

**CERTAIN PSYCHOLOGICAL AND SOCIOLOGICAL
CORRELATES OF LISTENING AND READING
COMPREHENSION IN SANSKRIT AMONG
SECONDARY SCHOOL PUPILS OF KERALA**

M. PADMANABHAN, M.A., M.Ed.



Thesis
submitted for the award of the Degree of
DOCTOR OF PHILOSOPHY
IN THE FACULTY OF EDUCATION

**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
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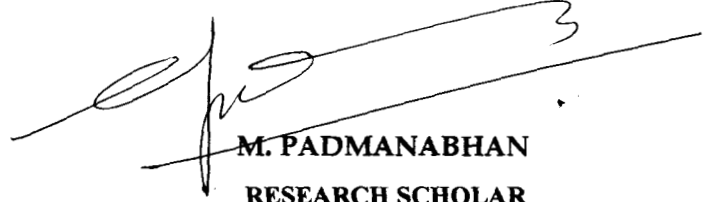
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2003**

DECLARATION

I, M. Padmanabhan, do hereby declare that this thesis entitled "**Certain Psychological and Sociological Correlates of Listening and Reading Comprehension in Sanskrit among Secondary School Pupils of Kerala**" submitted to the University of Calicut for the award of the Degree of Doctor of Philosophy under the Faculty of Education is an original record of studies and bonafide research carried out by me under the guidance of **Dr. P. Kelu**, Prof. & Head of the Dept. of Education, and that it has not previously formed the basis for the award of any degree or diploma.

Calicut University,
26-12-2003.



M. PADMANABHAN
RESEARCH SCHOLAR
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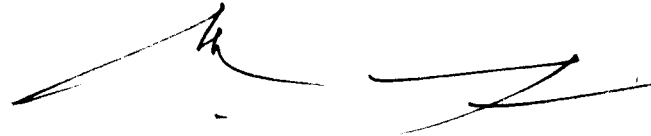
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CERTIFICATE

This is to certify that this thesis entitled "**Certain Psychological and Sociological Correlates of Listening and Reading Comprehension in Sanskrit among Secondary School Pupils of Kerala**" submitted to the University of Calicut for the award of the Degree of **Doctor of Philosophy** under the Faculty of Education is a record of bonafide study and research carried out by **Mr. M. Padmanabhan** under my supervision and guidance.

Calicut University Campus,
26-12-2003.



Dr. P. KELU
(SUPERVISING TEACHER)

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M. PADMANABHAN

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INTRODUCTION

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INTRODUCTION

The education system of a country has to be built on the firm ground of its own philosophical, cultural and sociological tradition and must respond to its needs and aspirations. It liberates human beings from the shackles of ignorance, privation and misery. It must also lead to a non-violent and non-exploitative social system. School curriculum, therefore, has to aim at enabling learners to acquire knowledge, develop understanding and inculcate skills, positive attitudes, values and habits conducive to the all round development of the personality.

It is very obvious that language is essentially a social phenomenon since language lives in the minds and tongues of its users. As each of the social sciences has developed, it has encountered language problem within its domain. Psychology, Sociology and Anthropology have investigated language both as a type of human society and as a system interacting with personality, society or culture. In sociolinguistics language is viewed as a system of communication, as an interactive process, as a tool by human beings in a variety of contexts, and as an interpersonal and socio-cultural society. Since it is looked at, not just as a set of sentences but as a system of forms, interacting with socio-cultural systems,

there is a tendency to use only those terms that are relevant to the study of language functioning in the context of the culture of society. It plays a key role in unifying a vast and complex nation and in providing individuals with outlets for developing diverse skills and abilities.

The importance of language in human understanding is almost impossible to exaggerate. It has played an important role in the development of human civilization and culture that the story of language has rightly been called as the story of civilization.

Education in language helps in the development of personality. It gives him practical efficiency in day-to-day work. It imparts knowledge and information, affords aesthetic experience and provides opportunities for creative expression.

In general languages are classified on the spoken ones and the classical ones. The spoken languages are also termed as modern languages. The drift with a section of people is to classify the classical languages are dead because of them not being made use of by the common man. Nevertheless certain facts have to be borne in mind in regard to these languages. They are classical because of their having reached perfection. A crystal does not allow of processing because of its having made the zenith of perfection. Even so, a classical language

admits no modification. It is presumed with parity, by the educated Latin, Greek, and Sanskrit are many accepted classical of the world. Though they are not in vogue with the common man, they still continue to protect and preserve their classified ideas. They have to be retained in their original grandeur by the erudite. These languages are no more dead than trees and plants during the snow of winter. When the spring sets in these seemingly dead trees and plants but forth shoots which became new luxuriant leaves.

Sanskrit had evolved methods of learning which were effective and productive of admirable results in its hey day. The old system succeeded in giving mastery and eloquence and in fostering originality and creativity, and neither versatile scholars who became proficient in diverse branches nor prodigies at young age were one phenomena. But in modern times the multiplicity of languages and subjects to be learnt at school and college, the increase in the number and the nature of the people who desire to study Sanskrit, the change in the aim and content of Sanskrit education, the dissipation of the strong atmosphere of Sanskrit which influenced the ear and the eye, all these factors have made it necessary to bestow thought on the problems of teaching Sanskrit language in modern educational institution and to evolve methods suitable to and fruitful in the altered education of today. The perpetuation of the old method

had contributed to the perpetuation of the idea that Sanskrit is a difficult language and to the general decline in the interest to learn it. Coming together of the peoples of the world and the need to learn foreign languages, as well as languages of culture have led to investigation and experiments in the techniques of teaching languages and the teaching of Sanskrit alone could not stand aloof from all this ferment of thought in the field of language teaching.

Sanskrit is unique in its nature, being neither dead like Greek nor alive like mother tongue. As the classical language of the country and the language of its culture, Sanskrit, with its ideas and words, has permeated all the spoken languages, a circumstance which facilitates its study. In fact, for long, Sanskrit and the local language were together studied, in the same local script, and one esteemed as a local scholar was always erudite in both Sanskrit and the local language. Because of this and other factors, Sanskrit calls for its own approach towards its teaching problems. In traditional practices and in the teaching resources available in Sanskrit literature itself, there are indeed seminal ideas and ready-made tools which could be adopted for over present needs and all the new advances that have been made in language teaching in modern times should also be utilised.

The pioneers of Sanskrit education in modern times did resort to some new adaptation of the old methods and they gave in some new primers, guides and reading materials. More recently, Sanskrit teaching as such came to be studied by some experts who produced a few books on the subject. Literature on Sanskrit pedagogy has however been extremely meagre. The Sanskrit Commission appointed by the Government of India went into this question and made their observation and recommendation in chapter V and VI of their Report. The study of Sanskrit pedagogy would bear the desired fruit if it is taken up by one who combines knowledge of Sanskrit with training in modern teaching methods.

Sanskrit is not only a subject of study but also a part of education, moulding the character of pupils and influencing their lives. Sanskrit is an essential part of the general education or liberal education – a fundamental education or humanistic education. As to them it deserved an honoured place in the core-curriculum. It is also a tool for the enrichment of language and literature of the mother tongue. It is also a subject for higher vocational one and the professional growth.

IMPORTANCE OF SANSKRIT AS A CURRICULAR SUBJECTS

The importance of Sanskrit was highlighted by the Father of the Nation, Mahatma Gandhi. According to him "Without the study of Sanskrit one cannot become a true Indian and a true learned man." When Nehru (1956) made the following observations about the importance of Sanskrit in India, he only reiterated the general belief of the Indian people, and the considered views which have been expressed not only by the greatest thinkers and leaders of India, but also by foreign scholars and specialists in Indian history and civilization who are in a position to appraise objectively the value of Sanskrit.

If I was asked what is the greatest treasure which India possesses and what is her finest heritage, I would answer unhesitatingly – it is the Sanskrit language and literature and all that it contains. This is a magnificent inheritance and so long as this endures and influences the life of our people, so long the basic genius of India will continue.

To quote Nehru (1956) "Sanskrit is the greatest cultural manifestation of the people of India India might have been divided in the past into different political entities but Sanskrit has cemented these groupings and made Indians an integrated nation

Sanskrit was a great unifying force in India and it has remained a vivid and vital language though has ceased to be the spoken language in the country . . ."

Max Muller observed "Sanskrit is the greatest language in the world."

Menon (2002) points out all the languages being understood and used in contemporary India enjoy equal status and respectability, but still, Sanskrit occupies a unique place among these as it has always been and continues to be closest to the Indian psyche.

Communication of ideas, developing imagination, aesthetic taste, creative talents etc. are the general aims of language learning. As a key to our cultural heritage and as a tool to inculcate moral and spiritual values, Sanskrit has a very important role to play. To understand meaningfully the concept of national integration and international understanding the sum and substance of our epics and puranas should be grasped by everyone.

उत्तरम् यत् समुद्रस्य
दक्षिणम् च हिमाचलात्
वर्षं तत् भारतं नाम
भारति यत्र संस्कृति

(The country north of the ocean and south of the mountain is known as Bharata varsha and the language of the nation is Sanskrit)

This stanza from Vishnupurana is enough to explain how the feeling of oneness flourished in ancient India and how Indians are tied together with the invisible belt of Sanskrit.

Problems of one country have become the problems of the whole world. Many problems such as nuclear arms race, human rights, environmental pollution, etc are concern for all of us. Therefore there is an urgent need to promote global understanding among students and develop global minded individuals. Vyasa's words from Mahabhacha is quoted in this connection as follows.

आत्मनाः प्रतिकूलानि
परेषाम् न समाचवत्

(Heart not other with what which pains yourself).

Similarly

वसुदेव कुटुम्बकम्

(Whole world is my shelter)

लोकाः समस्तो
सुखिनो भवन्तु ।

(Let all men be happy) etc. are suitable instances to teach students on international understanding.

In the national self-consciousness of India at the present day, Sanskrit is generally coming to the fore front. The Sanskrit name for India, i.e. *Bharata* has been officially recognised. The national motto of India is a Sanskrit phrase from the Upanishads – *Satyameva Jayate* (truth will prevail). The National Anthem of India, *Jana-Gana-Mana* composed by Rabindranatha Tagore, is ninety percentage Sanskrit and ten percentage sanskritic, and hence it is understood all over India. The government of India have officially adopted *Sri* and *Srimati* as official form of address. The motto of the Loka Sabha is *Dharma-Chakra-Pravartanaya* (for the promulgation of the wheel of law). The Supreme Court of India has its motto *Yato Dharmastato Jayah*. The All India Radio has adopted as its guiding principle and motto the Sanskrit expression *Bahujana-hitaya-bahujana-saukhaya* (For the good of the common and for the happiness of the common). Doordarsan *Satyam Sivam Sundaram* and the Indian Administrative Service *Yogah Karmasu Kausalam*. The Life Insurance Corporation's motto is *Yogaksemam Vahamyaham*, which is the phrase from the Bhagavat Gita. The Indian Navy has accepted as its motto the vedic prayer: *Sam no Varunah*. The great principle of India's foreign policy is expressed by the Sanskrit term *Panca-Sil*. In several other departments of public life, Sanskrit has been honoured by its terms.

The use of Sanskrit is supported as being conducive to the restoration of our sense of self-respect.

Considering the immediate aims, knowledge of Sanskrit will help the children to handle their mother tongue, Malayalam easily. Malayalam language and literature can be meaningfully learned and appreciated only in the background of a working knowledge of Sanskrit. Majority of the Malayalam vocabulary is from Sanskrit. The rules of grammar, prosody, rhetories etc of Malayalam are closely parallel to that of Sanskrit with only slight modification. Also for the correct understanding of recent technological words composed in Malayalam the knowledge of Sanskrit is essential.

Both Malayalam and Sanskrit are read as it is written and written as it is read. There is no difference in the manner of pronunciation of the two languages.

Sanskrit is helpful for the necessary learning of Hindi also, as the latter is the direct descendant of the former. The same Devanagari Script is used for writing Hindi, as Hindi has no script as its own. As in the case of Malayalam, Hindi has majority of its vocabulary from Sanskrit.

Thus for the mastery of Malayalam and Hindi Sanskrit is essential. Sanskrit has similar relation with most of the Indian languages.

Sixty to seventy per cent of the words in most of the Indian languages are from Sanskrit and the semantic and stylistic features of most of the Indian languages resemble those of Sanskrit.

There is of course, the time-honoured attitude towards Sanskrit which holds it in a spirit of veneration, as the most ancient language of the world and as the repository of all spiritual knowledge and science. This veneration is reinforced in modern times by historical and critical study and appreciation. There is no question that Sanskrit is one of the greatest languages and only few other great languages of the world like Greek, Chinese, Latin and Arabic are compared to it. Its value for humanity in general and for India in particular is that of a great feeder language of the world. Sanskrit is the speech through which the civilization of India, even since its formation in the Vedic period has found its expression for over for thousand years.

