CHAPTER I

PROLOGUE
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1.1 Introduction:

IMPORTANCE OF READING

Reading is a creation of society. People invented writing when they first left the need to communicate ideas in a more permanent form than in speech. Thereupon the simultaneously created the need for interpreting written symbols through a process which came to be called reading.

In the past man communicated through gestures and simple sounds and signals. Primitive man was thought not "educated unless who able to understand and assign meaning to signals. Today's youth is considered not educated until he becomes an effective reader. Experiences have taught us that those who fail in school usually have failed first in reading. Giordano Bruno "If the first button of a man's coat is wrongly put, all the rest are bound to be crooked." Reading is that first button in the garment of education.

Other modes of communication have come and gone through the ages, but reading as a process of interpreting graphic symbols has induced because of its convenience and practicability.

Why do the world's leaders attach so much importance to the training of reading? Because they know that "Leading Nations are the reading nations." (22)

The dependence of man, upon interchange of thoughts and opinions throughout and opinions through the medium of printed lines is immeasurable. To imagine a day without reading is impossible. Reading enters in to nearly every phase of life. It has unique contribution to make Reading as an avenue of learning - a tool,
a means to an end. Initially, we learn to read, but thereafter we read to learn. Reading is important for the leisure of life, no less than for the work of life. It contributes to personal as well as to professional growth. It helps to make the life rich and more meaningful. Reading is a form of experience through which horizons may be expanded and this leads to personality development.

People are living in a fast moving world. All the people have been able to speed up practically every thing to fit the modern tempo - communication, transportation, calculation and what not! But even today, people are where they were, as far as reading is concerned.

There was a time when people were not having plenty of reading materials. Hence nobody thought of READING SPEED AND READING COMPREHENSION. Almost all the professions require much reading during the period of preparation as well as continued reading while being in the profession if one is to keep pace with the new developments.

Heightened awareness of communication skill is the need of the hour. It is communication that makes culture possible. Reading is the receiving end of communication. Reading confers a host of possible benefits on the reader. A reader can not only learn what has been discovered by others but also build on this foundation of information.

As modern society becomes even more complex, greater reading burdens will be placed upon its members. Efficient living in home to day virtually demands communication through reading. Intelligent buying of food clothing and household items is easier
through reading discriminatingly than through listening to radio or television commercials. John Gardener in his book *Skcellence*, states that:

"Complex society is dependent every hour of every day upon the capacity of its people to read and write to make complex judgments, and to act in the light of fairly extensive information. Where there is not this kind of base on which to build modern social and economic development are simply "impossible."

Learning to read is a complex and time consuming undertaking. The more advance nation becomes, the greater are the reading requirements necessary, for successful living. Shirley (31) is of the opinion that personal involvement in reading can make a difference. Identification with characters or situations can lead to apperceptions of one's work in the worldly scheme such insights can in turn lead to decision making and actions implementing these decisions. According to Gandhi, Ruskin and Thoreau, it was dishonest not to practice an idea accepted in principle, belief and action must go together. Reading can influence an individual to behave in a certain way or to decide upon future behaviour. Reading that makes a difference contributes to decisions and actions based on the clarification of values.

Persons of all ages have reported the impact reading has had on their concepts, attitudes, or behaviour. In studies by Compton (3), Russel (24), Lind (20), Smith (30), Strange (29) and Weingarten (32) individuals have reported introspectively and retrospectively that reading had influenced them in many areas of their lives and in a number of related dimensions of self-involvement for some reading was intellectual and aesthetic inspiration, for others intense participation and empathic involvement.

[4]
The art of the reader is that he is reader and creator at the same time. He is affected by the work and in turn changes it into his own conceptual pattern. The story moulds the reader and is moulded by him. Concrete objects or ideas are taken from the writing and shaped by the imagination or unconscious perception of the reader into the individual personal embodiment of his wishes. He uses the material he finds literature to communicate, explain and clarify certain feelings and to conceal others. The unconscious experiences of reading may break down repressions, modify personality patterns and suggest new solutions for old problems. The inner understandings may progress to conscious discernment and enable the reader to realise some of his hidden needs and impulses and deliberately to incorporate some of the insight into real life situations. The art of the reader enables him to use his reading to enhance his understandings and to discover new insights.

Such is the impact of reading useful and unique, pleasant and strange, pleasing at one moment and annoying at the other moment according to the mood of the reader.

