

CASE STUDIESCONTENTS

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CASE STUDIES5.1 INTRODUCTION

The object of this chapter is to present case-studies of ten selected pupils with a view to bring out the specific attitudes and approaches of pupils to the subject of reading comprehension in English. An intensive study of the general background of their home, school and society which largely influence their make-up, was undertaken. The main thrust of the case-studies presented here is to supplement the results of the main research embodied in the thesis and to identify and interpret some of the factors affecting reading comprehension.

In the western countries, case-studies are receiving increasing importance and several consultancy clinics and laboratories are run for the benefit of pupils. Indeed, case-studies have become an important aspect of educational research, more specifically in the field of reading. Such factors which are in the nature of serious obstacles to proper reading and comprehension can be identified and appropriate remedial measures can be taken in cooperation with concerned parents.

However, in India, though some significant research work has been done in the field of reading, it is a fact that case-studies have not been utilised so far in reading and more specifically reading comprehension. The role of case-studies in Indian educational research cannot be under-estimated and their proper utilisation will not only enhance the value of research but also help to bring out potential factors which may belong to the realm of imponderables.

From this point of view the ten case-studies presented here have helped to explore a so-far unbred and new area of research in the field of reading comprehension in English. The material for the case-studies was collected through a set of standardised questionnaire, personal interviews spread over a period of six months with pupils, their parents, teachers and concerned school authorities. Their friends, relatives and neighbours of pupils were also involved during the progress of research. The evaluation of the material so collected is presented here. The entire process involved the investigator as a participant observer in many situations over a period of time.

The investigator likes to place on record the enormous tasks involved in the investigation of the case-study which forms an important aspect of the present study. The Indian parents are not so much exposed to such hectic investigations involved in the case-study. It involved a lot of laborious and sometimes unpleasant task of at first winning the confidence of the parents as regards the objective of the investigation, of contacts at various levels of the family members and establishing rapport with them and of persuading them to talk on a personal level.

The same family had to be visited repeatedly to create a climate of familiarity and mutual trust, requiring all the skills, techniques and, above all, a fund of patience. The investigator was extremely lucky in establishing personal rapport with each and every member of the families involved in this important study.

For purposes of this study, the following ten pupils were selected at random from out of the 555 pupils of the nine schools in Baroda based on their high and low scores in reading comprehension. The scores of the pupils are also shown against their names.

	<u>NAMES</u>	<u>SCORES OUT OF 100</u>
1)	Rekha Mahant	87
2)	Dipti Sheth	77
3)	Anil Kunjar	75
4)	Naresh Pattani	66
5)	Devendra Shah	62
6)	Varsha Chatrapati	59
7)	Jayshree Mistry	35
8)	Suresh Patel	24
9)	Prabha Rana	18
10)	Manan Patel	6

5.2

CASE STUDY OF REKHA MAHANT

NAME : Rekha Jaidevbhai Mahant
CASTE : Kabir Panthi Sadhus
AGE : 17 years
CLASS/SCHOOL : XIth Standard,
New Era Girls High School
NATIONALITY : Indian
ADDRESS : Sardar Bhavan, Baroda.

SOURCES OF INFORMATION

Testing : Conducting various tests

Personal observation

Interviews with the Pupil

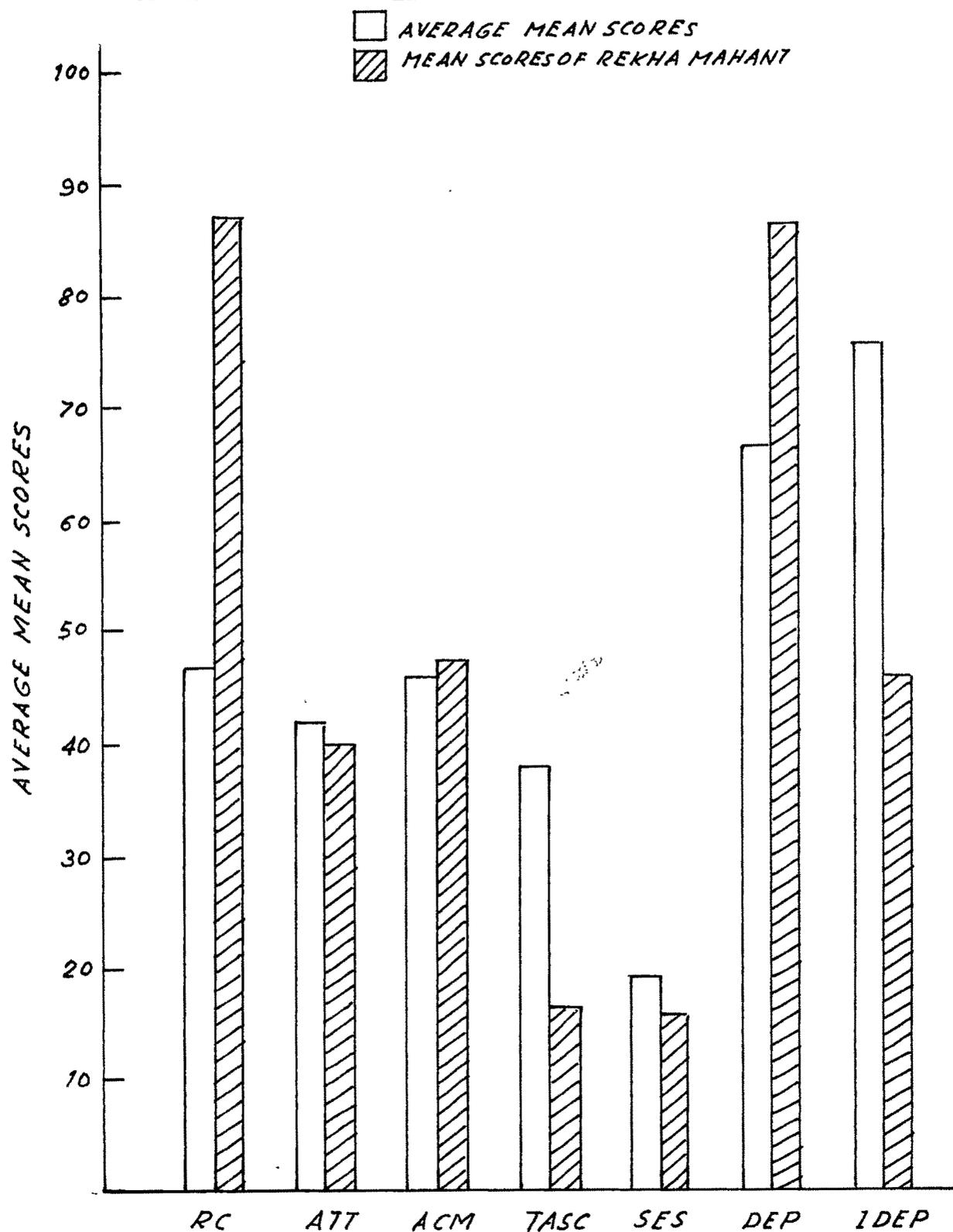
Interviews with the Parents

Interviews with the Principal

Interviews with the Teachers.

GRAPH NO. V:2:14

CASE-STUDY PROFILE OF REKHA MAHANT



THE FAMILY HISTORY

A two-roomed house for the Mahant family consisting of eight members is indeed too small. But this serious limitation fades into insignificance when one realises on entering their house, that it is a mini-museum with Indian Classical Musical instruments spread or hung around the room. Here one becomes aware of the intellectual and emotional background of the family. The contrast between the unobtrusive outward appearance of the house and the atmosphere of harmony and culture inside is more telling.

Mr Jaidevbhai Mahant, a short, thin man of 60, is the head of the family. His wife, Mrs Vinaben Mahant is quiet, shy and absolutely unassuming. They have six children - two sons and four daughters. Shama 21, who is the eldest, is a science graduate and is presently employed in a bank. Satish 19, elder among the two sons, is studying in the first year of his science degree course in the university. Rekha 16, who is the subject of this case study, is reading for her final public school examination i.e. the XIIth standard. Sheila 15, is studying in the Xth standard in a secondary school. Raju 13, the second son, is studying in standard VIIIth in a secondary school. The last daughter, Rita 11, is studying in standard VIth in a

middle school. All except the last, have studied in the New Era Boys' and New Era Girls' schools at Baroda where they stay. The last girl is studying at the Raopura Government school, Baroda.

The Surname 'Mahant' means the head of a monastery or temple. Mr Maidev's father used to sing 'bhajans' regularly at a temple and young Jaidev imbibed both religion and music from his father. They belong to Kabir-Panthi Sadbus (followers of Kabir - The Hindu Saint). It is this twin heritage of religious devotion and music that have shaped the general outlook on life of the Mahant family.

While most of the family members know about 'Kabir' and Vivekananda' they are equally conversant with Indian classical music. Shama sings beautifully, Satish plays on the flute and Sheila plays on the 'Table'. Music and philosophy appear to be the two watch-words in the family.

Mr Jaidev Mahant's career reveals some striking features. He passed his matriculation examination of the Bombay University in 1939. After a short stint in government service, he tried his luck in films and H M V - the famous music recording company in Bombay

and gave tuitions in music. He had learnt music under his father as well as taken a diploma in music at the Bhartiya Sangeet Pathashala - now known as the Faculty of Music and Dancing of the M S University of Baroda.

He, however, finally returned to Baroda and got married much against his wishes, at the age of thirty-two. He settled down in Baroda and got an employment as a clerk in the Sarabhai Chemical Factory which he has held during the last twenty-four years. He got interested in trade union activities and organised a trade union of his factory of which he is the Vice-President.

He is a relentless fighter against injustice and came under the red eyes of the proprietors whose efforts to wean him away from the trade union activities did not yield any results. As a result, he still continues to remain in the position of a clerk without promotion. But he has no regrets in this respect.

Mr Jaidev is a devoted husband and father. His interests in music and religion have helped him to form a definite philosophy of life. He is proud of his humble middle class origin. He believes in the philosophy of plain living and high thinking. He

abhors the idea of amassing wealth. He supplements his income by giving tuitions in music and practises music at home with his daughters and sons. He is interested in art and culture. He believes in self-sacrificing rather than in self-seeking. All this has influenced and shaped every one in the family. Though his wife Mrs Vina has studied upto standard IV in a primary school. She has given good training to her children and has contributed to the good atmosphere that prevails in their house today.

The Mahants are very sociable. They have many friends and visit each other. They have relatives also in Baroda with whom they have good relations. They take prominent part in the activities of their neighbourhood. Mr Jaidev's evening time is occupied in music classes. He had composed music on Mother, of Sri Aurobindo Ashram in Pondicherry. The influence of such family ethos on the children can be seen in their studious habits, modesty and friendliness. The family reads a good number of magazines and newspapers brought home by their father from his factory and daughter Shama from the bank. They include Blitz, Dharma Yug, The Illustrated Weekly, Madhu, Flash and Aaspass, Sports weekly, Chitralkha and Lok Satta; a gujarati daily newspaper.

The parents have tried to provide an ideal atmosphere for the growth and development of their children intellectual moral and otherwise.

CASE HISTORY OF REKHA

Health and Physical Characteristics

Rekha is the third in line and the second daughter. Her birth was normal like that of other children in the family. She learnt to walk, talk and eat when she was one year old. She is about 150 cms tall. She is quiet but looks bright. Her face and features are small and she looks a bit underweight. Her general health may be described as delicate. According to her father, Mr Jaidev, Rekha is quite mature in keeping with her age and understands the situation at home, financial position of the family and the feelings of the parents and tries to cope up with situations as they arise.

Educational Status

When she was about three and a half years old, her mother gave the necessary pre-nursery training at home and groomed her well for entrance to the -

primary school. From standard 1st to IIIrd, Rekha studied in a government primary school and from standard IVth she is in the New Era Girls' High School at Baroda. Her sister Shama was also in that school and always stood first. Rekha took inspiration from her sister and adjusted herself well in the school without any problems. Rekha, too, stood first throughout in the school.

She does not hold a high opinion of her teachers. According to her they usually give more marks to students taking tuitions from them. Moreover, she says, their teaching is not upto the mark. Only a very few teachers teach with real interest and take trouble to make themselves understood. She said that there were no sports played in the school nor were there programmes of any sort. Whenever the students approached the Principal for the organisation of such activities, their proposals were always rejected. Rekha had actively participated in the strike which continued for more than a month where almost all the schools in Gujarat took part - to change the curriculum of the XIth standard. Rekha has otherwise been co-operative in school and has maintained good relations with her teachers and principal. The school is well-staffed and is not overcrowded. The school has a library not

worth mentioning. Though they have quite a good collection of books, there is hardly anyone who bothers to read and Rekha attributes, this to two reasons - (1) the library is absolutely uncomfortable and too dingy a place to call it a library, she says and 2) the teachers do not encourage the students to refer to the library.

Rekha is fond of Gujarati literature especially poetry - of Suresh Joshi, Ravi Pathak and Suresh Dalal. There is no subject which she does not like. She studies for about three/four hours at a stretch in a day. But there are also days when she does not read at all. Till Standard XIth, she did not require the help of anyone in her studies. In XIIth, she has joined classes in English, Accountancy and Mathematics. She has taken help in studies from her father, friends and teachers, when ever the need arose. No one has had to tell her to study. In fact her mother advises her not to read a lot.

Her house being too small and with visitors dropping in frequently, Rekha does not find her home atmosphere conducive enough for studies. She goes to a friend's house to read.

Rekha has taken part in extra-curricular activities. She took part in a debate on 'Rakta-daan' (Blood donation) and won a second price. Her essay on 'Swamy Vivekananda' was awarded the first price. Another essay on 'If The Population Increases' - won her the third price. This is no doubt proof of her scholastic interest and enterprise. Besides, she takes part in outdoor games also. She was sent to Vidyanagar to play kho-kho.

Social Status And Adjustment.

The Mahants belong to a lower middle class status and live in a rented house. They have a house of their own at Wadi in Baroda only, but they have rented it out. The father works extra hours to supplement his income by giving private tuitions in music. They do not have a family doctor. They have no servants at home but do all the work themselves. The mother does practically all the work and the girls help her in the domestic chore.

Rakha's friends are of her own sex. She does not talk to boys unless the need arises. She has made a few friends who are also in the same class. She says that jealousy is a great obstacle to genuine friendship

more so among girls. She is both a leader and a follower in the right circumstances. But she generally prefers to be left alone.

Interests and Recreation

As a child Rekha used to collect flowers and leaves and preserve their petals in books. She prefers to play chess. After joining the Madhyasthara Kendra she has been playing 'kho-kho'. But music claims her first attention and has remained the first and the best form of recreation.

Ideology

Rekha is an independent-minded girl. She is kind hearted and not jealous. She can go out of her way to be helpful to an enemy or foe. She does not conform to the views of the society. Sometimes she feels that she cannot function independently and feels suffocated. Material wealth does not attract her. She wants to do something worthwhile in life. She says that philosophy alone does not help one to fulfil life's ambitions. Her ambition is to become a Chartered Accountant and also do some honorary teaching work. Contrary to the philosophic outlook of the family, she does not believe in God. She wants to

'root out everything' connected with God. She believes in simple living and says that all one needs to serve society is a roof overhead and food to eat. In her scheme of life, there is no scope for possession.

Reading Comprehension

Rekha reads a lot especially literature and philosophy in the Gujarati language. She also knows and speaks Hindi fluently. She does read books in English. She is currently reading a book on 'Winston Churchill'. When she does not understand sentences, words or phrases, she either asks her father or refers to a dictionary.

Rekha has learnt English from Standard Vth. She spends a considerable amount of time reading English books - text books and otherwise. Usually she borrows text-books from students studying in the Vth or VIth standards of an English medium school and reads them thoroughly. They are taught comprehension from standard VIIth. They just know the basics of comprehension - that a passage is provided and answers have to be written to the questions given below the passage. Throughout the year the students have no practice in Reading Comprehension at all. It is only during the period before their examinations, that they

practice the comprehension passages.

Rekha says that the teachers usually first read the lesson and then explains it in both Gujarati and English. Only one teacher in her school has a different approach to teaching the subject. She teaches English through English. Rekha is the only one who likes her teaching. She feels free to speak in English with her father and this English teacher.

Rekha believes that before beginning a new lesson, students should be asked to mark difficult words and find out their meanings. Moreover, she says that students should be given practice in oral reading. So that they improve their pronunciation and that would help them to feel free to speak in the english language. She gave one instance where a English teacher could not pronounce the word FATIGUE. The real pronunciation of the word is (fa-teg i e ફાટિગ) but he pronounced it as

Rekha does not find the English language difficult. She has mastered the grammar in the IXth and Xth standards. She believes that from the time they start learning English, the teachers should continually stress the importance of English and point out its advantages to the students. The teachers,

on the contrary try to prove its disadvantages. So it has not helped to improve the situation.

All her family members realise that 'English is essential in our practical life. Everything is in English because we do not have subjects purely in our own languages'.

