CHAPTER I

IMPORTANCE OF READING
INTRODUCTION

a) Importance of Reading:

Formal education is the one which an individual receive in school, college and university. Academic learning has for ages been dependent upon the learners ability to cope with ideas and concepts transmitted through the medium of printed pages. 3 R's - three tools of learning are reading, writing and 'arithmetic'. Even today it is emphasized that the learning of three R's is not be neglected. Reading is the earliest basic skill attempted in the school programme. It is fundamental and universally practised right from the first grade in school to the last. If a child fails to master this basic skill, the rest of his education is either a flat failure or only a limping success.

Reading helps man to acquire knowledge and develop understanding about the inter relationships of nature, man and society, one can, thus understand history, culture, art, socio-economic conditions, day to day political happenings and developments in science and technology. In the words of Guy L. Bond - "In importance to civilization written communication takes second place only to oral communication. The dependence
of man upon the interchange of thoughts and opinions through the medium of the written and printed page is immensurable. A world barren of books, of writers and of readers would be sorry place indeed. In such world the progress of civilization would be halted, and intellectual descendence would be quick, sure and complete.

"The modern world is a reading world" further G. L. Bond adds "Let us consider a few illustrations of the use of reading in one phase of modern civilization The field of Radio, T.V., Cinema etc. One might think that, the development of radio has brought with it a decline in the use of reading. But the radio technician in his laboratory has his library of papers pamphlets, magazine and books on various aspects of radio."

The school is a reading school. The art of reading makes up a large part of school life. Children read throughout the day. Reading enters into nearly every phase of school life. Learning in some of the fields of subject matter of course, requires a greater use of reading than does learning in others.

"It is interesting in this connection to note the fact that the subject of reading has no subject matter
of its own. Reading finds its subject matter in all fields of endeavor. When the child is learning to read, during the periods devoted to acquiring abilities and skills in reading, he is at the same time building backgrounds of information that are or will be useful to him in his learning in science, in social studies, in mathematics, in literature, and in other areas. In fact the greater his backgrounds of knowledge and vocabulary became, the greater will be his chance of success in the other subjects. The child needs to become a facile reader in order to be a successful learner in the modern school, the modern school is a reading school.”²

Teachers know that the child's growth in reading ability must be continuous as he progresses through the grades, for only then will be attain the necessary development in reading to enable him to be a successful student, in his other subject. They are becoming increasingly aware that many of their instructional problems of one sort or other are closely allied with the inability of the children to read. The progress of child in any subject is closely related with the progress in reading ability.

In the words of G. L. Bond "Lack of success in learning geography is often attributed to the poor
reading of the children." So also the behavioural problems of children classroom organization, management and instructional procedure are closely related with the reading ability of children. He says further ... "That behaviour problems in the classroom are frequently the result of the fact that the children cannot read the materials assigned to them and they therefore have nothing to do. Teachers find, too, that reading ability is essential to classroom organization, management and instructional procedure." 4

Reading ability plays an important part in all round development of a child. In the words of Jean, Johnson and Joan, this fact is clear, ..... "These children were discovering that books could not only give them information and extend their understanding of the world, but were also a source of aesthetic satisfaction and enjoyment .... To be able to read and write, therefore, were highly valued because each could add a new dimension to the child's world." 5

Reading is more than a "basic skill", Jean, Johnson and Joan stresses this point in following words that, "Reading and writing are often called "skills" and sometimes 'basic skills', perhaps the term 'skills' is unfortunate for it may imply that reading and writing are in the same category as
perceptual motor skills like learning to skate or ride a bicycle.\textsuperscript{6}

Sergeie Mikhalkov Lenin a state prize winner and Hero of socialist labour, is a well known soviet childrens' writer who possess the rare gift for seeing the world through the eyes of youngsters. Writing for children is his most responsible task. He has never forgotten the advice of Samuil Marshal, the classical Soviet writer of books for children, who said to him when he was just starting his career as an author "Don't forget that with the help of books written by children's writers children learn to think and feel and not only read."\textsuperscript{7}

It is all the while questioned whether reading is still an important tool of learning, such as audio-visual aids, are available. Auckerman emphasizes the importance of reading by saying "Although a great deal of learning can be achieved quickly through the use of video media, the printed page still remain the prime means of input storage and retrieval of knowledge and culture."\textsuperscript{8}

Proficiency in reading is indispensable, in these days, due to the current world-wide availability of printed material. This is the age of knowledge explosion. An individual, in these days, is living
in the midst of spectacular expansion of knowledge-social, political, economic, scientific etc. The body of information in all these areas is changing continually and it will undoubtedly continue to change at an accelerated rate. Thus what a child is learning in school today, may be of little use to him tomorrow.

G. L. Bagga, rightly brings this point to the forefront by stating, "It is also necessary to remember that the 21st century is not far away and the real architects of the 21st century are already in our class rooms. Therefore if children and adults in present day life, are to keep in step with our changing age, they must be able to read well and with discrimination."

Now a days, when education means receiving experiences, it is often asserted that education should not be confined to the mere learning of 3 R's. Teachers are expected to take a broad view of the school curriculum.

According to this broad concept, curriculum includes the totality of experiences that a pupil receives through the manifold activities that go on in the school.

