
FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF SHOWING THE NEED OF KNOWING ENGLISH IN THE PERFORMANCE OF DIFFERENT TASKS BY THE NON-PROFESSIONALS.

NOTE: 0 = *indicates not responded*   1 = *indicates very important*
         2 = *indicates important*   3 = *indicates not important*
         4 = *indicates not applicable*

Sl. No.	Tasks	0	1	2	3	4
1	Grasping knowledge and ideas of recent development	0 (0.0)	43 (71.7)	14 (23.3)	3 (5.0)	0 (0.0)
2	Communicating with customers	0 (0.0)	32 (53.3)	22 (36.7)	3 (5.0)	3 (5.0)
3	Conversing with clients	2 (3.3)	27 (45.0)	25 (41.7)	3 (5.0)	3 (5.0)
4	Writing official letters / applications	0 (0.0)	49 (81.7)	11 (18.3)	0 (0.0)	0 (0.0)
5	Conversing with business personnel, at intrastate level	2 (3.3)	36 (60.0)	17 (28.3)	0 (0.0)	5 (8.3)
6	Conversing with business personnel, at intrastate level	2 (3.3)	33 (55.0)	19 (31.7)	0 (0.0)	6 (10.0)
7	Instructing and requesting for service, letters, etc.	1 (1.7)	39 (65.0)	17 (28.3)	1 (1.7)	2 (3.3)
8	To keep abreast with the recent scientific developments	1 (1.7)	39 (65.0)	15 (25.0)	3 (5.0)	2 (3.3)
9	Reading books which are related to their work	0 (0.0)	40 (66.7)	18 (30.0)	2 (3.3)	0 (0.0)
10	Reading general magazines, journals, articles, novels, etc.	0 (0.0)	31 (51.7)	21 (35.0)	8 (13.3)	0 (0.0)

NOTE: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

From table 4.2.12, it can be noticed that the majority of the non-professional respondents found English to be highly needed in performing the above tasks. Writing official letters / applications is found to be of the highest frequency with 49 respondents (81.7 per cent) responding very important and 11 respondents (18.3 per cent) responding important. The next highest choice of task by non-professionals goes to grasping knowledge and ideas related to recent developments with 43 respondents (71.7 per cent) very important and 14 respondents i.e., 23.3 responding important. Knowledge of English is found necessary for reading books which are related to their work by 40 respondents (66.7 per cent) responding "very important" and 18 respondents (30 per cent) responding "important". Instructing and requesting for services, letters, to keep abreast of recent scientific information, conversing with relevant business personnel at interstate and intrastate levels, communicating with customers, reading general magazines, journals, articles, novels etc., knowledge of English is found highly necessary by 66.1 per cent, 66.1 per cent, 62.1 per cent, 56.9 per cent, 53.3 per cent, 51.7 per cent respectively. Among all the tasks, conversing with the clients has the lowest frequency but still showing high importance with 27 respondents i.e., 46.5 per cent responding very important and 25 respondents i.e., 43.1 per cent responded important.

Thus, it is evident from the above analysis that knowledge of English is found very important by a large number of the non-professionals in performing various tasks related to their occupations.

4.2.5 INFORMATION CONCERNING PROFICIENCY RELATED TO VARIOUS SKILLS IN THE ENGLISH LANGUAGE.

Table 4.2.13, provides information related to the levels at which the respondents i.e., the professionals and the non-professionals able to speak, read and write English, mother tongue and other languages.

TABLE 4.2.13

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF THE LANGUAGES KNOWN BY THE PROFESSIONALS AND THE NON-PROFESSIONALS, AND THEIR COMPARATIVE PROFICIENCY IN THEM

NOTE: 0 = indicates not responded 1 = indicates very important 2 = indicates important
3 = indicates not important 4 = indicates not applicable

Sl. No.	Ability	English 1	English 2	English 3	English 4	Hindi 1	Hindi 2	Hindi 3	Hindi 4	Gujarati 1	Gujarati 2	Gujarati 3	Gujarati 4	Any Other Languages 1	Any Other Languages 2	Any Other Languages 3	Any Other Languages 4
Professionals																	
1	Understanding	60 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	56 (93.3)	3 (5.0)	0 (0.0)	1 (1.7)	49 (81.7)	8 (13.3)	1 (1.7)	2 (3.3)	29 (48.3)	2 (3.3)	0 (0.0)	29 (48.3)
2	Speaking	50 (83.3)	10 (16.7)	0 (0.0)	0 (0.0)	52 (86.7)	7 (11.7)	0 (0.0)	1 (1.7)	41 (68.3)	12 (20.0)	5 (8.3)	2 (3.3)	25 (41.7)	6 (10.0)	0 (0.0)	29 (48.3)
3	Reading	59 (98.3)	1 (1.7)	0 (0.0)	0 (0.0)	49 (81.7)	10 (16.7)	0 (0.0)	1 (1.7)	42 (70.0)	9 (15.0)	7 (11.7)	2 (3.3)	19 (31.7)	5 (8.3)	7 (11.7)	29 (48.3)
4	Writing	55 (91.7)	5 (8.3)	0 (0.0)	0 (0.0)	41 (68.3)	16 (26.7)	2 (3.3)	1 (1.7)	40 (66.7)	3 (5.0)	15 (25.0)	2 (3.3)	17 (28.3)	7 (11.7)	7 (11.7)	29 (48.3)
Non-Professionals																	
1	Understanding	58 (96.7)	2 (3.3)	0 (0.0)	0 (0.0)	57 (95.0)	3 (5.0)	0 (0.0)	0 (0.0)	51 (85.0)	5 (8.3)	3 (5.0)	1 (1.7)	23 (38.3)	2 (3.3)	0 (0.0)	35 (58.3)
2	Speaking	43 (71.7)	17 (28.3)	0 (0.0)	0 (0.0)	52 (86.7)	8 (13.3)	0 (0.0)	0 (0.0)	48 (80.0)	5 (8.3)	6 (10.0)	1 (1.7)	20 (33.3)	5 (8.3)	0 (0.0)	35 (58.3)
3	Reading	58 (96.7)	2 (3.3)	0 (0.0)	0 (0.0)	51 (85.0)	9 (15.0)	0 (0.0)	0 (0.0)	45 (75.0)	9 (15.0)	5 (8.3)	1 (1.7)	13 (21.7)	4 (6.7)	8 (13.3)	35 (58.3)
4	Writing	49 (81.7)	11 (18.3)	0 (0.0)	0 (0.0)	42 (70.0)	15 (25.0)	3 (5.0)	0 (0.0)	40 (66.7)	9 (15.0)	10 (16.7)	1 (1.7)	9 (15.0)	3 (5.0)	13 (21.7)	35 (58.3)

Note: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

From table 4.2.13, it can be observed that all the professional respondents i.e., 60 out of the 60 respondents, can understand English very well. While 59 respondents i.e., 98.3 per cent could read English very well, 1 respondent i.e. 1.7 per cent responded not so well. While 91.7 per cent respondents could write very well and 8.3 per cent with not so well, 83.3 per cent could speak of very well and 16.7 per cent with not so well respectively. With respect to Hindi, it is found that 93.3 per cent the respondents are very proficient in it while only 5 per cent is found wanting it. As for speaking, 86.7 per cent of the respondents are found fluent while 11.7 per cent felt that they needed more fluency in speaking. While 81.7 per cent of the respondents felt they could read well, 16.7 per cent felt that they needed to pick up more in term of reading. While 68.3 per cent of the respondents could write, 26.7 per cent respondents are found lacking in it. Understanding, speaking, reading, and writing in Gujarati are found easy by 81.7 per cent, 68.3 per cent, 70 per cent, 66.7 per cent respectively by the respondents. Concerning the other languages, the ability of understanding, speaking, reading and writing are found with the percentage of 48.3 per cent, 41.7 per cent, 31.7 per cent and 28.3 per cent respectively.

As for the non-professionals, out of the 60, most of the respondents i.e., 58 respondents (96.7 per cent) expressed that they could understand and read English well, 2 respondents (3.3 per cent) felt that they are not so well in understanding and reading. As for writing in English, 49 respondents (81.7 per cent) felt that they could write well while 11 respondents (18.3 per cent) are found lacking in the skill. As for speaking 43 respondents (71.7 per cent) felt that they could speak fluently while 17 respondents (28.3 per cent) are found wanting in the skill. While 57 respondents (95 per cent) could understand Hindi very well, 3 respondents i.e. 5 per cent are found lacking in the skill. They are also found good in speaking, reading and writing with 86.7 per cent, 85 per cent and 70 per cent respectively., while 13.3 per cent, 15 per cent and 25 per cent respectively felt that they are lacking in these skills. With respect to

Gujarati, 85 per cent, 80 per cent, 75 per cent, 66.7 per cent of the respondents felt that they are good in understanding, speaking, reading and writing respectively while 8.3 per cent, 8.3 per cent, 15 per cent, 15 per cent respectively are found not so good in these skills. Concerning the other languages the ability of understanding, speaking reading and writing is found 32.3 per cent, 33.3 per cent, 21.7 per cent and 15 per cent respectively by the respondents.

Thus, from the above analysis, it is evident that both the professional and non-professional respondents are good in understanding, speaking reading and writing in English as well as in Hindi.

Table 4.2.14, shows how much English the respondents i.e., the professional and the non-professionals know.

TABLE 4.2.14

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF THE KNOWLEDGE OF THE PROFESSIONALS AND THE NON-PROFESSIONALS IN VARIOUS SKILLS IN ENGLISH

Sl. No.	Ability	Well		Not So Well		Moderately	
		Prof. F & %	Non-Prof. F & %	Prof. F & %	Non-Prof. F & %	Prof. F & %	Non-Prof. F & %
1	Understanding	60 (100.0)	58 (96.7)	0 (0.0)	2 (3.3)	0 (0.0)	0 (0.0)
2	Speaking	50 (83.3)	40 (66.7)	8 (13.3)	17 (28.3)	2 (3.3)	3 (5.0)
3	Reading	57 (95.0)	57 (95.0)	1 (1.7)	2 (3.3)	2 (3.3)	1 (1.7)
4	Writing	53 (88.3)	47 (78.3)	5 (8.3)	8 (13.3)	2 (3.3)	5 (8.3)

NOTE: The figure shown in brackets represent percentage and the figure above the percentage represent the respective frequency.

From table 4.2.14, it can be observed that both the professional and non-professional respondents possess a very high ability in understanding English. While all the professional respondents are good in understanding English well, only 2 respondents out of the total non-professionals are found lacking in this skill. With respect to reading ability also, both the professionals

and non-professionals are found good with 57 respondents (95 per cent) each. Fifty-three of the sixty respondents of the professionals (88.3 per cent) and 47 respondents of the non-professionals (78.3 per cent) found that they can write reasonably well in English and can communicate. However, they found that they are wanting in the skill of speaking. 50 respondents from the professional group (83.3 percent) and 40 respondents (66.7 per cent) from the non-professionals can speak English while others are found to be deficient in the skill of speaking.

Thus, from the above analysis, it is evident that a majority of both the professionals and the non-professionals have a very high ability in understanding, reading, writing but they felt that they are still lacking in speaking ability.

4.2.6 INFORMATION REGARDING THE READING HABITS OF THE PROFESSIONALS AND THE NON-PROFESSIONALS

Regarding the information about how frequently the professionals read newspaper, it is found that all the 60 (cent per cent) are in the habit of reading newspapers. Forty-nine (81.7 per cent) are found reading daily, while 9 respondents (15 per cent) read often and 2 of the respondents (3.3 per cent) rarely read newspapers.

Among the non-professionals also, all the 60 respondents (cent per cent) are found to be in the habit of reading newspapers. Out of the respondents, 46 (76.7 per cent) are found reading daily, while 6 respondents (10 per cent) are found reading often and 8 respondents (13.3 per cent) are found reading rarely.

Table 4.2.15, shows how frequently the professionals and non-professional respondents read newspapers in English and other languages.

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TABLE 4.2.15

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION SHOWING THE RESPONSES OF THE PROFESSIONALS AND THE NON-PROFESSIONALS IN READING NEWSPAPERS IN ENGLISH AND OTHER LANGUAGES

	English		Hindi		Gujarati		Any Other Regional Languages	
	Prof. F & %	Non-Prof. F & %	Prof. F & %	Non-Prof. F & %	Prof. F & %	Non-Prof. F & %	Prof. F & %	Non-Prof. F & %
Very Often	44 (73.3)	35 (58.3)	1 (1.7)	3 (5.0)	36 (60.0)	24 (40.0)	2 (3.3)	0 (0.0)
Often	10 (16.7)	7 (11.7)	1 (1.7)	2 (3.3)	5 (8.3)	7 (11.7)	0 (0.0)	0 (0.0)
Sometimes	4 (6.7)	13 (21.7)	10 (16.7)	8 (13.3)	6 (10.0)	13 (21.7)	5 (8.3)	0 (0.0)
Rarely	2 (3.3)	2 (3.3)	13 (21.7)	14 (23.3)	1 (1.7)	7 (11.7)	5 (8.3)	3 (5.0)
Not at all	0 (0.0)	2 (3.3)	17 (28.3)	15 (25.0)	6 (10.0)	5 (8.3)	4 (6.7)	10 (16.7)
Not Responded	0 (0.0)	1 (1.7)	18 (30.0)	18 (30.0)	6 (10.0)	4 (6.7)	44 (73.3)	47 (78.3)

NOTE: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

From table 4.2.15, it can be found that a large number of the respondents both professionals and non-professionals read English newspapers very often with the percentage of 73.3 per cent from the professionals and 58.3 per cent from the non-professionals, while Gujarati newspapers are found to be the second highest as 60 per cent among the professionals and 40 per cent among the non-professionals read them very often.

Thus, it is evident from the above analysis that all the respondents both professionals and non-professionals are in the habit of reading newspapers and it is also found that a large number of the respondents read English newspapers mostly while Gujarati newspapers are also being read by an almost equal number of respondents.

Regarding the information about how frequently the professionals and non-professionals are in the habit of reading general magazines, it is found that out of 60 professionals, 57 (95 per cent) are in the habit of reading general magazines on a regular basis. From the 60 non-professionals, 54 respondents (90 per cent) are in the habit of reading general magazines regularly.

Table 4.2.16, shows how frequently the professional and the non-professionals read general magazines in English and other languages.

TABLE 4.2.16

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION SHOWING THE RESPONSES OF THE PROFESSIONALS AND THE NON-PROFESSIONALS IN READING GENERAL MAGAZINES IN ENGLISH AND OTHER LANGUAGES

	English		Hindi		Gujarati		Any other regional language	
	Prof. F & %	Non-Prof. F & %	Prof. F & %	Non-Prof. F & %	Prof. F & %	Non-Prof. F & %	Prof. F & %	Non-Prof. F & %
Very Often	39 (65.0)	32 (53.3)	3 (5.0)	5 (8.3)	18 (30.0)	12 (20.0)	3 (5.0)	1 (1.7)
Often	7 (11.7)	5 (8.3)	5 (8.3)	3 (5.0)	12 (20.0)	7 (11.7)	2 (3.3)	1 (1.7)
Sometimes	9 (15.0)	10 (16.7)	14 (23.3)	13 (21.7)	4 (6.7)	10 (16.7)	6 (10.0)	1 (1.7)
Rarely	2 (3.3)	4 (6.7)	7 (11.7)	9 (15.0)	4 (6.7)	5 (8.3)	2 (3.3)	2 (3.3)
Not at all	0 (0.0)	1 (1.7)	13 (21.7)	9 (15.0)	12 (20.0)	10 (16.7)	10 (16.7)	7 (11.7)
Not Responded	3 (5.0)	8 (13.3)	18 (30.0)	21 (35.0)	10 (16.7)	16 (26.7)	37 (61.7)	48 (80.0)

NOTE: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

From table 4.2.16, it can be noted that a large number of the respondents, both professionals and non-professionals are found to have a sound habit of reading general magazines very often in English, with the percentage of 63 per cent and 53.3 per cent respectively.

Thus, from the above analysis, it is evident that a large number of both the professionals and the non-professionals have a very sound habit of reading general magazines and it is also found that a large number of the respondents read the magazines in English.

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4.2.7 INFORMATION REGARDING THE MEAN, SDWISE DISTRIBUTION OF DIFFERENT INDICES

Table 4.2.17, shows the mean, SD of the different indices.

TABLE 4.2.17
MEAN, SDWISE DISTRIBUTION OF THE DIFFERENT INDICES
OF THE PROFESSIONALS AND THE NON-PROFESSIONALS

Different Indices	Professionals			Non- Professionals		
	N	M	SD	N	M	SD
UEL	60	62.28	14.9790	60	43.45	12.2752
EEL	60	74.28	16.6504	60	51.65	14.8255
REL	60	100.25	19.8894	60	21.72	5.3575
ELK	60	53.55	8.0362	60	68.40	15.2787
ERH	60	17.28	2.5039	60	11.50	2.9524
CE	60	51.05	14.5633	60	36.23	12.2873

N = Number of distribution   M = Mean of the distribution   SD = Standard deviation

It can be noted from 4.2.17, that the mean value and SD for the index of UEL for the professionals are 62.28 and 14.9790 while for the non-professionals are 43.45 and 12.2752 respectively. The mean value and SD for the index of EEL for the professionals are 74.28 and 16.6504 while for the non-professionals 51.65 and 14.8255 respectively. The mean value and SD for the index of REL for the professionals are 100.25 and 19.8894 while those of the non-professionals are 21.72 and 5.3575 respectively. The mean value and SD for the index of ELK for the professionals are 53.55 and 8.0362 while those of non-professionals are 68.40 and 15.2787 respectively. The mean value and SD for the index of ERH for the professionals are 17.28 and 2.5039 while those of the non-professionals are 11.50 and 2.9524 respectively. The mean and SD value for the index of CE for the professionals are 51.05 and 14.5633 while those of the non-professionals are 36.23 and 12.2873 respectively.

4.2.8 INFORMATION REGARDING ASSOCIATION BETWEEN INDEPENDENT VARIABLES AND DIFFERENT INDICES

In order to provide information regarding association between age and different indices, the following table 4.2.18, is given:

TABLE 4.2.18

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF THE ASSOCIATION BETWEEN AGE AND DIFFERENT INDICES OF THE PROFESSIONAL AND THE NON-PROFESSIONALS

Age		UEL			EEL			REL			ELK			ERH			CE		
		Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2
Professionals	Mean & Above	8 (13.3)	19 (31.7)	**	11 (18.3)	16 (26.7)	**	10 (16.7)	17 (28.3)	**	14 (23.3)	13 (21.7)	NS	19 (31.7)	8 (13.3)	NS	11 (18.3)	16 (26.7)	**
	Below Mean	20 (33.3)	13 (21.7)	5.725	23 (38.3)	10 (16.7)	5.071	21 (35.0)	12 (20.0)	4.207	14 (23.3)	19 (31.7)	0.530	20 (33.3)	13 (21.7)	0.622	23 (38.3)	10 (16.7)	5.071
Non-Professionals	Mean & Above	8 (13.3)	15 (25.0)	NS	8 (13.3)	16 (26.7)	**	13 (21.7)	11 (18.3)	NS	10 (16.7)	14 (23.3)	NS	11 (18.3)	13 (21.7)	NS	23 (38.3)	1 (1.7)	NS
	Below Mean	20 (33.3)	16 (26.7)	2.857	23 (38.3)	13 (21.7)	5.384	22 (36.7)	14 (23.3)	0.286	20 (33.3)	16 (26.7)	1.111	23 (38.3)	13 (21.7)	1.912	35 (58.3)	1 (1.7)	0.524

Note: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

* * = Indicates Significant at 0.05 Level

NS = Indicates Not Significant at 0.05 Level

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From table 4.2.18, it is noted that the chi-square value of 3.841 is found significant at 0.05 level with df 1 as it is greater than the table value i.e., 5.991 in the case of age and the index of UEL for the professionals. So, the observed results are not found closer to those to be expected on the hypothesis of independence, and hence there is evidence of real association between age and the index of UEL. The maximum number of cases are observed with age above the mean i.e., 31.67 per cent in the case of the index of UEL and it is found low i.e., below the mean with 33.33 per cent. This shows that professionals with lesser age group scores more in the index of UEL.

The chi-square value 2.857 is found not significant at 0.05 level with df 1, as it is less than the table value i.e., 3.841, in the case of age and the index of UEL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of association between age and the index of UEL.

The chi-square value of 5.071 is found significant at 0.05 level with df 1 as it is greater than the table value i.e., 3.841 in the case of age and the index of EEL for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between age and the index of EEL. The maximum number of cases are observed with age above the mean, i.e., 26.67 per cent in the case of the index of EEL and the index of EEL is found low i.e., below the mean with 38.33 per cent. This shows that the lesser age group scores more with the index of EEL.

The chi-square value of 5.384 is found significant at 0.05 level with df 1, as it is greater than the table value i.e., 3.841 in the case of age and the index of EEL for the non-professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between age and the index of EEL. The maximum number of cases are observed with age above the mean i.e., 26.67 per cent in the case of the index of EEL and the index of EEL is found low, i.e., below the

mean with 38.33 per cent. The lesser age group is found to have more score with the index of EEL.

The chi-square value of 4.207 is found significant at 0.05 level with df 1, as it is greater than the table value i.e., 3.841 in the case of age and the index of REL for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between age and the index of REL. The maximum number of cases are observed with above mean i.e., 28.33 per cent in the case of the index of REL and so the index of REL is found low, i.e., below the mean with 35.0 per cent.

The chi-square value of 0.286 is found not significant at 0.05 level with df 1, as it is less than the table value i.e., 3.841 in the case of age and the index of REL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between age and the index of REL.

The chi-square value of 0.530 is found not significant at 0.05 level with df 1, as it is less than the table value i.e., 3.841 in the case of age and the index of ELK for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between age and the index of ELK.

