

Language Education

A TREND REPORT

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Language education has a centrality in education, more so in a multilingual country. Language as a medium and language as a subject not only expose the learner to plurality of structures and varied points of view to perceive a single phenomenon, but also create competence for the creative exploration of varied fields of knowledge. Studies have shown that not only mathematical skill is correlated with language skill, but general educational achievement and under achievement are also dependent on language achievement or lack of it. None of these is reflected either in the concerns of educationists or in the actual structuring of education in the country.

The research on language use in education lacks both breadth and depth. There has been a singular lack of integration between linguistics and language teaching, on the one hand, and linguistics and literature, on the other, in the Indian universities. There is also a general lack of integration between linguistics and other allied sciences. Partially because of a break with the indigenous linguistic tradition and partially because of the effort to cope with the ever-increasing number of theories in the West, Indian linguistics and applied linguistics have failed to make any original contribution to the field. Indian linguistics and applied research are beginning to be aware of the lacuna.

Teacher training is woefully behind times. Lack of resources for training the large number of teachers through the existing institutions is often cited as the greatest stumbling block. The Central Institute of Indian Languages has successfully experimented with the use of radio for training a large number of teachers in the correspondence-cum-radio programme for the enrichment of content as well as methodology of mother tongue

teaching in Kerala and Tamil Nadu. Yet the programme remains on the fringe of the system and the *status quo* reigns supreme in all places.

Most of the research reported is fragmentary and *ad hoc*. The research on the spoken skill, the oral tradition and linkages between the oral and the written is conspicuous by its absence. There is equally little research on oral and written comprehension and evaluation of competence and performance. The one abstract on listening comprehension not only attests to the above but also shows how there is almost no developmental research spanning over several years of socialization and schooling of a single child, an age group or a class.

Recognition of the importance of approaching language teaching as skills is well established in literature although it is doubtful that it has reached the classroom teacher. More work appears to have been done in the field of reading. Most of the work in this area, however, is correlational. Reading speed, vocabulary control, paragraph comprehension, reading interest, age and sex, SES, high and low intelligence, parental stimulation, and school atmosphere are some of the variables which provide the correlation matrix in which reading research is set. Besides, the measurement of psychophysical correlates of reading is also one of the major concerns of educationists and psychologists. Very little work appears to have been done by linguists in this area.

Vocabulary

Many teachers and intelligent laymen even today think that learning vocabulary is learning a language. Word list of varied lengths and for different functional purposes has been compiled in different languages by

both amateurs and experienced teachers.

Basic vocabulary or core vocabulary has been one of the concerns of researchers in this area. Such vocabularies are completed on the basis of list frequency of items of varied size. It is presumed that such core vocabulary includes only root words and non-derivatives. It is also presumed in grading vocabulary for laymen that basic vocabulary should receive primacy over non-core vocabulary.

While major word frequency counts on scientific lines have been done for Hindi, Marathi, Gujarati, Oriya, Kannada and Malayalam in the Deccan College, Pune, their primary purpose was to evolve speed writing. As early as 1933 Koeing collected 4,000 important Hindi words on the basis of frequency of occurrence from among one million running words from 153 sources. Koeing compared the primary school readers in Hindi schools with American school readers and established that in the American school reader every 16th to 19th word was new whereas in Hindi readers every second word was new. None of the subsequent Hindi basic vocabularies based on frequency counts of some sorts, whether they are from the Ministry of Education, Government of India or from the Kendriya Hindi Sansthan or by individual scholars like K.C. Bhatia, appear to have been so tested. It is also doubtful that any serious material has been prepared based on these counts.

Kuppuswamy (1947) had collected two lakh running words in Kannada and out of these made a list of 4800 different words divided into three lists. The first list makes an alphabetic arrangement of these words with frequency range of each word marked. The second list gives the first five hundred words in block of hundred in order of frequency of each word. The third list gives the first five hundred words in descending order of frequency.

A different kind of study, study of graded vocabulary, has also exercised the minds of scholars at different times. Studies in Gujarati (Vakil, 1955; Raval, 1959; Lakdawala, 1960), Marathi (Tamhane, 1965), Hindi (Rukmini, 1960; Shankar, 1971; Sharma, 1972), Tamil (Arunjetai and Srinivasachari, 1968), Kannada (Chandrasekharaiah, 1964) and Tripuri (Jayapaul and Pushpa Pai, 1974) are some of the important landmarks. The sampling techniques as well as the sample size, and the age and stage of education being quite different, it is very difficult to make any comparative or general statement on this basis.

The Central Institute of Indian Languages, Mysore, initiated studies which resulted in the compilation of lists of vocabulary common among Hindi and other major In-

dian languages. These lists are organized under four categories: (i) Vocabulary items with similar shape and similar meaning in the two languages under study; (ii) Vocabulary items having dissimilar shape but same meaning in the two languages under study; (iii) Vocabulary items with similar shape but different meaning in the two languages under study; and (iv) Vocabulary items with similar shape but deleted or added meaning in the two languages under study.

The Central Institute of Indian Languages has also compiled recall vocabulary in all major Indian Languages. Educated adult native speakers were given forty-five semantic categories and were asked to recall as many items as possible. Such lists not only give an idea of the size of the vocabulary which could be recalled for active use by the educated native speaker, but a bilingual comparison of such vocabulary and establishing degrees of commonness among two languages could also help the preparation of adult second language learning material.

Study of cognate vocabulary has a hoary history in India. Waldo Pokorny, Turner or DED set standards which are yet to be surpassed. Many who had made historical comparisons have made use of cognate vocabulary. In India, Pattanayak's (1961) study which uses Oriya, Assamese, Bengali and Hindi cognate words for historical reconstruction deserves special mention. The Department of Linguistics of Kerala University has done some work in this area in the context of cognate language teaching.

Besides the above, educational psychologists have worked on linear programmes on vocabulary learning in specific languages and have also worked in the area of paired associate learning. An emerging area of vocabulary study is by speech and hearing specialists and those working in different areas of abnormal psychology.

Error Analysis and Contrastive Studies

With the growing interest in second and foreign language learning and the strong impression made by the American applied linguistics, contrastive study of pairs of languages gained ground in India. Soon it was realized that such studies did not possess the claimed predictive value. With correctives coming from both USA and UK, the attention appears to be moving towards error analysis. It is, however, felt by many that the two complement each other.

The Central Institute of English and Foreign Languages, the Kendriya Hindi Sansthan, and the Indian Institute of Technology, Delhi, are some of the major

centres of work in this area besides university departments of linguistics in some of the Indian universities and institutes. Most of these studies have been conducted in the context of learning Hindi and English. Contrastive studies and error analysis between pairs of Indian languages other than Hindi and English have received stimulation from the teaching of major Indian languages by the Central Institute of Indian languages through its regional language centres.

There have also been contrastive studies of visual and auditory modes, oral and silent reading, colloquial, literary and platform speech, elaborate and restricted codes, high and low variations of a language, formal, non-formal and informal styles and different registers of a language. Quantitatively they are too few to make any impact. In any case, these research results have not percolated to those teaching languages in schools and colleges to make any dent on the traditional method of teaching.

There are two publications in India devoted to applied linguistics: The Journal of Applied Linguistics and IJDL. Neither empirical research involving representative samples of student and teacher population nor observational studies have been reported in any of these journals. Much of the materials, classroom practices and even tests are based on intuitive analysis of contrastive features between pairs of Indian languages.

Textbook Analysis

As textbooks have a captive audience and distribution of knowledge can be controlled through textbooks, there is growing public sector involvement in the preparation and production of textbooks. It is a truism, but a fact that with the growing emphasis on textbooks, emphasis on books in general is diminishing.

A study conducted by the Central Institute of Indian Languages in Karnataka revealed that there was no compatibility among curricular demand, textbooks and the teacher training syllabus.

The entire curriculum is seldom covered by the textbook. Any curricular change and its reflection in the textbook is seldom immediately reflected in the teacher training syllabus. As a result the teacher often finds himself unable to cope with the curriculum, and both the teacher and the student take recourse to selective study of portions of the curriculum. An evaluation, by the same Institute, of school textbooks of Maharashtra also brought out some lacunae in textbook-writing.

Changing textbooks has been a known source of patronage distribution in the field of education. One study

in Kerala shows that English textbooks were changed thirteen times in secondary schools within a span of twenty-three years between 1952 and 1975. Effects of such changes on the student and maintenance of standard are yet to be studied.

While textbooks have been used for vocabulary studies, they are seldom studied from the view point of standard formation. The difference between the home language of children and the language of textbooks is yet to be studied. The only case is that of Andhra Pradesh where a movement spearheaded by linguists succeeded in changing the *granthika* style of textbooks into that of *sista vyavaharika*. The *granthika* style is not the spoken language of any Telugu speaker. The change to educated spoken standard of the current times is a major educational gain.

Compatibility of language in the language and the non-language textbooks, on the one hand, and the first, second and further languages text, on the other, has yet to be studied scientifically. There are strong attempts to earn legitimization for one's own work through studies sponsored by textbook agencies. Unless independent academic bodies undertake evaluation, there is unlikely to be any break in the undesirable collaboration among the textbook agency, the author, the reviewer, the publisher and those prescribing textbooks, wherever such collaboration exists.

Methods

There appears to be little appreciation of the difference in teaching a language, teaching about a language and teaching through a language. In the dominant monolingual model of the West, the same tendency of dominance of the majority language model is sought to be grouped in different linguistic states in the country. Since English, the language of colonial inheritance, still dominates the education world, the debate about regional language as medium of education clouds many significant issues such as the above. Therefore any methodological innovation based on this distinction is not available.

The difference of first language, second language and foreign language teaching is well recognized in the literature. The confusion about each one of the terms is colossal. For example, the first language is often interpreted not as the language first acquired by the child, but from the view point of primacy of introduction in the school. As a result one can find first language English for Indian language speaking children never exposed to English outside the school. Similarly, second language is inter-

preted as the language introduced next to the first language in the school. In the applied linguistic literature second language and foreign language are technical terms. Second language means a language taught in school, which receives both positive and negative reinforcement from the immediate environment. Foreign language, accordingly, is a language where instruction is confined to classroom teaching and not a language imported from a foreign country as is popularly understood. Because of these confusions clear methodological developments based on these distinctions have not taken place.

The confusion about the meaning of mother tongue is colossal. Sometimes equating mother tongue with first language and sometimes denouncing mother tongue as dialect, the teacher is utterly confused about the content and purpose of mother tongue teaching. Since study of dialects, styles and registers have not universally found place as part of mother tongue or first language teaching in the country, it is futile to search for methods of transfer from one language to another at successive stages of education.

It must be pointed out at this stage that all experiments of methodological innovation are carried out in specialized institutions, tried out in selected institutions and often bypass the large majority of schools and colleges. Whatever good experiments have been conducted on any of the above are not accessible to the general run of teachers and teaching institutions.

Structural analysis of language is the task of linguistics. Theoretical linguists, in their aversion to practical application of linguistics, have not produced any pedagogical grammar. In fact, none of the major or minor Indian languages has a good grammar based on the structural description of the language. Some linguists have attempted to write second language textbooks based on structural analysis and different models of linguistic enquiry. But when these books reach the hands of the non-linguistic teacher they are taught more as a subject book rather than as a methodologically distinct language book. In the climate created by *Language without tears*, *Language in Thirty Days* and such-like books it is not surprising that the few structure-based books have not found their way to the classroom teacher untrained to handle such books.

The Central Institute of Indian Languages has prepared structural syllabus in the thirteen major Indian languages and in Sanskrit. It has also prepared beginning courses in all these languages based on structural analysis. Much of the tribal language material and adult education learners material prepared by the Institute is

based on structural analysis of those languages. The Central Institute of English and Foreign Languages and the Kendriya Hindi Sansthan have published material based on structural analysis. University Centres like Delhi, Osmania, Kerala and Annamalai have also generated some structural language learning materials.

Study of literature has not been much influenced by modern research in languages and linguistics. During the past few years books on stylistics by Dr. Nagendra, Dr. R.N. Srivastav, Dr. Vidyanivas Mishra and Dr. Suresh Kumar, among others, have been published. In the absence of pedagogically oriented books they have made little impact on the teaching of literature.

Although not stated forcefully as often as it should be, it is the general experience of teachers of English literature that it is easier to impart English literary sensibility to students who have early Indian language education than to those Indians who have grown up with second language English from their childhood. The Indian syllabus unfortunately does not distinguish between these two situations. Although some work has been done on the teaching of prose and poetry in secondary schools by many teacher training institutions, this work is not benefited by linguistic insights.

Thanks to the enthusiasm of the band of scholars who later formed the Indian Association of Programmed Learning, programmed instruction gained some popularity among linguists and language teachers of certain persuasion. With the initiative taken by the NCERT, a number of programmed instructional material packages were written. One of the earliest efforts at programming the scripts resulted in the production of the film 'Learn Devanagari' by the CILL. A semi-auto-instructional book on the Tamil script has also been published by the Institute. Another auto-instructional work, 'A Programmed Introduction to the Reading and Writing of Oriya, awaits publication. At the Centre of Advanced Study in Education, MS University Baroda, Usha Patel and M.V. Sreedhar have prepared an auto-instructional course for the teaching of Hindi as a second language. The NCERT, in collaboration with the CILL, the CIEFL, the Annamalai University and the Deccan College, has also prepared a number of auto-instructional language programmes.

It must be noted that language learning is different from non-verbal learning in that every aspect of a language does not lend itself to division of its units into components as required by programmed instruction. Language learning is not merely integrated mastery of four-language skills, but also involves highest reasoning and entails correspondence between sound and meaning, ex-

pression and content. This is not easily captured through the minute dissection of components. However, certain components and levels of language are better amenable to programming than others. Keeping this in view it is possible to identify the following areas of research: (a) programmed introduction to the script system, (b) programmed introduction to vocabulary, (c) programmed lessons for generation of sentences, (d) programmed lessons for reading, and (e) programmed lessons for composition.

The socially handicapped and mentally retarded pose major challenges to the language specialists and to the educationists. Brain-related research with special reference to language acquisition, speech behaviour and language loss is beginning to attract attention in the country. Language analysis as a precondition to clinical treatment is yet to be accepted as a normal routine.

Language use could mark these children as different as much as proper language use can easily rehabilitate and integrate disparate linguistic groups. By contrasting pathological and normal speech it is possible to gain insight hitherto not available.

Language as Medium

In India only 58 out of 700 and above languages are used as school languages. Almost all the major modern languages are both subjects and media in schools. English still continues to be the dominant language at the higher education stage although almost approximately 50 per cent of the universities have changed the medium from English to the regional languages. The dominance of English in education is sustained by its dominance in administration and mass communication.

In a multilingual country the problem is not of adding one or more languages to the existing repertoire of the child. It is the problem of linguistic and cultural reductionism. Not a single piece of research is available in this area. Another major area of research is the effect of non-use of the mother tongue as the medium of early education of the child.

India is probably the only country which constitutionally guarantees that primary education shall be imparted in the mother tongue of the child. This provision is observed more in the breach. The situation about the medium in schools continues to be varied. In most dominant modern language speaking areas, for the majority the school language is the homogenized standard language. No attempt has been made to measure the relative distances of various home languages and the school language in such cases and study its consequence for the

educational development of the child. For all the minority groups, by and large, the state language, English or Hindi, is the medium. The effect of primary education imparted through the medium of a language different from one's home language has also not been studied seriously. There are nearly 200 Central schools designed primarily for children of the highly mobile sector of society. Both Hindi and English are the medium of education in these schools, neither of them being the home languages for an overwhelming number of students in these schools. Their achievement and deprivation vis-a-vis the other schools is yet to be studied. There are the ubiquitous English-medium schools which claim to give better education to the child. The large areas of cultural perception blind spot hidden behind the apparent success of these children have yet to be studied.

Mother tongue has been neglected because of parental antipathy, the teacher's bias, bureaucratic inconvenience and the elitist orientation and management of education. A combination of all these is responsible for calling many languages a load on the child. In a study entitled *Language Load*, the Central Institute of Indian Languages has exploded this myth. In any case, where the national consensus is to pursue the three-language formula as the strategy in education, it is expected that educationists would apply their mind to the issue of medium of education.

Schools in India have made little effort to build bridges between the home language and the school language, on the one hand, and the first, second and foreign languages, on the other. By ignoring to build on the existing linguistic wealth of the child, the school has not only curbed the creativity and innovativeness of the child but has itself been responsible for the large percentage of dropout and growing illiteracy in the country. The linguistic deprivation as a factor in the overall poor performance of the education system has not been seriously taken up by educationists and linguists.

Language Policy

Language policy in education is more conspicuous by its absence. It has always been shifting, *ad hoc* and ironically guided by ignorance, prejudice and bias. There has been no compatibility among languages of education, administration and communication. Such incompatibility is found among the first, second and fourth languages within the education system. The relationship between language as a subject and language as medium has not been explored. No effort has been made to draw up multilingual curricula exploiting the cognate and typological

similarities among languages. In short, multilingual concerns have not found their reflection in the system. There is no wonder that the higher one goes on the educational ladder, the greater is the demand for less number of languages and the shorter is the cultural life-span of a large number of small groups.

Technology and Language Use: Use of Computers

The fact that neither the All India Radio nor Doordarshan has a linguist on their advisory panel demonstrates the relationship between technology and language. The same antipathy is true of the Indian Space Research Organization and the Computer Corporation of India. At the initiative of the Institute of Applied Language Sciences and the CIIL, the Department of Science and Technology, Government of India, has sanctioned a small project to develop a curriculum, produce materials and set up a training programme for manpower development in the area.

Apart from the research on the language of machine-human interaction there are a large number of areas needing attention of researchers. Language use in computer-aided translation and development of key boards in different scripts of the country are illustrative of some of the urgent areas of concern. Storage and retrieval of information and research data in Indian languages is a challenging task.

The Japanese have already been talking about the fifth generation computer with artificial intelligence. In the West, two conflicting demands are voiced in regard to the use of computer. On the one hand, there is demand for a universal language, a common access code and, on the other, there is fear of technology piracy, loss of business secrets and, therefore, access control codes. Indian educationists and computer enthusiasts must examine the requirements of the country critically. Keeping in view the cheap hardware, the poor teletransport system in the country and the multilingual set-

ting, the educationists and researchers in the area must go in for mini and micro computer technology. Only then computer can be an aid to the existing manpower resource and not be a substitute and thus create unemployment and chaos.