Thus one of the responsibilities of the schools is to widen the experiences of their pupils.
Schools cannot do this by giving only direct experiences of the people and events in all fields. The teachers have to fall back on the recorded lives of people and written accounts of events. Therefore children are introduced to books. "the secondary school, subject centred as it is, relies largely on the printed page, for its daily work in its academic class rooms."\textsuperscript{11} The text book is still the major source of information. The success in learning is dependent upon the learners' ability to read the text books. Dr. James cannot describes this importance by saying, "Reading is the key-stone of the arch of education."\textsuperscript{12}

For receiving experiences from the books, the children are taught the language of the book. One of the major objectives of language teaching is to enable the child to take in knowledge and develop thinking. To realise this objective mastery over language is essential. It is said that, "If the child is able to read fluently and perceptively with some pleasure, he can keep the language alive in his mind."\textsuperscript{13}

Since printed sources provide much of the content of high school and college education, scholastic success is correlated closely with the ability to read. Anderson and Dearborn found significant positive correlation between reading ability as measured by general reading tests, and scholastic progress,
as measured by class marks.

A study was conducted by A. K. Srivastav, to find out whether reading ability is a factor related to underachievers. The conclusion drawn, closely supports the findings of Anderson and Dearborn. The conclusion drawn is, "In comparison to the high achievers, underachievers are slow readers, and as speed and comprehension are related, they also lack the capacity to derive meaning from what they read." 14

Thus Ankerman emphasizes, "Reading is the common denominator of academic learning in the secondary school class-rooms," 15 which is also true in case of college and university classes.

**Informal Education and Roll of Reading**

The important role of reading in the individuals' education does not end with the termination of formal education. After completing formal education, an individual leaves the school or college. He enters into a profession and begins to earn his livelihood. Henceforth as the individual is not getting education through any formal agency, his intellectual growth mainly depends upon the informal education, he receives from books, news-papers, radio, T.V., Cinema etc. the most important means to receive information in the
printed material available to him. Hence reading skill is a must for this.

**Emotional Development and Role of Reading**

Emotions are the prime movers of thought and conduct. Individuals' behavior is influenced by his appreciation of values, desires, ideals, interests in and reactions to persons, institutions and responsibilities and so on. For proper development, he must develop proper values of life etc. These are developed through direct experiences, through the preachings of others and through the reading of the works of the great thinkers.

Thus for healthy emotional development, one should develop the skill of reading. According to Krugman, "all teaching in the schools, have the most pervasive influence on the students' success in school and adjustment in living." 16

Repeated academic failures caused by reading inability give rise to inferiority complex and frustration. "Judges noted 50% Juvenile delinquents have severe reading disability." 17
Professional Development and Role of Reading:

After receiving formal education an individual enters a profession. But this much knowledge is not enough for becoming successful in his profession. Due to the explosion of knowledge it is growing at tremendous speed. In order to keep pace with latest developments in his field, an individual has to do a lot of reading. Reading would help him to develop new skills and acquire new knowledge. Number of Pamphlets, magazine or articles explaining the new approaches, inventions, studies undertaken are received by a doctor, a technician, a teacher etc. He has to go through all these in order to carry out experimentation and verify the conclusions. If an individual does not work in this way, he can become outdated within a few days. This significant role of reading in professional development of an individual, is well described in the following statement, "Voluminous piles of business and professional material demand that the adult of today be a skillful and rapid reader, if he is to cope successfully with the demands of the present."

Reading is an entrance into almost all vacations. Even routine mechanical work in a factory demands the reading of some material, such as basic rules, safety signs, and changes in regulations. "Since many industrial accidents have been traced to employees'
failure to read and comprehend signs and directions relating to safety. 18

Social Development and Role of Reading:

Reading is of immense importance in a civilized and progressive society. Without printed pages the progress of civilization would halt, because, "The best in men have in them, they put in books, and the progress of one generation is recorded for the benefit of the next." 19 Reading is considered as the most effective means for familiarising adults with current events, with significant social issues and with national problems. That is why it is aptly remarked that, "the modern world is described as reading world." 20

In this world, the dependence of an individual upon the exchange of thoughts and opinions, through the mediums of the written and printed page is immensurable. One cannot imagine the world without books. Gross and Carney observe, "among literate men and women, boys and girls, no matter what their regular jobs are, or other forms of recreation are, all do some kind of reading to fill in odd spaces of vacant time, and millions do systematic serious reading everyday." 21
Reading has become a personal need of every individual. It helps the individuals' social development because, "through reading one extends his environment from home and community to the world as a whole."\textsuperscript{22}

As a result of social and educational changes, the use of reading as an aid to general understanding and social betterment has increased notably. Reading helps to broaden an individuals outlook towards society and social problems. It helps to make him conscious about his social responsibility. Reading is used as a medium of social interpretation because it is one of the significant means of communication.

47th yearbook, while stressing the need of training in reading states, "Also such training is imperative. If the future citizen of a democracy are to react intelligently to conflicting arguments, to choose wisely between alternatives, to contribute to rational solutions of the challenging personal, social and political issues faced today, and to translate convictions into desirable behaviour patterns. Thus the development of capacity to interpret critically and with discrimination at the more mature levels of reading is a primary responsibility of all high schools."\textsuperscript{23}
The qualities described above are the qualities of a responsible citizen in a democratic society, on whom the stability of democracy depends. The corollary of this is, reading is necessary for citizenship training in democracy.

Reading as a source for Pass Time:

The various kinds of development referred above, are also influenced by the proper utilization of leisure time. Hence it is essential to consider the role of reading in utilization of leisure time. Leisure time means the time available, after doing the work for earning one's livelihood and other duties towards family and society. In these days of technological development, every person gets some amount of leisure. An empty mind is devil's workshop to avoid this situation, one must learn to pass his leisure time usefully. Hence education has also to aim at developing in the individual, a proper awareness regarding the utilization of the leisure. During leisure individual should involve himself in creative and/or recreative activities. Reading is one of the effective means of utilizing leisure time usefully. Reading is an important form of recreation. Reading is described as a valuable aid in the wise use of the increased leisure which technology releases. Thus it is observed that reading is a most
rewarding use of the expanded leisure that comes as a result of automation.