The chi-square value of 1.111 is found not significant at 0.05 level with df 1, as it is less than the table value i.e., 3.841 in the case of age and the index of ELK for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between age and the index of ELK.

The chi-square value of 0.622 is found not significant at 0.05 level with df 1, as it is less than the table value i.e., 3.841 in the case of age and the index of ERH for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence here is no evidence of real association between age and the index of ERH.

The chi-square value of 1.912 is found not significant at 0.05 level with df 1, as it is less than the table value i.e., 3.841 in the case of age and the index of ERH for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between age and the index of ERH.

The chi-square value of 5.071 is found significant at 0.05 level with df 1, as it is greater than the table value i.e., 3.841 in the case of age and the index of CE for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between age and the index of CE. The maximum number of cases are observed with age above mean i.e., 26.67 per cent in the case of the index of CE and the index of CE is found low i.e., below the mean with 38.33 per cent. This shows that lesser age groups score more with the index of CE.

The chi-square value of 0.524 is found not significant at 0.05 level with df 1, as it is less than the table value i.e., 3.841 in the case of age and the index of CE for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between age and the index of CE.

Thus, from the analysis based on the distribution of data in table 4.2.18, it can be interpreted that in the case of most of the indices, there is no real association with age. Cases like age and the index of UEL for the professionals, age and the index of EEL for both professionals and non-professionals, age and the index of REL for professionals and age with the index of CE for the professionals are found significant and having real associations between them and it was also found that lesser age groups score more in all the cases.

Table 4.2.19, provides information about association between sex and different indices.

TABLE 4.2.19

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF THE ASSOCIATION BETWEEN SEX AND DIFFERENT INDICES OF THE PROFESSIONALS AND THE NON-PROFESSIONALS

	Sex	UEL			EEL			REL			ELK			ERH			CE		
		Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2
Profe-ssionals	Male	17 (28.3)	22 (36.7)	NS	20 (33.3)	19 (31.7)	NS	19 (31.7)	20 (33.3)	NS	23 (38.3)	16 (26.7)	*	26 (43.3)	13 (21.7)	NS	20 (33.3)	19 (31.7)	NS
	Female	11 (18.3)	10 (16.7)	0.424	14 (23.3)	7 (11.7)	1.316	12 (20.0)	9 (15.0)	0.388	5 (8.3)	16 (26.7)	6.782	13 (21.7)	8 (13.3)	0.136	14 (23.3)	7 (11.7)	1.316
Non-Profe-ssionals	Male	21 (35.0)	23 (38.3)	NS	24 (40.0)	20 (33.3)	NS	28 (46.7)	16 (26.7)	NS	23 (38.3)	21 (35.0)	NS	25 (41.7)	19 (31.7)	NS	43 (71.7)	1 (1.7)	NS
	Female	7 (11.7)	9 (15.0)	0.075	7 (11.7)	9 (15.0)	0.548	7 (11.7)	9 (15.0)	1.909	7 (11.7)	9 (15.0)	0.341	9 (15.0)	7 (11.7)	0.002	15 (25.0)	1 (1.7)	0.658

Note: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

    * = Indicates Significant At 0.01 Level

    NS = Indicates Not Significant At 0.05 Level

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From table 4.2.19, it can be noted that the chi-square value of 0.424 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of sex and the index of UEL for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between sex and the index of UEL.

The chi-square value of 0.075 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of sex and the index of UEL for the non-professionals. So, the observed results are found closer to be expected on the hypothesis of independence and hence there is no evidence of real association between sex and the index of UEL.

The chi-square value of 1.316 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of sex and the index of EEL for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between sex and the index of EEL.

The chi-square value of 0.548 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of sex and the index of EEL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between sex and the index of EEL.

The chi-square value of 0.388 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of sex and the index of REL for the professionals. So, the observed results are found

closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between sex and the index of REL.

The chi-square value of 1.909 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of sex and the index of REL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between sex and the index of REL.

The chi-square value of 6.782 is found significant at 0.01 level with df 1, as it is found greater than the table value i.e., 6.635 in the case of sex and the index of ELK for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between sex and the index of ELK. The maximum of cases are observed with sex above the mean i.e., 6.782 per cent in the case of male and the index of ELK is found low, i.e., below the mean with 26.67 in the case of female.

The chi-square value of 0.341 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of sex and the index of ELK for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between sex and the index of ELK.

The chi-square value of 0.136 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of sex and the index of ERH for the professionals. So, the observed results are found

closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between sex and the index of ERH.

The chi-square value of 0.002 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of sex and the index of ERH for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between sex and the index of ERH.

The chi-square value of 1.316 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of sex and the index of CE for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between sex and the index of CE.

The chi-square value of 0.658 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of sex and the index of CE for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between sex and the index of CE.

Thus, from the analysis based on the distribution of data in table 4.2.19, it can be interpreted that in the case of all the indices, except with sex and the index of ELK for professionals, are found not significant and have no real association with sex.

Table 4.2.20, shows the information about association between the English courses the respondents' underwent and the different indices.

TABLE 4.2.20

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF THE ASSOCIATION BETWEEN ENGLISH COURSES TAUGHT AT PROFESSIONAL OR DIPLOMA COURSES AND DIFFERENT INDICES OF THE PROFESSIONALS AND THE NON-PROFESSIONALS

English Courses		UEL			EEL			REL			ELK			ERH			CE		
		Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2
Profe-ssionals	Yes	15 (25.0)	15 (25.0)	NS	20 (33.3)	10 (16.7)	NS	17 (28.3)	13 (21.7)	NS	12 (20.0)	18 (30.0)	NS	16 (26.7)	14 (23.3)	NS	20 (33.3)	10 (16.7)	NS
	No	9 (15.0)	14 (23.3)	0.621	10 (16.7)	13 (21.7)	2.850	10 (16.7)	13 (21.7)	0.906	14 (2.3.3)	9 (15.0)	2.269	16 (26.7)	7 (11.7)	1.434	10 (16.7)	13 (21.7)	2.850
Non-Profe-ssionals	Yes	13 (21.7)	17 (28.3)	NS	16 (26.7)	14 (23.3)	NS	18 (30.0)	12 (20.0)	NS	15 (25.0)	15 (25.0)	NS	20 (33.3)	10 (16.7)	NS	29 (48.3)	1 (1.7)	NS
	No	13 (21.7)	14 (23.3)	0.133	12 (20.0)	15 (25.0)	0.449	14 (23.3)	13 (21.7)	0.383	12 (20.0)	15 (25.0)	0.176	12 (20.0)	15 (25.0)	2.850	26 (43.3)	1 (1.7)	0.502

Note: The figures shown in brackets represent percentage and the figures above represent the respective frequency.
NS = Indicates Not Significant At 0.05-Level

From table 4.2.20, it can be noted that the chi-square value of 0.621 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English courses and the index of UEL for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English courses and the index of UEL.

The chi-square value of 0.133 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English courses and the index of UEL for the non-professionals. So, the observed results are found closer to be expected on the hypothesis of independence and hence there is no evidence of real association between English courses and the index of UEL.

The chi-square value of 2.850 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English courses and the index of EEL for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English courses and the index of EEL.

The chi-square value of 0.449 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English courses and the index of EEL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English courses and the index of EEL.

The chi-square value of 0.906 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English courses and the index of REL for the professionals. So, the observed results

are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English courses and the index of REL.

The chi-square value of 0.383 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English courses and the index of REL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English courses and the index of REL.

The chi-square value of 2.269 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English courses and the index of ELK for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English courses and the index of ELK.

The chi-square value of 0.176 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English courses and the index of ELK for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English courses and the index of ELK.

The chi-square value of 1.434 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English courses and the index of ERH for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English courses and the index of ERH.

The chi-square value of 2.850 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English courses and the index of ERH for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English courses and the index of ERH.

The chi-square value of 2.850 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English courses and the index of CE for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English courses and the index of CE.

The chi-square value of 0.502 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English courses and the index of CE for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English courses and the index of CE.

Thus, from the analysis based on the distribution of data in table 4.2.20, it can be interpreted that all the indices with English courses are found not significant and therefore they have no real association with the all the indices.

Table 4.2.21, provides information about association between the English improvement courses and the different indices.

TABLE 4.2.21

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF THE ASSOCIATION BETWEEN ENGLISH IMPROVEMENT COURSES AND DIFFERENT INDICES OF THE PROFESSIONALS AND THE NON-PROFESSIONALS

English Improvement Courses		UEL Mean & Above	UEL Below Mean	UEL X²	EEL Mean & Above	EEL Below Mean	EEL X²	REL Mean & Above	REL Below Mean	REL X²	ELK Mean & Above	ELK Below Mean	ELK X²	ERH Mean & Above	ERH Below Mean	ERH X²	CE Mean & Above	CE Below Mean	CE X²
Professionals	Yes	4 (6.7)	3 (5.0)	NS	5 (8.3)	2 (3.3)	NS	5 (8.3)	2 (3.3)	NS	4 (6.7)	3 (5.0)	NS	4 (6.7)	3 (5.0)	NS	5 (8.3)	2 (3.3)	NS
	No	24 (40.0)	29 (48.3)	0.465	29 (48.3)	24 (40.0)	1.126	26 (43.3)	27 (45.0)	1.722	24 (40.0)	29 (48.3)	0.465	35 (58.3)	18 (30.0)	0.268	29 (48.3)	24 (40.0)	1.126
Non-Professionals	Yes	2 (3.3)	4 (6.7)	NS	4 (6.7)	2 (3.3)	NS	3 (5.0)	3 (5.0)	NS	2 (3.3)	4 (6.7)	NS	4 (6.7)	2 (3.3)	NS	5 (8.3)	1 (1.7)	NS
	No	26 (43.3)	28 (46.7)	0.679	27 (45.0)	27 (45.0)	0.788	32 (53.3)	22 (36.7)	0.305	28 (46.7)	26 (43.3)	0.907	30 (50.0)	24 (40.0)	0.495	53 (88.3)	1 (1.7)	1.511

Note: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

NS = Indicates Not Significant At 0.05 Level.

From table 4.2.21, it can be seen that the chi-square value of 0.465 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English improvement courses and the index of UEL for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English improvement courses and the index of UEL.

The chi-square value of 0.679 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English improvement courses and the index of UEL for the non-professionals. So, the observed results are found closer to be expected on the hypothesis of independence and hence there is no evidence of real association between English improvement courses and the index of UEL.

The chi-square value of 1.126 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English improvement courses and the index of EEL for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English improvement courses and the index of EEL.

The chi-square value of 0.788 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English improvement courses and the index of EEL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English improvement courses and the index of EEL.

The chi-square value of 1.722 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English improvement courses and REL for the professionals. So, the observed results

are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English improvement courses and the index of REL.

The chi-square value of 0.305 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English improvement courses and the index of REL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English improvement courses and the index of REL.

The chi-square value of 0.465 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English improvement courses and the index of ELK for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English improvement courses and the index of ELK.

The chi-square value of 0.907 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English improvement courses and the index of ELK for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English improvement courses and the index of ELK.

The chi-square value of 0.268 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English improvement courses and ERH for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English improvement courses and the index of ERH.

The chi-square value of 0.495 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English improvement courses and the index of ERH for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English improvement courses and the index of ERH.

The chi-square value of 1.126 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English improvement courses and the index of CE for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English improvement courses and the index of CE.

The chi-square value of 1.511 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of English improvement courses and the index of CE for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English improvement courses and the index of CE.

Thus, from the analysis based on the distribution of data in table 4.2.21, it can be interpreted that There is no link between all the indices and English improvement courses as far as the professionals and the non-professionals are concerned. Hence their is no association between English improvement courses and different indices.

Table 4.2.22, provides information about association between contribution of articles by the professionals and the non-professionals in newspapers and journals and the different indices.

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TABLE 4.2.22

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF THE ASSOCIATION BETWEEN CONTRIBUTION OF ARTICLES TO NEWSPAPERS / JOURNALS BY THE PROFESSIONALS AND THE NON-PROFESSIONALS, AND DIFFERENT INDICES

Contribution of Articles		UEL			EEL			REL			ELK			ERH			CE		
		Mean & Above	Below Mean	X²	Mean & Above	Below Mean	X²	Mean & Above	Below Mean	X²	Mean & Above	Below Mean	X²	Mean & Above	Below Mean	X²	Mean & Above	Below Mean	X²
Professionals	Yes	12 (20.0)	13 (21.7)	NS	15 (25.0)	10 (16.7)	NS	13 (21.7)	12 (20.0)	NS	14 (23.3)	11 (18.3)	NS	17 (28.3)	8 (13.3)	NS	15 (25.0)	10 (16.7)	NS
	No	16 (26.7)	19 (31.7)	0.031	19 (31.7)	16 (26.7)	0.194	18 (30.0)	17 (28.3)	0.002	14 (23.3)	21 (35.0)	1.500	22 (36.7)	13 (21.7)	0.170	19 (31.7)	16 (26.7)	0.194
Non-Professionals	Yes	2 (3.3)	1 (1.7)	NS	2 (3.3)	1 (1.7)	NS	2 (3.3)	1 (1.7)	NS	2 (3.3)	1 (1.7)	NS	2 (3.3)	1 (1.7)	NS	3 (5.0)	0 (0.0)	**
	No	26 (43.3)	29 (48.3)	0.737	29 (48.3)	26 (43.3)	0.594	32 (53.3)	23 (38.3)	0.485	27 (45.0)	28 (46.7)	0.685	32 (53.3)	23 (38.3)	0.485	54 (90.0)	1 (1.7)	6.165

Note : The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

** = Indicates Significant At 0.05 Level

NS = Indicates Not Significant At 0.05 Level

From table 4.2.22, it can be noted that the chi-square value of 0.031 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of contribution of articles and the index of UEL for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between contribution of articles and the index of UEL.

The chi-square value of 0.737 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of contribution of articles and the index of UEL for the non-professionals. So, the observed results are found closer to be expected on the hypothesis of independence and hence there is no evidence of real association between contribution of articles and the index of UEL.

The chi-square value of 0.194 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of contribution of articles and the index of EEL for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between contribution of articles and the index of EEL.

The chi-square value of 0.594 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of contribution of articles and the index of EEL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between contribution of articles and the index of EEL.

The chi-square value of 0.002 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of contribution of articles and the index of REL for the professionals. So, the

observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between contribution of articles and the index of REL.

The chi-square value of 0.485 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of contribution of articles and the index of REL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between contribution of articles and the index of REL.

The chi-square value of 1.500 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of contribution of articles and the index of ELK for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between contribution of articles and the index of ELK.

The chi-square value of 0.685 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of contribution of articles and the index of ELK for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between contribution of articles and the index of ELK.

The chi-square value of 0.170 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of contribution of articles and the index of ERH for the professionals. So the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between contribution of articles and the index of ERH.

The chi-square value of 0.485 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of contribution of articles and the index of ERH for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between contribution of articles and the index of ERH.

The chi-square value of 0.194 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of contribution of articles and the index of CE for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between contribution of articles and the index of CE.

The chi-square value of 6.165 is found significant at 0.05 level with df 1, as it is found greater than the table value i.e., 3.841 in the case of contribution of articles and the index of CE for the non-professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between contribution of articles and the index of CE. The maximum number of cases are observed to be associating with contribution of articles favoring i.e., Yes with 5 per cent and disagreed i.e., No with 90 per cent.

Thus, from the analysis based on the distribution of data in table 4.2.22, it can be interpreted that except in the case of contribution of articles and the index of CE for the non-professionals, all the cases are found not significantly not associated with contribution of articles and different indices.

Table 4.2.23, provides information about association between length of service and the different indices.

TABLE 4.2.23

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF THE ASSOCIATION BETWEEN LENGTH OF SERVICE AND DIFFERENT INDICES OF THE PROFESSIONALS AND THE NON-PROFESSIONALS

Length of profession or Work		UEL			EEL			REL			ELK			ERH			CE		
		Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2
Professionals	Mean & Above	8 (13.3)	17 (28.3)	NS	9 (15.0)	16 (26.7)	*	9 (15.0)	16 (26.7)	**	12 (20.0)	13 (21.7)	NS	17 (28.3)	8 (13.3)	NS	9 (15.0)	16 (26.7)	*
	Below Mean	20 (33.3)	15 (25.0)	3.704	25 (41.7)	10 (16.7)	7.454	22 (36.7)	13 (21.7)	4.212	16 (26.7)	19 (31.7)	0.031	22 (36.7)	13 (21.7)	0.170	25 (41.7)	10 (16.7)	7.454
Non-Professionals	Mean & Above	10 (16.7)	14 (23.3)	NS	10 (16.7)	14 (23.3)	NS	15 (25.0)	9 (15.0)	NS	13 (21.7)	11 (18.3)	NS	11 (18.3)	13 (21.7)	NS	23 (38.3)	1 (1.7)	NS
	Below Mean	18 (30.0)	18 (30.0)	0.402	21 (35.0)	15 (25.0)	1.602	20 (33.3)	16 (26.7)	0.286	17 (28.3)	19 (31.7)	0.278	23 (38.3)	13 (21.7)	1.912	35 (58.3)	1 (1.7)	0.524

Note: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.
*   = indicates significant at 0.01 level
* * = indicates significant at 0.05 level
NS = indicates not significant at 0.05 level

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From table 4.2.23, it can be noted that the chi-square value of 3.704 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of length of service and the index of UEL for the professionals. So, the observed results are close to those to be expected on the hypothesis of independence and hence there is no evidence of real association between length of service and the index of UEL.

The chi-square value of 0.402 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of length of service and the index of UEL for the non-professionals. So, the observed results are found closer to be expected on the hypothesis of independence and hence there is no evidence of real association between length of service and the index of UEL.

The chi-square value of 7.454 is found significant at 0.01 level with df 1, as it is found greater than the table value i.e., 6.635 in the case of length

of service and the index of EEL for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between length of service and the index of EEL. The maximum number of cases is found with length of service above the mean with 26.67 per cent in the case of the index of EEL and the index of EEL is found below the mean with 41.67 per cent. This shows that the professionals with less duration in their professions were found to score more with the index of EEL.

The chi-square value of 1.602 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of length

of service and the index of EEL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between length of service and the index of EEL.
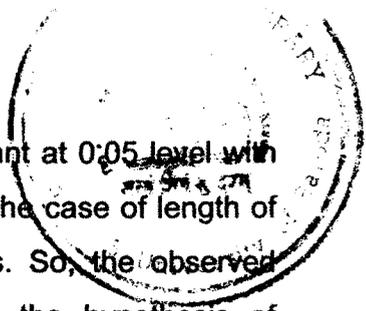
service and REL for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between length of service and the index of REL. The maximum number of cases is found with length of service above the mean with 26.67 per cent in the case of the index of REL and the index of REL is found below the mean with 36.67 per cent. This shows that those with less duration in their professions score more with the index of REL.

The chi-square value of 0.286 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of length of service and the index of REL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between length of service and the index of REL.

The chi-square value of 0.031 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of length of service and the index of ELK for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between length of service and the index of ELK.

The chi-square value of 0.278 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of length of service and the index of ELK for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between length of service and the index of ELK.

The chi-square value of 0.170 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of length of service and the index of ERH for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between length of service and the index of ERH.

The chi-square value of 1.912 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of length of service and the index of ERH for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between length of service and the index of ERH.

The chi-square value of 7.454 is found significant at 0.01 level with df 1, as it is found greater than the table value i.e., 6.635 in the case of length of service and the index of CE for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between length of service and the index of CE. The maximum number of cases is found with length of service above the mean with 26.67 per cent in the case the index of CE and the index of CE is found below the mean with 41.67 per cent. This shows that those with less duration in their professions were found scoring more with the index of CE.

The chi-square value of 0.524 is found not significant at 0.05 level with df 1, as it is found less than the table value i.e., 3.841 in the case of length of service and the index of CE for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between length of service and the index of CE.

Thus, from the analysis based on the distribution of data in table 4.2.23, it can be interpreted that all the different indices have no association with length of service, except in the case of length of service and the indices of EEL, REL and CE for the professionals and was also found that those with lesser duration in their professions scores more with the indices of EEL, REL and CE.

Table 4.2.24, provides information about association between mother tongue and the different indices for the professionals and the non-professionals.