Conclusion: Need of the Future

One of the urgent major needs of the country is to undertake a linguistic survey of India. So many changes have taken place in the socio-linguistic scene of the country since Grierson's monumental survey that no effective policy apparatus can be developed without such a survey.

The use of mother tongue for primary education and adult literacy must receive urgent attention. Neglect of the mother tongue has not only resulted in intellectual dwarfishness and emotional sterility for a large majority of pupils but has created a west-ward orientation leading to national disintegration.

It is important to note that many languages are resources to be built upon and not handicaps to be ashamed of. The cultural mosaic of India has made it the eighth wonder of the world. For over 3,000 years, in spite of diverse languages, cultures and ethnicities, India has remained a single language and culture area and an interdependent society. If education imposes monomodels on a multimodel society, the social friction created by it will destroy the educational edifice itself.

One of the major weaknesses in the field of language education is teacher training. The new developments in linguistics, psychology and pedagogy do not reach the teacher. The few teachers who are trained in specialized institutions learn new methods and materials as static bits of knowledge to be stored in their mind rather than applied in practical fields. It is, therefore, necessary that content-cum-methodology courses be offered from time to time through radio and correspondence to cope with large numbers.

ABSTRACTS: 842 — 911

- *842. AGNIHOTRI R., *Language Development among Infants in relation to Their Social Strata*, Ph.D. Edu., Raj. U., 1979

The objectives of the investigation were: (i) to study language development of infants aged four to five years, (ii) to study the factors which affected language development, namely, socio-economic status, sex and birth order, and (iii) to study certain peculiarities of language development, such as context of words, specific expressions, context-free expressions, use of spoken form, local dialect, etc.

A sample of thirty-six infants stratified on the variables of mental age, social class, sex and birth order was selected through the incidental sampling method. The tools administered were Socio-Economic Status Scale developed by Jalota, Pandey, Kapoor and Singh and eight stimulating pictures developed by the researcher with the help of some judges.

The findings of the investigation were: (i) There was significant difference in the language of infants hailing from various social classes. (ii) The infants of upper middle class used more words, more nouns, adjectives, adverbs and verbs and longer sentences. (iii) The infants of upper class and upper-middle class used more specific expressions and context-free expressions than the infants of middle class. (iv) There was significant difference in the language of boys and girls. (v) Girls used more nouns, adjectives and adverbs, but so far as the use of pronouns and verbs was concerned, there was no difference in their language. (vi) There was no difference in the language of infants of different birth orders.

843. AHUJA, G.C. and AHUJA, P., *Demonstration of Audio-visual and Reading Aids to School Students and Testing Their Reading Speed in Three Languages — Kannada, Hindi and English*, CIIL, Mys., 1978

The main objectives of the study were: (i) to acquaint school children with various reading skills and to make them conscious of their importance for future educational growth, (ii) to create interest in the environment from where they could learn many things, (iii) to break the unfounded fears about difficulties in learning a language by showing how it was not all that difficult, (iv) a

general evaluation of the audio-visual aids either produced or purchased by the CIIL, Mysore, and (v) to measure the reading speed and comprehension in three languages — Kannada, Hindi and English.

Forty students of Class VIII of an English-medium school of Mysore formed the sample of the study. The method of study consisted of a sandwich audio-visual demonstration programme of three hours' duration which included (a) closed circuit television programme consisting of a film entitled *Energy Crisis* under the head 'Learn from Your Environment', produced by the CIIL, Mysore, (b) three films on *Reading*, purchased from an outside source, (c) a film on *How to Learn a Language*, produced by the CIIL, Mysore. The students were later tested for reading speed and comprehension in three languages, namely English, Hindi and Kannada. The reading tests in the form of informal checks were locally prepared.

The major findings of the study were: (i) the CCTV programme was liked by the students and was found to be very effective both from the language and comprehension point of view by more than 95 per cent of the students. (ii) The students were not much benefited by the three films on *Reading* purchased from an outside source. Many students who found the language difficult or could not follow it fully, could not grasp the message completely. (iii) More than 95 per cent of the students found the film on *How to Learn a Language* very interesting and clear and could fully follow the message of the film. (iv) The reading speed per minute for Kannada, Hindi and English languages was found to be 95.93, 100.5 and 186.62 words, respectively, and the reading comprehension was 57.5 per cent, 63.75 per cent and 73 per cent, respectively, for the three languages.

844. ATRE, V.V., *A Comparative Study of the Marathi Balbharati (Standard I) Vocabulary and the Vocabulary of Pre-School Children*, Government College of Education, Amravati, 1976 (MSBTPCR-financed)

The study purported to make a comparative analysis of the vocabulary possessed by children before they entered primary school and the vocabulary in Marathi Balbharati prescribed for Standard I. The specific objectives of the study were: (i) to find out the number of words in the Marathi Balbharati for Standard I, which were known to four or five-year-old children before they entered school, (ii) to find out the difference between pre-school vocabularies of rural and urban children, and

(iii) to compare the vocabularies of children who attended pre-primary classes and of those who did not.

The study was carried out in Amravati and four villages in Amravati taluka. The sample for the study consisted of 100 teachers and 100 students. Of these 100 teachers, seventy belonged to urban schools and the remaining belonged to rural schools. Of the 100 pre-school children selected for the study fifty were urban and fifty rural. Of the fifty urban children, twenty-five attended pre-primary classes. The investigator first prepared a comprehensive list of all words appearing in Balbharati for Standard I and classified them under ten categories meaningful to children. This list was then given to the sample of teachers who judged each word as known or unknown to a child entering Standard I. The words which were considered to be known by 90 per cent or more teachers were deemed to be part of pre-school vocabulary. Similarly, the words which were considered to be unknown by 90 per cent or more teachers were considered to be outside the pre-school vocabulary. The remaining words were considered to be of doubtful status; there were forty-two such words. A questionnaire was prepared using these words and was administered to the selected sample of children in order to further ascertain whether they were within the pre-school vocabulary.

The major findings of the study were: (i) The vocabulary of the Marathi Balbharati for Standard I consisted of 843 different words. (ii) Of these 843 words, 687 words formed a part of the pre-school vocabulary whereas the remaining 156 words were of doubtful status. (iii) In relation to Balbharati vocabulary, the pre-school vocabulary of rural children was smaller than that of urban children. (iv) From the Balbharati vocabulary, some words known to urban children were unknown to rural children and vice versa. (v) Some words in the Marathi Balbharati for Standard I appeared to have a regional status. (vi) There was no difference between the pre-school vocabulary of the children who had attended pre-primary classes and that of the children who had not.

845. BANERJEE, P.K., *A Study in the Appreciation of Prose and Poetry of Secondary School Children*, Ph.D. Edu., Kal. U., 1980

The objectives of the study were to know (i) how far and how the students at the last stage of secondary schools attained the ability of literary appreciation, (ii) whether there was any significant difference in the appreciation of literature between rural and urban pupils, (iii) whether there was any environmental effect in the

appreciation of literature among pupils of the same sex and of different sexes, and (iv) the nature of thinking involved in attaining literary appreciation by the pupils.

The sample consisted of 500 school-going adolescents (both boys and girls) forming two groups (rural and urban) equated with respect to intelligence. The Bengali literature prescribed for the school final students was chosen as the subject matter. A multiple choice type objective test of appreciation and an open ended questionnaire, developed by the author, were used for the collection of data. Two approaches commonly used in the study of literary appreciation, viz., the subjective approach and the objective approach, were recognized of which the objective approach was used in the study. Literary appreciation was designed as the recognition of attributes of a good piece of literature.

The major findings were: (i) The norm of literary appreciation of pupils was quite satisfactory. (ii) The environment (rural-urban) had a very strong influence on the attainment of literary appreciation. (iii) Sex did not influence literary appreciation. (iv) There was no significant interaction between sex and environment with respect to literary appreciation. (v) The urban students were distinctly superior to the rural students with respect to the quality of language used with respect to sentence frames, choice of words, etc. There was qualitative difference between boys and girls of rural and urban schools in the patterns of thinking and in discriminating items of appreciation. (vi) The criteria, both in poetry and in prose, could not be classified individually in terms of a hierarchy; they could only be classified into some groups because they formed clusters. Again, the tool that was prepared for evaluating appreciation outcomes had been a valuable means for fostering literary appreciation in a teaching-learning situation.

846. BASAVAYYA, D., *Effect of Bilingualism on Achievement in School*, CIIL, Mys., 1980

The objectives of the investigation were to study (i) the effect of bilingualism on language achievement, (ii) the effect of bilingualism on overall performance, (iii) the relation, if any, between the achievement in languages and in other subjects, (iv) the influence of the medium of instruction on language achievement, and (v) the relationship between socio-economic background and language achievement.

Five secondary schools in Mysore were selected randomly — two government, one private aided, one unaided and one government school of special type. The

private aided school and one of the government schools were meant for girls only. Information was collected by giving questionnaires to 427 students of Class X of these schools. The analysis was confined to three aspects only, namely, overall performance, first language achievement and third language achievement. The subjects were divided into two groups, monolingual and bilingual. The monolingual group was further divided on the basis of the mother tongue of the subjects and the bilingual group on the basis of the bilingualism of the subjects, like Kannada and Telugu, Kannada and Urdu, etc. Further classifications were made according to the languages studied in school as first and third languages, such as K H group (Kannada as first language and Hindi as third language), H K group (Hindi as first language and Kannada as third language), U H group (Urdu as first language and Hindi as third language). Their language achievement and overall performance were measured on the basis of their annual examination marks in Classes VIII and IX.

The findings of the study were: (i) There was no significant difference between the first language achievement of monolinguals and bilinguals. (ii) In the case of the third language (Hindi) performance, the bilinguals were better (44.61 per cent) than the monolinguals (40.10 per cent). (iii) The overall performance of monolinguals and bilinguals did not differ significantly. (iv) Language achievement had high positive correlation with the overall performance in the case of monolinguals, except in the case of the UH group of monolinguals. Their performance in the first language (Urdu) was much higher than their overall performance. (v) The average first language performance of both monolinguals and bilinguals was better than their average overall performance except in the case of HK group. (vi) The different bilingual groups did not differ significantly in their performance in all subjects. (vii) The different language option groups (KH, UH, HK) did not differ significantly in all subjects except the HK group whose performance in non-language subjects like mathematics, science, and social studies was far better than the performance in languages. (viii) Individual variations in the achievement of bilinguals were more than those of monolinguals. (ix) Language achievement of all the students in Class IX was better than their achievement in Class VIII. (x) The English-medium students did better than the Kannada-medium students in all subjects with similar socio-economic background. (xi) Language achievement was not significantly influenced by parental occupation and education except for the fact that the language achievement of teachers' children was slightly better than that

of others.

847. BHAT, K.V.T., *Reordering Rules in Kannada and English*, Ph.D. Eng., CIEFL, 1979

The investigation aimed at studying the reordering rules in English and Kannada and examining how scrambling compared with movement rules in respect of what it did to the meaning of a sentence. Data were collected from various books and documents. The investigation analysed the relevant literature in English and Kannada.

The findings of the investigation were: (i) Reordering rules were found to be of two types: movement rules and scrambling. (ii) The scrambling rule was generally considered to be a non-transformational reordering device and consequently of not much importance to grammatical structure. (iii) Movement rules were found to be poorly distributed in Kannada when compared with English. (iv) Major syntactic processes such as relativization and question formation that employed movement rules in English did not involve any reordering in Kannada. (v) Some of the communicative functions of a wide spectrum of movement rules in English were found to be served by other devices in Kannada, the role played by scrambling was found to be significant in this respect. (vi) Scrambling was generally not found to be a stylistic device and was largely a matter of performance. It significantly contributed to meaning in Kannada, more or less in the same way as several movement rules were found to be contributing in English.

848. BHISHIKAR, L., *An Experimental Analytical Study of the Acquisition of Reading Skill*, Ph.D. Psy., Poona U., 1980

The major objectives of the investigation were: (i) to prepare a training programme in reading skill containing exercises for comprehension, vocabulary, mechanical perception and reading speed with accuracy, (ii) to design and conduct experiments to study the effectiveness of the training programmes and the effects of intelligence and sex on reading skill acquisition, (iii) to construct reading tests for evaluating training programmes, (iv) to study reading interests and reading habits of students, and (v) to study the interrelationship among sub-skills of reading and the relationship of reading performance with language scores, general scholastic achievement, reading habits and interests, health and socio-

economic status (SES) of students.

The tools of research used in the study were a Verbal Test of Intelligence in Marathi, Raven's Progressive Matrices, Reading Skill Test, Critical Reading Test and Reading Inventory, all developed by the investigator. Statistical methods used for data analysis and hypotheses verification were product moment correlation, chi-square test, Hartley's test, analysis of variance, and analysis of variance by ranks.

The major findings of the investigation were: (i) The training programmes brought about significant improvement in the performance of students. (ii) Intelligence was found to play a significant role in the acquisition of reading skills. (iii) The low intelligence group showed significantly greater improvement in comprehension, the high intelligence group showed significantly greater improvement in vocabulary. (iv) Both the high and the low intelligence groups did not show significant improvement in reading speed. (v) The low intelligence group enjoyed perception exercises while the high intelligence group preferred vocabulary contests. (vi) There were no sex differences in reading skills. (vii) SES, reading habits, reading interests, health, language and scholastic achievement were found to be significantly related to reading achievement.

849. CHARLES, D.L., *Developing Language Skills in Adults Attending English Improvement Classes*, Ph.D. Edu., MSU, 1981

The objectives of the investigation were: (i) to prepare auto-instructional and support material in English for the development of language skills, (ii) to sequence the course with lecture, tape-recorder, discussion, practical work, unit tests and feedback sessions, (iii) to study the effectiveness of the course as a whole in terms of students' performance, (iv) to study the effectiveness of different techniques used in the study in terms of students' reactions, (v) to study the relationship of achievement through the course with intelligence, academic qualifications, and socio-economic status (SES), and (vi) to compare the achievement of students of higher and lower levels of intelligence and of higher and lower academic qualifications.

The sample for the study consisted of all the adult learners who attended the English improvement class run by the Department of Adult and Continuing Education of M.S. University, Baroda. The study involved single group design consisting of thirty students who attended the course regularly. The tools used in the study were

programmed learning material, support material, criterion referenced test, reaction scale, Raven's Progressive Matrices and SES Scale. The collected data were analysed using mean, standard deviation, percentiles, chi-square and t-test.

The findings of the investigation were: (i) Mean differences between the pretest and the posttest scores of the experimental group were significant. (ii) The course, in general, with all the particular techniques used therein was found to be effective in terms of learners' reactions. (iii) Highly intelligent as well as less intelligent adults gained significantly from the course. (iv) Both graduates and undergraduates gained significantly from the course. However, a comparison between their gains revealed that the graduates gained significantly more than the undergraduates. (v) Both the SES groups, grade I and grade II, gained significantly, but the gains were relatively more on the part of grade I SES group.

850. CHAUDHARY, U., *A Critical Study of the Language Policy of India in relation to the Educational Needs and Aspirations of the Different Linguistic Communities of India*, Ph.D. Edu., MSU, 1979

The main objectives of the investigation were: (i) to study the linguistic situation of the country, (ii) to study the tradition of the language used in education and administration, (iii) to study the language policy, (iv) to find out the educational needs and aspirations of the different linguistic communities, and (v) to make a comparative study of the educational needs and aspirations of the linguistic communities of the north and the south in India.

The research used both the historical and the survey methods. The Government records, documents, language policy resolutions, and the reports of the Ministry of Home Affairs and the Ministry of Education and Social Welfare were the primary sources of data. For survey, a questionnaire was developed to know the educational needs and aspirations of different linguistic communities of India. The sample for data was drawn from the Union Territory of Delhi. A representative stratified sample of 2,000 people belonging to different linguistic communities of India was selected for the study. Percentages were calculated for the analysis of data.

The main conclusions of the investigation were: (i) In spite of the large size, India had never been without a pan-Indian link language whether officially recognized or not. During the Hindu period Sanskrit was the main all-India language. During the Muslim period, Arabic

and Persian came as official languages. Later on, Dakhini and Urdu were used as pan-Indian languages of culture and administration. (ii) During the British period and also in the post-Independence period the mother tongue was accepted as the medium of instruction at the primary stage. At the secondary stage, in the post-Independence period, three-language formula has been accepted by all the States and the Union Territories. English continues as the medium of instruction in medical and technical courses of study though a large number of universities have accepted regional languages as media of instruction. (iii) People from the northern States opted for both Hindi and English as official languages whereas those from south opted for English only. (iv) People from north preferred Hindi as the language in Parliament whereas those from south preferred only English. (v) A majority of the respondents favoured English as the medium of instruction in universities and also as the medium for the all-India competitive examinations.

851. CHINNAPPA, P., *An Investigation into Problems and Difficulties in Learning Hindi by the Telugu-speaking Students of Class VIII in the High Schools of Andhra Pradesh*, Ph.D. Edu., MSU, 1978

The major objective of the study was to survey the problems and difficulties faced by Telugu-speaking students of Class VIII in learning Hindi. The study was confined to the schools located in the Andhra region of Andhra Pradesh.

The tools of research used were a questionnaire, an achievement test in Hindi and an interview schedule. In addition, the Hindi textbooks and the syllabus also provided data. The achievement test focussed on knowledge, comprehension, language skills, analysis, originality and translation. The test items were tried out and the final selection was made on the basis of their difficulty value and discrimination indices. The sample consisted of 960 students from the schools of Andhra region, studying in Class VIII and learning Hindi as the second language. Of these students, those who secured less than 20 per cent were interviewed. The questionnaire was sent to 480 teachers of whom 262 responded. The data obtained were tabulated and converted into percentages.