Reading as a form of recreation, helps an individual to enjoy his leisure time, in a way which is conducive to his development in particular, and of society in general.

Reading relieves emotional tensions and gives insight into personal problems, as life of an individual is complex in this age of automation. Reading provides experiences needed for expanding ones’ horizons, identify, extend and intensify ones’ interests, gain deeper understandings of himself, other human beings and of the world.

A survey of the possible contributions of leisure reading, reveals an impressive list, information, enjoyment, understanding, stimulation, inspiration, a necessary outlet, a vision of the ideal and deeper knowledge of the human nature.

**Summary:**

Thus the upshot of above discussion helps us to summarise:

i) Education aims at all round development of an individual.

ii) For this purpose schools have been established by the society.
iii) Reading is one of the important factors influencing individual's allround development.

iv) Hence one of the major tasks of a school is to develop reading competence in the students.

All of those concerned with this responsibility, therefore need to have clear understanding of the nature of the reading process. This study underlines not only the importance of reading process but also attempts to standardise reading comprehension test which would help teachers to adjudge their pupil's performance in reading.

Reasons for selection of topic

The national policy of 1968 marked a significant step in the history of education in post-Independence India. It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and paid much greater attention to science and technology, the cultivation of moral values and a close relation between education and the life of the people.

Since the adoption of the 1968 policy, there has been considerable expansion in educational facilities all over the country at all levels. More than 90% of
the country's rural habitations now have schooling facilities within a radius of one kilometer.

Perhaps the most notable development has been the acceptance of a common structure of education throughout the country and the introduction of the 10 + 2 + 3 system by most states.

While these achievements are impressive by themselves, the general formulations incorporated in the year 1968. Policy did not, however, get translated into a detailed strategy of implementation, accompanied by the assignment of specific responsibilities and financial and organisational support. As a result, problems of access, quality, quantity, utility and financial outlay, accumulated over the years, have now assumed such massive proportions that they must be tackled with the utmost urgency.

The rural areas with poor infrastructure and social services, will not get the benefit of trained and educated youth, unless rural-urban disparities are reduced and determined measures are taken to promote diversification of education and dispersal of employment opportunities.

In this respect standard X is the most important year as the students take their first public examination which opens wide the doors of this great
world and leads them to their own chosen path. Success or failure in life depends very much on this examination.

Standard X is the last year of secondary education stage, so it has most important place in students' life. As rightly stated in the Secondary Education Report (1964-66): "we have to bear in mind the principle already noted that secondary education is a complete unit by itself and not merely a preparatory stage, that at the end of this period, the student should be in a position if he wishes to enter on the responsibilities of life and take up some useful vocation. The age at which the child is to begin his secondary education and the age up to which it should be continued is, therefore a matter of considerable importance." 24

The National policy of Education of 1986 also states the importance of secondary education in the following words:

"Secondary education begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. Conscious internalizations of a healthy work ethos and of the values of a human and composite culture will
brought about through appropriately formulated curricula. Vocationalization through specialised institutions or through the refashioning of secondary education can, at this stage, provide valuable manpower for economic growth."^{25}

At the end of such an important stage of secondary education students appear for S.S.C. examination. In Maharashtra, State board of secondary education, with its four Divisional Boards, Bombay, Pune, Nagpur and Aurangabad, take this examination every year in the month of March.

If we go through the statistics of the S.S.C. results of a few years we can know the state of affair of schools performance.

<table>
<thead>
<tr>
<th>Year</th>
<th>Bombay</th>
<th>Pune</th>
<th>Nagpur</th>
<th>Aurangabad</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 75</td>
<td>-</td>
<td>50.91</td>
<td>41.11</td>
<td>47.76</td>
<td>48.52</td>
</tr>
<tr>
<td>76</td>
<td>-</td>
<td>41.29</td>
<td>33.60</td>
<td>31.71</td>
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<tr>
<td>77</td>
<td>-</td>
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<td>34.56</td>
<td>30.99</td>
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<td>-</td>
<td>41.51</td>
<td>32.76</td>
<td>34.02</td>
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<tr>
<td>79</td>
<td>-</td>
<td>52.50</td>
<td>40.16</td>
<td>40.97</td>
<td>48.46</td>
</tr>
<tr>
<td>80</td>
<td>-</td>
<td>52.08</td>
<td>37.45</td>
<td>38.23</td>
<td>47.13</td>
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<td>82</td>
<td>-</td>
<td>51.34</td>
<td>37.84</td>
<td>45</td>
<td>47.25</td>
</tr>
<tr>
<td>83</td>
<td>-</td>
<td>52.76</td>
<td>37.91</td>
<td>38.43</td>
<td>47.34</td>
</tr>
<tr>
<td>84</td>
<td>-</td>
<td>54.46</td>
<td>44.84</td>
<td>46.52</td>
<td>51.06</td>
</tr>
<tr>
<td>85</td>
<td>-</td>
<td>47.01</td>
<td>39.25</td>
<td>40.47</td>
<td>44.15</td>
</tr>
<tr>
<td>86</td>
<td>52.84</td>
<td>42.44</td>
<td>30.41</td>
<td>30.41</td>
<td>40.26</td>
</tr>
<tr>
<td>87</td>
<td>53.63</td>
<td>46.39</td>
<td>37.49</td>
<td>40.06</td>
<td>44.78</td>
</tr>
</tbody>
</table>
The minimum result is in the year 1977 i.e. 37.49%. The maximum result is 51.06% in the year 1984.