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TABLE 4.2.24

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF THE ASSOCIATION BETWEEN MOTHER TONGUE AND DIFFERENT INDICES OF THE PROFESSIONALS AND THE NON-PROFESSIONALS

	Mother Tongue	UEL			EEL			REL			ELK			ERH			CE		
		Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2
Professionals	Gujarati	5 (8.3)	23 (38.3)		8 (13.3)	20 (33.3)		8 (13.3)	20 (33.3)		11 (18.3)	17 (28.3)		14 (23.3)	14 (23.3)		9 (15.0)	19 (31.7)	
	Hindi	4 (6.7)	1 (1.7)		4 (6.7)	1 (1.7)		4 (6.7)	1 (1.7)		5 (8.3)	0 (0.0)		5 (8.3)	0 (0.0)		4 (6.7)	1 (1.7)	
	Marathi	4 (6.7)	4 (6.7)		4 (6.7)	4 (6.7)		4 (6.7)	4 (6.7)		1 (1.7)	7 (11.7)		6 (10.0)	2 (3.3)		4 (6.7)	4 (6.7)	
	English	2 (3.3)	2 (3.3)	* 38.187	4 (6.7)	0 (0.0)	* 27.784	2 (3.3)	2 (3.3)	* 27.361	3 (5.0)	1 (1.7)	* 31.858	4 (6.7)	0 (0.0)	** 15.008	3 (5.0)	1 (1.7)	* 24.387
	Malay-alam	3 (5.0)	0 (0.0)		3 (5.0)	0 (0.0)		3 (5.0)	0 (0.0)		1 (1.7)	2 (3.3)		1 (1.7)	2 (3.3)		3 (5.0)	0 (0.0)	
	Others	10 (16.7)	2 (3.3)		11 (18.3)	1 (1.7)		10 (16.7)	2 (3.3)		7 (11.7)	5 (8.3)		9 (15.0)	3 (5.0)		11 (18.3)	1 (1.7)	
Non-Professionals	Gujarati	10 (16.7)	20 (33.3)		13 (21.7)	17 (28.3)		16 (26.7)	14 (23.3)		13 (21.7)	17 (28.3)		12 (20.0)	18 (30.0)		29 (48.3)	1 (1.7)	
	Hindi	2 (3.3)	4 (6.7)		3 (5.0)	3 (5.0)		4 (6.7)	2 (3.3)		1 (1.7)	5 (8.3)		5 (8.3)	1 (1.7)		6 (10.0)	0 (0.0)	
	Marathi	3 (5.0)	2 (3.3)		2 (3.3)	3 (5.0)		2 (3.3)	3 (5.0)		2 (3.3)	3 (5.0)		2 (3.3)	3 (5.0)		4 (6.7)	1 (1.7)	
	Tamil	4 (6.7)	0 (0.0)	* 29.994	4 (6.7)	0 (0.0)	* 19.886	4 (6.7)	0 (0.0)	** 14.605	4 (6.7)	0 (0.0)	* 27.304	3 (5.0)	1 (1.7)	* 19.583	4 (6.7)	0 (0.0)	** 11.150
	Malay-alam	3 (5.0)	4 (6.7)		4 (6.7)	3 (5.0)		3 (5.0)	4 (6.7)		3 (5.0)	4 (6.7)		6 (10.0)	1 (1.7)		7 (11.7)	0 (0.0)	
	Others	6 (10.0)	2 (3.3)		5 (8.3)	3 (5.0)		6 (10.0)	2 (3.3)		7 (11.7)	1 (1.7)		6 (10.0)	2 (3.3)		8 (13.3)	0 (0.0)	

Note: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.
* = Indicates significant at 0.01 level
* * = Indicates significant at 0.05 level

From table 4.2.24, it can be noted that the chi-square value of 38.187 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of mother tongue and the index of UEL for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between mother tongue and the index of UEL. The maximum number of cases are observed with the index of UEL above the mean as well as below the mean in the case of Gujarati language as it is not equally distributed. The majority of the respondents are from Gujarat state.

The chi-square value of 29.994 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of mother tongue and the index of UEL for the non-professionals. So, the observed results are found not closer to be expected on the hypothesis of independence and hence there is evidence of real association between mother tongue and the index of UEL. The maximum number of cases are observed with the index of UEL above the mean with the languages like Gujarati and other languages while the index of UEL found low i.e., below the mean in the case of Gujarati language.

The chi-square value of 27.784 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of mother tongue and the index of EEL for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between mother tongue and the index of EEL. The maximum number of cases are observed with the index of EEL above the mean with language like Gujarati and others while the index of EEL is found low i.e., below the mean in the case of Marathi language.

The chi-square value of 19.886 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of mother

tongue and the index of EEL for the non-professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between mother tongue and the index of EEL. The maximum number of cases are observed with the index of EEL above the mean as well as below the mean in the case of Gujarati language as it is not equally distributed. The majority of the respondents are from Gujarat state.

The chi-square value of 27.361 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of mother tongue and the index of REL for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between mother tongue and the index of REL. The maximum number of cases are observed with the language like Gujarati and others while the index of REL is found low, i.e., below the mean in the case of Gujarati language.

The chi-square value of 14.605 is found significant at 0.05 level with df 5, as it is found greater than the table value i.e., 11.070 in the case of mother tongue and the index of REL for the non-professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between mother tongue and the index of REL. The maximum number of cases are observed with the index of REL above the mean as well as below the mean in the case of Gujarati language, as it is not equally distributed. The majority of the respondents are from Gujarat state.

The chi-square value of 31.858 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of mother tongue and the index of ELK for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence

and hence there is evidence of real association between mother tongue and the index of ELK. The maximum number of cases are observed with the languages like Gujarati and others while the index of ELK is found low, i.e., below the mean in the case of Gujarati and Marathi.

The chi-square value of 27.304 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of mother tongue and the index of ELK for the non-professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between mother tongue and the index of ELK. The maximum number of cases are observed with the languages like Gujarati while the index of ELk is found low, i.e., below mean in the case of Gujarati.

The chi-square value of 15.008 is found significant at 0.05 level with df 5, as it is found greater than the table value i.e., 11.070 in the case of mother tongue and ERH for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between mother tongue and the index of ERH. The maximum number of cases are observed with the index of ERH above the mean as well as below the mean in the case of Gujarati language, as it is not equally distributed. The majority of the respondents are from Gujarat state.

The chi-square value of 19.583 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of mother tongue and the index of ERH for the non-professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between mother tongue and the index of ERH. The maximum number of cases are observed

with languages like Gujarati, Malayalam and others while the index of ERH is found low, i.e., below mean in the case of Gujarati.

The chi-square value of 24.387 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 24.387 in the case of mother tongue and the index of CE for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between mother tongue and the index of CE. The maximum number of cases are observed with languages like Gujarati and others while the index of CE is found low, i.e., below mean in the case of Gujarati.

The chi-square value of 11.150 is found significant at 0.05 level with df 5, as it is found greater than the table value i.e., 11.070 in the case of mother tongue and the index of CE for the non-professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between mother tongue and the index of CE. The maximum number of cases are observed with languages like Gujarati, Hindi, Malayalam and others, while the index of CE is found low i.e., below mean in the case of Gujarati and Marathi.

Thus, from the analysis based on the distribution of data in table 4.2.24, it can be interpreted that, in all the cases, mother tongue is found associated with all the indices. In majority of the cases, Gujarati is found having high and low mean, as the respondents are not equally distributed. In fact the majority of the respondents are from Gujarat state.

Table 4.2.25, gives information about association between occupation and different indices, for the professionals and the non-professionals.

TABLE 4.2.25

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF THE ASSOCIATION BETWEEN OCCUPATION AND DIFFERENT INDICES OF THE PROFESSIONALS AND THE NON-PROFESSIONALS

	Occupation	UEL			EEL			REL			ELK			ERH			CE		
		Mean & Above	Below Mean	X²	Mean & Above	Below Mean	X²	Mean & Above	Below Mean	X²	Mean & Above	Below Mean	X²	Mean & Above	Below Mean	X²	Mean & Above	Below Mean	X²
Profe-ssionals	Doctors	3 (5.0)	7 (11.7)		6 (10.0)	4 (6.7)		3 (5.0)	7 (11.7)		7 (11.7)	3 (5.0)		8 (13.3)	2 (3.3)		5 (8.3)	5 (8.3)	
	Engineers	7 (11.7)	3 (5.0)		7 (11.7)	3 (5.0)		7 (11.7)	3 (5.0)		5 (8.3)	5 (8.3)		4 (6.7)	6 (10.0)		7 (11.7)	3 (5.0)	
	Chartered Accountants	2 (3.3)	8 (13.3)		3 (5.0)	7 (11.7)		3 (5.0)	7 (11.7)		9 (15.0)	1 (1.7)		8 (13.3)	2 (3.3)		3 (5.0)	7 (11.7)	
	Lecturers	7 (11.7)	3 (5.0)	30.787 *	7 (11.7)	3 (5.0)	14.912 **	2 (3.3)	2 (3.3)	23.300 *	4 (6.7)	6 (10.0)	36.540 *	9 (15.0)	1 (1.7)	17.675 *	7 (11.7)	3 (5.0)	14.912 **
	Lawyers	3 (5.0)	7 (11.7)		5 (8.3)	5 (8.3)		4 (6.7)	6 (10.0)		2 (3.3)	8 (13.3)		7 (11.7)	3 (5.0)		6 (10.0)	4 (6.7)	
	Nurses	6 (10.0)	4 (6.7)		6 (10.0)	4 (6.7)		6 (10.0)	4 (6.7)		1 (1.7)	9 (15.0)		3 (5.0)	7 (11.7)		6 (10.0)	4 (6.7)	
Non-Profe-ssionals	Business-men	5 (8.3)	5 (8.3)		6 (10.0)	4 (6.7)		8 (13.3)	2 (3.3)		7 (11.7)	3 (5.0)		8 (13.3)	2 (3.3)		10 (16.7)	0 (0.0)	
	L.I.C. Officials	2 (3.3)	8 (13.3)		3 (5.0)	7 (11.7)		7 (11.7)	3 (5.0)		3 (5.0)	7 (11.7)		4 (6.7)	6 (10.0)		10 (16.7)	0 (0.0)	
	Hotel Rec-eptionists	8 (13.3)	2 (3.3)		8 (13.3)	2 (3.3)		6 (10.0)	4 (6.7)		6 (10.0)	4 (6.7)		6 (10.0)	4 (6.7)		10 (16.7)	0 (0.0)	
	Clerks	1 (1.7)	9 (15.0)	33.842 *	1 (1.7)	9 (15.0)	27.618 *	1 (1.7)	9 (15.0)	21.760 **	1 (1.7)	9 (15.0)	28.675 *	2 (3.3)	8 (13.3)	20.605 *	8 (13.3)	2 (3.3)	14.564 **
	Agents	7 (11.7)	3 (5.0)		7 (11.7)	3 (5.0)		8 (13.3)	2 (3.3)		8 (13.3)	2 (3.3)		6 (10.0)	4 (6.7)		10 (16.7)	0 (0.0)	
	Sales Executives	5 (8.3)	5 (8.3)		6 (10.0)	4 (6.7)		5 (8.3)	5 (8.3)		5 (8.3)	5 (8.3)		8 (13.3)	2 (3.3)		10 (16.7)	0 (0.0)	

Note: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

* = Indicates significant at 0.01 level

** = Indicates significant at 0.05 level

From table 4.2.25, it can be noted that the chi-square value of 30.787 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of occupation and the index of UEL for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between occupation and the index of UEL. The maximum number of cases are observed in the case of the index of UEL above the mean with professions like Engineers, Lectures and Nurses while the index of UEL is found low, i.e., below the mean in the case of Doctors, Chartered Accountants and Lawyers.

The chi-square value of 33.842 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of occupation and the index of UEL for the non-professionals. So, the observed results are found not closer to be expected on the hypothesis of independence and hence there is evidence of real association between occupation and the index of UEL. The maximum number of cases are observed in the case the index of UEL above the mean with occupation like Hotel Receptionist and Agents while the index of UEL is found low, i.e., below the mean in the cases like Life Insurance Officials and Clerks.

The chi-square value of 14.912 is found significant at 0.05 level with df 5, as it is found greater than the table value i.e., 11.070, in the case of occupation and the index of EEL for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between occupation and the index of EEL. The maximum number of cases are observed in the case the index of EEL above the mean in occupation like that of Doctors, Engineers, Lectures, and Nurses while the index of EEL is found low i.e., below the mean in the case of Chartered Accountants.

The chi-square value of 27.618 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of occupation and EEL for the non-professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between occupation and the index of EEL. The maximum number of cases are observed with the index of EEL above the mean like those of Businessmen, Hotel Receptionists, Agents and Sales Executives while the index of EEL is found low, i.e., below the mean in the case Life Insurance Officials and Clerks.

The chi-square value of 23.300 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of occupation and the index of REL for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between occupation and the index of the index of REL. The maximum number of cases are observed among Engineers, Lecturers, Doctors and Nurses while the index of REL is found low, i.e., below the mean in the cases like those of Chartered Accountants and Lawyers.

The chi-square value of 21.760 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of occupation and the index of REL for the non-professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between occupation and the index of REL. The maximum number of cases are observed in the cases of the index of REL, above the mean in occupations like those of Businessmen, Life Insurance Officials, Hotel Receptionists and Agents while the index of REL is found low i.e., below the mean in the case of Clerks.

The chi-square value of 36.540 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of occupation and the index of ELK for the professionals. So, the observed results

are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between occupation and the index of ELK. The maximum number of cases are observed in the cases of the index of ELK, above the mean in professions like those of Doctors and Chartered Accounts while the index of ELK is found low, i.e., below the mean in the case of those of Lecturers, Lawyers, and Nurses.

The chi-square value of 28.675 is found significant at 0.05 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of occupation and the index of ELK for the non-professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between occupation and the index of ELK. The maximum number of cases are observed in the cases of the index of ELK above the mean in occupations like those of Businessmen, Hotel Receptionists and Agents while the index of ELK is found low, i.e., below mean in the cases like those of Life Insurance Officials and Clerks.

The chi-square value of 17.675 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of occupation and the index of ERH for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between occupation and the index of ERH. The maximum number of cases are observed in the cases of the index of ERH above the mean in professions like Doctors, Chartered Accountants, Lecturers, and Lawyers while the index of ERH is found low, i.e., below mean in cases like Engineers, and Nurses.

The chi-square value of 20.605 is found significant at 0.01 level with df 5, as it is found greater than the table value i.e., 15.086 in the case of occupation and the index of ERH for the non-professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between

occupation and the index of ERH. The maximum number of cases are observed in the case of the index of ERH above the mean in occupations like those of Businessmen, Hotel Receptionists, Agents and Sales Executives while the index of ERH is found low, i.e., below mean in the cases like those of Life Insurance Officials and Clerks.

The chi-square value of 14.912 is found significant at 0.05 level with df 5, as it is found greater than the table value i.e., 11.070 in the case of occupation and the index of CE for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between occupation and the index of CE. The maximum number of cases are observed in the case of the index of CE above the mean in professions like those of Engineers, Lectures, Lawyers and Nurses while the index of CE is found low, i.e., below mean in the case of Chartered Accountants.

The chi-square value of 14.564 is found significant at 0.05 level with df 5, as it is found greater than the table value i.e., 11.070 in the case of occupation and the index of CE for the non-professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between occupation and the index of CE. The maximum number of cases are observed in the case of the index of CE above the mean in all the occupations i.e., those of Businessmen, Life Insurance Officials, Hotel Receptionists, Clerks, Agents and Sales Executives.

Thus, from the analysis based on the distribution of data in table 4.2.25, it can be interpreted that in all the cases, significant association is found between the occupations and all the indices.

Table 4.2.26, provides information about association between place of birth and all different indices, for the professionals and the non-professionals.

TABLE 4.2.26

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF THE ASSOCIATION BETWEEN PLACE OF BIRTH AND DIFFERENT INDICES OF THE PROFESSIONALS AND THE NON-PROFESSIONALS

	Place of Birth	UEL			EEL			REL			ELK			ERH			CE		
		Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2	Mean & Above	Below Mean	X^2
Profe-ssionals	Gujarati	10 (16.7)	29 (48.3)	* 24.385	14 (23.3)	25 (41.7)	* 21.756	13 (21.7)	26 (43.3)	* 19.617	15 (25.0)	24 (40.0)	NS 3.205	24 (40.0)	15 (25.0)	NS 1.107	16 (26.7)	23 (38.3)	* 18.889
	Maha-rashtra	4 (6.7)	3 (5.0)		6 (10.0)	1 (1.7)		4 (6.7)	3 (5.0)		4 (6.7)	3 (5.0)		5 (8.3)	2 (3.3)		6 (10.0)	1 (1.7)	
	Other States	14 (23.3)	0 (0.0)		14 (23.3)	0 (0.0)		14 (23.3)	0 (0.0)		9 (15.0)	5 (8.3)		10 (16.7)	4 (6.7)		14 (23.3)	0 (0.0)	
Non-Profe-ssionals	Gujarati	20 (33.3)	19 (31.7)	NS 2.089	19 (31.7)	20 (33.3)	NS 0.621	23 (38.3)	16 (26.7)	NS 0.258	22 (36.7)	17 (28.3)	NS 2.041	17 (28.3)	22 (36.7)	** 8.696	39 (65.0)	0 (0.0)	** 6.746
	West Bengal	1 (1.7)	4 (6.7)		3 (5.0)	2 (3.3)		3 (5.0)	2 (3.3)		2 (3.3)	3 (5.0)		4 (6.7)	1 (1.7)		4 (6.7)	1 (1.7)	
	Other States	7 (11.7)	9 (15.0)		9 (15.0)	7 (11.7)		9 (15.0)	7 (11.7)		6 (10.0)	10 (16.7)		13 (21.7)	3 (5.0)		16 (26.7)	0 (0.0)	

Note: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.
* = Indicates significant at 0.01 level
* * = Indicates significant at 0.05 level
NS = indicates not significant at 0.05 level

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From table 4.2.26, it can be noted that the chi-square value of 24.385 is found significant at 0.01 level with df 2, as it is found greater than the table value i.e., 9.210 in the case of place of birth and the index of UEL for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between place of birth and the index of UEL. The maximum number of cases are observed in the case of the index of UEL above the mean in places like Gujarat and other states.

The chi-square value of 2.089 is found not significant at 0.05 level with df 2, as it is found less than the table value i.e., 5.991 in the case of place of birth and the index of UEL for the non-professionals. So, the observed results are found closer to be expected on the hypothesis of independence and hence there is no evidence of real association between place of birth and the index of UEL.

The chi-square value of 21.756 is found significant at 0.01 level with df 2, as it is found greater than the table value i.e., 9.210 in the case of place of birth and the index of EEL for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between place of birth and the index of EEL. The maximum number of cases are observed in the case of the index of EEL above the mean in all the places i.e., Gujarat, Maharashtra and other states, while the index of EEL is found low i.e., below the mean in the case of Gujarat state.

The chi-square value of 0.621 is found not significant at 0.05 level with df 2, as it is found less than the table value i.e., 5.991 in the case of place of birth and the index of EEL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between place of birth and the index of EEL.

The chi-square value of 19.617 is found significant at 0.01 level with df 2, as it is found greater than the table value i.e., 9.210 in the case of place of birth and the index of REL for the professionals. So, the observed results are

found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between place of birth and the index of REL. The maximum number of cases are observed in the case of the index of REL, above the mean in places like Gujarat and other states, while the index of REL is found low, i.e., below the mean in the case of Gujarat state.

The chi-square value of 0.258 is found not significant at 0.05 level with df 2, as it is found less than the table value i.e., 5.991 in the case of place of birth and the index of REL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there no is evidence of real association between place of birth and the index of REL.

The chi-square value of 3.225 is found not significant at 0.05 level with df 2, as it is found less than the table value i.e., 5.991 in the case of place of birth and the index of ELK for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between place of birth and the index of ELK.

The chi-square value of 2.041 is found not significant at 0.05 level with df 2, as it is found less than the table value i.e., 5.991 in the case of place of birth and the index of ELK for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between place of birth and the index of ELK.

The chi-square value of 1.107 is found not significant at 0.05 level with df 2, as it is found greater than the table value i.e., 5.991 in the case of place of birth and the index of ERH for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between place of birth and the index of ERH.

The chi-square value of 8.696 is found significant at 0.05 level with df 2, as it is found greater than the table value i.e., 5.991 in the case of place of birth and the index of ERH for the non-professionals. So, the observed results are

found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between place of birth and the index of ERH. The maximum number of cases are observed in the case of the index of ERH in places like Gujarat and other states, while the index of ERH is found low, i.e., below the mean in the case of Gujarat state.

The chi-square value of 18.889 is found significant at 0.01 level with df 2, as it is found greater than the table value i.e., 9.210 in the case of place of birth and the index of CE for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between place of birth and the index of CE. The maximum number of cases are observed in the case of the index of CE, above the mean in places like Gujarat and other states while the index of CE is found low, i.e., below mean in the case of Gujarat state.

The chi-square value of 6.746 is found significant at 0.05 level with df 2, as it is found greater than the table value i.e., 5.991 in the case of place of birth and the index of CE for the non-professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between place of birth and the index of CE. The maximum number of cases are observed in the case of the index of CE, above the mean in all the place i.e., Gujarat, West Bengal and other states.

Thus, from the analysis based on the distribution of data in table 4.2.26, it can be interpreted that in most of the cases of the professionals are found significant and have real association between place of birth and all the indices, except in the case of place of birth and the indices of ELK and ERH, while in the case of non-professionals, most of the cases are found not significant i.e., there is no real association between place of birth and different indices except in the case of place of birth and the indices of ERH and CE.

Table 4.2.27, provides information about association between religion and all the different indices, for the professionals and the non-professionals.

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TABLE 4.2.27

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF THE ASSOCIATION BETWEEN RELIGION AND DIFFERENT INDICES OF THE PROFESSIONALS AND THE NON-PROFESSIONALS

	Religion	UEL			EEL			REL			ELK			ERH			CE		
		Mean & Above	Below Mean	X²	Mean & Above	Below Mean	X²	Mean & Above	Below Mean	X²	Mean & Above	Below Mean	X²	Mean & Above	Below Mean	X²	Mean & Above	Below Mean	X²
Profe-ssionals	Hindu	17 (28.3)	22 (36.7)		21 (35.0)	18 (30.0)		18 (30.0)	21 (35.0)		18 (30.0)	21 (35.0)		27 (45.0)	12 (20.0)		22 (36.7)	17 (28.3)	
	Muslim	1 (1.7)	4 (6.7)	NS	2 (3.3)	3 (5.0)	NS	2 (3.3)	3 (5.0)	NS	2 (3.3)	3 (5.0)	NS	2 (3.3)	3 (5.0)	NS	3 (5.0)	2 (3.3)	NS
	Christian	7 (11.7)	5 (8.3)	3.971	8 (13.3)	4 (6.7)	1.898	8 (13.3)	4 (6.7)	3.520	5 (8.3)	7 (11.7)	1.898	7 (11.7)	5 (8.3)	2.387	8 (13.3)	4 (6.7)	1.619
	Others	3 (5.0)	1 (1.7)		3 (5.0)	1 (1.7)		3 (5.0)	1 (1.7)		3 (5.0)	1 (1.7)		3 (5.0)	1 (1.7)		3 (5.0)	1 (1.7)	
Non-Profe-ssionals	Hindu	14 (23.3)	23 (38.3)		18 (30.0)	19 (31.7)		18 (30.0)	19 (31.7)		13 (21.7)	14 (23.3)		18 (30.0)	19 (31.7)		36 (60.0)	1 (1.7)	
	Muslim	5 (8.3)	6 (10.0)	NS	4 (6.7)	7 (11.7)	NS	7 (11.7)	4 (6.7)	NS	7 (11.7)	4 (6.7)	**	7 (11.7)	4 (6.7)	NS	11 (18.3)	0 (0.0)	*
	Christian	8 (13.3)	2 (3.3)	6.804	8 (13.3)	2 (3.3)	5.860	8 (13.3)	2 (3.3)	6.477	8 (13.3)	2 (3.3)	11.157	8 (13.3)	2 (3.3)	4.722	10 (16.7)	0 (0.0)	13.890
	Others	1 (1.7)	1 (1.7)		1 (1.7)	1 (1.7)		2 (3.3)	0 (0.0)		2 (3.3)	0 (0.0)		1 (1.7)	1 (1.7)		2 (3.3)	0 (0.0)	

Note: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

* = Indicates significant at 0.01 level
* * = Indicates significant at 0.05 level
NS = indicates not significant at 0.05 level

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From table 4.2.27, it can be noted that the chi-square value of 3.971 is found not significant at 0.05 level with df 3, as it is found less than the table value i.e., 7.815 in the case of religion and the index of UEL for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association religion and the index of UEL.