Rekha feels that the foundation for English should be laid at an initial stage. Students should not be allowed to go to the next class unless they obtain a compulsory percentage of marks. According to her there should be periodical tests in English for students, to test how much they have comprehended. She also believes that vernacular medium students should be made to undergo a course in the English language before seeking admission to the university.

INTERPRETATION

The case-study of Rekha presents all the ideal conditions for better and meaningful education. It must be said to her credit that she has taken full advantage of all the favourable factors and has stood first in all the school examinations so far.

Despite his not so good economic conditions, Mr Jaidev Mahant is an extremely cultured person and music is his life-breath. His concern for the education of his children led him to think that no amount of sacrifice is big enough. It is this factor which helped to establish a rapport in the family leading to common understanding and aims among all the members in the family.

Mr Jaidev kept himself in touch with the day-to-day progress of his children. Rekha depended on her father and teachers for getting solved all her difficulties. Rekha's case is remarkable in that it shows how high dependency leads to high reading comprehension scores. Her test score on dependency shows as high as 86.6%.

Another factor that emerges from Rekha's case is the existence of the home environment conducive to serious study and application. Considered from all points of view, Rekha is a singularly fortunate girl.

5.3

CASE STUDY OF DIPTI SHETH

NAME : Dipti Sheth
CASTE : Bania
AGE : 16 years
CLASS/SCHOOL : XIth, Shri Pratap High School
NATIONALITY : Indian
ADDRESS : Makarpura Road, Baroda.

SOURCES OF INFORMATION

Testing : Conducting tests

Personal observation

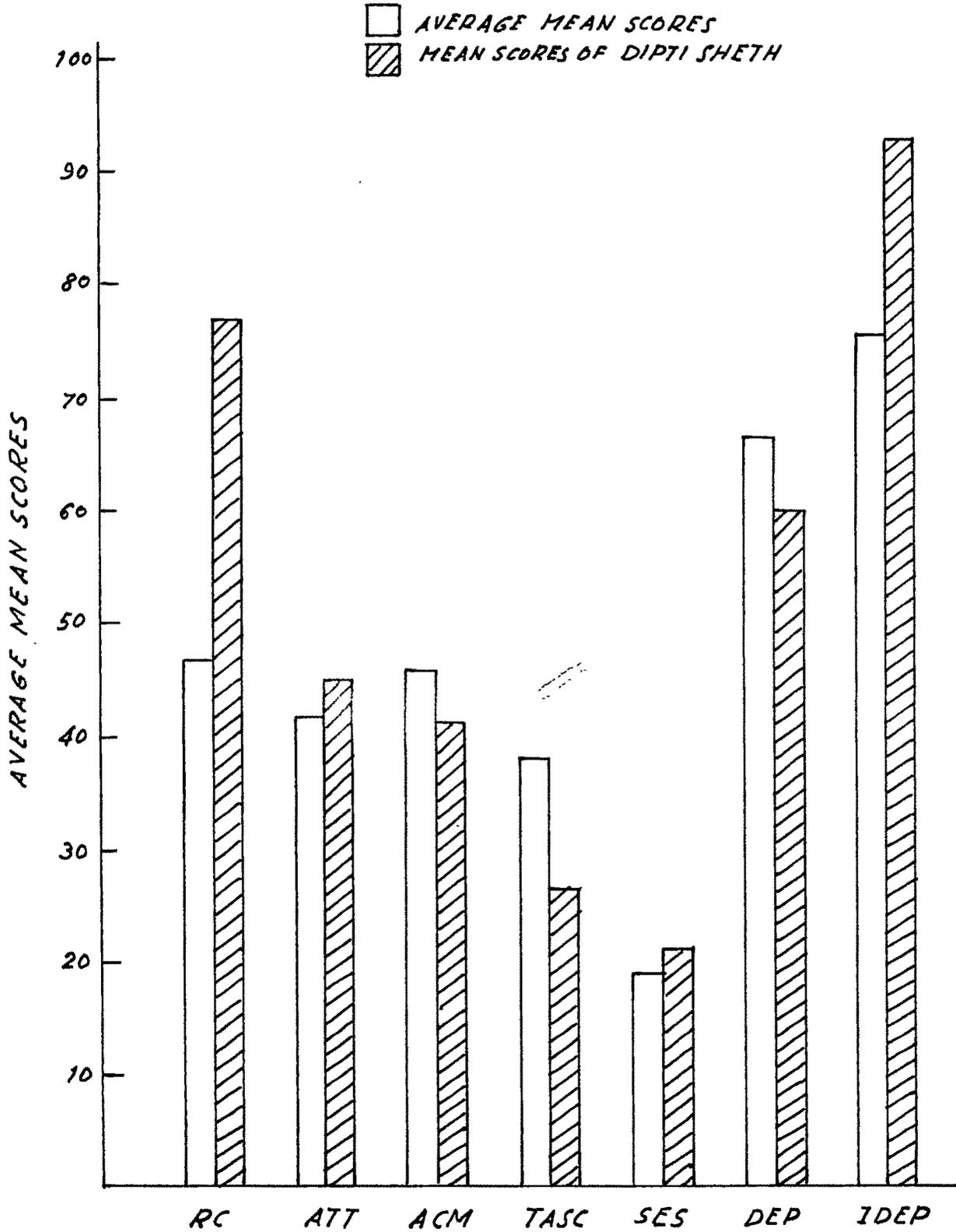
Interviews with the Pupil

Interviews with the Parents

Interviews with the teacher.

GRAPH NO. V:3:15

CASE-STUDY PROFILE OF DIPTI SHETH



The Family History

The Sheths have very recently shifted to a Co-operative Housing Society, which is very far away from the city. The flat in which they live is a small-three-room affair. But they are proud of this tiny house because as they term it, it is their own house.

Mr Shantilal H Sheth, 49, is M A B Ed, and a retired Principal of a high school in Dholka about 75 KMS from Baroda. He has opted for voluntary retirement. Mrs Bhanuben Sheth 47, has completed her primary education upto standard VIIth, and is a housewife. They have four children. Anil 24, is a Commerce graduate of the M S University of Baroda and is employed in the Precision Bearing India Ltd. Company in Baroda. Nita, 22 is a arts graduate with economics as her major subject. She is presently to be employed in a bank. Mahesh 19, is a student of Civil Engineering in the Faculty of Technology, MS University of Baroda. Dipti, 16, the youngest in the family is studying in standard XIth at Shri Pratap High School.

Mr Sheth is a native of a village called Vora in Baroda district. He was previously an assistant teacher in the New Era Boys High School from 1950 to 1961. In 1961 June he joined the Saraswati Kanya Vidyalaya at

Dholka. He preferred to retire in 1975. Since then, he has started a business in Baroda. He is fast catching up in his business.

The Sheths have provided their children with facilities within their capacity. The father especially has given them a lot of encouragement and guided them whenever his advice was asked for.

Only Dipti is talkative, mischievous and a bit overbearing in the family. The others are quiet and always smiling. They are religious minded and do visit temples whenever time permits them.

Mr Sheth is a social worker and is an active worker of the Rashtriya Swyam Sevak Sangh. Mrs Sheth only looks after the household work.

CASE HISTORY OF DIPTI

Health and Physical Characteristics

Dipti is about 150 cms in height and looks healthy to the extent of looking a bit plump. Her features are small but sharp. She looks bright and smart. She started to walk, talk and eat at the age of eleven months. Her birth was normal.

Educational Status

Dipti wept a lot when admitted in school. But she gradually reconciled to the idea of going to school. Dipti studied from standard Ist to VIIth at Saraswati Kanya Vidyalaya, Dholka. She joined Shri Pratap High School in standard VIIIth. She usually secured a top rank in class till standard Xth. In the Xth public examination she secured a first class - sixtytwo percent of marks.

On the whole, Dipti likes the school, but she has a lot of grievances against the school. She says, the teachers are not well upto the mark. They are not able to communicate to the students successfully. Students therefore do not give them enough respect.

Mathematics is her favourite subject but she dislikes Accounts - one of the new subjects introduced in the XIth. She has not felt the need to join any tuition classes or take guidance from even the teachers. She always takes her difficulties to her father or brother. She devotes about three hours approximately each day for studies.

Atmosphere at home is conducive for studies. Her parents or other family members do not inquire about her school or studies nor does she tell them.

Social Status and Adjustment

Dipti is social to a certain extent but she is at the same time reserved. She is not able to maintain friendships because as her father says, she is an egoist and ego comes in the way of her friendships. She is extremely hot tempered, demanding of attention and independent minded and a bit too pampered.

Interests and Recreation

Sports and indoor games are her interests and recreation. She has taken active part in sports at school such as running, skipping, long and high jumps. She also likes the chess and the playing cards.

Ideology

Dipti believes that one must make progress in life without allowing obstacles or hindrances to affect them in any way.

Reading Comprehension

Dipti likes the English language and is well aware of its value and status in life. She understands the language when it is spoken but she cannot herself speak fluently. She says, the language is difficult and

the method that the teachers adopt makes it even more difficult. They teach English in both Gujarati and English and confuse both themselves and the students. Mr Sheth, her father, is of the opinion that Dipti does more of cramming than thinking on her own. If only she would stop using the guide, her father says she would be able to speak and understand English better with his help. Incidentally, her father taught English in the school at Dholka.

Dipti refers to the dictionary whenever there is difficulty in understanding certain words. She likes the comprehension passages and believes that a regular practice in such passages will help the students to improve their language and also frame small sentences in their own words.

Dipti prefers to write essays as they are based on their text lessons. Dipti believes that a regular reading of the English daily newspapers helps to understand and speak English better.

Interpretation

The case of Dipti reveals an even atmosphere at once conducive to scholastic development and beneficial social life.

She is promising, though her performance is not in keeping with her potential capacities. Her performance in reading comprehension is in keeping with the general outlook and climate in the state in regard to the study of English.

Though Dipti is pampered a bit and is egoistic, yet it has not been an obstacle to her studies. In fact, she has all the assets in the form of proper academic motivation and proper home climate.

5.4

CASE - STUDY OF ANIL KUNJAR

NAME : Anil N Kunjar
CASTE : Maharashtrian
AGE : 17 years
CLASS/SCHOOL : Class XI - New Era Boys' High
School, Baroda.
NATIONALITY : Indian
ADDRESS : Pardesi Falia, Baranpura,
Baroda.

SOURCES OF INFORMATION

Testing : Conducting various tests.

Personal observation

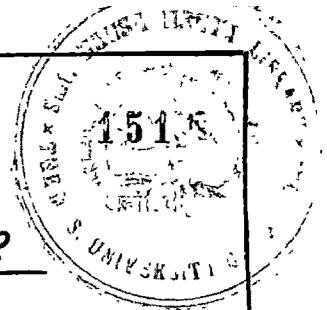
Interviews with the Pupil

Interview with the father

Interview with the mother

Interview with the Principal

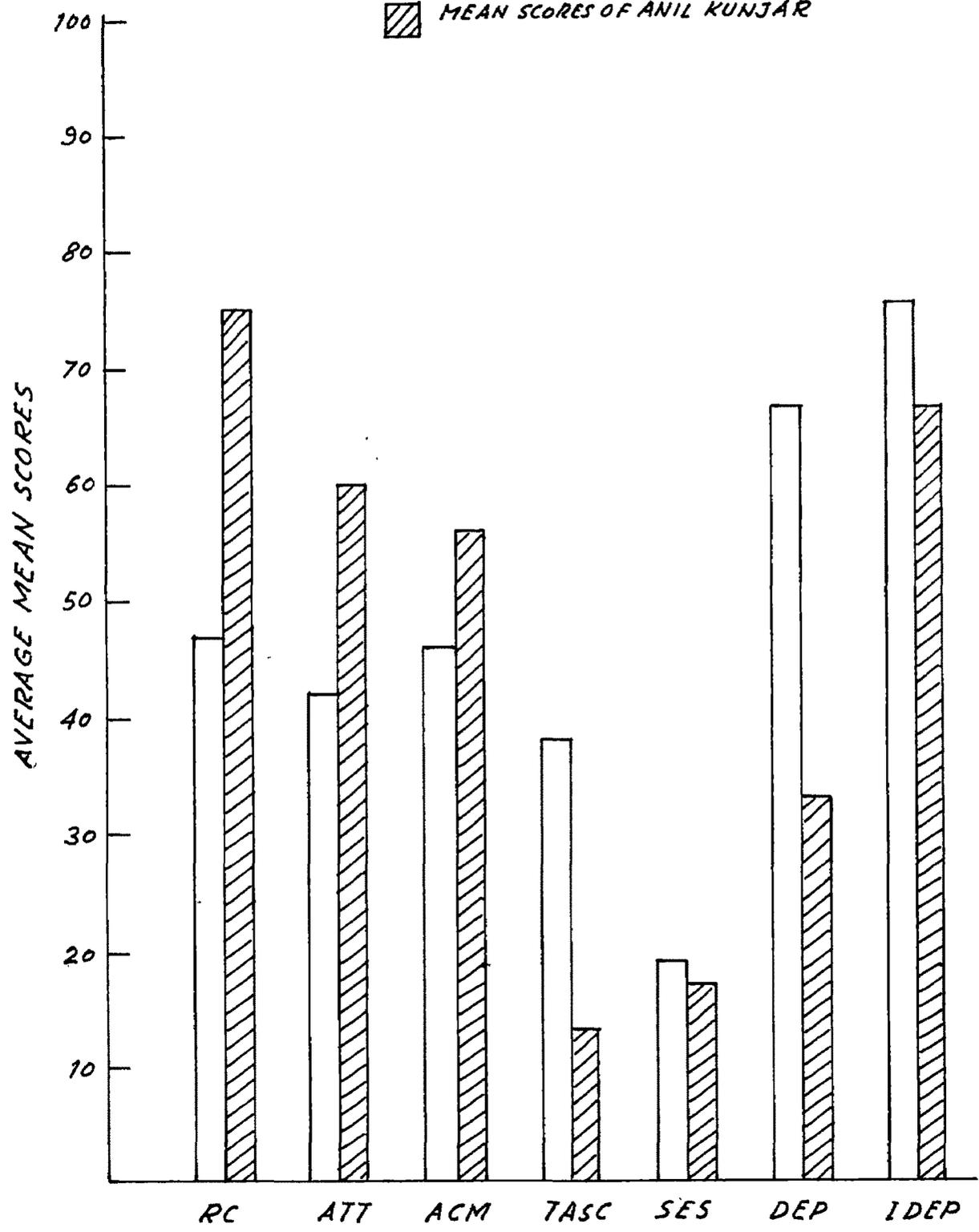
Interviews with the Teachers.



GRAPH NO. V:4:16

CASE-STUDY PROFILE OF ANIL KUNJAR

□ AVERAGE MEAN SCORES
▨ MEAN SCORES OF ANIL KUNJAR



THE FAMILY HISTORY:

The locality of the Kunjar household wears a deceptive look, as it oozes a sort of unwelcome, dingy environment. But after the initial hesitant steps one finds that the Kunjar family wears welcome smiles and friendliness which the exterior of the house belies. Mrs Lilavati Kunjar and her two daughters greet with eyes filled with all warmth.

Anil Kunjar (17) the second of four children of Shri Nanasaheb Kunjar, is a Maharashtrian, settled from generations in Baroda, Gujarat State. He has an elder brother Jay Prakash 23, who is a matriculate and employed, and his two younger sisters, Jayshree 16, and Rajshree 13, who are studying in the X and VIII classes respectively at the D H Parikh High School, Baroda.

All the family members are stout, tall and healthy, extremely energetic and lively and laugh heartily at the slightest provocation. There are no physically handicapped or mentally retarded cases in the family, neither are there any serious ailments recorded.

Mr Kunjar 54, who has studied only upto Standard V, is a break-van driver at the Central Bank of India, Panigate, since six years. Prior to this job, he was

driving a taxi for thirty years and somewhere in between, he served in the army for 5 years. His addiction to alcohol has found him changing his employers frequently. Mrs Lilavati Kunjar got herself trained as a Primary Teacher in the Primary Training College after she passed her 7th Standard examination. She is employed since 27 years as a teacher in Standard 5th at a local Marathi Kumar Shala No 9, Wadi, Baroda. Prakash worked in a factory for sometime, but is at present unemployed. Jayshree failed in her X Standard examination and has no desire whatsoever of continuing her studies or even appearing at the trial examination in October.

Anil is the only "educated" person in the family, as they term it. Though the parents are moderately educated, they realise the value of education and Anil receives all encouragement in prosecuting his further studies.

The combined monthly income of the family is Rs 1275/- but within the limits of their income, they are ready to spend on the education of Anil. Since they cannot afford servants, the two sisters do most of the house-work. They have one room (12' x 10') which they own and have two rented rooms in the first floor of a chawl. They belong to the low-middle class category. The only evidences of slight comfort are a ceiling fan

and a cycle. According to the Kunjar family, their locality is overwhelmingly Muslim who are extremely quarrelsome; but they have maintained an aloofness in the midst of such an environment.