The major findings of the study were: (i) The State Government had not taken the subject of Hindi seriously. Teaching of Hindi was considered to be a responsibility of the Central Government and no budgetary

provision was made by the State Government. (ii) The Government had not made Hindi a really compulsory subject. Though passing in Hindi was essential, students had to secure only 20 per cent marks in Hindi and these marks were not added to the total marks in the Board's examination. (iii) The administration had not been able to appoint Hindi teachers in all the schools. They had not appointed any expert in Hindi at the SCERT. (iv) The education departments of the universities also did not pay special attention to improving Hindi teaching. (v) The State Education Department had allotted only three periods per week for Hindi. (vi) Teachers and students were not clear about the reasons for learning Hindi as the second language and, therefore, interest in learning Hindi did not develop among students. (vii) Proper environment did not exist for learning Hindi. Teachers in schools spoke either Telugu or English. At home also these two languages were used. (viii) Hindi teachers were not well trained. They taught Hindi through Telugu. (ix) School libraries also were not well equipped with Hindi magazines or books. (x) Proper base for learning was not laid in the beginning stage because of inadequate and defective curriculum and teaching method. (xi) Students' listening comprehension was very poor. (xii) Expression in Hindi was also very bad. (xiii) The textbooks were defective. They failed to create interest among students for reading Hindi books. (xiv) A number of other problems and difficulties were identified, for example, inadequacy of instructional materials, inadequate time in the time table, defective teaching methods, etc.

852. CIIL, *Gap between Teacher Competence and Curricular Demand : Karnataka — A Case Study*, Mysore, 1977

The main aim of the project was to study the gap between teacher competence, instructional objectives and the language content prescribed in the form of language curriculum (mother tongue — Kannada) for lower primary, upper primary and high school standards in the State of Karnataka.

The study employed the content analysis technique. Instructional objectives, the syllabus and textbooks prescribed for Classes I to X for teaching mother tongue were analysed to study the compatibility between them. A critical examination of the syllabus prescribed for Teacher Certificate Higher (TCH) with special reference to mother tongue teaching in the light of instructional objectives for TCH and high school classes was also done.

The findings of the study were : (i) The instructional objectives for Classes I to IV, V to VII and VIII to X were grouped together. They were too broad and were not provided class-wise keeping in view the different age groups for whom the syllabi were meant. (ii) The course contents revealed that the instructional objectives were not properly reflected in the syllabus meant for the said standards. (iii) A wide gap existed between the syllabi of Classes III to X and the textbook contents. (iv) The objectives of TCH programme were not very clearly reflected in the syllabus prescribed. (v) The syllabus prescribed for mother tongue teaching in B.Ed. programme did not reflect the objectives of teaching mother tongue to Classes VIII, IX and X.

853. DAS, M., *The Need for English in Orissa : an Investigation into the English Language Requirements and Related Instructional Programmes at the Post-Secondary Level of Education*, Ph.D. Edu., CIEFL, Hyderabad, 1977

The objectives of the study were: (i) to investigate the rôles and functions of English in the socio-economic set-up of Orissa, (ii) to identify and analyse the needs for English felt by persons belonging to various professional categories in the State and to assess how effectively they were able to perform certain tasks in English, and (iii) to evaluate the effectiveness of existing programmes of instruction in English at the post-secondary level and to judge how far these programmes were relevant to the actual needs of the various professional categories and students preparing for those professions.

The sample consisted of fifty-seven persons belonging to seven selected professional categories, namely, doctors, engineers, lawyers, high school teachers, bank clerks, nurses and pharmacists. The techniques used for data collection were questionnaire, interview, observation, and analysis of English syllabi, textbooks and test papers. An analysis was made of the various language tasks which persons belonging to the different professional categories were expected to perform on their jobs. The actual ability of these persons to meet their language needs was assessed through the opinions expressed by their professional superiors as well as through detailed observations of the subjects on their jobs. The English language requirements of students preparing for some of these professions were assessed through observation of classes. One hundred and twenty-two final year professional and non-professional students from Orissa were taken into consideration for this purpose.

Teachers' awareness of the English language requirements of their students was assessed through questionnaires and interviews. Forty subject teachers and seventy teachers of English working in the degree and professional colleges affiliated to the four universities of Orissa were selected for this purpose.

The important findings of the study were : (i) English was used by the members of all the professional categories in the performance of language tasks related to their professions. (ii) The elite professions (lawyers, doctors and engineers) made frequent use of English in performing language tasks related to their professions. (iii) The language proficiency in English of most of the subjects was adequate for their professional needs. (iv) In the opinion of the subjects, the existing programmes of instruction in English was instrumental in imparting the required proficiency in English to them.

854. DATTA, P.C., *School Children and Their Reading Habits*, Eastern India Centre for Mass Communication Studies, Calcutta, 1982 (NCERT-financed)

The study aimed at providing some basic ideas about the taste, need and attitude of children in selecting reading material in the context of their socio-economic background.

The study was designed keeping in view the following aspects: (i) exposure to books prescribed in the school syllabus, (ii) habit of reading books beyond the school syllabus and the source of getting such books, (iii) exposure to magazines on topics of interest, and (iv) exposure to different media of mass communication, viz., newspaper, radio and television. Due to the absence of English-medium government schools in rural areas, no such sample was drawn from the rural areas. Data were collected through a structured and essentially pre-coded printed questionnaire in Bengali. The students were interviewed and their spontaneous responses recorded in the printed schedule. The first phase of the investigation was confined to the socio-economic profile of students. The second phase was based on the subjects covered in the syllabi of different classes and interest of students in these subjects.

The study about the interest, need and attitude of students revealed: (i) The English-medium schools covered a wider syllabus than other schools. Among the other categories of schools there was not much difference in the syllabus. (ii) There was all-round interest towards different subjects among students of English-medium

and government schools. There was sustained interest of students in Bengali followed by history and life science. (iii) English was the least liked subject among the primary and sponsored school students in urban and rural areas. An all-round interest was perceptible among the students towards different subjects in the syllabus in the government and English-medium schools. (iv) The incidence of reading books other than those prescribed by the school was almost nil in the lower classes. This, however, gradually increased in the higher classes. (v) Stories, fables and adventure and detective stories were the areas of higher interest beyond the school subjects; sports and movies also attracted a significant number of students of higher classes. (vi) Comics were the most attractive reading material outside the school subjects. (vii) Reading newspapers was most widespread in urban areas. Almost all the students of English-medium schools and government-sponsored schools were newspaper readers though of varying frequency. Magazine-reading was common among almost all the students of English-medium schools. (viii) The children's page, comic series, stories, sports and quiz were most popular interest-generating subjects in newspapers as well as in magazines. Editorials, reviews, articles, etc., were not popular among the children. (ix) Library facilities both in rural and urban primary schools were almost nil. The government schools and English-medium schools were better equipped with library facilities. (x) Libraries were visited most frequently by the students of government schools. (xi) Parents/guardians played the most active role in deciding reading materials, while most of the rural primary school students decided themselves. (xii) Only a limited number of students had access to television and even fewer viewed educational programmes. (xiii) Listening to educational broadcasts over the radio was recorded by only one-fourth of the students. (xiv) A sizeable number of students had participated in one or other cultural programme during the preceding year of study. (xv) By type of schools, the interest was more among students of English-medium schools and government schools than others.

855. DEENAMMA, K.V., *Verbal Barriers in Classroom Communication*, Ph.D. Edu., Ker. U., 1979

The main objectives of the study were : (i) to analyse the various barriers to scientific communication such as difficulties in pronunciation, difficulties due to ambiguity, confusion, artificiality and also difficulties in understanding a selected number of technical terms used

in the Malayalam version of the chemistry textbooks of high school classes, (ii) to analyse the effectiveness in communication of the various technical terms, (iii) to elicit the misunderstanding arising from these terms when the words were first mentioned to the respondents, (iv) to assess the technical terms coined in different ways, and (v) to assess the various ways and styles of presenting the technical terms adopted in the science textbooks.

Survey-appraisal methods were adopted for the study. The main tool used was a questionnaire administered to 420 students from nineteen schools, one hundred chemistry teachers from seventy-three schools, ten scientific language experts from six institutions and thirty educationists from eleven institutions.

The major findings of the study were: (i) Among the 153 technical terms tested for effectiveness, forty-one words were most effective in scientific communication. Words which were judged most effective in scientific communication were mainly English words or Sanskrit words used in the day-to-day life. (ii) There was significant relationship between the effectiveness of scientific communication and the language — English, Malayalam or Sanskrit. (iii) Thirty-one terms were very difficult in pronunciation, seventy-five words were listed as ambiguous, sixty-three as confusing and an equal number as difficult to understand and sixty as artificial. (iv) The method of using pure English words for framing technical terms was the most favoured method in terms of linguistic acceptability and familiarity. (v) In compound technical terms, English-English-English combination got the maximum score whereas Sanskrit-Sanskrit-Sanskrit and Sanskrit-Sanskrit-Malayalam combinations the lowest score. (vi) Misunderstanding in meaning was more with Malayalam words than with their English equivalents. (vii) The syntax of the scientific language had its own peculiarities as it dealt with scientific facts and concepts. (viii) The most acceptable and understandable way of presenting scientific facts was to present them in sentences written completely in Malayalam graphemes. (ix) Among the eleven ways of pedagogic presentation of technical terms, presenting the idea by relating things in everyday life was most effective in terms of both efficiency and feasibility.

856. GAIKWAD, M.A., *A Comparative Study of Efficacy of the Direct Method and the Bilingual Method of Teaching English to Lower Classes of Secondary Schools in Rural Area of Maharashtra State: an Experiment*, Ph.D. Edu., Shi. U., 1982

The objectives of the study were: (i) to examine the comparative efficacy of the direct method and the bilingual method under experimental condition for teaching English as a second language to lower classes of secondary schools in rural area, (ii) to compare the achievement of pupils in language learning gained by the direct method and the bilingual method in respect of four basic skills of language learning, namely, listening, reading, writing and speaking and in the case of structure and vocabulary comprehension, (iii) to observe the efficiency of the methods in respect of suitability of the methods to the teacher in realistic rural conditions and in terms of time, energy required for preparation and presentation of teaching material by the teacher, and (iv) to observe the efficiency of the methods in respect of suitability of the methods to the learners in terms of their difficulties in comprehension.

Class V from a village school which was typically rural in all respects was selected. The parallel groups experimental design was followed. Each group, the experimental and the control, contained forty-three pupils (twenty-two boys and twenty-one girls). The groups were equated on the basis of equal number of pupils, sex, chronological age, IQ, general scholarship, socio-economic status of parents, etc. The experiment was conducted for one academic year. The investigator himself taught both the groups allotting equal number of teaching periods. The same matter, i.e., the same textbook, was presented to both the groups. Tests given were mainly teacher-made tests. The statistics used were mean, standard deviation, critical ratio and analysis of variance. The rank difference method was used to find out the correlation between IQ, and marks of each skill test.

The major findings of the study were: (i) The bilingual method was superior to the direct method in developing linguistic skills of understanding, speaking and writing. (ii) The bilingual method was also superior to the direct method so far as developing the language elements of structure and vocabulary in the pupils was concerned. (iii) Both the methods were equally effective so far as reading skills were concerned. (iv) From the view-point of suitability of the method to the teacher as well as to the learner, the bilingual method was more suitable than the direct method. (v) The bilingual method enabled the teacher and the pupils to speed up intercommunication among themselves.

857. GCPI, *A Comparative Study of the Analytical and Synthetical Approaches to the Teaching of Reading*

Elementary Hindi, Allahabad, 1981

The objectives of the study were: (i) to compare the reading efficiency of the students studying the two Hindi textbooks, namely, Bhasha Deep-Part I and Gyan Bharati-Part I, through the analytical and synthetical approaches, and (ii) to examine the effectiveness of these two textbooks of Hindi and to suggest measures to improve them.

This experimental study followed a randomized experimental-control group design. Twenty students of Grade I, studying in a primary school in Allahabad City, constituted the sample of the study. They were divided into two groups of ten each, comparable on intelligence. One of these groups was taught reading of the two Hindi textbooks, namely, the Bhasha Deep-Part I and the Gyan Bharati-Part I, through the synthetical method of teaching reading whereas the other group was taught the similar content from the same textbooks through the analytical method of teaching reading. The experiment continued for three weeks. After the completion of the contents, the reading efficiency of the students of both the groups was tested on the basis of certain criteria, viz., correctness in pronouncing the alphabet, words and sentences, fluency in reading words and sentences and correct writing. In order to compare the effectiveness of the two methods, the averages and percentages were calculated.

The findings of the study were: (i) The analytical approach was significantly more effective in teaching the reading of alphabet and writing than the synthetical approach. (ii) The synthetical approach was significantly more effective in teaching reading of words and reading sentences than the analytical approach. (iii) Both the approaches were equally effective in teaching writing efficiency as regards words and sentences. (iv) The Bhasha Deep, designed on the basis of the analytical method of teaching, was significantly more effective than the Gyan Bharati, from the point of view of improving reading ability.

858. GCPI, *A Diagnostic Study of the Errors Committed by the Students of Grade VI in Oral Reading of Hindi Language and the Remedial Measures to Improve upon Them*, Allahabad, 1981

The main purpose of the investigation was to diagnostically study the errors committed by Grade VI students in oral reading of Hindi language and to suggest possible remedial measures so as to improve upon the errors.

The sample of the study consisted of ten students of Grade VI who had scored very low in the oral reading examination. Data were collected with the help of records of the students' scores in half-yearly examination, eight remedial test papers for different stages and appendices from the textbooks for Grades III, IV, V and VI which included content for all ability levels. The students' oral reading ability was tested on the basis of results of tests for speed, fluency, punctuation, pronunciation, meaning, emphasis and stress, accent, and the like.

The findings of the study were: (i) Twenty per cent of the students had oral reading ability equivalent to that of the students of Grade V, 10 per cent students had oral reading ability equivalent to that of the students of Grade IV, and the rest of them (70 per cent) had oral reading ability equivalent to that of the students of Grade VI. (ii) There was no complexity in the use of the refined tests.

- 859.** GEORGE, E.I., MATHEW, V.G. and NAIR, K.S., *Development of Language and Play Patterns of Children of the Age Group 5½ to 11 and Their Relationship to Academic Achievement*, Dept. of Psy., Ker. U., 1971 (NCERT-financed)

The aims of the project were: (i) to study the development of language and play patterns of children with the intention of preparing norms for the variables of language and play development for children in the age group five-and-a-half to eleven, and (ii) to investigate the relationship between language and play development and academic achievement.

A pilot study was conducted to develop suitable instruments and techniques and to determine the relationship of language and play variables to academic achievement with the intention of selecting the most pertinent variables for the final study. The tools used in the final study were three-language achievement tests, achievement test in arithmetic, parent-child interaction inventory, parent-child interaction attitude scale, home facilities scale, fluency test in Malayalam, picture test, children's oral description of the play liked the most, parents' oral description of play patterns of children, play characteristics and facilities inventory, attitude of adults to play scale, observation schedule for teachers to rate the child's play, oral reports on games played, given by children, and play patterns and time spent by parents, Action Picture Cards Pile, Social Maturity Scale and Porteus Maze Test of Intelligence.

The sample of the study was made up of 144 pupils,

with equal number of boys and girls, drawn from twelve schools in Trivandrum district, their parents (at least mother being compulsory) and 120 teachers. The sample was classified into three subgroups for all analyses with forty-eight pupils in each group. Correlations with the academic achievement were calculated for the variables which provided continuous scores and biserial correlations for variables which provided dichotomous scores.

The language and play patterns of the three groups were arrived at and compared to obtain the developmental norms.

- 860.** GOMATHY-AMMAL, M.S., *A Diagnostic Study of the Difficulties in Hindi Spelling of High School Pupils of Kerala*, Dept. of Edu., Ker. U., 1982 (UGC-financed)

The aims of the study were: (i) to locate the areas of difficulty in spelling in written Hindi, (ii) to diagnose specific spelling errors committed, (iii) to suggest remedial measures to overcome the difficulties.

Data for the study were obtained through the administration of graded spelling tests, speech recordings and observations. The sample comprised 500 pupils of secondary school classes drawn from all over Kerala. There were 250 boys and 250 girls in the sample drawn from urban and rural schools. Frequencies of errors were tabulated and compared.

The main findings of the study were: (i) The major areas of difficulty were in conjuncts and in letters having similar shapes. (ii) Less mistakes were made in vowels, soft sounds and two-letter words. (iii) Most commonly misspelt words were *dha*, *dya*, *dhya*, *kha* and *gha*. (iv) Pupils found it difficult to differentiate between the *kharas* and *atikharas* and, therefore, mistook one for the other and committed mistakes. (v) Pronunciation and spelling errors were related.

- 861.** GUPTA, S., *Relationship between Reading Ability and Father's Profession and Birth Order*, Ph.D. Edu., Pat. U., 1982

The main aim of the study was to find out the relationship between (i) children's reading ability and their father's profession, and (ii) children's reading ability and their birth order. Accordingly, the hypotheses formulated were: (i) There was no difference in the reading ability among children of fathers in different professions. (ii) There was no difference in reading ability

among children of different birth orders.

Data were gathered with the help of the reading ability test, an instrument developed and standardized especially for the study. The 95-item standardized reading ability test was administered on a sample of 200 children studying in Classes III and IV from a randomly selected set of six schools in Patna City. The draft of the test initially contained 160 items and covered the areas: (i) prose comprehension, (ii) poetry comprehension, (iii) word comprehension, and (iv) sentence comprehension. Item analysis led to the final form consisting of 95 items retained on the basis of the computed difficulty values and their internal validity. The accepted chi-square values established the normality of the distribution of scores and the split-half and the test-retest reliability and validity coefficients ensured the standardization of the test. Percentile norms were also developed. The hypotheses were tested by subjecting the data to the technique of analysis of variance and by means of t-test and F-test.

The findings of the study were: (i) Father's profession did not bear any influence on reading performance. (ii) As a generalized fact, the eighth-born children appeared to be superior in reading ability whereas the first-born children appeared to be weaker than others except the sixth-born children. However, the inferiority in reading ability of the first-born children appeared to be significant only against the fifth-born and the eighth-born children.

- 862.** JAYARAM, B.D. and MISRA, J., *A Study of Achievement through Hindi Medium by Non-Hindi Students*, CIIL, Mys. U., 1980

The study was undertaken with the main objective of finding out the effect on school achievement when the mother tongue of the students was different from the medium of instruction in school. Specifically, it was intended to find out the effect of the medium of instruction (Hindi) on the achievement in Hindi and social studies among students whose mother tongue was not Hindi.

The sample for the study included students whose mother tongue was not Hindi, chosen from the Central Schools in and around Delhi. The students were divided into two groups on the basis of their mother tongue's genetic affinity to Hindi. Group A consisted of students having Punjabi, Marathi, Urdu and Sindhi (which were nearer to Hindi) as their mother tongues and Group B consisted of students having Tamil, Telugu, Kannada and Malayalam (Dravidian languages) as their mother

tongues. The marks obtained by these students in Hindi and social studies from Classes IV to X were analysed in order to compare the achievement of these two groups. The Kolmogorov-Smirnov two sample test was employed to analyse the data.