The average of thirteen years result is 44.93 i.e. round about 45% which clearly shows that about 55% students failed at this examinations.

The average percentage of result of Aurangabad Division is 39.45% of which the Osmanabad district is one of the seven districts.

Table showing Regionwise S.S.C. Results of Maharashtra State of March 1988.

<table>
<thead>
<tr>
<th>Division</th>
<th>Students Registered</th>
<th>Students Passed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bombay</td>
<td>2,11,846</td>
<td>1,11,658</td>
<td>52.71</td>
</tr>
<tr>
<td>Pune</td>
<td>3,26,476</td>
<td>1,36,257</td>
<td>41.73</td>
</tr>
<tr>
<td>Nagpur</td>
<td>2,70,831</td>
<td>87,910</td>
<td>32.45</td>
</tr>
<tr>
<td>Aurangabad</td>
<td>1,34,150</td>
<td>50,844</td>
<td>37.90</td>
</tr>
<tr>
<td>Total</td>
<td>9,43,303</td>
<td>3,86,669</td>
<td>40.99</td>
</tr>
</tbody>
</table>

The Researcher was drawn by the fact that 60% of students become victim of the present examination systems. The examination system influences the teaching/learning process. The poor performance of pupils at the S.S.C. level creates frustration and disappointment not only among pupils but also among their parents. Such pupils are condemned by their own friends and relatives and
are considered black sheep. All these ultimately turn the young pupils into angry youths.

Every year we go on adding a battalion of such frustrated youths in our society. The society is plagued with such young pupils. When these fail their own image shatters, their ambitions are crushed and there is no wonder if they join the army of anti-social elements in their future life.

Of late we hear lot of talk about value based education. The values which are inculcated in the schools soon erode. One can not expect a hungry man to be the torch bearer of values.

The remedy lies in the fact that those who are poor achievers are poor readers. Reading skill, if developed could help greatly in saving these young pupils. But unfortunately in India reading skill is neglected. Not much research has been done. There are negligible number of reading tests. There are no reading clinics where we could diagnose the pupils reading level.

Marathi as regional language and mother tongue is opted as the first language by the pupils in Marathi medium schools in Maharashtra. It will be interesting to have a glance at the results of Marathi at S.S.C. examination.
Table showing the percentage (%) of result of Marathi in Aurangabad Division.

<table>
<thead>
<tr>
<th></th>
<th>Marathi</th>
<th>English</th>
<th>Science</th>
<th>Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1980</td>
<td>62.40</td>
<td>41.06</td>
<td>80.26</td>
<td>54.70</td>
</tr>
<tr>
<td>1981</td>
<td>69.09</td>
<td>55.20</td>
<td>84.99</td>
<td>58.10</td>
</tr>
<tr>
<td>1982</td>
<td>66.07</td>
<td>53.17</td>
<td>84.96</td>
<td>79.39</td>
</tr>
<tr>
<td>1983</td>
<td>61.04</td>
<td>44.76</td>
<td>79.18</td>
<td>69.63</td>
</tr>
</tbody>
</table>

Minimum result in Marathi as mentioned in the above table, is 61.04 in March 1983 examination and Maximum result in the same subject is about 69.09%. It is clear that 30% to 39% of students fail in this language, which is their mothertongue. If a pupil is weak in his own mother tongue how can we expect from him/her a better performance in other languages or subjects as 'transfer of training' is poor.

The secondary education commission therefore, rightly stressed the importance of mother tongue in the following words:—

"Amongst languages, the highest importance is to be given to the mother tongue. This sounds like a platitude but is unfortunately not so, for, in the past far more importance and time have been given to other languages." The Commission further adds, "Learning the mother tongue does not imply merely the capacity to read and write it any how and a continuous addition to the
students vocabulary. It is most potent and comprehensive medium for the education of the students' entire personality. Through it a good teacher can train his pupils in clear thinking, which is one of the most important objectives of education, and in lucid, felicitous self-expression, which besides being a great social gift is an essential quality for successful democratic citizenship, he can also build up literary appreciation and good taste and educate the emotions. 28

The Maharashtra state Board of Secondary and Higher Secondary Education, Pune, decided to undertake a research project of analysis of lower slabs (35% to 39%) in Marathi answer scripts of March 1982. For that purpose 300 answer scripts were scrutinized. After close observation and detailed findings, some constructive suggestions were put forth for the guidance of both teacher and the taught.

The study found the performance of pupils in 'Precis Writing' and 'interview' as very poor. Forty marks are earmarked for exercises like composition, precis writing, interview letter writing and essay writing. The report found pupils performance in these areas quite unsatisfactory. This study also investigated into the performance of the first ten students from each Divisional Board i.e. (Aurangabad
Pune, Nagpur) who took examinations in the years 1980, 1981 and 1982. In all ninety answer books were critically scrutinized. The performance of these candidates were also found to be unsatisfactory. Question No. 8 which carries five marks and which is concerned with precis writing was not attempted upto the satisfactory of the investigators. The average marks of the three years performance of the candidates was found to be in the range between 2.7 to 3.9 only. This report concluded was far from satisfactory. The study recommended that sufficient practice is need in this area if the performance is to be improved.29