They have hardly any friends and their relationships with neighbours/friends are few and restrictive. They have relatives staying in Baroda but have fewer occasions to meet. The main reason being they have no time to socialise except on a Sunday when they prefer to sit at home and be by themselves. There is no favouritism in the family and all are treated equally. But nevertheless they are proud of Anil. In fact, Mrs Kunjar with joyful tears recollected Anil's childhood indicating that she shared the joys and sorrows of Anil.

As for the parents, they do not have any special interest of their own, much less recreational. Perhaps they did not have the desire or time to do so. But they are determined to make up for what they did not have by encouraging Anil to study and make a good career. They however realise the need to encourage their children in all respects. Both Prakash and Anil are members of the local gymnasium since many years. They read the local gujarati newspaper 'Loksatta'.

All the family members are involved in their home and work. They take life as it comes. They believe that every human-being has a duty to perform in life and whatever little he has to do, he must do it well. They are on the whole happy. They may be characterised in short, as liberal, optimistic, religious and above all socially isolated.

THE CASE HISTORY OF THE ANIL

(A) HEALTH AND PHYSICAL CHARACTERISTICS

Anil's birth was normal. He lisped in numbers when he was six months old. When he started eating, he ate with his own hands. He started walking and talking at the age of 9 months. He prefers a lot of chillies and salt in his food. His parents and teachers feel that his food habits have added to his hot temper. He has the appearance of a bully but he is not. He appears to be agitated and disturbed and excited and tends to be violent. He has a sense of humour especially when the subject concerns his teachers and girls. He has not suffered from any serious ailments or diseases. He is extremely healthy, 73 kgs and tall - 174 cms, and active and energetic.

(B) EDUCATIONAL STATUS

Anil has been studying in Baroda throughout but has shifted from one school to the other as many as four times. Upto Standard III, he studied in Rupak Prathamik School, switched over to Navjivan High School for his standard IV; from V to X he studied in D H Parikh High School and changed to New Era Boys for his higher secondary i.e. XI and XII.

He was very eager to go to school with his brother Prakash from the age of two. And he was unofficially permitted to sit in 'Balamandir'(nursery) as he was underage. He was registered in the school at the age of five.

While in Balamandir, he once wanted to go to the toilet. And in order to draw the attention of the teacher, he stood before her and asked her permission.. But the teacher did not notice his presence. And when he could not control himself he passed urine in his pants. Ultimately, when the other kids reported the matter to the teacher, the 'bai'(attendant) was called and the matter ended there. But this small incident left a lasting impression on the young mind of Anil about the utter indifference of his teachers.

He continued to study in Rupak Prathamik School till IIIIRD standard. He shifted to Navjeevan School and always stood first in class and was the monitor of the class. There was a girl in his class who usually stood second and also happened to be the daughter of one of the trustee's of the school. Anil never liked the idea of girls and boys playing together. He believed that girls almost always fell while playing and decided that they were not fit to play at all, especially with boys. Accordingly, he refused to play with the girls. The trustee's daughter complained to the class teacher about this incident and Anil was given a good scolding without hearing to his explanation, though he was the monitor. He took it as an insult. He wanted to change the school immediately but since it was mid-year he continued for that year. This incident was enough for him to launch a "HATE-GIRLS" campaign and even today holds that view.

A teacher was once engaged to give tuitions at home to Prakash. Anil also insisted on learning from him. Anil has this habit of brooding and looking around when anyone is teaching. But the peculiarity of it is that he is always attentive though he is not looking at the teacher. On one such brooding session, the teacher realising that he was not attentive, pinched him in the thigh and Anil reacted violently and caught hold of the

teachers' shirt collar. The teacher advised the parents that Anil was clever enough to study on his own and that he did not need a teacher. The teacher never returned to teach Anil.

When Anil was in Standard X, he went to a teacher for tuition in science. That teacher wanted to meet the parents but Anil refused to bring him home or take his parents to the teacher. According to his mother, Anil is given to stare to show his disapproval. Anil must have given the teacher such a stare and the teacher was afraid of his stares and told him accordingly.

In Standard XII, he was once down with malaria leading to typhoid and was admitted in hospital for a fortnight. Against the wishes of everyone, he appeared for the examination, and could not secure the expected number of marks in a subject, since this subject-teacher had a grudge against Anil. Anil did not fight with him but warned him, "Hum Dekh Lenge" ('I shall see').

As a result, Anil has absolutely no respect for teachers. He believes that teachers get their salary for nothing. They would be able to teach better if they concentrated more on teaching rather than talking and gossiping. Teachers are not necessary - he say.

Anil was actually desiring to go for science and then qualify as a Mechanical engineer. But his parents discourage him because they could not afford to spend so much for 6 years. Anil argued a lot but when he realised that money was the problem he agreed to join commerce (though half-heartedly). His parents now feel that they should have allowed him to go for science, even if it meant a lot more expenditure. But, it is too late now.

Anil likes his present school - The New Era Boys School, as students are given particular attention. Facilities are good and discipline is high, which he feels is very necessary. Here he has maintained good relations with quite a few teachers. He remembers one particular incident when he went for admission to standard XI. During the interview, one teacher shot a question at him, "Have you come here to study?". Anil was slightly put off by the question; in ordinary circumstances, he would have made the teacher eat his words. But instead he quietly counter-questioned. "What else is school meant for?". He was admitted in Standard XI and later that same teacher became his class teacher, and they established a rapport.

The Principal - Mr Desai - had taught him English in standard XI, but he does not remember much about -

Anil, except for the fact that "he is a very good boy", Mr Sant Bhatt, his English teacher describes him as "an outstanding boy", "an extremely intelligent student". Anil too, has regard for the Principal and the English teachers.

Though he is reserved and non-interfering and almost always resists or opposes the activities of the school, he is prone to insults from the teachers. He admits he has cheated the teachers many times and has always been un-co-operative. He was comparatively more co-operative in D H Parikh School. He feels there is no teacher who has tried to understand him. The only impression they have of him is that he is a "goonda" (Ruffian) and admit that he is at the same time clever.

Anil usually studies for about six hours daily. He is very particular about his studies and attendance in school. He joined Science and Maths tuition classes in standards IX and X, English class in X and XI and Accountancy in XIIth. Both English and Accountancy classes have been of great help to him. He has always studied alone and once in a while compared his answers with the other intelligent boys. He is very particular about socialising (the little that he does) with only the clever students. The only subjects he has not liked

are Drawing, Physical Education and Secretarial Practice. But his dislike for the subjects has made him work harder as low marks in these subjects would affect his total percentage. He had never failed any examination. Examinations, he says, are not necessary at all. Students should be judged by the work they put in throughout the year. He is a hard-worker and has never depended on any one for help. He seeks help at a last resort when after several attempts to understand, he fails.

His home atmosphere is conducive to reading. There is no disturbance from any one. Rather, no one would dare to disturb him when he is studying. His locality is such that on the slightest pretext, film records are played at full volume; but he has become immune to it.

Anil is scolded quite a number of times by his parents but never forced to do anything against his wishes. He just does not like to be told to study because he takes it as an insult. He has had his share of punishments in schools more so in D H Parikh School, where he was slapped quite a number of times. There have been times when without being asked, he has walked out of the class if he has forgotten a book or not completed his homework. He believes in discipline which is proper and effective. He has never taken part in

oo-curricular activities. He does play cricket though one in a while, on the school grounds. He aims to do his graduation in Commerce and then go for Indian Costs and Works, Accounts. He believes, life is not worth-living if there is no education or literature in life. He is neither interested in name or fame. He believes in the efficacy of higher education and does not mind if he has to be isolated from society - because he says, he needs no one. He has great self-confidence, will-power, determination and hard-work added to it. He says he can never be an individual leader, just a follower.

SOCIO-ECONOMIC STATUS AND ADJUSTMENT:

Anil's is a complex character. It is not easy to understand him. He is too mature and talks big for his age. He prefers to be alone and usually sits alone on the last bench. As Mr Sanat Bhatt says, " I know he sits on the last bench and I also know that he is all the time looking out of the window, but I know for sure, he is attentive to every word I utter". He does not like if he is given more attention or pampered. He has no close friends, and a few friends he has, if one may call them friends, are 'study friends', these friendships do not extend beyond borrowing or lending books. And these few friends belong to a higher strata of society and are intelligent.

They have a family doctor but he has never visited him. He prefers to go to a specialist if the need arises but not to a general practitioner, as his medicines are not effective.

There are no servants at home and if required to help in the domestic work, he never hesitates. His neighbours know that he is a clever boy but beyond this they know nothing of him. His family members are a bit in awe of him. He feels he has no status in his house as he is not an earning member.

INTEREST AND RECREATION:

His only interest or recreation is his time spent in the gymnasium. He is regularly attending it since several years. He also likes cricket, which he plays now and then. His other main interest is reading autobiographies of great people.

IDEOLOGY:

He believes that life is duty and not enjoyment and that both do not go together for he cannot do justice to both. One is neglected while trying to achieve the other. He is a firm believer in Satya and Ahimsa (Truth and Non-violence). They have photographs of almost all the Gods at home, but he is not very

religious minded, neither is he very particular about visiting temples.

READING COMPREHENSION:

Anil likes to read. He used to read magazines and trash first. Now he prefers newspapers and autobiographies of great people. He knows three language - Gujarati, Marathi and Hindi - quite well to read, speak and write. He reads Gujarati very frequently. It is natural because his medium of instruction has been Gujarati. He has a great liking to read in English, though.

Anil is a first class student in his class and usually secures second highest marks in English. His marks in English from the 5th standard onwards show a marked progress in comprehension in English. Since the time he started learning English, he likes the language. However, it is obvious that he cannot speak fluently in English. For his age and class, he does try to speak in English. But, he is ambitious to acquire mastery over the language, as in his view, it is sweet, very important and above all, an International language.

He says that the English they learn in school is alright for school purposes, but not enough for higher

education and life. He would have preferred to go to an English medium school. But as his parents say, they did think of admitting him in Rosary Covent School, but were discouraged by many and were made to realise that a necessary background should prevail at home to admit a child in a convent or English medium school. Moreover to admit in such a school is a costly affair, they just could not afford it.

Anil is fond of English grammar. He feels that mastery over grammar is a must as far as speaking fluently in English is concerned. He has not tried to speak in English mainly because he has no one to speak to. But he is confident and happy that next year when he goes to the University, he will have to speak in English. He has never bought a guide-book or referred to a dictionary. It is not that he always understands what he reads. He generally comprehends the meaning of what he reads, but when he fails to understand the meanings of certain words, he resorts to inference.

Reading comprehension as Anil understands is a passage in the form of a story, or a poem etc, with questions given below the passage and answers have to be written to them. In classes XI and XII, the students are expected to do six assignments in a year - two essays, two letters and two Reading Comprehension

passages. Except for these two reading comprehension exercises, they hardly have any practice in comprehension, whether silent or oral reading.

Usually when a new lesson is taught in class, the teacher reads and explains paragraph-wise and once in a while asks questions to be answered orally. But generally, questions are given for homework and students either copy the answers word-to-word from the text or copy from the guide. Anil's principal taught him English in class XI. He adopted a structural method of teaching. He would introduce the lesson by co-relating this new lesson with the past lessons/incidents which are familiar to the students and thereby help to develop their creature faculties. In this way they are curious to know more about the lesson. His explanation is in plain, humourous and lucid language which he calls the Kings' English - with actions and gestures fitted into it. In short, he makes it likeable, and interesting, with numerous examples thrown in. Anil's teacher who is recently appointed to this school is all praise for Anil. He calls him "intelligent" and "outstanding". Mr Bhatt uses the lecture method and he has not received any complaints from students so far as his teaching is concerned. On occasions, he introduces the lesson. And at times, he does speak about the ^{author} another.

Anil prefers Prose to Poetry because of its essay-type chapters and dramas. As far as composition is concerned, he likes essay writing. Usually, he secures about 7 to 8 marks out of 20 in essay-writing. Their question-papers are stereo-typed. Neither the teachers nor the students have taken any initiative in changing the style of the paper because as he say - "Teachers would never think about anything else except their salary".

Inspite of all this, he does have regard for his English teachers, though he does not find their teaching upto the standard. He takes the credit for knowing English well and securing second highest marks in it.

English is taught from class V and Anil feels sad that they cannot speak English for even two minutes at a stretch. He feels that small reading comprehension passages should be given from class V onwards, so that they are familiar with the minimum vocabulary needed. Oral reading practice must be given from class V, he says, and one period should be devoted to it compulsarily. More emphasis, he feels, must be given to English, rather than physical education and drawing and such other subjects. And ^{after} every new lesson, the students should be made to write in his/her words what they have understood from the lesson.

Anil likes to read, write and speak in English. He does practice a lot and is confident that he will be able to achieve all three within a short time. His family members do like when he reads English and they believe that without English, no education is completed. Anil's views about English and his suggestions to improve the standard appear to be good. They are in keeping with his character.

INTERPRETATION

Anil's case appears to be more or less unique; primarily because it is a case where high independence has yielded comparatively high comprehension values. The unfavourable home situation, the unkind social forces, the low educational background and status of the family, the bitter experiences in various schools could well have been formidable obstacles to any other boy. But not so to Anil.

Then, was there anything in the mental make-up of Anil which enabled him to overcome the obstacles? It is the burning ambition to become somebody and the sustained pursuit of that ambition and perseverance that helped him to succeed where others have failed. From early childhood, Anil had shown an undaunted -

spirit. He had an uncanny sense of revolting to anything which he did not accept. This sense of revolt is partly inborn and partly the result of outside forces. He is sensitive and ambitious. But these did not take deep roots either because of lack of sufficient understanding and attention on the part of the parents or because of the unsympathetic nature of the social factors. The end result was that Anil became a rebel.

His parents are moderately educated. They belong to a lower middle-class family whose aim is limited to the practical aspects of life. In such a situation, a sensitive child like Anil can well be at odds not only with others but also with himself. The parents only consider it their duty to educate their children as far as circumstances permit. There may not be any lack of parental love but the aims and objectives of such a family are very limited and each member has to accept and function within that framework.

Anil's inability to adjust himself to the home establishment has possibly, led him to react unconsciously to the 'establishment'. However, his sensitivity may in all probability have gone unnoticed at home without evoking due attention. To his 'no-response' from the parents, his was a silent challenge. Nevertheless,

it was a challenge, nursed and nurtured in his unconscious mind.

This inhibition at home resulted in more positive, sometimes violent challenges outside, so much so, that he earned the nick-name of a 'goonda'(bully) which in reality he is not. The effect of outside reactions and the recognition of his low social status on the sensitive mind of Anil can be easily understood.

All these factors have on the one hand developed in him a sense of revolt against unsympathetic responses. When his revolts, his challenges went unnoticed, he determined to show them from a position of strength.

As stated earlier, his home background did not provide him with any high ideology. In fact, there was everything to discourage him, what with his father's addiction to alcoholic habits and consequent discomforts at home. His father spent more easily than he earned. But the fact that his mother had prepared herself for a career as a primary teacher speaks for the heavy responsibilities of home-running and bringing up children which she had to bear.

As a child, Anil must have seen the joys and sorrows of home and social life and realised in his adolescent stage the futility of achieving anything without proper education in life. His mother's career as a teacher must have been an unconscious source and inspiration to nurse a secret ambition to educate himself. This has remained a dominant thought in the young mind of Anil till today and might well continue to be so for sometime in future.

This explains his desire to be left alone to himself, which concomitantly has helped to develop in him a mood of introspection and a longing for isolation. In the result, he is well on the way to become a self-made man. He is determined to equip himself with proper education. He realises that in the present circumstances, the knowledge of English language is essential and to this end, he applies his mind in self-study. He also realises that it is very important to comprehend the meaning of what he reads. The home situation and the outside forces thus indirectly help him in his progress towards reading comprehension.

Anil has some psychological gaps which require to be filled in before they widen. His parents care for his future. Yet, he feels that he has no status in the

family as he is not an earning member. Hence, he remains aloof and withdrawn. He takes it as an insult when he is told to study. It appears that he has a grudge against everything. This may be his reaction to what he believes - his being neglected.

His parents and teachers consider him to be a promising boy. If his sense of revolt is tempered with understanding, his future career may bear promising fruits.

5.5

CASE STUDY OF NARESH PATTANI

NAME : Naresh Purshottamdas Pattani
CASTE : Ghanchi
AGE : 16 years
CLASS/SCHOOL : XIth Class - Shri Bharti
Vidyalaya, Baroda
NATIONALITY : Indian
ADDRESS : Baranpura, Baroda.