1.2 CONCEPT OF READING

A much broader concept of reading assumes that it involves not only the fluent, accurate recognition of words but also the fusion of the specific meanings represented into a chain of related ideas. Early study in the area of reading directed attention to two important aspects of reading, namely, speed and comprehension. During the last three and a half decades, investigators have studied widely the achievement of pupils in these respects — the factors that influence speed and comprehension and the methods of increasing efficiency in them.
Another concept of reading assumes that the reader not only understands, the author's meaning but also reflects on the significance of the ideas presented, evaluates them critically and applies them in the solution of problems. This concepts of reading is generally criticized on the grounds that it includes much that psychologists and educators have commonly called thinking. It is defended by many who still maintain that reading is not a psychologically unique process, but rather "a complex of mental activities having much in common with other complex operation and also some elements that are unique". Obviously, reading is a very complex art and the need is urgent for a clear understanding and all that is involved in efficient reading.

A person can not relax and read at the same time, reading in the real sense requires a certain amount of tension, concentration, and effort in a specific direction of course, the amount of tension varies with different individuals. The point is that reading is a hard work, and people who are not prepared to make a proper effort are wasting their time.

The modern point of view sees reading not as a group of skills but as a part of the well rounded development of children and adults. The complete reader is an individual who has not only mastered the mechanics of reading but who is also interested in pursuing ideas, recreation through more and more reading who brings back nugget from his reading the rest of the group who weighs and appraises as he reads. The complete reading act, similarly, is not limited to perception and interpretation of symbols. It is perception plus understanding plus interpretation plus use. The reading act is complete only when judgenters and when the earlier steps are put to work in such forms as ideas retained for future use, notes recorded for a talk or plans made for a later activity (Russell 1948).
There are just about as many description or definitions of reading as there are "reading experts" (7).

(1) Reading is a sensory process.

Reading requires the use of the sense, especially vision. The reader must react visually to the graphic symbols. The symbols themselves must be legible, the eyes must see clearly and singly and the light must be adequate.

(2) Reading is a perceptual process.

Reading occurs when meaning is brought to graphic stimuli. It is a progressive apprehension of the meanings and ideas represented by a sequence of words. It includes seeing the word, recognition of the word, awareness of the word's meaning, and relating the word to its context. This is perception in its fullest sense.

(3) Reading is a response.

Reading is a system of responses made to some graphic stimuli. There includes the vocal and/or sub vocal muscular responses made at the sight of the words the eye movement during reading, physical adaptations to the reading act such as postural changes, the critical and evaluating responses to what is being read, the emotional involvement of the readers and meaningful reactions to the words.
(4) **Reading is a learned response.**

Reading is a response that must be learned by the child and is under control of the mechanisms of motivation and reinforcement.

(5) **Reading is a developmental task.**

Developmental task have one basis characteristic: The child's readiness for them depends on the child's general development. Reading is a difficult task and there is a most teachable moment for beginning reading and for each of the specific skills in reading. The child's level of achievement in reading depends on his over all growth and development.

(6) **Reading can be an interest.**

Reading may become an interest or a goal in its own right. It may there motivate other activities.

(7) **Reading is a learning process.**

Reading may become one of the chief media for learning. The child can use reading to acquire knowledge and to change his own attitudes, ideals and aspirations. Genuine reading involves integration and promotes the development of the reader. It opens up to him a world of ideas, takes him to distant lands, and lets him walk side by side with the great sages of time.

(8) **Reading is communication.**

Reading is an active process. Communication from writer to reader, occurs only if the reader can take meaning to the printed page. Without the reader, communication via the printed page is impossible.
Reading is a perfect interaction between oculor functions and interpretive factors. The reader coordinates his eyes as he moves them along the lines of the print in a left to right fashion stopping to perceive words or wordparts which he continuously adds up into thought units the interprets what he reads in the light of his background, associates it with past experiences, and projects beyond it in terms of ideas, judgments, applications and conclusions (28).

Reading affects the entire personality of the individual. The reader becomes a totally new "being" after he has read something which is really of value to him.

In "what reading does to people Waples (1940) report the result of his study on the effect of reading on groups of people. He has identified five general areas.

(1) The instrumental effect : The result of reading for knowledge and information.

(2) The prestige effect : The result of reading for self approval.

(3) The aesthetic effect : The result of reading for the beauty of expression.

