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Language Education

NASIRUDDIN KHAN

Acharya, K.P. 1990. **Error Analysis : A case study in Kannada.** Independent study. *Mysore: Central Institute of Indian Languages.*

Problem: It attempts to study and analyse errors in the context of second language learning situation.

Objective: To study some errors made by learners in a second language learning situation.

Methodology: The data were collected from the written work of 14 trainees learning Kannada as a second language at the Central Institute of Indian Languages, Mysore. The level was that of the intermediate examination. The sample was restricted to Malayalam and Telugu mother tongue group. The data thus collected was analysed systematically at the morphological, lexical, syntactic and orthographic levels.

Major Findings: (1) Errors were found to be uniformly common to all the areas, namely phonological, morphological, lexical, syntactic and orthographic. (2) Errors were patterned according to the areas to which the pupils belonged. (3) Errors committed at each level were of different types. (4) Interference of mother tongue was found to be one of the main reasons for errors committed by second language learners. [BNS 0975]

Aggarwal, Santosh. 1988. **The three-language formula–Its status in school curriculum.** Ph.D., Edu. *Univ. of Delhi.*

Problem: It attempts to find out the origin of the three-language formula/policy in India in the light of its historical background and current practices.

Objectives: (i) To understand the nature and importance of language in the Indian educational context, (ii) to understand the position of languages in India in the ancient, medieval and British periods, (iii) to study the language situation in the pre-independence and post-independence eras, (iv) to study in brief the position of languages in some countries outside India e.g. Russia, Indonesia and some other countries, (v) to make a survey of the position of language teaching in some schools in Delhi, (vi) to seek the views of language teachers on the policy of teaching languages, and (vii) to study the varied viewpoints regarding language policy held by different sections of people e.g. political leaders, educationists, journalists, jurists and others.

Methodology: Historical and normative-survey techniques were followed in the study. Data were collected through visits to schools, use of questionnaire, interview, review of literature and reports available. Students from six schools of Delhi were selected as the sample. The collected data were treated with percentages.

Major Findings: (1) Knowledge of students was not limited to one language only, even before the advent of British rule in India, though government had not formed any policy of teaching

languages in the modern sense and bilingualism or trilingualism were considered special features of the educational curriculum. (2) All the four language skills were sought to be developed in the language being learnt. (3) Status of these languages did not remain consistent and their uses changed with the languages of the ruling community changing from time to time. The significance of the language policy as such remained constant in theory and practice. (4) The three-language formula was a post-independence policy in India to accelerate national integration. This policy included mother tongue/regional language, official language and one of the modern Indian or European languages which were to be learnt compulsorily at the lower secondary level of school education. The classical language Sanskrit was required to be learnt in a composite course of mother tongue/regional language/ federal language. (5) In most of the linguistic minority schools of the Union Territory of Delhi very few provisions were made to give instruction in the mother tongue of the students even at primary level. These schools were seen to follow varied patterns of language teaching even at the primary level. (6) It was observed that students had to learn two to three languages on a compulsory basis even at the primary level. One more language was added at the lower secondary level. The marks obtained in one language were discounted at all the levels for the purpose of promotion. (7) In the schools under observation English assumed greater importance both as a subject as well as a medium of instruction. (8) In the majority of language schools, teaching of English started from the primary classes. Sometimes it was the medium of instruction also. (9) In some public schools two modern foreign languages (English and one other) were being taught. (10) It was found that students had difficulty in acquiring four language skills simultaneously in all the three languages. (11) Some students observed that the learning of the three languages did not constitute a burden on them. Rather it helped them in their studies. (12) A cross-section of society (consisting of academicians, journalists, doctors, businessmen, government officers, judicials, religious heads, politicians and many others) was surveyed and the majority favoured the three-language formula. [RDM 0345]

Ahuja, G.C. and Ahuja, Pramila. 1988. **Reading comprehension tests (with cloze and multiple choice items for Classes VIII, IX and X).** Independent study. *Mysore: Central Institute of Indian Languages.*

Problem: It attempts to analyse reading comprehension tests used by students of Classes VIII, IX and X in some English medium schools of Mysore with a view to providing a valid and reliable test for assessing reading comprehension ability among children. The test booklet should be reusable and should have a scoring key.

Objective: To make available a scientifically devised, objective tool for assessing the reading comprehension ability (with cloze and multiple choice items) of pupils studying in Classes VIII, IX and X in some English medium schools of Mysore.

Methodology: The sample comprised 716 pupils who were selected randomly from seven English medium schools of Mysore — class-wise norms in the form of percentile ranks had been provided for interpretation of the test results. Reading Comprehension Tests were used. In the analysis of items, item discrimination and item difficulty were studied. Reliability and validity of the test were established by various methods. The time limit of each test was 20-30 minutes.

Major Findings: (1)The test can be easily administered in a usual classroom setting. (2) The reliability, validity and homogeneity of both the tests — cloze as well as multiple choice items — were found to be fairly high. (3) Norms in the form of percentile ranks were provided separately for boys and girls for Classes VIII, IX and X. (4) Comparative norms for reading comprehension of cloze as well as multiple choice items were provided. [BNS 0977]

Alavandar, R. 1992. **A study of selected variables relating to English reading competency of high school pupils.** Ph.D., Edu. *Annamalai Univ.*

Problem: It attempts to study various variables relating to English reading competency of high school pupils and their manipulation for improving English reading competency (ERC).

Objectives: (i) To construct and standardise the following tests in English for Standard IX pupils, a) Spelling Test, b) Grammar Test, c) Silent Reading Comprehension Test, (ii) to find out the level of the English reading competency of high school pupils, (iii) to study the reading habits and interests of high school pupils, (iv) to find out if there is any significant difference between the sex and reading habits and interests of the pupils as well as their parents' education, occupation and income on the one hand and their English reading competency on the other, (v) to find out if there is any significant relationship between the pupils' reading habits, spelling ability, passive vocabulary and grammatical knowledge on the one hand and their English reading competency on the other. (vi) to determine the relative importance of the pupils' reading habits, spelling ability, passive vocabulary and grammatical knowledge in the prediction of their English reading competency, (vii) to find out if there are any differences in the English reading competency among different groups of pupils such as English-medium and Tamil-medium pupils, rural school and urban school pupils and pupils studying in private schools and those studying in government schools, (viii) to develop a model of reading in a second language learning situation, and (ix) to suggest appropriate measures for the development of English reading competency of high school pupils.

Methodology: The sample of the study comprised 500 pupils of Class IX selected by random sampling from six schools of South Arcot District and eight schools of Tanjore District of Tamil Nadu. The tools used included, Silent Reading Comprehension Test in English, English Spelling Test, English Grammar Test, Questionnaire on Reading Habits of high school pupils, Test of Reading Speed, A Cloze Test in English, A Word-recognition Test in English and Personal Data Sheet. The collected data were treated using descriptive statistics, tests of significance of the difference between the means of the different groups,chi-square tests, correlations, and multiple regression.

Major Findings : (1) The scores on ERC varied highly. (2) The mean scores on silent reading comprehension and word recognition were less than 50%. (3) The mean scores on grammar and reading habits were just below 50%. (4) The mean spelling score was just about 50%. (5) Boys differed significantly from girls on ERC. (6) English-medium pupils secured a higher mean ERC than Tamil medium pupils. (7) Less than 10% of Tamil medium pupils had access to books in English other than their school texts. (8) Urban pupils secured a significantly higher mean ERC score than rural pupils. (9) Pupils of private schools secured a higher mean ERC score than those from government schools. (10) Pupils whose parents were educated had a higher mean ERC than those whose parents were illiterate. (11) Pupils with a graduate father and an undergraduate mother had a higher mean ERC than those who had a graduate father and illiterate mother. (12) Pupils from different income groups did not differ significantly in their ERC. (13) The ERC scores of pupils differed consistently with respect to the occupation of the parents. (14) The interest pattern of Standard IX pupils was the same regardless of their ERC. (15) There was a strong and significant correlation between ERC and reading habits, ERC and spelling, ERC and vocabulary, and ERC and grammar. (16) The findings support the model of English reading in second language learning propounded by the investigator with minor modification. [MDa 1375]

Anand, V.S. 1990. ***Prathamik kakshaon ka pathan shabda bhandar* (The vocabulary of primary standards).** Independent study. *National Council of Educational Research and Training.* [UNICEF Funded]

Problem: It attempts to study the status of the vocabulary, its quantity, quality and presentation, etc. used in Hindi Readers of Classes I to V in Bihar, U.P., M.P., Delhi, Haryana, Rajasthan, Himachal Pradesh and Kendriya Vidyalayas.

Objectives: (i) To assess whether the vocabulary used in Hindi Readers is pedagogically sound or not. If not, to study the shortcomings in the selection and presentation of vocabulary items in these Readers, (ii) to make a comparative evaluation of the vocabulary used in the Readers of different states, (iii) to identify the principles or rules, if any, followed in the selection and presentation of vocabulary items, (iv) to prepare a list of core reading vocabulary for children of primary classes, and (v) to develop suitable guidelines for authors for the selection and presentation of vocabulary items for the Readers of primary classes.

Methodology: All the words included in the text (exercises excluded) Readers I and II were listed class-wise and state-wise and frequency of each listed word in the concerned Reader was noted against it. For Readers III-V similar lists were prepared but functional words were not included in these lists on the assumption that the same had already been used quite frequently in Readers I and II. Class-wise and state-wise lists of most common usages and idioms were also prepared. Master lists showing class-wise and state-wise frequencies of words used in the Readers were prepared. The data were analysed in terms of; (a) total number of words (including frequency) used in a Reader. (b) number of different words (excluding frequency) used in a Reader. (c) number of words taken from the reading vocabulary of the previous class. (d) number of words of the present Reader used in the next class also. (e) number of words included in other general lists of core vocabulary. (f) percentage of vocabulary increase in each class. (g) reading word load in each Reader. (h) number of words of various frequencies. (i) number of local words used in the Readers. (j) number of words having different number of *matras* and words having conjuncts (in Readers I and II only). (k) words pertaining to different registers of language use.

Major Findings: (1) Size of vocabulary included in the Readers of different classes varied widely. Class I book of H.P. included 364 vocabulary items while the book for Delhi for the same class had 905 different words. Total number of words used in the Readers of Classes I to V in Himachal Pradesh was 34,508 while the corresponding number of words for Bihar was 65,256. On an average, children were taught to read 54,170 words in five years of primary school. (2) Very frequent repetition of words is important for acquiring reading skill in Classes I and II but 71 to 91% words had been used only once in Class I Readers, large number of new words with little repetition led to an increase in the vocabulary load. Instead of an ideal 18, vocabu lary load in Class I Readers was three, i.e. near every third word in these Readers was new the learner. (3) Beginning in reading can be m easy and interesting by using such local wo as are well-known to the student orally. But present Readers of Class I and II included on to 6 % of such words. Bihar Readers were satisfactory on this count though H was common to all the eight Hindi states, 40% words used in these Readers were comm (4) The Readers included, on an average, 8 words of basic vocabulary of Hindi. Howeve these 88% words formed only 44% of the vocabulary of the Readers studied. (5) The number of words used in the Readers of different classes had not been graded properly. Most of the Classes IV and V Readers had fewer words as compared to Class III Readers. The range of increase in different words in Class II Readers

has been 134% to 381%. (6) Classes I and II Readers in almost all states had structurally easier words. Most of the Class I Readers did not have words having conjuncts but in Class II Readers range of such words was 7 to 15%. (7) Forty to forty-five per cent words used in the Readers studied pertained to the social context, family was the next important context to which most of the words used were related. After this came words pertaining to Nature (6 to 8%). Number of words related to play, games and health were the lowest on the scale (1% only) [DPSEE 0536]

Antonisamy, M. 1991. **A study of English curriculum in engineering colleges.** M.Phil., Edu. *Alagappa Univ.*

Problem: It attempts to study the English curriculum used in engineering colleges, to update it and to make it relevant to the needs of engineers in their life situation.

Objectives: (i) To obtain teachers' views on English curriculum for B.E. students, (ii) to find out how far teaching materials are useful in realisation of the objectives, (iii) to find out how different methods of teaching English are adopted in accordance with the syllabus, (iv) to find out the effectiveness of the testing methods in language teaching, and (v) to suggest suitable remedial strategies to improve the teaching/learning process.

Methodology: Twelve teachers teaching English in engineering colleges, affiliated to Madurai Kamaraj University responded to the questionnaires. The collected data were treated using percentage and descriptive analysis.

Major Findings: (1) The objectives were not clear in the syllabus. (2) The revision of the syllabus was not done frequently. Teachers teaching English in engineering colleges did not participate in the syllabus-making processes. (3) Teachers did not focus on the development of skills, but on the content of the text, as the syllabus was not frequently revised. (4) A need based syllabus was not formulated by the university or the syllabus-committee. (5) Language teachers were not given freedom in the selection of materials design. (6) Teacher-training programmes were not organised for teachers, who were teaching English in engineering colleges. (7) Stepmotherly treatment was meted out to the faculty of English in engineering colleges. (8) The prescribed text was fit only for individuals and not for teaching groups in the classroom. (9) The prescribed text for engineering students did not provide matter for spoken English. (10) The existing text (detailed) was not very useful to learners. However, the present text provided meaningful vocabulary and grammatical items, and also provided opportunities for developing writing skill. (11) The non-detailed text did not facilitate learners' fast reading. There were only a few mind-absorbing language activities. Remedial grammar exercises were not integrated with content. (12) Shifting emphasis 'from teaching to learning' was not felt in the classroom. (13) The technique of 'how to learn' was not taught—if taught, it was not done effectively. (14) Opportunities were there for the students to speak in the class, but spoken English did not find a place in the text. (15) Interaction with students in the class existed, but most of the students did not know how to benefit from this interaction. (16) Various techniques of using a dictionary were not taught to the students. (17) Bilingual method, especially when teaching grammar, was used by some teachers only. (18) Team-teaching, though desirable, was not adopted almost in all the engineering colleges, affiliated to the Madurai Kamaraj University. (19) Internal assessment system was not adopted. The removal of sessional marks affected the method of learning. (20) External examination method alone was not sufficient to measure one's depth of knowledge, especially in a foreign language like English. (21) University question papers were ambiguous. (22) Centralised evaluation was generally preferred. Short-term training courses on evaluation were not organised for the benefit of college teachers, in general. Some kind of

examination was essential to test one's knowledge on spoken English, but no examination (practical test) was found in the examination system. (23) Though the syllabus emphasised the importance of spoken English, no concrete steps were spelt out for its teaching and testing. (24) Adequate facilities such as tape-recorders, TV sets, etc. were not provided to English departments in engineering colleges, in general, to develop spoken English. [SM 1767]

Aparaj, S.M. 1991. **A study of developing auditory abilities through language exercises in teaching English as a second language in secondary schools.** Ph.D., Edu. *Shivaji Univ.*

Problem: It is an attempt at developing auditory abilities of learners in teaching English as a second language in secondary schools through ten listening exercises.

Objectives: (i) To investigate learners' micro-listening abilities and skills, (ii) to devise listening exercises to achieve the above, (iii) to find out the relationship between micro-listening abilities and listening exercises in teaching English as a second language in secondary schools, (iv) to prepare a listening test of English as a second language for testing the development of micro-listening abilities, and (v) to compare the achievements in listening abilities of the control group and experimental group pupils studying English as a second language.

Methodology: The sample comprised 76 boys and 24 girls, of Class VIII learning English as a second language. The tools used included, tape recorder for recording the listening test, the Pure Listening Comprehension Group Test (PLCGT) prepared by the researcher using the eight language elements namely phonology, lexical items, functional grammar, syntax, semantics, short term memory, association of sound with symbols, and listening comprehension, and a questionnaire. The collected data were treated using mean, SD, coefficient of correlation and 't' test.

Major Findings: (1) The integrative listening skill of the experimental group developed greatly as compared to the control group. (2) There was a significant positive relationship between the listening language exercises and integrative listening skills of the learner of English as a second language. (3) Each of the 10 language elements separately led to the development of the listening skill. (4) The listening skills of girls developed more quickly than that of boys. [CMY 0888]

Aranha, Mabel. 1988. **Reading attitudes of Indian students.** *Indian Educational Review, Vol. 23 (4) :51- 59.*

Problem: It attempts to study the reading attitudes of Indian students in order to find out the ways and means of reading skills of young students in India.

Objective: To study the reading attitudes among English medium schools of Bombay.

Methodology: The sample comprised 144 Grade IV students belonging to various mother-tongue groups coming from the western section of Goregaon, Bombay. Based on the language ability they were divided into low, middle and high ability groups comprising 48 students in each group. An equal number of students were available in both experimental and control groups belonging to three ability levels. A structured questionnaire, Estes Attitude Scale were administered to the groups using pre-test and post-test designs. At the post-test stage a questionnaire was given in addition and its results were discussed with reference to the dimension of reading attitudes. The collected data were treated using mean, SD and 't' test.

Major Findings: (1) The low language ability sub-group benefitted the most from the sustained silent reading (SSR) programme. (2) As regards the sex differences the boys and girls differed significantly in both experimental and control groups in favour of girls. (3) When boys and girls

were compared for the effect of intervention only among boys the SSR programme helped to improve the reading attitude. (4) The percentage of students who read more books liked silent reading and wanted to choose their own reading material were considerably higher in the experimental group as a result of SSR. [HLS 1405]

Bag, Anjali. 1990. **A cross-sectional study on the differential aptitudes of the students in English.** Ph.D., Edu. *Univ. of Kalyani.*

Problem: West Bengal Board of Secondary Education, emphasises "Structure-communicative approach" in teaching English as a second language. The researcher considered that three differential aptitudes, viz. English usage, verbal reasoning and reading comprehension should be developed in the students as these aptitudes could be used as predictors of achievement of the students of English. In this backdrop it is atempted to examine the differential aptitudes of the students in English.

Objectives: (i) To develop and standardise an English usage test, (ii) to develop a verbal reasoning test in English, (iii) to develop a reading comprehension test in English, (iv) to determine the significance of differences in mean scores in the English usage test, the verbal reasoning test in English and the reading comprehension test in English, and (v) to develop a multiple regression equation of the achievement of the students in English on the three differential aptitudes for English, viz. English usage, verbal reasoning and reading comprehension.

Methodology: The sample consisted of 600 students of Class X of 16 schools (eight from urban and eight from rural areas and four boys and four girls of each category) distributed all over West Bengal. An English Usage Test, a Verbal Reasoning Test and a Reading Comprehension Test were developed and standardised. The collected data were treated using descriptive statistics, ANOVA, and regression analysis.

Major Findings: (1) Boys showed more proficiency in English usage test than girls, and so did urban students as compared to their rural counterparts. (2) While, rural boys-rural girls and urban girls-rural girls, did not differ from each other. (3) Boys and girls did not differ in their verbal reasoning test, and neither did urban and rural students. (4) In reading comprehension too boys and girls did not differ significantly and neither did urban and rural students. (5) Achievement of students in English could not be predicted from English usage, verbal reasoning and reading comprehension. [PDR 0640]

Banatwala, Ayesha G. 1989. **Exploring the relationship between classroom interaction and uptake in EFL (English as foreign language) teaching classes in order to provide better learning opportunities.** Ph.D., Edu. *Shreemati Nathibai Damodar Thackersey Women's Univ.*

Problem: It attempts to explore the relationship between classroom interaction and uptake in English as a foreign language (EFL) teaching classes in order to provide better learning opportunities.

Objectives: (i) To investigate the process whereby learning opportunities are created, (ii) to investigate how uptake relates to the interactive nature of learning opportunities, (iii) to find out whether uptake of individual learners differs and whether the characteristics of classroom interaction and the nature of learning opportunities can themselves predict uptake, and (iv) to investigate learners' perceptions of the relative value of different learning opportunity types.

Methodology: The data were collected by tape recordings of ten lessons given by the teachers, and transcripts were prepared. The learners and teachers were interviewed and transcripts of those interviewed were prepared. First each uptaken word was traced back in the tape transcript of the lesson and the treatment it received in terms of specific categories was noted. The data were analysed by an ethnographic

approach. The teachers', the learners' and observers' views were triangulated.