Sanskrit studies and documents occupy a large proportion of the internet data base today. Sanskrit is taught in about 250

Universities in about 40 countries in the world and it can be said that Sanskrit has moved into the world scene.

According to Menon (2002) Sanskrit possesses an unparalleled potential for generating an infinite number of new coined words, which richly precisely and aptly communicate any subtle meaning or shades of meaning. The capacity of the language makes it quite capable of keeping pace with the whole range of scientific, technological and market-related developments around us today.

To summarise teaching and learning of Sanskrit as a curriculum subject will be helpful for

- the knowledge of Ancient Indian History and Culture
- the knowledge of Ancient Indian educational System
- educating the Indian pupils in an Indian way
- the knowledge of Ancient Indian Sciences
- understanding the contribution of Sanskrit to modern Indian Languages
- Intellectual development
- National Integration
- International Understanding
- educating the values.

In the words of Dr.S.Radhakrishnan, "Sanskrit is the parent language from which many Indian languages are derived. It has also its influence on the Dravidian languages."

All these indicate the importance and need of Sanskrit as a subject of study in our educational institutions.

Sanskrit in Secondary Schools

In view of the importance of Sanskrit for an adequate understanding of the culture of India, and its intimate relation with the modern Indian languages; and in view of the desirability of every Indian student having an opportunity to study it; that the Secondary School Education has not only to be completed in itself and well rounded (as many students would be discontinuing their formal education at that stage), but has also to form an adequate foundation for the further study of Sanskrit in colleges and universities; and in view of the various other points made out in its report, the Sanskrit Commission recommended that such promises should be made in the language studies in the Secondary school curriculum as would guarantee for Sanskrit a secure place as a language which all students would be able to take up, and that for the purpose, the necessary modification should be made in the language teaching learning process. So the Government should make adequate provision

for the study of Sanskrit in the scheme of general education in schools and colleges, as otherwise the liberalisation of Sanskrit Education which has taken place in modern times will receive an undesirable setback.

For this purpose, compulsory provision for the teaching of Sanskrit should be made in all the schools in the state. Arrangements of groups of subjects should be so designed as not to debar such students, who want to study Sanskrit.

NEED AND SIGNIFICANCE OF THE STUDY

All language are equal in the sense that all human languages have a built in potential for expressing concepts, feelings and experiences and fulfilling all functions. But, like human beings, languages have evolved differently through processes of variation, adaptations, and selection in different socio-cultural-economic-political-technological environments. The fact that each language may have the potential to perform various functions (just as each person may have the potential to perform various functions) does not alter what they are doing at a given point of time.

In recent years, it has seen many exciting development in language education, particularly in the design of syllabus and

methodology. Many of the new procedures and techniques challenge the traditional view of what should happen in the classroom often begin as reactions to old ones, as in other fields. The new approach in language teaching is labelled as 'communicative language teaching approach'. The term a 'communicative language teaching' is one which recognises the teaching of 'communicative competence' as its aim.

There is a growing tendency to regard the subject of language teaching as a purely technical craft in which the skillful application of a particular system is the instructor's role concern. One who seeks proficiency in the use of a secondary language is attempting to duplicate in another medium the skills he already possesses and so, far from simplifying the process, the effect of the original skills serves only to make the subject more intricate and more involved.

The acquisition of mother tongue is a natural process while the learning of other languages is very often not in a natural situation. As such the learning of such language which relates to cognitive, psychomotor and affective domain are very complex in nature. On the one hand of the influence of structural system phonetic system etc. in mother tongue influence the study of other language and on the other, the new pattern or system of structure other than those in

mother tongue will be difficult for learners. In learning Sanskrit both these problems arise. The teacher had to find way to overcome the hurdles.

Studying Sanskrit as a classical language makes it possible to have a rational approach towards education at secondary level. Satisfactory results however are not obtained by enforcing the classical language due to certain factors such as social antipathy, indifference of parents towards learning Sanskrit.

During early periods learning Sanskrit was the symbol of scholarship. Hence Sanskrit education scored a venerable position in those days. The Gurus of those days were masters of every branch of knowledge. They were also highly respected by the masses. Each shelter (Asram) of the Gurus was the centre of general education. Nalanda and Taxila were famous all over the world as advanced study centres in various sciences. They were deemed universities of the days and students from the foreign countries also came there for higher studies. Instruction in all the branches of knowledge was imparted through the medium of Sanskrit.

In the state of Kerala Sanskrit education faces a number of problems. The most serious is the non availability of pupils for the

study of Sanskrit. Only 4.22 per cent pupils are studying Sanskrit in schools in Kerala (Educational Statistics, 2001).

Sanskrit education is possible either through Oriental schools or General and Academic schools. In the former category of schools Sanskrit is being taught as a compulsory subject in the place of the first language. The present study is considered with the later type of schools where, Sanskrit is being taught as an optional subject in the place of first language Part I, viz. Malayalam.

The main objective of teaching Sanskrit at school level is to develop certain basic language skills, viz. Listening, Speaking, Reading and Writing among children. The common objectives of teaching basic language skills is to develop abilities of communicating ideas and information. Listening and reading are receptive skills while speaking and writing are expressive skills. These basic skills can be developed by adopting suitable scientific measures of teaching learning procedures.

Listening is the first language skill. It follows other language skills, viz. speaking, reading and writing. Many studies shows that children are spending more time for listening. Individual differences are in the area of listening as in other skills. Selective listening begin from the very moment that the first hears a language. Listening is

much more significant than merely hearing. The importance of listening in communication has long been recognised. Research in listening in the last three decades has been concerned directly or indirectly with some phase of instruction. One assumption which may be made from this research is that listening ability can be improved with proper instruction. A child must give active attention to the words, phrases and intonations of a speaker and must comprehend the ideas presented by relating them to past experience.

Reading is the method by which we communicate to ourselves and sometimes to others, the meaning contained in the printed symbols. It involves decoding and recording. Informal educational set up has a vital role to play in this respect. Competency in the acquisition of basic language skills is highly essential for the proper language development of a child. The academic performances and achievement of a child is solely depends on the mastery in the various basic language skills.

The language skills and its proper development depends mainly on various psychological and sociological factors. So it is relevant to conduct a research study to identify the psychological and sociological factors that influence in the acquisition of listening and

reading comprehension in Sanskrit among secondary school pupils. Hence the investigator thought of conducting a study of this kind.

STATEMENT OF THE PROBLEM

The problem of the present study is entitled as “CERTAIN PSYCHOLOGICAL AND SOCIOLOGICAL CORRELATES OF LISTENING AND READING COMPREHENSION IN SANSKRIT AMONG SECONDARY SCHOOL PUPILS OF KERALA.”

DEFINITION OF THE KEY TERMS

Psychological

The term psychological as used in the study stands for a set of variables measuring both cognitive and non cognitive traits.

Sociological

A representative group of variables belonging to different dimensions which describe various aspects of an individual's status, relationship and interaction with different aspects of his social and family environment.

Correlates

The variables which have statistical correlation with a specified variable, are termed as its correlation. The term correlation itself is

defined as the tendency for corresponding observations in two or more series to vary together from the averages of their respective.

Listening Comprehension

The understanding of material heard with respect to the listener's grasp of the meaning of words and phrases of main idea and of supporting or illustrating details.

In the present study 'Listening comprehension' denotes the competency in listening comprehension in Sanskrit among secondary school pupils.

Reading Comprehension

The understanding of the material read with respect to the reader's grasp of the meaning of words and phrases of main idea and of supporting or illustrating details.

In the present study 'reading comprehension' denotes the competency to comprehend the reading item in Sanskrit among secondary school pupils.

Secondary School Pupils

The secondary school pupils are those pupils who are studying in secondary classes namely VIII, IX and X of Kerala.

VARIABLES OF THE STUDY

The study has been designed with the following dependent and independent variables.

Dependent variables

1. Listening Comprehension in Sanskrit
2. Reading Comprehension in Sanskrit.

Independent variables:

The following psychological and sociological variables have been taken as independent variables for the study.

Psychological variables:

1. Achievement motivation
2. General Anxiety

Sociological Variables:

1. Parental Education Level
2. Parental Occupation Level
3. Parental Income Level
4. Socio Economic Status
5. Cultural Level of Family
6. Family Acceptance of Education
7. Learning Facilities at Home
8. Family Environment of Education

HYPOTHESES

1. There will be significant relationship between each of the Psychological variables and Listening comprehension in Sanskrit for the whole sample and the relevant sub samples based on sex and locale.
2. There will be significant relationship between each of the Psychological variables and Reading Comprehension in Sanskrit for the whole sample and the relevant sub sample based on sex and locale.
3. There will be significant relationship between each of the Sociological variables and Listening comprehension in Sanskrit for the whole sample and the relevant sub samples based on sex and locale.
4. There will be significant relationship between each of the Sociological Variables and Reading Comprehension in Sanskrit for the whole sample and the relevant sub samples based on sex and locale.
5. There will be significant difference in the correlation obtained for the following pairs (a) Boys and Girls, (b) Rural subjects and Urban subjects.

OBJECTIVES

1. To determine whether significant group difference exists with respect to the select variables as a prerequisite for the proper interpretation of the correlation studied.
2. To explore the nature of the correlation of each of the psychological variables selected with listening comprehension in Sanskrit for a representative sample of secondary school pupils and for the relevant sub groups therein.
3. To explore the nature of the correlation of each of the psychological variables selected with reading comprehension in Sanskrit for a representative sample of secondary school pupils and for the relevant sub groups therein.
4. To explore the nature of the correlation of each of the sociological variables selected with Listening comprehension in Sanskrit for a representative sample of secondary school pupils and for the relevant sub groups therein.
5. To explore the nature of the correlation of each of the sociological variables selected with reading comprehension in Sanskrit for a representative sample of secondary school pupils and for the relevant sub groups therein.

6. To compare the correlation obtained in the case of the pairs of the relevant sub groups with a view to find out whether the correlation differ significantly.

PROCEDURE IN BRIEF

(a) *Sample*

The present study was conducted on a stratified sample of 630 secondary school pupils (294 boys, 336 girls) belonging to northern Kerala (Kasaragod, Kannur, Wayanad, Kozhikode, Malappuram and Palakkad Districts). In selecting the sample due representation was given to factors like sex of the subjects, locale of the schools, instructional efficiency of schools.

(b) *Tools*

A series of standardized tools were used for data collection. Of these, two tests were developed by the investigator himself while others were developed by reputed researchers. The tools used are:

1. A Test of Listening Comprehension in Sanskrit for Secondary School Pupils in Kerala (Kelu and Padmanabhan, 2003).
2. A Test of Reading Comprehension in Sanskrit for Secondary School Pupils of Kerala (Kelu and Padmanabhan, 2003).
3. Kerala Scale of Achievement Motivation (Nair, 1980).

4. Kerala General Anxiety Scale (Revised revision) (Nair, 1976).
5. The Kerala Socio-Economic Scale (Nair and Devi, 1970).
6. Home Learning Facilities Inventory (Nair and Devi, 1981).
7. Family Acceptance of Education Rating Scale (Nair and Devi, 1981).
8. Family Environment Index Inventory (Nair and Devi, 1981).
9. Family Cultural Level Rating Scale (Nair and Devi, 1981).

(c) Statistical Techniques used

The statistical techniques used in the analysis of data are given below:

- (i) Test of significance of the difference between mean scores of large independent groups.
- (ii) Estimation of the Pearson's Product Moment Coefficient of Correlation (r 's).
- (iii) Test of significance of difference between correlation for large independent groups.

SCOPE AND LIMITATIONS OF THE STUDY

The description of the study attempted above are mostly adequate to convey the scope and limitations of the study. Since they have been presented in combination with other routine description,

an attempt has been made here to examine separately the scope and limitations of the procedure adopted in the study. The important aspects that need special mention in this context are the following:

(a) The study had to be confined to certain well defined groups of variables and also to a representative group of secondary school pupils for reasons like paucity of time and finances, practical difficulties of covering samples spread out over a considerable area, non-availability of measuring tools, etc. The following factors need special mention.

(b) The study is confined to one educational level within the secondary classes. In Kerala standard VIII, IX and X are designated as the secondary school stage. In view of the practical difficulty involved in developing suitable standardised achievement tests for all the three levels, the investigator decided to confine his study to one educational level (Standard IX) which will reasonably represent all the three educational levels. The investigator feels that by confining to one educational level, he can get greater experimental control over the language skill variable. Further, if an achievement test has to be administered to standard X, an investigator will have to wait for the completion of the course. But by then, the school authorities will be unwilling to subject them to any form of testing because the period which follows is treated as preparation time for the final examination.