The findings of the study were: (i) No significant difference was found between the students of Group A and Group B as far as their achievement in Hindi was concerned, except in Classes V, VI and VII. (ii) There was no difference between the students of Group A and Group B as far as their achievement in social studies (through the Hindi medium) was concerned.

- 863.** JOSHI, V.G., *A Study of Errors in Written English among Pupils of Standards V to VII*, A.E. Society's College of Education, Ahmednagar, 1975 (MSBTPCR-financed)

The main objectives of the study were: (i) to find out the typical errors committed by pupils in written English, (ii) to diagnose the causes of these typical errors, and (iii) to formulate remedial measures for preventing the typical errors.

The study was confined to pupils studying in Marathi-medium schools in Ahmednagar district. The written work scrutinized was limited to answer scripts of the annual examination. The sample of schools selected included both girls' and boys' schools. Answer scripts of pupils of Standards V, VI and VII in these schools were selected through the random sampling procedure. The answer scripts were closely scrutinized and the errors were listed under twelve different categories. The frequency of errors under each category was calculated. Probable causes of errors were arrived at through discussions with the concerned teachers in respective schools.

The major findings of the study were: (i) Errors concerning speech, number and spelling were committed by 90 per cent, 48 per cent and 45 per cent pupils, respectively. (ii) Errors of conjunction and case were committed by 2 per cent and 6 per cent pupils, respectively. (iii) The three categories of errors having the highest frequency were those of spelling, tense and number. (iv) Out of the four types into which the error category 'spelling' was divided, errors of omission and replacement were the most frequent. (v) Among the errors of tense, almost all were caused by irregular verbs. (vi) Errors regarding number gradually decreased as the pupils progressed from Standard V to Standard VII. (vii) Among the errors related to the use of preposition, 86 per cent were caused by the use of wrong prepositions while the

remaining 14 per cent were due to the non-use of preposition.

- 864. JOSHI, V.S.,** *A Study of Non-Language Textbooks for Standards I to IV from the Language Point of View*, Government College of Education, Ambajogai, 1971 (MSBTPCR-financed)

The study was conducted with the objectives of (i) finding out whether the vocabulary used in the non-language textbooks was suitable, (ii) ascertaining whether the language used was within the understanding capacity of children, and (iii) finding out if the language used was correct, precise and appropriate to the content.

All the textbooks in mathematics, science, history and geography prescribed for Standards II to IV came under the purview of the study. In all, nine textbooks were analysed. The study was limited to textbooks written in the Marathi language. Tools used in the study included a questionnaire for teachers, one for parents and an interview schedule for educationists. The sample for the study consisted of fifty teachers, twenty parents and ten educationists who were experts in primary education. After the detailed content analysis of all the nine textbooks included in the study, data were collected. Findings of the study were arrived at by collecting evidences obtained through content analysis and responses to questionnaires and interview.

The main findings which were applicable to all the textbooks evaluated were: (i) There was parity between the vocabulary of the various non-language textbooks and that of the corresponding language textbooks prescribed. (ii) The style of writing was simple and easy, lengthy sentences were normally absent. Thus, the language used was understandable to the students. (iii) The language used was precise and appropriate for the content included in the respective textbooks.

- 865. KANTAWALA, N.N.,** *Investigation into the Reading Attitudes of High School Students of Kaira District*, Ph.D. Edu., SPU, 1980

The major objectives of the investigation were: (i) to provide the secondary schools with a valid and reliable verbal attitude scale towards reading, (ii) to study the reading attitudes of the secondary school students, (iii) to study the relationship between the reading attitude and some demographic variables such as sex, area, age, size of family, birth order, and (iv) to study the relation-

ship between the reading attitude and the study habits of pupils.

A reading attitude scale was constructed on the basis of equal appearing intervals. The reliability of the scale was established by parallel form, test-retest and split-half methods. The reliability coefficient as determined by these methods for Class VIII ranged from 0.60 ± 0.09 to 0.87 ± 0.05 . For Class IX it was between 0.09 ± 0.13 and 0.34 ± 0.058 and for Class X it was between 0.60 ± 0.09 and 0.89 ± 0.04 . The concurrent validity obtained for Forms A and B for Class VIII was 0.50 ± 0.14 and 0.70 ± 0.19 , for Class IX it was 0.60 ± 0.125 and 0.81 ± 0.067 and for Class X it was 0.52 ± 0.143 and 0.89 ± 0.067 .

The major findings of the investigation were: (i) Reading attitude was a function of grade. (ii) The scale did not indicate significant relationship with cultural settings, sex differences, age groups and birth order. (iii) The higher the SES, the better was the reading attitude. This was true irrespective of the grade level. (iv) Between reading habits and reading attitude, there was significant positive relationship. (v) Students of small-size families had a more favourable reading attitude than those of large-size families.

- 866. KATHARDEKAR, G.N.,** *A Study of Basic Vocabulary of Students Studying in Standard VII*, Ph.D. Edu., Poona U., 1982

The major objectives of the study were: (i) to find out and recommend basic recognition and reproduction vocabularies of pupils reading in Class VII in Marathi-medium schools in Kalyan and Thane region whose mother tongue was Marathi, (ii) to classify the recognition vocabulary and the reproduction vocabulary according to the frequency of the word, (iii) to provide the etymology of each word, (iv) to determine the range of words and to classify words accordingly, (v) to provide the part of speech of each word, (vi) to compare the written reproduction vocabulary with the oral reproduction vocabulary, and (vii) to compare the recognition vocabulary with the reproduction vocabulary.

The sample consisted of 300 students from twenty-five schools of Kalyan and Thane. The sources of data were the textbooks for Class VI prescribed by the Maharashtra Government and the magazines read by the children. Tests for recognition vocabulary were developed by the investigator. For reproduction vocabulary, the pupils were asked to write compositions on selected subjects like a biography, autobiography, an in-

formal letter on an event, a function or an imaginative idea.

The study resulted in preparing the recognition and reproduction vocabulary of students. It was found: (i) Pupils learnt about 48 per cent of words from the language book. (ii) As frequency increased, the number of words in that particular frequency decreased. (iii) Words from Sanskrit were the largest in number (6,870 out of 8,852). There were only a few words from dialects (0.36 per cent). (iv) About 15.64 per cent of the words were from magazines. (v) Running words in oral reproduction had a percentage of 4.12 only but the basic words in oral reproduction had a comparatively larger percentage (25.48). (vi) Pupils used a large number of adjectives. (vii) Of the recognition words, more than 50 per cent were not in the reproduction list. (viii) Of the total reproduction words, 36.25 per cent words did not appear in the recognition list.

867. KATRE, S.A., *The Basic Vocabulary of Fifth Standard Students of Marathi Medium*, Ph.D. Edu., Poona U., 1979

The objectives of the investigation were to prepare the word list of recognition vocabulary and reproduction vocabulary in the Marathi language of pupils studying in Class V of Marathi-medium schools, and to prepare the list of compound words. The work was confined to the schools in Pune.

This was a survey-type study where data were collected through analysis of relevant documents. The sources of data collection for recognition vocabulary were the textbooks for all subjects approved for Class V and the magazines usually read by Class V children. The sources of data collection for reproduction vocabulary were the essays written by pupils, the answer books of pupils on different subjects, and the records of group discussions by pupils. A pilot study was conducted to find out the magazines read by a majority of pupils on the basis of teachers' opinions. Certain articles were selected from three magazines. The sample comprised 500 pupils from twenty-three primary schools of Pune. The schools were selected keeping in mind their quality, location, management, etc.

The major findings of the investigation were: (i) The total number of different words from the textbooks and the magazines was 6,570 whereas the total number of running words was 1,02,870. (ii) Out of 6,570 words, 2,477 words had a frequency of one only, 1,856 had a frequency of 2 to 4; 612 words had a frequency of 5 to 7; 661 had a frequency of 8 to 10, whereas 964 words were at

different points in the frequency range of 11 to above 100. The highest number of words was in the frequency of one and the lowest (eight) in the frequency range of 91 to 100. (iii) Only 99 words were found in all the six textbooks whereas 3,606 words were found in only one textbook. There were 1,014 words in the magazines only whereas 1,799 words which were found in the magazines were also found in the textbooks. Words used only in the textbooks were 5,556. (iv) Of the 6,570 words, 4,265 were nouns, 13 pronouns, 1,123 adjectives, 726 verbs, 339 adverbs, 22 prepositions, 36 conjunctions and 46 interjections. Nouns, adjectives and verbs covered 93 per cent words. (v) Out of 6,570 words, 4,600 could be recognized by 80 per cent of the students in a sample of 100. (vi) The number of words recognized was 182 by formal testing and 4,600 by informal testing. The total number of words recognised was 4,782, which was about 72.6 per cent. (vii) The total number of running words was 9,025 for oral vocabulary and 2,55,135 words for written vocabulary, whereas the corresponding figures for different words were 921 and 4,900, respectively. (viii) As many as 1,507 words in reproduction vocabulary had a frequency of one whereas 22 words had a frequency in the range of 91 to 100. (ix) Of the 4,900 words in the reproduction (written) vocabulary, 3,280 were nouns, 794 adjectives, 546 verbs, 232 adverbs, 18 interjections, 13 pronouns, 9 prepositions and 8 conjunctions. (x) 93.6 per cent (4609) words in reproduction vocabulary were found to be the exact reproduction vocabulary of the students.

868. KOPPAR, B., *An Enquiry into Factors Affecting Reading Comprehension (in English)*, Ph.D. Edu., MSU, 1970

The main objectives of the enquiry were: (i) to study the level of reading comprehension of Standard XI students of Gujarati-medium schools, (ii) to study the relationship of reading comprehension with attitude towards reading, anxiety, academic motivation, socio-economic status, and dependence, and (iii) to undertake a study in depth of reading comprehension in English of a few students.

The sample comprised 555 students of Class XI of nine Gujarati-medium schools of Baroda. Ten students were selected at random from the sample of 555 students for indepth case studies. The tools for data collection used in this study were the Silent Reading Comprehension Test in English for S.S.C. pupils constructed by Patel, the Reading Attitude Scale of Patel, Junior Index of Motivation Scale of Frymier, Test Anxiety Scale for Children

constructed by Nijhawan, the Socio-Economic Status Scale constructed by Mehta and Pre-Adolescent Dependence Scale developed by Pareek and Rao. Descriptive statistics and product moment correlation were used for data analysis.

The major findings of the study were: (i) Reading comprehension was related positively to reading attitude. (ii) Dependence was related positively to reading comprehension. (iii) Anxiety was related negatively to reading comprehension. (iv) Some other factors related to reading comprehension were found to be (a) reading readiness, (b) academic motivation, (c) attitude towards the study of English, (d) quality of classroom teaching, (e) presence or absence of proper direction, (f) educational status of parents, and (g) social and economic compulsions.

***869.** KOTAK GIRA, H., *Development of a Course for Increasing the Reading Proficiency in English of the Post-High School Students of Gujarat*, Ph.D. Edu., Guj. U., 1981

The research attempted to develop an auto-instructional course that would increase the reading proficiency in English of students of the post-high school stage (tenth standard passes) in the State of Gujarat. The course was designed on the lines of skills approach and included one unit each on the skills or word recognition, word meaning, guessing the meaning of words from the context, reading in meaningful phrases, sentence meaning, finding the main idea, using a dictionary, guided reading and speed reading with comprehension.

After its first tryout on a sample of 118 post-S.S.C. students of different achievement levels in English, the course was modified on the bases of the statistical data obtained, students' opinion and the researcher's observations during the tryout. In the modified version of the course there were eight units, the one on word recognition and the one on dictionary use having been dropped. The material in its modified form was then tried out on a sample of 233 students of Class XI who volunteered to take the course. The critical ratio of the difference between the mean scores of reading comprehension (RC) in the pre and posttest of the sample as a whole was 16.66, which was significant at 0.01 level, while the increase in the average reading speed (RS) of the group was 45.67 per cent. The increase in reading efficiency (RE), a composite of speed and comprehension, was 89.51 per cent. Considered separately, the gain in RC of the group with a high achievement level in English (for those with more

than 60 per cent marks in English at the S.S.C. Examination), was significant only at 0.05 level whereas the gain of the rest of the group was significant at 0.01 level.

The major findings of the study were: (i) It was possible to develop the reading proficiency of the students through the skills approach in which a learner practised different skills separately before he engaged in the task of reading in its entirety. (ii) Students with a high achievement level perhaps needed a different approach for developing their reading proficiency (the adequacy of the holistic approach must be explored in this regard). (iii) By creating an awareness of the importance of speed, the learner's speed of reading could be increased. (iv) The amount of development of speed depended on how well the learner was equipped with the knowledge of the language and his style of work in general. (v) The perceptual exercise of recognizing words in isolation did not produce results in terms of either speed or accuracy.

870. KRISHAN, R., *An Investigation into the Basic Hindi Vocabulary of Children of First and Second Class (Usually of 6 and 7 +) in the State of Haryana*, Ph.D. Edu., Kur. U., 1980

The major objectives of the study were: (i) to find out the percentage of students of Classes I and II (6 and 7+) who knew the meaning of different words usually used in their textbooks and on that basis to ascertain difficulty value of the words, and (ii) to prepare a list of words for authors of textbooks of Class II and for teachers and parents for their general use as basic Hindi vocabulary for the students of age group 6 and 7+.

In all, 1,465 words were collected from different sources, viz., textbooks, workbooks and general story books and by general observation of children of this age group. Each word was tried with each child verbally with two or three distractors. The distractors used were not very confusing. To retain interest and enthusiasm of these young children, the words were tried in two or three sittings and each sitting was of not more than thirty minutes. The number of children on whom these words were tried was one thousand. The total correct responses for each word and the number of children who omitted that particular word were tabulated. The data so collected were analysed by finding out the correct proportion of children who responded correctly to a given word by eliminating the proportion of guesses. The difficulty values of all the words were established.

The findings of the study were: (i) Out of 1465 words, 333 words were known to more than 70 per cent children

in the age group 7+ and only one word was known to more than 70 per cent students in the age group 6+. (ii) Seventy-five words were in the knowledge of less than 19 per cent children in the age group 7+ and 1,059 words were in the knowledge of less than 19 per cent students in the age group 6+. (iii) One thousand and fifty-seven words in the age group 7+ and 405 words in the age group 6+ were known to 20 and 69 per cent children respectively. (iv) A glossary of 1,057 words was prepared for the children in Class II and a glossary of 405 words was prepared for the children in Class I. This list of words was recommended to be used by authors of textbooks and supplementary readers, constructors of intelligence tests, radio announcers, etc.

***871.** KUDCHEDKAR, S., *The Development of Course in Spoken English at the College Level and the Study of Its Effectiveness*, Ph.D. Edu., SNDT, 1981

The major objectives of the thesis were: (i) to develop a course in spoken English, and study its effectiveness, (ii) to determine the principles on which the course in spoken English should be designed, and (iii) to determine whether greater attention to speech in the language resulted in improving the proficiency in other language skills.

The methodology consisted of designing the objectives for each subject. The various aspects of the basic course were framed on the basis of grammatical syllabus. The intermediate course was framed on the basis of a functional syllabus. The advanced course aimed at preparing the students for communication in new and unfamiliar situations. The investigator laid stress on microskills. A field experiment was designed. The first version of the course was tried out with eighteen students in 1977. The second version of the course was tried out on a sample of 300 students divided into ten groups from colleges located in Bombay. The third version of the course was tried out with all the B.A. Part I students of the SNDT University. The intermediate course was tried out as a compulsory course unit with all the B.A. Part II students of the university. The tools of research were lessons used with cassette recorder, tape recorder and language laboratory. Special tests were prepared to assess the results of the experiment. The experimental groups studied the newly designed basic course in spoken English in two tutorial periods per week for twenty-four weeks. They received no specific training in grammar or composition. The control groups studied the course al-

ready in use and grammar and composition for two tutorial periods a week for twenty-four weeks. They received no specific training in speech. The t-test was used to test the significance of difference of main course. The F-test was also used.

The major findings were: (i) In the case of four pairs out of seven, the experimental groups obtained higher progress marks than the control groups in the subtest in writing. (ii) The students taught by traditional methods failed to acquire mastery over the language as a system. The major conclusions were: (i) A three-year course in spoken English could prove of great value at the SNDT University. (ii) The course must aim at communicative competence. (iii) It was necessary to design the basic course according to grammatical syllabus which began with the introduction of simple sentence patterns and preserved strict gradation and control. (iv) The course materials should take the form of simple natural dialogues strictly confined to the language items covered up to that point in the syllabus. (v) The cassette recorder was the most practical; the language laboratory accorded facilities for recording, replay and comparison. The use of hardware was found to be worthwhile only if time could be assigned for subsequent discussion and follow-up activities. (vi) Students' attitude and motivation affected the results. (vii) Aptitude appeared to be an even more important factor than motivation or methodology.

872. KUMAR, S., *To Prepare Programmed Learning Material in Hindi Grammar and to Investigate into Its Effectiveness*, Ph.D. Edu., Agra U., 1978

The study was an attempt to prepare programmed learning material (PLM) in Hindi grammar covering the course prescribed for high school examination of the Board of High School and Intermediate College, U.P. The objectives of the study were: (i) to prepare PLM in Hindi grammar for high school classes, (ii) to teach Hindi grammar to high school classes and to enable the students to recognize, define, analyse, synthesize and apply the matter thus learnt through PLM, (iii) to compare and contrast the achievement of students learning through the PLM and the traditional ways, and (iv) to generalize the results on the basis of students' achievement and to see the efficacy of PLM.

The sample of the study was 400 students taken from rural and urban population. Control and experimental groups were formed on the basis of their previous achievement. A three-dimensional design was pre-

pared. Dimension A represented the two treatments, programmed versus traditional. Dimension B represented the sex of the learner. Dimension C represented the population on which the experiment was conducted, urban and rural. Thus, eight groups were formed for conducting the experiment. PLM was prepared along with the criterion test and five topics were covered, namely, Noun, Adjective, Number, *Samas* and *Sandhi*.