Major Findings: (1) The categories which were supposed to be conducive to uptake were generally found to be so. (2) Adequate treatment generally facilitated uptake while inadequate treatment correlated with poor uptake. (3) Besides quantum, variation and quality of treatment, the source of treatment played a significant role in facilitating uptake. Even if treatment was not adequate enough, a word was likely to be uptaken if a learner introduced it in the discourse. (4) Words that were inherently easy to spell and had easy equivalents in English and/or in the mother tongue of the learner were more easily uptaken and vice versa. (5) Quite often, those who sought clarifications or asked for meanings did not uptake them. (6) Over elaboration and extraneous input tended to mislead or confuse learners and so hindered uptake. (7) Lexical items that had not been satisfactorily treated were less easily retained over time even if these had been uptaken by a large group of learners. [AGB 0026]

Baskaran, Herbert S. 1989. **The impact of the remedial teaching programmes on the common errors committed by the students of Standard XII in written English.** M.Phil., Edu. *Alagappa Univ.*

Problem: To study the impact of remedial teaching programmes on the common errors committed by students of Standard XII, in written English.

Objectives: (i) To identify and categorise the errors committed by the students of Standard XII in written English, (ii) to design some suitable remedial teaching programmes for the students of Standard XII to minimise these errors in written English, and (iii) to implement the designed remedial teaching programmes for the students of Standard XII to minimise these errors in written English.

Methodology: As the method of inquiry was diagnostic in approach, a case-study procedure was selected to observe cause and effect. The method of investigation was experimental. Of the experimental method the investigator adopted "Two parallels of Equivalent Group Design". The investigator selected the items of the questions of the second paper of the Part II English examination in the higher secondary as its questions were on general English and had less scope for reproducing memorised answers. Then he administered a pre-test for the students of both the English and Tamil-medium sections. The post-test questions were then validated. First, the validity of the questions was tested. The test was said to have content-related validity and also face-validity. Secondly the reliability of the items of the post-test questions was tested. The split-half method was used. The collected data were treated using mean, SD, 't' test, and percentages.

Major Findings: (1) The students of the control group did not differ significantly with the experimental group in committing orthographical errors in written English in the pre-test. (2) The students of the control group did not differ significantly with the experimental group in their mean scores in the pre-test. (3) The students of the experimental group did not differ significantly with the control group in committing orthographical errors in written English in the post-test. [SM 1735]

Bhattacharyya, Sulekha. 1990. **A critical estimate of the abilities of the students in different aspects of Bengali and finding out their relative interdependence.** Ph.D., Edu. *Univ. of Kalyani.*

Problem: The study considers proficiency in a language under the categories of vocabulary, spelling, stylistic transformation and alteration, word application, grammar and reading comprehension. It standardises a proficiency test in Bengali taking the above aspects into consideration and tries to investigate how students fare in the test across a big sample covering a number of variables.

Objectives: (i) To construct and standardise a proficiency test in Bengali for the students of Class V, (ii) to appraise the extent of proficiency in Bengali students of Class V, (iii) to determine if there are significant differences in proficiency, sex-wise and strata-wise, (iv) to find out if a general factor existed within different dimensions of the test, and (v) to develop a multiple regression equation on reading comprehension on the factors of proficiency.

Methodology: The sample comprised 672 students of Class V, covering boys and girls belonging to rural and urban locales. A proficiency test in Bengali was used as a tool. ANOVA, factor analysis and multiple regression analysis were used to analyse the data.

Major Findings: (1) Urban students showed better performance in the proficiency test in Bengali as compared to their rural counterparts and the same was true with urban girls. (2) Students with high proficiency in Bengali vocabulary, spelling, stylistic transformation, word application, grammar and reading comprehension were found to be superior in total proficiency test in Bengali as compared to their low profile counterparts. (3) Reading comprehension in Bengali was predicted from the scores in vocabulary, spelling, stylistic transformation, word application and gram[illegible] (4) Boys and girls, urban boys and urban girls, rural boys and rural girls, urban boys and rural boys did not differ significantly on their proficiency test in Bengali. [PDR 0642]

Birkad, K.R. 1989. **The relationship of literary creativity and linguistic ability with proficiency in the Marathi language.** Ph.D., Edu. *Nagpur Univ.*

Problem: The study attempts to investigate the relationship of literary creativity and linguistic ability in a Marathi child.

Objective: To examine the relationship between proficiency in Marathi and literary creativity and linguistic ability.

Methodology: The sample comprised students (boys and girls) of Class IX, covering 171 boys and 229 girls (400 in all). The tools used included a self prepared Marathi proficiency test, Literary Creativity Test by M.B. Kundly, and Linguistic Ability Test by M. Warma. The collected data were treated using mean, SD, 't' test, and correlations.

Major Findings: (1) The boys had better linguistic ability and literary creative ability than girls. (2) No difference was found in sentence construction, style, emotional intensity, dialogue writing, story writing and completion of story as well as poem composing and imaginative ability among the boys and girls. [GPK 1615]

Bisnagiri, Usman, A. 1992. **Improvement of Gujarati handwriting.** Independent study. *Ahmedabad: A.G. Teachers' College.* (ERIC Funded)

Problem: It attempts to find out ways and means of improving the Gujarati handwriting of the pupils of Class V, belonging to primary schools of Ahmedabad City and to suggest different factors that should be considered to promote good handwriting.

Objectives: (i) To study the improvement in the quality of handwriting of the pupils of Class V, and (ii) to suggest remedial measures to overcome deficiencies of pupils whose progress was affected adversely by illegible handwriting.

Methodology: Using the purposive sampling method, 539 students from six Gujarati medium schools were selected from different locations of Ahmedabad City. Two schools each from the walled city area, from beyond the river area and from the labour area were selected. Two sections of Class V of each school were selected, for the purpose of the study. Tools used in the study included Bisnagiri's Gujarati Handwriting Quality Scale, and six exercises developed by the researcher. Three-group pre-test and post-test design was used to study the effectiveness of the learning strategy with reference to handwriting.

Major Findings: (1) There was a significant difference between the mean scores of pupils of the walled city and those who lived beyond the river area and those who belonged to the labour area in different combinations in the post-tests. (2) A good number of suggestions were offered as remedial measures to improve the handwriting. [SKB 1220]

Chandra, Joice. G. 1988. **Correlates of written English at the plus two stage.** Ph.D., Edu. *Univ. of Madras.*

Problem: It attempts to find out why certain groups of learners are successful in attaining proficiency in written English while others are not, as well as to study the factors or combination of factors contributing to the success of some and failure of others. It also attempts to validate a model of second language learning.

Objectives: (i) To identify linguistic, psychological and environmental factors associated with proficiency in written English, and (ii) to study the interrelation among the factors among the pupils at the plus two level.

Methodology: The sample comprised 560 pupils from 16 higher secondary schools (both boys and girls) in Madras City and the two neighbouring districts of North Arcot and Chengalpattu. The tools used included, Questionnaire, Semantic differential, Discrete Point Objective type tests of grammar, vocabulary and reading comprehension in English, Objective type test for proficiency in written English and situational compositions for testing written English and for written Tamil were used. Mean, SD, 't' test, correlation, multivariate analysis, regression and factor analysis were used to treat the data.

Major Findings: (1) Proficiency in written English at the plus two level was significantly correlated with: knowledge of grammar, reading comprehension, vocabulary, the ability to predict lexical and syntactical items and relationship, proficiency in Tamil, positive attitude towards English, occupational status of the parents, economic status of the family, reading habits, writing practice, and the use of English outside the formal educational setting. (2) Proficiency in written English at the plus two level was significantly correlated with the occupational status of the parents, economic status of the family and the educational qualifications of the members of the family. It was not related to gender nor the location of the school, nor the subject of specialisation, but it was related to medium of instruction. English-medium pupils scored higher than the Tamil-medium pupils. (3) Proficiency in English was related to all the factors in learning habits covering reading habits, writing practice and use of English outside the formal educational setting. (4) There existed a significant correlation between achievement in English and other school subjects. (5) There was a significant relationship between pupils' perception of their performance and their proficiency in written English. [DRG 0096]

Chatterjee, M. 1991. **Attention, coding and speech-related process of skilled and less skilled readers.** M.Phil., Psy. *Utkal Univ.*

Problem: To study the problem of cognitive processing and speech-related processing differences between skilled and less skilled readers of average IQ.

Objectives: (i) To compare skilled and less skilled readers of Grades I and II on measures of selective attention and simultaneous and successive processing, (ii) to examine the involvement of speech-related processes in reading by comparing skilled and less skilled readers on measures of naming time and speech rate, and (iii) to examine the pattern of relationship among measures of selective attention, simultaneous and successive coding and speech-related processes for children in Grades I and II.

Methodology: The sample consisted of 74 Grade I and 74 Grade III children. In each grade there were 19 skilled and 19 less skilled rea

These readers were chosen on the basis of their reading grade in the Reading Comprehension Test developed by Mohanty and Sahoo. All the subjects were selected from different Oriya medium schools of Cuttack and Bhubaneswar cities of Orissa. The tools used were, Matrix Analogy Test of Das and Neglieri, Reading Comprehension Test by Mohanty and Sahoo, Selective Attention, Figure Memory Test of Das and Naglieri, Tokens of Das and Naglieri, Successive Ordering, Serial Recall Test of Das, Naming Time Test, Speech Rate, and Sequence Repetition. The collected data were treated using mean, SD, ANOVA, and intercorrelations.

Major Findings: (1) Simultaneous processing distinguished the skilled from the less-skilled readers. This emphasises the involvement of simultaneous processing in reading comprehension for beginners. (2) Though grade influenced performance in almost all the measures, the selective attention and successive processing measures did not differentiate the skilled from the less-skilled readers, thereby suggesting that simultaneous processing was more important than successive processing at the early stages of reading. (3) The performance on speech-related tasks was not influenced by the reading comprehension level of the subjects. No significant differences were observed between skilled and less-skilled readers in respect of speech-related tasks. (4) The correlational analysis did not yield any significant pattern of relationship among the cognitive variables employed in the study. [KCP 0469]

Chezhian, G. 1988. **Efficacy of Tamil textbooks in improving and developing values among high school students.** M.Phil., Edu. *Alagappa Univ.*

Problem: It is an attempt in assessing the efficacy of Tamil textbooks in improving and developing values among high school students.

Objectives: (i) To identify the values that are incorporated in Tamil textbooks of Classes IX and X, (ii) to identify students' awareness of values in Classes IX and X in prose and poetry given in Tamil textbooks, and (iii) to know whether students are aware of the values that are incorporated in the Tamil textbooks.

Methodology: The Tamil language textbooks of Classes IX and X were the sampling documents selected for this study.

Major Findings: (1) The level of value awareness of the Class IX students in prose was 30.8%. (2) The level of value awareness of Class IX students in poetry was 21.6%. (3) The level of value awareness of Class IX students in prose and poetry together was 23.4%. [SM 1736]

Dabhi, Dayaljibhai Sondabhai. 1992. **A study of Gujarati poetry preference of the secondary school students of Saurashtra.** Ph.D., Edu. *Saurashtra Univ.*

Problem: It attempts to study and analyse the phenomenon of students' preference for Gujarati poetry at the secondary school level.

Objectives: (i) To develop Gujarati poetry preference scale, (ii) to study the effect of sex, intelligence and socio-economic status of students upon their poetry preference, (iii) to evaluate the range of interrelations and differences in context of equality of poetry sets, (iv) to study the differences of content and characteristics of poems and their thematic implications, (v) to study the attitudes of specific groups of students of Standard X towards poetry and their preference for it, (vi) to study the order of poetry preference in Gujarati with the help of poetry preference scale, and (vii) to study the characteristics of more preferred poems and less preferred poems.

Methodology: There were 7,499 students in Standard X in secondary schools of Surendranagar District during academic year 1990-91. From among them 1,007 students were selected on random sampling basis consisting of 567 male students and 440 female students. Among those,

446 students were from urban area whereas 547 students were from rural area. Finally the tools were administered on 80 students. The tools used were, Gujarati Poetry Preference Scale developed by the researcher, Desai Bhatt Group Test of Intelligence in Gujarati developed by C.L. Bhatt and K.G. Desai, Socio-economic Status Scale developed by K.G. Desai. The collected data were treated using mean, median, skewness, kurtosis, Coefficient of correlations and ANOVA.

Major Findings: (1) Gender had no role in preference for poems related to social problems and poems related to human relations. (2) There was no significant effect of sex and intelligence upon preference for nature poems and poems about human endeavour. (3) Social and economic level and sex of students did not affect significantly their preference for poems related to patriotism, social problems and love. (4) Groups differed in their preference for poems of varying content and characteristics. [DAU 0007]

Devaki, L. and Ramasamy, K. 1990. **Cognitive styles and errors in second language learning.** Independent study. *Mysore: Central Institute of Indian Languages.*

Problem: It attempts to study cognitive styles as related to errors in second language learning.

Objective: To see the relationship between cognitive style and errors in second language learning.

Methodology: The sample consisted of eight male adults attending the advanced course in Tamil, after completing the basic and intermediate courses. The mother tongues of these students were Assamese, Bengali and Hindi — all of them bearing non-cognate relation to Tamil. Witkin's Embedded Figure Test (EFT) and a specific language test were used as tools to collect relevant data.

Major Findings: (1) The higher the degree of field independence (F.I.), the lower was the tendency to make global errors and vice versa. (2) The higher the degree of F.I., the lower was the tendency to over- or under-generalise. The reverse was also true. (3) Low level of F.I. seemed to be sufficient for identification and use of embedded clauses. (4) Higher level of F.I. was directly related to ambiguity recognition and lower level of F.I. to ambiguity non-recognition. (5) The higher the level of F.I., the lower was the progress to interference. The lower the level of F.I., the greater was the proneness to errors. [BNS 0981]

Dey, Sarswati, 1991. **A critical appraisal of the abilities of the students in some aspects of English as a second language and finding out some linguistic factors.** Ph.D., Edu. *Univ. of Kalyani.*

Problem: It is an attempt at evaluating the proficiency of the students of Class X of West Bengal. The areas studied included, vocabulary, spelling, stylistic transformation and alteration, derivational structure, applied grammar and contextual meaning.

Objectives: (i) To standardise a proficiency test in English, (ii) to determine significant differences in mean attainment in English sex-wise and strata-wise, and (iii) to find out a general factor in different dimensions of the proficiency test in English.

Methodology: The sample comprised 606 students covering 304 boys and 302 girls. Further the rural and urban sample comprised 333 and 273 respectively from three types of schools. A proficiency test in English was used as a tool. The collected data were treated using ANOVA, factor analysis and regression analysis.

Major Findings: (1) The urban students showed better performance in the proficiency test in English as compared to their rural counterparts, and so were urban boys as against rural boys, and urban girls as against rural girls. (2) Students with high proficiency in vocabulary, spelling, stylistic transformation, derivational structure, applied grammar, and contextual

meaning were superior in proficiency in English as compared to their low profile counterparts. (3) However, there were no differences between boys and girls, urban boys and urban girls, as well as rural boys and rural girls. [PDR 0620]

Dubey, Om Babu. 1990. **A comparative study of a play-way self-learning technique and the traditional method of teaching Hindi at initial primary stage.** Ph.D., Edu. *Univ. of Rajasthan.*

Problem: It attempts to compare the effectiveness of play-way self-learning technique with the traditional method of teaching Hindi at primary stage.

Objectives: (i) To develop useful self-learning material for illiterate children, and (ii) to compare self-learning and traditional methods.

Methodology: Experimental teaching was conducted at three stages, namely, writing and search for sentences. Hindi was taught on an experimental basis in five primary schools of Kanauj.

Major Findings: (1) The experimental group of children was found to be superior to the control group in recognition of alphabets, in reading sentences and writing. (2) In the experimental group children from higher SES groups were found to be superior to children from low SES groups in the recognition of letters of the alphabet. (3) Age and sex were not found related to academic achievement in the experimental group. (4) Experimental group was more interested in learning. (5) Experimental group was not in need of help from teachers. This group took much less time in learning. (6) Play-way self-learning method of teaching Hindi was found to be much better than the traditional method. [JKS 0697]

Gani, S. 1990. **Phonological awareness and beginning reading.** M.Phil., Psy. *Utkal Univ.*

Problem: It attempts to assess the phonological awareness and the beginning of reading among high school students.

Objective: To find out if phonological awareness determines beginning reading.

Methodology: The sample of this study consisted of 50 children (25 boys and 25 girls) selected from Grade III of a high school of Bhubaneswar. The tools used to collect data included, Auditory Analysis Test of Rosner and Simon, Word Length Judgment Test (Meaningful words and Nonsense words), and Oriya Oral Reading Task. Results were analysed using mean, SD, 't' test, ANOVA, and correlations.

Major Findings: (1) Boys and girls did not differ on measures of phonological awareness. (2) Boys and girls did not differ significantly on scores relating to their oral reading performance. (3) Phonological awareness contributed to oral reading performance but this was not found statistically significant. (4) Phonological awareness did not determine beginning reading. [KCP 0428]

Gaya, Tushar Kanta. 1988. **Listening: Its nature, skill and training.** *Indian Educational Review.* Vol. 23(2): 149-56.

Problem : It attempts to address the problem of listening as a subject of research investigation. Investigations in the area of relationship between listening and other abilities, material effects on listening, listening skills, training to listen have also been described.

Objective: To describe the nature, skill and training issues related to listening, which is one of the important objectives of language teaching-learning.

Methodology: The methodology followed is chiefly a descriptive one, coupled with review of empirical results.

Major Findings: (1) Listening ability is used to a greater extent than any other communication ability such as reading, writing and speaking. (2) There are four levels of listening. The first is mood listening. The purpose of second level is relaxation, escape, getting one's mind off

something . The third level seeks answers as a key to action. This form of listening does not require sustained concentration. The fourth level of listening is the stage of analytical and critical listening. (3) The correlation between listening and I.Q. varies from investigation to investigation. (4) The human mind is capable of processing information at a faster rate than the human speech organs are capable of producing speech. (5) Listening skill is a fundamental language skill as well as a receptive communication skill. (6) Training to listen is possible. Training increases the ability to listen. [MSG 1098]

Grover, Santosh. 1991. **An investigation into the standards of reading ability in English in government and Central schools of Delhi.** Ph.D., Edu. *Jamia Millia Islamia.*

Problem: To study various dimensions of students' reading ability in English in government and Central schools of Delhi.

Objectives: (i) To compare students of government and Central schools regarding their reading ability, and (ii) to compare boys and girls on their reading ability.

Methodology: The sample consisted of 800 students — 400 boys and 400 girls — drawn from government and central schools of the four different localities of Delhi. The tools used were, a test of vocabulary, a test for measuring reading comprehension, Reading Inference Test, and Reading for General Significance Test. The collected data were treated using inferential statistics.

Major Findings: (1) Reading ability was not found to be a unitary trait. (2) There was no significant gender difference in reading in the case of government school boys and government school girls. (3) There were significant differences in the mean achievements of Central school pupils and government school pupils in all the six varieties of the Reading Ability Test. [SPR 0604]

Jain, Brij. 1987. **A study of English language teaching in secondary school of Gujarat State.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: It attempts to examine in detail the teaching of the English language in the secondary schools of Baroda in terms of five components important in the implementation of the curriculum namely human resources, classroom teaching, evaluation system and difficulties encountered by the teachers.

Objectives: (i) To examine the objectives of teaching English in a historical perspective, (ii) to analyse the curriculum in view of the objectives of teaching English, (iii) to survey the human and material resources available for teaching English and their utilisation in the classroom, (iv) to survey the methods of teaching and evaluation, and (v) to survey the difficulties encountered by teachers in teaching English.

Methodology: The sample comprised 60 Gujarati medium and 16 English medium schools from Baroda District. Data were collected from 62 principals, 188 teachers and 3,557 students. The tools used included, a questionnaire, an opinionnaire and an interview schedule. The collected data were analysed qualitatively.