The sample was selected using the proportionate stratified sampling method, giving due representation to such factors as sex, locale and instructional efficiencies of the schools.

(c) Confining the study to one educational level involves a slight loss of generality (strictly speaking, the findings will be valid only for students of Standard IX), in view of the general nature of the variables involved (which do not considerably change with slight change in educational level), yet the study as a whole may be valid for samples of secondary school pupils of Kerala in general.

The investigator could use only a limited number of psychological variables (Achievement Motivation and General Anxiety) and Sociological Variables.

The investigator limited the area of investigation to achievement in Listening and Reading Comprehension in Sanskrit only as the dependent variables. All the variables have been measured using standardised scales and inventories developed for the purpose. The findings of the study are, therefore, valid to the extent to which the different measures are representative of the skills and psychological and sociological variables subjected to study. Possible precautions and care were taken by the investigator to attain the highest degree of accuracy in respect of these factors.

ORGANISATION OF THE REPORT

This report is presented in six chapters. The details incorporated in each chapter are as follows:

Chapter I : Introduction, need and significance of the study, statement of the problem, definition of key terms, variables, hypotheses, objectives, methodology, scope and limitations, organisation of the report.

Chapter II : This chapter deals with theoretical overview of (a) Language Comprehensibility (b) Language Learning Approach (c) Theoretical nature of selected variables.

Chapter III : Review of Related Literature (a) Research studies in Sanskrit education, (b) Psycho-socio familial studies in Language Comprehensibility: (i) Psychological and sociological studies in Listening Comprehension and (ii) Psychological and sociological studies in Reading Comprehension.

Chapter IV : The design of the study under four heads: Methodology, variables, tools used, sample drawn, data collection procedure, scoring and consolidation of data, statistical techniques used for the analysis of data.

Chapter V : Analysis of data presented in the order of the objectives of the study.

Chapter VI : A brief summary of the study. The major findings of the study. Suggestions for improving current practices and suggestion for further research in the area.

**CERTAIN PSYCHOLOGICAL AND SOCIOLOGICAL
CORRELATES OF LISTENING AND READING
COMPREHENSION IN SANSKRIT AMONG
SECONDARY SCHOOL PUPILS OF KERALA**

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Thesis
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2003**

LANGUAGE COMPREHENSIBILITY - A THEORETICAL OVERVIEW

- ❖ *Language comprehensibility*
- ❖ *Language learning approach*
- ❖ *Theoretical nature of selected variables*

LANGUAGE COMPREHENSIBILITY - A THEORETICAL OVERVIEW

This chapter mainly deals with a theoretical overview of the main concepts related to the study. A thorough analysis of the theoretical background of the various concepts and variables related to the study will highly help for getting a meaningful and deeper insight for formulating the design of the study. Hence the investigator has selected the following for a detailed analysis and they are presented below:

- A. Language Comprehensibility
- B. Language Learning Approach
- C. Theoretical Nature of Selected Variables.

A. LANGUAGE COMPREHENSIBILITY – A THEORETICAL OVERVIEW

Comprehension and the organisation of ideas are the two important aspects of language teaching which are entirely neglected in our school curriculum. This weakness in foundation is often transferred to the field of learning languages other than mother tongue. It is a queer phenomenon in India that comprehension is not considered a necessary concomitant of reading. The teacher who handles mother tongue often takes the students comprehension for granted. As a result if a response to a query whether one knows

to read Sanskrit, somebody answers in affirmative it is doubtful if one can care to a valid conclusion that the person concerned can comprehend all that he read. The reason for bringing Sanskrit into the picture at this point is to emphasize the divorce between reading and comprehension.

Language is an art and science. Language has two functions. One is expressive and other is receptive. Expressive function needs expression. Here comprehension is not a must. But in the receptive function comprehensibility is the central criterion. The term comprehensibility of language has four related aspects. These are listening, speaking, reading and writing. Among these the three aspects, reading, writing and speaking are closely associated with textual material comprehensibility. Hartmann and Stork (1977) defined them in a precise manner that may help us in clarifying the concept of comprehensibility.

Bloom's (1956) identification of the mental process involved in comprehension was used by the researchers. Comprehension is constructive which involves prior knowledge intention, content and task demands in combination with input structure of control processing.

Hartmann and Stork (1977) pointed out comprehension as one of the basic linguistic skills, consisting of the ability to listen and understand written language (visual comprehension). The enriched knowledge of instructional material and design influenced a lot in changing the concept of comprehensibility.

Psychologists as well as educators regard language as a key to the acquisition of learning experiences. Language can help in concept building related to various curricular areas, but can do so only when these curricular areas/disciplines/subjects are language which is comprehensible by the learner.

The best learning situating in real life like experience providing meaning and adequate motivation abilities and skills. Learning involves a significant meaningful whole rather than practice on isolated, disconnected habits and skills. Proficiency in using a language is gained in part through real language experience, but learning is also facilitated by giving special attention to the factors and elements that conditions the way the child listens, talks, reads and writes and thus, matters the basic language skills.

Comprehensibility with reference to language pedagogy does not mean anything different from what is conveyed generally in common or literacy language as understanding, grasping or

internalizing the content of a given linguistic stimulus. Psychologists often employ the word as a 'term' optional to perception. But they treat or define it as a cognitive end product of perception.

It is well known that the term 'comprehension' is considered synonymous with 'understanding' of the literal message contained in a communication (Bloom 1956) and accordingly comprehensibility is defined as a 'state or quality of being comprehensible' (Flank 1959). Mosberg and Shima (1969) see comprehension as a cognitive system of processes involving linguistic, psychological and perceptual events and acts.

The word comprehensibility has been derived from the verb 'to comprehend' which means attainment of knowledge or grasping mentally. The Dictionary of Psychology (1984) confines its interpretation of comprehensibility to knowledge only.

The Comprehensive Dictionary of Psychological and Psychoanalytical Terms (1966) taking a little view defines comprehensibility as the case with which a complex object or verbal experience can be understood. The international Encyclopaedia of Psychiatry, Psychology, Psychoanalysis and Neurology (1977) has attempted to define comprehensibility as a process of the mapping

from grammatical and lexical information contained in an input sentence to conceptual depending networks. This attempt suffers from the defect that it delimits the scope of comprehensibility to a sentence whereas the process of comprehensibility goes far beyond the sentence.

To generalise, it can be said that comprehensibility is a potential emerging from two sources, namely, the learner and the learning material. The learning source pertains translation, interpreting and extrapolating the content (message) of the language. The learning material source pertains to the quality of the presentation of the content consequent to which the reader or the listener can translate, interpret, and extrapolate the communicated with reasonable effort.

Bloom's conceptualisation of language comprehensibility appears to be more logical, relevant and better than the earlier one. If Bloom's view is accepted, the comprehensibility of a language can be defined as the quality of the textual material which leads the learner to translate interpret and extrapolate the content. Needless to say, the term translate implies transformation of the message read from one form to another. The term 'interpret' implies the ability to relate, to compare and to contrast the facts, ideas, rules

and generalisation as well as to explain their relationship and the term 'extrapolation' implies extension of the tendencies beyond the given communication with a view to determining implications, consequences and effects.

Language comprehension takes place in a social context where social setting may influence not only the degrees to which the comprehension process operates but also the nature and extent of certain other process. According to Carroll, some of the factors operating in comprehending the substance of the text-book are to know the word meaning, to follow the grammatical structures, to answer questions explicitly to recognise the author's purpose, attitude, tone and mood as well as to draw inferences from the context.

The best learning situation in real life like experience providing meaning and adequate motivation abilities and skills. Learning involves a significant meaningful whole rather than practice on isolated, disconnected habits and skills. Proficiency in using a language is gained in part through real language experience, but learning is also facilitated by giving special attention to the factors and elements that condition the way the child listens, talks, reads and writes and thus, matters the basic language skills.

Listening Comprehension

An individual requires not only a general proficiency in handling language but also specialisation involving a higher degree of expertise in a particular language skill such as listening. Many studies show that children are spending more time for listening. Individual differences are in the area of listening as in other skills. Selective listening should begin from the very moment that are first hears a language listening depends on hearing the two terms are not synonymous. Hearing involves the conversation of pressure waves into neural impulses which move to the brain for interpretation, while listening is the process of interpretation of the idea contained in the spoken language. The listener relates an intelligence message to this past experience.

Sub Skills of Listening

(a) Receptive skills refer to the following types of abilities.

- ability to keep related details in mind
- ability to observe a single detail
- ability to remedy a series of details
- ability to follow oral direction

(b) Reflective skills refer to the following types of abilities

- ability to use contextual clues
- ability to recognise organisational element
- ability to select main ideas as opposite
- ability to select main ideas as opposite to subordinate ideas and details
- ability to recognise the relationship between main ideas and subordinate ideas.

Thinking is an integral part of good listening. All of the language arts require skilled listening ability. Listening provides the vocabulary the sentence patterns and the auditory discriminating that build a founding for children to speak, read, spell and compose.

The nature of Listening Comprehension

Anderson and Lynch (1988) distinguish between reciprocal listening and non-Reciprocal listening, reciprocal listening refers to those listening tasks where there is the opportunity for the listener to interact with the speaker, and to negotiate the content of the interaction. Non-reciprocal listening refers to tasks such as listening to the radio or a formal lecturer where the transfer of information is one direction only from the speaker to the listener.

Anderson and Lynch (1988) underline the complexity of listening comprehension by pointing out that the listener must simultaneously intergrate the following skills;

- identify spoken signals from the midst of surrounding sounds;
 - segment the stream of speech into words;
 - grasp the syntax of the utterance(s);
 - (in interactive listening) formulate an appropriate response.
- They stress the active nature of listening and demonstrate the inadequate nature of the 'listener as tape-recorder' view of listening comprehension.

In his analysis of listening comprehension, Richards (1987) distinguishes between conversational listening (Listening to casual speech) and academic listening (Listening to lectures and other academic presentation). (By 'academic' listening Richard means listening to lectures in an academic content, not an English language learning context).

Richard also classifies listening tasks according to whether they require the learner to engage in 'bottom-up' or 'top-down' processing. Bottom-up process work on the incoming message itself,

decoding sounds, words, clauses and sentences. Top-down process are background knowledge to assist in comprehending the message.

Nunan (1996) noted that successful listening involves:

- Skills in segmenting the stream of speech into meaningful words and phrases.
- Recognising word classes.
- Relating the incoming message to one's own background knowledge.
- Identifying the rhetorical and functional intent of an utterance or parts of an aural text.
- Interpreting rhythm, stress and intonation to identify information focus and emotional/attitudinal tone.
- Extracting gist/essential information from longer aural text without necessarily understanding every word.

Critical listening to the spoken voice

Speaking involves a listener to ideas expressed. Critical listening to a speaker is important ideas need to be analyzed into component parts to become a meaningful ideas may be expressed to manipulate individuals in numerous ways (Ediger & Rao, 2000).

First, the glittering generalities approach might be used by a speaker.

Second, a band wagon approach is used by speaker

Third, a testimonial procedure may be used.

Fourth, deck stacking approaches are used.

Fifth, a positive association approach is to entice consumers.

Sixth, a plain folks setting is provided with the product being emphasised, which is to be sold.

Seventh an upper class appeal can be enticing to some people.

Eighth, name calling is used by some when the other person or side disagree with the personal ideas being presented.

Reading Comprehension

Reading means getting meaning from certain combination of letters. Reading is not a simple mechanical skill, nor is it a narrow scholastic and informal educational set up it has a vital role to play. Speech affects us more closely than what is written. The first language is learned through speech. Speech is related to the power of thought. Reading without comprehension is not reading at all. Comprehension and reading go hand in hand.

Sub Skills of Reading

According to Strong (1967) five levels of reading comprehension as follows:

- Receptivity and understanding
- Literal comprehension
- Critical enquiry or evaluating reading
- Creative reading
- Pragmatic application in real life.

Harris (1972) analysed the three variables of reading – developmental, functional and recreational – into three large divisions of elements.

- Skill in the mechanics of reading
- Word recognition and comprehension skills
- Ability to locate reading materials relating to one's interests and tastes.

Reading develops vocabulary and thereby contributes to a better appreciating of literature. Physical health, mental health, intelligence, maturity, background of experience and attitude toward reading are some of the elements important to growth reading.

The nature of Reading Comprehension

According to Nunan (1996) with the bottom-up approach, reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences). In other words, we use strategies to decode, written forms in order to arrive at meaning.

The bottom-up approach to reading has come in for some rather severe criticism over the years. Smith (1978) in fact, argues that reading actually works in the reverse order from that proposed by the bottom-up approach. In other words, that we need to comprehend meanings in order to identify words, and that we generally need to identify words in order to identify letters.