The findings of the study were: (i) The performance of the experimental group in all the five programmes was significantly high in comparison to that of the control group. (ii) Results ensured that PLM had a direct bearing on the learners, they understood things more clearly with the programmes. (iii) The group treated with PLM had superior performance in comparison to the group which was given the traditional treatment. (iv) The sex factor had almost no impact on students' learning. (v) Girls and boys had the same ability to understand whether they learnt by PLM or from the teacher in a traditional way. (vi) The students of rural area did better than those of urban area.

*873. KUNDLE, S., *Marathi aur Hindi ke bhasha-bhedon ka Marathi chhatron ke dwitiya-bhasha ke adhyayan par honewala prabhava. (A Study of Linguistic Differences between Marathi and Hindi and Their Impact on Learning Hindi as Second Language by Marathi Students)*, Ph.D. Edu., Nag. U., 1982

The investigation aimed to study the areas of difference and similarity in Marathi and Hindi languages, the influence of mother tongue in the use of Hindi, the errors committed by students, and to offer suggestions for improvement in the curriculum and teaching of the second language.

The investigation was limited to the study of the proficiency of the students having Marathi as mother tongue in the written usage of Hindi as a second language. On the basis of contrastive linguistics, a study of the areas of difference between Marathi and Hindi in respect of grammar, vocabulary, sentence structure, idioms and proverbs was done. Detailed examples in twelve areas of difference were reported. These included examples of and precautions against trouble spots like language interference, positive and negative transfer. For error analysis, a descriptive composition was given, according to the class level, to nearly two thousand students of

Classes VI to X of the schools in Vidarbha. Errors in written language were analysed and classified.

On the basis of contrastive linguistic analysis and error analysis, suggestions were given for improvement in the curriculum and teaching of Hindi as a second language. The major suggestions were: (i) The teaching of second language should be based on the principles of linguistic analysis. (ii) Language teachers in colleges of education should be trained in the principles of linguistics. (iii) Textbooks for second language Hindi should be based on the principles of contrastive linguistic analysis. (iv) Supplementary reading and teaching material for the subject should be prepared. (v) In-service training programmes should be a regular feature for language teachers.

874. LATKAR, S.C., *A Critical Study of the Basic Vocabulary in Marathi (both Recognition and Reproduction) of Pupils having Marathi as Their Mother Tongue Reading in Standard VII in Marathi-medium Schools in Maharashtra*, Ph.D. Edu., Poona U., 1979

The major objectives of the investigation were: (i) to find out the basic recognition and reproduction vocabulary of pupils reading in Standard VII with Marathi as the mother tongue and studying in Marathi-medium schools, (ii) to provide etymology of each word, (iii) to determine the range of words and to classify them, (iv) to provide the part of speech of each word, and (v) to compare the written reproduction and oral recognition vocabulary.

The sample comprised 575 students of Class VII from twenty-three schools of Pune selected on the basis of management and sex (boys/girls/coeducational), and distributed in all the wards of Pune. To prepare the word list for recognition vocabulary, the sources were the prescribed textbooks for Standard VII, supplementary reading material meant for Standard VII pupils and the monthly magazine *Kishore* and other children's magazines in Marathi. Actually, seventy-five articles were selected from three magazines. The list of recognition vocabulary was prepared on the basis of word count from these sources, combining all derivatives under the umbrella of the parent word and preparing the frequency of the use of these words. The recognition vocabulary provided the base for preparing the reproduction vocabulary. In order to investigate the written reproduction vocabulary, two tests were prepared and administered to pupils, a composition test and a test based

on the syllabi of science, history, civics and geography. The tests were administered to 575 students from twenty-three schools. The analysis of answer scripts yielded a list of 6,782 different words and 3,04,660 running words.

The major findings of the investigation were: (i) Pupils learnt 47.43 per cent words in the language textbook. The proportion of words learnt in other subjects was low. (ii) As frequency increased, the number of words in that frequency decreased. (iii) Etymology of words in recognition vocabulary, showed that words from Sanskrit were the largest in number. About 1 per cent of the words were from dialects. (iv) The words which pupils learnt from one textbook were the largest in number (3,999). Repetitions of the same words in different textbooks were not properly balanced. About 15.10 per cent of the words were found in magazines only. (v) Comparison of oral reproduction and written reproduction vocabulary showed that running words in oral reproduction had a percentage of 4.05 only but the basic words in oral reproduction had a comparatively good percentage (26.12). (vi) Pupils used a large number of adjectives. (vii) Of the reproduction words, more than 50 per cent were not in the reproduction list.

875. LIONEL, G.C., *A Psycholinguistic Strategy for Teaching Reading English with Comprehension to the Students of Standard XI at the Plus Two Level*, Ph.D. Edu., Madras U., 1982

The main aims of the study were: (i) to develop a reading comprehension scheme based on the Standard XI English textbook used in the higher secondary schools in Tamil Nadu, and (ii) to develop a psycholinguistic strategy for teaching reading English with comprehension through teaching exercises based on paragraph organization, vocabulary and allusion, discourse markers, anaphoric referents and cause-effect sequences.

The study was conducted on twelve experimental groups consisting of twenty-five students each, matched in age, sex, health and general achievement, following the matched pair technique. The experimental method facilitating rotation of equivalent groups was followed to verify the relative efficacy of the psycholinguistic strategy over the usual method of reading, explaining and asking questions. The t-ratio between the gain in the mean score on the final test and the standard error of the difference between means were computed. The techniques of correlation and regression were also employed to estimate the score of an individual in the

comprehension test.

The main findings of the study were: (i) The psycholinguistic strategy of teaching-reading comprehension was superior in effectiveness to the usual method. (ii) Teaching exercises designed in line with the principles governing the form and function of the linguistic elements were served as signals of relationship. (iii) Teaching exercises comprising the 'strategy' acted as 'props' in helping those students who were not good at reading English with comprehension.

876. MISRA, J.N., *A Study of Problems and Difficulties of Language Teaching at Secondary Level*, Ph.D. Edu., Sag. U., 1968

The objectives of the study were: (i) to understand the importance of language in the all-round development of children, (ii) to diagnose the causes of deterioration in the standard of language of students of higher secondary classes, (iii) to understand and identify the practical difficulties of teachers in teaching languages, and (iv) to suggest means of improvement of the standard of language of students.

The data on language teaching were collected through a 163-item questionnaire spread over twenty-nine dimensions of language teaching, interview, observation and study of records. The questionnaire was sent to 1,000 language teachers all over Madhya Pradesh; of whom, 820 teachers returned the questionnaire. The interview was conducted with 500 teachers. One hundred and fifty classrooms were observed during the study. The data were tabulated and classified in frequency and then converted into percentages.

The study revealed: (i) About 66 per cent teachers found difficulties in teaching prose, the main problems related to explanation, paraphrasing and the meaning of words. (ii) More than 50 per cent teachers preferred to use translation method. (iii) Only 25 per cent of those who believed in direct method made use of the technique. (iv) Only 32 per cent teachers encouraged students in developing reading ability, one-third of them also instructed the students about the techniques of improving reading. (v) About 60 per cent teachers felt that the facilities for general reading were inadequate. (vi) While all teachers felt the need of use of daily newspapers by students, less than 10 per cent actually encouraged students to read newspapers. (vii) Only a few teachers asked questions and encouraged students to make notes from newspapers. (viii) In teaching poetry more than 60 per cent teachers experienced difficulty particularly

while developing appreciation, about 10 per cent teachers found difficulty in teaching paraphrasing of poems and the meaning of words. (ix) About 80 per cent teachers felt the need for loud reading, only 60 per cent actually practised it. (x) Most teachers attached importance to proper volume, rhythm and speed when reading while some teachers attached importance only to pronunciation. (xi) All teachers felt students should memorize some selected pieces of prose and poetry. (xii) In teaching pronunciation teachers considered poor training in the previous class (due to large number of students) as one of the reasons, other difficulties were silent letters in certain words, the home background of the students, visual and auditory capabilities, carelessness of teachers and students and so on. (xiii) In teaching spelling very few teachers used complete words, still fewer used flash cards; most teachers used separate letters. (xiv) Carelessness, short-lived and weak memory and wrong pronunciation were considered to be the causes of weakness in spelling. (xv) About 65 per cent teachers felt irregularity (phonetic) as the problem of spelling in English. (xvi) In teaching grammar, 50 per cent teachers perceived the teaching of formal grammar useful, 25 per cent teachers perceived functional and applied grammar more useful. (xvii) Out of 85 per cent teachers who experienced difficulty in teaching grammar a large majority gave shortage of time and lengthy syllabi as reasons. (xviii) Sixty-five per cent teachers did not find time to teach essay-writing. Other difficulties faced by students were construction of sentences, proper expression, knowledge of the subject of essay, etc. (xix) About 75 per cent teachers gave dictation while 60 per cent dictated notes. (xx) While all the teachers attached importance to handwriting, only 10 per cent attended to the issue. (xxi) Whereas all the teachers gave homework, 60 per cent teachers reported that students did not do it. (xxii) A majority of the teachers wanted to include questions and answers as part of oral training. (xxiii) More than 60 per cent teachers did not use drilling though they believed it to be necessary. (xxiv) All the teachers felt the language syllabi were lengthy. (xxv) Only 25 per cent teachers insisted on the use of dictionary by students though all of them felt it necessary. (xxvi) The present examination system tested only knowledge and memory of students; all the teachers conducted annual examination; about 60 per cent conducted half-yearly and quarterly examinations also.

877. NAIR, K.S., *A Study of the Concept of Standards in English through an Analysis of the Textbooks*

Prepared for Secondary School Pupils in Kerala since 1952, Ph.D. Edu., Ker. U., 1975

The objectives of the study were: (i) to analyse the textbooks in English prescribed for study for the secondary school pupils in Kerala since 1952, and (ii) to compare the findings of the analysis of the textbooks to find out the concept of standards in English.

The procedure of analysis included setting up tentative criteria for arriving at the concept of standards in English, qualitative and quantitative analysis of the textbooks and the study of the concept of standards of attainment and achievement.

The major findings of the study were: (i) The textbooks in English were changed thirteen times in secondary schools during the period 1952-1975. (ii) The concept of standards of attainment in English changed with the changes in textbooks. (iii) The density indices of vocabulary were the highest for Standard VIII, the lowest for Standard X and fluctuating in Standard IX. (iv) The early readers contained a large number of difficult words and archaisms. The density index of new words in the textbooks was satisfactory but the spacing and repetition of the new words were not satisfactory. (v) The structural words were the items of most frequent occurrence in the books. Vocabulary was a neglected item in the textbooks, especially in the early years. (vi) There was improvement in the density index of structures introduced in the books prescribed for study since 1962. Spacing and repetition of structures were satisfactory. (vii) The proportions of single, complex and compound sentences were adjusted effectively and interest was maintained with the help of sentence variety in all the books. (viii) Phrasal verbs and idioms used in the readers were in accordance with the linguistic attainment of pupils. The figures of speech and allusions included in certain early books were difficult for pupils. (ix) Absence of illustrations in the books prescribed for study during 1952-53 was a drawback. The latest books for Standard IX (1970) and Standard X (1972) also contained no illustration. (x) The books prescribed for study during 1952-53 did not contain exercises in structures but exercises on structures predominated in the latest books. (xi) The standards of attainment in English, as indicated in the textbooks for the period, showed decline. A deterioration of standards in English was evident from the poor performance of pupils at the SSLC examinations.

878. NALADKAR, P.R., *Basic Vocabulary in Marathi*

of Children of Standards I and II, Ph.D.Edu.,
Poona U., 1979

The main objectives of the inquiry were : (i) to determine the recognition vocabulary in Marathi of children of Standards I and II, (ii) to determine the reproduction vocabulary of these children, (iii) to prepare recognition and reproduction word lists on the basis of frequency of their use, and (iv) to prepare classified word lists based on parts of speech and origin of words.

This was a normative survey using analysis of documents for the collection of data. The sources for the collection of recognition vocabulary were the textbooks of all subjects for Standards I and II, general reading books of interest for pupils of Standards I and II, and periodicals. For the collection of reproduction vocabulary, the sources tapped were the essay written by the children in the sample, and the oral work of the children. For testing, the methods used were individual testing and group testing. The sample comprised 500 pupils of Standard I and 500 pupils of Standard II selected from twenty primary schools of Pune of which twelve were managed by the Municipal Corporation and eight by private agencies. The sample of 1,000 children was selected from among 4,768 children. The sample constituted 2 per cent of the pupils in Standards I and II in Pune.

The major findings of the inquiry were: (i) The vocabulary burden of Standard II mathematics textbooks was the highest. (Vocabulary burden was defined as the proportion of different words to running words.) (ii) The vocabulary burden of the Marathi reader for Standard I was 4.2 and that of the Marathi reader for Standard II was 5.6. (iii) The total number of different words in the Marathi reader for Standard I was 696 and the number of running words was 2,944. The corresponding figures for Standard II were 1,601 and 8,974. For mathematics at Standard II, the number of different words was 504 and the number of running words was 5,606. Excluding the repeated words, the total count of different words for Standard II was 1,772 and that for Standard I 696. (iv) Six hundred and forty-nine out of 696 words were recognized by 75 per cent of the sample of 500 children of Standard I. This constituted their recognition vocabulary. This vocabulary included 55.78 per cent nouns and 1.08 per cent pronouns. (v) Pronouns, verbs, prepositions and conjunctions were repeated more than other kinds of words. If repetition of a word fifteen times was considered satisfactory, except pronouns, words in all other parts of speech had not followed the norm of repetition needed to master a word. (vi) Out of 1,712 words of Standard II, 1,573 words recognized by 75 per

cent of the sample. This constituted the recognition vocabulary of the pupils of Standard II. The nouns constituted 57.28 per cent followed by verbs (16.85 per cent) and adjectives (15.07 per cent). Adverbs constituted 6.04 per cent, prepositions 2.54 per cent, and pronouns, conjunctions and interjections 2 per cent, approximately. (vii) The reproduction vocabulary for Standard I consisted of 1,717 words of which the nouns constituted 67.58 per cent. The reproduction vocabulary for Standard II consisted of 2,695 words of which 67.98 per cent were nouns, 13.95 per cent adjectives and 10.61 per cent verbs.

879. NASEEM, H.C., *An Investigation into the Basic Vocabulary of Children of Class V (10 +) in the State of Haryana*, Ph.D. Edu., Kur. U., 1978

The objectives of the study were: (i) to take stock of the basic comprehension vocabulary of children of the age group 10 +, (ii) to enable the textbook writers and teachers to prepare graded textbooks for the bright, the average and the below-average students, and (iii) to enable the teachers to prepare diagnostic tests for children who were retarded in their language development.

Words totalling 2400 were collected in the initial stage, as the raw material from sources such as textbooks, rapid readers, exercise books, composition work, examination scripts, speeches, etc. After deleting such words as had been repeated, 2,025 words were selected for the final study. These words were arranged alphabetically and divided into fifteen checklists of 135 words each. Every word had five distractors, out of which only one was correct for the meaning of the word. These fifteen checklists were administered to 1,700 children selected randomly from Class V in Haryana. The students were asked to underline the correct response. Total correct responses for each word and the number of children who omitted that particular word were tabulated. The data so collected were analysed by finding out the proportion of children who responded correctly to a given word. Further, the difficulty value of all the words was established.

The findings of the study were: (i) The difficulty value in the case of some words was as low as zero and in the case of some words it was as high as 99 per cent. (ii) The number of words having difficulty value below 20 per cent was 202. (iii) The number of words having difficulty value above 70 per cent was 298. (iv) The difficulty value of 1,525 words was between 20 per cent and 69 per cent. (v) A list of 1,525 words was prepared and recom-

mended for teachers, writers, parents, etc., as basic Hindi vocabulary for children of age group 10+.

880. OAD, L.K., *The Diagnosis of Language Error and a Programme of Remedial Teaching in Hindi*, Banasthali Vidyapeeth College of Education, Banasthali, 1980 (NCERT-financed)

The major objectives of the investigation were: (i) to identify the errors in written Hindi, (ii) to classify the errors, linguistically, (iii) to analyse the influence of local dialects on such errors, and (iv) to examine the effect of remedial instructional material.

Five independent random samples for each of the five dialectic regions of Rajasthan were selected for the study. Nine main categories of errors were selected for indepth study. There were *matras*, nasal consonants, vowels and consonants, punctuation, syntax, grammar, etc. Each dialectic group showed its own characteristic errors. The study covered about 2,500 answer-books of Classes VI to X in Rajasthan. Tools for pretesting and grading the errors were developed. Remedial materials for different types of errors were also developed.

One major finding of the investigation was that the number of errors decreased from Classes VI to VIII and then increased in Classes IX and X. The pretest and posttest scores were compared separately for errors related to vowels, consonants and sentence construction. The remedial material was found to be effective in reducing the frequency of errors.

881. PACHAURI, G.C., *A Study of the Relative Effectiveness of Different Styles of Programmed Learning in Hindi Grammar*, Ph.D. Edu., Mee. U., 1979

The objectives of the investigation were: (i) to study the relative effectiveness of the linear, branching, hybrid and skip styles of programmed learning in respect of Grade VII students' achievement in *sandhi* (Hindi grammar), and (ii) to study the interaction effects of sex difference among the learning outcomes when Grade VII students were taught *sandhi* by linear, branching, hybrid and skip styles of programmed learning material.

The hypotheses formulated were: (i) There was significant difference between the relative effectiveness of linear, branching, hybrid and skip styles of programmed material when Grade VII students were taught *sandhi* by them. (ii) There was significant sex difference in the re-

lative effectiveness of linear, branching, hybrid and skip styles of programmed learning material when Grade VII students were taught *sandhi* by them. The sample consisted of 400 students of Saharanpur. The study used achievement test in *sandhi* as pretest and posttest. The techniques of F-test and analysis of covariance were applied.

The findings of the investigation were: (i) The linear style of programmed learning material was most effective for learning *sandhi* in Hindi grammar by Grade VII students. (ii) There was no interaction effect of sex on the achievement of students when they were taught by linear and skip, linear and hybrid, linear and branching, skip and branching and hybrid and branching styles of programmed learning. (iii) Interaction effect of sex was observed when students were taught by skip and hybrid styles of programmed learning. (iv) The differences between the mean achievements of adjusted scores of boys and also of girls of all the programmed learning material were significant. (v) The differences between the mean achievements of adjusted scores of boys and girls were significant when they were taught by hybrid and skip styles of programmed learning. (vi) The differences between the mean achievements of adjusted scores of boys and girls were not significant when they were taught by linear and branching styles of programmed learning.