(4) The respite effect : The result of reading that relieves tension.

(5) The reinforcement effect : The result of reading that reaffirms our attitudes.

(9)
Reading is at the heart of the communication process. The researches in communication are focused among other things, on the various dimensions of reading. Lawrence E. Harner 1972 does not deny the unique values of modern communication media such as video and television in education circles but according to his view compared with such forms of communication media reading has the following values:

1. Reading material is readily accessible.
2. Reading can react as an individual.
3. Reading allows time for reflection.
4. Information obtained through reading is easily rechecked.
5. Memory can be renewed.
6. One can select segments of reading material he wants.
7. Sources of reading can be compared readily.
8. One can readily skim a wide range of reading material.
9. One can check on the evidentials of author.
10. Reading provides excellent contexts for concept development and vocabulary study.

A well read person is respected everywhere. We can never underestimate the returns which this skill gives us throughout our life. The person who has a thorough mastery in the use of the reading skill is readily a privileged person. In a democracy like India, reading always holds a high position. It is important that people be skilled readers not only in their ability to understand the printed page but also in their ability and disposition to evaluate what they have read. Skillful
reading demands thinking. Different occasions require us to read for different purpose. We read for pleasure, we read for specific information, we read to locate material dealing with special problems and many a time we read aloud to share information with others. When there is so much importance of this tool, we are bound to believe the importance of reading.

Reading is both sensory and a mental process. It involves the use of eye and the mind. Reduced to word calling - which is not reading it becomes only a sensorial activity which only takes into account the work of the eye without talking into consideration the brain mechanism.

Reading is a process rather than a subject systematic instruction for the development of efficient reading habit is the responsibility of every teacher. Real reading means plucking out all the subtle threads of meaning from sentences paragraphs and pages and weaving them into your own personality.

THE COMPLEXITY OF READING

Reading is a challenge to the teacher also because it is such a complex process. Reading is not a general ability but a composite of many specific abilities. It is therefore necessary to breakdown general comprehension into the specific skills that constitute it. It is necessary to inquire how well the child is able to grasp the general meaning of a passage, how well he can differentiate between fact and opinion, how well he can follow diversion, how well he can interpret maps, graphs and tables how well he can organize what he reads and classify ideas and how well he can locate information.
A single reading skill, although a very important one well illustrates the complexity of reading. Any teacher who undertakes to cultivate, for example children's critical discrimination in reading finds that he is dealing with a whole cluster of abilities that often need special attention among these are classifying ideas, distinguishing between fact and fancy, establishing cause and effect relationship, making generalizations, interpreting idiomatic and figurative language making inferences recognizing emotional reactions and motives judging relevancy and drawing general conclusions (13).

PROCESS OF READING

A teacher's understanding of what reading is determines to a large extent the objectives and procedure employed in instruction and in evaluation. Many definitions and explanations of reading have been proposed, some complementary to one another, others contradictory. The list of quotations which follows is representative of both the similarities among some points of view and the marked differences among others. Reading means getting meaning from certain combinations of letters. Teach the child what each letter stands for and he can read (24).

The process of learning to read in one's native language is the process of transfer from the auditory signs for language signals, which the child has already learned to the new visual signs for the same signal (4).

Reading is not a simple mechanical skill, not is it a narrow scholastic tool. Properly cultivated, it is essentially a thoughtful process....... It should be developed as a complex Organization of patterns of higher mental processes. (1)
Reading thus is the process of giving the significance intended by the writer to the graphic symbols by relating them to one's own fund of experience. (8).

Reading is an act of communication in which information is transferred from a transmitter to a receiver .... (11)

Reading is responding. The response may be at the surface level of "Calling" the word. It may be the somewhat deeper level of understanding the explicit meaning of sentences, paragraphs or passages..... It may involve going beyond the facts to the discovery of new and personal meanings (5)

Reading has been described as social interaction between the author of the book and the student (26)

Reading is the meaningful interpretation of printed or verbal symbols (2)

Reading begins with the management of signs of things. It begins when the mother, holding the child's hand says that a day is "beautiful" or "cold or that the wind is soft" Reading is "signs and Portents" the flight of birds, the changing moon, "the changeless sun" and "fixed" stars that move through the night. Reading is the practical management of the world about us. (12).