The chi-square value of 6.804 is found not significant at 0.05 level with df 3, as it is found less than the table value i.e., 7.815 in the case of religion and the index of UEL for the non-professionals. So, the observed results are found closer to be expected on the hypothesis of independence and hence there is no evidence of real association between religion and the index of UEL.

The chi-square value of 1.898 is found not significant at 0.05 level with df 3, as it is found less than the table value i.e., 7.815 in the case of religion and the index of EEL for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between religion and the index of EEL.

The chi-square value of 5.860 is found not significant at 0.05 level with df 3, as it is found less than the table value i.e., 7.815 in the case of religion and the index of EEL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between religion and the index of EEL.

The chi-square value of 3.520 is found not significant at 0.05 level with df 3, as it is found less than the table value i.e., 7.815 in the case of religion and the index of REL for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between religion and the index of REL.

The chi-square value of 6.477 is found not significant at 0.05 level with df 3, as it is found less than the table value i.e., 7.815 in the case of religion and the index of REL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between religion and the index of REL.

The chi-square value of 1.898 is found not significant at 0.05 level with df 3, as it is found less than the table value i.e., 7.815 in the case of religion and the index of ELK for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between religion and the index of ELK.

The chi-square value of 11.157 is found significant at 0.05 level with df 3, as it is found greater than the table value i.e., 7.815 in the case of religion and the index of ELK for the non-professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between religion and the index of ELK. The maximum number of cases are found in the case of the index of ELK, above mean in religions like Islam and Christianity while the index of ELK is found low i.e., below mean in the case of Hindu religion.

The chi-square value of 3.387 is found not significant at 0.05 level with df 3, as it is found less than the table value i.e., 7.815 in the case of religion and the index of ERH for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between religion and the index of ERH.

The chi-square value of 4.722 is found not significant at 0.05 level with df 3, as it is found less than the table value i.e., 7.815 in the case of religion

and the index of ERH for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between religion and the index of ERH.

The chi-square value of 1.619 is found not significant at 0.05 level with df 3, as it is found less than the table value i.e., 7.815 in the case of religion and the index of CE for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between religion and the index of CE.

The chi-square value of 13.890 is found significant at 0.01 level with df 3, as it is found greater than the table value i.e., 11.345 in the case of religion and the index of CE for the non-professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between religion and the index of CE. The maximum number of cases are observed in the case of the index of CE, above the mean in all the religions i.e., Hindu with highest, Muslim and Christian with second highest and others as the minimum.

Thus, from the analysis based on the distribution of data in table 4.2.27, it can be interpreted that in all the cases, except in the case of religion and ELK and religion and the index of CE for the non-professionals, it is found not significant and hence there is no evidence of real association between religion and all the indices.

Table 4.2.28, provides information about the frequency, percentage and x^2 value wise distribution of the association between qualification and different indices, for the non-professionals.

TABLE 4.2.28

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF THE ASSOCIATION BETWEEN QUALIFICATION AND DIFFERENT INDICES OF THE NON-PROFESSIONALS

	Qualification	UEL			EEL			REL			ELK			ERH			CE		
		Mean & Above	Below Mean	X2	Mean & Above	Below Mean	X2	Mean & Above	Below Mean	X2	Mean & Above	Below Mean	X2	Mean & Above	Below Mean	X2	Mean & Above	Below Mean	X2
Non-Professionals	H.S.S.L.C.	5 (8.3)	8 (13.3)		5 (8.3)	8 (13.3)		7 (11.7)	6 (10.0)		7 (11.7)	6 (10.0)		5 (8.3)	8 (13.3)		13 (21.7)	0 (0.0)	
	B.A. / B.Sc./ B.Com.	19 (31.7)	18 (30.0)	NS 1.053	23 (38.3)	14 (23.3)	NS 4.887	25 (41.7)	12 (20.0)	NS 5.237	19 (31.7)	18 (30.0)	NS 0.754	25 (41.7)	12 (20.0)	NS 5.015	36 (60.0)	1 (1.7)	NS 5.070
	M.A. / M.Sc./ M.Com.	4 (6.7)	6 (10.0)		3 (5.0)	7 (11.7)		3 (5.0)	7 (11.7)		4 (6.7)	6 (10.0)		4 (6.7)	6 (10.0)		10 (16.7)	0 (0.0)	

Note: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

NS = indicates not significant at 0.05 level

From table 4.2.28, it can be seen that the chi-square value of 1.053 is found not significant at 0.05 level with df 2, as it is found less than the table value i.e., 5.991 in the case of qualification and the index of UEL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between qualification and the index of UEL.

The chi-square value of 4.887 is found not significant at 0.05 level with df 2, as it is found less than the table value i.e., 5.991 in the case of qualification and the index of EEL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between qualification and the index of EEL.

The chi-square value of 5.237 is found not significant at 0.05 level with df 2, as it is found less than the table value i.e., 5.991 in the case of qualification and the index of REL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between qualification and the index of REL.

The chi-square value of 0.754 is found not significant at 0.05 level with df 2, as it is found less than the table value i.e., 5.991 in the case of qualification and the index of ELK for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between qualification and the index of ELK.

The chi-square value of 5.015 is found not significant at 0.05 level with df 2, as it is found less than the table value i.e., 5.991 in the case of qualification and the index of ERH for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of

independence and hence there is no evidence of real association between qualification and the index of ERH.

The chi-square value of 5.070 is found not significant at 0.05 level with df 2, as it is found less than the table value i.e., 5.991 in the case of qualification and the index of CE for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between qualification and the index of CE.

Thus, from the analysis based on the distribution of data in table 4.2.28, it can be interpreted that in all the cases, it is found not significant and hence there is no evidence of real association between qualification and all the indices.

From the table 4.1.9, it is observed that, in the case of the index UEL and age, the index of UEL and length of service for the professionals, the co-efficient of correlation are found -0.23 and -0.26 respectively, which indicate a negative low correlation between these two variables and also it is found not significant at 0.05 level with df 58.

The co-efficient of correlation between the index of UEL and the indices of LEL, ERH, OCEO and OTTEL are found to be 0.20, 0.23, 0.25 and 0.14 respectively, which indicate a positive low correlation between these variables and also it is found not significant at 0.05 level with df 58.

The co-efficient of correlation between the index of UEL and the indices of EEL, REL and CE are found same for the indices i.e., 0.94, which indicate a positive very high correlation between them and also it is found significant at 0.01 level with df 58.

The co-efficient of correlation between the index UEL and the indices of ELK and FSPE are found to be 0.49 and 0.42 respectively, which indicate a

positive high correlation between these variables and it is found significant at 0.01 level with df 58.

Thus, from the preceding analysis, it can be interpreted that there is a very high positive correlation between the index of UEL and the indices of EEL, REL and CE. In the case of the index of UEL and the indices of ELK and FSPE a high positive correlation is found whereas the index of UEL and the indices of LEL, ERH, OCEO and OTTEL a positive low correlation is found. In the case of index UEL and age, the index of UEL and length of service a negative low correlation is found.

Table 4.1.9, which shows the correlation of the index of EEL with age, length of service and the index of LEL for the professionals, the co-efficient of correlation are found to be -0.25, -0.28 and -0.27 respectively, which indicate a negative low correlation between these variables and is also found not significant at 0.05 level with df 58.

The co-efficient of correlation between the index of EEL and the indices of REL and CE are found to be 0.89 and 0.99 respectively which indicate a very high positive correlation between these variables and it is also found significant at 0.01 level with df 58.

The co-efficient of correlation between the index of EEL and the indices of ELK and FSPE are found 0.51 and 0.47 respectively, which indicate a high positive correlation between these variables and it is also found significant at 0.01 level with df 58.

The co-efficient of correlation between the index EEL and the indices of ERH, OCEO and OTTEL are found to be 0.23, 0.28 and 0.12 respectively, which indicates a positive low correlation between them and is also found significant at 0.05 level with df 58.

Thus, from the preceding analysis, it can be seen that there is very high positive correlation between the index of EEL and the indices of REL and CE

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while the index of EEL and indices of ELK and FSPE are found having high positive correlation. It is found also that there is a positive low correlation between the index of EEL and the indices of ERH, OCEO and OTTEL. A negative low correlation is found between the index of EEL with age, length of service and the index of LEL,

Table 4.1.9, shows that in the case of the index of REL and age, the index of REL and length of service for the professionals, the co-efficient of correlation are found to be -0.15 and -0.19 respectively, which indicate a very low negative i.e., negligible correlation between these two variables and it is also found not significant at 0.05 level with df 58.

The co-efficient of correlation between the index of REL and the indices of ELK and CE for the professionals, are found to be 0.74 and 0.87 respectively, which indicate a very high positive correlation between these two variables, and it is also found significant at 0.01 level with df 58.

The co-efficient of correlation between the index of REL and FSPE, for the professionals is found to be 0.48, which indicates a high positive correlation between them and it is also found significant at 0.01 level with df 58.

The co-efficient of correlation between the index of REL and ERH, for the professionals, is found to be 0.34, which indicates a positive average correlation between these two variables, and it is also found significant at 0.01 level with df 58.

The co-efficient of correlation between the index of REL and OCEO, for the professionals, is 0.26, which indicates a positive low correlation between these two variables, and also it is found significant at 0.05 level with df 58.

The co-efficient of correlation between the index of REL and OTTEL, for the professionals, is found 0.10 which indicates a very low positive correlation i.e., negligible correlation between these two variables and it is also found not significant at 0.05 level with df 58.

Thus, from the preceding analysis, it can be seen that there is a very high positive correlation between the index of REL with indices of ELK and CE, while a high positive correlation is found between the index of REL and FSPE. A positive average correlation is found between the index of REL and ERH, while a positive low correlation is found between the index of REL and OCEO and in the case of the index of REL and OTTEL, it is found that there is very low positive i.e., negligible correlation. In the case of the index of REL and age, the index of REL and length of service, a very low negative correlation i.e., negligible correlation is found.

From the table 4.1.9, it is observed that in the case of professionals, the co-efficient of correlation between the index of ELK with age, length of service and the index of OTTEL are found to be -0.03, -0.07 and 0.02 respectively, which indicate that there is no correlation between these variables and it is also found not significant at 0.05 level with df 58.

In the case of professionals, the co-efficient of correlation between the index of ELK with the indices of FSPE and ERH are found to be 0.39 and 0.34 respectively, which indicate that there is positive average correlation between these variables and it is also found significant at 0.01 level with df 58.

In the case of the professionals, the co-efficient of correlation between the index of ELK and CE is found to be 0.46, which indicates that there is positive high correlation between these two variables, and it is also found significant at 0.01 level with df 58.

In the case of the professionals, the co-efficient of correlation between the index of ELK and OCEO, is found 0.17, which indicates a very low positive i.e., negligible correlation between these two variables, and it is also found not significant at 0.05 level with df 58.

Thus, from the preceding analysis, it can be seen that there is high positive correlation between the index of ELK and CE while in the case of the

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index of ELK and the indices of FSPE, ELK and ERH, a positive average correlation is found. In the case of the index of ELK and OCEO, a negligible positive correlation is found. No correlation is found between the index of ELK with OTTEL, age and length of service.

Table 4.1.9, shows that in the case of the index of ERH and the indices of CE, OTTEL and age for the professionals, the co-efficient of correlation are found to be 0.17, 0.19 and 0.19 respectively, which indicates a very low positive correlation, i.e., negligible correlation between them, and it is also found not significant at 0.05 level with df 58.

In the case of the professionals, the co-efficient of correlation between the index of ERH and length of service, is 0.06, which indicates that there is no correlation between each variable and it is also found not significant at 0.05 level with df 58.

In the case of the professionals, the co-efficient of correlation between the index of ERH and OCEO is 0.32, which indicates that there is a positive average correlation between these two variables, and it is also found significant at 0.05 level with df 58.

Thus, from the preceding analysis, it can be noted that in the case of the index of ERH and OCEO for the professionals a positive average correlation is found. A very low positive correlation is found in the case of index of ERH with the indices of CE, OTTEL and age, while in the case of the index of ERH and length of services no correlation is found.

Table 4.1.9, shows that in the case of the professionals, the co-efficient of correlation between the index of CE with age and length of service, are found to be -0.23 and -0.27 respectively, which indicate a negative low correlation between them, and it is also found not significant at 0.05 level with df 58.

In the case of the professionals, the co-efficient of correlation between the index of CE and OCEO, is found 0.25, which indicates a low positive correlation between these two variables, and it is also found significant at 0.05 level with df 58.

In the case of the professionals, the co-efficient of correlation between the index of CE and OTTEL, is found to be 0.08, which indicates that there is no correlation between these two variables, and it is also found not significant at 0.05 level with df 58.

As the preceding analysis, shows there is a negative low correlation between the index of CE with age and length of service while the index of CE and OCEO is found having positive correlation. The index of CE and OTTEL is found having no correlation between them.

Table 1.1.10, provides information regarding the correlation between the different indices for the non-professionals.

In the case of the non-professionals, the co-efficient of correlation between the index of UEL with and age and the length of service are to be - 0.27 and -0.25 respectively, which indicates a negative low correlation between these two variables and it is also found significant at 0.05 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of UEL with the indices of EEL, ELK and CE, are found to be 0.97, 0.93 and 0.99 respectively, which indicate a very high positive correlation between these variables and it is also found significant at 0.01 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of UEL and REL is found to be 0.62, which indicates high positive correlation between these two variables, and it is also found significant at 0.01 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of UEL with the indices of FSPE and OTTEL are found to be 0.22 and 0.28 respectively, which indicates a low positive correlation between these variables, and it is also found not significant at 0.05 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of UEL and ERH is found to be 0.46, which indicates a high positive correlation between these two variables, and it is also found significant at 0.01 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of UEL and OCEO is found to be 0.34, which indicates an average positive correlation between these two variables, and it is also found significant at 0.01 level with df 58.

As the preceding data indicate, there is a positive very high correlation between the index of UEL with the indices of EEL, ELK and CE while in the case of the index of UEL and the indices of REL, UEL and ERH are found having a high positive correlation. In the case of the index of UEL and OCEO, a positive average correlation between these two variables is found whereas in the case of the index of UEL and the indices of FSPE and OTTEL, a positive low correlation is found. A negative low correlation between the index of UEL with age and length of service is found.

From table 4.1.10, it is observed that in the case of the non-professionals, the co-efficient of correlation between the index of EEL with age and length of service are found to be -0.31 and -030 respectively, which indicate an average negative correlation between them and it is also found significant at 0.05 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of EEL and the indices of REL and ERH are found to be

0.66 and 0.61 respectively, which indicate a high positive correlation between them and it is also found significant at 0.01 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of EEL and the indices of ELK and CE are found to be 0.95 and 0.97 respectively, which indicate a very high positive correlation between them and it is also found significant at 0.01 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of EEL and the indices of FSPE and OTTEL are found to be 0.26 and 0.27 respectively, which indicates a low positive correlation between them and it is also found significant at 0.05 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of EEL and OCEO is found to be 0.38, which indicates an average positive correlation between these two variables, and it is also found significant at 0.01 level with df 58.

Thus, from the preceding analysis, it can be observed that there is a very high positive correlation between the indices of EEL with ELK and CE, while between the index of EEL with the indices of REL and ERH, a positive high correlation is found. A positive average correlation between the case of EEL and the index of OCEO is found whereas a positive low correlation of the index of EEL with the indices of FSPE and OTTEL is found. In the case of the index of EEL with age and length of service, a negative average correlation between them is found.

From table 4.1.10, it is observed that in the case of the non-professionals, the co-efficient of correlation between the index of REL and age is found to be -0.71, which indicates a very high negative correlation between them and it is also found significant at 0.01 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of REL and length of service is found to be -0.16, which

indicates a very low i.e., negligible negative correlation between them and it is also found not significant at 0.05 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of REL and ELK is found to be 0.80, which indicates a very high positive correlation between them and it is also found significant at 0.01 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of REL and FSPE is found to be 0.12, which indicates a very low positive correlation i.e., negligible correlation between them and it is also found not significant at 0.05 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of REL and the indices of ERH, CE and OCEO are found to be 0.43, 0.61 and 0.46 respectively, which indicate a high positive correlation between them and it is also found significant at 0.01 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of REL and OTTEL is found to be 0.31, which indicates a positive average correlation between these variables and it is also found significant at 0.05 level with df 58.

Thus, from the preceding analysis, it can be interpreted that the indices of REL and ELK are found having a very high positive correlation while in the case of the index of REL and the indices of ERH, CE and OCEO a high positive correlation is found. A positive average correlation is found between the indices of REL and OTTEL whereas a positive low i.e., negligible correlation is found between the indices of REL and FSPE. In the case of the index of REL and age, a very high negative correlation is found, while in the case of the index of REL and length of service, a negative very low, i.e., negligible correlation is found.

From table 4.1.10, it is observed that in the case of the non-professionals, the co-efficient of correlation between the index of ELK with age and length of service are found to be -0.29 and -0.29 respectively, which indicate a negative low correlation between them and it is also found significant at 0.05 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of ELK and the indices of FSPE and OTTEL are found to be 0.21 and 0.28 respectively, which indicate a low positive correlation between them and it is also found not significant at 0.05 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of ELK and ERH is found to be 0.51, which indicates a high positive correlation between them and it is also found significant at 0.01 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of ELK and CE is found to be 0.93, which indicates a very high positive correlation between them and it is also found significant at 0.01 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of ELK and OCEO is found to be 0.40, which indicates an positive average correlation between them and it is also found significant at 0.01 level with df 58.

Thus, from the preceding analysis, it can be observed that there is a very high positive correlation between the index of ELK and CE, and a high correlation between the index of ELK and ERH. An average positive correlation between the index of ELK and OCEO while a low positive correlation is found between the index of ELK and the indices of FSPE and OTTEL. A negative low correlation between the index of ELK with age and length of service is found.

From table 4.1.10, it is observed that in the case of the non-professionals, the co-efficient of correlation between the index of ERH with age and length of service are found to be -0.22 and -0.22 respectively, which indicate an negative low correlation between them and it is also found not significant at 0.05 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of ERH and CE is found to be 0.44, which indicates a positive average correlation between them and it is also found significant at 0.01 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of ERH and OCEO is found to be 0.21, which indicate a positive low correlation between them and it is also found not significant at 0.05 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of ERH and OTTEL is found to be 0.91, which indicate a very high positive correlation between them and it is also found significant at 0.01 level with df 58.

Thus, from the preceding analysis, it can be interpreted that there is a very high positive correlation between the index of ERH and OTTEL while a positive average correlation is found between the index of ERH and CE. In the case of the index of ERH and OCEO a positive low correlation is found between these variables whereas a negative low correlation between the index of ERH with age and length of service is found.

From table 4.1.10, it is observed that the co-efficient of correlation between the index of CE with age and length of service for the non-professionals, are found to be -0.25 and -0.22 respectively, which indicate a low negative correlation between these variable and it is also found significant at 0.05 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of CE and the indices of OCEO and OTTEL are found 0.32 and 0.25 respectively, which indicate a positive low correlation between them and it is also found significant at 0.05 level with df 58.

In the case of the non-professionals, the co-efficient of correlation between the index of CE and OTTEL is found 0.25, which indicates a positive low correlation between them and it is also found significant at 0.05 level with df 58.

Thus, from the preceding analysis, it can be noted that there is a positive low correlation between the index of CE and the indices of OCEO and OTTEL while a negative low correlation between the index of CE with age and length of service is found.

In short, from the preceding analysis, relating to objective 2, i.e., to study the uses of English language by the professionals and the non-professionals, it can be concluded that both the professionals and the non-professionals equally need English very much for their professions or occupations. English plays a significant role while conversing with the seniors and equals during the working hours. Official correspondence was mostly carried out in English by both the professionals and the non-professionals. A mixture of mother tongue, Hindi and English was being used while interacting in the home domain. The use of English in the every day social situations was extremely limited except in some exceptional cases for both the professionals and the non-professionals. Most of the professionals and the non-professionals read mostly English newspapers while Gujarati newspapers were also found favourable with a few of them. It was also found that most of the professionals and the non-professionals have high ability to understand, speak, read and write, but a few of them also face difficulties while conversing and expressing themselves in English. Regarding contribution of papers related to their professions, the professionals are found contributing more papers than the non-professionals. Medium of instruction was found mostly responsible for strengthening their

proficiency in English by the professionals while for the non-professionals, factors like medium of instruction, exposure through popular media, exposure to English knowing friends etc., had contributed to a great extent. Age and conversing in English language were found associated among the professionals and exposure to English language and age were found associated among the non-professionals.