882. PARASHER, S.V., *Certain Aspects of the Functions and Form of Indian English: Socio-linguistic Study*, Ph.D. Eng., CIEFL, 1979

The study aimed at presenting a profile of the functions and form of Indian English. The functions of English *vis-a-vis* Indian mother tongues were investigated in respect of a sample of 350 educated Indian bilinguals engaged in several learned professions/ white-collar jobs. The fields were surveyed with the assumption that English and mother tongue were found to have well-defined functions for the subjects. An elaborate pretested questionnaire was used to elicit data on the subjects' background, language used and attitudes. The questionnaire data were supplemented by observation and interview.

The main findings of the study were: (i) Mother tongue was found to dominate in the family domain and English in the domains of friendship, transactions, education, government and employment. (ii) No language appeared to be clearly dominant in the domain of neighbourhood. (iii) The use of English was found to be minimal in the most informal domain (family) and maximal in the

formal domain (education, government and employment): (iv) The subjects' mother tongues and English were found to be in diglotic relationship. (v) Within each domain the choice of English was related to certain social variables such as the degree of informality, topic, mobility, professional status, education, medium of education, reading habits and parents' knowledge of English. (vi) The subjects were found to have positive attitude towards English. (vii) The motivation for learning English in India was found to be instrumental rather than integrative. (viii) Most of the subjects were aware of the existence of Indian variety of English which they found to be a suitable model for teaching English in the country. (ix) Syntactic evidence accounted for 48 per cent of the total deviant forms. (x) The central grammatical system of the language was rarely violated. (xi) Major differences between Indian and native varieties of English were observed in the areas of lexis and style. (xii) To define standard Indian English and adopt this variety for the purpose of teaching English in India was possible.

883. PATEL, K.J., *An Investigation into Listening Comprehension in Gujarati of Pupils of Class V of Central Gujarat*, Ph.D. Edu., SPU, 1982

The main objectives of the investigation were: (i) to provide schools with a valid and reliable tool to measure listening comprehension of pupils of Class V, (ii) to establish norms of listening comprehension in Gujarati for pupils of Class V of Central Gujarat, (iii) to study sex differences with regard to listening comprehension, and (iv) to study cultural differences with regard to listening comprehension.

The test was constructed and standardized keeping in view the various components of listening comprehension such as (i) note-taking of significant details of what was listened to, (ii) giving sequence of events or ideas listened to, (iii) giving meaning of new words in the context of what was listened to, (iv) drawing inferences from what was listened to, (v) giving appropriate captions to things listened to, and (vi) finding out relationship between the ideas presented by the speaker. The test was constructed and standardized on a sample of 2,256 pupils selected by the stratified random sampling method. The listening material was presented through a tape recorder. Reliability of the test, by test-retest method, split-half method, rational equivalence method, Flanagan formula, Rulon method and analysis of variance approach was 0.72 ± 0.03 , 0.94 ± 0.008 ,

0.92 ± 0.01 , 0.90 ± 0.02 , 0.93 ± 0.009 and 0.93 ± 0.01 , respectively. Reliability coefficients of the subtests ranged from as low as 0.26 to as high as 0.84. Validity indices were also estimated by different methods. The test had a good construct and concurrent validity.

The Important findings of the study were: (i) There were no sex differences with regard to listening comprehension. (ii) The pupils of urban area were good at listening comprehension as compared to the pupils of rural area. (iii) The pupils of age group ten were found to be superior in listening comprehension to the pupils of other age groups. (iv) There was positive relationship between listening comprehension and listening habits. (v) The students who were less anxious did better on listening comprehension test than their counterparts with higher anxiety. (vi) The students who had high IQ performed better on listening comprehension test than the students having low IQ. (vii) There was no effect of the size of the family on listening comprehension. (viii) A positive relationship was found between listening comprehension and achievement in school subjects. (ix) The pupils of Baroda district were superior in listening comprehension to the pupils of other districts of Central Gujarat, namely, Kheda, Ahmedabad and Gandhinagar.

***884.** PATRIKAR, M.S., *A Linguistic Analysis of the Errors in Written English of Students of B.A. Classes of the Colleges in Urban Centres of Vidarbha*, Ph.D. Arts, Nag. U., 1981

The study was concerned with the causes of the deterioration in the usage of English Language to be analysed by critical examination of errors in language performance of students and suggestions for improvement in the teaching-learning process in schools and colleges.

The investigation was limited to written expression in English. In all 1,500 written scripts (valued answer-books) of candidates from urban centres of Nagpur, Akola and Amravati appearing at B.A.-I, B.A.-II, and B.A.-III examinations of the university were collected for analysis. In addition, 400 scripts from colleges in these cities were also obtained. These scripts contained free composition and not memorized matter. Out of the 1,900 scripts, 300 were sorted out after careful scrutiny. In order to judge the errors in their proper context, one hundred sentences from these were examined for description and explanation of the errors committed in each category. These were classified into four categories

in linguistic terms: (i) Lexical errors — 83 per cent of the errors were due to omission of lexical items, 10 per cent due to wrong use of lexical items and 7 per cent due to addition of unnecessary lexical items. Further, 56 per cent errors occurred due to absence of control over vocabulary, 17 per cent due to false analogy and 27 per cent due to the interference of mother tongue. (ii) Orthographical errors—Spelling errors were found to be occurring mainly due to faulty pronunciation, confusion in similar sound of words, double vowels or consonants, false analogy and lack of knowledge of rules governing morphological changes. (iii) Morphological errors — 28.4 per cent were errors of derivational affixes, 33.7 per cent of verbal inflexions, 22.9 per cent of noun, pronoun and adjective inflexions and 15 per cent of concord. (iv) Syntactical errors — Of these, 40 per cent were due to wrong word order or concord, 33 per cent due to wrong selection and use of function words and 27 per cent due to wrong formation of phrases. Interference of mother tongue was found to be a powerful cause behind the syntactical errors.

The study revealed that students' knowledge of the English vocabulary, morphology and syntax was very confused. Use of wrong items, omissions and wrong substitutions, lack of knowledge and control over the structure of the language, interference of the mother tongue and lack of fundamental grounding for the receptivity of students from psychological and environmental points of view were the major causes in deficient achievement. Even after the completion of secondary education, the objectives of teaching English were hardly achieved. Proficiency in a language could be attained only through constant practice and this our schools and colleges had failed to provide.

885. PHUKAN, D., *The effect of Parental Bilingualism on the Acquisition of Language Skill of Pre-school Children*, Ph.D. Edu., Gau. U., 1979

The major objective of the study was to examine whether parental bilingualism posed any serious problem for the natural development of a child's own language as a tool of verbal communication.

The study was a longitudinal one undertaken by using the observational technique and comprehensive diary records. In all eighteen cases, ten of bilingual and eight of monolingual parentage, were taken from Shillong as early in their infancy (most of them were around six months of age) as they were available and followed up to 3 years 6 months. Each case was interviewed and voc-

abulary records were maintained by both parents and the investigator.

The study revealed: (i) Bilingualism did not seem to be a serious handicap in linguistic development. (ii) Children under the influence of parental bilingualism invariably picked up the language which was common to both parents. (iii) There was no detrimental effect in learning more than one language at the same time provided that each one was taught correctly. (iv) Confusion was at its worst when a bilingual child found that certain verbal expressions at one time had a definite effect upon those who heard him, and then at another time they failed to have the effect. (v) There was no language deficiency in a bilingual child. (vi) Slurred communication, incorrect pronunciation, poor and inaccurate grammatical form practised by the adults in his environment, use of baby talk by adults influenced a child's speech directly. (vii) Maximum vocabulary growth took place between the ages of 24 and 36 months. (viii) The percentage of comprehensible words increased as the children grew older. The period between 12 and 18 months was significantly characteristic of the shedding phenomenon for both the groups. (ix) There was a very wide range of individual difference, specifically in terms of the time, at which the children began to speak, the rate at which they progressed in language development and the adequacy of their language pattern. (x) The bilingual cases showed wider ranges at different levels of age than the monolingual children where the percentage of gain seemed to be very close and parallel. (xi) Children's speech became increasingly comprehensible with increase of chronological age and it was almost entirely comprehensible by the age of 3 or 3 years 6 months. (xii) The mean length of sentences and recognition of colour increased with age. (xiii) The type of speech a child developed was closely related to the kind of speech he heard around him. (xiv) Nouns constituted the bulk of the child's vocabulary at 19 months and verbs came next in order. (xv) A sound idea of educating bilingual children was to send them to a school which used the language common to both parents.

886. PILLAI, V. A., *A Critical Study of the Basic Structures in English and the Corresponding Structures in Malayalam and Its Implications in the Design of a Course for Secondary Schools*, Ph.D. Edu., Ker. U., 1974

The objectives of the study were: (i) to select and adapt a form suitable for the purpose of contrastive

study with Malayalam syntax, (ii) to provide a short introduction to the grammar of Malayalam sentence structure, (iii) to produce a short contrast grammar of Malayalam and English restricting it to syntax of sentences, (iv) to compare the basic structures in English and the corresponding structures in Malayalam with a view to isolating the learning problems, and (v) to suggest a suitable methodology of teaching, emphasizing a productive use of the contrastive findings.

A questionnaire for a sample of eighty-seven teachers and another questionnaire for a sample of ninety-five pupils were administered and twenty administrators were interviewed in order to collect views about the methods of teaching English. An inventory of the basic structures in English of high school classes and parallel structures in Malayalam with a description of the form, meaning and distribution of each structure was prepared. Thirty-six structures in English selected for analysis were presented to pupils of Class IX in three schools, to determine the effectiveness of the contrastive method of teaching. The results were cross-validated with the test scores of a standardized achievement test in English.

The major findings of the study were: (i) The situational method was the most commonly employed method for teaching English in schools in Kerala, but many teachers were not fully aware of the implications and principles of the different methods. (ii) There were many syntactical features in English structures that were similar to those of Malayalam structures. (iii) The structures of English and Malayalam could be subjected to contrastive analysis. (iv) The contrastive findings could be used for collecting target element of a foreign language course and for determining the priority to be given to a structure. (v) The structures, in the order of difficulty, were the use of prepositions, tenses, passives and negatives.

887. PINGE, V.S., *A Critical Evaluation of Marathi (Mother Tongue) Textbook for Standard V*, Government College of Education, Aurangabad, 1972 (MSBTPCR-financed)

The main objectives of the study were: (i) to analyse the Marathi (mother tongue) textbook with a view to finding out whether it helped in achieving the objectives of language teaching mentioned in the syllabus, and (ii) to find out if the objectives of language teaching mentioned in the syllabus needed to be revised.

The study involved carrying out an opinion survey re-

garding the existing syllabus and textbooks in Marathi for Standard V in Maharashtra. The survey was conducted to collect the opinions of teachers, parents and experts. Data were collected mainly through three different questionnaires; additional data were collected through personal interviews with teachers and experts. The sample for the questionnaire study consisted of fifty-six teachers, sixteen parents and ten experts. Additional evidences were collected by interviewing five teachers and an equal number of experts.

The main conclusions of the study were: (i) In general, the textbook was helpful in achieving the objectives of teaching mother tongue; however, it had some drawbacks, viz., lack of lessons helpful for developing patriotism and inclusion of a few lessons based on blind faith. (ii) There was no proper gradation in the introduction of new words. (iii) Different literary forms were given due weightage except for letter-writing which was almost completely neglected. (iv) Among the exercises provided in the textbook, there were too many essay-type questions and too few objective-type questions. In formulating the exercises, sufficient attention had not been given to backward children. (v) In general, the illustrations were attractive and useful. (vi) The physical features of the textbook, such as the type, binding and paper, were satisfactory.

888. PRAKASH, B., *An Experimental Study of Achievement Motivation and Confirmation of Results on the Performance in a Linear Programme on Hindi Vocabulary Building*, Ph.D. Edu., HPU, 1981

The main objectives of the investigation were: (i) to analyse the effect of confirmation of results on the performance in a linear programme on Hindi vocabulary building, (ii) to study the effect of achievement motivation on the performance in a linear programme on Hindi vocabulary building, and (iii) to ascertain the interaction effects on confirmation of results and achievement motivation on the performance in a linear programme on Hindi vocabulary building.

The sample consisted of 324 boys and girls studying in Class IX of two Hindi-medium inter colleges in Meerut City. The study was conducted with a framework of $2 \times 3 \times 2$ factorial design. Confirmation of results (immediate and delayed) was taken as the experimental variable. Achievement motivation (high, average and low) and sex (boys and girls) were regarded as independent variables. The performance of the students on posttest

(criterion test) was considered to be criterion variable. Achievement Motivation Test (Rao's Hindi version) was used to identify the students of three levels of achievement motivation. The linear programmed instruction material, prepared by the investigator in two formats, was used to provide two patterns of confirmation of results. A criterion test was used as pre- and post-test. The scores obtained were analysed by employing analysis of variance and t-test.

The findings of the investigation were: (i) Immediate confirmation of results was more effective than delayed confirmation of results with regard to the students' performance. (ii) The performance of high achievement motivation group was higher than that of average and low achievement motivation groups. (iii) The average achievement motivation subjects had higher achievement than the low achievement motivation subjects. (iv) The boys and the girls were equally benefited by the linear programme with regard to the learning performance. (v) Immediate and delayed confirmation of results was equally effective for the group of high achievement motivation subjects. (vi) Immediate confirmation of results had significant interaction with the average and the low achievement motivation students with regard to the posttest performance. (vii) The interaction effect between confirmation of results and sex was not significant. (viii) The interaction effect between achievement motivation and sex was not significant. (ix) The interaction effect of confirmation of results, achievement motivation and sex was not significant.

- *889. RAI, D.N., *A Factorial Study of Attainment of High School Students in Different Aspects of Sanskrit in the Gorakhpur Educational Region*, Ph.D. Edu., Gor. U., 1980

The hypotheses tested in the study were: (i) There was positive correlation between different aspects of Sanskrit language. (ii) Out of these, some increased the achievement in Sanskrit. (iii) The achievement scores in Sanskrit were generally normally distributed.

Incidental cluster sampling technique was used to select 500 students of Class X from Gorakhpur, Basti and Deoria districts of U.P. Mean, median, standard deviation and product moment correlation were the statistical techniques employed in the study; T-scores were calculated and Thomson's method of factor analysis was also employed.

The major conclusions of the study were: (i) High school students were more successful in grammar and

vocabulary than translation, knowledge, pronunciation and structure of the words in Sanskrit language. (ii) Kurtosis in translation, grammar and knowledge was more than 0.263 and less in the case of vocabulary, pronunciation and structure of words. (iii) The first factor loadings of translation, knowledge and structure of words were less than the first loading of grammar, vocabulary and pronunciation. (iv) The achievement in different aspects of Sanskrit was different. *

890. RAMKUMAR, V., *Assessment of Entering Behaviour in English of Pupils of Standard VIII*, Dept. of Edu., Ker. U., 1982 (UGC-financed)

The study intended to obtain the repertory of verbal associations in the English language with which pupils entered the learning situation in Standard VIII. The main objectives were: (i) to assess the attainment in the different component skills of written English of a representative sample of pupils of Standard VIII, (ii) to identify and classify errors, if any, committed by the sample, and (iii) to compare relevant sub-groups of the sample on both attainment and error incidence in English. Entering behaviour as defined in the study described the present status of the students' knowledge and skill.

The tools used were Word Fluency Test, free composition passage of about fifteen sentences written by the pupils and entering behaviours in English test prepared for the study which included ten component skills of writing English. The sample for the study comprised 600 pupils who had just entered Standard VIII, selected from fourteen schools of Trivandrum district. It included 300 urban and 300 rural pupils and 279 boys and 321 girls. The data obtained from the administration of the three tools were analysed separately. Frequency tabulation was made of errors to identify types and assess the extent of incidence. Chi-square values were calculated between correct and incorrect responses for each component of the entering behaviour test.

The main findings of the study were: (i) The vocabulary attainment of Standard VIII pupils was very low, boys and urban pupils having significantly higher attainment than girls and rural pupils, respectively. (ii) Only 11 per cent of the sample of 600 could write hardly one sentence correctly, when the range of words for sentences was between four and seven only, and the maximum number of sentences written was five. (iii) The types of errors were not very large and the possibilities for committing mistakes were minimum because of the

pupils' inability to write. (iv) Four types of errors, viz., spelling, balancing of sentences, punctuation and wrong word substitution, had the highest incidence. (v) On these four types of errors, boys and urban pupils had significantly lower number of incorrect responses. (vi) Proficiency was low in the use of five component skills, viz., use of phrases, prepositions, degrees of comparison, plurals and combining sentences. (vii) Proficiency was average in the use of articles, opposites and the 'ing' forms. (viii) Not even one pupil could correctly punctuate the given single sentence.

891. RAO, N.V., *An Experiment of Teaching Telugu to a Large Class in an Elementary School*, SCERT, Hyderabad, 1968

The study aimed at handling a large class leading to effective teaching of Telugu. Seven elementary schools in the city of Hyderabad were contacted to find out details of large classes. It was found that in one of the schools Class VI had a large number of pupils and it ran two sections instead of the scheduled three sections for want of accommodation in the school building. This class was selected for the experiment. A preliminary test was administered to know the ability of pupils. Ninety-nine pupils of the class took the test. As per the results of the test, the merited students were approximately divided into two groups, namely, experimental and control. After teaching for four days another test was conducted. The teaching was taken up for three days more and a third test was administered. The experimental group was divided into eleven small groups. Each group was allotted a place in the classroom where every member of the same group was asked to sit side by side. The weak student of the group was made the leader. The leader was to answer every question by consulting the group. If a group leader on behalf of the group gave a wrong answer or expressed ignorance, some other group leader was asked to solve the problems. The group leader was also asked to see whether every member of his group followed the instruction of the teacher. The same procedure was adopted in correcting the home assignments. The Mean was used to analyse the data.

The study revealed: (i) The mean of the experimental group in the quarterly examination was 30.9. The mean of the same group in test I was 34.8. It decreased to 33.6 in test II but slightly increased to 35.6 in test III. (ii) Teaching was not very effective in the experimental group. (iii) The mean of the control group in the quarterly examination was 33.4. The mean of the same group

in test I was 34.4. It rose to 40.7 and 43.6 in the subsequent tests. (iv) The control group fared well throughout the experiment as the mean scores in the last two tests were high. Teaching in the control group was effective.