Practice will benefit them in getting better marks. After an analysis of lower slabs (First language) answer scripts in Marathi of S.S.C. examination March 1982 it was observed that "It is been observation of a very long standing that candidates turn their back on the aids or equipment supplied to them for writting a composition on a given topic. The very purpose of giving such aids is badly defeated and naturally candidates lose a lot in this question. Their performance in this question is miserably poor. How to redeem situations has been a head ache for all long since. A diagnostic approach is likely to reveal and throw light on the unpleasant
fact that student are not 'grimmed' or 'trained' that way. 30

The researcher can say on the basis of experience that this poor performance is due to lack of proper guidance and adequate practice in writing composition work. The performance of urban pupils was also found to be in no way better than their counterparts in the rural areas. They fail to write a good essay or a good story because they are poorly equipped with linguistic material. Their vocabulary is poor. They cannot construct sentences properly and above all they do not have ability to organise material. In a first language one would expect them to be more imaginative but in the absence of the above linguistic abilities they don't fair well in such exercises. The teachers need to provide the pupils thematic as well as linguistic guidance and such situations where they are encouraged to express their emotions, feelings, aspirations, urges etc. The pupils must also be provided supplementary readers to have a better grip on language and to develop a taste for literature which is one of important aims of teaching a first language. Unfortunately, reading skill is neglected in our schools. The consequence of such a negligence is poor reading habit and poor reading
comprehension. Lack of reading comprehension affects the performance in other subjects too.

The researcher, therefore, decided to construct a reading comprehension test and to standardize it.

**Review of Previous Literature**

By reading is meant here, and generally in modern education, silent reading. The teaching of silent reading in the west is relatively recent. It was only after world war-I that there was general agreement on rapid silent reading as the primary objective of school instruction. Until then reading meant reading aloud. If a pupil could read aloud with due attention to the pronunciation and articulation of the words and to the modulation of his voice, he passed the test as a good reader. That he might be mechanically pronouncing the words without knowing what the passage read was about, was hardly even appreciated.

To this there was at least one notable exception. C. L. Farnham published in 1881 a book entitled "The Sentence Method of Teaching Reading", in which he made a persuasive plea for 'eye-reading' as he called it. The object in teaching, according to Farnham, is to give the pupil the ability to look through the written
language to the meaning directly and at a glance, that is, without having to translate it into speech. The pupil should be taught to regard the printed characters as representative or symbolic, which indeed they are. Edward Fry, the modern American reading expert, holds a similar view. According to him the reader should go as directly as possible to the authors' idea; he should be a mindreader and not a proof-reader who worries about spelling or a radio announcer who worries about pronunciation.

Both Farnham and Fry consider oral reading a separate skill, and this theory that oral and silent reading are two distinct unrelated processes received considerable experimental support from certain early studies in eye-movements. The eyemovements are sometimes called 'Saccadic', a term used by the French oculist Javal who, for the first time in 1879, published a description about eye-movements in reading.

Judd was the first to furnish experimental evidence of the difference in, eye-movements in the two kinds of reading.

From the evidence supplied by Judd Buswell experiments, it was concluded that oral reading was distinct from silent reading and superior to it as it made for more efficient 'eye-movements'.
The psychologists were also found to be interested in knowing the nature of the behaviour of individual while reading.

Studies regarding the act of perception and eye movements, suggested many new areas of investigations and provoked deeper interest in the scientific study of reading. As a result, rapid progress was made in the development of experimental techniques and mechanical devices for use in securing accurate and objective records.

The following table gives the number of scientific studies relating to reading in U.S.A. and U.K.

Table showing the number of scientific studies published in U.S.A. and U.K. regarding reading.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Studies</th>
<th>Year</th>
<th>No. of Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1881 - 1890</td>
<td>2</td>
<td>1921 - 1930</td>
<td>264</td>
</tr>
<tr>
<td>1891 - 1900</td>
<td>12</td>
<td>1931 - 1940</td>
<td>1071</td>
</tr>
<tr>
<td>1901 - 1910</td>
<td>20</td>
<td>1941 - 1950</td>
<td>915</td>
</tr>
<tr>
<td>1911 - 1920</td>
<td>200</td>
<td>1951 - 1960</td>
<td>700</td>
</tr>
</tbody>
</table>

Prior to 1910, most of the research in reading was related to the subject like psychology and physiology of reading. Other problems studied were related to children's interest in reading and the
historical developments of school readers. Period from 1911 to 1920 may be called as one of transition. Studies began to concentrate on scientific study of reading. During 1911 to 1913, studies related to the issues such as how children learn to read, the relative merits of different methods of teaching reading to beginner, the value of phonics, the content courses of study in reading, and the quality of the reading material provided in various schools and at different grade levels.

During the years 1914 - 1915, new instruments of investigation were introduced. Hence nearly two third of the studies reported during this period, were related to the organization, standardization and application of reading tests. By 1916, researchers educational administrators and teachers had begun to take interests in measuring the results of instruction in reading, comparing achievements in oral and silent reading, determining the effects of different conditions and teaching procedures on progress in learning to read etc.

Since 1920, the scope of research in reading widened considerably. It began to concentrate on problems that arose at different levels of education i.e. from K.G. to University.
On problems related to the increasing demands of adult readers in meeting their personal and social needs, and also on problems evolved in connection with the role of reading as a means of man communication in society as a whole.

The period of the world war II is characterised by the use of scientific methods with increasing frequency in attacking the problems faced in promoting literacy and increasing reading competence of children.

Thus to summarise there was wide recognition of the fact that research in reading should continue on a large scale if reading is to serve as an aid to personal development, scholastic progress and social betterment.

Researches done in the field of reading may also be classified as follows:

1) Sociological aspects of reading.
2) Physiological aspects of reading.
3) Psychological aspects of reading.
4) Teaching of reading.
5) Reading tests.