Most of the indices, i.e., Use of English Language (UEL), Exposure to English Language (EEL), Relevance of English Language (REL), English Language Knowledge (ELK), English Reading Habits (ERH) and Conversion in English (CE) were highly associated with their occupations or professions for both the professionals and the non-professionals. Place of birth had highly association with the indices of UEL, EEL, REL and CE for the professionals while the index of ERH and CE had association with place of birth for the non-professionals. Religion had no association with the indices of UEL, EEL, REL, ELK, ERH and CE for the professionals, while for the non-professionals, religion had association with the indices of UEL, EEL, REL and ERH. The Indices of UEL, EEL, REL, ELK, ERH and CE for the non-professionals had no association with qualification. In the case of the indices of EEL, REL, CE, ELK and Factors Strengthening the Proficiency of English (FSPE) for the professionals and the indices of EEL, ELK, CE, REL and ERH for the non-professionals had high positive correlation with the index of UEL. In case of the indices of Learning of English Language (LEL), ERH, Opinion on the Courses of English Offered to them (OCEO) and Opinion Towards Teaching English Language (OTTEL) for the professionals and the index of FSPE and OTTEL for the non-professionals had low positive correlation, whereas, age and length of service for both the professionals and non-professionals had negative correlation with the index of UEL.

The indices of REL, CE, ELK and FSPE had high positive correlation with the index of EEL for both the professionals and non-professionals. The indices of ERH, OCEO, OTTEL for professionals and the indices of OCEO,

FSPE, OTTEL for the non-professionals had low positive correlation, while age, length of service and the index of LEL for the professionals and age and length of service for the non-professionals had negative correlation with the index of EEL.

The indices of ELK, CE and FSPE for the professionals and the indices of ELK, ERH, CE, OCEO for the non-professionals had high positive correlation with the index of REL. The indices of ERH, OCEO and OTTEL for the professionals and the index of OTTEL and FSPE for the non-professionals had low positive correlation while age and length of service for both the professionals and non-professionals has negative correlation with REL.

The index of CE for the professionals and the index of CE and ERH for the non-professionals had high positive correlation with the index of ELK. It was also found that the indices of FSPE, ERH and OCEO for the professionals and the indices of OCEO, FSPE and OTTEL for the non-professionals had low positive correlation with index of ELK, while the index of OTTEL for the professionals had no correlation. Age and length of service for the non-professionals had negative correlation with the index of ELK.

The index of OTTEL and ERH had high positive correlation for the non-professionals, while the indices of OCEO, CE, OTTEL and age for the professionals and the index of CE and OCEO for the non-professionals had low positive correlation with the index of ERH. Length of service and the index of ERH for the professionals had no correlation while age and length of service for the non-professionals had negative correlation with the index of ERH.

Age and length of service for both the professionals and the non-professionals had negative correlation with the index of CE. The index of OCEO for professionals and the indices of OCEO, OTTEL for non-professionals had low positive correlation with the index of CE, while for the professionals the indices of OTTEL and CE had no correlation with each other.

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SECTION - III

ANALYSIS AND INTERPRETATION OF DATA RELATED TO THE REACTION OF THE ROFESSIONALS ANDTHE NON-PROFESSIONALS ABOUT THE RELEVANCE OF ENGLISH LANGUAGE IN THEIR DAY-TO-DAY ACTIVITIES

4.3.1 INTRODUCTION

In this section, analysis and interpretation of data collected with reference to objective III, i.e., to study the reactions of the professionals and the non-professionals about the relevance of English language in their day-to-day activities are presented. In order to collect data about the reaction of the relevance of English language in their day-to-day activities, the investigator sought the assistance of a questionnaire. The question taken up for the professionals is question No. 32 and that considered for the non-professionals is question No. 27 (See Appendix I and II).

4.3.2 INFORMATION REGARDING THE REACTIONS OF THE PROFESSIONALS AND THE NON-PROFESSIONALS ABOUT THE RELEVANCE OF ENGLISH LANGUAGE IN THEIR DAY-TO-DAY ACTIVITIES

Table 4.3.1, shows the frequency, percentage, df, chi-square value and the level of significance about the reactions of the professionals about the relevance of English language.

TABLE 4.3.1

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE ALONG WITH THE LEVEL OF SIGNIFICANCE AND DEGREE OF FREEDOM WITH RESPECT TO THE REACTIONS OF THE PROFESSIONALS ABOUT THE RELEVANCE OF ENGLISH LANGUAGE

NOTE: 1 *indicates highly agree*   2 *indicates agree*   3 *indicates undecided*
4 *indicates disagree*   5 *indicates strongly agree*

Sl. No.	Items	Frequency					Percentage					Chi-Square	Level of Significance	df
		1	2	3	4	5	1	2	3	4	5			
1	English is a very necessary language to know in India	31	26	1	1	1	51.7	43.3	1.7	1.7	1.7	79.479	*	4
2	English is needed for international communication	50	9	0	1	0	83.3	15.0	0.0	1.7	0.0	158.146	*	4
3	English is essential for interstate communication	20	32	2	6	0	33.3	53.3	3.3	10.0	0.0	63.875	*	4
4	English is needed for keeping abreast with the current information	38	21	0	1	0	63.3	35.0	0.0	1.7	0.0	100.146	*	4
5	English is needed for higher education and learning	47	13	0	0	0	78.3	21.7	0.0	0.0	0.0	141.229	*	4
6	English is needed for running our own social, political and economic activities	18	24	6	10	2	30.0	40.0	10.0	16.7	3.3	27.521	*	4
7	English is necessary to popularize our Religion, philosophy, literature and Culture, abroad	22	24	4	7	3	36.7	40.0	6.7	11.7	5.0	35.958	*	4
8	English is necessary to study the culture of English speaking people	24	18	2	14	2	40.0	30.0	3.3	23.3	3.3	33.708	*	4
9	English is essential for any professional training	40	17	1	1	1	66.7	28.3	1.7	1.7	1.7	100.479	*	4
10	It is good opportunity to be able to speak English to get a good job	25	31	2	2	0	41.7	51.7	3.3	3.3	0.0	75.563	*	4

Contd.....

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Sl. No.	Items	Frequency					Percentage					Chi-Square	Level of Significance	df
		1	2	3	4	5	1	2	3	4	5			
11	Knowledge of English helps you in getting promotion	15	28	8	9	0	25.0	46.7	13.3	15.0	0.0	37.188	*	4
12	English is the most effective forms of a oral communication between people from different states	18	25	6	11	0	30.0	41.7	10.0	18.3	0.0	33.188	*	4
13	English is essential to get on well socially	11	27	8	14	0	18.3	45.0	13.3	23.3	0.0	33.521	*	4
14	English is needed for shopping, buying postage, ticket in the bus or at the railway station	2	16	8	29	5	3.3	26.7	13.3	48.3	8.3	40.021	*	4
15	English is needed to be learnt at school	23	28	2	5	2	38.3	46.7	3.3	8.3	3.3	53.875	*	4
16	English should be the medium of instruction at primary school	14	18	8	14	6	23.3	30.0	13.3	23.3	10.0	8.000	NS	4
17	English should be the medium of instruction at secondary school	18	17	6	10	9	30.0	28.3	10.0	16.7	15.0	9.167	NS	4
18	English should be the medium of instruction only at college level	10	7	6	21	16	16.7	11.7	10.0	35.0	26.7	13.500	*	4
19	English should be taught as subject during the professional technical courses	17	16	5	14	8	28.3	26.7	8.3	23.3	13.3	9.167	**	4
20	English is not needed to be learnt in India	2	1	5	22	30	3.3	1.7	8.3	36.7	50.0	59.265	*	4
21	Discussion on topics like scientific & technological interest can be effectively carried out only through our own mother tongue	4	12	9	31	4	6.7	20.0	15.0	51.7	6.7	42.875	*	4
22	It is better to speak in Hindi rather than in English	4	6	11	28	11	6.7	10.0	18.3	46.7	18.3	30.521	*	4
23	It is better to speak our regional language than English	5	6	12	24	13	8.3	10.0	20.0	40.0	21.7	19.167	*	4
24	India can take part in technological advancement of this scientific word without the knowledge of English	1	5	5	21	27	1.7	8.3	8.3	36.7	45.0	46.271	*	4
25	One should learn only the mother tongue	0	0	1	22	37	0.0	0.0	1.7	36.7	61.7	97.479	*	4

NOTE: * = Indicates significant at 0.01 level.
** = Indicates significant at 0.05 level.
NS = Indicates not significant at 0.05 level.

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From table 4.3.1, it is evident that the chi-square value of 79.479 against item 1 i.e., "English is a very necessary language to know in India" is found significant at 0.01 level as it is found greater than the table value i.e., 13.277 with df 4. So, it can be said that the observed result are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favourable reaction towards item 1 as 51.7 per cent and 43.3 per cent respondents have opted "highly agree" and "agree" respectively with respect to the statement.

The chi-square value of 158.146 against item 2 i.e., "English is needed for international communication" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favourable reaction towards item 2 as 83.3 per cent of the respondents responded for "highly agree" while 15 per cent responded for "agree".

The chi-square value of 63.875 against item 3 i.e., "English is needed for interstate communication" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favourable reaction towards item 3 as 33.3 per cent of respondents opted for the alternative "highly agree" and 53.3 per cent opted for "agree". 3.3 per cent of respondents are found undecided about this item while 10 per cent are found disagreeing.

The chi-square value of 100.146 against item 4 i.e., " English is needed for keeping abreast with the current information" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favourable reaction towards item 4 as 63.3 per cent and 35 per cent of the respondents opted for "highly agree" and "agree" respectively.

The chi-square value of 141.229 against item 5 i.e., "English is needed for higher education and learning" is found significant at 0.01 level with df 4.

So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favourable reaction towards item 5 as 78.3 per cent and 21.7 per cent of the respondents opted for "highly agree" and 21.7 per cent "agree" respectively.

The chi-square value of 27.521 against item 6 i.e., "English is needed for running our own social, political and economic activities" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favourable reaction towards item 6 as 30.0 per cent and 40 per cent of the respondents opted for "highly agree" and "agree" respectively. 10 per cent respondents are found undecided, while 16.7 per cent and 3.3 per cent ate found disagree and strongly disagree respectively towards this item.

The chi-square value of 35.958 against item 7 is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favourable reaction towards item 7 as 36.7 per cent and 40 per cent of the respondents are found "highly agreeing" and "agreeing" respectively towards this item.

The chi-square value of 33.708 against item 8 i.e., "English is necessary to study the culture of English speaking people" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favourable reaction towards item 8 as 40 per cent and 30 per cent of the respondents are found "highly agreeing" and "agreeing" respectively towards this item.

The chi-square value of 100.479 against item 9 i.e., "English is essential for any professional training" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favourable

reaction towards item 9 as 40 per cent and 17 per cent of the respondents are found "highly agreeing" and "agreeing" respectively towards this item.

The chi-square value of 75.563 against item 10 i.e., "It is a good opportunity to be able to speak English to get a good job" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 10, as 25 per cent and 31 per cent of the respondents are found "strongly agreeing" and "agreeing" towards it, while 3.3 per cent of respondents are found "undecided".

The chi-square value of 37.188 against item 11 i.e., "knowledge of English helps you in getting promotion" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 11 as, 25 per cent and 46.7 per cent of the respondents are found "strongly agreeing" and "agreeing" respectively towards this item.

The chi-square value of 33.188 against item 12 i.e., "English is the most effective means of oral communication between people from different states" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 12 as 30 per cent and 41.7 per cent of the respondents are found "strongly agreeing" and "agreeing" respectively towards it, while 10 per cent of the respondents are found "undecided".

The chi-square value of 33.521 against item 13 i.e., "English is essential to get on well socially" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 13 as 18.3 per cent and 45 per cent of the respondents are found "strongly agreeing" and "agreeing" respectively, while 13.3 per cent

of the respondents are found "undecided" and 23.3 per cent of respondents are found "disagreeing" with this item.

The chi-square value of 40.021 against item 14 i.e., "English is needed for shopping, buying postages, tickets at the bus or railway stations" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of unfavorable reaction towards item 14 as 3.3 per cent and 26.7 per cent of the respondents are found "strongly agreeing" and "agreeing" respectively, while 48.3 per cent and 8.3 per cent of the respondents are found "disagreeing" and "strongly disagreeing" respectively with this item.

The chi-square value of 53.875 against item 15 i.e., "English is needed to be learnt at school" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 15 as, 38.3 per cent and 46.7 per cent of the respondents are found "strongly agreeing" and "agreeing" respectively. While 3.3 per cent of the respondents are found "undecided", 8.3 per cent and 3.3 per cent are found "disagreeing" and "strongly disagreeing" with respect to this item.

The chi-square value of 8.000 against item 16 i.e., "English should be the medium of instruction at primary school" is found not significant at 0.05 level as it is found less than the table value i.e., 9.488 with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and there is evidence of favorable reaction and unfavourable reaction towards item 16 as, 23.3 per cent and 30 per cent of the respondents are found with "strongly agree" and "agree" respectively. 13.3 per cent of the respondents are found with "undecided", 23.3 per cent and 10 per cent of the respondents are found "disagreeing" and "strongly disagreeing" respectively with respect to this item.

The chi-square value of 9.167 against item 17 i.e., "English should be the medium of instruction at secondary school" is found not significant at 0.05 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and there is evidence of favorable reaction towards item 17 as 30.3 per cent and 28.3 per cent of the respondents are found "strongly agreeing" and "agreeing" respectively. While 10 per cent are found "undecided", 15 per cent and 9.167 per cent are found "disagreeing" and "strongly disagreeing" respectively against this item.

The chi-square value of 13.500 against item 18 i.e., "English should be the medium of instruction at college level" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of not having favorable reaction towards item 18 as, 16.7 per cent and 11.7 per cent of the respondents are found "strongly agreeing" and "agreeing" respectively. While 10 per cent of the respondents are found "undecided", 35.0 per cent and 26.7 per cent are found "disagreeing" and "strongly disagreeing " respectively against this item.

The chi-square value of 9.167 against item 19 i.e., "English should be taught as subject during the professional technical courses" is found significant at 0.05 level, as it is found less than the table value i.e., 9.488 with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of favorable reaction towards item 19, as 28.3 per cent and 26.7 per cent of the respondents are found "strongly agreeing" and "agreeing" respectively against this item.

The chi-square value of 59.625 against item 20 i.e., "English is not needed to be learnt in India" is found significant at 0.01 level as it is found greater than the table value i.e., 13.277 with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of unfavorable reaction towards item 20 as, 36.7 per cent and 50 per cent of the respondents are found with "disagree" and

"strongly disagree" respectively while 8.3 per cent are found "undecided" and 3.3 per cent and 1.7 per cent are found to have "strongly agreeing" and "agreeing" respectively against this item. Though this item was in the form of negative statement and most of the respondents showed unfavourable reaction, it can be said that the respondents reacted strongly in favour of "learning English in India".

The chi-square value of 42.875 against item 21 i.e., "Discussions on topic like scientific and technological interest can be effectively carried out only through our own mother tongue" is found significant at 0.01 level as it is found greater than the table value i.e., 13.277 with df 4. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is evidence of not having favorable reaction towards item 21, as 51 per cent and 6.7 per cent of the respondents are found to "disagree" and "strongly disagree" respectively, while 15 per cent "undecided" and 6.7 per cent and 20 per cent of the respondents are found to have "strongly agreed" and "agreed" respectively against this item. Though this item is in the form of negative statement and most of the respondent showed unfavourable reaction, it can be said that the respondents reacted strongly in favour of knowing English for scientific and technological discussions.

The chi-square value of 30.521 against item 22 i.e., "It is better to speak in Hindi rather than in English" is found significant at 0.01 level with df 4. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of favorable reaction towards item 22, as 46.7 per cent and 18.3 per cent of the respondents are found "disagree" and "strongly disagree" respectively against this item. Though this item is in the form of negative statement and most of the respondent showed unfavourable reaction, the respondents reacted strongly in favour of speaking English.

The chi-square value of 19.167 against item 23 i.e., "It is better to speak our regional language than English" is found significant at 0.01 level with df 4. So, the observed results are close to those to be expected on the hypothesis of

independence and hence there is strong unfavorable reaction towards item 23, as, 40 per cent and 21.7 per cent of the respondents are found to "disagree" and "strongly disagree" respectively. Though this item is in the form of negative statement and most of the respondent showed unfavourable reaction, it can be said that the respondents reacted strongly in favour of speaking English.

The chi-square value of 46.271 against item 24 i.e., "India can take part in technological advancement of this scientific world without the knowledge of English" is found significant at 0.01 level with df 4. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is evidence of strong unfavorable reaction towards item 24, as 36.7 per cent and 45.0 per cent of the respondents are found to "disagree" and "strongly disagree" respectively against this item. Though this item is in the form of negative statement and most of the respondent showed unfavourable reaction, it can be said that the respondents reacted strongly in favour of knowing English for technological advancement of this scientific world.

The chi-square value of 97.479 against item 25 i.e., "One should learn only the mother tongue" is found significant at 0.01 level as it is found greater than the table value i.e., 13.277 with df 4. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is evidence of strong unfavorable reaction towards item 25, as 61.7 per cent and 36.7 per cent are found to have "strongly agreed" and "agreed" respectively against this item. As this item is in the form of negative statement and most of the respondent showed unfavourable reaction, it can be said that the respondents reacted strongly in favour of learning other language.

From the analysis based on the distribution of data in table 4.3.1, it can be interpreted that in the cases of most of the items, there is evidence of strongly favorable reaction of the professionals towards most of the items in favour of relevance of English in India.

Table 4.3.2, shows the frequency, percentage, chi-square, values along with the level of significance and df about the reaction of the non-professionals towards the relevance of English language.

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TABLE 4.3.2

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE ALONG WITH THE LEVEL OF SIGNIFICANCE AND DEGREE OF FREEDOM WITH RESPECT TO THE REACTIONS OF THE NON-PROFESSIONALS ABOUT THE RELEVANCE OF ENGLISH LANGUAGE

NOTE: 1 indicates highly agree   2 indicates agree   3 indicates undecided
4 indicates disagree   5 indicates strongly agree

Sl. No.	Items	Frequency					Percentage					Chi-Square	Level of Significance	df
		1	2	3	4	5	1	2	3	4	5			
1	English is a very necessary language to know in India	24	33	1	2	0	40.0	55.0	1.7	3.3	0.0	81.979	*	4
2	English is needed for international communication	56	4	0	0	0	93.3	6.7	0.0	0.0	0.0	206.417	*	4
3	English is essential for interstate communication	24	29	4	3	0	40.0	48.3	6.7	5.0	0.0	62.646	*	4
4	English is needed for keeping abreast with the current information	27	24	2	7	0	45.0	40.0	3.3	11.7	0.0	55.042	*	4
5	English is needed for higher education and learning	46	14	0	0	0	76.7	23.3	0.0	0.0	0.0	135.729	*	4
6	English is needed for running our own social, political and economic activities	14	32	10	4	0	23.3	53.3	16.7	6.7	0.0	53.042	*	4
7	English is necessary to popularize our religion, philosophy, literature and culture abroad	24	19	7	6	4	40.0	31.7	11.7	10.0	6.7	27.188	*	4
8	English is necessary to study the culture of English speaking people	29	20	3	6	2	48.3	33.3	5.0	10.0	3.3	49.125	*	4
9	English is essential for any professional training	38	20	1	1	0	63.3	33.3	1.7	1.7	0.0	96.729	*	4
10	Ability to speak English is a good opportunity to to get a good jobs	37	22	1	0	0	61.7	36.7	1.7	0.0	0.0	97.479	*	4
11	English is essential and most effective form of an oral communication between people from different states	26	27	4	2	0	44.1	45.8	6.8	3.4	0.0	64.318	*	4

Contd....

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Sl. No.	Items	Frequency					Percentage					Chi-Square	Level of Significance	df
		1	2	3	4	5	1	2	3	4	5			
12	English is essential to get on well socially	19	23	8	9	0	32.2	39.0	13.6	15.3	0.0	29.733	*	4
13	English is essential for shopping, buying postage, ticket in the bus or at the railway station	3	15	6	32	4	5.0	25.0	10.0	53.3	6.7	50.625	*	4
14	English is needed to be learnt at school	35	21	3	1	0	58.3	35.0	5.0	1.7	0.0	82.396	*	4
15	English should be the medium of instruction at primary school	30	22	4	3	1	50.0	36.7	6.7	5.0	1.7	59.896	*	4
16	English should be the medium of instruction at secondary school	25	26	3	5	1	41.7	43.3	5.0	8.3	1.7	53.040	*	4
17	English should be the medium of instruction only at college level	5	7	4	32	12	8.3	11.7	6.7	53.3	20.0	45.521	*	4
18	English should be taught as subject in any professional technical courses	20	23	10	7	0	33.3	38.3	16.7	11.7	0.0	30.854	*	4
19	Persons who do not have the knowledge of English can be considered as handicapped in this modern world	19	18	13	6	4	31.7	30.0	21.7	10.0	6.7	16.188	*	4
20	English is not needed to be learnt in India	1	5	5	24	25	1.7	8.3	8.3	40.0	41.7	45.271	*	4
21	Discussion on topics like scientific & technological interest can be effectively carried out only through our own mother tongue	4	13	14	15	13	6.8	22.0	23.7	25.4	22.0	7.360	NS	4
22	It is better to speak our regional language than English	2	10	14	20	13	3.4	16.9	23.7	33.9	22.0	15.496	*	4
23	India can take part in technological advancement of this scientific world without the knowledge of English	3	3	4	32	18	5.0	5.0	6.7	53.3	30.0	57.396	*	4
24	One should learn only the mother tongue	0	2	3	19	36	0.0	3.3	5.0	31.7	60.0	81.813	*	4
25	It is better to speak Hindi rather than English	0	2	9	29	20	0.0	3.3	15.0	48.3	33.3	52.375	*	4

NOTE: * Indicates significant at 0.01 level.
        NS   Idicates not significant at 0.05 level.