- *892. RASTOGI, K.G. and PANDE, D., *Compilation and Linguistic Analysis of Hindi Vocabulary*, NCERT, 1982

The objectives of the study were: (i) to compile the spoken and written vocabulary of rural and urban children and that used in textbooks of all subjects for Classes I to V prescribed in the Hindi-speaking States, and (ii) to analyse the vocabulary structurally, grammatically and semantically.

The study was conducted in two phases — compilation of vocabulary and analysis of vocabulary. The oral and written vocabulary was collected from 1920 children from ninety-six schools located in twenty-two dialect areas spread in Hindi-speaking States and Union territories—Bihar, Haryana, Himachal Pradesh, Madhya Pradesh, Rajasthan, Uttar Pradesh, Delhi and Chandigarh.

The oral and written vocabulary was compiled in respect of Classes I to V, with the help of questionnaires. The reading vocabulary was collected from the textbooks in Hindi, general science, social science, mathematics and home science prescribed in different Hindi-speaking States and Union Territories. The number of words thus compiled was 15,197. The data thus compiled were presented in terms of total number of words, their frequencies, mean and percentage. The list includes 6,034 words with the frequency of more than ten and 9,163 words with the frequency of less than ten.

The vocabulary was analysed in respect of grammar and semantics. Structurally, the vocabulary was described on three dimensions, viz., number of syllables, levels and formation. It included 82 monosyllabic words, 3,457 disyllabic, 4,833 tri-syllabic, 3,044 four-syllabic, 978 five-syllabic, 363 six-syllabic and 50 seven-syllabic words. There were 249 repetitive words, 1,067 two-level words and 163 three-level words. The vocabulary included 7,944 root words, 683 words with prefixes, 2,545 with suffixes, 146 with both prefixes and suffixes, 241 with *sandhi*, 1,935 compound words only and 114 compound words with *sandhi*. Grammatically, the list included 9,298 nouns, 2,884 verbs, 111 pronouns, 2,202 adjectives and 755 indeclinables. Semantically, there was 12,280 concrete and 1,922 abstract words. The list in-

cluded 232 scientific words, 732 vocational, 1,437 natural, 2,385 social, 905 emotive, 433 educational and 9,742 words of general nature.

- 893.** SAHU, S., *Psycholinguistic Competence and Language Achievement of the Socially Disadvantaged at Primary School Level*, Ph.D.Psy., Utkal U., 1977

The investigation aimed at assessing the effects of social disadvantage on language abilities and a few psycholinguistic processes.

The investigation was based on a 2x3 factorial design, with two levels of social dimensions (socially advantaged vs. socially disadvantaged) and three levels of grade dimensions (Grades II, III and IV). There were thirty-five subjects in each of the six resulting sub-groups. Language abilities investigated in the project included measure for reading, spelling of words, comprehension of words, comprehension of passages and word fluency. Measures of psycholinguistic abilities included verbal intelligence, perceptual and semantic mediational abilities and three-stage mediational abilities.

The results of the investigation were: (i) In general, advantaged subjects did significantly better than their disadvantaged counterparts on measures of language achievement. (ii) As regards verbal intelligence and semantic mediational abilities also, advantaged subjects did generally better. (iii) So far as perceptual mediational abilities were concerned, advantaged group in Grades II and III did better than their disadvantaged counterparts, but the trend was reversed for students of Grade IV. (iv) On the measure of three-stage mediational ability, both the advantaged and the disadvantaged subjects showed facilitation over three stages of paired associate learning.

- 894.** SARMA, N., *An Investigation into the Basic Assamese Vocabulary*, Ph.D. Edu., Gau. U., 1978

The main objectives of the study were: (i) to take an account of the basic comprehension vocabulary by finding out the percentage of children who knew the meaning of words, (ii) to prepare a glossary of words with their difficulty values in respect of the students of Class VI (usually 11+) of the secondary schools of Assam, (iii) to enable the textbook writers to produce extra reading materials for children on scientific lines, (iv) to enable

the textbook writers to prepare graded textbooks for bright, average and below-average children, and (v) to enable teachers, examiners, radio speakers, etc., to use such words in their dialogues, speeches, questions, explanations, etc., as are easily understood by a good percentage of children.

The study was carried out in two phases—pilot and final. The syllabi for Classes IV and V was studied and 1,327 words selected for the pilot study. Six checklists were prepared and tried out on 300 students of Class VI, selected from four secondary schools of Greater Gauhati. Out of the 1,327 words, 490 words were known to more than 70 per cent of the students. In the final phase the content words were collected from a large number of sources. Finally, 1,986 words including 837 known to less than 70 per cent children, were selected and distributed into eight checklists. In all 1,800 students (1112 boys and 688 girls) were selected from the secondary schools of seven districts of Assam by the stratified random sampling technique. The scripts of 1,620 students (1000 boys and 620 girls) were finally analysed. The difficulty value of each word was found out. The proportion, corrected proportion and confidence intervals for each word were estimated and converted into percentages. In all, two glossaries were prepared. In glossary I the words taken from the textbooks of Classes IV and V, known to over 70 per cent children of Class VI, were arranged in alphabetical order. In glossary II the words which were taken from the textbooks, etc. of Class VI, and textbooks of Classes IV and V but known to less than 70 per cent of the children of Class VI, were included in alphabetical order. Difficulty value and proportion value of each word were also indicated in the glossary.

The major findings of the study were: (i) The gross estimated vocabulary in Assamese for the students of Class VI studying in the secondary schools of Assam was 1,986; after deducting the clusters the net estimate of words was 1,589. (ii) Only 204 words from among the 1,986 words of the estimated vocabulary were known to more than 60 per cent of the Class VI students. (iii) The gap between the estimated vocabulary and the actual vocabulary was 1,385.

- 895.** SETHI, A. S., *A Study of a Programme in English Spelling in relation to Visual and Auditory Presentation*, Ph.D. Edu., HPU, 1976

The enquiry attempted to investigate the relative effectiveness of visual and auditory presentation of a programme in English spellings in terms of performance of

boys and girls on immediate and delayed tests. In the study, the modes of presentation, sex and time of testing were the treatments or independent variables and the extent of attainment recorded by subjects was the dependent variable.

The study covered the target population of high school students of four English-medium schools of Simla selected on a random basis. The size of the sample was 180 students of Class X, out of whom 176 were finally included in the experiment by dividing the subjects into levels of verbal reasoning and achievement motivation and within each level, assigning them to two experimental conditions by randomization. The number of subjects in each treatment, sexwise, was 44. The experiment was conducted in the framework of $2 \times 2 \times 2$ factorial design. It involved two modes of presentation, two categories of sex and two levels of test in terms of presentation.

The major findings of the study were: (i) The auditory mode was more effective in regard to attainment on programmed materials. (ii) Effectiveness of the mode of presentation varied according to the time of testing. (iii) The visual and the auditory modes of presentation appeared to have no significant effect on performance on the immediate test. (iv) The auditory mode of presentation was more effective as regards performance on the delayed test. (v) Girls appeared to be superior to boys in performance pertaining to programmed presentations through auditory and visual media. The difference in the performance of boys and girls appeared to be independent of the modes of presentation. (vi) The time of test appeared to have significant effect on the performance of boys and girls. (vii) Girls appeared to be superior to boys on the immediate test. (viii) Boys seemed to perform better on the delayed test than on the immediate test.

896. SHAH, J.H., *A Comparative Study of Some Personal and Psychological Variables and Reading Comprehension*, Dept. of Edu., Sau. U., 1979 (Sau. U.-financed)

The main objectives of the investigation were to compare intragroup differences in subjects' scores on Trivedi and Patel's Reading Comprehension Test with respect to six personal variables, namely, sex, grade, age, parental income, parental education and parental occupation as well as three psychological variables, namely, reading rate, intelligence and meaning vocabulary. The sample consisted of 412 pupils of eighth and ninth grades drawn from four different secondary schools of Bhavnagar city.

The major findings of the investigation were: (i) No difference existed in reading comprehension between boys and girls. (ii) There was significant difference between two grades as well as median age groups, (iii) There was significant differences in frequencies of high and low group pupils on the variables of parental income, parental education and parental occupation. (iv) There were significant differences in frequencies of three different groups of pupils on all the three psychological variables, viz., reading rate, intelligence and meaning vocabulary. Correlational values of the last three variables with reading comprehension indicated positive relationship between them.

897. SHARMA, A.R., *A Study of Programme in English Sentence Structures in relation to Sequencing and Prompting*, Ph.D. Edu., Agra U., 1978

The study aimed at analysing the variables of sequencing and prompting and their interaction effects on a programme in English sentence structures. The specific objectives were: (i) to study the effectiveness of Ruleg and Egrul sequencing with regard to pupil response on the criterion test, (ii) to study the effectiveness of formal and thematic prompts within a sequence, and (iii) to find out the interaction between sequencing and prompting.

The target population for the study consisted of all the undergraduate students. However, the accessible population comprised the undergraduate students of two colleges of Agra. Out of this accessible population, the sample was drawn randomly. The size of the sample for developing the four sets of the programme, namely, Ruleg Formal (RF), Ruleg Thematic (RT), Egrul Formal (EF) and Egrul Thematic (ET), was 4, 48 and 120 at the individual, small group and field tryout stages of their development respectively. The tools used in the study were the programme sets modelled on the linear format given by Skinner and the criterion test. It was validated on the basis of individual, small group and field testing. The error rate in the final draft was 0.35, 0.41, 0.55 and 0.52 for RF, RT, EF and ET sets, respectively. The programme density was 0.35 for each of the sets. The programme was validated for the progression of sequence against the criterion test which was used to evaluate the programme. The design of the study was 2×2 classification of the factorial design. Sequencing and prompting were the independent variables and performance of the students on the criterion test was the dependent variable. The data were analysed using analysis of variance. F-test was used to determine the signifi-

cance of the main effects of sequencing and prompting along with their interaction effects and t-ratio was also calculated.

The main findings of the study were: (i) The main effect of sequencing was significant showing the superiority of the Ruleg over the Egrul sequencing. (ii) The prompting effect did not show any statistical significance implying that the formal and the thematic prompts were equally good. (iii) In the absence of any significant interaction between sequencing and prompting neither the formal nor the thematic prompts affected the sequencing Ruleg or Egrul. It meant that the interactions between them did not yield significant results.

898. SHARMA, R.C., *Language Retardation — an Exploratory Psycholinguistic Study of a Group of Hindi-speaking Mentally Retarded Children*, Ph.D. Ling., Poona U., 1978

The enquiry was undertaken to find out the nature of language retardation (LR) in mentally retarded children with reference to all aspects of language structure. The hypothesis examined was that mental retardation (MR) resulted in LR with structural deficits and deviations of lexis, syntax and semantics and also with retarded higher psycholinguistic functions such as concept formation and colour efficiency.

The sample comprised fifteen mentally retarded children (nine female and six male) enrolled at the two institutes for the mentally retarded children in Delhi. All of them were borderline cases of mild and moderate retardation (with I.Q. ranging from 50 to 60). A control group of five normals selected from a school was taken to serve as a baseline for the evaluation of a recorder and picture battery. It was an exploratory research. Product moment coefficient of correlation, t-test, chi-square test, tetrachoric correlation and Yule's formula were used for data analysis.

The major findings of the study were: (i) The phonology in MR was largely normal. Structural deviations formed a significant aspect of LR in MR. (ii) Discordance of number and gender was prominent in the language of MR children though the incidence of the first type of discordance was greater than that of the second. (iii) Frequent sentential modulations formed an important aspect of LR in MR, positive and negative approximation being the most frequent. (iv) No significant differences were observed in the mean number of sentence varieties in any of the comparisons of the normal group with the MR groups. (v) Many lexical elements or fea-

tures were missing in MR, though a number of missing elements had substitutes. (vi) English loanwords constituted as much a normal part of the languages in MR as in the normal group. (vii) Though the basic vocabulary in MR was largely normal, it was conceptually limited as compared to that of the normal. (viii) Observation of antonyms and synonyms in the language of the MR group did not display supporting evidence to point out any positive relationship of lexical features of antonyms and synonyms with LR in MR though the mean number of these features in MR was less than that in the normal group. (ix) Yule's characteristic for repetition of adjectives was less than in the normals whereas for verbs it was far greater than in the normals. (x) Mean verb-adjective ratio (VAR) in MR was greater than in the normal though the t-test results indicated insignificance for either of the comparisons. (xi) Shorter sentence length was an important manifestation of LR in MR. (xii) Concrete concepts were remarkably low in MR as compared to those of the normal. (xiii) MR led to retardation in colour efficiency.

899. SRINIVASA RAO, R., *A Diagnostic Study of Readings Disability among School Children*. Dept. Edu., SVU, 1982 (SITUCER-financed)

The main objectives of the study were: (i) to investigate the main causes of reading difficulties, (ii) to identify and analyse the psychological, sociological and educational factors affecting growth in reading performance, (iii) to relate reading difficulties with achievement in certain school subjects, and (iv) to make case studies of school children with special type of reading difficulties.

A sample of 300 students studying in Classes V, VI and VII of ten schools of Andhra Pradesh were selected following the stratified random sampling procedure. Due representation was given to the sex of the individual, location and management of the school.

The major findings of the study were: (i) The correlation matrix revealed that the subtests of reading skills, namely, test 1-word meaning in isolation, test 2-word meaning in the context, test 3-word meaning with antonyms, test 4-word meaning with prefixes and suffixes and test 5-word meaning with roots were interrelated. There was high correlation between vocabulary and comprehension and also between total reading skills and language achievement (0.64). It also highly correlated with general knowledge test, composite score of social studies and general science. But the correlation with

arithmetic test was comparatively low (0.34). All the correlation coefficients were significant at 0.01 level of confidence. (ii) Among the personal characteristics studied, visual discrimination, auditory discrimination, general health condition and general mental ability of children showed high positive relationship. (iii) Reading skills of children were mostly dependent on the socio-cultural background of their families. Students from highly developed and culturally advantaged families performed better on the reading tests when compared to those children who hailed from backward and culturally disadvantaged families. (iv) Reading achievement of school children in total was normally distributed. Students performed fairly well on the subtests of word meaning in isolation, word meaning in the context, and word meanings in antonyms, but were poor and below average achievers in the subtests of word meaning with prefixes and suffixes and word meanings with their roots. (v) Children from socially and culturally backward families suffered from language deficiency and lagged behind in the reading skills.

900. SRINIVASA RAO, R. and SUB-RAHMANYAM, S., *Establishing Norms for Speed and Comprehension in Reading Telugu in Standards 3 to 8*, Dept. of Edu., SVU, 1981 (NCERT-financed)

The main objectives of the study were: (i) to develop reading tests in Telugu to measure the vocabulary, comprehension and rate of reading of primary school children, (ii) to establish norms of vocabulary, paragraph comprehension and reading speed of children studying in Classes III to VIII in Andhra Pradesh and (iii) to compare the reading achievement of children residing in rural slums and studying in disadvantaged schools with that of normal children and those studying in normal schools.

The sample for the study consisted of 600 students covering the entire area of Andhra Pradesh with due representation to sex, rural-urban location and management of the school.

Three booklets were designed, one for students of Classes III to IV, the second for students of Classes V to VI and the third for students of Classes VII to VIII following sound principles of test construction and item analysis procedure with one hundred graded vocabulary words and ten comprehension paragraphs arranged according to their difficulty level in each test. Items for the vocabulary test were selected giving due representation

for words which had high frequency in daily usage and also for words which referred to things and activities of daily use. The students were asked to choose the appropriate word or phrase which conveyed the meaning of the key word. Paragraphs for reading comprehension were selected from different interesting areas like scientific inventions, small descriptive stories and narration of certain places or events, etc. Care was taken to see that the passages were not used in the textbooks. Speed was measured by calculating the number of words read by a student in the prescribed time. Test-retest reliability of the test was 0.92, reliability by applying K-R formula was 0.94, and correlation with another reading test was 0.85. Grade norms, percentile ranks and age equivalents were given for vocabulary, paragraph comprehension, total reading attainment and rate of reading for all the booklets. A questionnaire was used to obtain information regarding the location of the school, the home background of the child and the school conditions where the child studied and the performance of the children was analysed on the basis of the information given.

The findings of the study were: (i) The performance of the children who resided in rural areas and slum areas of towns and those who studied in rural and disadvantaged schools was significantly less than that of those children who lived in urban areas and studied in big schools. (ii) There was no significant difference between the performance of boys and girls. (iii) The performance of the students who had good home background and who belonged to socially and culturally advantaged families was far better than that of the students who had poor home background and who belonged to socially and culturally backward communities.

901. SRIVASTAVA, A.K., *Effectiveness of One-Week Course in Efficient Reading for Senior Executives of the State Bank of India*, CIIL, Mys, 1979

The aim of the study was to find out the effectiveness of a course on efficient reading, mainly intended to develop reading skills and comprehension among the senior executives of the State Bank of India.

There were twelve participants in the course. Pretest-posttest design was used to compare the initial and final performance. Within Ss design was used to compare the first week performance with that of the second week. A variety of reading materials, both serious and light, were read by the participants. Two gadgets, SRA Reading Accelerators and Controlled Readers were used to aid

the readers in developing positive reading skills and avoid faulty reading habits. Seven films were shown on different aspects of reading to demonstrate what was provided in the lectures and in the practice lessons. The course was conducted for five hours a day for six working days. The course consisted of discussion, lectures, film shows and practice sessions in direct, accelerated and controlled reading and independent study. The t-test and the correlation technique were employed for data analysis.

The findings of the study were: (i) There was a progressive rise in speed and comprehension from the pretest to the posttest stage. (ii) The difference between the reading speed means of pretests and posttests was significant while this was not so with reading comprehension although there was an increasing trend. (iii) The correlation between the pretest and the posttest reading scores was positive but not significant. Similar was the case with the comprehension scores. (iv) There was a significant positive relationship between reading speed and comprehension at the pretest level, but no relationship between them existed at the posttest level.

- 902.** SRIVASTAVA, A.K., *Effectiveness of a Two-Week Course on Efficient Reading for the Senior Officers of the Karnataka Government*, CIIL, Mys. U., 1979

The objective of the investigation was to study the effectiveness of a two-week course on efficient reading conducted for senior officers of the Karnataka Government in terms of improving reading speed and comprehension.

