CHAPTER IV

4.0.0.0. INTRODUCTION

Planning is the essential step for any work to be done systematically. Planning helps to make the work precise and faultless. Without comprehensive planning for research work, no specific outcome would be generated. For better and scientific planning of the work, the chief objectives of the research must be kept in mind constantly. On the basis of the objectives, the present study is planned to be executed in two phases.

i) To construct and standardise a tool to measure the reading comprehension of the students of Standard IX.

ii) To study the reading comprehension as a function of sex, SES, leadership, emotional stability and other personality traits, in particular.

The planning and strategies involved in the second phase are discussed in Chapter VIII.

4.1.0.0. STEPS INVOLVED IN THE CONSTRUCTION AND STANDARDISATION OF THE TEST

i) The first step is to spell out the ability to be measured.

ii) The experienced teachers and method masters were consulted to determine the level and weightage of the components.

iii) On the basis of suggestions received, the material is selected.

iv) Similarly, the prepared item is discussed in detail and corrected as per the requirement.

v) The next step is to determine the test length.

vi) The pilot form is prepared by taking due care and was ready for pilot administration. The instructions for the test were duly checked.

vii) After first test, item analysis work was carried out with the help of statistical technique.

viii) The final selection of the items was done and the format of the test was prepared.

The final test was administered to 1,299 students and then the norms were established. After a fortnight, from the same sample, 400 students were randomly selected and they were administered the test for the second time for establishing the reliability.
These students were also administered Patel and Trivedi's test of reading comprehension for finding the validity. Teachers' rating scale was also used for finding external criterion for establishing validity of the test.

4.1.1.0. Spell Out the Term Reading Comprehension

The review of the past work on reading indicates that the reading comprehension is thorough understanding of the material read. According to Thomas Barrett 1.

4.1.1.1. LITERAL LEVEL COMPREHENSION TASKS ARE,

i) Recognition or Recall of Details
The student is required to locate, identify or to call up from memory such facts, as the names of characters, the time a story took place, an incident described in a story, when such facts are explicitly stated in the selection.

ii) Recognition or Recall of Main Ideas
The student is asked to locate or to call up from memory an explicit statement in or from a selection, which is the main idea of the selection.

iii) Recognition or Recall of Sequence
The student is required to locate or identify or to call up from the memory, the order of incidents or actions explicitly stated in the selection.

iv) Recognition or Recall of Comparison
The student is requested to locate or identify or to produce from memory likeness and differences among characters, times in history or place that are explicitly compared by an author.

v) Recognition or Recall of Cause and Effect Relationships
The student in this instance may be required to locate or identify or to produce from memory reasons for certain incidents/events or characters' action explicitly stated in the selection.

1. Ibid, p.360.
vi) Recognition or Recall of Character Traits
The student is requested to identify or locate or to call from memory, statements about a character that helps to point up the type of person he was, when such statements were made by the author of the selection.

4.1.2.2. INFERENTIAL LEVEL COMPREHENSION TASKS ARE,

i) Inferring Supporting Details
In this instance, the student is asked to conjecture about additional facts, the author might have included in the selection that would have made it more informative, interesting or appealing.

ii) Inferring the Main Idea
The student is required to provide the main idea, general significance, theme or moral, when it is not explicitly stated in the selection.

iii) Inferring Sequence
The student, in this case, may be requested to conjecture as to what action or incident might have taken place between two explicitly stated actions, or incidents, or ideas. He may be asked to hypothesise about what would happen next, or he may be asked to hypothesise about the beginning of a story, if the author had not started where he did.

iv) Inferring Comparisons
The student is required to infer likenesses and differences in characters, times or places. Such inferential comparisons revolve around ideas such as: 'here and there', 'then and now', 'he and he', 'he and she' and 'she and she'.

v) Inferring Cause and Effect Relationships
The student is required to hypothesise about the motives of characters and their interactions with others and with time and place. He may also be required to conjecture as
to what caused the author to include certain ideas, words, characterisations and actions in this writing.

vi) Inferring Character Traits
In this case, the student may be asked to hypothesise about the nature of characters on the basis of explicit clues presented in the selection.

vii) Predicting Outcomes
The student is requested to read in initial portion of the selection and on the basis of this reading to conjecture about the outcome of the selection.

viii) Inferring about Figurative Language
The student, in this instance, is asked to infer literal meanings from the author's figurative use of language.

4.2.0.0. DETERMINATION OF WEIGHTAGES

Several experienced teachers in Gujarati and method masters of Gujarati were consulted to decide the level of comprehension in relation to the age and grade of students of Standard IX. They were of the opinion that the evaluation and appreciation level of Barrett should not be considered. Hence, only two levels mentioned above were considered for selecting the material and preparing the items.

The average weightage is given in table 4.1.
Table 4.1

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Components</th>
<th>Weightage in %</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Supporting Details</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Main Ideas</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Sequences</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Comparisons</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Cause and Effects</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Character Traits</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Inferring Figurative Languages</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Predicting Outcomes</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>54</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

This helped the researcher in ascertaining emphasis to be given to each component and number of test items to be prepared for the test.