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From table 4.3.2, it is evident that the chi-square value of 81.979 against item 1 i.e., "English is very necessary language to know in India" is found significant at 0.01 level as it is found greater than the table value i.e., 13.277 with df 4. So, the observed results are not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 1, as 40 per cent and 50 per cent are found to be "highly agreeing" and "agreeing" respectively.

The chi-square value of 206.417 against item 2 i.e., "English is needed for international communication" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 2 as 93.3 per cent and 6.7 per cent are found "highly agreeing" "and agreeing" respectively.

The chi-square value of 62.646 against item 3 i.e., "English is needed for interstate communication" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 3, as 40 per cent and 48.3 per cent are found to be "highly agree" and "agree" respectively. 6.7 per cent are found "undecided" while 5.0 per cent are found "disagreeing".

The chi-square value of 55.042 against item 4 i.e., "English is needed for keeping abreast with the current information" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 4, as 45 per cent and 40 per cent are found "highly agreeing" and "agreeing" respectively. 3.3 per cent are found "undecided" while 11.7 per cent are found "disagreeing".

The chi-square value of 135.729 against item 5 i.e., "English is needed for higher education and learning" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 5, as 76.7 per cent and 23.3 per cent opted for the alternatives "highly agree" and "agree" respectively.

The chi-square value of 53.042 against item 6 i.e., "English is needed for running our own social, political and economic activities" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 6, as 23.3 per cent and 53.3 per cent are found to have opted for the alternatives "highly agree" and "agree" respectively. While 16.7 per cent respondents are found "undecided", 6.7 per cent and 3.3 per cent are found to "disagree".

The chi-square value of 27.188 against item 7 i.e., "English is necessary to popularize our religion, philosophy, literature and culture abroad" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 7, as 40 per cent and 31.7 per cent are found opted for the alternative "highly agree" and "agree" respectively. While 11.7 per cent respondents are found "undecided", 10 per cent and 6.7 per cent of respondents are found "disagreeing" and "strongly disagreeing" respectively.

The chi-square value of 49.125 against item 8 i.e., "English is needed to study the culture of English speaking people" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 8, as 48.3 per cent and 33.3 per cent are found to have opted for the alternatives "highly agree" and "agree" respectively.

While 5.0 per cent respondents are found "undecided", 10 per cent and 3.3 per cent are found to "disagree" and "strongly disagree" respectively.

The chi-square value of 96.729 against item 9 i.e., "English is essential for any professional training" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 9, as 63.3 per cent and 33.3 per cent are found to "highly agree" and "agree" respectively. While 1.7 per cent of the respondents are found "undecided, 1.7 per cent are found to "disagree".

The chi-square value of 97.479 against item 10 i.e., "Ability to speak English is a good opportunity to get a jobs" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 10, as 61.7 per cent and 36.7 per cent are found to have opted for "highly agree" and "agree" respectively. Only 1.7 per cent of the respondents are found "undecided".

The chi-square value of 64.318 against item 11 i.e., "English is essential and most effective means of oral communication between people from different states" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 11 as, 44.1 per cent and 45.8 per cent are found to have opted for the alternatives "highly agree" and "agree" respectively. While 6.8 per cent of the respondents are found "undecided", 3.4 per cent are found to "disagree".

The chi-square value of 29.733 against item 12 i.e., "English is essential to get on well socially" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of favorable reaction towards item 12 as, 32.2 per cent and 39 per cent are found to have chosen

the alternatives "strongly agree" and "agree" respectively. While 13.6 per cent of the respondents are found "undecided", 15.3 per cent are found "disagree".

The chi-square value of 50.625 against item 13 i.e., "English is essential foe shopping, buying postages, tickets in the bus or railway stations" is found significant at 0.01 level with df 4. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is evidence of strong unfavourable reaction towards item 13 as, 53.3 per cent and 6.7 per cent are found "disagreeing" and "strongly disagreeing" respectively. While 10 per cent of the respondents are found "undecided", 5 per cent and 25 per cent of the respondents are found to have chosen the alternatives "highly agree" and "agree" respectively.

The chi-square value of 82.396 against item 14 i.e., "English is needed to be learnt at school" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 14 as, 58.3 per cent and 35 per cent are found to have opted for the alternatives "highly agree" and "agree" respectively. While 5 per cent of the respondents are found "undecided", 1.7 per cent of respondents are found to "disagree".

The chi-square value of 59.896 against item 15 i.e., "English should be the medium of instruction at the primary school" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 15 as, 50 per cent and 36.7 per cent are found to have opted for "highly agree" and "agree" respectively. While 6.7 per cent of the respondents are found "undecided", 5 per cent and 1.7 per cent of the respondents are found to "disagree" and "strongly disagree" respectively.

The chi-square value of 53.042 against item 16 i.e., "English should be the medium of instruction at secondary school" is found significant at 0.01 level

with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 16 as, 41.7 per cent and 43.3 per cent are found to be "highly agreeing" and "agreeing" respectively. While 5.0 per cent of the respondents are found "undecided", 8.3 per cent and 1.7 per cent are found "disagree" and "strongly disagree" respectively.

The chi-square value of 45.521 against item 17 i.e., "English should be the medium instruction only at the college level" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong unfavourable reaction towards item 17 as, 53.3 per cent and 20 per cent are found to "disagree" and "strongly disagree" respectively. While 6.7 per cent of the respondents are found "undecided", 8.3 per cent and 12.7 per cent are found to have chosen the alternatives "highly agree" and "agree" respectively.

The chi-square value of 30.854 against item 18 i.e., "English should be taught in any professional technical courses" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of strong favorable reaction towards item 18, as 33.3 per cent and 38.3 per cent are found to have chosen the alternatives "highly agree" and "agree" respectively. While 16.7 per cent of the respondents are found "undecided", 11.7 per cent are found to "disagree".

The chi-square value of 16.188 against item 19 i.e., "Persons who do not have the knowledge of English can be considered as handicapped in this modern world" is found significant at 0.01 level with df 4. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of favorable reaction towards item 19, as 31.7 per cent and 30 per cent are found to have opted for the alternatives "highly agree" and "agree" respectively. While 21.7 per cent of the

respondents are found "undecided", 10 per cent and 6.7 are found "disagree" and "strongly disagree" respectively.

The chi-square value of 45.271 against item 20 i.e., "English is not needed to be learnt in India" is found significant at 0.01 level with df 4. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is evidence of strong unfavourable reaction towards item 20, as 40 per cent and 41.7 per cent are found to "disagree" and "strongly disagree" respectively. While 8.3 per cent of the respondents are found "undecided", 1.7 per cent and 8.3 per cent are found to have "highly agree" and "agree" respectively. Though this item is in the form of negative statement and most of the respondent showed unfavourable reaction, it can be said that the respondents reacted strongly in favour of learning English in India.

The chi-square value of 7.360 against item 21 i.e., "Discussion on topics like scientific and technological interest can be effectively carried out through our own mother tongue" is found not significant at 0.05 level as it is found less than the table value i.e., 9.488 with df 4. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is evidence of any unfavourable or favourable reaction towards item 21. Respondents are found distributed evenly over all the alternative ranging from strongly agree to strongly disagree with 25.4 per cent and 22 per cent of the respondents are found to "disagree" and "strongly disagree" respectively. 23.7 per cent of the respondents are found "undecided", 6.8 per cent and 22 per cent of the respondents are found to have chosen "highly agree" and "agree" respectively.

The chi-square value of 15.496 against item 22 i.e., "It is better to speak our regional language than English" is found significant at 0.01 level with df 4. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is evidence of strong unfavourable reaction towards item 22, as 33.9 per cent and 22 per cent are found to "disagree" and "strongly disagree" respectively. While 23.7 per cent

of the respondents are found "undecided", 3.4 per cent and 16.9 per cent are found to have chosen the alternatives "highly agree" and "agree" respectively. As this item is in the form of negative statement and most of the respondent showed unfavourable reaction, it can be said that the respondents reacted strongly in favour of speaking English.

The chi-square value of 57.396 against item 23 i.e., "India can take part in technological advancement of this scientific world without the knowledge of English" is found significant at 0.01 level with df 4. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is strong unfavorable reaction towards item 23, as 53.3 per cent and 30 per cent are found to "disagree" and "strongly disagree" respectively. While 6.7 per cent of respondents are found "undecided", 5 per cent and 5 per cent are found to "agree" and "highly agree" respectively. Though this item is in the form of negative statement and most of the respondent showed unfavourable reaction, it can be said that the respondents reacted strongly in favour of knowing English for technological advancement.

The chi-square value of 81.813 against item 24 i.e., "One should learn only the mother tongue" is found significant at 0.01 level with df 4. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is evidence of strong unfavorable reaction towards item 24, as 31.7 per cent and 60 per cent are found to "disagree" and "strongly disagree" respectively. While 5 per cent of the respondents are found "undecided", 3.3 per cent are found to "agree". Though this item is in the form of negative statement and most of the respondent showed unfavourable reaction, it can be said that the respondents reacted strongly in favour of learning other languages rather mother tongue alone.

The chi-square value of 52.375 against item 25 i.e., "It is better to speak Hindi rather than English" is found significant at 0.01 level with df 4. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is evidence of strong unfavorable reaction

towards item 25, as 48.3 per cent and 33.3 per cent of the respondents are found to "disagree" and "strongly disagree" respectively. While 15 per cent is found "undecided", 3.3 per cent are found to "agree". As this item is in the form of negative statement and most of the respondent showed unfavourable reaction, it can be said that the respondents reacted strongly in favour of speaking English.

Thus, from the preceding analysis based on the distribution of data in table 4.3.2, it can be interpreted that in the cases of most of the items, there is evidence of strong favorable reaction towards each item except in the cases item 13 and 17, where the respondents gave a very strongly unfavorable reaction towards English. In the items 21, it is found that there is no evidence of either favourable or unfavourable reaction towards to relevance of English.

In short, it can be concluded from the preceding analysis relating to objective III, i.e., to study the reactions of professionals and non-professionals about the relevance of English language in their day-to-day activities, most of the professionals and non-professionals were found to have highly favorable reaction towards English. They found it necessary to know English for interstate and international communication, learning for higher education and, for better opportunities of job. They also found it necessary for running social, political and economic activities and to keep abreast with current information. The respondents were also found to have clear concept about its uses in India, eventhough they had favorable attitude towards English as most of the respondents think English as not essential for shopping, buying postage ticket in bus or at the railway station.

SECTION - IV

ANALYSIS AND INTERPRETATION OF

DATA RELATED TO THE NATURE

OF THE COURSES THEY FELT

THEY OUGHT TO HAVE

UNDERGONE

4.4.1 INTRODUCTION

This section presents the analysis and interpretation of data related to objective IV, i.e., to find out the nature of the course they felt they ought to have undergone. In order to analyse, the investigator took up certain indices related to the objective from the questionnaire.

The indices chosen for the professionals and for the non-professionals are:

(I)   The index of the Opinion on the Courses in English Offered to them (OCEO).

(ii)   The index of Opinion Towards Teaching English Language (OTTEL) (See Appendix III & IV).

According to the Group Data Analysis of the index of OCEO for the professionals, the Number of Distribution is 60, Mean of the Distribution is 24.47, Standard Deviation is 5.8151 and for the non-professionals, the Number of Distribution is 60, Mean of the Distribution is 6.87, Standard Deviation is 2.0774.

From the Group Data Analysis of the index of OTTEL for the professionals, the Number of Distribution is 60, Mean of the Distribution is 37.45, Standard Deviation is 7.4843 and for the non-professionals, the Number of Distribution is 60, Mean of the Distribution is 11.18, Standard Deviation is 2.8954.

4.4.2 INFORMATION CONCERNING THE FREQUENCY OF THE OPINION ON THE COURSES IN ENGLISH BEING OFFERED

Table 4.4.1, shows the frequency and percentage concerning the satisfaction with the English courses taught to the professionals.

TABLE 4.4.1

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF DATA RELATED TO THE SATISFACTION OF THE PROFESSIONALS WITH THE ENGLISH COURSES TAUGHT AT DIFFERENT LEVELS

Level	Yes	No	Not Certain	Do Not Know	Not Responded
	F & %	F & %	F & %	F & %	F & %
Primary Education	32 (53.3)	16 (26.7)	6 (10.0)	0 (0.0)	6 (10.0)
Secondary Education	40 (66.7)	15 (25.0)	3 (5.0)	0 (0.0)	2 (3.3)
University Level	35 (58.3)	13 (21.7)	3 (5.0)	0 (0.0)	9 (15.0)

NOTE: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

From table 4.4.1, it can be noticed that a large majority most of the professional respondents are found satisfied with the English courses taught at the primary, secondary and university level as 53.3 per cent 66.7 per cent and 58.3 per cent of the respondents opted for the alternative "yes" to primary, secondary and University level respectively. While 26.7 per cent, 25 per cent and 21.7 per cent of the respondents are found responding negatively, 10 per cent, 5 per cent and 5 per cent of the respondents are found not certain respectively. A mere 10 per cent, 3.3 per cent, 15 per cent respectively, made no response with regard to their satisfaction towards teachings of English courses they underwent during these stages.

Thus, from the preceding analysis, it is evident that a large majority of the professional respondents are satisfied with the English courses taught to them at different levels of education.

Table 4.4.2, shows the frequency and percentage distribution relating to the satisfaction with the English courses that the non-professionals underwent during the various stages of educations.

TABLE 4.4.2

**FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF DATA
RELATED TO THE SATISFACTION WITH THE ENGLISH COURSES
TAUGHT TO THE NON-PROFESSIONALS AT DIFFERENT LEVELS**

Level	Yes	No	Not Certain	Not Applicable	Not Responded
	F & %	F & %	F & %	F & %	F & %
Primary Education	40 (66.7)	12 (20.0)	7 (11.7)	0 (0.0)	1 (1.7)
Secondary Education	44 (73.3)	10 (16.7)	5 (8.3)	0 (0.0)	1 (1.7)
University Level	33 (55.0)	12 (20.0)	3 (5.0)	4 (6.7)	8 (13.3)
Diploma Courses	20 (33.3)	5 (8.3)	2 (3.3)	9 (15.0)	24 (40.0)

NOTE: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

From table 4.4.2, it can be noted that a majority of the non-professional respondents are found satisfied with the English courses taught to them at the different levels of education. While 66.7 per cent of the non-professional respondents are satisfied with the English courses offered at primary level, 20 per cent are found dissatisfied and 11 per cent are found not certain about it. While 73.3 per cent of the respondents are satisfied with the English courses offered at the secondary level, 16.7 per cent are found dissatisfied and 8.3 per cent are found not certain about it. At the University level, 55 per cent are found satisfied, 20 per cent are found dissatisfied while 5 per cent are found not certain and 6.7 per cent are found not applicable. At the diploma courses, 40 per cent are not responded, 33.3 per cent have found responding satisfaction, 8.3 per cent are found to have dissatisfied while 3.3 per cent are not certain and 15 per cent have found them not applicable.

Thus, from the preceding analysis, it is evident that a majority of the non-professional respondents are found satisfied with the English courses taught to them at different educational levels, i.e., primary, secondary, university and diploma courses.

It can be noted from the analysis of data that 73.3 per cent of the professional respondents found that knowledge they have in English is sufficient enough to enable them in appreciating English literature while 26.7 per cent found it insufficient. Among the non-professionals, 68.3 per cent of the respondents found their knowledge in English sufficient while 31.7 per cent of the respondents found it insufficient to enable them in appreciating English literature.

Concerning the information relating, how far the respondents felt that the students are benefited from the teaching of English in the classrooms, 63.3 per cent of the professional respondents felt it very much beneficial to the students, 33.3 per cent found it moderately beneficial, 1.7 per cent of respondents found it not much beneficial. In the case of the non-professionals, 53.3 per cent of the respondents found it very much beneficial, 43.3 per cent of the respondents found it moderately and 8.3 per cent of the respondents felt it not at all beneficial to the students.

Thus, from the preceding analysis, it is evident that a large majority of the professionals and the non-professionals respondents felt that the students are highly benefited from the teaching of English in the classroom.

4.4.3 INFORMATION CONCERNING THE FREQUENCY OF THE OPINION TOWARDS TEACHING ENGLISH LANGUAGE

It can be noted from the analysis of data, that 76.7 per cent of the professional respondents favour to have changes in the syllabus of English courses presently going on in various institutions while 20 per cent did not find any need for change. However, 3.3 per cent of the respondents did not respond at all. As for the non-professionals, while 68.3 per cent of the respondents favoured that there should be changes in the syllabus of English courses presently going on in various institutions, 31.7 per cent of the respondents did not find any need for changes.

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Thus, from the preceding analysis, it is evident that a large majority of the professional and non-professional respondents favour to have changes in the present syllabus of English courses going on in various institutions.

Table 4.4.3, shows frequency and percentage of the syllabus of English courses, they felt they ought to have undergone.

TABLE 4.4.3

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF DATA RELATED TO THE COURSES OF THE ENGLISH SYLLABUS, THEY FELT THAT THEY OUGHT TO HAVE UNDERGONE BY PROFESSIONALS AND THE NON-PROFESSIONALS

Sl. No.	Level	Agree F & %		Disagree F & %		Undecided F & %		Not Responded F & %	
		Prof.	Non-Prof.	Prof.	Non-Prof.	Prof.	Non-Prof.	Prof.	Non-Prof.
1	Courses catering to the specific needs of the learner	36 (60.0)	22 (36.7)	4 (6.7)	13 (21.7)	6 (10.0)	6 (10.0)	14 (23.3)	19 (31.7)
2	Courses that give much emphasis on literature	18 (30.0)	26 (43.3)	15 (25.0)	9 (15.0)	13 (21.7)	6 (10.0)	14 (23.3)	19 (31.7)
3	Courses that give much emphasis on learning the language	33 (55.0)	35 (58.3)	6 (10.0)	3 (5.0)	6 (10.0)	3 (5.0)	15 (25.0)	19 (31.7)
4	Courses that give much emphasis on to the usage of the rules of the language i.e. Grammar	27 (91.7)	34 (97.2)	13 (16.7)	3 (8.3)	6 (16.7)	4 (8.3)	14 (41.7)	19 (52.8)
5	Courses that focus mainly on specific disciplines	28 (46.7)	31 (51.7)	9 (15.0)	8 (13.3)	9 (15.0)	2 (3.3)	14 (23.3)	19 (31.7)

NOTE: The figures shown in brackets represent percentage and the figures above the percentage represent the respective frequency.

From table 4.4.3, it can be noted that 60 per cent of the professional respondents and 36.6 per cent of the non-professional respondents favour the idea of designing English courses catering to the specific needs of the learners. However, 6.6 per cent of the professional respondents and 21.6 per cent of the non-professionals did not favour the idea of designing English courses to meet the specific needs of the learners. While 10 per cent of both the professional and the non-professional respondents are found undecided, 23.3 per cent of the professionals and 31.6 per cent of the non-professionals did not give any response with regard to this aspect.

While 30 per cent of the professionals and 43.3 per cent of the non-professionals favoured designing of English courses giving much emphasis to literature, 25 per cent of the professionals and 15 per cent of the non-professionals did not favour this idea. While 21.6 per cent of the professionals and 10 per cent of the non-professionals are found undecided, 23.3 per cent and 31.6 per cent of the professional and the non-professional respondents did not give any response in this regard.

While 55 per cent of the professionals and 58.3 per cent of the non-professionals favour designing of English courses giving much emphasis on language, 10 per cent of the professional respondents and 5 per cent of the non-professional respondents did not favour this idea. While 10 per cent of the professional respondents and 5 per cent of the non-professional respondents are found undecided, 25 per cent of the professional respondents and 31.6 per cent of the non-professionals respondents did not give any response to the idea of designing English courses giving much emphasis on learning language.

While 45 per cent of the professionals and 56.6 per cent of the non-professionals favoured the idea of designing English courses giving much emphasis on the grammar of the language, 21.6 per cent and 5 per cent of the professional and non-professionals respondents respectively did not favour the idea. While 10 per cent of the professionals and 6.6 per cent of the non-professionals are found undecided, 23.3 per cent of the professional respondents and 31.6 per cent of the non-professionals did not give any response with regard to this aspect.

While 46.6 per cent of the professional respondent and 51.6 per cent of the non-professional respondents favoured the idea of constructing English courses focusing on specific disciplines, 15 per cent of the professional respondents and 13.3 per cent of the non-professionals did not favour the idea. While 15 per cent of the professionals and 3.3 per cent of the non-

professionals are found undecided, 23.3 per cent of the professionals and 31.6 per cent of the non-professionals did not give any response in this regard.

Thus, from the preceding analysis, it is evident that while the professional respondents fovoured courses catering to the specific needs of the learners and courses that emphasize learning the language, the non-professionals respondents are found favouring courses that emphasize learning the language, courses that gives stress on the rules the language, and courses that of focus on specific disciplines.

Table 4.4.4, shows the frequency and percentage distribution of the opinion about how far the textbook prescribed for teaching English at the following levels are effective.

TABLE 4.4.4

FREQUENCY AND PERCENTAGEWISE DISTRIBUTION OF DATA RELATED TO THEIR OPINION ABOUT HOW FAR THE TEXTBOOKS PRESCRIBED FOR TEACHING ENGLISH AT DIFFERENT LEVEL ARE EFFECTIVE BY THE PROFESSIONALS AND THE NON-PROFESSIONALS

SI. No.	Level	Highly Effective F & %		Moderately Effective F & %		Not Effective F & %		Not Responded F & %	
		Prof.	Non-Prof.	Prof.	Non-Prof.	Prof.	Non-Prof.	Prof.	Non-Prof.
1	School	24 (40.0)	33 (55.0)	32 (53.3)	24 (40.0)	3 (5.0)	3 (5.0)	1 (1.7)	0 (0.0)
2	Intermediate	21 (35.0)	25 (41.7)	29 (48.3)	30 (50.0)	6 (10.0)	3 (5.0)	4 (6.7)	2 (3.3)
3	B.A. / B.Com. / B.Sc.	14 (23.3)	21 (35.0)	23 (38.3)	22 (36.7)	9 (15.0)	5 (8.3)	14 (23.3)	12 (20.0)
4	Professionals Institutions	14 (23.3)	14 (23.3)	23 (38.3)	9 (15.0)	4 (6.7)	1 (1.7)	19 (31.7)	36 (60.0)

NOTE: The figures shown in brackets represents percentage and the figures above the percentage represent the respective frequency.