Reading is more than knowing what each letter of the alphabet "stands for" a definition suggested by the first of this quotations nor do the authors think of reading as a process as inclusive as that to which Jennings subscribes in the last citation. They limit the use of the term to reading of written material, though they recognize that understanding of "signs and portents" - of the world around us - is essential to reading.
They endorse the point of view that reading involves more than word recognition that comprehension is an essential of reading, that without comprehension no reading takes place, that in reading reader reacts to what is recorded in writing, that what is recorded in writing that his reaction is determined to a considerable extent by his past experience, both first hand and vicarious, that what the reader brings to the page is as significant to reading as what is actually written on it. Thus emphasis placed on "reading as a process involving meaningful reaction to printed symbols." (22)

1.3 THE COMPONENTS OF READING

Insight into the teaching can be gained as one considers the question: "what are the chief components of reading?" The answer will be predicted in part by the definition of reading to which one subscribe. If one thinks of reading exclusively as translation of the written symbols into sounds, then it would follow that word recognition would be the sole component. If one regard reading as "a meaningful reaction to printed symbols then comprehension is one of the major aspects of reading.

WORD RECOGNITION AS A COMPONENT OF READING

Reading is chiefly a skill in recognising words, particularly during the initial stages of learning to read. There are two types of vocabulary.

Receptive vocabulary - Words which are recognised and comprehended in a context but can not be used in oral or written expression is called receptive vocabulary. It is also referred to as passive vocabulary.

[14]
Productive vocabulary — Words which we can understand and use in our oral or written expression meaningfully is called productive vocabulary. It is also referred to as active vocabulary.

Usually one can recognise and comprehend more words than we actually use. As one become more proficient in language words pass rapidly and easily from receptive knowledge to productive use.

Most children have little difficulty with the concepts and the vocabulary needed for beginning in reading. The average child experiences his first real difficulties with meaning in the third grade. Content area reading introduces rapidly a new vocabulary that, the pupil must master. However, children with a bilingual background and those who come from low socioeconomic homes or are of dull intelligence generally experience serious meaning difficulties much earlier.

COMPREHENSION AS A COMPONENT OF READING

The vast majority of teachers do not give endorsement to the claim that the individual who knows the code, who can recognise words can read. To them comprehension is a absolute necessary in all reading. They assert that familiarity with the code is not enough to assure any type of activity worthy of being designated as reading. While many argue that reading at all stages of development must necessarily be much more than proficiency of word recognition, they do admit that some how or other sooner or later the effective reader need’s to have learned the code used in written communication so that he can translate the written symbols into sound or meaning symbols. Thus they view both word recognition and comprehension as major aspects of reading (20).
"Comprehension is just a big blanket term that covers a whole area of thought getting processes in reading" remarks Smith (27) who feels that there are different categories of reading comprehension and that there different categories call for the use of different mental processes. Depth reading cannot be developed by teaching "Comprehension" as a lamp sum. Three categories have been suggested (8) Literal comprehension, (b) Interpretation, and (c) Critical reading.

OTHER COMPONENTS OF READING

Many educators have pointed out that word recognition or word perception and comprehension do not comprise the total of the reading act, Evay (17) includes REACTION and FUSION. By REACTION he refers to the reaction of the reader to what he has read. This aspect of reading may be thought of as CRITICAL READING. By FUSION he refers to assimilation of ideas gained through reading with the reader's former experience like many other specialists in the field of reading who have been interested in determining the components of reading. Bray emphasized the fact that the four aspects he identifies — Word recognition, comprehension, reaction and fusion — have interactions one on the other and frequently when efficient reading is taking place, are not dealt with by the reader as separate components. Helden M. Robinson (17) agrees with the four aspects that Gray has designated, and she adds a fifth one Rates, David M. Russell (06) designates utilisation of what is read as the aspect of reading that usually appear as the final step in reading. In fact, the claims that unless most reading is used for a purpose, the act of reading has in a sense not been completed. According to Russell, reading serves a purpose when
for example an individual follows direction he has read, when he obtains information of value in solving a problem confronting him through reading, or when he receives enjoyment from what is being read.

It is the aim of all teachers to make the lives of their students "fully significant and interesting" the teaching of reading has been of prime concern to educators around the world. And the essential of reading is comprehension.

What is reading comprehension? What is involved in the mental process that begin with the reader's first glance at the print and end with his understanding of the message which the writer is trying to convey through the printed medium.