More recent research indicates, that both bottom-up decoding strategies and top-down strategies may be based in learning to read, and that efficient reading may require the integration of both bottom-up and top-down strategies (Stanovich, 1986).

Schema theory and reading

One significant contribution to reading provided by the top-down school has been to show the importance of background knowledge to the reading process. The mental structures which

store our knowledge are called schemata; and the theory of comprehension based on schemata is called schema theory. According to the theory, reading is an interactive process between what a reader already known about a given topic or subject and what the writer writes.

Schema theory is particularly significant for second language learners. Many reading passages can only be adequately comprehended if the reader has the relevant cultural knowledge. (Nunan [1984] found that, for high school readers, relevant background knowledge was a more important factor in reading comprehension than grammatical complexity).

According to Nunan (1996) successful reading, involves;

- using word attack skills such as identifying sound/symbol correspondences.
- using grammatical knowledge to recover meaning.
- Using different techniques for different purposes for example skimming and scanning for key words or information
- relating text content to one's own background knowledge of the subject at hand.

- identifying the rhetorical or functional intention of individual sentences or text segments.

The aim of reading is to grasp the meaning of words already pointed. The child reads the concepts included in it, not the words or letters. Reading is almost prophesy. Child begins reading prophesying the ideas included in the words or letters. To make it effective, the child would have to get a lot of experiences in the decoding of concepts. Actually recognising the sound of the mother, respond to smiling, identifying colours are all reading.

Another factor in the reading exercise is to make participating situations for the teacher and the pupils, sharing of ideas in printing etc. When they started to read, they utilises the language skill and the competency of concept formation of grasping ideas from printing. Activities for vocabulary extension, teaching sound forms without the support of contexts etc will not be helpful for the pupils to grasp or to form the meaning.

Reading Corner and Companionship reading

In order to accelerate the classroom activities for the child who is attaining the competency through the activities and to develop the imagination and creativity child has to be lifted up to the world of

reading. With this aim in view, a reading corner can be arranged in the class. Remember the points to be considered in the selecting of books to the corner. It is not a centre of reading magazines, though these are useful to take the children near to reading at the beginning stage but it would be helpful to achieve the aim of appreciating advanced books of children's literature and to transfer new light to knowledge. This will be useful for the child to develop the horizons of thinking and to travel independently in the world of imagination and creativity that will be helpful for him to develop into a matured individual.

For this companionship reading can be made-pair group or small groups can be formed. Similarly, a reading compartment can be formed in the school by joining the interested ones in reading. Useful activities can be conducted continuously. Debates, writings about books, etc can be arranged to lead them to matured reading.

It is commonly assumed that there is such a thing as 'Language ability' which makes all language skills, correlate highly with each other. Hence to enhance and develop language ability all the skills have to be taken care of by the teacher and ways and means by which these skills could be developed to the maximum are to be explored.

B. LANGUAGE LEARNING APPROACH - AN OVERVIEW

Language is a milestone in the progress of man and as such it carries an important part in formal education also. It is a medium to express one's ideas to another. As a result of the rapid expansion of language from oral expression to written expression established in different forms, it develops in various ways.

Oral expression stands important in the living conditions because it is mostly used as a technique. Besides, we have to emphasize on oral aspect of the language as it is the live-form of the language.

How is language learning?

A child has acquired a better language skill before coming to school. How does the child acquire it? Is it by special effort for language learning? He produces or practices language when he has to respond to the situation in which he lives. Thus a child acquires a language skill by applying the language in various situations. In the beginning stages his language could not be so perfect in meaning. But the sounds she produces in each context would be meaningful. She uses the language in other similar situations and compares it with the language of the adult people and she develops language by self-betterment. We know that the vagueness in using words and

pronunciation by children at the beginning stage are avoided in due course and better words are used in its place.

A child acquires language when feeling of necessity arise in him. Language is generated as a natural response to express his needs, his likes and his ideas.

Language Learning in the School

What are the aims of learning language in the school? A child acquires the language competency before admitting in the school. The aim of language learning is to develop the horizon of language competency of the child and to create more language maturity in the school. A child generates language responding to the contexts. If so, through providing similar contexts to the child, language competency can be developed and to lead him to the world of written form in addition to the spoken form of the language. Attainment of the artificial written form demands the child to make it natural. Another aim of language learning is to nurture the thinking ability imagination and creativity of the child. Along with the development of language competency the imagination and creativity of the child is to be nourished.

Whenever the language learning activities are taken place, the interaction between the teacher and the learner and among the learners are so important.

As such, the attainment of language learning competency and its development depends on four factors.

1. The companionship between the teacher and the taught

If the teacher compels a child for conversation by giving directions, he will not feel it as natural. If it is a discussion about this under the leadership of the teacher, the child will be interested to participate creatively and it will be felt as a challenge. In this situation the child uses the language. By convincing the parents what is going on in the school, they can also join the companionship to develop the language of the pupils.

2. Need of the child to participate creatively in ones own learning

The child forms and checks the hypothesis based on the experiences in and out of school. He wants individual and group experiences. He is interested to lead discussions in such situation. These are to be considered in the teachers planning. Listening, speaking, companionship and creative participation will lead the

child to creativity. Imagination is the rearrangement of prior experience in new and varied form. Activities will pave way for this.

3. Don't criticize children on mistakes making at the earlier stages

The child may make certain mistakes in the use of the language. They will gradually correct the mistakes and reach the right conclusion. Make him understand and do not criticize. He forms the rules of the language while speaking. The teacher should help the child to form the rules not by accusing him in the name of such rules. His mistakes are the perfect expression of his position in the development of language competencies to the elders.

4. The need of sharing the meanings through discussion

Language development can not be assured only by the situation of presence of the teacher and the taught. Mutual exchange of concepts and meanings are needed between them. Opportunities to present one's own voices and to argue for it is necessary. The effective way to encourage the language development is by making friendship with the pupils and effective transactions of ideas based on it.

Naturality is an important factor in language learning. The factors that lead to naturality are, the interest and need of the child to respond and his relation with every day life.

The Concept Method

What are the advantages of concept method. Language is for the transaction of ideas. Before schooling the child learned the language by the transaction of ideas. The same naturality is to be continued in the language learning in school. The relevance of concept method arise here. It is through the concept method that the children can comprehend the learning activities in its comprehensive and natural form where he is supported by his interest and confidence. The child acquires language competency in this method going through the following steps.

The first step is to familiarise a concept to the child through interesting activities such an action, song, role play, mining etc. from the written form of such concepts, the child will identify words and sentences.

The second step is the sounds and written form of each recognised words are to be reinforced for this, other activities are to be given to repeat those words contextually (sentence making, small stories, songs etc.).

The next stage should be the activities to identify letters from the words. This should be different from the traditional way, (get the children clap their hands when this 'particular letter' comes in the story, first letter words last letter words, etc.)

Making new words or identifying the letters from new words etc. are not sufficient to own those words by them. How did the children identify the words. It was through the meaningful repetition of the words generated by them. The children own these words when they use those words in meaningful contexts of their own.

The child attain the language competency in receiving and expressing of ideas, passing through many new contexts and different kinds of ideas.

Focus on Creativity

The growth of language competency and thinking ability is interrelated. In the same way, the relation of language and creativity are also important. When the child enters into new levels of language use, his creativity develops. Language learning activities should provide such opportunities to the children.

A simple talk on a particular thing is not creativity. Whatever forms in his imagination is different from. The dialogue between two

characters in the picture story, sentence made in the group of sentences etc. are the bits mixed with his imagination.

What activities can be proposed for creative speaking/writing?

- story completion, poem completion
- Expanding a story, transforming a story
- Write conversation to the characters in the picture, etc.

Certain question may be arrived here. Isn't creative writing different from each others? How do you deal with mistakes?

Perfection is not, expected at the first stage. The mistakes at the first stage are the attempts to take them to transaction. Immediate correction of the mistakes will cause to demolish the confidence and his intention for creativity.

- No need to obstinate perfection in creativity
- Mistakes are not to be corrected, immediately
- Recognise the child's products
- All mistakes need not be corrected all of a sudden. Instead, those mistakes general in nature, those repeated etc. are to be identified and good models are to be shown to them.
- This is not correction, familiarising the correct model.

Language in the Classroom

It is seen that language competency develops by the mutual interaction and companionship of the teacher and the pupils. If so, what type of language is to be used by the teacher in the class.

The child uses the language prevailing in his surroundings and he is to be expert in it. What will happen if the standard language is using in the class? Won't it demolish his confidence and language production ability? Here there is no focussing on the status of low or high of a language, instead, on the competencies and confidence he attains and in turn the language opportunities he shares on the basis of this ground.

Regionalism is the soul of the language. Modern language studies proves that even the standard language changes according to the writers and according to the periods of writing. The child is allowed to speak in his own local language at the beginning stages so that he/she can use the language fearlessly. There may have local variations in that language of which are not to be corrected immediately. After getting confidence, standard language can be familiarised and used in his speech and writing.

Text for language learning

Text book is considered as one of the material used for learning experiences. The importance of other materials to be used for language learning is more now a days. Text is used for reading in the language class. What are the other devices for utilising the text book?

- conversation using pictures
- making questions using pictures
- tell story using pictures
- reading the content part
- framing question based on the learning
- Expansion of the learning content
- Changing the heading
- Name the characters
- Finding words according to the direction etc.

Local texts

How far the text book is suitable to provide variety of activities to satisfy the children coming from various surroundings and with different talents and to make them to a predetermined competency level.

No text book can be prepared by considering all the children alike. That is why, that bookish knowledge is about 30-40 per cent of total experience, of which the rest is supplied by the teacher.

The content may not be suited to all the areas in the state. It is suitable to use the locally important lessons to reflect the local language and culture. Those lessons will create interest among children. How can such lessons be formed or found out.

- Stories, poems, sentences written by the children.
- Stories, poems prepared by the teacher.
- Local songs, riddles, proverbs etc collected locally.
- Children's products (wall magazines, manuscripts, magazines).
- Notice invitations
- Children literature/magazines.

Parents role in language learning

Attaining language competency and practicing is a continuous process. This is possible through life situations. So, home and the surroundings have a role in language learning. What can the parents do for this:

- Speak to the child in plenty
- Provide opportunities to the child to speak.

- Permit the child to take interaction between other members in the home.
- Make the child available necessary reading materials.
- Makes contexts for written expressions.
- Let him listen the reading of others.
- Ask him to tell the stories already read.

THEORETICAL BASES OF LANGUAGE LEARNING APPROACH

Changes started in the first decade of the twentieth century in the field of psychology caused to grow a new branch of psychology known as Behaviourist psychology. J.B. Watson, I.P. Parlov, E.L. Thorndike, B.F. Skinner, E. Guthrie, L. Hull etc.were the exponents of this theory. The concepts are formed in behaviourist psychology based on the observations and experiments conducted on creatures like rat, pigeon, etc. Accordingly

- Learning takes place as a result of stimuli and response activities (S-R Theory)
- Through the process of learning new behavioural patterns and facts are obtained.
- Teacher teaches the child who is an empty vessel. Here the teacher directing and the child obey them.

Concepts against behaviourism have formed in several parts of the world in recent times. Jean Piaget and L.S. Vygotsky were the scientists behind this Vygotskian thoughts got at the western world only in 1962. Under the strong influence of B.F. Skinner the behaviourist could defend Piaget's thoughts upto the fifties.

According to Jean Piaget's theories.

1. Child's cognitive development occurs in definite stages.
2. Interaction with one's surroundings creates disequilibrium in the minds of the learning. Through the process of assimilation and accommodation he attains equilibrium. This is the basis of learning.

It was Noam Chomsky who gave the first forceful strike with reasoning against the reign of behaviourism on language learning. Chomsky examined the work of Skinner (Verbal behavior) in depth based on new insights on learning. While working in the psychology Department of Harvard University Centre in the 1960's, Bruner's calling and explanations to come back to man's mind shook the base of behaviourism. Cognitive Psychology gained its upper hand in the world of concepts arguing that behaviour is occurred not on the surface, but it is the result of the activities that touches the central system of human mind.

The generative transformational grammar was organised with the publication of Chomsky's "Syntactic structures" and Chomsky's language. Chomsky had stipulated new direction in research on child language development with his claim that knowing a language does not mean finite set of sentences but neither an internalised set of rules (the grammar), which allows the creation and interpretation of an infinite number of possible sentences, including many that have never before been uttered. Chomsky and his followers have claimed unless the child was guided by some innate motion about the nature of language in general universal structural principles to guide the organisation of input data and hypothesis formation could not be achieved.