1) **Sociological aspects of reading**:

Since 1800 with rapid expansion of reading material in Western Europe and America important questions arose concerning such matters as motives for reading,
the amount and kind of material read by members of different social classes, the social effects of reading and steps or adjustments needed to render its greatest service as an instrument of mass enlightenment and social progress.

(a) Social role of reading:

Regarding the social role of reading, Winger and others, worked on the problems of what reading does to people and on historical survey of the role of books in society, the conclusions drawn were:

i) Reading is an indispensable means of communication in a civilized society.

ii) The reading material produced during any period in history is generally influenced by the social setting in which the material develops. Further more the ideas acquired through reading may give rise to vital social changes.

iii) Survey has shown that reading has served two radically opposite ends. On the one hand, reading has been a great unifying force tending to unite social groups by providing common vicarious experiences and by cultivating common attitudes, ideals, interests and aspirations. But on the other hand, it has served as a disintegrating force, tending to intensity differences between social groups by stimulating or reinforcing divergent opinions.
(b) Motives for reading:

From the accounts given in the encyclopedia of educational research by Chester W. Harris, it was observed that in Greece and Rome during the early period, motives for reading were cultural and utilitarian. In the middle ages, the prominent motive was religion.

During the 16th and 17th century reading was used widely, as a means of acquiring information, needed by those who were engaged in trade and commerce. It was also reported that throughout the last 250 years, enrichment of experience, pleasure and thought stimulation had ranked high as motives of reading.

In 1952-53 Gray and Rogers made an analysis of responses of 400 young people and adults, to questions relating to purposes of reading some of the purposes identified by them were force of habit, a sense of duty, killing time, knowing current happenings etc. Emanis and Datyle (1967) reported that youth read chiefly for recreation and information and for personal social and aesthetic reasons.

In a recent world wide survey of reading it was observed that purposes for reading were surprisingly the similar all over the world.
(c) Amount published and read:

Data has been collected regarding the amount of material published and read. Judd observed that from 1850 to 1880, the percent of increase in the number of issue of newspapers and periodicals published closely paralleled the percent of increase in population. But during the period from 1880 to 1910, the proportions between increase in periodicals, newspapers and the populations was 1:5.

(d) Mass media:

Lazers while studying the influence of mass-media on reading reported that the wide use of radio has not radically affected the use of reading among young people is and adults. However, Bogarts finding that with the introduction of T.V. sets, there was noteworthy decrease in the amount of reading. But now the situation have changed as the novelty of T.V. has worn off.

(e) Influence of social factor:

Justman (1965) reported that social mobility as reflected in frequency of change in schools, adversely affected reading achievement among disadvantaged and lower socio-economic group elementary school pupils. Considerable evidence had been collected by Durkin (1961) and also by Kramer (1966) to show that parental attitudes
and the nature of home environment were important determinants of child's reading success.

(f) **Reading ability:**

Research has also been conducted to collect evidence about the reading ability of the individuals. Gray, Leary and others had collected some data. The conclusion drawn are:

i. Adults differed in general reading ability from complete reading inability to read, to the highest levels of efficiency.

ii. Fair degree of relationship was found between school grade, (standard) attended and the average reading ability of the groups. Gray and Rogers prepared an instrument for appraising maturity in reading among individuals and groups.

2) **Physiological aspects of Reading:**

Research in the physiology of reading began round about the year 1850. It was related to the visual, auditory, speech, or articulatory and other bodily processes that function in the act of reading. Javal (1879) challenged the validity of the assumption that while reading the eyes moved continuously along the lines. This lead to the development of techniques to study the eye movements while doing both oral and silent reading by children in grade II to XII.
In 1953-54 Gray supported these findings by producing photographic records of eyemovements.

Vernon analysed the factors influencing the nature of eyemovements. He lifted such typographical factors as the length of the line, size of the type, the age and maturity of the reader, the purpose of reading etc.

Huey and Dearborn found 78 to 82% of the printed line was generally covered by each fixation. Boyde worked on the problem of factors causing regression. He observed that regressions occurred when the flow of thought was interrupted, when perception was inadequate and when eye-movements overreached or underreached the limits of the readers' span of recognition.

Robinson, Jackson, Schye and others had worked on the problems relating the relationship between visual defects and reading efficiency. It was found that visual defects were linked more frequently with reading ability. Traxier and Townsend collected evidence supporting these conclusions. Research has also been conducted on the problems of reading and speech or articulatory process. Huey directed his attention to the fact that most of the people move their lips to some extent while reading silently. Curtis secured records of the movements of Larynx by the use of sensitive tambour placed over this organ.
Bond in 1935 showed that good readers, in general, ranked higher than poor readers, in auditory acuity and were somewhat superior in auditory discrimination.

3) *Psychological aspects of Reading*:

According to Huey's research in the field of reading had its origin in the laboratories of Europe. Psychologists were interested in knowing the nature of the perceptual process of reading.

(a) *Word Perception*:

Valentin, Cattell, Erdmann, Dodge and others worked especially in this field. They concluded that individuals read by phrases, words or letters according to their familiarity with the reading matter, their competence in reading and the difficulty of the material read.

Vernon described in great detail the nature of the perceptual act. She concluded that both the total word form and the distinguishing characteristic of a word were important aids to recognition.

Rudisill reported that there is a significant relationship between span and accuracy of flashed phrase recognition and reading efficiency. Tinker concluded that the span of perception in case of adults was usually 4 to 5 words or 16 to 25 letters.
Haws found that span of recognition closely correlated with such psychological factors like intelligence and speed of verbal association.