The course was conducted on ten senior officers—eight from the Karnataka Government and two from the Cabinet Secretariat. The average age of the group was 46 years. Pretest-posttest design was employed. Two gadgets, SRA Reading Accelerators and Controlled Readers, were used to aid the readers in developing reading skills and avoid faulty reading habits. Twelve films on different aspects of reading were shown to the participants for visually demonstrating a part of what was given through lectures and done during the practice sessions. The total time spent on the accelerated reading was twelve hours thirty minutes, which amounted to an increase of one hour for the practice session. For pretesting and posttesting reading speed and comprehension, two types of material, serious and light, were used. For evaluating the sixth day performance only two rapid reading tests, easy and difficult, were used. The t-test

and the correlation technique were employed for data analysis.

The findings of the study were: (i) There was a progressive rise both in speed and comprehension from the pretest to the posttest stage. (ii) There was a significant progressive rise in reading speed from the pretest to the sixth day and finally from the sixth day to the posttest stage. There was no similar rise at the level of comprehension, though the improvement between the pretest and the posttest stages was significant. (iii) The improvement rate in speed and comprehension was more in the first six days than in the next six days. (iv) Both in reading speed and comprehension, the coefficients of correlation between the different stages of evaluation were significant and positive, showing uniform progress of the participants.

- 903.** SRIVASTAVA, A.K., *Effectiveness of a Two-Week Course in Efficient Reading for the Senior Officers of the Lok Sabha Secretariat and the Cabinet Secretariat*, Government of India, CIIL, Mys.U., 1979

The major aim of the study was to find out the effectiveness of a course on efficient reading. The course had the following objectives: (i) to train the participants in the art of efficient reading, namely, skimming, scanning, rapid reading and critical reading, (ii) to train the participants in applying the efficient reading skills to their day-to-day assignments/activities, (iii) to increase the overall reading speed of the participants without loss of comprehension, and (iv) to make the participants flexible readers.

The course was conducted on fifteen senior officers, eleven from the Lok Sabha Secretariat and four from the Cabinet Secretariat. Pretest-posttest design was used to compare the initial and the final performances. Within Ss design was used to compare the first week performance with that of the second week. A variety of reading materials, including both serious and light ones, were read by the participants keeping in view the above objectives of the course. Two gadgets, SRA Reading Accelerators and Controlled Readers, were used to aid the readers in developing positive reading skills and avoid faulty reading habits. Twelve films on different aspects of reading were shown to the participants for demonstrating, visually, a part of what was given through the lectures and done during the practice sessions. The duration of the course was four hours per day for twelve days. Each pretest and posttest reading rate and com-

prehension rate of the participants were calculated on the basis of their scores on two sets of reading materials, serious and light ones. The comprehension percentage was calculated on the basis of the number of questions on the passage answered correctly. The t-test was applied for the paired observations of the six sets of data, namely, pretest—sixth day, sixth day—posttest, and pretest-posttest separately for reading and comprehension scores.

The findings of the study were: (i) Both in speed and comprehension, there was a progressive increase from the pretest to the posttest stages. (ii) There was a significant progressive rise in the reading speed of the participants from the pretest to the sixth day test and finally from the sixth day to the posttest stage, there was similar rise in the level of comprehension also though the improvement between the sixth day and the posttest stage was not significant. (iii) Though the improvement rate, both in speed and comprehension, increased progressively, it was more in the first six days and comparatively less in the next six days. (iv) As far as reading speed was concerned all the three values of correlations between the different stages of evaluation were significant and positive showing uniform progress of the participants. (v) As regards comprehension scores, there was a significant negative correlation (-0.19) between the pretest and the sixth day scores although between the pretest and the posttest there was a significant positive correlation (0.61).

904. SRIVASTAVA, A.K. and KHATOON, R., *Effect of Difference between Mother Tongue and Another Language as Medium of Instruction on Achievement, Mental Ability, and Creativity of the Eighth Standard Children*, CIIL, Mys.U., 1980

The objectives of the study were to compare the differential effects of mother tongue as a medium of instruction and a language that is not mother tongue, as a medium of instruction on intelligence, achievement and creative abilities.

The sample consisted of sixty-five girls and fifty boys from five English-medium schools and forty-one girls and forty-three boys from five Kannada-medium schools in the city of Mysore. They were all from Standard VIII and represented both lower and middle classes. All the students had Kannada as their mother tongue. The students whose mother tongue and medium of instruction were the same were grouped as 'same group' and those for whom the two were different as 'different

group'. The Standard Progressive Matrices and Mehdi's Tests of Creativity, both verbal and non-verbal, were the tools used for data collection. The average of the total marks obtained in all the academic subjects in the previous six consecutive examinations served as the criterion for academic achievement. The t-test was employed to compare the groups. After testing for homogeneity of variance, analysis of covariance was employed to compare the two groups on achievement and creativity adjusted for the influence of intelligence.

The following were the major findings: (i) The different group was significantly higher on non-verbal intelligence than the same group. This was true when the analysis was done separately for boys, girls and also the combined sample. (ii) The achievement of boys and the combined sample of the different group was significantly superior to their counterparts from the same group and there was no such difference among girls from the same group. However, when the influence of intelligence was controlled, no such differences existed. (iii) The achievement in the first language of the combined sample from the different group, after adjusting for the influence of intelligence, was significantly superior to that of the same group and no such difference existed when boys and girls were considered separately. (iv) The achievement in the second language of boys, girls and the combined sample from the different group was significantly superior to that of their counterparts from the same group even after adjusting for the effect of intelligence. (v) As regards the fluency and flexibility dimensions of verbal creativity, the boys, the girls and the combined sample of the different group were superior to their counterparts from the same group. When intelligence was controlled, such differences continued to exist except with girls and the combined sample on the fluency dimension. (vi) On the originality dimension of verbal creativity, the same and the different groups did not differ significantly among boys, girls and the combined sample after adjusting for intelligence. (vii) On the elaboration dimension of non-verbal creativity, girls and the combined sample of the different group were better than their counterparts from the same group and no such differences existed among boys after adjusting for intelligence. (viii) On the originality dimension of non-verbal creativity, boys, girls and the combined sample of same and different groups did not differ even after adjusting for intelligence.

905. SRIVASTAVA, A.K., SHEKHAR, R. and JAYARAM, B.D., *The Language Load*, CIIL, Mys. U., 1978

The survey had the following objectives: (i) to find out whether language learning was considered a load by students, conceived as a load for their children by parents or considered by the teachers to be a load for students, (ii) to probe into the difficulties in language learning in order to identify the factors contributing to make languages a load, (iii) to appraise the extent to which students were motivated to learn languages, parents were motivated to encourage language learning among their children, and teachers were motivated to teach languages and to encourage their students to learn languages, and (iv) to examine how students evaluated language learning in comparison to other subjects in terms of learning difficulty.

Twelve secondary schools in and around the city of Mysore were selected, eight from the urban area and four from the rural and semi-urban areas, irrespective of the media of instruction. From Classes IX and X of the selected schools 376 boys and 293 girls were selected. In all, 154 parents were selected, 87 from the urban and 67 from the rural and semi-urban areas. Sixty-two language teachers, 16 from rural and semi-urban areas and 46 from urban areas were selected. The opinions of the students, of their parents and of the teachers regarding various aspects of language learning were collected on separate schedules. Percentages were computed for each aspect of language learning for each sample separately and compared. For students, analysis was done with respect to the area to which they belonged, the medium of instruction and the sex. For teachers and parents only area-wise analysis was done.

The major findings of the study were: (i) A very large percentage of the students preferred to learn three or even more than three languages in school irrespective of area, medium of instruction and sex. (ii) More of rural and semi-urban students found the learning of several languages advantageous. (iii) For a large percentage of rural, semi-urban, Kannada-medium girl students, the order of difficulty was environmental, followed by pedagogic and curricular. For the Central school students the order was pedagogic, curricular and environmental. (iv) A majority of the students found the third language to be the most difficult as regards acquiring the four skills, namely, understanding, speaking, reading and writing. For all the three languages, particularly for the second and the third, the ascending order of difficulty in acquiring the four skills was reading, writing, understanding and speaking. (v) A large percentage of the students found the first and the second languages easier to learn than social studies, mathematics and science.

(vi) A very large percentage of the parents were in favour of their children learning three or even more than three languages. (vii) A very large percentage of the parents considered the learning of languages to be advantageous from all the suggested angles. (viii) For most of the rural and semi-urban parents the order of difficulty was environmental, followed by pedagogic and curricular. (ix) A majority of the rural and semi-urban teachers were in favour of teaching only three languages. (x) A majority of the teachers considered the environmental and curricular areas the chief sources of difficulty faced by the students in learning several languages. (xi) A large percentage of the teachers considered the teaching of languages difficult from all angles.

906. SUBRAHMANYAM, V., *A Linguistic Study of Language Skills Attained in the English-medium Schools in India*, Ph.D. Ling., Poona U., 1981

The major objectives of the study were: (i) to present a linguistic analysis of the various skills acquired by the students of English-medium schools (residential and non-residential), (ii) to record and transcribe phonetically (I.P.A. script) and compare the system of R.P. and that of the learners, and (iii) to compare systematically the phonology, grammar and lexis of L₁ system and arrive at a scientific hypothesis.

The sample was taken from the school-leavers of National Defence Academy, Khadakvasala, Pune. Data were collected by using specially prepared tests for assessing the command over vocabulary, comprehension and vocabulary usage, recorded declamation contests about controversial subjects, informal conversation records, etc. The total number of items was 910. The methodology adopted was in conformity with item analysis and other well-established concepts of language testing.

The major findings of the study were: (i) There was no evidence to show that R.P. was systematically taught in all the public schools of India. (ii) There was no evidence to show the existence of pan-Indian standard of ELP attained by students from different parts of India. There was no L₁ feature both in production and reception at the segmental phonemic level. (iii) Morphologically, the variety of English was noticed to be fairly clear and meaningful but not always acceptable and grammatical. (iv) There was very little evidence to prove that the false analogy of the L₁ interfered with the written language forms. The knowledge of the article system and tense

system was not free from inaccuracies. But for lapses in these areas, there seemed to be few defects in morphology. (v) In syntax, the survey showed evidence of a fair mastery except in the use of interrogative and reporting. (vi) There was distinctive Indian colour and approach in the use of idioms.

907. SUBRAHMANYAM, S., *Some Correlates of Reading Achievement of Primary School Children*, Ph.D. Edu., SVU, 1982

The aims of the study were: (i) to develop a reading achievement test in Telugu for the use of primary school children, (ii) to establish norms for vocabulary and paragraph comprehension in Standards III to VII in the State of Andhra Pradesh, (iii) to compare the sex-wise reading preference of students in urban and rural areas, (iv) to establish the relationship of reading achievement of children with their personal characteristics, school conditions, home background and socio-economic factors of the family, and (v) to identify the contributing factors of reading achievement.

The sample consisted of 1,200 pupils studying in Classes III to VII from the primary, upper primary and secondary schools of Andhra Pradesh selected by following the stratified random sampling procedure. A specially designed Reading Achievement Test in Telugu was administered to measure the vocabulary and comprehension level of pupils. Raven's Progressive Matrices Test was used to measure non-verbal intelligence. Information relating to personal characteristics, home conditions, school factors and socio-economic status was obtained by means of questionnaires and interview schedules prepared by the investigator. The scores obtained were analysed by subjecting the data to the one-way and the three-way analysis of variance techniques for determining the significance of difference of means. The chi-square test was employed to study the relationship between reading achievement and the criterion variables taken one at a time. Correlation coefficients were computed between dependent and independent variables and multiple regression analysis was done taking vocabulary scores as dependent variables and personal characteristics, school conditions, and home factors as independent variables.

The major findings of the study were: (i) Reading achievement of primary school children was comparatively low in rural areas. (ii) Reading achievement increased in accordance with the years of schooling. (iii) Personal characteristics, namely, age, intelligence, gen-

eral health, vision, speech, reading habits and mother tongue, had positive influence on reading achievement whereas sex of the child showed no such influence. (iv) Accommodation available in the school, teachers' qualifications, instructional facilities, evaluation procedures, time spent on reading abilities, and library facilities positively influenced whereas the type of school management, teachers' experience (in terms of number of years), and teacher-pupil ratio did not appear to show any significant relationship with reading achievement. (v) Reading facilities provided at home, time spent on reading activities at home, and parental help and encouragement had significant relationship with reading achievement. (vi) The caste group and educational level and income of the family showed positive influence on children's reading achievement, but the occupation of the parents, social participation of the members of the family and types of family they belonged to had no such relationship. (vii) Home environment played a prominent role in reading comprehension of children. (viii) Reading achievement of children in socially and culturally backward areas was very low.

908. VAMDATT, D.A., *A Study of English for the Postgraduate Students of Economics in the Universities of Gujarat*, Ph.D. Eng., SGU, 1976

The investigation was an exploration in the field of developing English as a library language. It aimed at studying the linguistic patterns occurring in the advanced books of economics with a view to determining the needs of a postgraduate student who experienced difficulty in reading books on economic in English and who desired to improve comprehension of these books.

The sample comprised all the postgraduate students of economics in the universities of Gujarat. About 1,700 technical terms of economics and 500 terms of general vocabulary were compiled by analysing the subject indices of nine standard books on economics. This list was further supplemented by 500 terms suggested by specialists (thirty-six in all). The tools used were a vocabulary test, a test in logical patterns, a test in grammatical patterns and comprehension exercises specially prepared for the study.

The major findings of the investigation were: (i) Students needed to study various types of embeddings which characterized the technical language of economics. Among these were non-finite infinitival and participial constructions, reduced relatives, complementation, extraposition, and compound noun phrases including factive nominals, agentive nominals,

question nominals and abstract nominals. (ii) It was not enough to develop competence in English syntax only. Student also needed to grasp the structure of the text as a whole and the logical patterns of thoughts embodied in it. It was also necessary for them to know the phoric references, cohesion and equivalence by means of which the rhetorical acts were realized. (iii) The students needed to develop ability in following the extra-linguistic materials which were predominantly used in the texts of economics.

909. VENKATASUBBAIAH, V., *Role of Indian Sensibility in the Teaching of English Literature*, Ph.D. Eng., CIEFL, Hyderabad, 1981

The chief aim of the study was to make an enquiry into the possibility of utilizing the unconsciously inherited sensibility of the student and the consciously acquired knowledge of the mother tongue literature in the teaching of English literature in India.

The study analysed the present state of English studies in India in the light of the history of English literature teaching in India since the middle of the nineteenth century with reference to the origin and development of syllabi, methods of teaching and testing. In addition to briefly surveying the influence of English literature on Indian literature in general and Telugu literature in particular, the study highlighted the universal and the culturally bound elements in literature in general and English literature in particular and deliberated upon *rasa* and *dhwani*, the two most important principles of Indian literary sensibility. It also dealt with the pedagogical implications of Indian sensibility in the context of teaching English literature in India covering aspects like the aims and objectives of teaching literature and how they were likely to differ in the native and the non-native situations, and the methods by which native literary sensibility and the knowledge of the mother tongue literature might be used in teaching English literature.

The major findings of the study were: (i) Indian syllabi did not distinguish between native and non-native situations of teaching English literature. (ii) Indian aesthetics were inseparable from Indian social and philosophical institutions. (iii) There existed a pan-Indian literary sensibility, with recognizably common denominations of form and content cutting across the racial and linguistic barriers.

910. VORA, N.A., *A Study of Effective Psychological Correlates of Reading Comprehension in Gujarati*,

Edu., SPU, 1982

The main objectives of the investigation were: (i) to study reading comprehension in Gujarati of pupils of Standard VIII of Central Gujarat, (ii) to study the rate of reading in Gujarati of pupils of Standard VIII, (iii) to study the reading achievement in Gujarati of pupils of Standard VIII, (iv) to study the interrelationship between and among the three dimensions of reading, (v) to study the interrelationships of the independent psychological variables, (vi) to study the effect of demographic variables on the three dimensions of reading, and (vii) to study the relationship of the three dimensions with the psychological correlates, namely, anxiety, n-Ach, attitude towards reading, interest and motivation towards school, separately.

The study was carried out on a sample of 1,140 pupils selected by the stratified random sampling method from different districts of Central Gujarat. Standardized tools used for collecting the data were Silent Reading Ability Test of Trivedi and Patel, Reading Attitude Scale of Patel, General Anxiety Scale of Nijhawan, Achievement Motivation Test of Mehta, Interest Inventory of Parikh and Junior Index of Motivation of Frymier. A factorial design was adopted for data analysis.

The important findings of the investigation were: (i) Reading comprehension was a normally distributed phenomenon in the sample under study. (ii) Reading speed and reading achievement were also normally distributed among the sample. (iii) Pupils who were highly motivated were less anxious. (iv) Pupils with positive attitude towards reading were less anxious. (v) The more the literary interest, the less was the anxiety. (vi) The students who highly motivated towards school were less anxious. (vii) There was positive relationship between n-Ach and attitude towards reading, n-Ach and literary interest, n-Ach and attitude towards school. (viii) There was positive relationship between motivation towards school (MTS) and attitude towards reading, MTS and literacy interest. (ix) The better the speed of reading, the better was the reading comprehension. (x) There was a positive relationship between reading comprehension and reading achievement. (xi) The pupils of urban area were better at reading comprehension than those of rural area; boys were superior to the girls. (xii) The urban pupils were slightly better in reading speed than the rural pupils. Sex did not have any effect on reading speed. Pupils who were less anxious had better reading speed than more anxious pupils. (xiii) The pupils of urban area did better on reading achievement than those of rural area. There was a positive relationship between n-

Ach and reading achievement (RA), reading attitude and reading achievement, literary interest and RA, motivation towards school and RA.

911. VYAS, J.M., *A Study of the Teaching of Hindi in Gujarat State*, Ph.D. Edu., Guj. U., 1978

Hindi was taught from Standards V to X in the schools of Gujarat. In colleges it was an optional subject. The investigator surveyed different aspects of the teaching of

Hindi like the qualifications of teachers, the number of periods devoted to the teaching of Hindi, the teaching aids, etc., through a detailed questionnaire filled in by 650 teachers of all levels. From the replies received, conclusions were drawn about the state of teaching Hindi, which was not considered satisfactory. The work of voluntary agencies for the propagation of Hindi, like Gujarat Vidyapeeth, Rashtrabhasha Prachar Samiti, Wardha, was also surveyed. The investigator also collected the opinions of post graduate students of Hindi as regards the teaching of Hindi.