Major Findings: (1) Objectives of teaching English have been an evolutionary process. In the beginning the main objective was the creation of "a class of persons who were Indian in blood and colour but English in taste, in words and intellect" but now the emphasis is on the acquisition of four language skills. (2) With reference to the curriculum it was noted that the courses of studies are prepared keeping in view the objectives of teaching English. (3) With reference to the human resources it was found that in English medium schools all English teachers were graduates with English as their major subject and at post-graduate level 66% teachers had studied English as a principal subject. As for material resources most schools were found totally lacking especially with regard to audio-

visual aids. Even in schools where such resources were available, they were scarcely used by teachers owing to lack of training in operating them. (4) With regard to classroom teaching, it was found that over 70% teachers still used lecture and translation methods. However, group work, discussion, etc. were used in a few cases. (5) The evaluation of student performance was not merely based on written examinations alone but also on internal assessment in which their oral performance was also taken into consideration. (6) Teachers teaching English were found overburdened by teaching load, clerical duties, co-curricular activities, etc. Overcrowded classrooms also added to their burden. [MSY 0922]

Jamkhindi, Shashikala. 1990. **To prepare a draft of Marathi (mother tongue) textbook for Standard V according to the revised syllabus of 1988.** Independent study. *Pune: The Maharashtra State Bureau of Textbooks.*

Problem: The present study attempts to focus on the problem of mismatch between a textbook and the criteria for its preparation laid down in the curriculum.

Objective: To assess the relevance and usefulness of revised Marathi textbook (mother tongue) of Standard V developed by the Maharashtra State Bureau of Textbooks.

Methodology: The revised syllabus (1988) was studied thoroughly with special reference to general objectives of primary education, objectives of teaching the mother tongue, guidelines for preparation of language textbooks, the 10 core elements suggested in the National Curriculum (1986), NPE (1986). From the book 17 lessons were selected, 11 of which were prose lessons and six were poetry lessons. The process of selection was based on discussions held with five experienced teachers. A 13-item questionnaire was prepared to elicit teachers' opinions regarding the lessons. The questionnaire was administered to 40 teachers along with copies of the selected lessons. The responses were then analysed and in the light of suggestions some changes were made in the lessons. An experienced teacher was requested to teach the lessons experimentally to a group of 50 pupils studying in Standard V. The teacher completed the task in one month and also filled in a six-item questionnaire regarding the responses of the pupils to the lessons. Based on the responses of the pupils, changes were made wherever necessary and the lessons were finalised. Exercises were prepared for classwork and home-work for each of the lessons. The exercises were discussed with five experienced teachers and then finalised. They were also tried out on the class selected for experimental teaching.

Major Findings: (1) The lessons selected, edited and written were within the understanding capacity of the pupils of Standard V. (2) The lessons promoted equality between sexes and were also helpful in developing acquaintance with different types of literature. (3) The lessons were also fit for self-study. (4) In short, most of the lessons achieved the objectives of the new curriculum. [Author 1834]

Jayaram, B.D. 1990. **Language teaching situation in Hindi speaking states : A survey report on the states of Haryana and Rajasthan.** Independent study. *Mysore: Central Institute of Indian Languages.*

Problem: It attempts to study the language teaching situation in Hindi speaking states in order to find out the extent to which the three-language formula has been implemented.

Objective: To have uptodate information about the language teaching situation in Hindi speaking states especially in respect of the implementation of the three-language formula.

Methodology: The researcher used discussion method with the district educational officers and collected data through the use of interviews. The collected data were treated using mean, SD, 't' test and chi-square test.

Major Findings: (1) The teaching of modern Indian languages in schools in Hindi speaking states did not completely endorse the essence of the scheme to teach one of the South Indian languages in Hindi speaking areas. (2) The three language formula as it is implemented in these two states amounted to teaching Hindi as the first language, English as the second language and Sanskrit as the third language (with MILs playing an insignificant role). [BNS 0976]

Jayashree, S. 1989. **Identification of the difficulties in teaching and learning English as a second language among the high school students.** *M.Phil., Edu. Alagappa Univ.*

Problem: The present study attempts to identify the difficulties in teaching-learning English as a second language among the high school students.

Objectives: (i) To find out the difficulties of teachers in teaching English as a second language to the high school students, (ii) to find out whether male and female teachers experience the same degree of difficulty in teaching English to the high school students, (iii) to find out the relationship between teaching experience and teaching difficulties in English by teachers of English, (iv) to find out the difficulties in learning English as a second language by the high school students, (v) to identify the impact of socio-economic status in learning English as a second language, (vi) to find out whether the place of study (rural schools/urban schools) influences the learning of English, (vii) to identify whether sex of the pupils influences the learning of English, and (viii) to identify whether students experience more difficulty in learning English prose or English grammar.

Methodology: A seminar was conducted to find out the teaching difficulties. More than thirty teachers participated in this seminar and they listed out the difficulties of teaching English to Standard IX. The questionnaire for the teachers was prepared and it was administered to 50 English teachers. The collected data were treated using mean, SD, and 't' test.

Major Findings: (1) The difficulties faced by English teachers included, children's improper listening nature, and their inattentiveness in the class. (2) Teachers experienced great difficulty in making students understand English. (3) Students did not show any interest in learning English. (5) Teachers felt that eliciting responses from students took too much time. (6) Students' vocabulary was very poor. (7) Students' understanding capacity was not normal. Their participation in the English class was not good. [SM 1759]

Kapadia, S. T. 1988. **Development and try-out of programmes for remedial teaching in English for the post HSSC level.** Ph.D., Edu. *Gujarat Univ.*

Problem: It attempts to develop and try out programmes in English for remedial teaching purposes.

Objectives: (i) To identify grammatical errors in the written expression of students who have passed the Higher Secondary School Certificate (HSSC) examination and who were studying in the first year degree class of arts, science or commerce faculties (post-HSSC level), (ii) to locate areas of high frequency of errors in English, (iii) to select areas of errors for remedial teaching in English on the basis of frequency and suitability, (iv) to develop programme learning material (PLM) for remedial teaching in the selected areas of errors in English, (v) to observe effectiveness of the programmes for remedial teaching (PRT) in English on subgroups from urban and rural areas in terms of their scholastic ability, and (vii) to observe effectiveness of PRT in English in respect of time factor.

Methodology: The sample consisted of 160 students who were selected by three criteria namely, achievement score in English at HSSC examination, ease of availability, and readiness

to improve their level of English and whose range of score at the HSSC level was from 26 to 85, in English. The sample comprised 80 from urban areas and 80 from semi-urban areas. In the three try-outs, the sample taken up from both the areas consisted of 40, 160 and 160 students respectively. These samples were selected from six different colleges out of which three were selected from Ahmedabad City. The areas of English grammar selected for programme learning were: pronouns, tenses in patterns, tense sequence and concord. Four programmes were carried out with 563 frames. Before administering the final programmed materials on the final sample, pre-test and after finishing the try-outs, post-tests were carried out and the difference between the means was tested with 't' test. The final programme consisted of 408 frames.

Major Findings: (1) Programme I (pronoun) was found very relevant and had the instructional potential as aimed at. (2) Programme II (concord) consisting of 100 frames was more difficult to learn than the first one, concord could be mastered not only through the production of the language but more so by listening and reading. (3) Programme III (tenses) having 108 frames — the largest chunk of the programme material — required revision and restructuring of the frames. (4) Programme IV (sequence of tenses) was the most complex of all the four programmes. (5) From pre-test to post-test, the mean score always increased. [JHS 0729]

Kelu, P. 1990. **Some socio-familial correlates of basic language skills in the mother tongue of secondary school pupils of Kerala.** Ph.D., Edu. *Univ. of Calicut.*

Problem: It is an attempt to analyse some socio-familial correlates of basic language skills in the mother tongue of secondary schools of Kerala.

Objectives: (i) To explore the nature of the correlation of each of the socio-familial variables selected with each of the basic language skills for a representative sample of secondary school students and for the relevant sub-samples, (ii) to compare the correlations obtained in the case of pairs of relevant sub-groups, (iii) to compare the mean scores of each of the nine socio-familial variables obtained by high-achievers, average-achievers, and low-achievers in the sample, and (iv) to compare the mean scores of each of the nine socio-familial variables obtained by over-achievers, normal achievers, and under achievers in the sample.

Methodology: A sample of 1,000 pupils of Standard IX was drawn through stratified sampling procedure. A test of Listening Comprehension in Malayalam, a test of Reading Comprehension in Malayalam, Kerala University, a Handwriting Scale in Malayalam, a test of Handwriting Speed in Malayalam, a test of Spelling Ability, a test of Vocabulary in Malayalam, Kerala Socio-economic Scale, Kerala University Verbal Group Test of Intelligence, Home Learning Facility and Family Environment Inventory, Family Acceptance of Education and Family Cultural Level Rating Scale were used for collecting data. Mean, SD, correlation, 't' test and regression analysis were used to analyse the data.

Major Findings: (1) Parental income, occupation and education, Socio-economic status, family acceptance of education, and socio-familial status were positively correlated with listening comprehension, reading comprehension, handwriting speed, vocabulary and total language skills in Malayalam in the total sample. (2) Parental educational level and family cultural level were the socio-familial variables facilitating handwriting speed. (3) Achievement in handwriting quality was facilitated by parental income, parental occupation, family acceptance of education, facility for learning at home and total socio-familial status. (4) Socio-familial status, cultural level of neighbourhood, family acceptance of education, learning facilities at home and parental occupation were found to be significantly differentiating high, average, and low-achievers in language skills (taken in pairs).

(5) Socio-economic status, socio-familial status, family acceptance of education and cultural level of neighbourhood differentiated significantly normal, under- and over-achievers in language skills in Malayalam (taken in pairs). [KSP 0553]

Kemparaju, T.D. and Thavamanidevi. 1990. **Extra-curricular reading habits among post-graduate female students.** *Indian Educational Review*, Vol. 25(2): 30-36.

Problem: It attempts to ascertain how much importance post-graduate female students give to extra-curricular reading.

Objectives: (i) To analyse the nature of extra-curricular reading among post-graduate female students, (ii) to know what kind of literature they like most, (iii) to study its relative place in extra-curricular readings, (iv) to know if students have easy access to reading materials of their choice. If not, what are the problems, and (v) to study deficiencies, if any, in their readings, etc.

Methodology: The questionnaire method was adopted to collect the data. A questionnaire consisting of 30 questions was designed and administered. The study was limited to 300 post-graduate female students of Bangalore University, belonging to different disciplines like science, social science and humanities.

Major Findings: (1) A post-graduate student must have at her/his disposal a sizable three to four hours of leisure time, apart from attending classes, laboratory work, field work, etc. to undertake worthwhile extra-curricular activities. (2) All the extra-curricular activities like watching TV, extra-curricular reading, listening to the radio, movies and gossip were highly preferred by students, and they spent most of their leisure time on these activities. Thus watching TV occupied a dominant place among the various extra-curricular activities, followed by extra-curricular reading as the second most preferred extra-curricular activity. [MPR 1479]

Khandekar, M.P. 1991. **A study of educational values in the textbooks of Hindi at the graduation level in the colleges in Nagpur.** M.Phil, Edu. *Nagpur Univ.*

Problem: It attempts to study if the contents in the textbooks of Hindi at the graduation level contain certain educational values. The study is based on seven educational values, viz. character building, aesthetic sense, patriotism, development of cultural and literary interest, beauty of the language, grammar and established values.

Objectives: (i) To find out whether the textbook of Hindi at graduation level contains the educational values in the subject-matter, (ii) to study analytically the ability and drawbacks of the textbooks of Hindi, and (iii) to evaluate the textbooks with reference to values, needs, content, matter and questions with the help of specialists, teachers and students.

Methodology: The sample comprised 20 lecturers from nine colleges in Nagpur, and lecturers from post-graduate departments who taught Hindi. A questionnaire was used as a tool to collect the relevant data. Percentages were calculated from the responses obtained.

Major Findings: (1) Textbooks were not in accordance with the educational values. (2) The percentages of the educational values lacking in the textbooks were character building 30%, development of interest 20%, beauty of the language 15%, and grammar 40%. (3) Eighty-five per cent lecturers agreed with the significance of the educational values and 90% agreed with the variety in the subject-matter which did exist in the books. (4) They were found with the change in novel from *Tyagpatra* to *Thake Paon.* (5) Fifty-five per cent lecturers disagreed with the subject-matter being helpful in development of patriotism. (6) The percentage of the responses stating that the books were satisfactory for B.A. Parts I, II and III were 50%, 20% and 20%, respectively. (7) Fifty-five per cent of lecturers recommended change in textbooks, inclusion of new authors

and poets, more practical knowledge, translation of literature from Hindi to Marathi and inclusion of the same in textbooks. [GPK 1596]

Kumari, Nanda P. 1992. **A diagnostic study of errors in written Hindi of secondary students of Central schools in the Madras region.** Ph.D., Edu. *Univ. of Calicut.*

Problem: It attempts to identify and study errors in written Hindi of Class X students in Central schools in the Madras region.

Objectives: (i) To identify major errors in written Hindi of Central school students in Standard X, (ii) to classify the errors into major functional grammatical skills, (iii) to study the relative proportion of the errors with a view to classifying and arranging the major areas in order of their importance, and (iv) to determine the source and cause of errors identified.

Methodology: The sample consisted of 840 students of Standard X of 24 Central schools, covering eight from Kerala and 16 from Tamil Nadu. Proportionate stratified cluster sampling technique was used to draw the sample. The tools used included, a Diagnostic Test in Hindi for Standard X developed by the investigator, the Kerala Non-Verbal Group Test of Intelligence of A.S. Nair, and Personal Data Blank. The collected data were treated using Pearsons' correlation, apart from test of significant difference between percentages and between means of large independent sample.

Major Findings: (1) Percentage incidence of errors above 75% (very high) in the total sample was found in six grammatical areas, viz. parsing (97.5%), punctuation (88.7%), clauses (84.07%), one word (81.69%), analysis and synthesis (80.86%) and compounds (77.65%). (2) Significant difference existed in the mean scores of incidence of errors between Kerala students and Tamil Nadu students, Hindi students and non-Hindi students, high-SES, average-SES, and low-SES students (taken in pairs), high-achievers; average-achievers and low-achievers in Hindi (taken in pairs), under achievers, normal achievers and over achievers in Hindi (taken in pairs), and boys and girls. (3) Percentage of errors had significant negative correlation with Hindi language achievement, intelligence, and socio-economic status. [KSP 1636]

Maharashtra State Bureau of Textbooks. 1991. **A critical study of types used in the textbooks produced by the Textbook Bureau, Pune.** Independent study. *Pune: Maharashtra State Bureau of Textbooks.*

Problem: It attempts to study the types used in textbooks produced by the Textbook Bureau, Pune, and assess the suitability of each type of textbook.

Objective: To study the suitability of typeface, and type size used in the present textbooks.

Methodology: A 16-item questionnaire was administered to 391 persons of whom 368 were teachers, the remaining 23 being educational experts representing different regions in the state and different types of schools. Teachers in junior colleges of education were also included in the sample. Only 197 (50.38%) persons responded to the questionnaire. The replies received from the respondents were consolidated, analysed and interpreted.

Major Findings: (1) Typeface used for titles of the lessons for all standards was appropriate. Typeface 'Linotone' which is at present used for content matter is suitable for all standards except for Standard III where the respondents did not agree with the present typeface. According to them the typeface of the numerical 'one' and 'question mark' was not good. (2) The size of the type used for the titles of the lessons, content matter of the lessons and also for exercises was appropriate except for some standards. (3) The boldness of the letters in the title as well as in the content and exercises was quite right for all the lessons in all the standards. [Instt. 1833]

Malhi, Prabhjot. 1988. **Concept and prose learning in children as a function of individual and stimulus differences in imagery.** Ph.D., Psy. *Panjab Univ.*

Problem: It attempts to find out whether imaginal and verbal skills are important for role-learning tasks as well as to investigate independent and interactive effects of individual difference among children of two age levels.

Objective: To investigate independent and interactive effects of individual differences in imagery ability, individual differences in verbal ability and the image-evoking characteristics of the material learned on two tasks, i.e. concept learning and prose learning, at two age levels of children.

Methodology: Two samples of 280 children at the six-year old level and 390 children at the 10-year old level were administered an imagery and verbal abilities test battery. The Spatial Relation Test from the PHA of Thurstone and Thurstone, the HPFB Test of Libert and Quasha, and the Verbal Associational Fluency Test of Paivio, were used as tools. Mean, SD, intercorrelations, 't' ratios, and analysis of variance were employed to analyse the data.

Major Findings: (1) Imagery ability did not emerge as a significant factor in either the six-year old or the 10-year old children. However, in the younger children, verbal ability was significantly related to performance. High verbal ability children were superior to low verbal ability children in learning concepts. (2) Both high and low imagery children learnt perceptual concepts faster through pictures than through words. High imagery children preferred to encode stimuli non-verbally whereas low imagery children did not. (3) Pictures as compared to words were overall facilitative for the learning of concepts at both the age-levels. (4) Higher imagery ability was associated with superior recall of the concrete as well as the abstract passages. (5) High verbal ability was associated with superior recall on both types of passages. (6) There was no indication of interactions either between imagery ability and type of passage or between verbal ability and type of passage. (7) The recall on concrete passage was better than that of abstract passage. [JNJ 0265]

Mathew, Anjilivelli, M. 1989. **Developing reading comprehension among first year degree students.** M.Phil., Edu. *Alagappa Univ.*

Problem: It attempts to identify student's level of reading comprehension among first year degree students.

Objective: To identify students' level of reading comprehension in terms of intellectual, lexical, structural and stylistic components of reading skill.

Methodology: Experimental method of research was adopted on two groups of first year degree students of 40 each, with one as the control group and the other as the experimental group. Questionnaires were constructed to test the ability of students in the identified components of reading skill. Mean, SD, correlation and 't' tests were applied to treat the data.

Major Findings: (1) The experimental group fared significantly better than the control group in reading comprehension sub-skills as well as in overall performance in reading comprehension in their post-test performance after the experimentation. (2) The overall performance of the control group in the pre-test and the post-test revealed that there was no significant difference between the scores in these tests. [SM 1742]

Mathur, A. 1989. **A study of the teachability and utility of the teaching items in the English syllabus of upper primary classes in Rajasthan.** Independent study. *Udaipur: State Institute of Educational Research and Training.*

Problem: The present study attempts to assess the teachability and utility of teaching items in the English syllabus of upper primary classes in Rajasthan.

Objectives: To examine the English syllabus of Classes VI to VIII from the point of view of: (i) the teachability and utility of all the structures, (ii) the teachability and utility of all the lexical items, and (iii) the learning load in each class.

Methodology: The sample comprised 150 teachers teaching English to Classes VI to VIII in rural and urban areas who were selected randomly. Fifty student-teachers of training schools and 10 experts trained by special institutes were also taken. A questionnaire was used as a tool. The collected data were treated qualitatively.

Major Findings: (1) Out of 35 structures prescribed for Class VI, nine were considered teachable and useful by all respondents. (2) Nine out of 50 items prescribed for Class VII and five out of 38 items prescribed for Class VIII were considered to be teachable and useful. (3) So far as lexical items were concerned, 48 out of 400 prescribed for Class VI, 31 out of 436 prescribed for Class VII and 37 out of 260 prescribed for Class VIII were found suitable. (4) Teachers in urban schools found the least number of items unsuitable due to the exposure of their students to mass media. [JCV 0878]

Mishra, Babban and Tripathi, L.B. 1991. **Some aspects of language development among Hindi speaking children in deprivational/ non-deprivational environment: A psycholinguistic study.** Independent study. *Univ of Gorakhpur.* [ERIC Funded]

Problem: It attempts to examine the effect of deprivational/non-deprivational environment on some aspects of language development including locatives, bitransitive verbs, wh-questions, vocabulary, etc. It also attempts to develop a model for classroom interaction in Hindi medium schools.

Objectives: (i) To study the variation of word order in children's utterances of spatial relationships between the two objects, (ii) to develop a normative measure for measurement of syntactic abilities of Hindi speaking children, (iii) to study the effect of deprivation on the development of Hindi language in children, (iv) to study the developmental patterns of acquisition of wh-words in Hindi speaking children, (v) to study the word order in expression of bitransitive verbs with the help of real objects (toys) as the stimulus material, and (vi) to measure the length of utterances in Hindi speaking children.

Methodology: The total sample size was of 420 children with ten children per cell. The age of the children varied from 18-24, 24-30, 30-36, 36-42, 42-48, 48-54 and 54-60 months. From the total sample 210 children constituted the high deprived group and the remaining 210 came from low deprived family. The subjects were selected as high or low deprived on the basis of scores obtained on Prolonged Deprivation Scale of Misra and Tripathi. The other tools used were; Tests of Hindi Syntactic Development, and Performance Tests of Locative Prepositions. The collected data were treated using ANOVA, trend analysis and other tests of significance.