SOURCES OF INFORMATION

Testing : Conducting tests

Personal observation

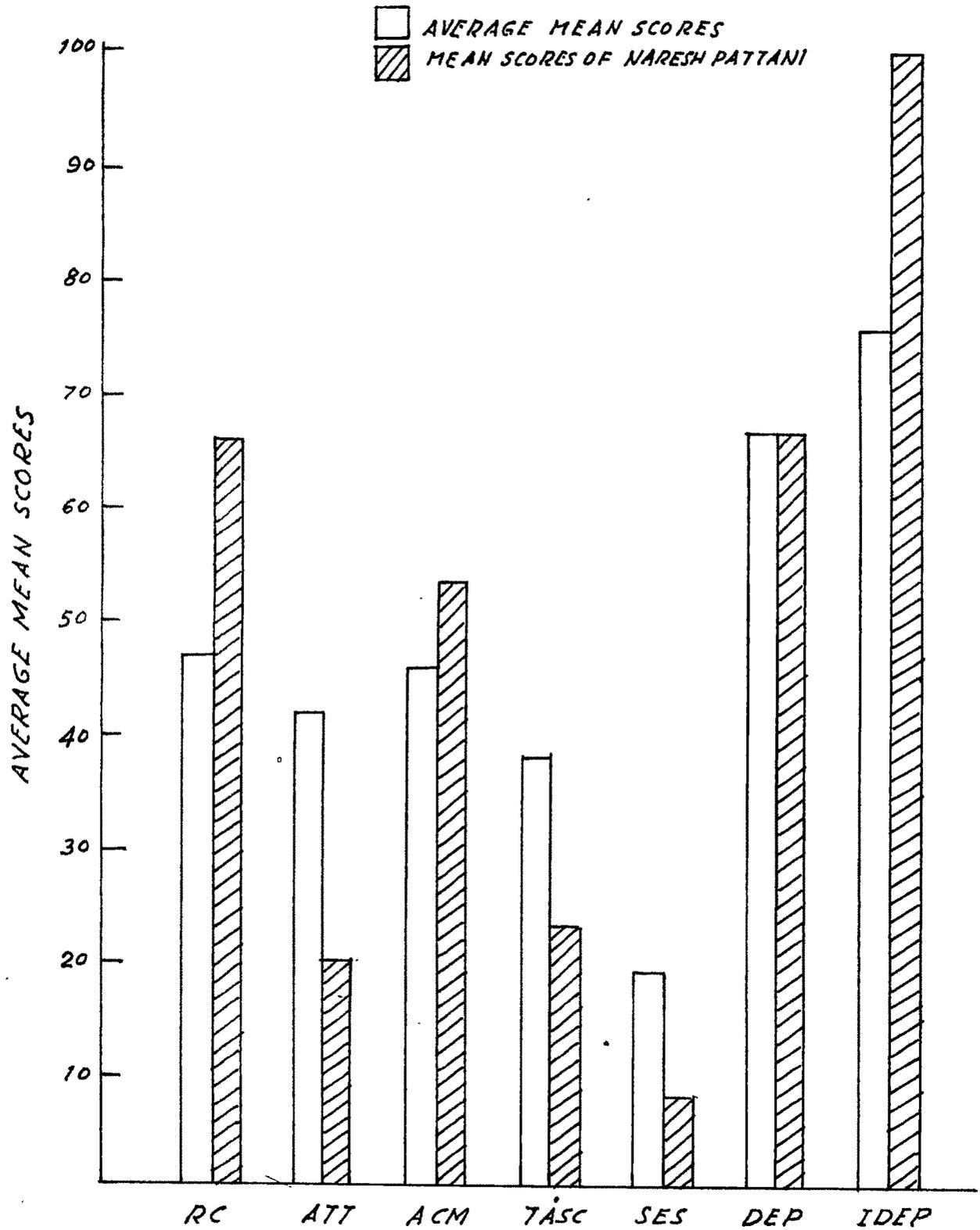
Interviews with the Pupil

Interviews with the Parents

Interviews with the Teachers

Interviews with the Principal.

CASE-STUDY PROFILE OF NARESH PATTANI



The Family History

Naresh (16) is the second of four children of Shri Purshottamadas Pattani 50, and Mrs Kamalaben Pattani (45). Their eldest daughter Saraswati 23, studied only upto standard Vth in a primary school and left studies. She was not interested in continuing her studies at all. She is now married. But as her husband is presently out of job, they are staying with her parents. Their second daughter Seema 14, is studying in standard IXth in Shri Bharti Vidyalaya and the last daughter Nayna 9, is studying in standard IVth in a primary school.

Purshottamadas Pattani had his primary education upto only standard IInd. He is now working as a labourer - a handcart driver. Indeed, the whole family has lived on labour of one sort or the other for generations. As a labourer, he does not have any constant income. There are days when he may not earn anything at all, but on other days, his daily earnings may reach as much as Rs 20/- to Rs 25/-. The Pattani family practically lives on daily wages. Shri Purshottamdas has to run into debts to pay for Naresh's school fees and text-books.

They have their own 'Pattani Co-operative Society' and loans are given only to Pattani families.

Purshottamadas has borrowed loans many times from this society and is still paying debts. However they could not afford to buy for him his text books this year and Naresh had to borrow books from a trust. Naresh is the only educated boy in the family and his father is ready to spend any amount, within his capacity, on his education. Though Purshottamdas is not educated, he understands the value of education. Infact, other members of the family too, are keenly interested in his education and they spare no efforts in providing him the necessary facilities.

The Pattanis have no house of their own. But they live in a house which is owned by Purshottamadas' mother-in-law. It is a modest three-roomed house which is not at all furnished. All the guests who visit their house, have to make themselves comfortable on the bare cow-dung plastered floor. Being extremely poor, they manage to have two meals a day. It is indeed surprising in the circumstances, that they realise the importance of educating their children. It is a sign of the change of times and also the impact of the spread of education and modern ideas.

The Pattani family is extremely religious and they believe in the Goddess Ambamata. They visit temples very often. The eldest daughter Saraswati had

swelling all over her body when she was in school. A maharaj (temple-priest) had advised her to fast on Thursdays and she was alright. They do not go to doctors but they have faith in the efficacy of the treatment given by maharaj - the temple priest, who is also considered a medicine man. They believe that whatever God does, is for the best.

The whole family is proud of young Naresh. He is the first educated boy in the house and their hopes are concentrated on him, for their future. Their ambition is that he should take a commerce degree course and work in a bank. For this purpose, the parents are prepared to spend any amount within their limits.

The parents and for that matter, the entire family has no special interests, much less any idea of recreation. Their whole interest is found to be centred round young Naresh. Since the family is uneducated, it is not possible to expect other interests such as newspapers, books and other types of intellectual activities. Their relations with their neighbours are good and visit their relatives on occasions. The family has restrictive scope for other social activities.

CASE HISTORY OF NARESHHealth And Physical Characteristics

Naresh had a normal birth without any complication. He started eating, talking and walking when he was ten months old. He has not suffered from any serious illness. He is extremely serene and cool-headed. Normally, he does not show his feelings or emotions that easily. He is very hard-working. His perseverance and determination to be educated and to break away from the orthodox ties and professional traditions of the family have been important factors in his career so far. He is moderately healthy and is about 160 cms in height.

Educational Status

Naresh studied from standards 1st to IVth in Gautam Prathamik Shala, a primary school in Baroda. From standard Vth, he is studying in Shri Bharati Vidyalaya at Baroda. He has always stood 1st in school so far upto standard Xth. Since the subjects introduced in the higher secondary are new, he has to work hard to get a high second class in the examinations. Inevitably, he had to join tuition classes particularly in Accountancy and statistics in order to keep himself upto-date in the subjects.

Naresh is found to be deeply interested in his studies and he does not care whether he even gets food to eat. Previously he used to be very adamant about getting money from his father for buying books. But now he has understood the economic condition of the family and borrows books from friends or trust.

He is proud of his school and his teachers. His relations with the Principal and teachers are good. He is very regular in his attendance. In fact, he feels no difficulty in the school at all. He reads for about two/three hours daily and likes all subjects. He has not failed any examination so far. Though there is no disturbance for studying at home, yet, many times he goes to his friends' house to read especially during examinations. He is not dependent on anyone or anything as far as his studies is concerned. He does not tell his parents anything about his school nor do they ask him. His parents have never visited the school any time so far.

Social Status and Adjustment

Naresh is a very affable and social person, though he gives the appearance of being reserved. He has no friends of the opposite sex. He mostly remains contented to be a follower. As far as his studies are

concerned, he is given importance at home. Otherwise, he is treated equally like others at home. On his part, Naresh does not demand any special attention from the family. He adjusts himself to the situation and also helps in the domestic work.

Interests and Recreation

He has absolutely no interest in anything except studies. He devotes all available time to reading. Sometimes he reads newspapers and magazines and fiction borrowed from friends. Once in a while, he goes to see a movie. Otherwise, his interests and recreation are very limited.

Ideology

Naresh is not inspired by any high ideology. He believes that education helps to improve oneself and the surroundings around oneself. He also believes that education helps to raise one's status and also the means to improve one's economic condition. He is religious minded and believes in the Goddess, Ambamata.

Reading Comprehension

Naresh is just too fond of reading. He knows Gujarati, Hindi and Marathi languages. He knows the Marathi language because the neighbourhood is mostly

Maharashtrian. However, he does try to speak in English.

Since the time he started learning English in standard Vth, English has been his favourite subject. He is very sincerely devoted to his teachers. He has found their teaching well upto the mark. He finds that their teaching of lessons in English is in the traditional method i.e. explaining the English lesson through the mother tongue. But he is not dependent on anyone. He works harder on his school subjects and tries to perfect them.

He does try to speak simple short sentences in English with his friends as he feels free to speak with them. When he does not understand anything, he consults a disctionary borrowed from his friends. While reading a lesson, he usually first grasps the central idea, then he tries to understand word by word.

In school, he says, they are not given any practice in reading comprehension. At the most they practise about two/three passages in a year, more so before their approaching examinations. Infact, he believes that more practice in such passages will help to improve one's understanding of the English language.

He realises that English is extremely important in achieving his ambition. So he has been giving it more than necessary attention. Incidentally, he has always scored the highest marks in English.

Such of those students who are not interested in the English language keep saying that they do not understand anything; but, he says that such an attitude will only spoil them. They will never learn. They only need to pay attention in the class and they may not have to work at home. He has absolutely no complaints regarding teachers. He believes that they teach well but students should be more attentive in class instead of distracting themselves and others. He admits that the importance of English should be stressed from the very beginning. Even if the teachers fail to create that awareness of the value of the English language, the students should themselves realise that such a disinterest in the language cannot lead them anywhere. Along with education, a mastery over English will help to improve one's social circle and raise one's status in life.

INTERPRETATION

Naresh's case is a cry for good education and a struggle^g for the realisation of his ambition. No propitious conditions await Naresh either at home or

outside. Yet he is relentless in the pursuit of his ambition to educate himself.

It is this ambition and awareness of lack of propitious circumstances that enabled Naresh to earn the good will of the Principal and teachers of the school and through their help and guidance he is prompted to go ahead. The grinding poverty of the family and the inevitable prospect of his one day working as a labourer like his father staring at him, might have produced in him a strong reaction to free himself and his family from the curse of poverty. He found the answer in educating himself at any cost.

Naresh's is a unique case and if successful, his will be an example of a self-made man. All factors that are considered important and helpful in the formative years of a teenager are tragically absent and yet Naresh has the burning ambition to educate himself.

5.6

CASE STUDY OF DEVENDRA SHAH

NAME : Devendra Shah
CASTE : Aggarwal (Bania)
AGE : 16 years
CLASS/SCHOOL : XIth, Shri Vinay Vidyalaya.
NATIONALITY : Indian
ADDRESS : Bajwada Tambodiwala,
Mandvi, Baroda.

SOURCES OF INFORMATION

Testing : Conducting test

Personal observation

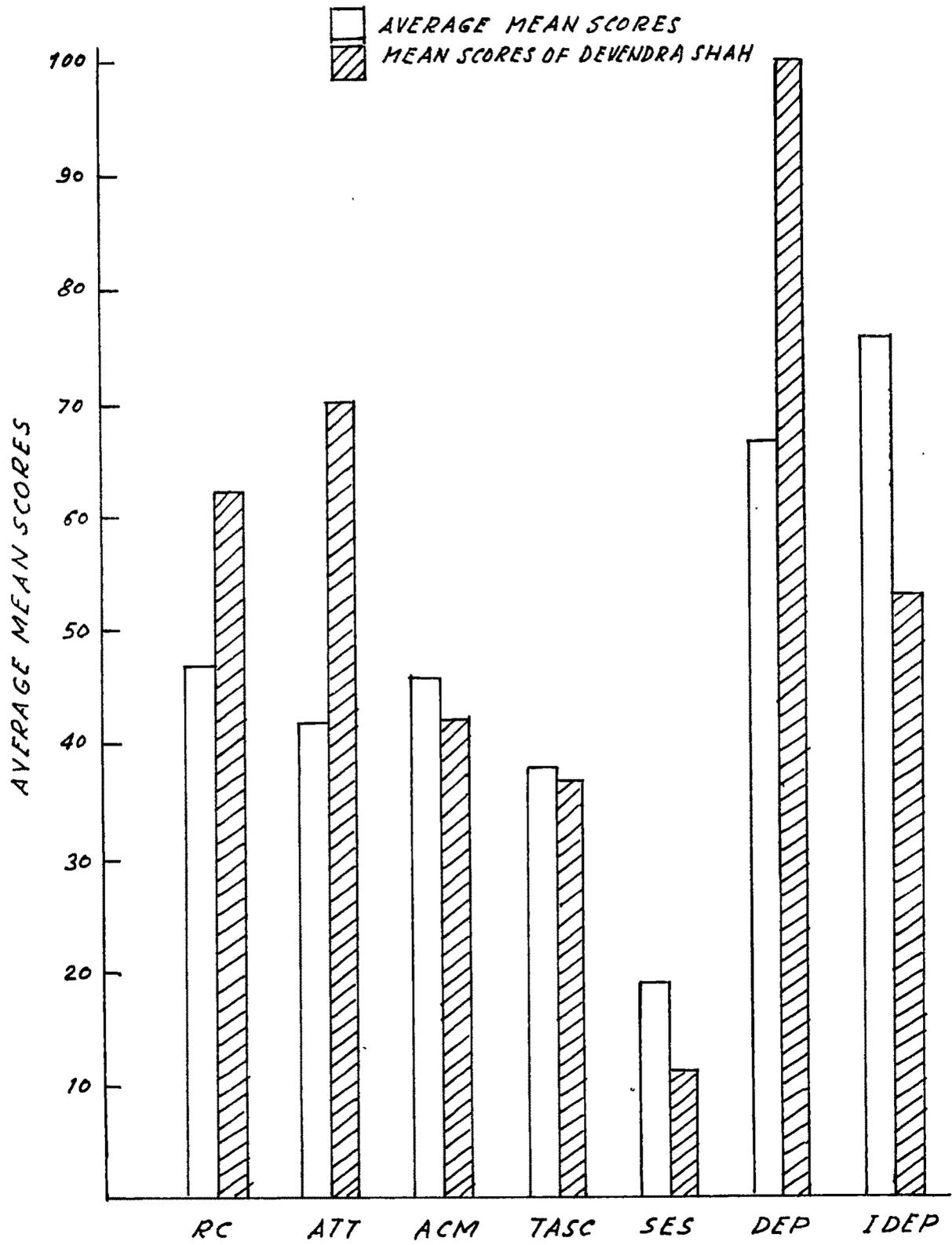
Interviews with the Pupil

Interviews with the Parents

Interviews with the Teachers

Interviews with the Principal.

CASE-STUDY PROFILE OF DEVENDRA SHAH



The Family History

Mr Bhagwandas 58, and Mrs Brahmawati Shah 53, have six children. Mr Shah is illiterate while his wife has done her primary education upto standard IVth. Mr Bhagwandas has a 'Bhelpuri' lorry which earns him wages anywhere between Rs 50/- to Rs 70/- per day, and about Rs 80/- to Rs 100/- during the 'seasons'. Their eldest son, Nandkishore 26, studied only upto standard VIIIth and also has a 'Bhelpuri' lorry of his own. He is married and has two children and keeps his wages to himself. Nirmala 25, is illiterate. As a kid she had an attack of Brain TB and since then she is both deaf and dumb. She is married and has a child. But since three years she stays with her parents as her husband is separated from her. Madhu 22, is studying in the first year Arts at the M S University of Baroda. Devendra, 17 is a student of standard Xith - in - Shri Vinay Vidyalaya. Rakesh 16, and Mukesh 14, are both in standard VIIIth at Vinay Vidyalaya.

The parents are interested in the education of their children especially Mrs Shah. Her brothers and sisters are highly qualified and well placed doctors and engineers in the State of Uttar Pradesh. The parents do not allow their children to play as and when they like. They make them realise their first

duty - i.e. studies and provide enough encouragement to them.

Theirs is a joint family with the son and his family and the daughter with her child. living with them. But they get along well with each other. The Shahs actually belong to the State of Uttar Pradesh. They have no interests besides educating their children and earning money. They are religious minded but also fatalists.

CASE STUDY OF DEVENDRA

Health And Physical Characteristics

Devendra is about 168 cms tall and lean. He is very quiet and serious. His birth was normal and he started to walk, talk and eat at the age of two.

