CONTENTS

Declarations
Acknowledgement

<table>
<thead>
<tr>
<th>CHAPTER - I</th>
<th>INTRODUCTION</th>
<th>PAGE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.01</td>
<td>Introduction</td>
<td>01</td>
</tr>
<tr>
<td>1.02</td>
<td>Learning</td>
<td>04</td>
</tr>
<tr>
<td>1.03</td>
<td>Process of Learning</td>
<td>04</td>
</tr>
<tr>
<td>1.04</td>
<td>Need and Scope of the study</td>
<td>07</td>
</tr>
<tr>
<td>1.05</td>
<td>Problem of the study</td>
<td>08</td>
</tr>
<tr>
<td>1.06</td>
<td>Definition of the terms.</td>
<td>09</td>
</tr>
<tr>
<td>1.07</td>
<td>Objectives of the study</td>
<td>09</td>
</tr>
<tr>
<td>1.08</td>
<td>Hypothesis</td>
<td>10</td>
</tr>
<tr>
<td>1.09</td>
<td>Limitations of the study.</td>
<td>10</td>
</tr>
<tr>
<td>1.10</td>
<td>The scheme of the report phases.</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER - II</th>
<th>THEORETICAL PERSPECTIVE</th>
<th>PAGE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.01</td>
<td>Introduction</td>
<td>12</td>
</tr>
<tr>
<td>2.02</td>
<td>Language skill</td>
<td>12</td>
</tr>
<tr>
<td>2.03</td>
<td>Language ability</td>
<td>12</td>
</tr>
<tr>
<td>2.04</td>
<td>±Learning a language</td>
<td>15</td>
</tr>
<tr>
<td>2.05</td>
<td>Reading</td>
<td>16</td>
</tr>
<tr>
<td>2.06</td>
<td>Expressive language skill</td>
<td>17</td>
</tr>
<tr>
<td>2.07</td>
<td>Oral (Speaking)</td>
<td>18</td>
</tr>
<tr>
<td>2.08</td>
<td>Writing</td>
<td>18</td>
</tr>
<tr>
<td>2.09</td>
<td>Inter-relationship among the language skills</td>
<td>19</td>
</tr>
<tr>
<td>2.10</td>
<td>Classifying objectives</td>
<td>22</td>
</tr>
</tbody>
</table>
2.11 Listening 24
2.12 Listening comprehension 28

CHAPTER - III
AREVIEW OF THE PAST RESEARCHS DONE IN THE FIELD
30 - 45

3.01 Introduction 30
3.02 Tests on listening comprehension 31
3.03 Studies done in India 39
3.04 Follow up of the review 44

CHAPTER - IV
PLANNING & PROCEDURE FOR CONSTRUCTING THE TEST
46 - 61

4.01 Introduction 46
4.02 Designing the test 46
4.03 Description of the population 47
4.04 Sampling the behavior to be tested 49
4.05 Review of literature 50
4.06 Choice of behaviours 52
4.07 Determination of weightage 53
4.08 Selection on listening materials 55
4.09 Preparation of test items 56
4.10 Determination of rate of presentation of listening material 57
4.11 Determining the length of the test 58
4.12 Arrangement of the test items 59
CHAPTER - V
EXPERIMENTAL TRY-OUT OF TEST

5.01 Importance of try-out
5.02 Number of items for try-out form
5.03 Pretry-out
5.04 Try-out
5.05 Surplus Items
5.06 Item analysis
5.07 Item Validity
5.08 Chi-square technique
5.09 Discriminative Power
5.10 Difficulty Index
5.11 Selection of items
5.12 Editing the final form of the test
5.13 Observation

CHAPTER - VI
ESTABLISHMENT OF NORMS

6.01 Final run of the Test
6.02 Time allowance
6.03 Sampling
6.04 Types of Schools covered
6.05 Administration of the test
6.06 Scoring of the test
6.07 Establishment of norms
6.08 Grade norms
6.09 Comparison of histogram with best fitting normal curve
6.10 Assigning letter grade
CHAPTER - VII
OTHER RELATED STUDIES

7.01 Introduction 121
7.02 Listening comprehension & intelligence 121
7.03 Listening comprehension and SES 128
7.04 Listening comprehension and type of school management 129
7.05 Listening comprehension and size of family 135
7.06 Listening comprehension and Sex 138

CHAPTER - VIII
RELIABILITY

8.01 Introduction 142
8.02 The concept of reliability 142
8.03 Method of estimating reliability 143
A Equivalent Forms Method 144
B Test - Retest Method 145
C The split half Method 146
D The Rulon formula 149
E The Flanagan formula 150
F The method of rational equivalence 150

CHAPTER - IX
VALIDITY

9.01 Introduction 156
9.02 Concept of Validity 156
9.03 Types of Validity 157
9.04 Construct Validity 157
9.05 Concurrent Validity 159
9.06 Grade and their Specifications 160
CHAPTER - X

OBSERVATIONS, CONCLUSIONS & SUGGESTIONS

10.01 Introduction

10.02 A Intelligence and listening comprehension
     B Sex difference
     C Primary Schools managed by Municapal
        Corporation and private Management
     D Socio-Economics status and listening
        comprehension
     E Listening comprehension and the
        size of the family

10.03 Observation

10.04 Uses of the test

10.05 Suggestions for further research

FIGURES

1. Histogram of scores of the 1700 pupils on L.C.T
   compared with best fitting normal curve 115

2. Polygone of the scores of 1700 pupils on L.C.T 116

3. Ogives showing the scores of pupils having high
   and low I.Q.S. 125

4. Ogives showing the scores of pupils coming from
   higher strata and lower strate of the society 127

5. Ogives showing the scores of pupil of Municapal
   and private primary school 133

6. Ogives showing the scores of pupils coming from
   big and small family. 137

APPENDICES 1 to 8

BIBLIOGRAPHY

I Books 170

II Tests 173

III Journals and Reports 174