Major Findings: (1) Differential impact of deprivation was observed on variation in choice of word order for the expression of locative relationship between a pair of objects. (2) In case of children coming from low deprived home environment, subject first order responses were more predominantly used in expression of locative relationship in Hindi. (3) Reversibility/ Non-reversibility phenomenon also played an important role in selecting a particular word order while expressing spatial relationship by using locatives. (4) Developing age does bring changes in strategies being used for the expression of such locative relationship between a pair of objects. (5) The type of word order being used in expression of spatial relationship between a pair of objects is based on the nature of locatives in Hindi. That is why the word order is highly affected with regard to the nature of locatives in Hindi. (6) Children predominantly preferred, in both high and low deprived conditions, the use of topic comment strategy for describing locative relationship "on". (7) Choice of word order did

vary along with the variation in deprivational conditions. Variation caused by different deprivational conditions was not uniform across different locatives. At the same time the locatives were also found to be significant. It means locative prepositions also determined the use of a particular pragmatic strategy while expressing the spatial relationship between a pair of objects. (8) Subject first order responses (SF) depended on the nature of locative proposition. (9) The age was found to be a good predictor of development of acquisition of wh-words (what, who, where, how, why, when). (10) Changes in environmental conditions changed acquiring the meanings of wh-words. (11) Children reared in a low deprived environments, used levelling more frequently which reflected their curiosity to know more about their surroundings in a game playing situation. (12) Along with 'levelling' the second most preferred category was the 'social play'. (13) The type of home environment or level of deprivation did change the type of communication category being used by children while talking to their mothers. [SKB 1200]

Misra, Lokmanya. 1992. **A comparative study of the Sanskrit reading ability among Class IX students of different types of schools of Lucknow City.** Ph.D., Edu. *Univ. of Lucknow.*

Problem: It attempts to study the reading ability in Sanskrit among students of various schools in Lucknow.

Objectives: (i) To compare the Sanskrit reading ability (comprehension) of the students of government and private schools, and (ii) to study the effect of sex, SES, I.Q., emotional stability, Hindi reading ability, duration of Sanskrit study, parental education and other variables on Sanskrit reading ability of students.

Methodology: A random sample of 600 Class IX students was selected from eight urban and one rural schools in Lucknow. The sample included equal number of boys and girls. The tools used for data collection included College Grade Intelligence Test by R.P. Gupta, Individual and Family Measures (modified version) by R.P. Gupta, Adolescent Adjustment Analyser Part III by Pandey, Test of Sanskrit and Hindi Reading Ability prepared by the investigator, and Oral Test for pronunciation in Hindi and Sanskrit prepared by the investigator. After data collection, the sample was divided into 75 sub-groups on the basis of various independent variables. These sub-groups were then compared on the basis of Sanskrit reading ability. The collected data were treated using mean, SD, 't' test, and correlation.

Major Findings: (1) Sanskrit reading performance of boys was found better than that of girls. (2) Higher SES, superior I.Q., emotional stability, interest in Sanskrit, better grade achievement, higher marks in Hindi and Sanskrit, better Hindi reading ability, efficiency in Hindi and Sanskrit pronunciation, etc. were found to be influencing factors in determining the Sanskrit reading ability of students. (3) Performance of children whose parents were educated and took more interest in Sanskrit were found to be better than that of children whose parents were illiterate and took little interest in Sanskrit. (4) Students devoting more time to study Sanskrit and getting more chances of Sanskrit reading in the classroom were found to be more efficient in Sanskrit reading opportunities, than those who did not get these opportunities. [RJS 0671]

Mishra, S. 1991. **Working memory and reading in Oriya orthography.** Ph.D., Psy. *Utkal Univ.*

Problem: The present study focuses on the problem of working memory and reading in Oriya orthography.

Objective: To study working memory as a determinant of reading ability.

Methodology: On the basis of subjects' working memory (language and non-language) 70 subjects were selected for the final sample out of 100. These subjects were studying in Grade V. Out of 70 subjects 35 formed high working

memory group (SS) and 35 formed low working memory group (SC). The tools used were Working Memory Test, Language and Non-language Tests, Raven's Progressive Matrices, Oral Reading Task, and Cloze Test. The collected data were treated using mean, SD and ANOVA.

Major Findings: (1) Subjects of high working memory group were found to be more intelligent and better performers than subjects of low working memory group. (2) High working memory group subjects had more appropriate responses and showed better performance in comparison to subjects of low working memory group. (3) Subjects of high working memory group showed better speech development, language development and better pronunciation power in comparison to subjects of low working memory group. (4) The high working memory group subjects showed better results and performance on cloze tasks. (5) Subjects with high working memory were expected to perform better on reading tasks. High working memory goes with better reading performance, both oral reading and reading comprehension. [KCP 0513]

Mohagaonkar, P. 1990. **A study of human and moral values through the textbooks of Marathi (mother tongue) of Classes VI, VII and VIII.** M.Phil., Edu. *Nagpur Univ.*

Problem: It attempts to study how far the Marathi (mother tongue) textbooks of Classes VI, VII, and VIII are able to reflect the *sanskaras* or moral values.

Objectives: (i) To probe the moral values mentioned earlier in prose and poetry in prescribed textbooks of Marathi as mother tongue in Classes VI, VII and VIII, and (ii) to find out if the human values (13 in number) are adequately reflected in the textbooks.

Methodology: The contents of textbooks of Marathi (mother tongue) of Classes VI, VII and VIII were analysed and interpreted in the context of various moral and human values mentioned in the studies.

Major Findings: (1) In the book of Standard VI, there were four lessons (prose) and three poems on the value of equality but there were no such lessons in the Standard VII book, but certain poems were there. In the book of Standard VIII, the lessons and poems both were sufficient in number. (2) For the value of fraternity, there were not enough lessons in the books of all the three standards. (3) On freedom, there was no subject matter in the book of Standard VI but there were three lessons each in the books of Standard VII and VIII. (4) As regards dignity of labour, there was enough textual matter in the books of Standard VII and VIII but no subject-matter was found in the Standard VI textbook. (5) For the value of faith in science, there was sufficient subject-matter in the poems of the book of Standard VI, but there were no prose lessons. [GPK 1706]

Mohanty, S. 1989. **The effects of age, sex and individual differences in language development of Oriya speaking children.** M.Phil., Psy. *Utkal Univ.*

Problem: It attempts to study the effects of age, sex and individual differences in language development of Oriya speaking children.

Objective: To find out the environmental/developmental effects on language development and stylistic differences in language acquisition.

Methodology: The sample of the study consisted of 60 children. The age range varied from two to five years. The subjects were divided into two groups according to their age. The subjects were taken from the middle class families of Bhubaneswar Town. The tools used were, Test of Oriya Syntactic Ability (TOSA) and Picture Vocabulary Test. Mean, SD and ANOVA were used as statistical techniques.

Major Findings: (1) No significant difference was found for age and sex on different language measures. In Picture Vocabulary Test, there was significant effect of age. (2) Sex difference did not show any significant effect. (3) F-ratio for sex

effect was significant for mean length of utterance and total number of morphemes. Both the age and sex variables had significant effects only on mean length of utterance and total number of morphemes. The results indicated that both these factors had no significant effect on syntactic ability of children. (4) There were individual variations in language acquisition style. [KCP 0480]

Mohire, V.N. 1989. **A critical analysis of methods and means of teaching English applied at the undergraduate level.** Ph.D., Edu. *Shivaji Univ.*

Problem: It is an attempt at studying the present position of English teaching at the undergraduate level, including the practices, problems and difficulties.

Objectives: (i) To review the content of the present textbooks in the light of the criteria for good textbooks at the undergraduate level, (ii) to find out the problems relating to the present textbooks for compulsory English, (iii) to find out the difficulties experienced by teachers of English with reference to methods and means of teaching, professional training, work load and strength of the class, (iv) to find out the problems of students in learning English as a second language at the undergraduate level, (v) to compare the common errors in written English of the students studying in B.A., B.Sc., B.Com. Classes, and (vi) to suggest measures for improving the present position of teaching English at the undergraduate level.

Methodology: A sample of 100 teachers of English from a total of 216 teachers teaching in 68 arts, science, commerce colleges affiliated to Shivaji University, Kolhapur was selected. Out of these, 22 teachers were selected for direct observation of teaching. One hundred and eighty students from the two colleges affiliated to Shivaji University, Kolhapur were selected for the written test and interview. Teacher questionnaires (main and supplementary), classroom observation schedule, interview schedule and written test in English were used to collect the relevant data.

Major Findings: (1) English textbooks in general were dominated by literacy aspect and they did not cater to the needs such as communicative competence, commercial English inculcation of scientific attitude, etc. of the students of different faculties. (2) English teachers advocated that the criteria for the selection of the content of English textbooks should be its potential to develop social responsibility, national outlook and communicative competence. (3) The majority of the teachers followed the traditional lecture and translation method. The difficulties of teaching English were students' inability to interact in English, large classes, cultural disparity, lack of professional training. (4) No teaching aids were used for teaching English. (5) The difficulties faced by students in learning English as a second language were: (a) uninteresting textbooks; (b) dislike for English; and (c) monotonous verbal teaching. (6) The errors committed by the students were due to (a) lack of comprehension, and expression; (b) wrong punctuation marks; (c) wrong word order; (d) wrong English syntax; and (e) wrong usage of grammatical items. [CMY 0895]

Mukherjee, D.P. 1988. **Socio-linguistic study of Santhali language.** Independent study. *Visva-Bharati.* (ERIC Funded)

Problem: It attempts to identify the non-Hor speech elements that are being incorporated on an increasing pace day-by-day and identify the distinguishable features of speech forms of Santals living in different socio-geographical regions under the impact of some standard speech-culture of adjacent localities.

Objectives: (i) To study the speech forms of the Hor people of different localities bounded within different socio-geographical environment with a view to analysing morpho-phonomic peculiarities, (ii) to study the literature written in Santali by both Hor and non-Hor writers, in order to identify the characters assumed by the

speech system to develop as a book language, (iii) to identify the social context of incorporating foreign language elements in the Hor speech, and (iv) to identify the peculiar features of functional vocabulary with reference to communication-interaction behaviour of Santali non-literate adult children and neoliterate youths.

Methodology: A sample of 360 persons from six districts was collected from Santal parganas of Bihar, Orissa and West Bengal. The representative speech of twenty persons was randomly selected from each category, i.e. unschooled children, aged village folk, and literate and neo-literate persons. Every person of the sample was exposed to some verbal-communication-interaction-situation and their responses through speech behaviour were recorded. The speech elements of socio-linguistic importance were classified and tabulated in terms of elements, nature of elements, source and comments including explanation and analysis.

Major Findings: The analysis of non-Hor elements was categorised under five clusters. (1) Cluster 1: Ninety-four words were identified as lexemes, syntagans, collocations and compounds related a to property, business correspondence and economic life of the people. These instances revealed clear indication that since in the medieval period Hor people came in contact with many linguistic communities around and, as a result, picked up so many elements in the course of socio-economic interaction. (2) Cluster II : Eighty-five words were identified. These were examples of incorporation of non-Hor elements which were used in Indian languages particularly in connection with schooling and education. (3) Cluster III : Thirty-two elements related to daily-life activities, 30 names of objects, things, phenomena like agriculture, household goods, natural objects, living beings, 35 Sanskrit tatsam words, words concerned with inter-community and cross-cultural transactions and words concerned with social circumstances expressed in congenial interaction. (4) Cluster IV: 514 Common non-Hor (Bengali, Hindi, Urdu and other northern Indian languages) verbs, idioms, adjectives, postpositions and affixes. (5) Cluster V: Mixed clauses/phrases and idioms were analysed and reported. [SRA 1107]

Nanda, Kamala. 1982. **An investigation into the causes of poor attainment in English comprehension of the students of Class VIII in Cuttack city and their remedial measures.** Ph.D., Edu. *Sambalpur Univ.*

Problem: It attempts to investigate causes of poor English comprehension among the pupils of secondary schools, and their remedial measures.

Objectives: (i) To detect causes of poor attainment in English in the HSC examinations, (ii) to detect weak areas of comprehension skills, (iii) to investigate the causes of poor attainment in English particularly in the areas relating to simple comprehension, vocabulary items, structural items, and critical thinking, (iv) to suggest remedial measures for developing power of comprehension, (v) to suggest remedial measures for better teaching and learning processes, and (vi) to recommend remedial measures to be adopted by teaching staff, administrative and controlling authorities of schools.

Methodology: The study was undertaken in 26 secondary schools of Cuttack City. Using purposive sampling method 500 pupils were selected for the study. Detection of the weak areas of comprehension skills was made through a preliminary test on comprehension, and a diagnostic test on comprehension. Opinionnaires to teachers of English, interview of teachers of English, and interview of pupils served as the relevant data.

Major Findings: (1) Significant causes thwarting comprehension of pupils according to pupils included, lack of knowledge in structural usage and vocabulary items taught in the previous classes, lack of stronger foundations in elementary reading, distraction and careless reading, absence of reading readiness, new vocabulary, lack of reading practice, intelligence

and interest, negative attitude to reading, improper handling of complex sentence structures, abstract ideas, unusual word order, and grammatical usages, skipping over the key words, Parrot study from examination point of view, reading by letters and words, not the sentences as a whole, a dull recognition of words and central ideas, purposeless reading, and lack of proper guidance. (2) Difficulties which hinder effective teaching of comprehension included, lack of teaching aids, library, reading facilities and initiative on the part of teachers, unsuitable textbooks, poor salary structures, over-burdened timetable, and lack of preparation of lessons due to shortage of time. (3) Socio-economic conditions of both teachers and pupils, lack of study atmosphere and favourable environment, apathy of teachers, lack of effective supervision and administrative control and poor financial conditions of schools. (4) Significant causes identified by pupils included, lack of semantic knowledge, expression, knowledge of word usage, phrases, and grammar, and careless and hurried reading. (5) On post-test comprehension, the performance of the 123 underachievers, after the remedial teaching programme, improved satisfactorily. [JKS 0708]

Panda, S. 1991. **Word–non-word difference in oral reading as a predictor of reading comprehension.** M.Phil., Psy. *Utkal Univ.*

Problem: It attempts to study the problem of word–non-word difference in oral reading as a predictor of reading comprehension.

Objectives: (i) To find out whether the orthographic characteristics of Oriya language made some specific demand on the reading performances. In case of a semi-syllabic orthography like Oriya, there was a clear separation between the two measures of reading — oral reading and reading comprehension, and (ii) to find out the extent to which they are distinct processes.

Methodology: The sample comprised 60 normal children from an Oriya medium school in Cuttack. Twenty children each from Grades I, II and III were randomly selected and were administered a test on reading and scrambled reading. Age of the children in each of the three grades was six years. The tools used included, Graded Oral Reading Test of Mohanty, Sahoo and Sahoo, Reading Scrambled Sentences, and Graded Reading Comprehension. The data were treated using means, SD, analysis of variance, and intercorrelation.

Major Findings: (1) There was a clear difference across the grades with regard to comprehension. (2) The obtained 'F' for oral reading time and error were significant. (3) The error and time for scrambled reading also differed significantly across the grades. (4) Reading comprehension and the discrepancy in time and error between oral reading and scrambled reading expressed in the form of a ratio were positively related in all the grades. (5) Reading comprehension and oral reading errors were negatively related in all the grades. [KCP 0417]

Pandya, V.Y. 1988. **A study of the effect of the presentation of easy and difficult listening material at five different rates on listening comprehension.** Ph.D., Edu. *Bhavnagar Univ.*

Problem: It is an attempt to assess the listening comprehension level of easy and difficult material presented at five different rates.

Objectives: (i) To determine the effect of the rate of presentation of easy and difficult listening material on listening comprehension of VIII Graders, (ii) to compare the mean scores of VIII Graders achieved by listening to easy and difficult listening material presented at five different rates, (iii) to compare the mean scores of boys and girls of Grade VIII, got from listening to easy and difficult material presented at five different rates, and (iv) to determine the rate of presentation where maximum listening comprehension occurs.

Methodology: A total number of 430 subjects composed of 215 boys and 215 girls were selected from all the 20 different high schools of Bhavnagar City randomly. Out of these ten groups were constructed, having 43 subjects in each for one speed. Five groups of boys and five groups of girls were obtained. A listening comprehension test was used as a tool. Mean, SD, analysis of variance and 't' test were used to treat the data.

Major Findings: (1) Speed or rate of presentation was an effective variable for listening comprehension. (2) Difficulty level of listening material was an effective variable for listening comprehension. That is easy listening material was better comprehended than difficult listening material. (3) Sex of students was an effective variable for listening comprehension. (4) There was no interactive effect of speed and level on the listening comprehension of the subjects. (5) There was an interactive effect of speed and sex on the listening comprehension. (6) There was no interactive effect of level and sex on listening comprehension. (7) There was no interactive effect of speed, level and sex on listening comprehension. (8) The listening comprehension of boys for easy listening material was the highest at speed one, and it was the lowest at speed three. (9) The listening comprehension of girls for easy listening material was the highest at speed one, and it was the lowest at speed two. (10) The listening comprehension of boys for difficult listening material was almost equal in all the five speeds. (11) The listening comprehension of girls for difficult listening material was the highest at speed one and it was the lowest at speed two. (12) At speed one boys comprehended easy listening material better than difficult material, while girls comprehended both easy and difficult listening material equally well at speed one. And difficult listening material was better comprehended by girls than boys at speed one. (13) At speed two the listening comprehension of both the sexes for easy listening material and for difficult listening material was equal. (14) At speed three both types of listening material were comprehended equally by boys and girls. Girls were better listeners than the boys for both types of listening material. (15) At speed four listening comprehension of boys as well as girls for easy listening material and for difficult listening material was equal. Easy listening material was comprehended equally by both boys and girls, whereas difficult listening material was comprehended more by girls than by boys or it can be said that girls are better listeners than the boys for difficult listening material at speed four. (16) At speed five listening comprehension of boys as well as girls for easy listening material and difficult listening material was equal. Easy listening material was comprehended equally by both boys and girls, whereas difficult listening material was comprehended more by girls than by boys or it can be said that girls were better listeners than boys for difficult listening material at speed five. [DJM 0146]

Paramguru, T.P. 1991. **A study on the development of concept of the noun among boys and girls reading in Class IX in rural and urban areas of Cuttack district.** M.Phil., Edu. *Utkal Univ.*

Problem: To study the development of concept of the noun among boys and girls reading in Class IX in rural and urban areas of Cuttack.

Objectives: (i) To develop conceptual task to measure the attainment of concept of noun among boys and girls reading in Class IX in urban and rural areas of Cuttack District, (ii) to demonstrate independent and interactive effects of the urban-rural factor and sex on children at four levels of the concept attainment relating to concept of noun in English grammar, and (iii) to draw major findings relating to the attainment of concept of noun in English grammar which may provide guidelines to the curriculum framers and teachers in selecting and teaching specific concepts and content areas in English grammar at different levels of secondary education.

Methodology: The sample of 200 students with equal number of boys and girls was selected randomly from two schools from Cuttack and another two schools from Salipur and Kendrapara areas. Boys and girls were given equal representation. Concept development tasks on the noun for Class IX students were used to collect the data. The collected data were treated using quantitative techniques.

Major Findings: (1) There was a significant difference in scores on concept development task on noun among children belonging to urban and rural areas. The children from urban areas exhibited a higher order of score difference. (2) There was a significant difference in scores on concept development task on the noun among boys and girls reading in Class IX and boy students crossed the sample mean in comparison with girl students. (3) There was significant interaction effects among rural and urban children on concept development task. (4) There was significant interaction effects among boys and girls in rural and urban areas on concept development task. (5) The scores differed significantly at four levels of concept attainment. Most of the students performed well at the concrete level whereas it decreased later with rise in attainment level. At formal level fewer students yielded good results. (6) The children from urban areas performed better than their rural counterparts at almost all the levels of concept attainment. (7) The boys did better than the girls at three levels — concrete, identity and formal — on concept development task on the noun. But at classificatory level, the opposite results came up. The girls did better than the boys. (8) Among the urban boys and girls, boy students performed better on concept development task on the noun than girls at concrete and formal levels. Girls did better at identity level and made the range of score equal at classificatory level. (9) Among the rural boys and girls, boys possessed the attainment level of concrete, identity and formal in larger numbers than the girls. But at the classificatory level, girls performed better. (10) Girl students from urban areas and boy students from rural areas attained similar results if not the same in most of the cases. [KCP 0501]

Patil, N.K. 1988. **An investigation into the effects of anticipated time of completion of a spoken word on its perception.** Ph.D., Edu. *Univ. of Bombay.*

Problem: It is an attempt to show through a series of experiments that misperception occurs and anticipation is a factor in perception.