Educational Status

Devendra studied from standard I to IV in a government school. From standard VI to standard VII he studied in Shri Vinay Vidyalaya, from standard VIII to X in Navjeevan High School. In XI he shifted back to Vinay Vidyalaya. In the beginning, he was afraid of going to school. But he adjusted well and then was happy to go to school.

Devendra prefers Navjeevan High School to Vinay Vidyalaya. Not that he does not like his present school. The school building he says, is small and congested and even teaching is not upto the mark. His favourite subject is the Hindi language. He regularly participated in the co-curricular activities of the school especially sports. He plays cricket, ~~kab~~ & khokho. He has acquired certificates in running, long and high jumps and slow cycle races.

Devendra says he is capable of hard work but he has no time to read. He has a lot of interest in studies but he lacks in hard work and moreover he says, his memory is nothing to boast of. He does not retain whatever he reads.

Social Status And Adjustment

Devendra is a quiet, reserved boy. But he can be sociable if he gets to know the person well. His parents have pinned their hopes on him and his education. But he is not proud of his status in the family. He is absolutely unassuming and also lends a helping hand in the business. He spends his evenings with the bhelpuri lorry and at night prepares for the next day's home work. He is liked by all the members in the family and friends and teachers.

Interests and Recreations

He likes to read magazines and books. But he cannot afford to buy them and he has no time even to borrow from friends and read. He plays cricket and khokho during the afternoons on holidays and Sundays. He also likes to see movies whenever he gets a chance to see them.

Ideology

Like his parents, Devendra is a fatalist, but he is at the same time optimistic. He is not very religious-minded.

Reading Comprehension

Devendra loves to read anything that he can lay his hand upon but has no time at his disposal for extra reading. He is interested in the English language. He is aware of its importance and status in today's world. But he is not a hard-worker and although his interest and attitude towards the language are high, his achievement in the language is average. Devendra has realised that this cannot help to improve the situation and to remedy it, he has joined the English tuition classes this year and is bent on putting in -

extra two/three hours a day to improve in the subject. His parents have given him the necessary support and encouragement to master the English language.

Devendra only knows what a comprehension passage is. But he says, they are given no practice in the comprehension passages during class hours. Only during examinations, they are made to practice one or two passages because such passages are compulsory questions in the examinations papers. He is of the opinion that comprehension passages should be made compulsory from Standard VIII only. Moreover students should be provided with opportunities to read the text lessons aloud in class so that they are familiar with vocabulary and that will help them to make short sentences in English and make conversation fairly easy.

He refers to the dictionary very often and he tries to speak, whatever little he can in English with his friends. He has not got his difficulties in English solved by his teachers, but has preferred to refer to a guide. In composition he likes letter writing because it is easy to write.

Interpretation

In a none too inspiring family background Devendra is keen on education and is at the moment averse to fall in line with the family business.

Though his parents are uneducated particularly the father, their realisation of the importance of education and the influence of the educated maternal uncles have helped Devendra to fix his goals in life. However, his performance in the school so far is average.

5.7

CASE STUDY OF VARSHA CHATRĀPATI

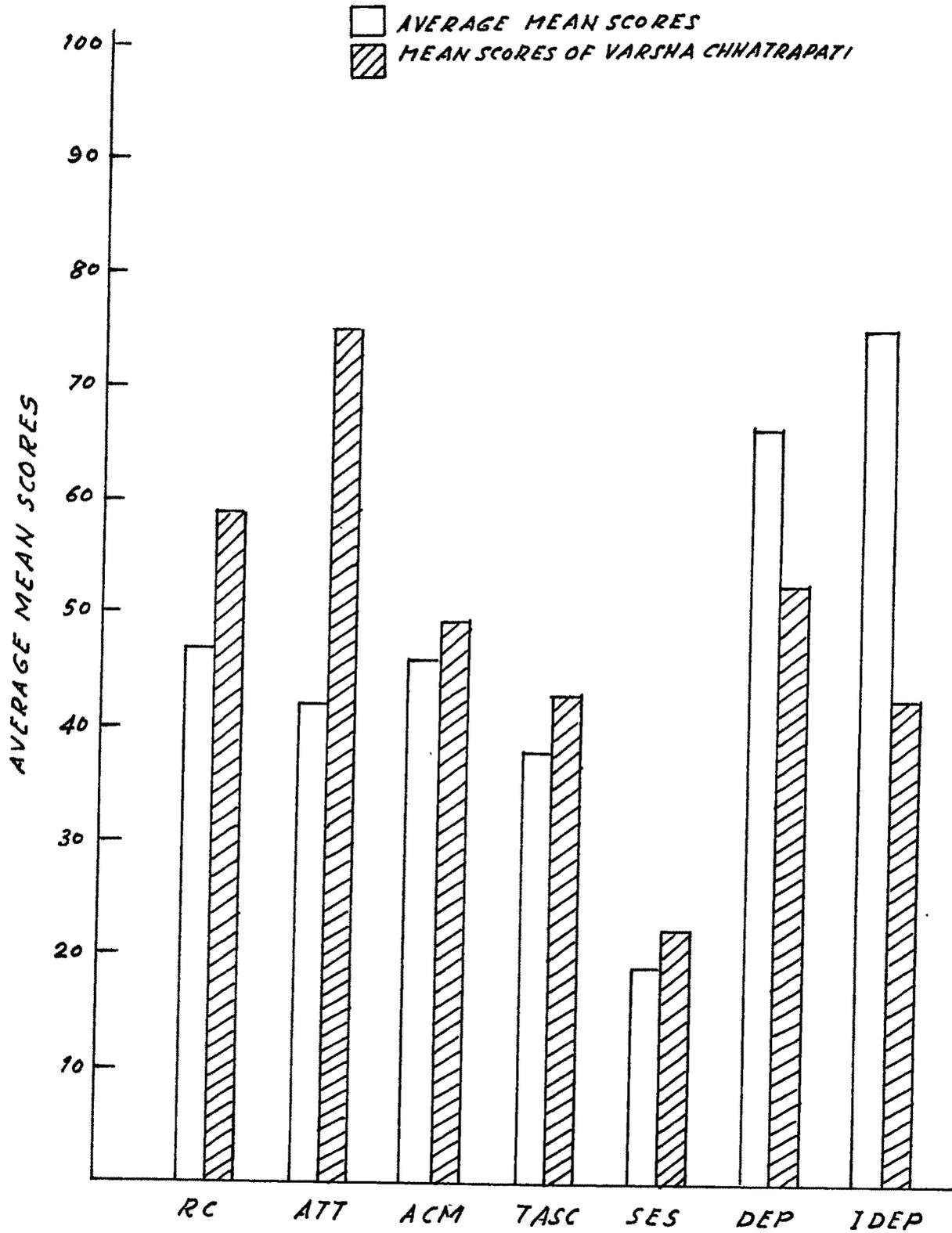
NAME : Varsha B Chatrapati
CASTE : Vaishnav Vania
AGE : 16 years
CLASS/SCHOOL : XIth Class. Shri Sardar
Vallabh Vidyalaya, Baroda
NATIONALITY : Indian
ADDRESS : 14, Kotyark Society,
Waghodia Road, Baroda.

SOURCES OF INFORMATION

Testing : Conducting Tests
Personal observation
Interviews with the Pupil
Interviews with the Parents
Interviews with the Principal
Interviews with the Teacher

GRAPH NO. V:7:19

CASE-STUDY PROFILE OF VARSHA CHHATRAPATI



The Family History

Mr and Mrs Bhadrakant Chhatrapati have only three daughters. Varsha 16, is the eldest of the three sisters in the family. The two younger sisters are studying in standard IX at Sardar Vallabh Vidyalaya and the Balamadir respectively. The forefathers of Mr Chatrapati once belonged to a royal lineage and a visitor to his house finds glimpses of that tradition and living even today.

Mr Chatrapati and the three girls are lean to the extent of looking weak. The girls are short and look a bit underweight but they are on the whole quite energetic. Mrs Chatrapati is plump but looks healthy, inspite of her having to do all the house work on her own. They do have a servant who only cleans the vessels and washes the clothes. They live a regularised life.

Mr Chatrapati is a science graduate in Mathematics of Bombay University and is employed as Assistant Director of Industries at Nadiad in Gujarat. He is quite active in his field and is on the committee to suggest changes in the new curriculum introduced in standard X of Gujarat. He has given one talk on the All India Radio on 'Industries'. He attributes this talk on the radio to his post and rank in the office.

Mr Chatrapati says he does not like to show off his position or authority in the office. He justifies this by pointing out that he has hardly any qualms about collecting his files from the clerical sections though he has two peons working under him. Mrs Chatrapati is a matriculate and devotedly fulfil her home portfolio.

They may be said to belong to the upper middle class. They live in a very nice residential area away from the city and the bungalow is their own. They also have a scooter but he has not learnt to ride it. It is therefore lying like a show-piece. Their neighbours are mostly businessmen but they live quite amicably in this neighbourhood. The family has a restricted circle of friends. Mr Chatrapati has hardly any time to socialise and widen his circle of friends.

The Chatrapatis are not quite free with each other especially as Mr Chatrapati's working hours are from early morning till late in the nights. He rarely has time to talk with his wife or daughters. The girls are all treated equally.

They are a religious family. They are great believers of fate and are quite optimistic. They have no interest in games or sports of any sort. Mr Chatrapati likes to listen to Indian classical music and devotes

his free time to listen to it. Mrs Chatrapati and the girls enjoy listening to film songs. Mr Chatrapati is not interested in movies. He has seen just about four to five movies in all these years. When time permits, they read Gujarati novels, magazines and the local papers - 'Sandesh' and 'The Indian Express'. They are not enrolled as members of any library.

The Chatrapatis are believes fate and feels that one must be contended with what one has. His daughters like to live comfortably. He is prepared to give them good education and he believes that they in turn should take advantage of the benefits showered on them. They are all busy with their work and are non-interfering people.

CASE HISTORY OF VARSHA

Health and Physical Characteristics

Varsha started talking, walking and eating at the age of two. She is thin, short and looks weak but is quite active. She attributes her state of health to her constant worry about her studies. She eats a bit too fast and always needs a change in her food. She loves rice and chappatis. Some years back she underwent a tonsil operation. She constantly -

suffers from headaches and her father says that Varsha takes a lot of medicines regularly and to get rid of her headaches, she should stop taking those medicines which she takes for fitness of her health. Her birth and development was normal.

Educational Status

At the age of four, Varsha was admitted in Balamandir. She joined the Sardar Vallabh Vidyalaya from standard I. She is still a student of this school in the higher secondary. She posed no problems as far as going to school was concerned. She has not repeated any class so far.

Varsha likes her school. Till standard X, her class was in the old school building near Mandvi. Now the management has opened a new branch of the school which is still under going construction. Varsha shifted to the new school in standard XI. The school has provided all the facilities for the students. Varsha's complaints revolve round her teachers. She says they are strict when it comes to checking their examination or test papers. Here too, she says teachers give more marks to the students whom they favour. Teachers give more attention to the clever students of the class. Varsha says, some teachers are

good and teach befitting the students' power of comprehension and mental level. There are times when the students tend to take things easily and they request the teacher to allow them to play or do their own work. The teachers allow the students to do their own work if they are not in the mood for studies.

Varsha usually secures about fortyfive percent marks in her school examinations. In her Xth public school examination she secured 53% of marks and she is thrilled about it. She is good at all her subjects except mathematics and English. Her father believes that Varsha does a lot of cramming and that is how she manages to pass in the examinations. She does not understand all that she reads. In the first semester of standard XI, she secured 48 out of 50 in mathematics and her father says it is a fluke. Her father is confident that she will not be able to appear for an examination if a short notice is given. She has quite a good power of grasping but does not work hard. Her mother says that after every examination, Varsha makes them believe that she has performed well in the papers. But her report cards show otherwise.

Her father appears to take interest in her studies whenever he sees the report cards and remarks like "Must work hard in this subject" written on them.

Mr Chatrapati has visited the school only once. He has talked with the Principal on the phone also just once. Varsha takes her difficulties to her father only once in a while. She had not taken tuitions in any subject till her Xth standard. She has now felt the need to join the tuition classes for mathematics and English.

Varsha studies in the mornings only because evenings are devoted to tuitions. Except for her youngest sister home atmosphere is otherwise conducive to reading. She has one very good friend who sometimes comes to study with her. Varsha's mother never bothers to inquire about her studies or school. Varsha too keeps her mother informed only if necessary.

Social Status and Adjustment

Varsha is required to help in the household work and she does not mind doing it. She is a sociable person and can make friends easily. Her school and class friends belong to more or less the same social status. She plays badminton in her neighbourhood. But she knows that she is not liked by the society girls because they belong to a wealthy class of society. Otherwise Varsha gets along fine with her other friends.

Interests and Recreation

Sports are discontinued in the higher secondary. But she knows badminton she also plays the carrum and playing cards. She has a good collection of greetings and view cards. Recently she has developed a liking for Indian classical music and intends to take a diploma course in music besides her degree course in Commerce.

Ideology

Varsha wants to be a Chartered Accountant after she completes her graduation in Commerce. Her needs and desires are few. She believes that one must desire and possess as much as one needs.

Reading Comprehension

Varsha does not like to read. The reason is simple - she is lazy and feels bored to read. She prefers to write instead. The little that she reads is in her mother tongue i.e. Gujarati.

Varsha has very little interest in the English language. She reads English only when home work is given. She is aware of the fact that English is an international language and is important in India for

communication with different states. Moreover, it gives a good impression when one speaks in English. It is also important, she says, to achieve one's ambitions and useful in interviews.

English is taught in school from standard V. She does not have a good opinion of her teachers who teach English. Apparently, they cannot teach in a way in which the students can comprehend. Whenever a new lesson is taught, the teacher explains the difficult words in Gujarati and then reads the lesson and explains paragraph-wise again in Gujarati.

Even after the lesson is explained Varsha has to refer to a dictionary or ask her friends or her father. She usually grasps a general idea of what she reads. She refers to the dictionary only when necessary. She feels free to speak in English with her friends. They use a lot of English words while conversing in their mother-tongue. She finds it difficult to speak in sentences.

Comprehension, Varsha says, is a passage with questions given below it to which answers have to be written. The answers are supposed to be written in their own words, which Varsha finds difficult. She is of the opinion that Gujarati meanings of the difficult

words in English should also be provided with the passage. She believes that such comprehension passages should be given for practice from standard VIII onwards instead of standard X. Varsha likes these passages as they are easy to comprehend. But she finds the text of the English prescribed book, difficult as she cannot cope up with the words phrases and sentences. She prefers the prose section of the English text to the poetry section as she has only to grasp the central idea of the lessons. As far as composition is concerned, she likes letter writing, because it is easy to write.

At home, Mr Chatrapati approves of the English language and desires that his daughters learn and speak it with fluency. That is the main reason why he buys 'The Indian Express' - one of the widely circulated national papers, so that they make it a point to read it everyday and thereby improve their language. But her mother and sister dislike the English language. Varsha admits that she is greatly influenced by her mother's views. She realises that this will not help her in the long run, but has not taken any steps to develop a necessary interest in the language. Varsha strongly feels that the importance of English should be stressed from the very beginning. This is one of the main reasons why it has not helped to improve the situation.

Interpretation

Varsha's case represents a typical instance of the majority of the pupils - the compulsion to study, the total absence of love for learning a subject, the triangle of predicament as represented by pupils, parents and teachers.

Varsha's father is a busy official who is not able to be in day-to-day touch with her studies but is inclined to judge her performance by her report cards. He wants her to study English but neither the school nor the home can provide her the needed atmosphere. It is no wonder varsha resorts to cramming, cheap guide-books, tuitions and other practices just to obtain a pass in the examination.