Before 1915 when early emphasis in reading was on its oral aspects reading instruction has no comprehension face. In fact the term "COMPREHENSION" was rarely found in the literature. The corpus of reading instruction up until 1915 to 1925 was that of teaching world recognition when a child had learned to pronounce the words in reading, the teaching objective had been met.

1.4 READING COMPREHENSION: THE PRESENT POSITION

In the year 1916, Judd and Gray used the expression "Quality of reading" to denote COMPREHENSION (18 - 14).

Yoakam (33) describes comprehension as "comprehending reading matter involves the correct association of meanings with word symbols the evaluation of meanings which are suggested in context, the selection of the correct meaning, the organisation of ideas as they are read, the retention of these ideas and their use in some present or future activity." Comprehension being the base of education & learning process is of prime importance. Ever since the later of the nineteenth century, not only educationists also lay persons have been complaining the
declining standard of education. They criticize our educational institution for their failure in maintaining their standard. They point at the low percentage of the results of the educational institutions at the public examinations like the secondary school certificate examination and the Higher Secondary Schools Certificates Examinations. It is common knowledge that the problem of wastage and stagnation in education is the result of a high rate of failures at these publication examination.

Many reasons may be responsible for this wastage and stagnation but the dominating one is perhaps the poor ability of reading on the part of the students. It is commonly felt by most people working in education that the absence of proper and systematic reading habits on the part of the pupils in our primary as well as secondary school could be one of the chief reasons for their poor performance in their study. One can safely say that the students are left to nature as far as reading is concern.

Bond and Bond (15) have rightly said:

The fact that in the secondary school the continued improvement in reading has been left to chance is a dark cloud on the reading horizon. No better results should be expected from this procedure than from leaving a vegetable garden to grow by itself without any outside care after it is once started."

Reading ability at the primary stage is prime importance of poor reading ability lie in the negligence shown towards the student's reading skill at the primary stage of education. Thorndike's research project on reading comprehension education in fifteen countries and its finding have supported the fact that the pupils are poor in reading ability because no systematic or objective attempts are made to teach them how to read with comprehension.
Researches have proved that improvement programmes in developing reading ability helps in improving the reading ability. Thorndike carried out his research work selecting a sample of two age groups of pupils of 10 and 16 years respectively. The inferences of his research revealed the truth that the pupils of both the groups of our country are poor in the reading comprehension as compared with the pupils of other countries. This shows that the programme of teaching reading in India is not sound.

Good reading skill enables the pupils to learn other school subjects effectively and accurately. Effective learning of other school subjects with comprehension depends on how far the pupils develop their reading ability. People should be made aware of this fact and the value of reading ability. It is necessary to impress on their minds the importance of reading in life in general and one’s education in particular.

Reading is of no use in the absence of comprehension. If a person is not able to read properly, he cannot comprehend, what he had read. Learning demands intensive reading.

Significance of the art of reading as an essential means of introducing one to the surrounding world has been discussed above. Though reading is the spinal cord of the learning process and is an important tool to acquire knowledge and information used in the classroom as well as in life, it is by and large a very badly neglected area in our country.

Development of the skill of reading right from the initial stage of formal education and the same should be continued throughout all the stages of education. But unfortunately no sincere, systematic and scientific attempt has been made to develop this
basic skill of reading at any level of education. After making some efforts in the early years of the primary education the growth and development of the skill of reading are left at the mercy of nature or to chance. In secondary schools the teacher is supposed to read the lesson from the textbook considering that his reading will serve as a model of the reading skill. But this too is left to his mood & temperament. Sometimes the teacher does not care even to ascertain whether the students learn to read from his model reading. Here the reading and listening activity becomes a mechanical process no proper guidance or instruction is given to the pupils to improve their listening and reading skills.

Contents of the course is the prime importance in all the schools and attempts are made to teach the contents of the course only. No opportunity is provided to develop the skill of reading comprehension. Besides, the school population mainly depends on the one sided perception produced in the form of 'notes'. The prime reason for this situation is that the students are not well equipped with proper skill of reading.

Thorndike (25) in his book, education in fifteen countries says:

"In population II (14 years old) India scored the lowest on reading comprehension and word knowledge although rated highest in reading speed, in comparison to the children of other countries, developed as well as developing."