Through the analytical study of language the structure of human mind and the activities could be distinguished. It is noticeable that the cognitive-revolution took place based on the findings of language learning. Psychologists and educationists who were so far thinking about behaviourism and its products changed their way to study of nature and condition of mind which leads to activities and thinking.

Cognitivists turned to the activities of the mind. They explained that learning in the result of the internal process. As a

result of the attempts to recognise the surroundings using his inner abilities, each individual creates “mental constructs” related to objects, incidences and phenomenon of his surroundings. Cognitive psychologists are known as constructivists because they argued that learning is a process of formation of mental constructs.

Collapse of structuralism

Structuralism was another tower of concept collapsed due to the attack of cognitivism. Ferdinand de Saussure, Claude Lévi-Strauss, L. Bloomfield were the strong supporters of structuralism. According to this doctrine language is the one which has peculiarities in its structure. Structuralists believed that language skill can be attained by practising each factor of the language at a time. Structuralism has spent influence to trespass other fields of knowledge and structuralist had a tendency to find out the structure of anything, even the mind.

Learning-constructivists view

According to the view of the constructivists

-- Children assimilates new experiences and accommodates them and there by produced new “constructs” is a continuous process.

- Children produce and reform ideas and theories, as a continuous process.
- Each child who reaches the school will have his own ideas about the surroundings living things and related phenomenon (eg. Animals, water, fire etc).
- The process of teaching is not sufficient the read learning. The teaching process considers the learning atmosphere only and neglects the cognitive ecology. Cognitive ecology indicates the nature of cognitive system, and it also helps to understand the cognitive abilities of individuals. The gap in the cognitive ecology of the children cause to generate differences in their learning pace and learning process.

Constructivism at a glance

- Focused more on learning than teaching
- How to learn is more important than what to learn
- Learning is considered as a process
- Nourished the natural curiosity of the learner
- Learners are seen with will power and sense of purpose.
- Encourages the enquiry nature of the children.
- Considers the beliefs and attitudes of the learners.

- Encourages learners levels of grouping and leadership in every aspect of learning.
- Takes into account the mental models created by the learner.
- Recognise the decisive role of experiences in learning.
- Provide opportunities to form new facts and concepts from the real experiences.
- Focuses on learning context.
- Encourage learning related to living conditions.
- Supports co-operative learning
- Encourages debates with peers and teachers.
- Importance to receptive and expressive skills in evaluation.
- Stands on the foundation of the principles of construction.
- Uses more the constructive vocabulary such as predict, create and analyse.

Learning Atmosphere – Constructivist view

- Given opportunities to introduce in various ways
- Should reveal the complexities of the real life by avoiding over simplification.
- Should focus on the creation of knowledge instead of reproduction of knowledge.

- Provide opportunities for learning through real life experiences instead of teaching-passing through preplanned and arranged stages.
- Provide opportunities to think over based on experiences.
- Should strengthen the knowledge created based on content and context.
- Instead of competing for reorganisation with supports particularly construction of knowledge through social interaction.

Constructivism in the classroom

The following devices are made use of in a constructivist classroom.

- Plays, acts and performances of various kinds, activities for problem solving, creative experiences.
- Composition work shops focussing on reading and writing.
- A way of attaining different competencies based on an incident or subject.

Discovery learning

Based on the support of these ideas, a curriculum based on “discovery learning” has been introduced in countries, viz. U.K.,

U.S.A., etc. Jerome S. Bruner was the chief exponent of discovery learning. Roselind Driver (1983) in the book named "Children as Scientist" opined that children involved in the process of formation of ideas through the process suggested by linguists. Constructivists think that knowledge creation is through experiences and these experienced are renewed based on the experiences and observation and sometimes refuses if need be.

Renewal of agreement on learning hypothesis

As a result of such advancement in the field of teaching-learning a large scale demolition and renewal of learning process have been started in advanced countries.

- Learning is not a behavioural change only, it is a progressive adaptation to accelerate the progress of man.
- No one can teach any one anything. Learning is a neuropsychological process done by an individual by himself. Teacher's role is to make them real the experiences so that these process would be generated in the child. The research work done by Antonio Damasio (1994) revealed the neuropsychological aspects in learning.
- The child by himself attains the process of how to learn. Also learns how to retain this process throughout his life so that he

can overcome with changes in his life situation. This means that learning should be natural active and meaningful and it is life long.

The general outlook of the coinstructionsts are given above. Among them there are differences in out look. Though classroom activities are arranged in many parts of the world in accordance with constructionists, some differences can be seen among them in their action plan.

Piaget-being criticised

Theories of Piaget have been used in the existing curriculum on a large scale to understand the process of mental development of the children. Piaget theories have been criticised unfavourably by latter psychologists. Their major findings are:

1. Piaget proved that the chapter of cognitive development happened in a definite period in the child. But his contemporary Vygotsky (1976) severely opposes this and states that the cognitive development is a continuous process.
2. Piaget believed that the process of cognitive development is absolutely biological but Vygotsky urged that the social and cultural factors have great influence in this process.

3. Piaget said that abstract thinking would not be developed up to the age of 12, but Vygotsky pointed out that such thinking will be there even in influencing in their own way.

Division in Constructivism

One school of thought viewed that mental constructs are limited to brain and they are known as Cognitive constructivists in which Piaget and others are involved. But Vygotsky and his supporters focused in the social aspect of mental constructs. They urged that mental constructs are formed in such intellectual and cultural aspects as language, social history through social situation. Those who follow this way of thinking is known as Social constructivists.

At the beginning of the cognitive revolution cognitive constructivists were in the leadership but now the upper hand in the educational sector is gained by social constructivists.

Social constructivism in the classroom

In a class according to Vygotskian assumption, the following aspects would be confirmed.

1. Learning and development should be based on social companionship.

2. The projects included should be helpful to the child to develop to the nearer stages of cognition (zone of Proximal development) through curriculum and learning activities with the help of peers and adults.
3. School learning should be taken place in a meaningful contexts.
4. School activities and out of school activities are to be inter-related.

Learning-Neurological view

Neurological researches once more reinforce the above facts.

Genes have an impact in the intellectual personal and social development of an individual. Our social experiences – family related, educational etc. have a role in the developmental process.

Craig Ramcy, the famous American neurologist is of the opinion that family related and educational experiences have much influence information of brain cells which in turn influence the intellectual and personal development of a man. The joint study conducted by Craig Ramcy and Francis Cambel also proved that the childhood experiences have influence in the brain development of the child.

Neurologists say that a child has lakhs and lakhs of cells in their brain. It is necessary to have a relation between these cells function properly for the physical and mental developmental process. There should be a functional relation between the organs for breathing and heart beating at the time of birth. To respond and to analyse with the surroundings, a child establishes his muscular neuro capabilities later in life. The older a child becomes the more complex pathways are established in his brain as a result of his varied experiences and it leads to the comprehensive growth. If these experiences are repeated in various ways, the relationship between the cells become strong. These cells which have not been tied in their way will destroy. This in turn affect the brain and adversely affect the development of the child.

In short, however learning experiences could be imparted to a child during his pre school and in-school period so as to improve his thought provoking ability so much or intellectual, personal, social and emotional development could be confirmed.

Multiple Intelligence

Howard Gardner (1993) identified nine intelligences through which pupils may reveal what has been learned. These are: verbal/linguistic, logical/mathematical, visual/spatial, musical,

bodily/kinesthetic, the human condition nature/science interpersonal, and intrapersonal.

Gardner (1993) recommends harmonizing what is taught with the individual pupil's intelligence. Most of reading instruction has involved verbal/linguistic intelligence. Thus, the printed word and the use of real language make for verbal/linguistic intelligence.

Multiple intelligence emphasize that pupils may read content based on their interests and strengths as well as show what has been learned through one of more of the intelligence. All intelligences identified by Gardner need nurturing and get, at the same time, pupils need ample opportunities to use their strengths in the reading curriculum (Ediger, 1997).

Emotional Intelligence

Considering the feeling dimensions of learners is vital in teaching and learning situation. Goldman (1995) in his book *Emotional Intelligence* indicates five dimensions of emotional intelligence. The first is self-awareness. Here the learner realizes his/her strengths and weaknesses and uses these to become decisive in decision making. Self confidence is vital in order to make choices and act to make decisions.

Second, pupils need to learn to handle their emotions. Impulsive behaviour may make for incorrect decisions. Learners need to develop more of a wait approach so that options may be scrutinized in terms of advantages and disadvantages, the consequences of each choice needs to be assessed.

Third, learners need to feel motivated to achieve objectives. Hope is involved in having these challenging objectives in life. Motivation then comes from the different objectives that individuals aims for. Optimism is necessary to achieve and reach objectives one has in mind.

Fourth, empathy, is a very important trait for pupils to develop. Feelings of empathy make it possible to sympathize with others. Empathy is learned and a pupil learns to assist others in positive ways. Compassion for other is important.

Fifth, the development of social skills enables a pupil to help others in everyday situations in life. Politeness and friendliness enable a person to interact effectively with others in society on a daily basis.

According to Edigar and Rao (2000), emotional intelligence harmonizes well with an affective reading curriculum with teacher/pupil planning of the reading curriculum, self-awareness is

developed increasingly so when pupils choose the order of materials to read.

Influence of theories

So far we have familiarised the strong theories which influence our teaching learning area. It can be seen that the theory of behaviourism, until recently, has grown supremacy in our educational system – its curriculum, text book, learning process and evaluation. Mechanically prepared syllabus, content flourished text books, teacher centered learning strategies, the evaluation based on promotion and detention etc are the eye witnesses for this.

A curriculum based on constructivism, especially socio constructivism has been built up in Kerala, as a part or curriculum revision in place or curriculum rosted the behaviourist theories.

C. THEORETICAL NATURE OF SELECTED VARIABLES

In this section, the investigator has made an attempt to define and describe the independent variables of the study so as to have a theoretical nature of these. There are two psychological variables and eight sociological variables as independent variables.

a) Psychological variables*i) Achievement Motivation*

Motivation is derived from the Latin word 'moveers' which means 'to move'. Thus in its literal sense motivation is the process of arousing movement in the organism.

Motivation may be defined as a combination of forces which initiate direct and sustain behaviour toward a goal. In the classroom situation, motivation is that which drives the student to learn; it makes the student desirous of learning and apply himself to the task. Hence, it is needless to emphasise that the level of motivation of the learner will affect his learning and achievement.

The Dictionary of Education (1973) defines motivation as (1) the process of arousing, sustaining and regulating activity, a concept limited to some aspect such as the energetic of behaviour or purposive regulation (ii) the practical art of applying incentives and arousing interest for the purpose of causing a pupil to perform in a desired way; usually designates the act of choosing study materials of such a sort and presenting them in such a way that they appeal to the pupil's interests and cause him to attach the work at hand willingly and to complete it with sustained enthusiasm, also designates the use of various devices such as the offering of rewards or appeal to the desire to excel.

Achievement motivation is defined by the dictionary as a combination of psychological forces which initiate, direct, and sustain behaviour toward successful attainment of some goal which provides a sense of significance, no single measurable factor seems to account for it; measurement is in terms of construct validation of interrelated scholastic, societal, and individual factors.

The Encyclopaedia of Psychology (1972) defines achievement motivation as a hypothetical construct designed to explain inter and intra-individual differences in the orientation, intensity, and consistency of achievement behaviour. In terms of content, achievement motivation may be characterized as the tendency to maintain and increase individual proficiency in all areas in which a standard of quality is taken as binding.

According to Mc Clelland et al. (Encyclopaedia of Psychology, 1972), the basic principle for definition of a motive in the connection (dependent in experience) of an expected change in effect with specific key conditions, and for delimitations of different motives, the particular class of content of expectation. In the case of achievement motivation these expectation of positive or negative effective changes refer to the attainment or non-attainment of the individual standard of quality. Here the need for achievement is

viewed as a widely generation level of aspiration. A person with a high need for achievement seems problems and obstacles as challenges to be met and is motivated to tackle them.

Considering aspirations to spring up from the fundamental human need for achievement, Hurlock (1974) defines aspirations as a longing for and striving after something higher than oneself or one's present status. This longing may be enabling or up lifting or it may be unwarranted or presumptions.

As Cronback (1963) points out that aspirations must be considered from three points of view, first, what performance or aspects of it, the individual considers important and desirable, or what he wants to do; second how well he expects to perform, especially in the important aspects of the activity; and third; how important the performance is to him, either as a whole or in its different aspects.

A person who aspires to better himself or to achieve financial, social, or academic success above that which he has achieved to date will be satisfied only when his achievements come up to the goals he has set; regardless of how others view his achievements. When used in this context, aspirations are the goals a person sets for himself in tasks which have intense personal significance or in

which he is ego-involved. Success in these tasks raises his self-esteem while failure leads to chagrin and feelings of inadequacy. The person confidently expects to achieve his goals in these ego-involved tasks and strives hard to achieve them, if he does achieve them, he will interpret his achievement to mean success. If he does not achieve them he will interpret his achievement to mean failure. If he fails short of his goals, he will regard his achievement as failure.