Thompson, in an elaborate factorial study found that the readers reaction time, his speed of judgement i.e. readiness with which a choice is made, the speed and strength of closure i.e. the time required to fill in details and complete percept, persistance in maintaining a configuration against distraction, and the ability to manipulate two or more configurations simultaneously, were the factors on which the speed of perception depended.

(b) Apprehension and Interpretation of meaning:

Researchers were interested in knowing more about the process involved in understanding what is read. Thorndike mentioned that effective reading includes all the characteristics of typical reasoning or problem solving.

Davis (1941) tried to identify; the basic factors in comprehension. He derived the components of comprehension such as word - knowledge, reasoning in reading, purpose or point of view to infer meanings to weave together several statements ability to focus attention on author's explicit statements, ability to identify authors' interest etc. Piekarz conducted
detailed interviews with good and poor readers, to learn what they read. From these and other analysis, it was concluded that there were at least three broad aspects of interpretation in reading, namely word knowledge, apprehending the meaning of a passage and thoughtful reaction to and the use of application of the ideas read.

Davis (1941), in an attempt to identify some of the fundamental factors in reading comprehension, listed nine categories of basic skills and developed a test on the basis of the factorial analysis, he found six significant basic skills, which were

1. word knowledge  
2. ability to manipulate ideas and concepts in relation to one another, i.e. reasoning in reading  
3. ability to grasp the authors' expressed ideas  
4. ability to identify the writers' intent or purpose  
5. ability to follow the organization of a passage and  
6. knowledge of literary devices and techniques.

Thurston, verified and reanalysed Davis's data by employing different factor analysis techniques and reported that a single factor was sufficient to account for all these six factors.

Langsam (1941) conducted a factor analysis of results of six reading tests and identified five overlapping factors namely i) verbal factor
ii) perceptual factor iii) word factor iv) seeing relationship factor v) numerical factor.

Researches were conducted in this area by Conant (1942), Artley (1942), Hall and Robinson (1947) Harvis (1948), Maney and Sochor (1952). All these studies comprise, representative samples of researches in this area. Roger Lennon summarised the findings of all these studies as "We may recognize and hope to measure reliably" the following components of reading ability:

i) A general verbal factor

ii) Comprehension of explicitly stated material.

iii) Comprehension of implicit or latest meaning.

iv) An element that might be termed as appreciation." 32

Judd and Buswell (1922), drawn conclusion, after their research that the mental processes involved in reading varied with the purpose of reading and kind of material read. Besides this, researches were conducted on the problems like factors related to progress in reading, extent to which children read, factors and conditions that influence reading, hygiene of reading etc.
4) **Teaching of Reading**:

One more area of research in reading is the teaching of reading. Encyclopedia of educational research edited by Hart's Charter W. gives the account of the investigations regarding reading readiness, content of school reader and children's preferences, methods of teaching, methods of stimulating interests and improved tastes in reading, diagnosis of reading retardation, methods for remedial instruction in reading and so on.

5) **Review of reading tests**:

The account of various types of reading tests, their nature, aspects of reading covered, time required grade levels, reliability and validity, and reviews of these tests has been given in, Mental measurements year books, edited by Buros.

As a researcher it was essential to go through these accounts given in four year books (published during the period from 1953 to 1965). The account of these tests may be concluded as follows:

1) Types of reading tests comprise of (a) Achievement tests, (b) silent reading tests (c) oral reading tests, (d) Reading comprehension tests (e) Reading readiness tests (f) Diagnostic tests of reading.
ii) The tests are available for all grades and levels of education, right from primary to college level.

iii) These tests cover the following aspects of reading:
   a) Word recognition
   b) Word meaning
   c) Vocabulary
   d) Comprehension of words, sentences, stories, maps, graphs etc.
   e) Speed or rate of reading
   f) Accuracy
   g) Verbal analogy etc.

Reading comprehension tests are designed to measure the following abilities:
   a) Ability to find out central idea or theme,
   b) Ability to locate information.
   c) Ability to answer factual questions of
      nothing details.
   d) Ability to appreciate general significance.
   e) Ability to follow directions.
   f) Ability to predict outcomes etc.

iv) Reliability of only few tests has been given. Reliability of the tests generally ranges from .80 to .95. Only the reliability of reading comprehension co-operative English test ranges between .75 to .82 and Schrammel Gray High school and College reading tests ranges between .63 to .86.

v) Validity: Validity of very few tests has been recorded. It ranges from .61 to .86. Reading comprehension co-operative English tests gives validity of 0.7 to 0.8 with intelligence test and 0.39 to 0.73 with school marks.
Chicago reading tests are meant for grades 1 to 8. They consist of comprehension of words, sentences, stories, maps, and graphs. But no reliability or validity has been recorded.

Gates prepared in all four reading tests. Gates' "Advanced primary reading tests" (a group of sub-tests) is meant for grades 2.5 to 3. These sub-tests are designed to measure the aspects of reading such as word recognition, paragraph reading, and ability to follow directions. Reliability of this test ranges between 0.86 to 0.90.

Gates "Basic reading Tests" is a group of sub-tests, meant for grades 3.5 to 8. It covers most of the aspects of comprehension such as reading to follow directions, to appreciate general significance, to predict outcome, to note details, etc.

His other two tests are known as "Gate's primary reading Tests" and "Gate's Reading Survey".

Another reading comprehension test, worth noting is 'S R A (Science Research Associates) Reading Record'. This test is meant for grades 7 to 12. It covers ten aspects of reading, which are called as the skills essential for reading adjustment.
'Thorndike and Large Reading Test' is meant for grades 7 to 9. It measures comprehension of literal meaning, interpretation of idioms and phrases and ability for thoughtful creative reading. Reliability is 0.96 and validity is 0.80.

