Although a great deal of clinical and experimental work has investigated language lateralization in the cerebral hemispheres of unilinguals and bilinguals, only limited attention has been paid toward its developmental perspective at various level of age points, particularly in case of early and late bilinguals. Our educational system is such that the large number of students start learning the second language after 5th grade of schooling. Therefore a study exploring the possibilities of such learning on developmental aspect of language lateralization was the need of the time. Secondly, the ongoing controversy between Berquier & Ashton and Paradis regarding continuing the studies on lateralization with further methodological refinements or abandoning such studies respectively, itself generated enough heat for taking up the investigation, with an objective toward its resolution.

The first chapter is an attempt to give a comprehensive and coherent introduction to neuropsychology especially in relation to hemispheric lateralization, pattern of language development among monolinguals and bilinguals and concept related to handedness. The second chapter comprises of analysis and review of literature. The third chapter on methodology deals with sampling technique, research tools and experimental design. The fourth chapter describes the statistical treatment of data and obtained results. The fifth, and the last chapter, includes analysis and interpretation of obtained results in the light of
findings from other researches, explanations to some question which emerged out of findings, general comments, and suggestions for further studies.

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