5.8

CASE STUDY OF JAYSHREE MISTRY

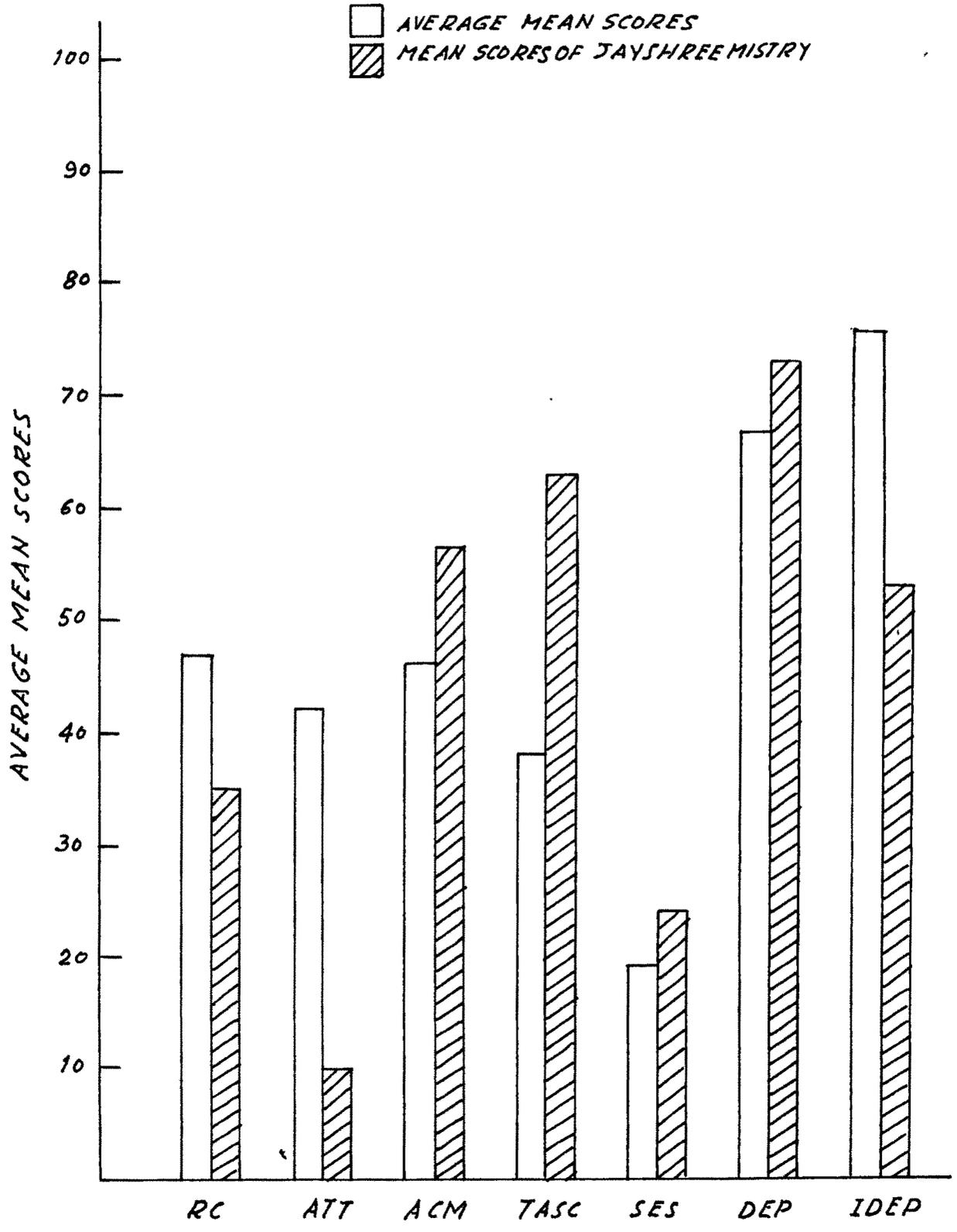
NAME : Jayshree Kanhaiyalal Mistry
CASTE : Bhavsar
AGE : 19 years
CLASS/SCHOOL : XIth, Shri Narayan Vidyalaya
NATIONALITY : Indian
ADDRESS : Wadi Rang Mahal, Sowbhagya
Sadan, Baroda.

SOURCES OF INFORMATION

Testing : Conducting tests
Personal observation
Interviews with the pupil
Interviews with the Parents
Interviews with the Principal &
Teachers.

GRAPH NO. V:8:20

CASE-STUDY PROFILE OF JAYSHREE MISTRY



The Family History

The word 'Mistry' actually means 'a carpenter! Mr Kanhaiyalal Mistry 42, is not sure whether his forefathers were carpenters, because his father died before he was born. But since generations, his father and forefathers had settled near Nandarbar and made Marathi their mother tongue. Mr Mistry studied upto matriculation and became a teacher in a primary school at a village near Navsari. He worked in the school for a couple of years and left it to join the government service as a clerk in the collector's office. With the years, he became sure, that he was not liable to promotions very easily. So he left the job to join as Assistant Manager and consequently as manager of Govindji Patel & Co Surat & Baroda - a travel agency. He again left the job to open his own travel agency - 'Chetan Travels' in 1975. Now he says he is doing quite a lucrative business. Mr Kanhaiyalal Mistry organises educational tours in India and abroad and he takes advantage of the benefits that come his way from the Airlines. One such advantage came his way when he was offered a free ticket to Europe, Far East, Singapore, Malayasia and Iran. Surat is their native place but since he has his office now in Baroda, the family has shifted to Baroda and have rented a two-room house.

Mrs Bhanuben Mistry 40, is illiterate. She is a short, plump and talkative woman. She appears a bit dominating and hardly does any work in the house. Her main job is to bring vegetables everyday from the market. She has divided the jobs between her two daughters and both Nayna 20, and Jayshree 19, share the responsibility of the house. Nayna appeared for her standard X - public examination and failed twice. She has no desire to appear for the third time and try her luck.

Jayshree 19, is a student of standard XI of Shri Narayan Vidyalaya, Baroda.

Chetan, 17, is also a student of Shri Narayan Vidyalaya. He was in standard X but failed at the first attempt. He is preparing to appear for the second trial. Sailesh, 12 is studying in standard VIII in the same school. He seems to be quite intelligent and is doing better in studies than his brother and sisters. The parents are quite proud of him.

The Mistrys are quite well-to-do-now and have a scooter and an imported tape-recorder. He has also joined the local Lions Club since about six months and they have a fairly good social life. They have good relations with their neighbours and their children take active interest in the activities of the neighbourhood. The Mistrys do not take their children for movies.

They do not believe that children should accompany them regularly. Occasionally they visit the cinema together.

They have given enough freedom to their children and there are times when Mr Mistry does not even know their programmes. Only when they have to go shopping does he come to know about it. He says with his tongue in cheek that is the only time he knows where they go or what they buy because they have obviously to run to him for money.

The Mistrys are not very religious minded but they do visit temples whenever they have the time. Mr Mistry's principle in life is to make money and become instantly rich.

CASE HISTORY OF JAYSHREE

Health and Physical Characteristics

Jayshree is very thin and is about 157 cms tall. She has a large forehead but she appears to be dull. Her birth was normal. At the age of one, she could walk, talk and eat.

Educational Status

Jayshree too, failed twice at the XTH standard Public examination. From standard I to VII she studied in Prathamik School, Surat. She joined the Shri Bharti Vidyalaya in standard VIII. She could not secure admission to higher secondary i.e. XIth standard in Bharti Vidyalaya itself as she failed twice in the public examination. So she joined Shri Narayan Vidyalaya and at present is studying in standard XI.

She liked Bharti Vidyalaya better because she says the teachers were good and their teaching was good. Narayan Vidyalaya is also not bad, she says, but, she does not somehow like the school. The teachers for one, do not teach and communicate well to the students. Another reason is that most of the students who failed to secure admission in other schools, thronged to Narayan Vidyalaya.

Jayshree has joined the Sanghvi tuition classes and is learning mathematic and Book-keeping. Her favourite subjects are Gujarati and Commercial correspondence she does not like Book-keeping. Her parents do not take the necessary interest in the studies of their children. So Jayshree naturally takes her difficulties to her teachers. The atmosphere at home is conducive to reading but she usually studies with her friends more

for the sake of company than anything else. She usually studies only during examinations. Otherwise she hardly looks at her books.

Social Status & Adjustment

Jayshree is quite a sociable person. Her friends belong to her own sex. She is quite free while talking to boys also but has not gone as far as making friends with them. She can be talkative in the right company and she justifies it by saying that she can spend hours talking but if she is asked to read or study, she promptly develops a headache.

Interests and Recreation

Her main recreation is talking. She has no interests.

Ideology

Jayshree apparently has no ideology in life.

Reading Comprehension

One of the subjects that Jayshree does not like is the English language. Jayshree had secured only 22/100 in English in her Xth public school examination. At both the trial examinations, she appeared in English only.

She has difficulty in comprehending given passage in English. Consequently she dislikes the subject. She says it is not that the interest is not there, but she just cannot comprehend.

English is optional from standards V to VII in all primary schools. And it is made compulsory from standard VIII. Again it is optional in standard X as they have to appear for the public school examination. Jayshree has not learnt English till standard VII. Only in standard VIII, she started to learn but again in her Xth final examination, she failed. So she had to appear at her third trial Xth examination, without English. This just goes to show her utter lack of interest in English. Mr Mistry realises the importance of English especially because he himself felt handicapped when he visited Europe and other countries. He desires that his children should equip themselves thoroughly with the language given all the possible chances. But it is a bit too late for Jayshree, as she has already developed a sort of hatred for the language.

Interpretation

Jayshree is an example of a pupil who is not interested in her studies. But she has to learn as there is no alternative. Parents are practically

indifferent to the educational interests of their children. Jayshree is left to herself to make do what she can.

Her result in the English language subject is extremely poor and no remedial measures are taken by the parents or even by the school concerned. It is no wonder she typifies the drifting educational system. The entire case is conspicuous of utter indifference to, and lack of interest in, education.

Jayshree finds the English language difficult but she has not done anything to improve herself.

NAME : Suresh R Patel
CASTE : Leuva Patels
AGE : 19 years
CLASS/SCHOOL : XITH, Shri Vinay Vidyalaya,
Baroda.
NATIONALITY : Indian
ADDRESS : Ratan Pole, Kolakhadi, Baroda.

SOURCE OF INFORMATION

Testing : Conducting tests

Personal observation

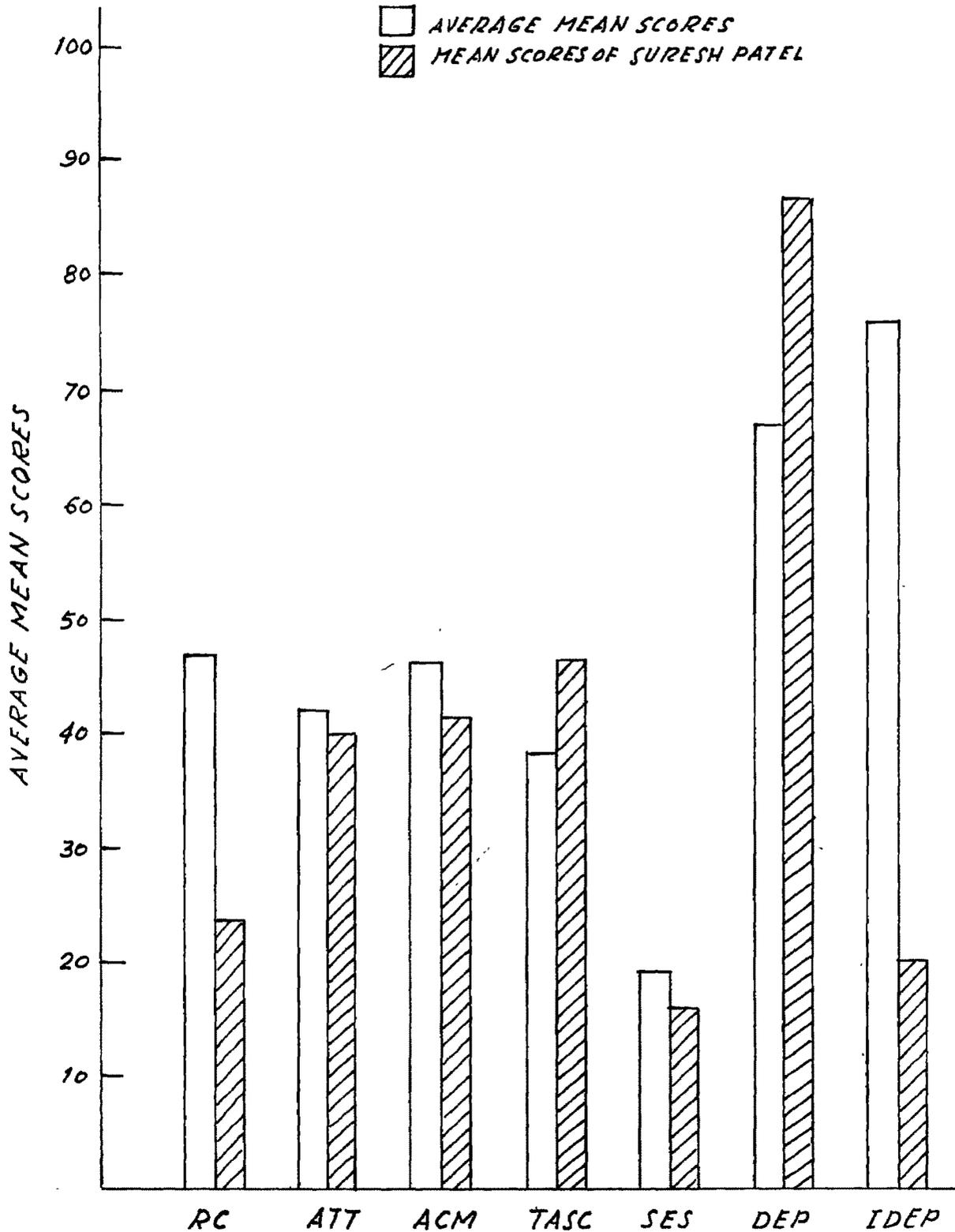
Interviews with the Pupil

Interviews with Parents

Interviews with Teachers

Interviews with Principal.

CASE-STUDY PROFILE OF SURESH PATEL



FAMILY HISTROY:

Mr Ravjibhai and Mrs Taraben Patel have four children. Their eldest daughter Indira 20, failed at her Secondary School Certificate examination and is presently engaged to be married. Suresh 19, whose case-study is presented here, is the second child. He is now studying in Class XI at Vinay Vidyalaya. He has an younger brother Ashish 16, who has also failed at New S S C Examination and is now preparing to appear at the forthcoming trial examination. Ragini 14, is the fourth and youngest daughter who is studying in standard VIII at the R N K Pandya High School, Baroda.

The Patels belong to a backward community - Leuva Patel - and have been staying in Baroda for the last 14 years or so. All the members of the Patel family are of short stature and appear to be quite healthy. Mr Ravjibhai Patel is very humorous and showed his liking for English language by talking in English though, within his limited vocabulary. Mrs Taraben Patel laughs heartily but talks very little. There are no physically handicapped or mentally retarded cases in the family. However, Mrs Taraben's brother, was for sometime known to be a delinquent.

Mr Ravjibhai Patel, 43, is a matriculate and is

working as a clerk in the Forest Department at Baroda. Mrs Taraben, 38, has studied upto 7th standard in a vernacular school and is a housewife. They do not have any servants at home and their eldest daughter, India, helps in all household work. They stay in a two-room rented house. Mr Ravjibhai is the only earning member of the family and gets a salary of around Rs 500/- p.m. A ceiling fan, a radio and a cycle and a few furniture are the only comforts in their house. They stay in a good locality which mostly consists of businessmen who are quite well-off.

Many of their relatives stay in Baroda only and they have maintained good relations with them. However, their family friends are few and appear to be restricted to official circles only. The Patels who belong to a backward community, were originally cultivators and carry the abiding influence of the ethos of their community and profession. They have a few acres of land bequeathed to them and is looked after by Suresh's maternal uncle at present.

The Patels have no particular interests except for seeing a couple of movies once in a while. Their limited interests can be explained by their economic conditions. Their holidays are extremely limited and they have not been able to go beyond cities like Ahmedabad

and Surat. They subscribe to a daily Gujarati newspaper 'Sandesh' and read a few fictions now and then. Mr Ravjibhai believes that one must do something worthwhile in life but his ideology appears to be vague. He however explains how he managed to educate himself in a far off village without facilities and guidance and was able to secure a government job. They are the devotees of the Swami Narayan sect and visit the temple frequently.

The Patel family may be characterised as religious minded, social and yet conservative in their outlook. Their family life is on the whole harmonious. A sense of passive and gloomy approach to things and fatalism are the marked traits of the family.

CASE HISTORY OF SURESH

HEALTH AND PHYSICAL CHARACTERISTICS:

There are no abnormal factors which cover the health and physical characteristics of the family. Suresh had a normal birth and like other children in the family started talking when he was about a year old, and walking when he was 1 1/2 years old. Suresh is nicknamed as the Rajdhani Express (a Super-fast train in India) in so far as his eating habits are concerned. Infact,

Suresh eats very fast and according to his father, this has affected his power of digestion. Suresh has had his normal share of minor ailments during his childhood. He is very fair-looking with greyish blue eyes, is slim and is 5' 7" tall. Suresh wears a dull expression on his face and does not show any propensity to react sharply to his surroundings.

EDUCATIONAL STATUS

Throughout his school life, Suresh has been a student of below-average grade. He once failed in class V and thereafter got promotions to upper classes. Promotions in Indian schools are generally given when a student does not pass fully in all individual subjects. Upto his 7th class, Suresh was a bit enthusiastic to work hard and gave hopes of making a career. But from 8th class onwards he wasted his time in the company of friends many of whom spent their time aimlessly. According to his father, Suresh lost the opportunity to achieve maturity in the company of his 'bogus' friends.