Objectives: (i) To establish the criteria of evaluating language on the phonetic structure of their words, (ii) to find out the conditions for better perception of words, and (iii) to suggest a basis for modifying language.

Methodology: The study followed the experimental method and involved both quantitative and qualitative approaches. Word lists were developed with the help of a pilot study and these were administered to students and teacher-trainees. The experimental group was administered the word list which contained distorted words to arouse anticipation and avoid wastage while the control group was given the list of normal words.

Major Findings: (1) Spoken words were misperceived by students. (2) The context initiated the anticipation of meaning of a word and related words. (3) The mental set of anticipating a class of words determined a word, despite the physical stimuli being different. In such mental structuring of actual words, the time of the words was not altered. (4) Within the language, culture and personal acquaintance of words, when the meaning of the word was not allowed to influence the listener, the perception may be processing all probable sound structures next to the sound heard at any stage of listening. (5) In comparison with the total word and syllabic nuclei, the time of completion was primary in considering the similarity in words. (6) The major and sure factors of accepting or rejecting an anticipated word was

the time of completion. If the time of completion of a word was different from the one anticipated, the anticipation was certainly rejected. (7) In all the metathesis of words, together with syllabi nuclei, the time was never altered. (8) If the time of completion was changed after giving a chance of anticipation, the difference at once created an uncertainty leading to no perception or misperception. (9) There were certain aspects of words which were retained even in misperceived words. In 67% of misperceived words the morae (time of completion of the spoken words presented) were unaltered. (10) When the time was also affected in structuring the word by the listener, the difference was only one morae in 96% of occasions and even with this change the direction was that the misperceived words (as responded) had in 89% of cases one morae more than the original word. [GJK 0231]

Pattnaik, L. 1991. **Orthographic variation and oral reading strategy.** M.Phil., Psy. *Utkal Univ.*

Problem: It is an attempt to study the orthographic variation and oral reading strategy among Grade V children.

Objectives: (i) To assess how the readers of Oriya and English make use of orthographic and context cues during reading, and (ii) to assess their word-attach skills across these two orthographies.

Methodology: The sample comprised 60 Grade V children, out of which 30 were boys and 30 were girls. They were administered oral reading tasks for Oriya and English to assess their oral reading strategies. Raven's Coloured Progressive Matrices (RCPM) was administered to measure intelligence. English oral reading task consisted of 36 sentences selected randomly from the English language textbook of Grade IV. The statistical methods used to analyse the data were mean, standard deviation, 't' test, homogeneity of variance, and correlation.

Major Findings: (1) There was no difference between boys and girls regarding the use of orthographic cues both in Oriya and English oral reading tasks. (2) None of the differences in the use of orthographic cues in Oriya oral reading task was statistically significant. In other words, initial letter similarity, end letter similarity, middle letter similarity and similarity irrespective of position was not significant with reference to Oriya oral reading performance between boys and girls. (3) The proportion of Oriya oral reading miscues of boys and girls revealed that both the boys and girls presented similar trend in the use of graphic cues. Between groups comparison revealed that boys scored higher across all the four indices, i.e. initial letter similarity, end letter similarity, middle letter similarity and similarity irrespective of position. Thus boys were found to be greater users of orthographic cues. (4) The proportion of English oral reading miscues of boys and girls revealed that boys were better users of orthographic cues, as their mean proportion of initial letter similarity responses was higher than that of girls. Thus, boys were able to utilise orthographic information more both in Oriya and English oral reading tasks. Mean proportion for various context cues indices for English oral reading task of girls was higher than boys. So girls were more dependent on context cues than boys. (5) There was a significant positive relationship between intelligence (RCPM) and correct Oriya oral reading score. There was a negative relationship between intelligence and incorrect English readings. [KCP 0465]

Pattanaik, R. 1991. **Role of knowledge representation and planning in reading and writing.** M.Phil., Psy. *Utkal Univ.*

Problem: It attempts to study the problem of involvement of knowledge representation and planning in two major areas of academics such as reading and writing.

Objective: To identify expert and novice planning strategies in reading and writing tasks.

Methodology: On the basis of a pilot study,

five expert and five novice readers and composers were selected from Grade VI. Along with that five expert readers and composers were selected from Grade XI. Both groups of subjects belonged to the same area, that is, a rural area in Puri District, Orissa. Instruments used were Reading Comprehension Test, Crack-the-code, Summarisation (Reading) and Written Composition.

Major Findings: (1) Expert readers used strategies that were different from those used by novices. (2) Reading was a problem-solving process. [KCP 0467]

Pradhan, S.S. 1990. **A comparative study of the effectiveness of the direct method and the bilingual method of teaching English in Class X in the district of Cuttack.** Ph.D. Edu. *Utkal Univ.*

Problem: It attempts to compare the effectiveness of the direct method and bilingual method of teaching English in Class X in the district of Cuttack.

Objectives: (i) To analyse inadequacies of different methods of teaching adopted before, (ii) to develop in pupils four language skills, (iii) to measure the achievement of control groups and experimental groups taught by the direct method and bilingual method, respectively, and (iv) to measure the quantum of interaction in both the groups.

Methodology: The sample comprised 300 students from six schools belonging to Class X, one boys' high school and one girls' high school from Cuttack City, two boys' high schools and one girls' high school from two towns i.e. Jeypore and Jatgatsingpur and one co-educational institution from a village. Thus the study covered boys and girls from both rural and urban areas. The tools used were a proficiency test in English, socio-economic status scale, school achievement test results apart from Interaction Analysis Category System of N.A. Flanders. Analysis of variance was used to treat the data.

Major Findings: (1) The ANOVA revealed only two significant effects. The first one was the main treatment effect which showed that the treatment produced significant effect. (2) Experimental and control subjects irrespective of schools did not differ significantly. (3) Irrespective of groups and treatments, the schools did not differ significantly. (4) It was a product-oriented and time-saving device and did not require elaborate preparation. (5) It ensured accuracy and fluency simultaneously in spoken word and written word unlike the grammar-translation method and direct method. (6) The bilingual method explored and utilised the linguistic habits of the children already established. The mother tongue concept was completely divorced in course of time. (7) The teacher took less amount of time and labour for planning the lesson and taught more effectively. (8) As regards the amount of learning and retention, the bilingual method was superior to other methods. The use of mother tongue did not act as a barrier. [KCP 0454]

Pradhan, U.D. 1991. **A critical study of the teaching of English at the +2 stage in Maharashtra — retrospect and prospect.** Ph.D., Edu. *Univ. of Poona*

Problem: It attempts to survey teaching of English at the +2 stage in Maharashtra and to make an incidental comparison with Standard X and the senior college classes.

Objectives: (i) To find out the gap between the SSC level English and the degree level English to see if the +2 stage bridged the gap, (ii) to study the changes brought about in the place of English and suitability of its syllabus at all the three stages, (iii) to study the prescription of textbooks in English at the +2 stage, and (iv) to study the examination pattern of English at the +2 stage.

Methodology: A representative sample of 146 teachers from Pune, Aurangabad, Nagpur, and Bombay divisions' junior colleges (of four types), and 383 students from the above were used in the study. The relevant data were collected using questionnaires, interview, participant

observation, and desk study. The collected data were treated both quantitatively and qualitatively.

Major Findings: (1) Students found it difficult to answer questions in full, requiring essay type answers. (2) Students committed grammatical mistakes in their answers to the textual part, general English section part and the grammar part. (3) Students seemed to lack order and logic of thought in their answers. (4) The syllabus of Standard X (lower level) did not appear to lay a solid foundation for the unit-level English of Standards XI and XII. (5) There was an incredible gap in objectives, textbooks, teaching, evaluation procedure between English at the higher secondary and the senior college level. (6) Because 85 marks out of 100 were allocated for textual knowledge, students' preparation was more text oriented. (7) Due to the stipulated format of the question paper, students turned more and more towards guides, ready-made notes, and tuition classes. (8) The question paper merely tested students' ability in reading a particular text. (9) 76.7% students did not make use of English to express themselves, and 54.9% students were not at all prepared to use English for their written expression. (10) The major objectives of the teaching of English, viz. speaking, reading were not fully realised. (11) 51.4% teachers always made use of the translation method in teaching English. (12) 64.4% students from vernacular medium were shy. (13) 69.2% students demanded ready-made notes. (14) Nine hundred and twelve teachers said tuition classes made students examination-minded. [ASB 0044]

Prakash, P. 1988. **Development of reading proficiency: Relationship with metalinguistic awareness and cognitive processing skills.** Ph.D. Psy. *Utkal Univ.*

Problem: It focuses on the problem of the development of reading proficiency as related to metalingual awareness and cognitive processing skills.

Objective: To study reading acquisition process as related to the development and simultaneous/successive processing skills in the Indian orthographic context.

Methodology: A good Oriya medium school was selected first. Later from within the grades, subjects were selected randomly. Tools used included Raven's Coloured Progressive Matrices, Oriya Graded Oral Reading Test and Reading Comprehension test of Mohanty, tests of metalinguistic awareness, tests of simultaneous-successive processing skills, and Reading Awareness Test. The collected data were treated using descriptive statistics, correlation, principal component analysis and step-wise multiple regression analysis.

Major Findings: (1) As the children moved from Grade I to Grade V, the relative importance of linguistic awareness at lexical and syntactic levels increased. (2) Successive processing skill was important for reading proficiency in earlier grades, whereas simultaneous processing skill was found to be more salient at the later grades. (3) Phonemic awareness played an important role in Oriya reading. (4) Reading comprehension was found to be a complex process involving several component skills at phonological, lexical, syntactic and pragmatic levels. Taken individually, each of the skills was necessary but not sufficient for good comprehension. [KCP 0475]

Purushothama, G. 1988 (a). **Reading Kannada letters.** *Indian Journal of Disability and Rehabilitation*, July-December; 59-62.

Problem: It attempts to find out how far the ability to recognise letters of the alphabet reflects one's reading ability.

Objectives: (i) To measure the differences between good readers and poor readers on recognition of letters of the Kannada alphabet, and (ii) to rule out whether or not the factor of recognition of letters was sufficient to differentiate poor readers from good readers of Kannada.

Methodology: The sample comprised 10 poor

readers as graded by their teachers from a group of 80 students selected for the study. Apart from them, 10 good readers were also selected for the study from the same group. Children were studying in Grade III and had an average age of seven. Each letter of the Kannada alphabet was written in the centre of 13 cm x 7 cm cards. Cards were presented to the children one at a time, in a random order to be read aloud. Each response was recorded. This was repeated for those letters which the child did not recognise correctly and responses were recorded. The collected data were treated with the help of inferential statistics.

Major Findings: (1) The poor readers were found confusing letters and misreading them. The difference between the good and poor readers was statistically significant. (2) Poor readers misread 19.4% of the letters. Whereas such confusion leading to misreading were only 6.2% for the good readers. (3) The good readers corrected 42% of misreading and the poor readers 40%. (4) The confusion in both the groups was almost the same. (5) Though the subjects were instructed that they would be looking at letters of the alphabet, their response also included syllables other than those of the alphabet. [BNS 0978]

Purushothama, G. 1988 (b). **Sequencing and orientation difficulties in reading the Kannada script.** *Perceptual and Motor Skills.* Vol. 66 (10).

Problem: It attempts to study misreading based on orientation reversals.

Objective: To study reversals in Kannada, A Dravidian language among Grade III students.

Methodology: The sample of the study comprised 10 good readers (four boys, six girls) and 10 poor readers (seven boys and three girls), so ranked by their teachers, from a group of 80 students in Grade III, aged seven years, who belonged to the middle class. Each child read aloud the word or syllable presented (118 words and 136 syllables). Responses were noted. If there was a misreading, then the material was given to be viewed later at leisure as a check.

Major Findings: (1) Both good and poor readers showed reversals in reading though the number of reversals made by the poor readers was larger. Whereas good readers reversed five per cent of the items read, poor readers reversed 91% of the items. (2) Reversals in reading were not consistent. Most reversals occurred during short exposures and a few at leisurely readings. (3) The orientation reversals were more visual than phonetic unlike those in English,(4) Misreadings in Kannada due to sequencing and orientation difficulties were negligible and accounted only for 1.7% of the total misreadings. [BNS 0979]

Purushothama, G. 1990. **Reading vowels in Kannada script.** *Journal of Learning Disabilities.* Vol. 23 (3):198-200.

Problem: It attempts to study the nature of misreading of vowels in Kannada script.

Objective: To determine the nature of misreadings of vowels by two groups — good readers and poor readers of Kannada.

Methodology: The sample comprised 20 children studying in Grade III. The relevant data were collected using a screening test, Lists of vowels and syllables on 13 cm x 7 cm cards were used. The collected data were treated qualitatively.

Major Findings: (1) In reading the CV syllables the poor readers confused 74% of the items, which was nearly three times more than that of good readers (26%). Three types of errors were noted. They included, (a) retaining the consonant but misreading the vowel, (b) retaining the vowel representation correctly but misreading the consonant, or (c) misreading both of them. (2) Both the groups misread the vowel representations which contributed to 84% of their misreadings. (3) Confusing consonant representations accounted for 33% of the errors for the poor readers and 28% for the good readers. (4) Even in the interactions to help the subjects reconstruct syllables, poor readers could correct

only 39% of the misread syllables whereas 86% of the good readers' confusion was corrected with help. The differences between the groups were statistically significant. (poor readers also misread more words, 54%, compared to good readers, 30%). (5) When permitted to read the misread words again (after a brief exposure) at leisure, good readers could correct up to 60% of the misread words; the poor readers could correct only 32%. (6) Most misread words were found in the initial position for both poor readers (41%) and good readers (20%). (7) Misreading of final vowel in words was also common (poor readers, 27%, good readers, 9%). Misreadings of vowels were least common in the medial positions : 7% for the poor readers and 6% for the good readers. Differences between the groups, though marked, were not statistically significant. [BNS 0980]

Rajagopalan, S. 1991. **Analysing the teaching behaviours of language teachers in higher secondary schools.** M.Phil., Edu. *Madurai Kamaraj Univ.*

Problem: It is an attempt to find out if the teaching behaviour of language teachers differ in relation to their sex. experience, location of the school and the language they teach at the higher secondary level.

Objectives: (i) To compare the teaching behaviour of Tamil teachers and English teachers in higher secondary schools, and (ii) to compare the teaching behaviour of both Tamil and English language teachers in terms of their sex, experience and the location of the school.

Methodology: Eighty language teachers (40 Tamil and 40 English teachers) working at the higher secondary schools in and around Madurai City constituted the sample of the study. Teaching Behaviour Observation Schedule (TBOS), an enlarged version of FIACS was constructed and used for observation of the language teachers in the class. Behaviour ratios were calculated using the frequencies of the teaching behaviours.

Major Findings: (1) Tamil teachers were higher than English teachers in several teaching behaviours such as creating situations, dramatising, using blackboards and charts, explaining, illustrating, giving directions, repeating, summing up, asking recall and reflective questions, and using students' response. On the other hand, English teachers were higher than Tamil teachers in drawing alone. (2) The teaching behaviours of language teachers differed in relation to their sex, experience and the location of the school. [MKU 1083]

Rajendran, M. 1992. **Activity-centred teaching of English: An experimental study.** M.Phil., Edu. *Annamalai Univ.*

Problem: It attempts to compare the effectiveness and advantages of the new activity-centred approach over the old structural method.

Objective: To study the difference in achievement in reading and writing skills of the students taught under the conventional method and activity-centred approach to teaching of English.

Methodology: The sample comprised 98 students (62 boys and 36 girls) through an achievement test. The tools used were, psychological tests, and tests of attainment or achievement. The collected data were treated using descriptive statistics and test of significance.

Major Findings: (1) The activity-centred approach to teaching of English produced an improvement in reading and writing skills. (2) The conventional method of teaching English improved reading and writing skills. (3) There was no significant difference in the achievement of the reading and writing skills between the students taught under activity-centred approach and the conventional method. [MDa 1397]

Rajguru, Meghamala. 1992. **Language proficiency and behavioural information processing: A developmental view.** Independent study. *Pune: Jnana Prabodhini Institute of Psychology.* (ERIC Funded)

Problem: It attempts to investigate the relationship between language proficiency (LP) and behavioural abilities (BA) in Guilford's SOI Model along with some other variables and to consider the developmental and ability-wise changes in their relationship.

Objective: To study and analyse the relationship between language proficiency and behavioural abilities with a view to presenting a developmental model.

Methodology: The samples consisted of 406 students of Grade V and Grade VIII covering boys and girls from three different schools in Pune City. One of the schools was meant for the gifted students. The relevant data were collected using two tests of Language Proficiency which were in Marathi, Tests measuring 13 factors of behavioural abilities from SOI Model, Standard Progressive Matrices (SPM), Four subtests from Buddhimapan Kasoti, a Marathi adaptation of Kuhlmann Anderson Test of Verbal Intelligence, Social Experience Scale developed by the researcher, Percentage of marks in Marathi and Personal Data Sheet. Statistical techniques used to treat the data were mean, standard deviation, 't' test, and correlation.

Major Findings: (1) LP and BA overlapped considerably. (2) Girls showed significantly better performance in Grade VIII on most of the LP and BA tests. (3) The pattern of relationship among BA, LP and other variables changed with age and ability level, the superior group at Standard VIII showed less overlap. (4) Comprehension did involve Behavioural Cognition, Convergent Production and Evaluation more than Behavioural Divergent Production. (5) Producing accurate words did involve Convergent Produc-tion more than other operations at an earlier age. At Grade VIII cognition was equally involved. (6) Though producing passages regarding given topic did involve divergent production, cognition and convergent production assumed an equally important role. (7) Among the average ability group and the low LP group of Grade VIII behavioural abilities were associated more closely with all the major variables — with verbal and non-verbal intelligence, with LP and with social experience — indicating a pivotal role of social maturity. [Author 1223]

Ram, S.K. 1989. **Survey of methods and techniques of teaching English in Class VI.** Independent study. *National Council of Educational Research and Training.* [ERIC Funded]

Problem: The standard of attainment in English language has been alarmingly deteriorating in non-English medium schools. The present survey is an attempt to understand the methods and techniques of teaching English used by teachers at Class VI level.

Objectives: (i) To conduct an in-depth study of teaching and learning English at Class VI level, (ii) to pinpoint the reasons for unsatisfactory results, and (iii) to make recommendations for improving the situation.

Methodology: The teachers' sample comprised teachers in Delhi, Rajasthan, Orissa, West Bengal and the Andaman and Nicobar Islands. The relevant information was pooled with the help of administration of questionnaire and analysis of textbook and question paper. The collected data were qualitatively analysed.

Major Findings: (1) Teachers used the traditional technique of teaching though they had been trained to use new techniques and methods. (2) The mother tongue was used too often. (3) Grammar was taught despite claims to the contrary. (4) Too much emphasis was placed on the textbook. (5) Teachers usually had no clear objectives in mind for each class. (6) Teachers seemed to concentrate on teaching lists of vocabulary items, on treating the textbooks as content-based material and on getting students to memorise set passages in the name of compositions. (7) Teachers were unaware of the structural/situational approach. (8) The textbook in use was uninteresting and contained

grammatical mistakes and had difficult structures. (9) The teachers never consulted the teacher's guide. [MSG 1162]

Ramamani, 1990. **Home language, school language and educational performance — An empirical study of scheduled caste children of different social classes.** Ph.D., Edu. *Univ. of Mysore.*

Problem: It attempts to study the problem of difference between school language and home language and measurement of the extent to which hese differences affect the standard language roficiency and academic achievement of Scheduled Caste (SC) children at the end of the primary school education.

Objectives: (i) To describe the variation of the SC dialect from standard and standard colloquial at different linguistic levels — phonology, morphology, lexis, syntax and semantics — among Scheduled Castes of different socio-economic groups, (ii) to determine the proportion of these variations, and (iii) to study the influence of this variation on proficiency in standard language and academic achievement.

Methodology: The entire SC population to the tune of 326 students of Class IV from nine randomly selected schools from major slum areas of the city were selected. Non-verbal Intelligence Group Test, Socio-economic Status Scale, Language Proficiency Test and Achievement Test in all the curricular subjects were used to collect the data. An Interview Schedule was used to collect data on home language variation from mothers of 100 SC children. Mean, SD, 't' test, chi-square test, analysis of variance, analysis of covariance and multiple regression analysis were used to treat the data.