The development of achievement motivation in an individual has been varied in two different ways. The first of them is that the development of need for achievement is allied with family and cultural group of the child. If achievement, initiative and competitiveness are encouraged and reinforced in the home and if parents let children solve problem on their own without becoming irritated by the children's initial failures, children are likely to develop a high need for achievement (McClelland and Pilon, 1983).

Children who see that their action can have an impact and who have thought how to recognize a good performance are more likely to grow up with the desire to excel (Schunk, 1996).

Another view is that achievement motivation is the outgrowth of a set of conscious beliefs and values shaped mainly by one's experience with success and failures and by factors in the immediate

environment like difficulty or the task or the incentives associated with the task.

The concern or excellence in academic performance is at the apex of the modern socio cultural milieu. The present scenario of education has to run a long way to accomplish this expectation. In spite of all the efforts and educational inputs, most of the children fall short of the societal expectation. Among the multifarious cases, one of the important reason is the neglect or under emphasis of the role of achievement motivating in education.

Hart and Keller (1980) showed that lack of motivation, improper study habits, and inattention to school work, are the self reported reason for poor academic performance.

Gupta (1983) and Ahluwalia (1985) in their study found a significant positive relationship between n-achievement and achievement.

Oliver and Simpson (1988) found that affective behaviours in science classroom are strongly related to achievement and the affective constructs like attitude, motivation, interest etc could be successfully used to predict achievement.

But Sundararajan and Gnana Guru (1992) have found to significant relationship between academic achievement and achievement motivation.

Abouserie (1995) has proved that students personality trait in general, and their self esteem and achievement motivation in particular have substantial influence on their approaches to study and levels of knowledge processing.

Nancy (2003) conducted a study "Achievement Motivation as a Predictor of Academic Excellence". From the study, noted educational implications: The findings of the study apart from substantiating the theoretical point of view could have direct relevance to the improvement of academic excellence. Once the concept of achievement motivation is aroused and nourished, it will help in raising the level of performance in academic subjects. The findings also suggest the possibility of adopting a new approach in the practice of education. The forecast of academic performance is useful in giving educational and vocational guidance and counselling. Another implication is that students may be encouraged to develop a strong desire for achievement.

Self descriptive inventories, personal reports rating scales. observational records and Projective Methods are widely used to measure achievement motivation.

ii) General Anxiety

Anxiety is defined as an emotional attitude or sentiment concerning the future, characterized by an unpleasant alternation of mingling of dread and hope (Dictionary of Psychology 1962). The term gets origin mostly from constructs of Freudian psychology. It represents a combination of apprehension uncertainty and fear, with special reference to their bodily manifestation. Anxiety may be of the neurotic type or the reactions to be presence of an external situation. In either case, it represents the reaction of the ego to danger - either real or imagined.

Psychopathologists look upon anxiety as an emotion generated by uncertainty. They consider that anxiety will be present whenever a person is confronted with an unsolved problem or challenge that is vital to his well being and for which he has no satisfactory solution available (Page, 1975). Therefore, naturally anxiety can have a close relation with both the overt and covert behaviours of an individual which never excludes the behaviour leading to achievement also.

The Dictionary of Education (1973) defines anxiety as apprehension, tension, or uneasiness characterized by fear, dread, or uncertainty, the source of which is largely unknown or unrecognized by the individual; may consist in persistent apprehension of future events as well as in generalized emotional reactions to any choice point or decision.

The specific emotional state developed in a person when he is anxious, may be shown to any general situation, either imaginary, or concrete when it is known as general anxiety. The anxiety shown to specific situation of testing conditions will be known as test anxiety or examinations anxiety (Encyclopaedia of Psychology, 1972). As defined by the Dictionary of Education (1973), test anxiety is the fear of taking examination, unpleasant emotional reaction elicited by anticipation of a testing situation; which may have an effect on the performance of the subject. This is because of the unconscious equation of the examination with danger situations. In either case, the anxious person may or may not show some observable characteristic bodily reaction and behaviours. In the former case, the anxiety is in its manifest form, and in the latter, in the latent form.

Manifest anxiety refers primarily to the presence of the characteristic physiological signs, with or without avoidance behaviour and with the implication that the subjective experience is also present (Coles, 1983).

Guilford (1966) and Jersild et al. (1978) also note that chronic and intense anxiety will result in a disturbance of the sympathetic devising of the automation nervous system which ends in manifestation of physiological reaction and illness.

Discussing the topography of anxiety responses, Eysenck, et al.(1972) point out that the automatic events that makeup an anxiety response are predominantly function of the sympathetic devising of the automatic nervous system. Common manifestation of the sympathetic response are: increased heart-cate, raised blood pressure, increased respiratory rate, sweating of the palms, dilation of the pupils, and dryness of the mouth. Some parasympathetic responses may also participate in the anxiety pattern; common ones are diarrhea, nausea, vomiting, and frequency of urination.

The related concept of latent anxiety is derived from psycho-analytic theory. Interpreted literally it stands for anxiety that is 'not active'. But when contrasted with manifest anxiety it has the connotation of anxiety which is active but not seer. This type of

anxiety is not attended by an anxiety response, but represents a tendency of predisposition to respond with anxiety. Theorists have introduced other terms like 'neurotic anxiety', and 'moral anxiety' to denote various forms of its manifestation (Fontana, 1978). Still other terms used in the area are 'performance anxiety', 'test anxiety' etc. all of which are conceived in terms of specific situation in which their manifestation become obvious.

Exploratory studies of the influence of anxiety on performance in learning situation have helped to identify anxiety as a major determinant of human performance in a wide variety of situation, especially performance under stress.

Ehrman (1996) defined, Anxiety is often linked to fear that one will fail in some way; on an assignment, speaking in class, on a test in the final grade, in competition, maintaining one's position in a community, in interaction with native speakers, on in the job. Sometimes the anxiety is localized to only one kind of activity. In other cases, it is arrived by the entire learning situation.

Psychologists differentiate between trait anxiety, which is stable part of Pearson's Personality, and state anxiety, which is related to specific events or situation.

Another important distinction is between debilitating and facilitating anxiety.

In words Ehrman (1996) some researchers believe that no anxiety is even helpful and others believe that facilitating anxiety exists for some people but not others. The phenomenon could be called tension or arousal, but because anxiety appears in fact to be a component, together with tension and arousal.

The function of facilitating anxiety is to build up just the right amount of arousal to get onto a task and mobilize one's cognitive and affective resources.

Defense mechanism are essential for softening failures, protecting us from otherwise overwhelming anxiety and maintaining an sense of personal worth (Ehrman, 1996).

The mechanisms themselves have been classified by some scholars as more or less mature (Vaillant, 1977) but every normal person uses all of them – immature or mature – in greater or lesser degree all the time.

Language learning anxiety is thoroughly addressed in Hortwitz and Young (1991). This edited collection describes research on foreign language learning anxiety ways to assess it, and suggestion

for helping students deal with it. Madntyre (1995) provides a comprehensive view of the place of foreign language anxiety in general psychology and of current research on the subject.

Generally, self reporting inventories are widely used to measure the varied form of anxiety. Some of the popular scales for the measurement of the specific reaction of anxiety are, Taylor's Manifest Anxiety Scale (MAS) Children's version (CMAS), IPAT Anxiety Scale, Questionnaire, Sarason's Test Anxiety Scale for Children and Students.

The above discussion clearly shows that theoretically achievement is influenced by an different dimensions of language skills.

Sociological variables

1. Socio-Economic Status

The term socio-economic status denotes the status of the social class in which he/she is a member. The social status of an individual is generally determined by the aggregate status of his educational, occupational, and income levels. Traditionally society was divided into upper, middle, and lower classes according to socio economic grouping.

When people from the same social class meet and converse they soon find that they have much in common, even though they may have come from different ethnic or religious backgrounds or from different parts of the country. They will find that they live in much the same kinds of neighbourhoods, have similar eating habits, dress in much the same ways, have similar tastes in furniture, literature and recreation and have about the same amount of education (Havighurst and Levine, 1975).

In Encyclopaedic Dictionary and Directory of Education (1971) socio economic status refers to social and economic factors and conditions and socio-economic approach to curriculum version is in which the instructional material is selected in the light of current social and economic problems and future trends and needs.

The term society is a vague term that may refer to the persons who share a common government, an area of land and a set of social relationship. A person may be a member of several societies a church society, a society of teachers or of engineers, an English speaking society etc. Each of these societies has a culture or sub culture of its own by a culture or sub culture of its own. By a culture, we refer to the patterns and products of learned behaviour:

the etiquette, language, attitude and values, as well as the material things and artifacts produced the technology of a group of people.

In a system of social stratification, a combination of various social and economic indexes of rank that are used in research studies. The term is often used to deal with stratification in a society without the need for the assumption that there are distinct social classes. Social characteristics – family background, education, values, prestige of occupation, etc., and economic status (income) are combined into one socio-economic status rating.

The socio-economic status of an individual is measured on the basis of the three variables, viz. education, occupation, and income (Kuppuswamy, 1959). Thus the variables chosen are those which are the result of achievement.

In the present study, the following components of socio economic status are taken as independent variables.

- (i) Parental Education Level
- (ii) Parental Occupation Level
- (iii) Parental Income Level.

The term ‘Educational Level of Parent’ is used to get information regarding the level of education of parents. The level of

education has been divided into seven categories, viz. illiterate, standard I to IV, V to VII, VIII to X, Pre-university/ TTC/Intermediate level, B.A/B.Sc./B.Com/B.Ed./Engg. Diploma, M.A/M.Sc./ M.Com./ M/Ed./Ph.D.

The term 'Parental Occupation Level' is used to get information regarding occupation level of parents. The different occupations have been classified into six categories, viz., unemployed, unskilled, semi-skilled, skilled, semi-professional and high professionals.

The term 'Parental Income Level' is used to get information regarding the income level of parents. This also has been categorised into six based on the range of income.

The weightages of the three levels are added to yield a composite socio economic status score for each subject.

In a stratified society as that in India, a researcher is apt to start with a hypothesis that socio-economic status contributes to academic performance.

Mathur (1964) has studied the effect of socio-economic status on behaviour and achievement of secondary school students. He has noted that there is a significant positive correlation between socio-economic status and educational achievement.

In his study Chopra (1964) has examined the relationship between socio economic factors and academic achievement, keeping the effect of intelligence constant. He has found that nearly 96 per cent of students who discontinued education attribute the reason to poor economic conditions of the family. Parents education, occupation family income and cultural level of home are related significantly to higher achievement.

Socio-economic status (SES) may have affected the opportunities available for a person's education and occupational choices. Low SES (or very high SES) may mean lack of familiarity with appropriate learning techniques. SES may affect motivation. A student maybe the first in his or her family to reach this level of education; that fact may mean either very strong support from the family and commonly of major or opposition to the student's educational aspiration (Ehrman, 1996).

Sex and Age

The vast majority of studies have found that females do better in most language classrooms from high school through university (Ehrman, 1996).

In a study, Ehrman (1996) his own findings with a group of students receiving long term intensive training for jobs related to

foreign affairs were that there were no differences between the two genders in achievement as measured by end of training oral proficiency tests in speaking and reading. Language courses in schools, unless required for other purposes, are heavily populated by females. Language is a means of communication, an instrumental goal for many females.

2. Learning Facilities at Home

This variable is mainly intended to measure the various home facilities provided by parents for their children learning. This variable includes the item, viz. (i) availability of separate room (ii) separate chair (iii) separate shelf (iv) separate lamp and (v) home library for study. Similarly accessories like (vi) dictionaries and (vii) other reference materials.

The importance of these facilities for scholastic achievement has been highlighted by educational researches. The importance of parental pressure for language development which included their emphasizing the use of language in a variety of situations, providing opportunities for enlarging the child's vocabulary emphasizing correctness of usage and the quality of language models, parents made available to the child. The degree to which the parents provided for general learning opportunities at home and outside the

home, made available learning supplies books, periodicals and library facilities, and other wise facilitated learning in a variety of situations.

3. Family Acceptance of Education

This variable 'Family Acceptance of Education' refers to the involvement of parents or the concern of parents with the educational programmes and progress of their children. This variable helps to rate the extent to which parents accept the educational activities of their children. Parental acceptance serves as a rewarding and reinforcing factor for stimulating their achievement. Attempt has been made to measure: (i) whether parents check up the school work, (ii) whether they help in doing school assignments, (iii) whether parents meet teachers and assess their school work, (iv) whether they attend parent teacher associating meetings and (v) whether they contribute to the school improvement programmes.