Suresh changed schools as many as four times. He studied in a Private School till he completed his 4th standard and switched over to Sayaji High School and stayed there till he completed his 7th standard. He was

sent to P S L S Vidyalaya School in his mother's native village, Motipura and studied there for three years from 8th to 10th standards. The reason for his being sent there was that his maternal uncle, being a bachelor, was ill and Suresh was expected to attend on him and also study. He passed his public examination i.e. the New S S C examination and came back to Baroda for his higher secondary education and joined the Vinay Vidyalaya for his XI class.

According to Suresh, his best years were in Sayaji High School, Baroda as the children were given particular attention and the teaching was good.

Suresh does not like the Vinay Vidyalaya, his present higher secondary school, as it is very far from his house. The locality where the school is situated, is populated mostly by the lower middle-class and backward class communities. Majority of the students attending this school belong to this class of people. It is in this locality where the 'Shukrawari Bazaar' - a minomer for Char Bazaar where mostly stolen goods are sold - is held on every Friday (Shukrawar).

The school is housed in a very old building where the students do not have the facility of a playground, and the teaching staff, according to Suresh,

is not upto the mark. Suresh always depends upon his friends either to protest or accept things in the class. Suresh regularly attends his school. Some teachers have visited his house for contacts and acquainted the parents about Suresh's performance in school. His father had no occasion to visit the school or the Principal.

Suresh says that his favourite subject is Economics. If he has any difficulties, he gets them solved by his teachers or friends but certainly not from his father, as he feels that his father cannot help in any way as he is only a matriculate, a fact which his father is aware of. History and Sanskrit are the subjects which he does not like. His home atmosphere is not conducive to study as the house is not only small but there are disturbances of relatives coming and going. He goes to his friend's house for his study. He normally studies for about 3 hours per day and about 5 to 6 hours when the examination is near. He says that his teachers in Maths and Commerce subjects do not teach properly and do not even bother whether the students have understood. He does not take any private tuitions and the parents rarely inquire about his studies.

SOCIO-ECONOMIC STATUS AND ADJUSTMENT

Most of the household work is done by the mother. Her daughter helps her in the work. The father and the

younger brother assist in the house work in all possible ways. But Suresh is not found to co-operate in any way in domestic work. The parents do not bother to ask him nor does he come forward to give his helping hand.

His parents, particularly the father, often get angry on him and show their dissatisfaction at his none-too-gratifying progress in his studies and suggest that he should give up studies and do a job. Suresh has developed a feeling of being neglected. His father has prohibited his friends from coming to the house. Suresh remains reserved at home but outside with his friends he is quite free and happy.

INTEREST AND IDEOLOGY:

Suresh likes out-door games particularly cricket, volley-ball etc. though his father does not vouchsafe for his interest in games. When he was in the primary school, he did some stamps and coin collection. He sometimes reads some magazines.

He is conscious that he belongs to a backward class. He thinks that then society must change and more scope must be given to them for progress and change. According to him, money is everything in life and that he should earn a lot of money.

READING COMPREHENSION

Suresh likes to read the daily newspapers, film magazines and once in a while an English paper - 'The Times of India', borrowed from a neighbour's house. His mother-tongue is Gujarati but he also reads, writes and speaks in Hindi. He has no interest in reading English. Even when he reads English, he does so because according to him it is useful for jobs. He confesses that learning English is difficult and he does not remember what he reads. He complains that his English teachers do not teach well. However, he generally manages to secure pass marks (i.e. 35/100) in English. He feels that English has not so far helped him but it might be useful later in life.

He feels that the teaching of English should be made more interesting by giving more examples. Though he has vague realisation of the importance of English language, he blames the teachers for not adequately explaining about the necessity of English.

He also wants that teachers should adopt better methods to explain the lessons and not just read them in the class. There is no chance for the students to read and comprehend a passage or a lesson during that period.

Suresh reads his English text and just tries to understand its central idea. He never tries seriously to comprehend the meaning of what he reads. His idea of comprehension is that in a given passage, certain questions are given and answers have to be written to them. Even this exercise in comprehension begins from standard X. Once in a while, students are asked to find meanings of words in a new lesson. The teacher reads out the lesson and explains in English but rarely asks whether they have understood. This is his experience of English periods in the school. Poetry, according to him is easy to understand and he feels that English should be compulsory from standard I.

In this family, his brother failed in English in standard X, his sisters have no liking for English.

INTERPRETATION

Suresh's case is typically representative of the large segment of the students in Gujarat in particular, and generally in India today. After India became independent, education in the country became broad-based. It became the birth-right of the whole mass of people irrespective of caste, creed or religion. This is evidenced by the number of schools and colleges that have come up in the country today. This can be seen in

in the enrolment of students in various grades. In 1950-51, the enrolment in grades IX - XI was 1.25 million as against the projected enrolment for 1978-79 was 11.25 millions. This can give us an idea of the increase in the number of schools that sprang up during the period.

As a result, all sections of the people vie with each other in seeking admission to schools and colleges. There is greater realisation of the urgency and importance of education for better jobs and for better life. Boys and girls belonging to the middle and lower middle-class and backward classes go to schools and colleges. So much so that a strong criticism is voiced among some educationists that the quality of education has suffered at the altar of quantity. What is however relevant is that Suresh belongs to this class of people who are out to educate themselves.

The family and social ethos of Suresh has not enabled him sufficiently to adjust to the process of education. It is not enough to know the importance of education but how and in what way it should be taken becomes crucial. There has to be a harmonious relation between the home situation and the school environment. Such a relationship is obviously lacking in the Patel family in question. All other short-comings in the

education of Suresh flow from this fact.

As has been stated, the Patels belong to the leuva backward class community. Like other communities similarly placed, they have not been able to shed their inferiority complex. There is vague realisation of the need for education but there is no history of educated persons in the family. Moreover, the impact of modern Western civilization on backward communities in India has been more harmful than beneficial.

Mr Ravjibhai is a well-meaning parent who sincerely wants to educate his children. But he lacks the wherewithal of background to do so. He has not shown sufficient interest in the progress of his children's education and his good or bad remarks stem from the annual result sheets of his wards. This is not ^{to} justify Suresh's poor performance. Lacking in ambition to educate himself, he has not found any inspiration in the school nor in the circle of his friends.

Suresh is an example of the case-study of the mediocre. His teachers treat him as any other mediocre student and they have been unable to mention anything in him that merits their attention. Knowing his son's limitations, his father wanted him to do a short course in automobile engineering but Suresh insists on doing

his commerce course.

Suresh is one of the many students who drift without any definite direction and when something goes wrong, he will not hesitate to find fault with others for what legitimately are his faults. In the final analysis, Suresh represents one danger spot in the process of democratisation of education and the system of education that has out-lived its utility in India.

5.10

THE CASE STUDY OF PRABHA RANA

NAME : Prabha Rana
CASTE : Rajput
AGE : 17 years
CLASS/SCHOOL : XIth, ShriVinay Vidyalaya,
Baroda
NATIONALITY : Indian
ADDRESS : Rana Vas, Fatehpura, Baroda.

SOURCES OF INFORMATION

Testing : Conducting tests

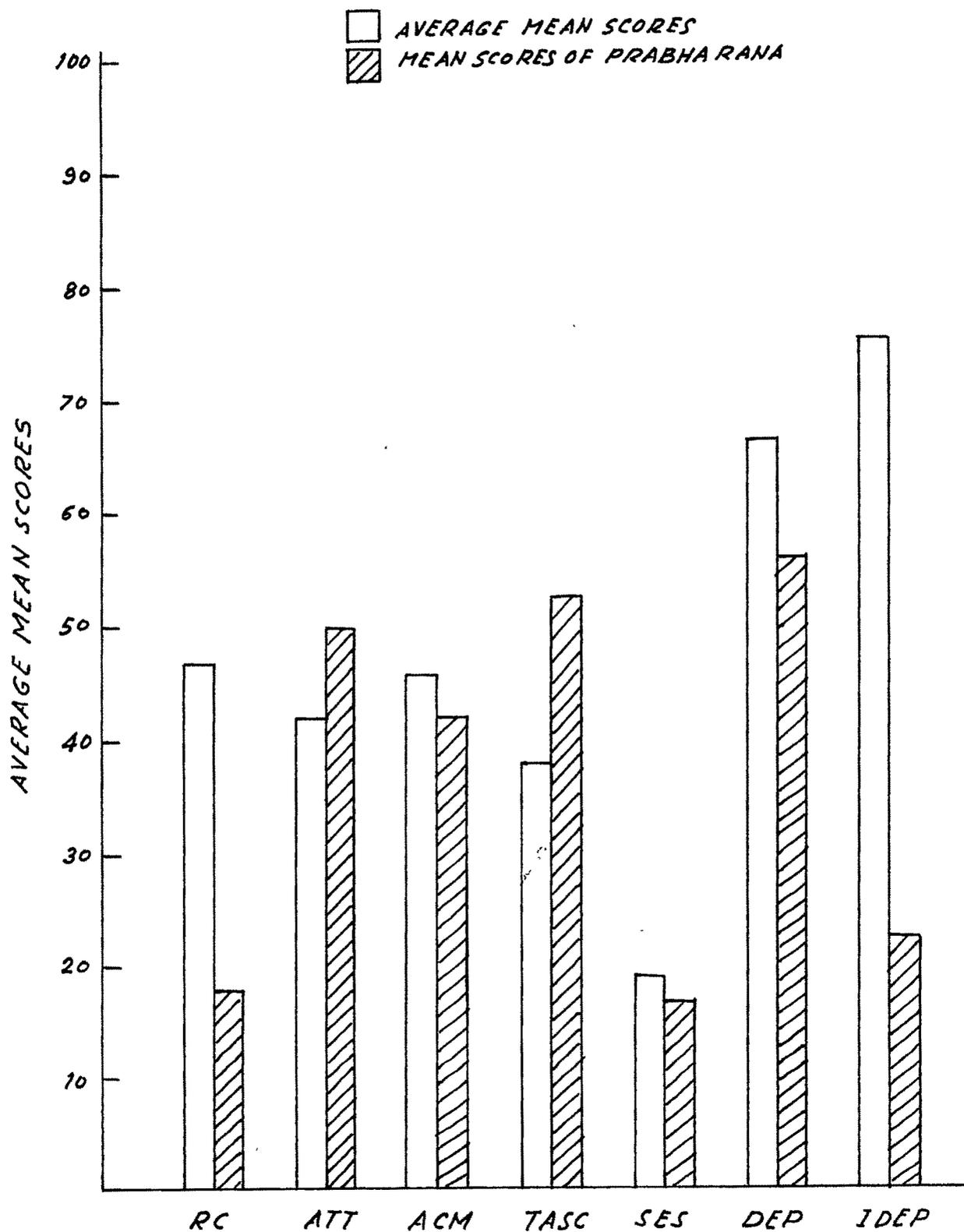
Personal observation

Interviews with the Pupil

Interviews with the Pupil's brother

Interviews with the Teacher

Interviews with the Principal

GRAPH NO. V:10:22CASE-STUDY PROFILE OF PRABHA RANA

The Family History

Prabha Rana 18, is the fourth of the five children of Shri Tribhuvandas Rana and Mrs Vasantiben Rana. She lost her parents when she was about nine years old. Mr Rana had studied upto only standard IV when he died at the age of 55. Mrs Rana 50, was illiterate, when she died. Both died of paralytic attacks and were also suffering from diabetes. Navin 27, is the eldest and the only son of his parents. He was in the first year Arts when his parents died. He had therefore to give up his studies and take over his father's business in food-grains which is in partnership with his paternal uncle Mr Ramanbhai Rana also educated upto only standard IV. Since then, Navin has successfully carried out his responsibilities of bringing up his sisters and giving them whatever education they may be interested in. Unfortunately, the girls did not take advantage of their brother's liberal attitude towards education. Sushila 22, and Sheila 20, studied only upto standard VII. Prabha is still studying in standard XII. Maya 14, the youngest is also studying in standard VI. Prabha has another paternal uncle- Dr Satish Rana an M B B S doctor with a very good practice. He has taken over the reins of his dead brother's family. Navin and his four sisters give -

him all the respect due to their father. Navin is now married and has two children. They all stay together. The Ranas have a spacious house on the first floor of their bungalow. But the house is sparsely furnished and does not look occupied. They have a scooter and an ambassador car for their personal use, and a truck for purely business purposes to carry their loads of food grains to and from various parts of the country, a telephone and refrigerator. But they have no servants. They subscribe to the gujarati daily paper 'Loksatta'.

Prabha's sister-in-law has not maintained good relations with the girls except Maya. She gets along well with Maya. But with others she is hardly on talking terms. Navin's wife has maintained good relations with their neighbours, but not with their own relatives. staying in Baroda.

Family life is chaotic though liberal minded. They do not sit together for their meals. They all come and go as they like. The family interests revolve round playing games like carem, playing cards, travelling though they have not travelled much, and movies on week-ends. They read magazines like Aaspas, Flash and Dharma Yug and detective novels.

The family can be characterised as fairly liberal, quite optimistic, religious yet not superstitious, and extremely orthodox and conservative minded. Apparently the Ranas seem to have no ideology.

CASE HISTORY OF PRABHA

Health And Family Characteristics

Prabha is a short girl of about 150 cms, and is also thin to the extent of looking weak. But she is a very sweet girl and is always smiling. She is very cool-headed and hardly ever complains. Her birth was normal and at the age of one and a half years, she started to walk, talk and eat.

Educational Status

Prabha studied from standard I to V in a government school. She is studying in Vinay Vidyalaya from standard VI. She does not like the school because the school building is in a very poor state. It ^{is} over-crowded and not well-staffed. In standard XI, new subjects like book-keeping and mathematics are introduced. Prabha feels that the teachers teaching these subjects are not well upto the mark. They only

teach what is in the text-books. They do not explain lessons by way of examples. Prabha usually takes her difficulties in studies to her teachers.

Prabha is taking tuitions in all the subjects in standard XI and is intending to do so in standard XII also. She is happy with her tuition classes, and she feels that they help her a lot. Prabha has not repeated any class so far. She actually desired to go for Arts, but was forced by her family members to join the Commerce course so that she would be able to help at book-keeping in her brother's business. But book-keeping and the Hindi language are the two subjects, Prabha dislikes very much.

The home atmosphere is not conducive to studies. There is a lot of disturbance at home with her sisters and their friends and other family friends streaming in and out of the house at all odd hours. She has a few friends with whom she can study but they stay far off and Prabha is not allowed to go to their house to study. Occasionally, her brother does inquire about her studies. Navin says, he is ready to spend money on her education as long as she desires to study. Prabha usually reads in the night after 9.00 pm upto midnight, if possible. Mornings are spent in helping her sister-in-law and sisters in the household work.

Prabha has taken part in the co-curricular activities of the school like singing and garba-dances.

Social Status and Adjustment

The household work is divided between her sisters and sister-in-law. Her bhabhi washes only her own and Navin's clothes, while Prabha washes everyone else's.

Prabha says she is fairly less mature than friends of her age and is also aware and conscious of her weakness in studies. She is a bit short-tempered and fights back if she is scolded. She is not bold or frank. However, she does try to draw her brother's attention by doing his work and cooking his favourite dishes. Otherwise, she is quite sociable and has maintained good relations with friends, neighbours and relative.

Interests and Recreation

Prabha's favourite recreation and hobby is to cook dishes and experiment on new recipes. She likes to wear nice clothes and wear make-up. Her most liked game is the carem.

Ideology

Prabha lets life take its own course. She does not believe in planning for the future. She is a fatalist. Though she is aware that higher education is important in life, she says, she will study only as much as she can. She would have preferred to become a nurse, though. Prabha is more pessimistic than optimistic.

Reading Comprehension

Prabha reads magazines or papers according to their availability. She also reads novels usually during vacations. She knows Gujarati and Hindi fluently. But she has not neglected the English language. She says she likes to read in English and she loves to read a dictionary in English. She comes across a lot of difficulties while reading in English especially words, phrases or sentences. She usually only understands the general outline of what she is reading.

Prabha says, they have a good English teacher in school. The teacher explains the lessons in both Gujarati and English. Even the comprehension passages that are given in the class are explained alternately in Gujarati and English and every question is explained.

She believes that more comprehension passages should be given for practice and she also approves of the method used in its teaching.

Prabha has never found the need to read anything besides her text-books in English. Only since about four to five years, she is gradually developing the habit of reading the medical magazines that are subscribed by her uncle. She does not speak in English because she has to make a lot of effort and measure every word before she speaks. She feels free to speak in English with her brother because he corrects her mistakes and gives her the necessary encouragement to try to speak correctly. Prabha is very much influenced by her brother's views on the English language. She believes that a clear knowledge about the English language would help in communication, and ^{is} an opportunity for better jobs. It also speaks for one's status in society.

Interpretation

Prabha's family background is not conducive to the promotion of education and mental development. Psychologically she is not prepared to push herself ahead in the pursuit of education. Her lack of idealism and interest are in keeping with her family philosophy.

Her interest in the English subject is limited to her text-books and her aim is to get passing marks in the subject. Beyond admitting her interest in the subject, she does not appear to make any personal effort to supplement school teaching in the subject.