From table 4.4.4, it can be noted that 40 per cent of the professionals and 55 per cent of the non-professional felt that the textbooks prescribed at

school level for teaching English are highly effective. While 53.3 per cent of the professionals and 40 per cent of the non-professionals found them moderately, 5 per cent each of both the professionals and the non-professionals found them not effective at all. And 1.7 per cent of the professionals did not give any response in this respect. While 35 per cent of the professionals and 41.7 per cent of the non-professionals found the textbooks at the intermediate level highly effective, 48.3 per cent of the professionals and 50 per cent of the non-professionals found them moderately effective. While 10 per cent of the professionals and 5 per cent of the non-professionals found them not effective, 6.7 per cent of the professionals and 3.3 per cent of the non-professionals did not give any reference in this regard.

While 23.3 per cent of the professionals and 35 per cent of the non-professionals respondents found the textbooks at the B.A. / B.Com. / B.Sc. level highly effective, 38.3 per cent of the professional respondents and 36.7 per cent of the non-professionals respondents found them moderately effective. While 15 per cent of the professionals and 8.3 per cent of the non-professionals found the textbooks not effective, 23.3 per cent of the professional respondents and 20 per cent of the non-professional respondents did not give any response with respect to this item.

While 23.3 per cent each of both the professional and non-professional respondents found the textbooks at the professional institutions highly effective, 38.3 per cent and 15 per cent of the professional and non-professional respondents respectively found them moderately effective and 6.7 per cent of the professional and 1.7 per cent of the non-professional respondents found the textbooks not effective while 31.7 per cent of the professionals and 60 per cent of the non-professionals did not give any response at all.

Thus, from the preceding analysis, it is evident that the textbooks of English prescribed at the school and intermediate level are found to be

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effective both by the professional and the non-professional respondents while at B.A./ B.Com./ B.Sc. level and in professional institutions, they found them less effective.

When asked for their opinion as to whether there should be common syllabus in English for all degree students, i.e., B.A./ B.Com./ B.Sc., 61.7 per cent of the professionals fovoured the idea, 38.3 per cent of them disagreed with the idea. Among the non-professionals, 55 per cent are found favouring the statement while 43.3 per cent are found to disagree with it.

Regarding the information about the integration of English with other subjects, eg. History, Geography, Law, Medicine etc., it can be found from the data analyse that 55 per cent of the professional respondents found English highly related with other subjects while 38.3 per cent are found partly related and 6.7 per cent are found responding not related at all. Among the non-professionals 55 per cent are found responding highly related, 36.7 per cent responding partially related and 6.7 per cent are found responding not related at all with English and other subjects.

4.4.4 INFORMATION REGARDING THE ASSOCIATION BETWEEN INDEPENDENT VARIABLE AND THE INDEX OF OCEO, I.E., OPINION ON THE COURSES IN ENGLISH BEING OFFERED

Table 4.4.5, shows the information regarding association between the index of OCEO with age, place of birth, religion, sex and length of service of the professionals and the non-professionals.

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TABLE 4.4.5

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF DATA RELATED TO THE ASSOCIATION BETWEEN THE INDEX OF OCEO WITH AGE, PLACE OF BIRTH, RELIGION, SEX AND LENGTH OF OCCUPATION OF THE PROFESSIONALS AND THE NON-PROFESSIONALS

OCEO		Age			Place of Birth				Religion					Sex			Length Of Occupation		
		Mean & Above	Below Mean	X^2	Gujarati	Maharashtra	Other State	X^2	Hindu	Muslim	Christain	Others	X^2	Male	Female	X^2	Mean & Above	Below Mean	X^2
Professionals	Mean & Above	11 (18.3)	17 (28.3)	NS	24 (40.0)	5 (8.3)	10 (16.7)	NS	18 (30.0)	1 (1.7)	6 (10.0)	3 (5.0)	NS	17 (28.3)	11 (18.3)	NS	9 (15.0)	16 (26.7)	NS
	Below Mean	16 (26.7)	16 (26.7)	0.693	15 (25.0)	2 (3.3)	4 (6.7)	1.107	21 (35.0)	4 (6.7)	6 (10.0)	1 (1.7)	3.224	22 (36.7)	10 (16.7)	0.424	19 (31.7)	16 (26.7)	1.959
		Mean & Above	Below Mean	$X2$	Gujarati	West Bengal	Other State	$X2$	Hindu	Muslim	Christain	Others	$X2$	Male	Female	$X2$	Mean & Above	Below Mean	$X2$
Non-Professionals	Mean & Above	10 (16.7)	24 (40.0)	NS	22 (36.7)	3 (5.0)	9 (15.0)	NS	22 (36.7)	5 (8.3)	6 (10.0)	1 (1.7)	NS	26 (43.3)	8 (13.3)	NS	10 (16.7)	14 (23.3)	NS
	Below Mean	14 (23.3)	12 (20.0)	3.665	17 (28.3)	2 (3.3)	7 (11.7)	0.247	15 (25.0)	6 (10.0)	4 (6.7)	1 (1.7)	1.370	18 (30.0)	8 (13.3)	0.395	24 (40.0)	12 (20.0)	2.665

Note: The figures shown in brackets represents percentage and the figures above the percentage represent the respective frequency.

NS = Indicates not significant at 0.05 level

From table 4.4.5, it can be noted that the chi-square value of 0.693 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841 in the case of age and the index of OCEO for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between the age and the index of OCEO.

In the case of age and the index of OCEO, for the non-professionals, the chi-square value of 3.665 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between age and the index of OCEO.

In the case of place of birth and the index of OCEO, for the professionals, the chi-square vale of 1.107 is found not significant at 0.05 level with df 2, as it is found less than the table value, i.e., 5.991. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between place of birth and the index of OCEO.

In the case of place of birth and the index of OCEO, for the non-professionals, the chi-square value of 0.247 is found not significant at 0.05 level with df 2, as it is found less than the table value, i.e., 5.991. So, the observed results are found closer to those to be expected on the hypothesis of independence and there is no evidence of real association between place of birth and the index of OCEO.

In the case of religion and the index of OCEO, for the professionals, the chi-square value of 3.224 is found not significant at 0.05 level with df 3, as it is found less than the table value, i.e., 7.815. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between religion and the index of OCEO.

In the case of religion and the index of OCEO, for the non-professionals, the chi-square value of 1.370 is found not significant at 0.05 level with df 3, as it is found less than the table value, i.e., 7.815. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between religion and the index of OCEO.

In the case of sex and the index of OCEO, for the professionals, the chi-square vale of 0.424 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between sex and the index of OCEO.

In the case of sex and the index of OCEO, for the non-professionals, the chi-square vale of 0.395 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841. So, the observed results are close to those to be expected on the hypothesis of independence and hence there is no evidence of real association between sex and the index of OCEO.

In the case of length of occupation and the index of OCEO, for the professionals, the chi-square vale of 1.959 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between length of occupation and the index of OCEO.

In the case of length of occupation and the index of OCEO, for the non-professionals, the chi-square value of 3.665 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between length of occupation and the index of OCEO.

Thus, from the analysis based on the distribution of data in table 4.4.5, it can be interpreted that all the independents variables i.e., age, place of birth, religion, sex, length of occupation for both the professionals and the non-professionals are found not significantly associated with the dependent variable i.e., the index of OCEO.

Table 4.4.6, shows the association between the index of OCEO and teaching of English as part of their courses, occupation, mother tongue of the professionals and the non-professionals.

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TABLE 4.4.6

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF DATA RELATED TO THE ASSOCIATION BETWEEN THE INDEX OF OCEO AND TEACHING OF ENGLISH AS PART OF THEIR COURSES, OCCUPATION AND MOTHER TONGUE OF THE PROFESSIONALS AND THE NON-PROFESSIONALS

Professionals

OCEO	Teaching of English as part of their courses		X^2	Occupation						X^2	Mother Tongue						X^2
	Yes	No		Doctors	Engineers	C.As.	Lecturers	Lawyers	Nurses		Gujarati	Hindi	Marathi	Tamil	Malayalam	Others	
Mean & Above	14 (23.3)	12 (20.0)	NS	5 (8.3)	5 (8.3)	5 (8.3)	2 (3.3)	6 (10.0)	5 (8.3)	*	13 (21.7)	2 (3.3)	4 (6.7)	1 (1.7)	2 (3.3)	6 (10.0)	*
Below Mean	16 (26.7)	11 (18.3)	0.158	5 (8.3)	5 (8.3)	5 (8.3)	8 (13.3)	4 (6.7)	5 (8.3)	23.618	15 (25.0)	3 (5.0)	4 (6.7)	3 (5.0)	1 (1.7)	6 (10.0)	23.450

Non-Professionals

OCEO	Teaching of English as part of their courses		X^2	Occupation						X^2	Mother Tongue						X^2
	Yes	No		Businessmen	L.I.C. Officials	Hotel Recpts.	Clerks	Agents	Sales Exes.		Gujarati	Hindi	Marathi	English	Malayalam	Others	
Mean & Above	19 (31.7)	13 (21.7)	NS	4 (6.7)	4 (6.7)	6 (10.0)	6 (10.0)	8 (13.3)	6 (10.0)	**	15 (25.0)	3 (5.0)	4 (6.7)	3 (5.0)	3 (5.0)	6 (10.0)	**
Below Mean	11 (18.3)	14 (23.3)	1.331	6 (10.0)	6 (10.0)	4 (6.7)	4 (6.7)	2 (3.3)	4 (6.7)	15.074	15 (25.0)	3 (5.0)	1 (1.7)	1 (1.7)	4 (6.7)	2 (3.3)	14.527

Note: The figures shown in brackets represents percentage and the figures above the percentage represent the respective frequency.

* = indicates significant at 0.01 level
** = indicates significant at 0.05 level
NS = indicates not significant at 0.05 level

From table 4.4.6, it can be noted that the chi-square value of 0.158 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841 in the case of the index of OCEO and teaching of English as part of their courses for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between the index of OCEO and teaching of English as part of their courses.

In the case of the index of OCEO and teaching of English as part of their courses, for the non-professionals, the chi-square value of 1.331 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between the index of OCEO and teaching of English as part of their courses.

In the case of the index of OCEO and occupation, for the professionals, the chi-square vale of 23.618 is found significant at 0.01 level with df 5, as it is found greater than the table value, i.e., 15.086. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between the index of OCEO and their occupation. The maximum number of cases are observed with the index of OCEO above the mean with professions like that of Lawyers with 10 per cent and the index of OCEO is found low, i.e., below the mean with 13.33 per cent in the case of profession of Lecturers.

In the case of the index of OCEO and occupation, for the non-professionals, the chi-square vale of 15.074 is found significant at 0.05 level with df 5, as it is found greater than the table value, i.e., 9.488. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between the index of OCEO and occupation. The maximum number of cases are observed with the index of OCEO above the mean with occupations like, Agents with 13.33 per cent and 10 per cent each with Hotel Receptionists, Clerks and Sales Executives and the index of OCEO is found low, i.e., below

the mean in the cases of occupations like those of Businessmen and L.I.C. Officials.

In the case of the index of OCEO and mother tongue, for the professionals, the chi-square vale of 23.450 is found significant at 0.01 level with df 1, as it is found greater than the table value, i.e., 15.086. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between the index of OCEO and mother tongue. The maximum number of cases are observed with the index of OCEO above the mean with languages like Gujarati, Marathi and others with the percentage of 21.67 per cent, 25 per cent, 6.67 per cent and below the mean with 6.67 per cent, 10 per cent and 10 per cent respectively.

In the case of the index of OCEO and mother tongue for the non-professionals, the chi-square value of 14.527 is found significant at 0.05 level with df 5, as it is found greater than the table value, i.e., 9.488. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between the index of OCEO and mother tongue. The maximum number of cases are observed with the index of OCEO above the mean with languages like Gujarati, Marathi and others with 25 per cent, 6.67 per cent and 10 per cent respectively while the index of OCEO is found low i.e., below mean with languages like Gujarati and Malyalam with 25 per cent and 6.67 per cent respectively.

Thus, from the analysis based on the distribution of data in table 4.4.6, it can be interpreted that the index of OCEO is found significantly associated with occupation and mother tongue for both the professionals and non-professionals, whereas, the index of OCEO and teaching of English language as part of their courses is found significantly not associated.

The following table 4.4.7, shows the association between the index of OCEO and satisfaction with the level of English they acquire, English improvement courses, qualification and publishing of articles by the non-professionals.

TABLE 4.4.7

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF DATA RELATED TO THE ASSOCIATION BETWEEN THE INDEX OF OCEO AND SATISFACTION WITH THE LEVEL OF ENGLISH THEY ACQUIRE, ENGLISH IMPROVEMENT COURSES, QUALIFICATION AND PUBLISHING OF ARTICLES BY THE NON-PROFESSIONALS

OCEO		Satisfaction with the level of English they acquire			English Improvement Courses			Qualification				Publishing of Articles		
		Yes	No	X^2	Yes	No	X^2	12	15	17	X^2	Yes	No	X^2
Non-Professionals	Mean & Above	18 (30.0)	16 (26.7)	NS	5 (8.3)	29 (48.3)	NS	4 (6.7)	25 (41.7)	5 (8.3)	**	2 (3.3)	32 (53.3)	NS
	Below Mean	8 (13.3)	18 (30.0)	2.950	1 (1.7)	25 (41.7)	2.642	9 (15.0)	12 (20.0)	5 (8.3)	6.013	1 (1.7)	23 (38.3)	0.485

Note: The figures shown in brackets represents percentage and the figures above the percentage represent the respective frequency.

** = indicates significant at 0.05 level

NS = indicates not significant at 0.05 level

From table 4.4.7, it can be noted that the chi-square value of 2.950 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841 in the case of satisfaction with the level of English they acquire and the index of OCEO for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and there is evidence of no real association between satisfaction with the level of English they acquire and the index of OCEO.

In the case of English improvement courses and the index of OCEO, for the non-professionals, the chi-square vale of 2.642 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between English improvement courses and the index of OCEO.

In the case of qualification and the index of OCEO, for the non-professionals, the chi-square vale of 6.013 is found significant at 0.05 level with df 2, as it is found greater than the table value, i.e., 5.991. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between

Qualification and the index of OCEO. The maximum number of cases are observed with the index of OCEO above the mean with 41.67 per cent at B.A. / B.Com ./ B.Sc. and the index of OCEO is found low i.e., below the mean with 20 per cent at B.A. / B.Com. / B.Sc..

In the case of the index of OCEO and publishing of articles, for the non-professionals, the chi-square vale of 0.485 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between the index of OCEO and publishing of articles.

Thus, from the preceding analysis based on the distribution of data in table 4.4.7, it can be noticed that while there is real association between the index of OCEO and qualification, no association is found between the index of OCEO and satisfaction with the level of English they acquire, English improvement courses and publishing of articles.

Table 4.4.8, shows association between the index of OTTEL with age, place of birth, religion, sex, length of occupation of the professionals and non-professionals.

TABLE 4.4.8

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF DATA RELATED TO THE ASSOCIATION BETWEEN THE INDEX OF OTTEL AND AGE, PLACE OF BIRTH, RELIGION, SEX AND LENGTH OF OCCUPATION OF THE PROFESSIONALS AND THE NON-PROFESSIONALS

OTTEL		Age			Place of Birth				Religion					Sex			Length Of Occupation		
		Mean & Above	Below Mean	X^2	Guja-rati	Maha-rashtra	Other State	X^2	Hindu	Muslim	Chris-tain	Others	X^2	Male	Female	X^2	Mean & Above	Below Mean	X^2
Profe-ssionals	Mean & Above	8 (13.3)	23 (38.3)	*	19 (31.7)	5 (8.3)	7 (11.7)	NS	19 (31.7)	2 (3.3)	9 (15.0)	1 (1.7)	NS	15 (25.0)	16 (26.7)	*	6 (10.0)	25 (41.7)	*
	Below Mean	19 (31.7)	10 (16.7)	9.547	20 (33.3)	2 (3.3)	7 (11.7)	1.729	20 (33.3)	3 (5.0)	3 (5.0)	3 (5.0)	5.089	24 (40.0)	5 (8.3)	7.781	19 (31.7)	10 (16.7)	13.137
		Mean & Above	Below Mean	X^2	Guja-rati	West Bengal	Other State	X^2	Hindu	Muslim	Chris-tain	Others	X^2	Male	Female	X^2	Mean & Above	Below Mean	X^2
Non-Profe-ssionals	Mean & Above	8 (13.3)	18 (30.0)	NS	18 (30.0)	0 (0.0)	8 (13.3)	NS	18 (30.0)	3 (5.0)	3 (5.0)	2 (3.3)	NS	18 (30.0)	8 (13.3)	NS	7 (11.7)	19 (31.7)	NS
	Below Mean	16 (26.7)	18 (30.0)	1.629	21 (35.0)	5 (8.3)	8 (13.3)	5.355	19 (31.7)	8 (13.3)	7 (11.7)	0 (0.0)	5.910	26 (43.3)	8 (13.3)	0.395	17 (28.3)	17 (28.3)	3.269

Note: The figures shown in brackets represents percentage and the figures above the percentage represent the respective frequency.

* = indicates significant at 0.01 level

NS = indicates not significant at 0.05 level

From table 4.4.8, it can be noted that the chi-square value of 9.547 is found significant at 0.01 level with df 1, as it is found greater than the table value, i.e., 6.635, in the case of age and the index of OTTEL, for the professionals. So, the observed results are found not closer to those to be expected on the hypothesis of independence and there is evidence of real association between age and the index of OTTEL. The maximum number of cases are observed with the index of OTTEL above the mean is 38.3 per cent and below mean is 31.67 per cent.

In the case of age and the index of OTTEL, for the non-professionals, the chi-square value of 1.629 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between age and the index of OTTEL.

In the case of place of birth and the index of OTTEL, for the professionals, the chi-square vale of 1.729 is found not significant at 0.05 level with df 2, as it is found less than the table value, i.e., 5.991. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between place of birth and the index of OTTEL.

In the case of place of birth and the index of OCEO, for the non-professionals, the chi-square vale of 5.355 is found not significant at 0.05 level with df 2, as it is found less than the table value, i.e., 5.991. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between place of birth and the index of OCEO.

In the case of religion and the index of OTTEL, for the professionals, the chi-square vale of 5.089 is found not significant at 0.05 level with df 3, as it is found less than the table value, i.e., 7.815. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between religion and the index of OCEO.

In the case of religion and the index of OTTEL, for the non-professionals, the chi-square vale of 5.910 is found not significant at 0.05 level with df 3, as it is found less than the table value, i.e., 7.815. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between religion and the index of OTTEL.

In the case of sex and the index of OTTEL, for the professionals, the chi-square vale of 7.781 is found significant at 0.01 level with df 1, as it is found greater than the table value, i.e., 6.635. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between sex and the index of OTTEL. The maximum number of cases are observed with the index of OTTEL above the mean is 26.67 per cent and with the index of OTTEL below mean is 40 per cent.

In the case of sex and the index of OTTEL, for the non-professionals, the chi-square value of 0.395 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between sex and the index of OTTEL.

In the case of length of occupation and the index of OTTEL, for the professionals, the chi-square vale of 13.137 is found significant at 0.01 level with df 1, as it is found greater than the table value, i.e., 6.635. So, the observed results are found not closer to those to be expected on the hypothesis of independence and there is evidence of real association between length of occupation and the index of OTTEL. The maximum number of cases are observed with the index of OTTEL above the mean is 41.67 per cent and with the index of OTTEL below the mean is 31.67 per cent.

In the case of length of occupation and the index of OTTEL, for the non-professionals, the chi-square value of 3.269 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between length of occupation and the index of OTTEL.

Thus, from the analysis based on the distribution of data in table 4.4.8, it can be observed that as far as the professionals are concerned, there is real association between the index of OTTEL and age, sex and length of occupation while no significant association are found between OTTEL and the above variables as far as non-professionals are concerned. However, no significant association are also found between the index of OTTEL and place of birth, OTTEL and religion both in the case of professionals and non-professionals.

Table 4.4.9, shows association between the index of OTTEL and teaching of English as part of the course, occupation, mother tongue of the professionals and non-professionals.