Major Findings: (1) SC dialect is a cohesive linguistic system with all the necessary linguistic constituents. The dialect shares many features with the other two standard varieties and thus forms a continuum with them at all linguistic levels. (2) The relationship between total variation from standard and standard colloquial and SES was significant. (3) The independent variables had significant effects on the scores in the language proficiency and achievement tests. (4) The effect of the home language variation was neutralised when standard language proficiency scores were adjusted. (5) Non-verbal intelligence appeared to be more important variable affecting the academic performance. [BNS 0965]

Ramamoorthy, V. 1992. **Common spelling errors in English committed by Standard VI students of matriculation schools and remedial teaching programme.** M.Phil., Edu. *Madurai Kamaraj Univ.*

Problem: It attempts to investigate the problem of children's spelling ability in English by remedial teaching programme.

Objectives: (i) To identify common spelling errors in English committed by Standard VI students of matriculation schools and to develop a remedial teaching programme, and (ii) to study whether the length of word, similar sounds, words with silent letters and consonants are factors for misspelling.

Methodology: The sample consisted of 30 students of Standard VI from two matriculation schools, MVM Girls Matric-Higher Secondary School and Seventh-Day Adventist School in Dindigul. The pretest-posttest-equivalent-groups design was employed. A remedial teaching programme for 60 words, the most commonly misspelt by most of the students, was prepared.

Major Findings: (1) Matriculation students improved in their learning of spelling after the remedial teaching programme. (2) A remedial teaching programme involving the techniques such as oral drill, intensive writing practice, gesticulations, dramatisations, correlation, mimicry, pictures and flash cards, and phonetic methods, was found effective in teaching of commonly misspelt words. (3) The common causes for poor spelling were, the length of the word, words with silent letters, words with similar

sounds and words with consonant clusters. [MKU 1090]

Rangan. K. 1988. **A pilot study on the impact of spoken Tamil on learning written Tamil by the primary school children.** Independent study. *Tamil Univ.* (ICSSR Funded)

Problem: It attempts to study the influence of spoken Tamil (colloquial (CT)) on learning written Tamil (literary (LT)) by primary school children.

Objectives: (i) To identify the errors committed by children in terms of the differences between the variety of Tamil they learn at home environment (spoken) and the written variety taught in schools, (ii) to explain performance errors in the use of Tamil language in terms of language structure, pedagogical and psychological reasoning, and (iii) to highlight the difference between literary Tamil, i.e. written Tamil and colloquial Tamil, i.e. spoken Tamil.

Methodology: The sample consisted of students of first three standards of three schools around Thanjavur. In order to observe the influence of spoken Tamil on written Tamil at different levels, five tests were administered. They included, dictation of text list items, dictation of sentences, composition writing, writing stories, and reading text list items.

Major Findings: (1) The differences between LT and CT were tremendous in terms of the use of consonants (stops, aspirants, nasals, laterals, flaps, semivowels), vowels (high, mid, low, front, central, back), lexical items, pronunciation, syllable, verbs morphology, numeral adjectives, syntax, phonemes, etc. One common error was long versus short vowel distinction since both were phonemic. (2) Some of the identified errors in written Tamil due to the impact of spoken Tamil were : (a) in spoken Tamil, the dental nasal 'n' is not a phoneme. It can be treated as an allophone of the alveolar nasal 'n'. (b) the dental nasal 'n' was found occurring before the dental stop 't'. It occurs in some words before 't'. But in other places, one hears the alveolar nasal 'n' only. This is true with the reading pronunciation of written Tamil words. Though distinction in terms of written symbols is made, pronunciation does not show this distinction. (3) The retroflex nasal 'n' is sometimes written as bilabial nasal 'm' when the following sound is a bilabial stop 'p'; it is due to the influence of spoken Tamil. (4) In spoken Tamil the velar stop 'k' influences the preceding alveolar nasal 'n' to change into alveolar nasal 'n'. (5) In spoken Tamil, 'r' and 'l' are not distinguished. This is the case with most of the dialects in Tamil. In the speech of children, we may observe the variation between 'r' and 'l'. (6) Another instance in which we find the influence of written Tamil is the combination of 't' and 'c' in written Tamil. In spoken Tamil assimilation takes place. We have too? 'cc' in spoken Tamil. The children write the words with 'tc' combination as 'cc'. (7) There are certain forms in which we find the influence of both spoken Tamil and written Tamil. But these forms are new and they do not exist either in spoken Tamil or written Tamil. (8) Certain dialects of Tamil have the tendency of replacing retroflex sounds by alveolar sounds. (9) The influence of spoken Tamil is one of the major causes for the children to commit errors while they are learning written Tamil. Explanation of errors requires an inter-disciplinary approach. [NR 1227]

Rao, Ramachandra, K.; Nijalingappa, P. and Pillai, Swaminatha S. 1988. **The need for programmes to improve communication skills of diploma students.** Independent study. *Madras: Technical Teachers' Training Institute.*

Problem: It attempts to study and analyse different aspects of competency in English attained by polytechnic students.

Objectives: (i) To identify the general level of proficiency attained by students in the chosen aspects of; (a) language ability, (b) written communication, (c) oral communication, (d) listening comprehension, and (e) manipulative skills, (ii) to prioritise the aspects in terms of their easiness/difficulty, and (iii) to suggest suitable measures to improve learners' language skills.

Methodology: A five-part test was prepared with a weight of 30% for language ability; 20% each for listening communication, oral communication and listening comprehension; and 10% for manipulative skills. The test was administered to 95 students of a polytechnic in Karnataka.

Major Findings: (1) Only 23 (30%) of students obtained more than 35% in the test. (2) 45 students (59%) could not get to the minimum expected standard in the first part — language ability for which maximum weightage was given in the test. (3) The students found listening comprehension to be the most difficult part in the test. (4) The oral communicative ability of students was found to be fairly good. (5) Students' proficiency in English was not up to the expected level. The ratio of failure accounted for 52 persons (68%); 18 (24%); 63 (90%) and 35 (45%) in the second, third, fourth and fifth parts of the test respectively. (6) The recommendations made included; a) insisting on completion of at least one comprehension exercise every week, b) providing opportunities for improving their vocabulary and asking them to complete exercises involving familiarity and usage of new and technical terms, and c) giving practice in completing various grammar exercises and helping them to understand the rules of grammar. [SSP 1746]

Rao, Soundaraja T.R. 1991. **Establishing norms of reading speed in Tamil for pupils of Standards VI to VIII.** Independent study. *Coimbatore: S.R.M.V. College of Education.* (ERIC Funded)

Problem: It is an attempt at evolving norms of reading speed in Tamil for Standards VI to VIII.

Objectives: (i) To establish norms of reading speed in Tamil for pupils of Standards VI to VIII, (ii) to develop a suitable language test to achieve the above objective, (iii) to compare the reading speed of different groups of pupils based on sex, area and so on, (iv) to correlate reading speed with a few selected background variables such as socio-economic status of the family, school achievement and so on, and (v) to correlate reading speed with comprehension.

Methodology: The sample comprised 2,690 pupils drawn from 48 schools, which represented both urban and rural areas. The tools used were Personal Data Sheet, Word-meaning Test, Word-fluency Test, Sentence Comprehension Test, Paragraph Comprehension Test, two passages (an essay and a story) for reading comprehension. mean, SD, critical ratio, product moment correlation, and percentile ranks were used to treat the data.

Major Findings: (1) The reading speed was found to vary with the type of reading material. It meant that pupils read the story faster than the essay. (2) The level of comprehension was found to be higher for the story than for the essay in the comprehension test. (3) Sex difference in reading speed was found to be significant in the case of essay material but not with the story material. (4) Children from urban schools were found to be superior in reading speed and comprehension in comparison to the children of rural schools. (5) Children from aided schools did show better comprehension than children from government schools, especially when reading the story. (6) Reading ability increased with the increase in standards. (7) Sex was found to be a significant variable in reading ability in Standard VIII, while the result was in favour of girls. (8) Children from aided and private schools were significantly better in reading ability than children from government schools. (9) There was a close relationship between word meaning, sentence comprehension and paragraph comprehension. (10) The results indicated that the correlations were not high enough to say that reading ability influenced reading speed. (11) The correlations were found to be quite high between reading ability scores and school achievement. (12) Parental education, occupation and income did not show any worthwhile relationship with either reading speed or comprehension or reading ability scores. [CGVM 1196]

Raul, S. 1990. **Metalinguistic awareness in schooled and unschooled children.** M.Phil., Psy. *Utkal Univ.*

Problem: The problem of metalinguistic awareness in schooled and unschooled children is the concern of the present study.

Objectives: (i) To find out whether or not there is significant difference between schooled and unschooled children in respect of their general intelligence, and (ii) to find out if schooled children distinguish themselves from their non-schooled age mates in respect of their metalinguistic awareness, i. e. sensitivity to the formal structure of language.

Methodology: The sample of this study consisted of 40 children (20 schooled and 20 unschooled children) in the age range of 10-12 years. The schooled children were studying in Class V whereas the unschooled children were not sent to school. Both the schooled and un-schooled children lived in the same locality in Cuttack City. The tools used were, Raven's Coloured Progressive Matrices (RCPM), and Meta-linguistic Tests (covering rhyme recognition, arbitration of language, Symbol substitution, Word creation and Linguistic ambiguity). The results were analysed using mean, standard deviation and analysis of variance.

Major Findings: (1) The schooled children performed significantly higher on their intelligence as compared to their non-schooled age mates. (2) The schooled children's performance revealed their significant superiority over their unschooled age mates in respect of all the metalinguistic tasks except rhyme recognition. [KCP 0433]

Reddy, Govinda, B. 1988. **Language development in socially disadvantaged and socially non-disadvantaged children.** Ph.D., Psy. *Sri Venkateswara Univ.*

Problem: It attempts to probe into the effect of SES, home background, etc. on children's language development.

Objectives: (i) To find out the relation of age/grade of the children to language development, (ii) to know if the children in higher grades construct longer sentences compared to those in lower grades, (iii) to know what kind of words young children use in their sentences, (iv) to find out the effect of the grade of the child on the type of words used, (v) to find out when children become capable of using abstract words, (vi) to know the effect of home background on language development of children, (vii) to know the effect of social disadvantage on language development, and (viii) to find out if urban children are better than rural children in language development.

Methodology: The sample comprised 720 children equally distributed among the three Standards, III, IV and V, belonging to rural and urban localities, covering both socially advantaged (forward castes) and socially disadvantaged (Scheduled Castes) boys and girls. The sample of subjects was selected by a multistage stratified random sampling procedure. The study followed a 2 x 2 x 2 x 3 factorial design. Analysis of Variance, Duncan's Multiple Range Test, Tucky's test, correlation and chi-square were used to analyse the data.

Major Findings: (1) There was a significant difference between boys and girls in favour of the former with regard to number of sentence scores. (2) Similarly, urban children, socially advantaged children, those from higher grades performed better than rural children, socially disadvantaged children and those from lower grades, respectively. [AVRR 1255]

Sadhu, P.V. 1992. **An investigation into the listening comprehension in Gujarati of the pupils of Standards V, VI and VII of Ahmedabad City with respect to different variables.** Ph.D., Edu. *Gujarat Univ.*

Problem: It is an attempt to investigate the listening comprehension in Gujarati of the pupils of Grades V to VII.

Objective: To construct and standardise the listening comprehension test in Gujarati for the pupils of Standards V to VII.

Methodology: The standardisation sample consisted of 1,700 pupils out of which 491 boys and 240 girls were from municipal schools while 448 boys and 521 girls from private schools who were selected by stratified incidental cluster sampling method from Ahmedabad City. The final test with five subtests consisted of 50 items with a practice test having 11 items. Grade norms were established as percentiles and standard scores. A histogram with best fitting normal curve was also drawn on the chosen sample of 1,700 pupils of Grades V, VI and VII. Letter Grades A, B, C, D and E were also presented, the number of pupils being in each grade was 66, 447, 682, 457 and 48, respectively. Lastly, listening comprehension was studied against variables — sex, IQ, type of school, size of the family and SES. The collected data were treated using mean, SD, 't' test, and correlations.

Major Findings: (1) There was no significant difference in listening comprehension scores (LCS) between two sexes of pupils studying in Grades V, VI and VII of municipal as well as private schools. (2) 'LCS' of the higher IQ group was consistently higher than that of the lower IQ group. (3) Pupils who came from higher SES were found to be superior to those who came from lower SES studying in private schools had LCS of 57.11 while those studying in municipal schools had LCS of 54.17. The same pattern was found for pupils of Standards VI and VII. (4) The size of the family had no effect on LCS. (5) Reliability coefficients by test-retest method, split-half method, by Rulon formula, KR 20, and Flanagan formula were found to be quite satisfactory. (6) Listening comprehension scores of pupils of Standards V, VI and VII were compared with teachers' grading and the correlations were found to be quite high. The content validity was checked by experts in Gujarat. [JHS 0722]

Sahni, Geeta. 1988. **A study of English syllabus design for the school stage.** M.Phil., Edu. *Univ. of Delhi.*

Problem: It attempts to examine the present school syllabus in terms of the expectations of the syllabus and its inadequacy to meet the same in the light of various needs and practices at other places.

Objectives: (i) To study the implications of the word 'syllabus', (ii) to study various types of syllabi in English, (iii) to study some models and materials in English syllabus design, (iv) to study the structural syllabus in English in schools in India, and (v) to suggest changes in English syllabus design for schools in India.

Methodology: This study is based on a critical appraisal of the existing literature and practices being adopted. The study surveyed the models being followed in Australia, Singapore, Malaysia, Ontario and Denmark.

Major Findings: (1) The term 'syllabus' means not just the objectives, content and sequential arrangements, but the language experiences and evaluation as well. Syllabus translates the philosophy of the curriculum into a series of planned steps, leading towards more narrowly defined objectives at each level. (2) In the teaching of language and other subjects, it was seen that there are four major influences (and these are academic viewpoints) i.e. the 'cognitive code' approach in the 1960's; the technological aspect, i.e. the audio-lingual method; the humanistic viewpoint, i.e. cooperative learning and the learner as an individual; the social-reformist viewpoint, i.e. the school curriculum as a means of bringing about desirable social change. (3) There are various schools of thought regarding the types of syllabi namely, Struc-tural/grammatical (or linguistic) syllabus, Notional or Semantico-notional syllabus, Situational (or contextual), Topical (or thematic), Procedural Experiential approach. (4) The recent syllabus designs/strategies in Australia, Singapore,

Malaysia, Ontario and Denmark have been studied. The threshold-level model showed how the themes/topics should be selected and sequenced according to the learner's interest and background knowledge, while the lexis, semantico-grammatical features and communicative function would be selected to serve the treatment of each theme. Models like the one developed for the Ontario high schools (Canada) are needed for maximum flexibility in materials design. (5) The Flower Model (Denmark) showed that the materials should be learner designed, encourage expression, must be open to interpretation, diverse and appropriate. [RDM 0356]

Salvi, R.C. 1991. **A study of the effectiveness of concept attainment model for teaching concepts of the English language.** Ph.D., Edu. *Gujarat Univ.*

Problem: It attempts to study the effectiveness of concept attainment model (CAM) for teaching concepts of English language.

Objectives: (i) To study the effectiveness of CAM in terms of: (a) attainment of concept of English, (b) achievement in English, (c) inductive reasoning, and (d) reaction towards CAM, (ii) to compare CAM and traditional method (TM) in terms of the above mentioned (a), (b) and (c), separately, by taking intelligence, socio-economic status (SES) and previous achievement in English as co-variates, (iii) to study the influence of treatment, sex, self-concept and their various interactions on the above-mentioned three dimensions separately, (iv) to study the contribution of intelligence, SES, previous achievement in English and self-concept in the prediction of above quoted three dimensions, separately, of the students taught through CAM, (v) to study what was said in (i) (a), for the students taught through TM, (vi) to study the change in attitude towards English of the pupils taught through CAM and those through TM, and (vii) to study the change in pupils' reaction towards CAM.

Methodology: The sample was selected by employing purposive sampling technique; two volunteer schools of Ahmedabad were chosen from where 207 pupils of Grade IX were selected, covering 112 boys and 95 girls. The sample belonged to the age group 13 to 14.5 years and represented the middle and upper middle class pupils. The design used was the pre-test, post-test control group. The tools used included, the Self-concept Inventory of J.H. Shah, Desai-Bhatt Group Intelligence Test, SES Scale of Patel and Vora, Inductive Reasoning Test by Sinha, Upadhyay's English Attitude Scale, Reaction Scale for CAM of B.K. Passi and D.N. Sansanwal (Gujarati translation), and Achievement Test by the English teacher herself. The statistical techniques used were, correlated 't' test, percentiles, coefficient of variation, ANOVA, multiple regression and chi-square test.

Major Findings: (1) CAM was found to be effective in terms of attainment of concepts of English, achievement in English, inductive reasoning and reaction towards CAM. (2) CAM was found to be significantly superior to TM in terms of attainment of concepts of English, achievement in English and inductive reasoning of the pupils when the groups were matched statistically with respect to intelligence, SES and previous achievement in English. (3) Treatment produced differential effects on attainments of English. Achievement in English and inductive reasoning of the pupils — CAM groups being significantly superior to TM group. (4) Self-concept produced significant influence on the students' attainment of concepts of English. The three groups—high, average and low — differed but it had no significant influence on the pupils' achievement in English. Again, self-concept produced influence on inductive reasoning of the pupils. The high self-concept group differed from both the average and low groups. (5) None of the various interactions among treatment, sex and self-concept produced significant influence on attainment of concepts of English, achievement in English and inductive reasoning. (6) Contribution of intelligence was found to be maximum in the prediction of attainments of English in the case of both the CAM and TM groups. Self-concept

also contributed substantially in the prediction whereas SES and previous achievement did not contribute substantially to it. (7) Previous achievement in English alone was found to predict achievement in English of both the groups while intelligence, sex, SES and self-concept did not. (8) Intelligence was found to contribute substantially to the prediction of inductive reasoning in the CAM group only. (9) Though both the groups had a significant favourable change in attitude towards English, CAM group was superior to the other group. (10) The majority of the pupils expressed favourable reaction towards CAM at the completion of the first three lessons and at the completion of the treatment. [JHS 0724]

Sankarappan, R. 1992. **A study of some variables related to achievement in English of Standard IX pupils in Madurai District in Tamil Nadu.** M.Phil., Edu. *Annamalai Univ.*

Problem: It attempts to probe into Standard IX pupils' attitudes and interest towards the study of the English language, perceptions of the effectiveness of their English teachers and its effect on their achievement.

Objectives: (i) To examine the attitudes and interests towards the study of the English language among Standard IX pupils against their sex, residence and their parents' literacy level, (ii) to investigate the relationship between the pupils' perception of the effectiveness of their teachers of English and their sex, residence and educational level of their parents, (iii) to analyse the pupils' level of achievement in English against the respondents' sex, residence and their parents' literacy level and (iv) to evaluate the relationship between the attitudes, interests, achievement and perception of the effectiveness of their teachers of English.

Methodology: Through stratified systematic random sampling method 490 pupils of Standard IX were selected from 10 different schools in Periyakulam Educational District of Madurai District, Tamil Nadu. The tools used were, Attitude Scale towards the study of English by Sundararajan and Balakrishnan, Interest Inventory by Sundararajan and Balakrishnan, and Students' Perceptions of their English Teacher by Sundararajan and Balakrishnan, apart from school marks register. The statistical techniques used in the treatment of the data included, descriptive statistics, Pearsons' product moment correlation, and test of significance.