There may be some other reason for the poor reading ability of our school-going children, but inadequate attempt being made in schools to teach and develop the skill of reading in the pupils is the dominating one. Especially at the initial stage of schooling of our children the teaching of reading is not done sincerely or scientifically.
Skill oriented treatment is not being given to the pupils in our education system at any level. This makes a lot of damages to the academic achievement as well as to the personality development of the pupils. The damages does not stop here. The pupils inactively get through their successive grades or standards with a poor scholastic performance. This is indeed a dismal picture of the present state of affairs in the field of reading comprehension at all levels of education.

1.5 **TOWARDS THE PROBLEM**

It is worth remembering that the entire learning process depends upon reading skills. Through reading, a child is introduced to the surrounding world, Learning of languages is streamlined to the extent a child is fluent in reading. Reading has three major dimensions, viz, reading speed, reading comprehension, and vocabulary. These dimensions of reading are mutually dependent in the sense that one dimension influences the others. This means that if a child can read with speed, he can comprehend also equally well and so on. In a class room of a primary school children study the mother tongue, environmental studies, Arithmetic, etc. The achievement in any subject viz. Language or environmental studies of science or arithmetic is highly influenced by the speed with which a child can read and the amount of comprehension he has developed. This is true for science, social studies, arithmetic etc. In some countries school systems lays a lot of stress on developing the reading skills. There is a system of appointing “Reading Teachers” who are concerned with developing the skills of reading. The thinking underlying the special stress on reading is what if a child develop comprehension he can learn other subject speedily and effectively. Reading involves skills and it also involves
thinking considered in its broader sense it affects the entire personality. The world of people and events encountered on the printed page may shape a reader's attitude towards school, towards parents, and towards life in general. It may heighten his appreciation of the physical world around him or give a sense of excitement about the future. On the other hand it may cause perplexity, fear of anxiety, the teacher bears a great responsibility for exposing the learner to opportunities for selection of appropriate reading matter and for providing expert guidance in the interpretation of what is read.

Especially to the young child in school, successful and happy experience with reading will determine in great measures his feeling about himself and his social environment.

On the other hand now a days in a school we do not pay any attention to teach language skills.

In most of the schools we follow a one text book approach in primary as well as higher primary and secondary schools. This results in intellectual laziness. The students get used to an unanalytical, unquestioning and unevaluative attitude towards reading. If we observe primary school time table we do not find periods allotted for teaching of reading skills. Specifically no efforts are being made to develop "Reading comprehension" and "Reading Skills".

Reading is a challenge to the teacher because it is a complex process. Reading is not a general ability but a composite of many specific abilities. Even then no attention is being given in primary training colleges to train in reading. What is reading ? How to develop reading skills ? These factors are completely neglected in training colleges.
In young age of primary schooling if the reading skills are not developed then it is very difficult for the student to cope up in a secondary school or in a college where they have to rely on the reading by one's own self. Their comprehension and grasping is less because their reading skill is not up to the mark.

Also low ability in reading affects their achievement in other subjects like environmental study, English, Mathematics, History, Civics, Geography, etc. As their reading skill is not developed, they are unable to comprehend the meaning which is being conveyed through written matter.

Even in public examination candidates whose reading is poor, cannot score better for the simple reason that they are unable to express their view on account of their poor reading ability. It is therefore necessary to inquire how well he is able to grasp the general meaning of a passage; how well he can differentiate between facts and opinions, how well he can follow direction, how well he can interpret maps, graphs and tables, how well he can organise what he reads and can classify ideas, how well he can visualise what he reads and how well he locate information.

A single reading skill, a very important one, well illustrates the complexities of reading. Any teacher who undertakes to cultivate for example children's critical discrimination in reading finds that he is dealing with a whole cluster of abilities that often need special attention.

Comprehension is that reading skill that is at the back of all reading abilities. Comprehension is affected by the reading speed and it also affects the reading speed. Both reading speed and reading comprehension are related to vocabulary. However,
comprehension skill is basic and needs to be studied and
developed on a priority basis. In Indian educational system
where reading ability has not received adequate emphasis,
developing reading comprehension may lead to developing reading
ability in to and this appears to be the demand of the day.
Therefore at the young age of primary schooling if proper
attention is paid to develop reading comprehension on priority
basis, it will help pupil to cope up with their higher studies &
also to score better in academic subjects which will result in
better general scholastic achievement. It is rightly said that
if the base is strong then ultimately the building will also be
strong.