'Kelley Greene Reading Comprehension test' has been prepared for grades 9 - 13. It consists of 3 sub tests. Test 1, consists of nine paragraph, each of 8 sentences. These paragraphs deal with science and social topics. Test items measure the ability to generalize and to infer.

Test 2 consists of three passages. They are meant for intended reading. Test 3 consists of test items based on paragraph in test 2. These test items measure the ability of retention of details. Reliability is recorded as satisfactory.

Work done in India

The work done in India in the area of reading is insignificant as compared to research work done abroad. It is related only to the construction and standardization of reading test, where as other areas of reading are neglected. It will be better to see the progress which is given below:
i) Naik S. N. worked on the problems of 'Reading interests and abilities of Adolescents and Adults'. This research was an inquiry into the general nature of reading interests and habits of people above the age of 15. It was also aimed at the study of the developmental process of these interests. The tests are prepared in three languages, English, Kannada and Marathi.

ii) A diagnostic study of reading difficulties of students in high school has been done by Rao A. M. S.

This was an attempt in identifying specific reading weaknesses of poor readers in contrast to superior readers.

Two types of reading tests have been constructed:

a) The silent reading test for comprehension,

b) The vocabulary test for word knowledge,

The second test consists of five parts, which are

(1) word perception Tachistoscopic presentation

(2) The phrase perception test (3) The word form perception test, (4) The word recognition and pronunciation test and (5) the word discrimination test. These tests have been prepared in Kannada and English.

iii) Four more diagnostic studies had been conducted in languages in Hindi and Gujrati. One of them has been conducted by I. T. College, Lucknow. A standardized
diagnostic test in Hindi has been constructed. The test is meant for grade III pupils of U. P. The test comprised of four parts, a) Hindi usage b) vocabulary c) paired combination d) silent reading. Other diagnostic tests are related to the other aspects of language, namely spelling, pronunciation and grammar etc.

Reading is one of the essential skills in learning. Achievement of the learner in school or college is largely determined by his/her skill in reading. Skill in reading is intrinsically connected with vocabulary that is why studies in vocabulary comprise one-fourth of the total number of studies in reading.

iv) The following are the studies in vocabulary in different Indian language other than Marathi.

1. Basic vocabulary in Hindi by Rukamani Ramchandra.
2. Basic vocabulary in Kannada by Chandra Sekhariah.
3. Functional vocabulary of pre-school age children by Arunajatai and Srinivasachari.
4. Basic Hindi vocabulary of children of Class IV in Haryana by Sharma.
5. Basic Hindi vocabulary of children of Class VI in Haryana by Shankar.
6. Written vocabulary of children of Class VI, by Pasricha and Das.

Basic Gujarati Vocabulary of;
7. Children of 11 + by Vakil,
8. Children of 12 + by Raval,

10. A list of 3500 word vocabulary for teaching of English in Indian schools by Maskar.

11. Recognition Vocabulary in English of Pre-University course students by Barnard.

12. Recognition vocabulary in English of third year degree students by Chadda.

v) Four studies were centred round the different aspects of reading in English.

   (a) Investigation of Reading Comprehension in English at College level, by Narayanswami K. R.

   (b) Investigation into the Relation of Reading Efficiency, Speed and Comprehension, to that of Students' Performance by Ansuya.

   (c) To Locate Means of Encouraging Reading for Pleasure among School Children by Rahman.

   (d) Investigation into Reading Efficiency in English of students of Std. XI in English by Shabbir Husain Josh.

vi) Following are some other studies done in the area of reading.

   a) Reading interests of college students by Badami and Badami.

   b) Improvement in teaching to the beginners, through improvement in the preparation of reading material and the process of evaluating reading programme by Deshpande.

   c) Speed and Comprehension in silent and oral reading of Mysore school children of 12+
d) Reading readiness of pre-school children by Krishnamurti.

vii) Amongst regional languages, Gujarati got the maximum attention from the researchers, Achievement tests in Gujarati are available for all grades from class V to pre-university.

viii) Standardized silent reading tests in Gujarati are also available for grades VII, VIII and IX.

ix) A silent reading comprehension test in English for S.S.C. pupils of Gujarat State has been constructed and standardized by B. V. Patel.

x) Achievement test in Oriya has been constructed by Dash, for grade VII students.

**Work done in Marathi**

Very few studies have been conducted in Marathi. The studies conducted are given below:

i- Basic vocabulary in Marathi, by Tamhane.

ii- Reading interest of Marathi speaking boys and girls at the secondary stage by Manohar, 1953.

iii- Objective assessment test in Marathi for the students appearing for the secondary school certificate examination in Maharashtra State by Deshpande.

iv- Vocabulary in Marathi of the pupils in Class VII by Latkar.

vi- Construction and standardization of a group test of intelligence in Marathi for the children of age group 13 to 17 years and residing in Marathwada region of Maharashtra State by Khanapurkar, H.K., 1976.


ix- An experimental Analytical study of the Acquisition of Reading Skill, by Bhishikar, L., 1980.

x- Basic vocabulary in Marathi of Children of standard I and II by Naladkar, P.R., 1979.  

The account of the work done in Indian Languages, leads to the conclusion that the studies in the areas of reading speed, reading comprehension and listening comprehension are mostly restricted to Gujarati language. That is why editors of "A Survey of Research in Education in India," sum up by saying "The achievement test construction in languages at national and regional levels needs more extensive and concentrated efforts."
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