Major Findings: (1) There was no significant difference between boys and girls in respect of their attitude towards the study of English. (2) There was a significant difference between the rural and urban pupils in respect of their attitude towards the study of English. (3) There was no significant difference between the pupils whose parents were illiterate and of pupils whose parents were literate (but not graduates) in respect of their attitude towards the study of English. (4) Boys and girls differed significantly in respect of their interest in English. (5) Rural and urban pupils differed significantly in respect of their interest in English. (6) Pupils whose parents were illiterate and pupils whose parents were literate (but not graduates) differed significantly in respect of their interest in English. (7) Boys and girls did not differ significantly in their perception of the level of effectiveness of their English teachers. (8) The rural and urban pupils did not differ significantly in their perception of the level of effectiveness of their English teachers. (9) The pupils whose parents were illiterate and pupils whose parents were literate (but not graduates) did not differ significantly in their perception of the level of effectiveness of their English teachers.(10) Boys and girls did not differ significantly in their achievement in English. (11) The urban pupils had a higher level of achievement than the rural pupils in English. (12) The pupils of literate (but not graduate) parents had a higher level of achievement than the pupils of illiterate parents. (13) The relationship of the pupils' attitude and interest towards the study of English with their achievement in it was positive and

significant. (14) The relationship between the pupils' perceptions of the effectiveness of their English teachers and their achievement in it was positive and significant. (15) The relationship between the pupils' attitude towards the study of English and their perception of the effectiveness of their teachers of English was positive but not significant. (16) The relationship between the pupils' interest in English and their perceptions of the effectiveness of their teachers of English was positive and significant. [MDa 1398]

Sarma, Madan Mohan. 1991. **Errors in written English of Assamese learners at the higher secondary level: A study of pedagogical implications.** Ph.D., Edu. *Dibrugarh Univ.*

Problem: The present study focuses on the problem of acquiring English as a second language (L2) in the classroom where English is not the language of interaction. It also critically examines learner's errors as part of their interlanguage system.

Objectives: (i) To identify and describe (in linguistic terms) the errors in English written by Assamese learners at the higher secondary level coming from diverse social backgrounds, (ii) to discover and explain linguistic, psychological and sociological factors that cause these errors, and (iii) to suggest necessary changes in the approach to the teaching of English as a second language in Assam and consequent changes in the development of teaching materials and methodology.

Methodology: The sample comprised 207 Assamese students studying in Class XI belonging to three higher secondary schools and a college of Tinsukia District. Two types of data were generated and used in the study. They included, data relating to the L2 (English) teaching-learning situation, and language data or data proper in the form of English sentences written by students. Information about the language learning background, parental education, professional as well as economic status was also collected. The language data were collected from the same group of students with the help of four tests—two translations from L1 into English and two from compositions in the form of two paragraphs on familiar topics. Information about teaching strategies and techniques was collected from 30 teachers with the help of a questionnaire.

Major Findings: (1) About 73.1% of the sentences written by the learners contained one or more errors. Most frequent errors occurred in the following areas; verbs, tenses, passives, articles, and prepositions. (2) About 79% of the errors emerged as serious. Such serious errors occurred in word order, S-V concord, verbs, lexical items, sequences of tenses, prepositions, articles and negative focus — yes-no questions. (3) The following areas of English grammar were more difficult for Assamese learners: article 'the', prepositions, S-V concord, negative questions, sequences of tenses, passives, relative clauses, and conditional clauses. (4) The strategies adopted by learners generally included; differentiation, simplification, (semantic and syntactic), over-generalisation, categorisation and extension, translation, transfer and communicative strategies of paraphrasing and circumlocution. (5) Only 39.7% of the errors could be traced to a single source. The major sources of errors are: language transfer (25± %), ignorance of L2 rules, false assumptions about L2, ignorance of rule restrictions, teaching-learning situation. (6) Transfer errors were more frequent at the syntactic level. Such errors were not necessarily more frequent in the L2 production of the rural students. The study identified four developing stages in the learners' interlanguage (IL). [KCP 0524]

Sarma, V.B.B. 1989. **Designing a course in written English for the high school stage : A communicative approach.** Ph.D., Edu. *Osmania Univ.*

Problem: It is an attempt at designing a course in written English for the high school stage based on the communicative approach after surveying the present language learning situation.

Objectives: (i) To find out selectively from the learners, teachers, parents, and well-informed citizens of the society the following (Stage I) : (a) the present achievement levels in written English of the learners of Classes VIII to X (Telugu medium); (b) the needs of high school students in respect of written English; (c) the types and frequency of composition exercises offered to students and the nature of teaching methods and evaluation procedures adopted by the teachers, and (ii) to find out the effect of the following (Stage II): (a) the communicative syllabus designed to develop writing skills among the students of Class IX (Telugu medium); (b) reading a passage — analysing it for writing skills— solving communicative writing tasks, as a procedure for developing writing skills; (c) evaluate (not grade) —comment — ask for revision — discuss in a session — procedure as a mode of correcting the written English assignments.

Methodology: Using the quota sampling procedure, 236 students, 63 teachers, and 120 parents were involved in the study who responded to the questionnaires of the first stage of investigation. In the second stage of the investigation 34 Class IX students were used as they were readily available. Four questionnaires were used at the first stage of investigation. The tools for the second stage of the investigation comprised a multiple-choice test, and course material. The collected data were treated using percentages, mean, correlation, and 't' ratio.

Major Findings: Stage I — (1) A large number of students were poor in written English in comparison to their proficiency in the other language skills. (2) High school students needed written English for both academic (note-taking, writing answers for home assignments and tests, etc.) and certain specified social activities (like letters to friends). (3) Frequency of writing compositions was very low and a large number of students needed many writing exercises. (4) Further, the teachers used 'impressionistic method' in their evaluation of assignments and were unaware of the reference material that could improve their own knowledge of teaching writing skills. Stage II — (5) The second stage of the investigation confirmed that the use of communicative language teaching strategies can bring about an improvement in the use of skills which they sought to develop. (6) A well-designed communicative syllabus incorporating the needs of the students can in a tension-free, interactive classroom, create a satisfying and positive attitude towards learning writing and enhance the skills of writing and revising. [SSS 1029]

Shaikh, A.G. 1992. **A critical study of errors in Marathi writing committed by Urdu speaking pupils of Standard VII.** Independent study. *Pune: The M. S. Bureau of Textbooks.*

Problem: It is an attempt to diagnose the difficulties of Urdu speaking pupils in learning Marathi as well as to suggest a remedial model of teaching them Marathi.

Objective: To study the errors in Marathi language committed by pupils studying in Urdu medium schools.

Methodology: Two methods namely, the survey method and the experimental method were used. The plan prepared consisted of a questionnaire study, an opinionnaire study and an experimental study of the usual pre-test, treatment post-test design. Then with the help of a 16-item questionnaire the experiences of teachers regarding pupils' errors in writing Marathi were judged. Out of 100 teachers only eight responded to it. The response in case of the opinionnaire (75 persons—heads of schools and educational experts) was also very poor. Forty persons (26 assistant teachers, seven heads of schools and seven officers from the Education Department) were interviewed. The analysis of data collected by the method mentioned above shed a lot of light on the errors in Marathi writing committed by Urdu-medium students and reasons behind it. But the most important part of the project was the experimental study in which pre-test based on two passages of Marathi was

administered to 75 students (53 boys and 22 girls). It revealed the exact nature of the errors committed by the pupils in writing Marathi. The treatment given to the students in this experiment consisted of two parts. The first part consisted of a weekly lesson for about three months. The second part consisted of the regular teaching by teachers of Marathi by the experimental method instead of the traditional method. After the experimental teaching was over, a post-test was administered to the experimental group. The results of the pre-test and post-test were compared statistically.

Major Findings: (1) The Urdu pupils found it difficult to write and speak the Marathi language. (2) In Urdu schools English was given more importance than Marathi. (3) Marathi teachers themselves did not pronounce Marathi words properly. (4) The experimental teaching organised for the study was successful in reducing the errors. [Author 1829]

Sharma, G.N. 1990. **Understanding of symbolic forms (*Prateek Vidhan*) in Hindi *Nayee Kavita* by adolescent learners.** Ph.D., Edu. *Banasthali Vidyapith.*

Problem: It attempts to explore the stages of development of understanding symbols used in Hindi *Nayee Kavita* and the factors affecting the development.

Objectives: (i) To study developmental stages in understanding of symbols used in Hindi *Nayee Kavita* along with the developmental stages during the adolescence period and relationship between the two, (ii) to study the effect of variations in age, intelligence, socio-economic status and sex on the understanding of symbols used in Hindi *Nayee Kavita*, (iii) to study developmental stages of understanding various types of symbols used in Hindi *Nayee Kavita*, and (iv) to develop a standardised achievement test to measure understanding of symbols used in Hindi *Nayee Kavita.*

Methodology: The sample comprised 600 adolescents of 14+, 16+, 19+ years from Standards IX, XI and the third year classes of colleges and university departments of Rajasthan State who were selected by stratified sampling technique. The tools used were Jalota's General Mental Ability Test, Socio-economic Status Scale, and Understanding of Symbols in Hindi *Nayee Kavita* Achievement Test. mean, SD, correlation, 't' test, ANOVA, and chi-square test were used for analysis of the data.

Major Findings: (1) In case of male and female adolescents both, developmental stages of symbols (non-familiarity, familiarity, symptomatic, suggestive, imagery) were related positively to pre (14+), middle (16+), and post (19+) stages of adolescence period. (2) Mean performances of adolescents of post adolescent stage (19+) were higher than that of adolescents at middle (16+) and pre (14+) stages and the middle stage adolescents showed better performance than the pre stage ones. (3) Mean performance of high IQ adolescents were higher than the average and the low IQ male groups at 19+, 16+, 14+. The average and the low IQ groups did not show any consistency in results. High IQ girls were superior to the average and the low IQ groups and the average group was better than the low IQ group at 16+ and 14+. The differences at 19+ were insignificant. (4) Mean performances of high SES group were higher than the average and the SES groups, the average SES group performed better than the low group at middle 16+ and post 19+ adolescent stages in case of boys and at pre 14+ and middle 16+ stages in case of girls. (5) Mean performance of girls was higher than boys' at pre 14+ adolescent stage only. [RPS 0733]

Sharma, Prasanta. 1989. **A study on the prognosis of writing abilities with the help of creativity and intelligence of the students.** *Ph.D., Edu. Univ. of Kalyani.*

Problem: It attempts to assess the prognosis of writing abilities with the help of creativity and intelligence of the students.

Objectives: (i) To standardise a writing ability test (WAT), (ii) to appraise students' proficiency

of writing ability (WA), (iii) to determine the differences in writing ability sex-wise and strata-wise, (iv) to determine the relation between WA and intelligence, originality, fluency and flexibility, (v) to determine multiple regression of WA with the above stated factors, and (vi) to find out general factors in different dimensions of WAT.

Methodology: The sample consisted of 604 students, covering 302 boys and 302 girls, from 16 Bengali medium schools of rural and urban West Bengal. The tools used included, Writing Ability Test (WAT), General Intelligence (GI) Test of Bhattacharyya, and Verbal Creativity Test of Biswas. Ogives, ANOVA, multiple regressions, and factor analysis were employed for analysis of the data.

Major Findings: (1) Urban students showed better results in WAT in Bengali than their rural counterparts while the boys and girls, the rural and urban differences did not exist. (2) Urban boys performed better than rural boys and the same was true with urban girls as compared to rural girls. (3) It was found that there existed a positive correlation between WAT and GI, WAT and originality, WAT and creativity, WAT fluency and flexibility. (4) WAT scores could be predicted by GI, originality, fluency and flexibility scores. (5) It was possible to extract a general factor in dimensions identified in writing ability. [PDR 0629]

Sharma, Sudarshan. 1992. ***Shaikshik aivam manovaigyanik paripraikshaya me Hindi bal sahitya ke swaroop ka vishleshan* (Analysis of children's literature in Hindi in the educational contexts).** Ph.D., Edu. *Patna Univ.*

Problem: It attempts to analyse children's literature in Hindi as perceived by children, teachers, editors and specialists.

Objectives : (i) To analyse the opinion of children, teachers, publishers and specialists, (ii) to analyse the psychological aspects of children's literature, (iii) to analyse the educational aspects of children's literature, and (iv) to suggest ways and means for improvement.

Methodology: The sample consisted of randomly drawn 350 children from randomly drawn schools of Patna, 328 teachers, 20 specialists and 20 editors. Separate interview schedules were prepared for children, teachers, specialists and editors. The data have been interpreted in terms of percentage.

Major Findings: (1) Children's literature was not written in accordance with psychological principles of child development. (2) Children were not encouraged and trained in writing. (3) From the point of educational perspective children's literature appeared to be defective. (4) Weekly, monthly and daily magazines and papers should provide more coverage. [RPSi 0659]

Shashi, Mohan. 1991. **A study on the role of aptitude, attitude and motivation in English acquisition.** Ph.D., Edu. *Univ. of Delhi.*

Problem: It attempts to find out the relationship of some socio-psychological factors (attitude and motivation) and linguistic aptitude to English language learning of the senior secondary classes with reference to types of schooling.

Objectives: (i) To study the relationship between attitudes towards English learning and achievement in English, (ii) to study the relationship between linguistic aptitude and achievement in English, (iii) to study differences in linguistic aptitude and attitudes of public school and government school students, and (iv) to study differences in achievement in English of these school children.

Methodology: The sample comprised 233 students from three public schools, and 313 students from six government schools. The tools used included, English Learning Attitude Motivation Questionnaire (ELAMQ), English Achievement Test, and Language Aptitude Test. The researcher has used the ex-post-facto design.

The collected data were treated using mean, SD, correlation, regression and factor analysis.

Major Findings: (1) A few aspects of attitude and motivation showed a significant correlation to some aspects of English learning. It was generally noted that attitudinal variables failed to have a significant explanatory variance in achievement in English. (2) "Parental encouragement" was found positively related to government school students' score in reading comprehension. (3) Both the "aptitudinal variables" showed more significant explanatory variance in achievement in English as a foreign language than attitudinal variables. (4) "Language analysis" proved to be the most significant factor positively related to achievement in English as a foreign language and also to public schools. It was also found positively related to government school students' reading vocabulary, reading comprehension, language, mechanics and total EAT score. (5) "Paired associates (memory)" showed a positive relationship to government schools and all school students in spelling, language mechanics, language expression and total achievement. It did not have any significant relationship with any of the achievement components and EAT total for the public schools sample. (6) Public school students' mean scores on all the variables of the study were higher than those of government and all school students. (7) Factor analysis of the seven attitudinal variables comprising ELAMQ, extracted two factors for each of the three groups of study. Factor-I received appreciable loading from "reasons for studying English; English learning attitudes; Parental encouragement and desire to learn English" for all the three groups of study. Factor-II received appreciable loadings from "Satisfaction; ability to use English" for the three groups under study. However, "Practice and use" was also loaded on Factor-I in case of public school samples and on Factor-II in case of government school students. (8) All the five components of EAT received appreciable loadings on the sole extracted factor for each group and the following pattern has emerged: a) Those who were strong in reading vocabulary were likely to commit less spelling errors and performed better in all aspects of English acquisition. b) Those who were strong in reading vocabulary and reading comprehension did better in language mechanics and language expression aspects of English acquisition. [RDM 1323]

Shastri, V.D. 1989. **A study of the existing position of teaching of Sanskrit language.** Independent study. *Udaipur : State Institute of Educational Research and Training.*

Problem: It is an attempt towards studying the problems related to the teaching of Sanskrit language.

Objective: To know the existing position of teaching of Sanskrit language in upper primary and secondary schools of Rajasthan.

Methodology: The sample comprised 200 male and female Sanskrit teachers working in upper primary and secondary schools located in rural and urban areas in the state of Rajasthan. Stratified random sampling procedure was adopted for selection of the sample units. Questionnaire and Interview Schedule were used to collect relevant data.

Major Findings: (1) Most Sanskrit language teachers were undergraduates. (2) Around 50% teachers were teaching Sanskrit only because they were asked to do so, though they were not qualified to teach Sanskrit. (3) Around 70% male and 50% female teachers used translation method for teaching Sanskrit. Only 16% teachers gave practical exercises while teaching Sanskrit grammar. (4) Only 20% teachers used teaching aids in the classroom. [JCV 0877]

Shukla. R.S. 1988. **Objective measurements in the speech of the hearing impaired.** Ph.D., Lang. *Univ. of Mysore.*

Problem: It attempts to portray the speech of the hearing impaired individuals using objective measurement.

Objective: To describe the speech of the hearing impaired individuals using objective methods.

Methodology: The study compared matched groups of 30 normally hearing and 30 hearing impaired individuals. The seven parameters studied using lists of words in Kannada, a South Indian language, included: Phonological Space; Vowel Duration; Voice Onset Time; Consonant Duration; Diadochokinetic Rate; and Fundamental Frequency. Sound Spectrograph (Voice identification 700 series) was used for acoustic analysis. Wide band bar and wide band section spectrograms were made for the measurement of voice onset times, vowel and consonant durations, formant frequencies and diadochokinetic rates. Fundamental frequency was noted from the digital display of the digipitch and breath durations were recorded using a stop watch.

Major Findings: (1) The hearing impaired speakers had a reduced frequency range F1 and severely reduced frequency range for F2 when compared to the normally hearing speakers. (2) Hearing impaired speakers showed a greater variation in vowel durations than normally hearing speakers. (3) Both the groups of subjects did not show any consistent changes in the durations of the vowels depending upon the preceding consonants. (4) Both had positive value onset time values for voiceless stops. However, VOT values for the hearing impaired speakers were shorter. (5) In both the groups, duration of consonants was longer in vowels (I) and (U) environment. (6) Duration of all the consonants was longer in the speech of the hearing impaired than in the normally hearing speakers. (7) The hearing impaired speakers had a reduced rate of Σ diadochokinetic rate when compared to the normally hearing speakers. (8) Normally hearing speakers had a longer breath duration. (9) Fundamental frequency was higher, on the average, in the speech of the hearing impaired. However, a majority of the hearing impaired fell within the normal range. [BNS 0967]

Siddheshwar, S.S. 1989. **Study of the effectiveness of the self-learning method adopted for teaching prose in Marathi textbook to Standard VII students.** Independent study. *Maharashtra State Council of Educational Research and Training.*

Problem: It is an attempt to study the present instructional method employed to teach various language skills by guiding students to learn on their own in order to eliminate the deficiencies.

Objectives: (i) To decide the components to be included in the self-learning method, (ii) to analyse the prose chapters to be given for self-learning, (iii) to test the effectiveness of the self-learning method, and (iv) to encourage students in the experimental group for self-evaluation.

Methodology: The sample consisted of 40 students of Standard VII in Shri Chhatrapati Shivaji Maharaj Vidyaniketan, Pune. Achievement tests were used as tools. The collected data were treated using mean, SD, 't' test and chi-square test.

Major Findings: (1) Students in the experimental group obtained a higher mean in the final test than the control group. (2) Almost all the students in the experimental group secured higher marks in the final test. [HP 0372]

Subramaniam, V.I. 1991. **Graded grammars for Dravidian languages for school children.** Independent study. *Univ. of Kerala.* [ERIC Funded]

Problem: The study attempts to grade the grammatical rules formulated on the basis of words indexed from newspapers in Malayalam, Tamil, Kannada and Telugu and also on the basis of their sharedness in the four languages, three languages, two languages and a single language.

Objectives: (i) To prepare systematic graded grammars, (ii) to prepare different graded courses in grammar, and (iii) to grade grammatical rules and to identify common phonemes, proto-phonemes and sub-phonemes in the whole family of Dravidian languages.

Methodology: The sample consisted of 48 school children, (12 students for each language) and 48 professional persons (12 for each language). The selection of students was based on age groups and on the standard in which they were studying. The tools used were dictionaries, graded grammars for the four Dravidian languages, graded teaching materials for all the four languages. The relevant data were pooled from newspapers, children's' books and literature, experimental courses and with the help of a questionnaire.

Major Findings: (1) The common phonemes (vowels and consonants) in the whole family were mostly the proto-phonemes of the family and a few of them had been introduced as loan words from Sanskrit and English. (2) The subset phonemes were from the Sanskrit loans which were heavy in Malayalam, Telugu and Kannada. (3) The distribution of allophones in some cases in one language exactly resembled that of another language and in other cases partially resembled that of other languages. The difference in distribution was due to the development in the individual language or due to data restriction. Cognate statement can eliminate data dependency in individual languages because the statement can be generalised on the basis of their occurrence in the related languages and can pinpoint individual development. (4) Two sets of paradigms have to be introduced in the analysis: (a) synchronic paradigms, i.e. near similar forms within the corpus of a single language, (b) cognate paradigms, i.e. near similar forms from the four languages. (5) The cognate approach was not chronologically oriented as had been used by comparativists but was oriented towards finding out the commonness shared by the four languages for use in teaching. Even loan words if found in the four languages were called cognates as had been done in Lexicostatistics. (6) The rules in phonology, morphophonemics and verbs and noun morphology framed in the first Project (Further Testing) of the cognate method had been made accurate and comprehensive. [SKB 1199]

Sumangala, N. 1990. **A study of language creativity of Standard IX students in relation to intelligence, teacher involvement, and gender.** M.Phil., Edu. *Bangalore Univ.*

Problem: It attempts to study language creativity of Standard IX students in relation to intelligence, teacher involvement and gender.