The positive and negative sanctions of parents for the child's desirable and undesirable responses respectively. Parental indulgence and encouragement are vital factors for academic achievement.

If parents could provide educational guidance it will contribute to the achievement. Guidance involves diagnosing their specific problems and suggesting steps for enabling them to overcome their difficulties. Mehdi (1978) emphasize the importance of educational guidance. Showing that child has to be helped to adjust himself to an expanding environment within the school and outside. He has to be helped to develop in a systematic way. Difficulties in reading and writing are often faulty development of basic skills at home and in school. A carefully thought out programme of guidance has to be introduced to meet the developmental needs of the child.

According to Gage and Berliner (1975) home environment can influence the child's ability in two ways: (a) The child can learn directly from the environment and from copying adults (b) The child can have his personality traits and ways of using his ability influenced by parental attention and attitude.

The parent's attention and love can give children a concern with adult approval and educational success or what Davis (1978) called the socialized anxiety that motivates children to try hardy at school learning. The children of the demanding parents had the highest IQs and reading achievement. Scores even though their parents did not tend to have higher occupational status. All these

show that family acceptance of education is an important factor for the development of language skills.

4. Cultural Level of Family

The term 'cultural level of family' refers to the cultural background of the family of pupils. Each item of this variable contributes to the idea of the total cultural background of one's family. Some of the items used for this purpose are given as examples, viz. Number of Libraries to which you/your family members are a member, (ii) Number of newspapers purchased by your family, (iii) you are instructed to read newspapers. The term 'culture' has different meanings. A set of definition of the term are given below to illustrate the variety of meaning attributed to the term.

Culture is the expression of our nature in our modes of living and our thinking inter course in our literature in religion in recreation and engagement (MacIver 1969).

Arnold (1989) defined culture is the socially transmitted system of idealized ways in knowledge, Practice and belief, along with the art facts that knowledge and practice produce and maintain as they change in time."

Aroyle (1957) "culture consists of the shared behaviour, beliefs and material objects belonging to a society or part of a society."

Culture includes all the manifestations of social habits of a community and all human activities as determined by these habits. It implies the mental pattern of thinking of a community as reflected in the life and work of its members. It includes all the institutionalised cultural beliefs, norms, values and premises which underlie and govern conduct (Aggarwal, 1971).

The individual is exposed to and moulded by the culture of the group into which he is born. Culture is the frame work within which the individual grows and develops.

The family preserves the culture of the society. The children are educated in the various aspects of culture from their infancy. The family creates such an environment for them that they learn to live and behave in accordance with their culture. The influence of the cultural atmosphere of the homes of pupils on their academic achievement is further asserted by the research study of the Baroda Faculty of Education (1968). The variable being measured is a facilitating one with represent to the acquisition of language skills.

5. Family Environment of Education

Schools have only recently begun to focus systematically on family as an educational institutions. Educationists have traditionally focussed on schools, giving only passing attention to the family as a educational institutions (Cremin, 1974).

There are studies illuminating the variety of constraints and possibilities that organize and inform the very terms by which family members relate to another, and through which educative influences are made manifest and educational process proceed. Family might be organized in nuclear units, extended units or household units. The task of the family as an educational agency was complex as it is subject to change.

There are studies projecting the family as an autonomous unit in which human development is considerably shaped. Focusing on the internal dynamics of the family, most particularly on relationships between nature and culture, family studies of this sort proceed on the assumption that the family is particularly powerful and therefore an independent educational institutions.

The variable family environment of education has an important role in facilitating the development of the language.

**CERTAIN PSYCHOLOGICAL AND SOCIOLOGICAL
CORRELATES OF LISTENING AND READING
COMPREHENSION IN SANSKRIT AMONG
SECONDARY SCHOOL PUPILS OF KERALA**

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Thesis
submitted for the award of the Degree of
DOCTOR OF PHILOSOPHY
IN THE FACULTY OF EDUCATION

**DEPARTMENT OF EDUCATION
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2003**

Chapter - III**REVIEW OF RELATED
LITERATURE**

- ❖ *Research studies in Sanskrit Education*
- ❖ *Psycho-Socio familial studies in language comprehensibility*
 - i) *Psychological and Sociological studies in listening comprehension*
 - ii) *Psychological and sociological studies in reading comprehension*

REVIEW OF RELATED LITERATURE

A survey of the related literature has been of considerable importance to the investigator since it makes him aware of the relevance of the problem he has selected for the study. According to Turney and Pobb (1971) "Identification of a research design and determination of the size and scope of a problem, all depends to a great extent, on the care and intensity with which a researcher has examined the literature related to the intended research."

According to Fink (1995) evaluators use the literature for reasons as diverse as gathering ideas for research designs and data collection and analysis methods and comparing data and conclusion across research. The term 'literature' means published and unpublished reports of studies or statistical findings. He also noted, guidelines for using the literature in programme evaluation.

1. To set standards: The literature can provide information on the past performance of programmes and population. These may serve as a yardstick in planning an evaluation and is comparing the findings of one that already has been completed.
2. To define variables: The literature is a primary source of information about the ways others have defined and measured

commonly used variables in education and psychology including achievement, development, child abuse and neglect, counselling and disability.

3. To determine sample size: Power calculations to arrive at sample sizes large enough to reveal the differences (if they exist) require an estimation of the variance – a measure of dispersion – in the sample or population. Sometimes, however, evaluators have no readily available data on the variance in the sample of interest. The evaluator can conduct a pilot study to obtain the data. Appropriate data may be available in the literature, however, enabling the evaluator to build on and expand the work of others.
4. To obtain examples of designs; measures and ways of analyzing the presenting data: The literature can be used as a source for obtaining sound information on research methods and data collection, analysis and reporting techniques.
5. To determine the significance of the evaluation and of its findings. The literature often is used to justify the need for the programmes and for the evaluation questions. It also is used to show whether the evaluation findings confirm or contradict the results of other studies and to identify areas to which little or no knowledge is currently available.

A six-step guide for reviewing the literature introduced by Arlene Fink (1995) as follows:

1. Assembling the literature: The key to an efficient search through the literature is specificity.
2. Identifying inclusion and exclusion criteria: Inclusion and exclusion criteria are used for deciding whether a study is appropriate or inappropriate for review.
3. Selecting literature: After the articles are assembled, they invariably need to be screened for irrelevant material.
4. Identifying the 'best' Literature. Regardless of the scope of the literature review, a method must be employed that distinguishes among articles with differing levels of quality. Selecting the best literature means finding the most methodologically rigorous studies.
5. Abstracting information: The most efficient way to obtain data from the literature is to standardize the abstraction process.
6. Unpublished Literature and negative results: What Gems are in the Fite? Various analysis of the published literature have suggested the existence of a bias in favour of positive results. This means that if a review is based solely on published articles,

negative findings may be under represented. Finding unpublished articles however is not an easy task.

In the present study an elaborate attempt has been made to review the different studies about the factors affecting the achievement of the basic language skills especially in listening and reading comprehension in Sanskrit among secondary school pupils in order to study certain facts, principles and procedures followed by the researchers in this area. The related studies reviewed for the purpose of the present study have been classified under categories, viz.

A. Research Studies in Sanskrit Education.

B. Psycho-Socio Familial Studies in Language Comprehension.

- (i) Psychological and sociological studies in Listening Comprehension.
- (ii) Psychological and Sociological Studies in Reading Comprehension.

A. RESEARCH STUDIES IN SANSKRIT EDUCATION

After independence, several attempts have been made for the development of Sanskrit Education in India. The investigator has examined some important documents and research studies related

with Sanskrit Education, since independence and a review of the same is given below under the titles, viz.

1. Review of Documents
2. Review of Research Studies
3. Sanskrit Studies in Abroad.

Review of Documents

The University Grants Commission (1948-1949) indicated the place of Sanskrit in the scheme of general education in secondary schools and colleges. The commission specially refers to the knowledge of vedic music to be derived from the study of Samaveda, stressed the important of Sanskrit works which embody the element of morality and has also accepted the fact that Sanskrit was the 'lingua franca' for the world of learning in Ancient India.

The Secondary Education Commission (1952-53) has noted the importance of Sanskrit as a classical language and felt the need of encouraging it. The commission says - "To the bulk of Indian Sanskrit which is the mother of most Indian languages has always appealed both from the cultural and religious points of view. There is a great deal to be said in favour of the view of the study. This language should be given every encouragement possible.

The commission in chapter VI of its report without giving much stress for the inclusion of Sanskrit or any other classical language, suggested a language formula (preferably a two language formula) in the secondary school curriculum (see Appendix 1).

The official language commission (1955-56) also accepted the basic importance of Sanskrit and says 'It is hardly necessary to add that besides, the current regional languages, there is an immense amount of work which needs to be done in respect of Sanskrit, Pali, etc. The Sanskrit language, pre-eminently and the other ancient languages in different degrees have powerfully influenced current Indian speeches and a study of these has an obvious bearing on the study of contemporary forms of speech.

The Government of India established the Sanskrit Commission under the Chairmanship of Dr. Sumitri Kumar Chatterjee and its report was submitted in 1956-57.

From the very beginning, the Commission felt that the terms of reference, which specially mentioned only two terms, viz. (i) Sanskrit Education in the Universities and non-University Institution and (ii) Traditional system of Sanskrit Education, were somewhat narrow and unless these terms of reference were understood in the widest



possible sense and certain other matters connected with the problem of Sanskrit Education and Research were properly examined, the deliberation of the commission would not be really complete. It was, for instance, necessary to inquire into the question as Sanskrit studies in Secondary Schools which were primarily the feeders of the Universities. The extent and standard of Sanskrit studies in the Universities were dependent upon the nature of those studies in Secondary schools. No subject of study could be pursued in a school or a college without reference to what the student of the subject would or could do after the completion of the education. The avenues open for a branch of study or the roles of persons brought up in a particular discipline can play as educated citizen have a direct relation to the strength and continuance of that branch of study. The policy in respect of Sanskrit as, indeed, in respect of all education, must be correlated to the needs and aspirations of the members of the body politic. The Commission, therefore, felt that it was necessary to consider the place of Sanskrit and the scholar of Sanskrit in the national life of present day India. For this purpose, the commission endeavoured to cover a large field in the course of its enquiry. It directed to attention to all important question relating directly or by implication to Sanskrit studies in India. That the

Government itself expected of the Commission to make a thorough investigation is borne out by the preamble to its Report where they have actually referred to "Sanskrit Education in all its aspects."

A very important suggestion in the report for the popularisation of Sanskrit was that Sanskrit should be written and printed in regional scripts instead of the Devanagari script, so as to lead Sanskrit nearer to the heart of the people.

The Government of India readily accepted the recommendation of the commission and established a Central Sanskrit Board in 1959. Thereafter the Government in place of the Central Sanskrit Board established a Kendriya Sanskrit Parishad.

The consultation with the Kendriya Sanskrit Parishad, the Government of India formulated a number of schemes for the development of Sanskrit. This includes the modernisation of Sanskrit Pathshalas, provision of teaching of Sanskrit in all the schools in India. The Government also announced production of Sanskrit literature including reprinting of out of print Sanskrit books, publication of manuscripts etc. One of the important resolutions of the Kendriya Sanskrit Parishad was the need of an autonomous organisation known as Kendriya Sanskrit Samsthan.

As per the recommendations by the Kendriya Sanskrit Parishad on 15th October 1970 the Rashtriya Sanskrit Sansthan came to being undertake the propagation of Sanskrit.

Kothari Commission (1964-66) emphasize the importance of the study of classical language and the special claim that Sanskrit has on the national system of education but they strongly disagreed with the proposal of including any classical language in the three language formula. They also strongly disagreed with the idea of Sanskrit Universities.

They proposed to introduce Sanskrit as an optional subject from standard VIII onwards. They deliberately gave no place for Sanskrit or any other classical language in the three language formula suggested by them (See Appendix II).

The resolution of National Policy (1968) issued by the Government of India on the 1964-66 Commission Report however stressed the importance of Sanskrit for the study of Modern Indian Language, ancient Indian History, Indology and Indian Philosophy etc. Also considering its contribution to the cultural unity of the country suggested to provide facilities for the teaching of Sanskrit in school and university stages wherever such knowledge is useful. The

policy also suggested for the development of new methods in teaching Sanskrit.

The Committee of Enquiry (1973) into the problems of Sanskrit Education in Schools of Kerala in 1973 headed by Dr. N.V. Krishna Warriar examined the issue and submitted its recommendation, in its report consisting of six pages.