4.3.0.0. SELECTION OF READING MATERIAL

In order to select the reading material and coin test items, certain criteria was formulated in consultation with several method masters of Gujarati and experienced teachers, teaching Gujarati in secondary schools. Accordingly, the following criteria for the selection of reading material was formulated.

i) Language

Because of its important role in reading comprehension, it must be within the reach of the pupils, for whom the tests are to be constructed. Here 'Language' means language of the material i.e. sentence pattern, vocabulary etc.

ii) Phrase and Sentence Construction

Certain phrases, idioms and other dialectical words, which create difficulty in comprehension, are to be deleted from the
passages and substituted by easier words and phrases, looking to the level of understanding of the average pupils.

iii) Interest

It is the potent factor in reading. Hence stories, events or paragraphs be selected in such a way that the interest of pupils can be maintained.

20 paragraphs were given to the different teachers, teaching Gujarati in secondary schools, for selecting the paragraphs on the basis of abovementioned criteria.

After selecting the materials, the next step was to construct the test items. It was decided to construct the multiple choice, type of items, except the items testing the sequence of events. The items were then screened with the help of method masters.

4.4.0.0. PREPARATION OF ITEMS

The researcher constructed the items using the content of the reading material selected earlier. The number of items prepared were more than the required number. The items prepared by researcher were screened and discussed with the guide and other experts and method masters in Gujarati. In the light of the suggestions made by the guide and other experts, certain items were re-drafted, certain items were discussed from the viewpoint of the wording of the stem and distractors. In all 113 items were included in the first draft of the test.

4.5.0.0. DETERMINING TEST LENGTH

The number of items to be included in the final form of the test is generally determined by the purpose of the test and important decisions to be taken about the individual. For this, the test must be reliable and hence must contain more items. The construction of the present test was undertaken with a view to providing schools with valid and reliable tool for the measurement of reading comprehension. It was decided that length of the test should be sufficient so that it could be administered to a class within a usual length of two class periods. This was also fixed by keeping in view the element of fatigue, to be avoided during the conduct of the test.
situation had to be paid due attention, otherwise the test would be useless.

4.6.0.0. PREPARATION OF PILOT FORM OF THE TEST

After constructing the items, the problem remained of selecting the items amongst those left after the review process and then tryout those, which were to constitute the test and of arranging the selected items into order of each sub-test. While compiling the test items, the following points were borne in mind,

i) Overlapping of items be avoided.
ii) Selected items be arranged in order of estimated difficulty level.
iii) Similar type of items be grouped together.

Accordingly, in every sub-test, the multiple choice type of items were put together and they were first arranged (before tryout), according to the sequence of the content of passage or story. The items, testing the ability to give the sequence of events or ideas presented, were kept at the end. Similarly, the items, where students have to differentiate main ideas and supporting details, which are different in nature from multiple choice items, were also kept at the end.

After arranging the items in this way, the pilot form of the tests got cyclostyled. Similarly, answer sheets were prepared and cyclostyled to make the marking easy with the use of stencil window.

4.7.0.0. DESCRIPTION OF SUB-TESTS

The description of each sub-test is given with a view to have an idea of reading material.

4.7.1.0. Test 1

The text says, Necessity is the mother of Invention. Necessity leads the man for better solutions and ultimately great things come out of quest.
4.7.2.0. Test 2

The paragraph has a hidden moral that heaven or hell can be realised here only by the degree of self-control and satisfaction.

4.7.3.0. Test 3

Scientific approach to business is necessary for achievement of set targets and success.

4.7.4.0. Test 4

In scientific age, every phenomena should have a logical explanation. Man should try to find a logical explanation to his concepts and beliefs. This is the way of progress and success in modern times. Roger Baken was the first bold man to state this against superstitions.

4.7.5.0. Test 5

A virtue is the foundation stone of character of a man. Every man possesses a virtue, we should have insight to detect virtue in a man and appreciate it for better cohabitation.

4.7.6.0. Test 6

The paragraph represents a historic event of Marathon, where marathon has become an alternative word of stamina and strength. It is a pride of Greece, Phydipydese ran the distance of 26 miles ceaselessly to deliver the news of victory. In olympic this distance is taken for a running event known as Marathon.

4.7.7.0. Test 7

The paragraph represents a fitting idiom on social customs, given by Gandhiji. He has compared customs with that of a well full of water. For social structure, customs are foundation stones. They can be modified or broken to form wider ones but they cannot be abolished. The presentation is interesting and well palatable.

4.7.8.0. Test 8

Inflation is always relative and has no bounds. It has proportionate propagation with rate of income and developments. No need to be scared of inflation. It is part and parcel of development.
4.7.9.0. **Test 9**

Source of energy has creative as well as destructive functions. The result depends on how you tame it. This is compared with Elephant as a great source of energy and mahout as a tamer.

4.7.10.0. **Test 10**

Struggle with sustainance and technique wins, whether it is a game of chess or a battle of life. A golden thought is presented in this paragraph narrating game of chess.