Better education presupposes giving know how of developing
reading skills. And if we want to have better scholastic
achievement at primary stage we should improve the skills of
reading at this stage.

In order to bring a positive change in this situation and to
bring about improvement in it an attempt should be made to
improve and develop the reading skill of the pupil right from the
primary level of the education system taken to the higher classes
of the secondary schools.

Therefore investigator has decided to study some of the reading
skills involving primary school children and also to find out the
relationship between reading comprehension and scholastic
achievement of the children.

The present work when completed will be the first of its type in
India. It will be the only tool to measure the reading
comprehension of Std. III in Gujarati, useful to Gujarati knowing
population.
Also the present work will examine the sex difference in reading comprehension of Class III children and the relation between the children's reading comprehension and their achievement in school examination.

1.6 STATEMENT OF THE PROBLEM

The problem for the present study is:

"An investigation of the Reading Comprehension in Gujarati language of Primary school children of Std. III of the selected schools of Baroda city."

1.7 KEY WORDS - Their meaning

In order to analysis the problem, it would be necessary to be precise about the connotations and meanings of the key words involved in the statement of the problems.

1) Reading Comprehension

Reading here means reading comprehension Fry (33) has said in his book - 1. Teaching Reading.

"It is very difficult to define reading comprehension. Reduced to its simplest elements, it might be said that comprehension is a part of the communication process of getting the thoughts that were in the author's mind into the reader's mind."

This means understanding of words in context, understanding of significant details and grasping of concepts that are given in the reading material on their first reading. The comprehension could be tested by assigning scores for the performance of the student on a comprehension test.
Standard III

Std. III which has been accepted as Std. III under the 10 + 2 + 3 system of education

BARODA CITY

City in the state of Gujarat which covers the Geographical area of Baroda.

1.B General Objectives of the Study

The investigator formulated the following objectives to conduct the study.

(A) To devise a test of reading comprehension for children of class III of the school of Baroda. This will result into the construction and standardisation of a Reading Comprehension Test.

(B) To compare the reading comprehension of the children of Class III of the school of Baroda managed by Private trusts with that managed by the city Municipal Corporation, Board.

(C) To compare the levels of reading comprehension of the girls studying in Std. III of selected private primary schools with those of the girls studying in the Municipal Corporation Board, School.

(D) To compare the levels of reading comprehension of the boys studying in Std. III of the selected private primary schools with that of the boys studying in Std. III of the Municipal Corporation Board Primary Schools.
(E) To compare the level of reading comprehension of the boys studying in Std. III of private primary schools with that of girls studying in Std. III of Private Primary Schools.

(F) To compare the level of reading comprehension of the boys studying in Std. III of the Municipal Corporation Board Primary schools with that of the girls studying in Std. III of the Municipal Corporation Board, Primary Schools.

(G) To compare the level of reading comprehension of all the boys of Std. III of privately managed & Municipal Corporation Board managed primary schools with that of all the girls of Std. III of privately managed & Municipal Corporation Board managed primary schools.

(H) To explore the relationship between the level of reading comprehension of children of Std. III and their performance in the school examination.

1.9 LIMITATIONS OF THE STUDY

Every study has its own limitations and thus this study has its limitations too as below:

(1) The present study is confined to the Gujarati speaking children only.

(2) The present study is confined to the pupils of Class III of primary school children.

(3) Reading comprehension test is prepared on the basis of reading comprehension of Gujarati literature/content of the Class III of Gujarati medium.
The study of the reading comprehension is only restricted to management difference of the school, Sex differences & its effect on academic performance.

1.10 SCHEME OF CHAPTERIZATION

The format of Research report or scheme of chapterization is as under:

The report of the study has been compiled in 6 chapters. The purpose of the chapterization is explained below.

The first chapter gives comprehensive outline of the study.

The second chapter explains the concept and components of reading comprehension.

The third chapter gives the review of literature deals with popular research work on reading comprehension and justification for conducting the present investigation.

The forth chapter describes the research methodology. It describes the study undertaken from the following points of view:

* Procedure of construction and standardization of reading comprehension test for standard III.

* Formulation of hypotheses

* Selection of the sample for the investigation

* Data Collection

* Testing of the hypothesis
The fifth chapter gives the statistical analysis of the result and interpretation of the result, and implication.

The sixth chapter contains the investigator's observations and conclusions and offers suggestions for the improvement in reading skill development programme and further studies.
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