Objectives: (i) To find out the relationship between language creativity and intelligence of Standard IX students, (ii) to find out the relationship between language creativity and teacher involvement of Standard IX students, and (iii) to find out the difference in the language creativity of Standard IX boys and girls.

Methodology: The sample comprised 320 students randomly drawn from eight randomly selected schools located in different areas of Bangalore City, with an equal representation of boys and girls. Students were drawn from government, corporation, private aided and private unaided secondary schools, thus giving representation to different types of school management. The tools used were Language Creativity Test of Malhotra and Suchethkumari, Otis Self Administering Test of Mental Ability of Chauhan and Tiwari, and a Teacher Involvement Scale with a four-point response pattern was developed specially for the present research.

Major Findings: (1) The higher the intelligence of Standard IX boys and girls the higher was their language creativity. (2) Teacher involvement was positively and significantly related to language creativity. (3) Boys scored significantly higher on fluency, flexibility, originality and elaboration dimensions of language creativity than girls. [MKh 0315]

Swaranlatha, A. 1992. **A study of values in *Shathaka* literature with a view to suggest suitable value-oriented poems for inclusion in textbooks of the first language Telugu.** Ph.D., Edu. *Osmania Univ.*

Problem: It attempts to study values in *Shathaka* literature in order to suggest suitable

value-oriented poems for inclusion in Telugu textbooks.

Objectives: (i) To find out different *Shathakas* available in Telugu literature, (ii) to identify the educationally most relevant and useful *Shathakas* among them for use of school-children, (iii) to analyse the values depicted in each of the poems of the selected *Shathakas*, (iv) to identify such poems as have not been included in the textbooks so far and which deserve to be considered for inclusion in the textbooks of Telugu as the first language, (v) to grade them based on their level of difficulty and understanding and value orientation in consultation with the expert panel, and (vi) to recommend the material so prepared for inclusion in the textbooks, classwise.

Methodology: The seven *Shathakas* analysed were: *Vemana Shathaka; Sumathi Shathaka; Bhaskara Shathaka; Krishna Shathaka; Dasarathi Shathaka; Bhartruhari Shathaka* and *Kalahastiswara Shathaka.* Opinionnaires were administered to collect and interpret data.

Major Findings: (1) It is said that there are 3,000 *Shathakas* both printed and unprinted; only 505 *Shathakas* are available. (2) Seven *Shathakas* identified were rated as significant, relevant and useful for primary and secondary school-children. (3) Although *Shathakas* depict as many as ten values namely, moral, cultural, spiritual, ethical, social, educational, personal, community, neighbourly and miscellaneous. Mostly moral, ethical, social and educational values are given priority over others in these seven shathakas. (4) In all, 69 poems from these seven *Shathakas* were identified worth considering for use in the textbooks of the first language Telugu. [SSS 1028]

Thomas, Lucy. 1988. **The effect of bilingualism on the developed personality with special reference to intelligence.** Ph.D., Psy. *Agra Univ.*

Problem: It is an attempt at studying the effect of bilingualism on the development of personality with special reference to intelligence.

Objectives: (i) To study the effect of bilingualism on personality traits, (ii) to study the effect of socio-economic differences on the personality traits of bilinguals and monolinguals, (iii) to study the effect of levels of intelligence on the personality traits of bilinguals and monolinguals, and (iv) to study the effect of sex on the personality traits of bilinguals and monolinguals.

Methodology: The sample consisted of 530 students of both sexes studying in different schools of Agra City. The tools used to collect the data included, Jr. Sr. High School Personality Questionnaire, Mixed Type Group Test of Intelligence of P.N. Mehrotra, and Socio-economic Status Scale (Form-A) of S.P. Kulshrestha.

Major Findings: (1) The personality traits of bilinguals were significantly different than the personality traits of monolinguals. (2) The personality traits of high bilinguals were not significantly different from the personality traits of balanced bilinguals. (3) The personality traits of high bilinguals were significantly different from the personality traits of monolinguals. (4) The personality traits of balanced bilinguals were significantly different from the personality traits of monolinguals. (5) Personality factors of bilinguals of high socio-economic status were not significantly different from the personality factors of monolinguals of average socio-economic status. (6) The personality factors of bilinguals of average socio-economic status were significantly different from the personality factors of monolinguals of average socio-economic status. (7) The personality traits of bilingual boys and girls of high intelligence were not significantly different from the personality traits of bilingual boys and girls of average intelligence. (8) Personality factors of bilingual boys and girls of average intelligence were significantly different from the personality factors of monolingual boys and girls of average intelligence. [SS 0810]

Valliammai, M. 1990. **A study of sex-stereotyping in primary school language textbooks.** M.Phil., Edu. *Alagappa Univ.*

Problem: It attempts to identify sex stereotyping in language textbooks of Tamil Nadu for primary classes.

Objectives: (i) To identify whether there is any sex-stereotyping in primary school English language textbooks, (ii) to identify whether there is any sex-stereotyping in primary school Tamil language textbooks, (iii) to know if there is any significant difference between male and female-centred visuals, content, occupations in the primary school Tamil language textbooks, (iv) to know if there is any significant difference between male and female-centred visuals, content, occupations in the primary school English language textbooks, and (v) to suggest solutions, if any, to eliminate sex-stereotyping in the primary school language textbooks.

Methodology: A questionnaire was framed with sections A and B. Section A contained the lesson number pagination, number of pictures (male and female) with sexist bias or without sexist bias and suggestions to eliminate sexist bias. Section B gave the consolidated male and female-centred figures, lessons, poems, occupations, male authorship, female authorship, concept of mythology, if any, in addition to the content and picture on the wrapper of the textbooks. Content analysis were made for the collected data.

Major Findings: (1) Male-centred and female-centred lessons were equally distributed in the Tamil textbooks for Standard I. (2) There was significant difference in the distribution of male-centred and female-centred poems in the Tamil textbooks for Standard I. (3) There was a significant difference in the distribution of male-centred and female-centred pictures in the Tamil textbooks for Standard I. (4) Male-centred and female-centred occupations were equally distributed in the Tamil textbooks for Standard I. (5) There was a significant difference in the distribution of male-centred and female-centred lessons in the Tamil textbooks for Standard II. (6) There was a significant difference in the distribution of male-centred and female-centred poems in the Tamil textbooks for Standard II. (7) There was a significant difference in the distribution of male-centred and female-centred pictures in the Tamil textbooks for Standard II. (8) There was a significant difference in the distribution of male-centred and female-centred occupations in the Tamil textbooks for Standard II. (9) There was a significant difference in the distribution of male-centred and female-centred lessons in the Tamil textbooks for Standard III. (10) There was a significant difference in the distribution of male-centred and female-centred poems in the Tamil textbooks for Standard III. (11) There was a significant difference in the distribution of male-centred and female-centred pictures in the Tamil textbooks for Standard III. (12) Male-centred and female-centred occupations were equally distributed in the Tamil textbooks for Standard III. (13) There was a significant difference in the distribution of male-centred and female-centred lessons in the Tamil textbooks for Standard IV. (14) There was a significant difference in the distribution of male-centred and female-centred poems in the Tamil textbooks for Standard IV. (15) There was a significant difference in the distribution of male-centred and female-centred pictures in the Tamil textbooks for Standard IV. (16) There was a significant difference in the distribution of male-centred and female-centred occupations in the Tamil textbooks for Standard IV. [SM 1766]

Vijayalakshmi, B. 1988. **Reading of Telugu literature as a leisure time activity and its impact on modernisation of housewives.** Ph.D., Edu. *Osmania Univ.*

Problem: It attempts to investigate the reading habits of housewives with special reference to Telugu literature and to assess whether their reading of literature has an impact on their modernisation.

Objectives: (i) To study "the leisure time" available to the urban and rural housewives in the context of changing mode of production and the force of modernisation in society, (ii) to find out the time spent on reading of Telugu literature by urban and rural housewives during their leisure time, (iii) to find out the relationship between the nature of Telugu literature read by the urban and rural housewives during their leisure time and their modernisation, (iv) to find out the relationship between the leisure time activities among the housewives and their modernisation, and (v) to know the relationship between socio-economic status and the exposure to Telugu literature especially in the context of urban and rural housewives' attitudes towards modernisation.

Methodology: The sample consisted of 540 housewives drawn from two districts of Telangana region in the state of Andhra Pradesh. Moderately educated unemployed housewives both from rural and urban areas were included in the sample and a multi-staged random sampling technique was adopted in selection of the sample. Telugu literature study survey was carried out among the sample. The collected data were treated using mean SD, 't' test, correlation and ANOVA.

Major Findings: (1) There was a positive correlation between the extent of reading Telugu literature and the modernisation of women; between the nature of Telugu literature and the levels of modernisation. (2) There was a significant impact of leisure time activity on the formation of attitudes towards modernisation. (3) There was a positive relationship between the socio-economic status and levels of modernisation. (4) The urban and rural backgrounds of housewives did not effect any significant change in their modern attitudes. [SSS 0840]

Yadav, G.S. 1989. **An evaluation of prescribed English textbooks for degree classes in Haryana.** Ph.D., Edu. *Kurukshetra Univ.*

Problem: It attempts to evaluate prescribed textbooks in English for degree classes in Haryana.

Objectives: (i) To analyse the strengths and weaknesses of English textbooks prescribed for degree classes in Kurukshetra (K.U.) and Rohtak (M.D.U.) Universities of Haryana, (ii) to analyse English prose books in terms of: (a) academic, main contents, organisation of the contents and its presentation, textual language vocabulary and structure and textual exercises, and (b) physical aspects, physical make-up, printing, type size, paper, binding and price, (iii) to analyse English poetry books in terms of: (a) academic aspects, selection of poems, organisation and presentation of poems, annotations, glossary and exercises, and (b) physical aspects, components similar to prose pieces, (iv) to analyse English novels in terms of academic and physical aspects, and (v) to suggest general improvements in the textbooks.

Methodology: The initial sample strength for the study was 597 teachers which was reduced to 450 from Rohtak and Hissar. From each district two colleges were selected randomly. 100 students were selected randomly for data collection. So in each district 400 questionnaires were administered. Tools used for data collection were questionnaires for prose, poetry, and fiction, which were administered to teachers as well as students.

Major Findings: (1) English prose book for B.A. II of K.U. met the criteria by and large. However, some drawbacks were there in the book. There was a lack of moral lessons for the students, difficult style of presenting the material, unsatisfactory binding and price of the book. (2) The prescribed textbook of English prose for B.A.II of M.D.U., was found satisfactory. However, the glaring shortcomings of the books, according to the teachers, were that the matter was neither interesting nor related to the physical and social environment of the students. Besides, there was no gradation of lessons in order of difficulty nor was the length of lessons all right. The style of

presentation was also not simple. (3) The prose of B.Com.II of K.U. did not come out very satisfactory. Its contents were not related to the life of the students. It had improper gradation of lessons. Lessons were very lengthy. They lacked moral exercises. The book was not properly bound. (4) *Selections from English Prose*, the prescribed book for B.Com.II Class of M.D.U. met the criterion to a great extent. However, its lessons had not been graded properly. Some lessons were difficult for students. (5) The prescribed English poetry book *Apollo* for B.A.II of K.U. lacked good binding. Some poems were difficult for students. (6) *Birds of Paradise*, the prescribed poetry book for B.A.II of M.D. was found good except for its pricing. However, some poems of this book were found lengthy. (7) *A Choice of Poets*, the prescribed poetry book for B.A.III Class of K.U. met the criterion successfully like the poetry book, *A Pageant* of M.D. (8) *Silas Marner* of B.A.III of K.U. and *The Guide* for the same class of M.D.U. met the criteria satisfactorily. [CLK 0337]

Also See

Anbarasu, M. 1992. **Value orientation in English language textbooks of upper primary schools.** M.Phil., Edu. *Alagappa Univ.* [SM 1634] (See in Chapter 22.)

Basi, Satpal Kaur. 1991. **A study of teaching competency of language teachers in relation to their job-satisfaction, locus of control and professional burn-out.** Ph.D., Edu. *Panjab Univ.* [JNJ 0255] (See in Chapter 25.)

Chandy, Sumi. 1991. **Application of certain pupil deficit models to differential achievement in English.** Ph.D., Edu. *Univ. of Kerala.* [VR 1660] (See in Chapter 38.)

Chawla, Swarn. 1988. **Construction of a multiple-choice Reading Comprehension Test.** *Indian Educational Review*, Vol. 23(4): 1-17. [SKB 1415] (See in Chapter 35.)

Chawla, Swarn. 1992. **Standardisation of a multiple-choice vocabulary test: Pre-test and analysis.** *Indian Educational Review:* Vol. 27(3):49-68. [SKB 1539] (See in Chapter 35.)

Cherian, Jacob. 1990. **A study of the association between certain basic language skills in English and achievement in pre-degree common examination.** Ph.D., Edu. *Univ. of Kerala.* [VR 1667] (See in Chapter 38.)

Dave, Meeta. 1992. **An investigation into reading comprehension of the pupils of Grade VII by using the standardised tests in Gujarati.** Ph.D., Edu. *Gujarat Univ.* [JHS 0723] (See in Chapter 35.)

John, O.T. 1991. **An investigation into the present English curriculum in polytechnics in Tamil Nadu.** M.Phil., Edu. *Alagappa Univ.* [SM 1732] (See in Chapter 13.)

Khader, M.A. and Ramaa, S. 1988. **Improving the Kannada reading performance of educable mentally retarded children.** Independent study. *Mysore: Regional College of Education.* (ERIC Funded). [BNS 0986] (See in Chapter 27.)

Khan, Yusuf. 1989. **Construction and standardisation of diagnostic tests in English**

for Standard VIII with regard to structures. Ph.D., Edu. *Nagpur Univ.* [GPK 1699] (See in Chapter 35.)

Kumari, Sucheta. 1990. **Instructional and nurturing effect of Synectics Model of Teaching on creative ability in languages.** Ph.D., Edu. *Kurukshetra Univ.* [CLK 0330] (See in Chapter 24.)

Kumari, Vasantha P. 1991. **A critical analysis of difficulty levels of writing Telugu alphabets as perceived by teachers and learners in formal, non-formal and adult education institutions.** Ph.D., Edu. *Sri Venkateswara Univ.* [AVRR 1264] (See in Chapter 29.)

Kulkar, K.R. 1989. **Construction and standardisation of unit tests in the subject of Marathi for pupils of Standard VIII.** Ph.D., Edu. *Shivaji Univ.* [CMY 0893] (See in Chapter 35.)

Malhotra, S.P. 1990. **Effect of synectics method of teaching on the development of language creativity in Hindi.** Independent study. *Kurukshetra Univ.* (ERIC Funded). [Author 1186] (See in Chapter 24.)

Manjula, R. 1991. **Construction and standardisation of a reading readiness test in English for pre-school children.** Ph.D., Edu. *Bangalore Univ.* [MKh 0324] (See in Chapter 35.)

Mazumdar, Angira. 1992. **A study of the relationship between attitude towards and achievement in English of Standard IX students in Guwahati city.** M.Phil., Edu. *North-Eastern Hill Univ.* [PPG 0178] (See in Chapter 38.)

Mishra, P. 1991. **Decoding competence and speech related cognitive process: Developmental changes.** M.Phil., Psy. *Utkal Univ.* [KCP 0466] (See in Chapter 8.)

Modi, D.J. 1989. **Question bank for Standard X in Gujarati subject.** Independent study. *Bhavnagar Univ.* (ERIC Funded). [MSG 1170] See in Chapter 35.)

Mukerjee, D.P. 1991. **Testing reading comprehension: A comparative analysis of cloze test and multiple choice test.** *Indian Educational Review*, Vol. 26(1):44-68. [PD 1906] (See in Chapter 35.)

Nandy, Smritirekha 1988. **A critical study on the creative reading ability of the students in Bengali and its relationship with their scholastic attainment.** Ph.D., Edu. *Univ. of Kalyani.* [PKG 0150] (See in Chapter 38.)

Narayanasamy, M. 1991. **Enrichment of vocabulary of Standard VI students through video.** M.Phil., Edu. *Madurai Kamaraj Univ.* [MKU 1073] (See in Chapter 23.)

Patnaik, Bijayalaxami. 1988. **Cognitive and linguistic development processes in children's stories.** Ph.D., Psy. *Berhampur Univ.* [GCU 1944] (See in Chapter 14.)

Patel, B.V. 1988. **Construction and standardisation of silent reading comprehension tests in Gujarati for pupils of Classes V, VI and VII.** Independent study. *Sardar Patel Univ.* (ERIC Funded) [SRA 1105] (See in Chapter 35.)

Pillai, S.S. 1988. **Preparing a database for designing and developing a post-graduate diploma in teaching of English for specific purposes, distance learning programme for teachers of English in professional institutions in India.** Independent study. *Madras: Technical Teachers' Training Institute.* [SSP 1753] (See in Chapter 28.)

Raithaththa, Bhanumati C. 1989. **Development and validation of criterion-referenced test on vowel-coalition *(Svarsandhi)* in Sanskrit language.** Ph.D., Edu. *Bhavnagar Univ.* [DJM 0481] (See in Chapter 35.)

Raviya, D.L. 1990. **Construction and standardisation of reading comprehension test in the subject of Sanskrit for Class VIII students of Saurashtra region.** Ph.D., Edu. *Saurashtra Univ.* [DAU 0011] (See in Chapter 35.)

Roy, Bina. 1990. **A study on verbal creativity, general anxiety and self-concept as predictors of creative reading ability of students.** Ph.D., Edu. *Univ. of Kalyani.* [PDR 0641] (See in Chapter 11.)

Selvaraj Gnanaguru, A. 1992. **A study of some factors related to reading achievement in Tamil in secondary schools of Tamil Nadu.** Ph.D., Edu. *Annamalai Univ.* [MDa 0990] (See in Chapter 38.)

Sharma, D.L. 1989. **A comprehensive research project on identification of specific teaching skills and development of instructional material related to Hindi teaching and to study the effectiveness of these specific skills.** Independent study. *Sardarsahar: Basic Teachers' Training College.* (ERIC Funded). [MSG 1166] (See in Chapter 25.)

Sharma, Premlata. 1989. **A study to explore linguistic competency of hearing impaired in IED and special schools of Haryana and Delhi.** Independent study. *National Council of Educational Research and Training.* (ERIC Funded). [Author 1164] (See in Chapter 27.)

Shyamala, Chengappa. 1989. **Speech and language behaviour of the cerebral palsied.** Ph.D., Lang. *Univ. of Mysore.* [BNS 0984] (See in Chapter 27.)

Singh, Anjali. 1987. **Certain deprivation factors in language development in children.** Ph.D., Psy. *Univ. of Allahabad.* [GCU 1943] (See in Chapter 14.)

Singh, Manju. 1989. **A study of achievement in English in relation to intelligence, interest, socio-economic status and facilities available for learning the language at high school stage.** Ph.D., Edu. *Univ. of Gorakhpur.* [BKS 1728] (See in Chapter 38.)

Singh, Narendra. 1988. **Construction of a scale of reading-writing skills of pre-primary children.** Ph.D., Edu. *Agra Univ.* [SS 0813] (See in Chapter 35.)

Srivastava, Sushila. 1992. **A short-term longitudinal study of the impact of exposure to the science-oriented educational toys on the concept and language development of the preschool children.** Independent study. *Madras: Indian Council for Child Welfare.* [Author 1837]. (See in Chapter 14.)

Vaidya, S. 1990. **Effect of mastery learning strategy on pupils' achievement, their self-concept and attitude towards Hindi.** Ph.D., Edu. *Devi Ahilya Vishwavidyalaya* [PKS 0655] (See in Chapter 24.)

Vyas, Sharad G. 1988. **Construction and standardisation of the Hindi language ability test for the entrants to the Standard XI (general stream) of higher secondary schools of Saurashtra region.** Ph.D., Edu. *Bhavnagar Univ.* [DJM 0163] (See in Chapter 35.)