5.11

CASE STUDY OF MANAN PATEL

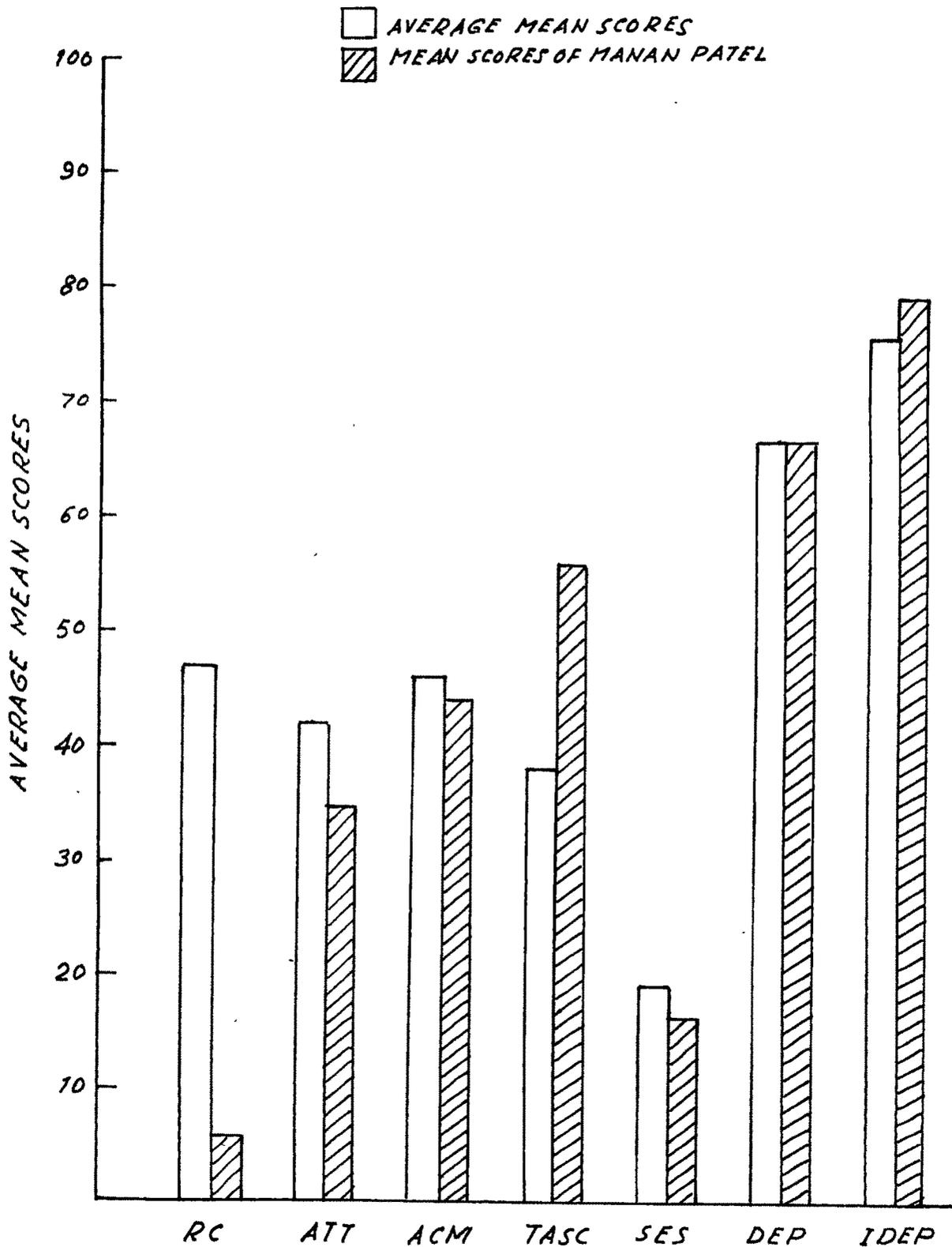
NAME : Manan Patel
CASTE : Kadwa Patel
AGE : 17 years
CLASS/SCHOOL : XIth, Shri Bharti Vidyalaya,
Baroda.
NATIONALITY : Indian
ADDRESS : 5, Pushpak Society,
Makarpura Road, Baroda.

SOURCES OF INFORMATION

Testing : Conducting Tests
Personal observation
Interviews with the Pupil
Interviews with the sisters of the Pupil
Interviews with the teacher
Interviews with the Principal

GRAPH NO. V:11:23

CASE-STUDY PROFILE OF MANAN PATEL



The Family History

Manan 17, who is the subject of this case-study, is the youngest of the five children of Mr Krishnakant Patel 55, and Mrs Kamalaben 48. The Patels have a spacious house in a society in Baroda. They belong to the Kadwa Patel caste and are very well-to-do. Mr Siddhartha, 30, is the eldest son who is an M Sc and married and is employed as a lecturer in a college at Bhavnagar. Kirtida, 23, is a graduate in Sociology. Then follow Anand, 22, a Commerce graduate, Ishwari 21, a graduate in Arts, and Manan is the youngest. All the children are well educated. However the parents are not at all educated.

Mr Krishnakant Patel practices homeopathy at Bhavnagar. His two daughters live with him, while Mrs Patel lives with her sons in Baroda. This type of arrangement was made for the education of the sons. Moreover they have a lot of property in the form of godowns, grain shops and houses which they have given on rent at Bhavnagar. In Baroda too, one-half of the house in which they live, is given on rent.

The sons are more free with their mother but they find their father very strict. He appears to be

too business-minded to take interest in the studies or activities of his children. The two sisters are at present in Baroda while their mother has gone to Bhavnagar. This will be as the sisters say, ^{more} ~~and~~ or less a permanent arrangement from now onwards. The sisters even did not seem to know their father's occupation. Or perhaps they were trying to be secretive. It took quite sometime for the sisters to recollect what their father did or their sources of income.

They have no servants at home nor do they get any newspapers at home. The family is interested in music and the children are not given encouragement to develop other interests. But the parents desire that their children should be educated, though they themselves are illiterate. They believe that education helps to stand on one's own feet.

The family has maintained good relations with their neighbours. They mainly read film magazines and Gulshan Nanda novels.

CASE HISTORY OF MANANHealth and Physical Characteristics

Manan is a tall boy of about 170 cms height, but lean with long hair and sharp features. He seems extremely impatient and agitated all the time though his exterior is cool. He had a normal birth and could walk, talk and eat at the age of one. His eating habits are quite normal.

Educational Status

Upto the age of five, Manan was in the Balamandir. He joined the H V Shroff Memorial High School and was in that school till standard X. In standard XI he shifted to Shri Bharati Vidyalaya. In all these years at school, he has just managed to pass the examinations. He had to repeat a year in standard VIII. He had failed in physics. Moreover his English is very poor.

Manan likes the Bharti Vidyalaya, its teachers and their teaching. His attendance is not a regular and he leaves the class as he pleases. This is the common complaint from his teachers. He has taken tuitions in Mathematics and English in standard IX.

Whenever he has to get his difficulties solved, he first takes them to his friends and very rarely does he go to his teachers. But Manan has very less chances of approaching his friends or teachers for solving his difficulties because he has a good collection of all the subject guide-books in his possession and it is more appropriate to say he reads his guide-books instead of his text-books.

His home atmosphere is conducive to studying - which according to him is for about five/six hours a day. But if his friends disturb him, his sisters are capable of letting Manan read in peace.

Social Status and Adjustment

Manan is extremely courteous but pampered. The sisters seem to dominate the house. Infact they tried to answer the questions directed at Manan. Manan of course realises this but is helpless. Manan is afraid of his father but is free with his mother who has pampered him. He does help in domestic work if required.

Interest and Recreation

Manan's interests are music and cricket. He also plays the carem. He does not like the idea of

reading. He wants to take a diploma in music. He likes to play the bongo.

Ideology

Manan surprisingly has no ideology in life. He is only waiting to complete his graduation in commerce and earn money. Beyond this, he has not given a thought to anything.

Reading Comprehension

Manan does not like to read. Moreover, he dislikes the English language and he reads his textbooks only when absolutely necessary. He realises the value and importance of English. But he finds it very difficult to comprehend and has consequently lost interest in the language. He just manages to pass in English in the school or class examinations. More often, he has failed in the subject.

His frequent use of the English text guide books has also perhaps contributed to his dislike for the language. Manan says he will now join special tuition classes in English and work hard to develop his interest in the language and thus improve on it.

Interpretation

Manan feels no real need to study. But, he has

got to be a graduate and to earn more money. Learning for the sake of knowledge has no place in the scheme of his life. He has no ideology of his own. Consequently he relies more on his guide books and crams something and manages to get through his examinations.

His family background has something to do with his state of mind. His lack of interest in the English language appears to be a sign of the general malaise among the pupils all over Gujarat. The school has not helped to remedy the situation.

5.12 PANORAMA OF CASE-STUDIES

Here, it is intended to present a close-up of the factors affecting reading comprehension of the pupils who comprise the subject of the case-study. The same are presented in a tabular form showing tick mark (✓) of the factors affecting the respective pupils.

1 REKHA MAHANT

The important factors that have influenced Rekha as far as the reading comprehension in English is concerned are: a great deal of interest in the language, determination and perseverance in her ambition to master the language, her parents awareness of and encouragement to education, more particularly to learn the English language. However, the school atmosphere and the teaching done in the school have not contributed at all to the development of her interest in the language. Her parents' education, the economic condition of her family, meagre facilities at home and school or even the locality of their house have not affected Rekha's interest to master the English language.

TEST SCORES OF PUPILS

PUPILS	RC		ATTI		JIM		TASC		SES		DEP		IDEP	
	H	L	H	L	H	L	H	L	M	L	H	L	H	L
REKHA	60	60	60	60	60	60	60	60	60	60	60	60	60	60
DIPTI	60	60	60	60	60	60	60	60	60	60	60	60	60	60
ANIL	60	60	60	60	60	60	60	60	60	60	60	60	60	60
NARESH	60	60	60	60	60	60	60	60	60	60	60	60	60	60
DEVENDRA	60	60	60	60	60	60	60	60	60	60	60	60	60	60
VARSHA	60	60	60	60	60	60	60	60	60	60	60	60	60	60
JAYSHREE	60	60	60	60	60	60	60	60	60	60	60	60	60	60
SURESH	60	60	60	60	60	60	60	60	60	60	60	60	60	60
PRABHA	60	60	60	60	60	60	60	60	60	60	60	60	60	60
MANAN	60	60	60	60	60	60	60	60	60	60	60	60	60	60

2 DIPTI SHETH

Dipti has the advantage of her father's education, good economic and social status, facilities at home and the locality of their house. Her parents, too, are aware of the importance of education and as such, give all encouragement. Like Rekha, she, too, has a low opinion of her teachers and the methods of teaching, and finally the facilities at school. Unlike Rekha, she refers to guide books and such other literature.

3 ANIL KUNJAR

Three outstanding factors can be seen in the make-up of Anil's personality. They are: determination to fulfil his ambition through education, perseverance and hard-work to match his determination and finally his unswerving interest in the English language, and to achieve mastery over it. The education of his parents, their occupation, economic status, or the locality of their house, have made little impact in his out-look on education. He too, holds a very low opinion of his school, his teachers and their standard of teaching. In Anil's case, the facilities at school are good, particularly as the Principal is open-minded and receptive to new ideas, methods and criticism.

4 NARESH PATTANI

The little education and occupation, the low economic status without any facilities at home and the poor locality of the house have on the contrary helped Naresh in his determined pursuit of education and more particularly in mastering the English language. He pursues his work with patience and hard-work. His parents realise the importance of education and do encourage Naresh in his desire to educate himself. He is dependent on his teachers and has faith in them.

5 DEVENDRA SHAH

He is not a hardworker. He depends on guide-books and other pamphlets which gives clues of likely questions in the examination. He has also joined coaching classes. He generally grasps the central idea of what he reads. He belongs to a lower middle class family and his parents have no educational background. But they are well occupied in their jobs. They do provide him with all necessary incentives to study. Devendra does not find the school quite upto the mark.

SCHOOL SITUATION AFFECTING PUPILS RC

PUPILS	Teachers' ability to teach		Teachers' initiative in creating interest and climate		Facilities at school		Principals' Interest		Methods adopted by teachers
	YES	NO	YES	NO	YES	NO	YES	NO	
REKHA		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Routine: New
DIPTI		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ANIL		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
NARESH		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
DEVENDRA		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
VARSHA		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
JAYSHREE		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SURESH		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PRABHA		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MANAN		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

6 VARSHA CHATRAPATI

The main draw-back in Varsha's case is her utter lack of interest in the English language. She has her set of goals but she lacks the will to put in hard-work. She therefore, falls back on guide-books. She is barely able to grasp the central idea of what she reads in English. Varsha comes from a family in which she has an educated father. She belongs to a family with high social and economic status. She likes her school and the Principal's interest in the subject.

7 SURESH PATEL

Suresh comes from a background where his parents are not educated, where they belong to a low middle class family and where the family occupation is low. Like Varsha Suresh has no interest in the language, no ambition or will for hardwork. But he is a regular reader of guide-books. He does not like his school, his teachers or the facilities at school.

8 JAYSHREE MISTRY

Jayshree's case is very similar to Suresh; but she comes from a middle class family and her father occupies a good position.

9 PRABHA RANA

Prabha has interest, in the English language but no hardwork. However, she comes from a high middle class family with all the facilities provided for her.

10 MANAN PATEL

Manan is a guide-books addict and his lack of interest in studies particularly in the English language is obvious and natural considering the lack of education and encouragement on the part of his parents. He does admit, though, that he has interest in studying the English language.

5.13 CONCLUSIONS

In the opinion of the investigator, some tentative conclusions can be arrived at which can further be tested through more research and intensive studies, because in many cases the situations may change for the better in future. Experience shows that parents show their awareness of the importance of education and willingness to provide the needed climate for the promotion of a smooth educational process. The conclusions are, therefore, based on the case-studies conducted by the investigator.

1 One of the invisible factors affecting reading comprehension in English appears to be general lack of interest in the English language, and literature in society. Importance to mother-tongue, change in the medium of instruction, less usage of English as a language of communication etc. may be some of the reasons for this state. The country is passing through a period of transition in so far as the position of English is concerned. The difficulties or factors affecting reading comprehension in the subject appear to be largely the result of this transition stage.

2 Today English is taught from standards V to VII on an optional basis. It is compulsory from standards VIII to X. This situation has created serious difficulties for pupils to master the English language. The massive spread of education has resulted in the tremendous increase in the number of students and while the quantity has increased, the quality of students and teachers have tragically suffered. This situation has led to low general attitude towards English and finds its echo among young pupils and the majority of (6-4) of pupils involved in the case-studies have registered a low attitude to reading comprehension in English.

3 The families of pupils under investigation belong to a cross-section of society in Gujarat. Almost all of them belong to middle class social strata and it is not easy to gauge the degree of the effect of socio-economic status on reading comprehension in English in the absence of data on the other socio-economic status groups. However, it is observed that as far as this study is concerned, socio-economic status has no effect on reading comprehension scores of pupils.

4 It may be noted that the majority of the pupils in the case-studies (6-4) have registered a low attitude to reading comprehension in English.

It is also seen that they suffer from a low academic motivation (8-2) and high dependency (6-4). The formation of the right type of attitude, the responsibility for proper, effective academic motivation and the provision of much needed guidance to pupils rightly fall on the school authorities and the concerned subject teachers. The majority parents of pupils who have practically no education or belong to low middle class social strata cannot be expected to provide them. Most of them, however, realise the utter necessity of educating their children and what is more, they show a keen desire that their children should learn English for a good opening in life.

5 Majority of pupils have shown a high dependency (6-4) in reading comprehension on teachers, parents and colleagues. More than anybody else, the teacher is the best motivator. Since the teacher's role at present appears to be one of a passive onlooker, such evils as guide-books, pamphlets, tuitions and other malpractices have become rampant. Despite the low levels of pupils' attitude to reading, academic motivation, independency and socio-economic status and anxiety some of them have registered high comprehension scores.

But in the majority of the pupils, this is not the case. It is against this background that teachers bear great responsibilities towards society and should come forward to provide prompt and efficient guidance and advice to pupils. Ideally, teachers should act as guide, friend and philosopher to pupils.

6 The school must work as an agent to influence the domestic situation. The role of schools as educators appears to have receded to the background. There is much that subject teachers can do to create a proper climate for learning and also interest among pupils.

Another much less-known factor that has seriously affected reading comprehension in English concerns the equipment of the subject teachers at the standards V to VII. In these classes foundation courses are dealt with and the investigator has been told by various school authorities, that at these levels, matriculates who have not studied English or whose performance in the subject is not promising, are appointed. This really is a sad state of affairs and the earlier the situation is remedied, the better.

7 The realisation that the study of English language is very important for progress in life is more or less common among the pupils and parents involved in the case-study. Pupils complain of the inability of teachers to teach well. Parents blame the present education system and the teachers complain of lack of application on the part of pupils and interest among parents. This situation has therefore, created a triangle of predicament.