TABLE 4.4.9

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF DATA RELATED TO THE ASSOCIATION BETWEEN THE INDEX OF OTTEL AND TEACHING OF ENGLISH AS PART OF THEIR COURSES, OCCUPATION AND MOTHER TONGUE OF THE PROFESSIONALS AND THE NON-PROFESSIONALS

Professionals

OTTEL	Teaching of English as part of their courses			Occupation							Mother Tongue						
	Yes	No	X^2	Doc-tors	Engi-neers	C.As.	Lect-urers	Law-yers	Nurses	X^2	Guj-arati	Hindi	Mara-thi	Tamil	Malay-ali	Others	X^2
Mean & Above	19 (31.7)	9 (15.0)	NS	5 (8.3)	2 (3.3)	5 (8.3)	3 (5.0)	7 (11.7)	9 (15.0)	*	13 (21.7)	4 (6.7)	4 (6.7)	2 (3.3)	2 (3.3)	6 (10.0)	*
Below Mean	11 (18.3)	14 (23.3)	3.060	5 (8.3)	8 (13.3)	5 (8.3)	7 (11.7)	3 (5.0)	1 (1.7)	25.732	15 (25.0)	1 (1.7)	4 (6.7)	2 (3.3)	1 (1.7)	6 (10.0)	17.041

Non-Professionals

OTTEL	Teaching of English as part of their courses			Occupation							Mother Tongue						
	Yes	No	X^2	Busin-essmen	L.I.C. Officials	Hotel Recps.	Clerks	Agents	Sales Exes.	X^2	Guj-arati	Hindi	Mara-thi	Eng-lish	Malay-ali	Others	X^2
Mean & Above	14 (23.3)	12 (20.0)	NS	1 (1.7)	5 (8.3)	5 (8.3)	5 (8.3)	4 (6.7)	6 (10.0)	*	15 (20.0)	5 (8.3)	3 (5.0)	0 (0.0)	2 (3.3)	4 (6.7)	*
Below Mean	16 (26.7)	15 (25.0)	0.028	9 (15.0)	5 (8.3)	5 (8.3)	5 (8.3)	6 (10.0)	4 (6.7)	31.581	18 (30.0)	1 (1.7)	2 (3.3)	4 (6.7)	5 (8.3)	4 (6.7)	35.337

Note: The figures shown in brackets represents percentage and the figures above the percentage represent the respective frequency.

* = Indicates significant at 0.01 level

NS = indicates not significant at 0.05 level

From table 4.4.9, it can be noted that the chi-square value of 3.060 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841 in the case of the index of OTTEL and teaching of English as part of their courses for the professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between the index of OTTEL and teaching of English as part of their courses.

In the case of the index of OTTEL and teaching of English as part of their courses, for the non-professionals, the chi-square vale of 0.028 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841 So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between the index of OTTEL and teaching of English as part of their courses.

In the case of the index of OTTEL and occupation of the professionals, the chi-square vale of 25.732 is found significant at 0.01 level with df 5, as it is found greater than the table value, i.e., 15.086. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between the index of OTTEL and occupation. The maximum number of cases are observed with the index of OTTEL above the mean with professions like those of Nurses and Layers with 15.0 per cent and 11.67 per cent respectively while the index of OTTEL is found low, i.e., below the mean with professions like those of Lecturers and Engineers with 11.67 per cent and 13.33 per cent respectively.

In the case of the index of OTTEL and occupation, for the non-professionals, the chi-square value of 31.581 is found significant at 0.01 level with df 5, as it is found greater than the table value, i.e., 15.086. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between the index of OTTEL and occupation. The maximum number of cases are observed with the index of OTTEL above the mean with occupation like

Sales Executives with 10 per cent while the index of OTTEL is found low i.e., below the mean with occupations like those of Businessmen and Agents.

In the case of the index of OTTEL and mother tongue, for the professionals, the chi-square value of 17.041 is found significant at 0.01 level with df 5, as it is found greater than the table value, i.e., 15.086. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between the index of OTTEL and mother tongue. The maximum number of cases are observed with the index of OTTEL above the mean with the languages like Gujarati and Hindi with 21.67 per cent and 6.67 per cent while the index of OTTEL is found low i.e., below the mean with the languages like Gujarati with 25 per cent.

In the case of the index of OTTEL and mother tongue for the non-professionals, the chi-square vale of 35.337 is found significant at 0.01 level with df 5, as it is found greater than the table value, i.e., 15.086. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between the index of OTTEL and mother tongue. The maximum number of cases are observed with the index of OTTEL above the mean with languages like Gujarati and Hindi with 20 per cent and 8.33 per cent respectively while the index of OTTEL is found low i.e., below the mean with languages like Gujarati and Malayali with 30 per cent and 8.33 per cent respectively.

Thus, from the preceding analysis, it can be found that there is real association between the index of OTTEL with occupation and mother tongue while the index of OTTEL and teaching of English as part of their courses are found not significantly associated in the case of both the processionals and non-professionals.

Table 4.4.10, shows association between the index of OTTEL and satisfaction for the level of English they acquire, English improvement courses, qualification and publishing of articles by the non-professionals.

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TABLE 4.4.10

FREQUENCY, PERCENTAGE AND CHI-SQUARE VALUE WISE DISTRIBUTION OF DATA RELATED TO THE ASSOCIATION BETWEEN THE INDEX OF OTTEL AND SATISFACTION WITH THE LEVEL OF ENGLISH THEY ACQUIRE, ENGLISH IMPROVEMENT COURSES, QUALIFICATION AND PUBLISHING OF ARTICLES BY THE NON-PROFESSIONALS

OTTEL		Satisfaction with the level of English they acquire			English improvement courses			Qualification				publishing of Articles		
		Yes	No	X^2	Yes	No	X^2	12	15	17	X^2	Yes	No	X^2
Non-Profe-Ssionals	Mean & Above	14 (23.3)	12 (20.0)	NS	5 (8.3)	21 (35.0)	**	4 (6.7)	18 (30.0)	4 (6.7)	NS	2 (3.3)	23 (38.3)	NS
	Below Mean	12 (20.0)	22 (36.7)	2.065	1 (1.7)	33 (55.0)	5.123	9 (15.0)	19 (31.7)	6 (10.0)	1.776	1 (1.7)	32 (53.3)	0.924

Note: The figures shown in brackets represents percentage and the figures above the percentage represent the respective frequency.

   ** = indicates significant at 0.05 level

NS = indicates not significant at 0.05 level

12 = Intermediate

15 = B.A. / B.Sc. / B. Com.

17 = M.A. / M.Sc. / M.Com.

From table 4.4.10, it can be found that the chi-square value of 2.065 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 3.841 in the case of satisfaction with the level of English they acquire and the index of OTTEL for the non-professionals. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between satisfaction with the level of English they acquire and the index of OTTEL.

In the case of English improvement courses and the index of OTTEL, for the non-professionals, the chi-square vale of 5.123 is found significant at 0.01 level with df 1, as it is found greater than the table value, i.e., 3.841. So, the observed results are found not closer to those to be expected on the hypothesis of independence and hence there is evidence of real association between English improvement courses and the index of OTTEL. The maximum number of cases are observed with the index of OTTEL above the mean is 35 per cent and below mean is 55 per cent.

In the case of qualification and the index of OTTEL, for the non-professionals, the chi-square vale of 1.776 is found not significant at 0.05 level with df 2, as it is found less than the table value, i.e., 5.991. So, the observed results are found closer to those to be expected on the hypothesis of independence and hence there is no evidence of real association between qualification and the index of OTTEL.

In the case of the index of OTTEL and publishing of articles, for the non-professionals, the chi-square vale of 0.924 is found not significant at 0.05 level with df 1, as it is found less than the table value, i.e., 5.991. The observed results are close to those to be expected on the hypothesis of independence and hence there is no evidence of real Association between the index of OTTEL and papers publishing.

Thus, from the preceding analysis based on the distribution of data in table 4.4.10, it can be noted that while there is no significant association between the index of OTTEL and satisfaction with the level of English they acquire, qualification and publishing of articles, while the index of OTTEL and English improvement courses is found significantly associated between each other.

From table 4.1.9, which shows the correlation of the index of OCEO with other variables, it is observed that in the case of the index of OCEO with age, length of service for the professionals, the co-efficient of correlation are found 0.06 and 0.01 respectively, which indicates that there is no correlation between this variables and also found not significant at 0.05 level with df 58.

In the case OCEO and LEL, for the professionals, the co-efficient of correlation is found 0.32, which indicates a positive average correlation between them, and it is also found significant at 0.01 level with df 58.

The co-efficient of correlation between the index of OCEO and the indices of UEL, EEL, REL, ERH and CE for the professionals, are found 0.25, 028, 0.26, 0.32 and 0.25 respectively, which indicate a positive average correlation between them, and it is also found significant at 0.05 level with df 58.

The co-efficient of correlation between the index of OCEO with the indices of ELK and FSPE for the professionals are found 0.17 and 0.15 respectively, which indicates a very low positive correlation between them, and it is also found not significant at 0.05 level with df 58.

Thus, from the preceding analysis, it can be stated that the indices of LEL, ERH, UEL, EEL, REL and CE have positive average correlation with the index of OCEO. Age and length of service are found having no correlation with the index of OCEO.

From the table 4.1.9, it is observed that, the co-efficient of correlation between the index of OTTEL and the indices of ELK, FSPE, CE, age, length of service, for the professionals are found -0.07, -0.07, -0.02, 0.05 and 0.08 respectively, which indicates that there is no correlation between them and also found not significant at 0.05 level with df 58.

The co-efficient of correlation between the index of OTTEL and LEL, for the professionals, is found 0.37, which indicates a positive average correlation between them, and it is also found significant at 0.01 level with df 58.

The co-efficient of correlation between the index of OTTEL and the indices of UEL, EEL, REL and ERH for the professionals, are found 0.14, 0.12, 0.10 and 0.19, which indicate a very low positive correlation between them, and it is also found significant at 0.01 level with df 58.

The co-efficient of correlation between the index of OTTEL and OCEO for the professionals, is found 0.79 which indicate a very high positive correlation between them, and it is also found significant at 0.01 level with df 58.

Thus, from the preceding analysis, it can be found that the indices of ELK, FSPE, CE, age and length of service have no correlation with the index of OTTEL. The indices of UEL, EEL, REL, and ERH had very low correlation with the index of OTTEL while the index of LEL and OCEO has a very high correlation with OTTEL for the professionals.

From table 4.1.10, it is observed that, the co-efficient of correlation between the index of OCEO with age and length of service for the non-professional are found same i.e., -0.18, which indicates a very low negative correlation between them and it is also found not significant at 0.05 level with df 58.

The co-efficient of correlation between the index of OCEO and the indices of LEL, UEL, EEL, REL and ELK for the non-professionals, are found to

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be 0.39, 0.34, 0.38, .48 and 0.40 respectively, which indicate high positive correlation among them, and it is also found significant at 0.01 level with df 58.

The co-efficient of correlation between the index of OCEO and the indices of FSPE and ERH for the non-professionals, are found to be 0.13 and 0.21 respectively, which indicate low positive correlation between them, and it is also found significant at 0.01 level with df 58.

The co-efficient of correlation between the index of OCEO and CE for the non-professionals, is found 0.32, which indicates an average positive correlation between them and it is also found significant at 0.05 level with df 58.

Thus, from the preceding analysis, it can be interpreted that age, length of service and the index of FSPE has negligible correlation with the index of OCEO. The indices of UEL, EEL, LEL and CE have average correlation and the index of ERH has low positive correlation while REL and ELK had high positive correlation with the index of OCEO for the non-professionals.

From the table 4.1.10, it is observed that the co-efficient of correlation between the index of OTTEL with age, length of service and the index of FSPE for the non-professional are found -0.12, -0.13, -0.05 respectively, which indicates a very low negative correlation between them and it is also found not significant at 0.05 level with df 58.

The co-efficient of correlation between the index of OTTEL and LEL for the non-professionals are found to be 0.14, which indicates a very low positive correlation between them, and it is also found significant at 0.05 level with df 58.

The co-efficient of correlation between the index of OTTEL and the indices of UEL, EEL, ELK, CE and OCEO for the non-professionals, are found 0.28, 0.27, 0.28, 0.25 and 0.21 respectively, which indicate a low positive correlation between them, and it is found not significant at 0.05 level with df 58.

The co-efficient of correlation between the index of OTTEL and REL for the non-professionals is found 0.31, which indicates an average positive correlation between them, and it is found not significant at 0.05 level with df 58.

The co-efficient of correlation between the index of OTTEL and ERH, for the non-professionals, is found 0.91, which indicates a very high positive correlation between them, and it is also found significant at 0.01 level with df 58.

Thus, from the preceding analysis, it can be stated that the index of OTTEL and ERH has a very high positive correlation while the index of REL has average positive correlation. The indices of UEL, EEL, ELK, CE and OCEO have low positive correlation with of the index of OTTEL. The index of LEL and OTTEL has a very low i.e., negligible correlation. Age, length of service and the index of FSPE, are found to have no correlation with the index of OTTEL for the non-professionals.

In short, from the preceding analysis relating to the objective IV, i.e., to find out the nature of courses they felt they ought to have undergone, it can be concluded that, most of the professionals and non-professionals were satisfied with the English courses being taught at different educational levels, i.e., primary, secondary, university and professional courses. However, most of the professionals and non-professionals felt that changes in the present syllabuses of English courses going on in various institutions should be worked out in the light of courses catering to the specific needs of the learners and courses that give much emphasis on learning the language, so that it becomes an efficient tool for the learners. Age, place of birth, religion, sex, length of occupation were found to have no association with the index of OCEO for both the professionals and the non-professionals. The index of OCEO had association with qualification for both the professionals and the non-professionals. The indices of ERH, UEL, EEL, LEL, CE and REL in the case of the professionals and the indices of ERH, UEL, EEL, LEL and CE in the case of the non-professionals were found to have average positive correlation with the index of OCEO, while

the index of REL and ELK for the non-professionals had very high positive correlation with the index of OCEO. The indices of UEL, EEL, REL, ERH and OCEO for the professionals and the indices of UEL, EEL, ELK, CE and OCEO for the non-professionals had low correlation with the index of OTTEL, while the index of LEL for the professionals and the index of ERH for the non-professionals had very high correlation with the index of OTTEL. It was also found that the index of REL and the index of LEL for the non-professionals had average and very low correlation respectively with the index of OTTEL whereas age, length of service and FSPE had no correlation with the index of OTTEL in the case of the non-professionals.

4.4.5 DISCUSSION

English enjoys the importance of being an international language. It cannot be viewed as the English man's monopoly but as a valuable communicating tool which would equip a larger number of people for a meaningful life in any part of the world. It has become a world language.

English in India, after achieving its freedom, faces a lot of controversial argument about its status in Indian society. Despite all the controversial argument, English still continues to hold the status of an associate official language in India. English has stamped deep into every walks of life in our country. Even in the field of educational, it still continues to dominate the higher education. As Chaudhary (1978), says,

> *It also reveals that in all the different courses of study, except social sciences, only English should be taught compulsorily. As far as the medium of examination for all India Competitive Examinations is concerned, only English should be used.*

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English is still viewed for its importance as a language of science and technology, it is looked upon as a key that could unlock the treasures of all scientific and humanistic knowledge.

Since the main aim of the study was to find out the modalities adopted by various professionals and non-professionals of Baroda city in learning English, it has shed enough light as to how they picked up English, how they use, and how far these needs are being met by the existing programmes of instruction in English offered to them. The study has arrived at some findings which were presented in the preceding section of this chapter.

It was hypothesized that all the professional and the non-professional respondents learned the English language under tutored or formal situations and this is confirmed from the responses given by respondents as most of them opted that they learned the English language at school. Eventhough one may come across a group of individuals especially students conversing in English in different areas of Baroda city, their number is not that overwhelming as to provide a proper climate for picking up the language in a naturalistic way as in the case of mother tongue. Only under an environment where lot of possibilities exist for getting exposure to English, learners happen to acquire the language in a naturatistic manner. Since the existence of such environment is rare, acquiring the language in the naturalistic way cannot be expected. Hence, individuals who aspire to pick up English have to do so by getting exposure to situations like classrooms where the English language climate is created in an artificial way. Without proper exposure, no language can ever be learned. It is natural then, in the absence of natural environment they were forced to pick up the language from the classroom. The results of the study also reveals that a high percentage of respondents underwent regional medium of instruction during their courses at schools, the majority of the respondents underwent English medium instruction at the college and university level. One could find that the percentage was high for vernacular medium of instruction at the lower level. Similarly, one may expect that the respondents would opt for

vernacular medium of instruction at the higher levels too. But it was not the case. One reason for the higher percentage of the respondents undergoing English medium instruction at the higher levels of studies might be because of compulsion. Another reason could be, in a city like Baroda where a wide range of facilities are offered with regional and English medium of instruction at the lower level, as far as higher level of studies are concerned, students are left with no alternatives but join courses where medium of instruction is English. No other alternative exists for the students as the medium of instruction in the university is English. It would be worth quoting Hans (1994), in this connection. He says:

> *the use of English as medium of instruction runs through all and provides an unobtrusive underlying and legitimizing role in perpetuating the existing system of education while language is not only cause for the crises of higher education, it is so pervasive and so strongly interacts with all aspects of social life that it would not be possible to bring about any basic changes in the educational system without a fundamental change in its use.*

Knowledge of English as a symbol of prestige, power, success and social mobility and above all the higher services everywhere demand a proven command and fluency in English could be another reason for the option of the respondents to go for English medium instruction at the higher levels of education.

As far as the use of English is concerned, the investigator hypothesized that the professionals need and use English more than the non-professionals. This assumption was proved wrong as the responses indicated that both the professionals as well as the non-professionals need and use English, even though the degree of needs and uses differ. It was found that both the professionals and the non-professionals needed English in order to fulfill certain tasks demanded by their professions or occupations. English language

was found extensively used mostly during working hours. English plays an eminent role in carrying out official correspondence by both the professionals and the non-professionals. Like any other cosmopolitan city of India, Baroda also is not distinctly different from the rest, having heterogeneous groups of professionals and non-professionals speaking their own dialects. This could be one reason resulting the respondents in using English as a common language for communicating with each other in their organization. Another reason could be their situational needs and demands by their respective occupations or professions which force the respondents to use English more frequently than the regional language. In some cases, the investigator felt that the requirements of the language skills are predictable for both the professionals and the non-professionals. The performance of some tasks does not call for a high, and refined English. In fact, the language tasks performed by most of the respondents were of a mechanical and stereotyped nature, except in some exceptional cases. To mention a few, doctors prescribing a medicine, engineers writing a project report, receiving a customer by a hotel receptionist, conversing while selling a product by sales executives etc., are such situations where people mechanically use English language.

In short, the respondents did not find much difficulty in performing their respective tasks concerning their respective works. Again when it comes to the use of English, it was found that they use English in communicating with their equals and seniors. However, when it comes to communicating with juniors, mother tongue is used. This reveals that the higher the occupation, the greater is the use of English. The study also reveals an interesting finding quite contrary to the normal expectation, that the youngsters use English more frequently than the elders. The reason given for this by some of the respondents is that in schools and colleges they get more practice in English as compared with those who belong to the older generation. The younger generation enjoys more facilities and have more opportunity for getting exposure to English. However, the data reveal that in everyday social communication, English is found being used very rarely. In spite of this, it is

observed that while conversing, the respondents use expressions and phrases such as "Good morning", "Good evening", "Thank you", "Excuse me", "Sorry", etc. Thus, the use of English in the domains of home and friendship is much less when compared with that of the domains of work and study. According to Fishman (1966), domains such as "the family", "the neighborhood", "governmental administration", "occupation", etc., will determine the dominance configuration of the speech community. Fishman (1972), descries the phenomenon of diglossia in a bilingual community where more than one language is used for internal communication. The two languages have clearly defined roles, different functions for the languages being sanctioned tacitly, or formally for the community. Possible reason for the low profile of using English at the home domain can be because of the environment where respondents need to identify themselves culturally and linguistically with their kith and kin. Another reason can be that only a few of the members know the English language. Whatever be the reason, the society has a clear pattern in its use of languages. While certain spheres of activities are associated with the mother tongue, others are associated with English. This reveals that English does not have the first priority as far as the home domain is concerned as it is incapable of performing communication tasks connected with the home domain.

Regarding proficiency in English of the selected respondents representing the different professionals and non-professionals, it was found that the majority of the respondents responded were satisfied with the level of English they acquired. Only a few of them were found not having adequate command while conversing and expressing themselves in English. As the study had as one of its objectives the general use of English language, proficiency in English was assessed only in the context of their normal general professional performance. Medium of instruction at different levels was the main responsible factor for strengthening their proficiency in English eventhough other factors also contributed to some extent. In short, it could be observed that the use of English by the respondents were found satisfactory.

Relating the general attitudes and relevance of English language in their day-to-day activities, the majority of the respondents had favorable reaction towards English language as it was expected. Both the professionals and the non-professionals were vehemently convinced about the role of English in international communication and higher education and learning. The majority of the respondents strongly supported the view that English is very much needed for professional training, for getting access to current information and for getting good jobs. Therefore, learning and speaking English well is a must to cope with the existing social situation. A keen awareness of this may be one of the reasons for the greater demand of English these days. All the candidates for central services are required to pass a compulsory test in English. Majority of the organizations prefer to employ candidates who are relatively proficient in speaking and writing English as compared to those who do not. Awareness of English as an international language and an effective intranational link language has made most of the respondents to express their view that English should continence to be an important part of the school and college curriculums, as a medium of instruction or as a subject. However, the place of the regional language cannot be underestimated. In a multilinguistic situation like that of India where diglossic conditions prevail, of the English and the regional languages have their specific roles to play.

As far as the English courses are concerned, the respondents underwent during their schooling days, the majority of the respondents were found satisfied with it to a great extent. However, in many aspects again, they felt that there should be changes in the present syllabuses of English courses going on in various institutions. As English serves as an effective tool for keeping abreast of times, for picking up more knowledge with reference to their specific field, the respondents felt that it is high time to change and modify the existing system of teaching where students are forced to learn courses which do not help them to pick up more in terms of their specific fields. The majority of the respondents opted for changing the current syllabuses going on in various institutions English syllabuses therefore should be worked out in such a

manner that they cater to the specific needs of the learners. Their courses should give much emphasis on learning the language, so that they become efficient tools for the learners. This would facilitate their learning without hardships. The learners should be made to concentrate only on those notions and functions which they require for their specific purpose. Thus, it may be wiser to make a number of syllabuses offering a wide rage of optional courses catering to relevant skills. Study skills like report - writing, notes taking and notes making, summarizing, reading for extracting relevant information, etc., should be added and offered to the students. Teachers should be properly trained to cater to the needs felt by the students depending upon their specific fields of work. If the English courses in various levels are framed with these in mind, they would help the students in a big way to overcome many of the learning problems they face these days.