The committee is of the view that Sanskrit is suffering a lot in the state and hence they suggested various administrative and academic steps to be taken by the Government for the encouragement of Sanskrit Education. The important recommendations of the committee are:

- i) A state level special officer not below the rank of District Educational Officer should be appointed in the State Institute of Education.
- ii) Sanskrit inspectors not below the rank of High School Headmasters should be appointed in each Revenue District for the effective supervision and guidance of Sanskrit teaching.
- iii) Posts of Sanskrit teachers should be sanctioned in all upper primary and secondary schools irrespective of the number of

students offering Sanskrit. The Kerala Education Act and Rules should also be amended for this purpose.

- iv) Sanskrit Seminars and conference should be organised by the education department.
- v) The State Institute of Education may take steps to publish a Sanskrit journal of academic value for the use of the students.
- vi) Sanskrit teachers of upper primary schools also should be trained teachers.
- vii) Question for twenty five per cent of marks for the Sanskrit paper should be answer in Sanskrit and the remaining question may allowed to write in Malayalam a regional language.

Consequently a special officer for Sanskrit Education is appointed in the Directorate of Public Instruction. Provision is made for the constitution of Sanskrit centres in each educational district for organising seminars and other academic activities for motivating Sanskrit teachers and students, but the council is not properly functioned and also not adequately funded. Sanskrit Festival is organised by the Department in educational district level and state level.

In SCERT Kerala appointed a Sanskrit Research Officer for conducting workshops for curriculum construction. Text books, hand books for teachers in Sanskrit for Primary, Secondary and Higher Secondary Schools. Now SCERT conducted module preparation for teacher training programmes for primary, secondary and higher secondary levels and also organised Sanskrit Scholarships programmes.

The committee with deep enthusiasm presented their opinion as follows:-

“Sanskrit is the very life blood of Indian culture and in every part of India the opportunity to learn Sanskrit should be the birthright of each student. Sanskrit is absolutely Indian and if it is not promoted in India it will have to perish. Hence even if a single student come forward to learn Sanskrit an Indian state must deem it as a bounden duty to arrange for its inculcation.”

The report of the All India Conference on problems of Sanskrit Education in non Hindi speaking states held at Nagpur in August 1982 is a very important document with regard to researches in Sanskrit Education.

The conference was held under the auspices of the Nagpur University and was mainly sponsored by the University Grants

Commission. All the non-Hindi speaking states except Orissa and Assam participated and contributed with papers in the conference. About twenty papers were presented for discussion in the conference.

The document reveals the fact that Sanskrit is somewhat totally neglected in most of the states. The position in Karnataka is somewhat satisfying where Sanskrit has the status as Language in secondary stage, and is learned by a good number of pupils more or less equal to Kannada. The same status is at present preserved by a order issued by the Government of Karnataka following the issues after the publication of the Gokak Committee Report which recommended that only Kannada should be the first language in secondary classes.

The position of Sanskrit in Kerala is not so bad, comparing to other states, even if the number of pupils learning Sanskrit at the secondary level is considerably less.

In West Bengal in Standards V to VII Sanskrit is a compulsory language.

In South India, Tamil Nadu is the only state which has eliminated Sanskrit totally from school education where Sanskrit

flourished for about two decades after independence. This was done as in the case of Hindi following the issues on Hindi education in the late seventies.

The revised National Policy on Education (1986) in a very vague manner proposes for the development of facilities for the intensive study of Sanskrit, to delve into Indian ancient fund of knowledge and to relate it to contemporary reality.

The ministry of Human Resources and Development has announced a scheme in 1987 for propagation, preservation and development of Sanskrit and the same is being communicated to all state governments. The programmes under the scheme is broadly classified into three major categories aiming.

- i) Preservation of Sanskrit Tradition
- ii) Modernisation of the Content and Methodology of Teaching Sanskrit.
- iii) Popularisation and promotion of Sanskrit.

The important aspects in the scheme to be noted are:

- i) For the preservation of Sanskrit Government of India assures financial assistance to State Governments to implement their own project.

- ii) For modernising 'The Rashtriya Samskrita Samstan' an autonomous body under the ministry of Human Resources and Development is entrusted to carry on with such activities.
- iii) For popularisation of Sanskrit financial assistance is given to voluntary organisation up to 75 per cent of their expenditure. Similarly assistance is given to Sanskrit workers for the publication of their works upto 80 per cent of the expenditure.

President's awards to Sanskrit Pandits award of Scholarships to students etc. are measures under the scheme.

National Policy on Education, Agenda for India 2001 emphasised Sanskrit Education. Efforts will be continued and strengthened to develop Indian Languages. Efforts will be made to popularise the study of Sanskrit. Sanskrit has influenced in one way or another most of the modern Indian languages. Efforts will be made to popularise the study of Sanskrit.

"Sanskrit Education in Orissa" a monograph by Panda (1995) deals with history, locational analysis of Sanskrit Institutes, supervision administrative examination system of Sanskrits, Education and creative works done in various fields of Sanskrit literature in Orissa. Among at an analysis of the survey of Sanskrit

Education in Orissa, Dr. Panda in this book has tried to explain all possible aspects of the subject with clarity of vision.

From the foregoing we got picture on the systematic progress of Sanskrit education in an historic prospective.

REVIEW OF RESEARCH STUDIES

The study conducted by Gokhale (1951) reveals the origin and development of Buddhist Education in India, Ceylon, Burma, Indonesia, China and Japan through the medium of Sanskrit, Pali, Tibetan and Ardhamajadhi.

Seth's (1953) study establishes that the aim of all schools of Indian philosophy is self realisation and purely idealistic.

Saram's (1954) study analyses the Gurukula system of education in ancient India and tries to explore the possibility of reinstating it in india in modernised form. The study observes that:-

- i) The hermitages of ancient India were not only schools of learning but also shelter for the needy.
- ii) The curriculum and methods of teaching were mainly based on the psychological principles of development.

The study undertaken by Divakar (1960) discusses critically the educational philosophy of Upanishads.

Charle's (1971) study insists on that the Bhagavat Gita contains many ideas which could become the basis for a sound educational philosophy and the same is quite significant for various aspects of educational system in India.

Sarma's (1978) study presents Sri Sankara as a philosopher and religious man and moreover as a great educationist and enumerator.

- i) the philosophical ideas and ideas of educational philosophy of Sri Sankara.
- ii) the aims of education and teaching methods as viewed by Sri Sankara.

Sarma (1982) conducted a study on Sanskrit students attitude towards religion. The study found that Sanskrit Pathasala students have significantly high positive attitude towards religion and there is no substantial difference between the moral values of Sanskrit Pathasala boys and general students.

Gupta, Sheetal (1983) the aim of the study were (1) to prepare and standardize tests on three abilities, viz. comprehension of Hindi,

English and Sanskrit passages through reading and listening ability to speak and spell words in these languages correctly and ability to know the rules of grammar of these languages. Four linguistic skills are selected for all the three languages, viz (1) reading and understanding (ii) hearing and understanding (iii) speaking correctly (iv) writing correctly. The major findings were (1) The distribution of scores in all the tests of English, Hindi and Sanskrit showed deviations from normality, (2) The relationships between the tests of each language were found to be statistically significant (3) In case of English language, the extracted two factors were identified as ability of comprehension through reading and skill of correct pronunciation. In case of Hindi language, the two factors were spelling and comprehension through reading. In case of Sanskrit language, the two dominant factors were grammar, and comprehension through reading, (4) The language abilities and skills influencing the achievement in the three languages taken together showed that hearing and understanding, and pronunciation played a dominant role. The first and second factors were identified as 'comprehension through reading' and 'spelling' respectively.

Jain (1984) study was intended to identify the areas in Sanskrit, the causes of the areas, and to suggest a programme of remedial teaching. The major findings were (1) since teaching of

Sanskrit as a third language was not according to the syllabus the objectives were not achieved (ii) Since most Sanskrit teachers were untrained, they were not able to create students interest in the subject either through their teaching or other activities in the school, (iii) The headmaster and teachers felt that co-curricular activities were not organised because of the students, 'lack of interest in the subject and consequently a suitable environment for learning the language could not develop.

In the study of Suja (1986) it is pin pointed that the achievement of pupils in Sanskrit in the S.S.L.C. Examination is considerably low.

Devaky's study (1988) also pin pointed the same point of poor achievement in Sanskrit in the S.S.L.C. Examination as a trend in recent years.

Surendran's (1989) study is an attempt to reveal the problems facing by Sanskrit teachers in schools of Kerala to arrive at conclusion and to suggest remedial measures. Major findings of the study are (1) Sanskrit teaching in the schools of Kerala is in the midst of problems (2) Only Sanskrit teachers are the individuals to face the problems and they bound to bear it as the matter of their own existence (3) parents and pupils show little interest in Sanskrit

(4) Sanskrit lost popularity among the masses (5) The scarcity of pupils to learn Sanskrit is the result of all the listed problem (6) The importance of Sanskrit is not felt by the educationists, authorities as well as by the public (7) the Government level measures to encourage Sanskrit are beyond doubt, inadequate and (8) The encouragement of Sanskrit is spoken more than it is done.

Vijayan (1989) conducted a study attitude of Sanskrit Teachers towards Sanskrit language. The major findings are (1) All Sanskrit teachers have a favourable attitude towards the value of Sanskrit language its cultural percentage and immense treasure of literature, (2) Sanskrit should be introduced as a subject of study not as a compulsory language but to supplement Malayalam teaching, (3) Inservice courses for Sanskrit teachers should be effectively organised. Suitable reference books, hand books etc, should be made available to all Sanskrit teachers, (4) Sanskrit teachers are greatly distressed by the service conditions.

Rajan (1989) the objectives of the study are (1) to explore the nature of the attitude of secondary school pupils towards learning Sanskrit, (2) to rank the statements in the order of seriousness indicated by the responses of the total population, (3) To compare the attitudes between boys and girls, rural and urban, government

and private schools. Some of the findings were 1) The total population has a favourable attitude towards learning Sanskrit at the Secondary level, 2) The girls group has more favourable attitude than boys group, 3) The rural and urban group are significantly differ in their attitude towards learning Sanskrit at the secondary level, 4) The aided school pupils and government school pupils are significantly differ in their attitude towards learning Sanskrit at the secondary level.

SANSKRIT STUDIES ABROAD

While discussing Sanskrit studies in education it is necessary to throw some light on the attempts made by some Sanskrit Scholars of some foreign countries also.

Sanskrit in Germany

On February 3rd of 1966 something quite out of the ordinary occurred in Cologne. For the first time, texts were broadcast from Radio Deutsche-wells (voice of Germany) in Sanskrit. The founder of this programme was Ernst N.Shaffer, a correspondent and journalist of world. Wide experience and for many year a staunch, "Bombay Wallah".

The immediate success of the 12 minute programme broadcast every Monday as part of the Hindi programme emboldered Dr. Sushama Lohia, Head of the Deutsche Welle Sanskrit team, to tackle even classical Indian drama. In six instalments Kalidasa's Sakuntala was broadcast from the Federal Republic of Germany to India.

It goes without saying that all the important congress and events throughout the world catering around Sanskrit and Oriental Studies are included in Sanskrit voice of Germany's coverage. In doing so, Professors, Lecturers, teachers and journalist amongst those who know and understand Sanskrit keep up the time honoured tradition of co-operation between India and Germany.

Sanskrit in Russia

The Russian study of Sanskrit has rich tradition which were laid down by such leading soviet scholars like L. Minayev, E. Sheherbatsky and S. Oldenburg. They studied great ancient Indian works not in isolation but in their broad historical context.

Soviet scholars of Sanskrit area comprehensive approach in their studies of ancient Indian culture, history, literature, philosophy, the five arts and the language. At present this science has been given a fresh impetus since many young talented

specialists who are all well trained and conversant with ancient Indian languages come to work in this field. Alexi Vichasin, Assistant Professor of Moscow University, whose scientific paper was devoted to Ancient Indian Sastras is translating Arthasastra in to Russian language and compiling a detailed commentary in it. Nikita Gurov, a talented Leningrad scholar, has studied the influence of Dravidian culture on the Aryans. Besides, he is in a team of scholars who have been working on Indian manuscripts. The group is headed by Yuri Kherojon.

Yarosolav, Vasilkov, a scholar of science and an associate at the Leningrad branch of the institute of Oriental Studies of the Russian Academy of sciences, is investigating the genesis of the great Indian epic, Mahabharata into Russian, a task begin many years ago by one of his teachers, Vladimir Kalyanov.

Another promising scholar is Tatyana Oranskya, a teacher at Leningrad University, who is studying the various aspects of vedic language and the culture of Indian civilization.

There is also a large group of post graduate who are engaged in research on Sankara's philosophy. Sanskrit is taught in the Department of Oriental philosophy and History of Moscow, Leningrd and Tibilin Universities.

Sanskrit in England

Sanskrit is taught here from the age of 4½. It is taught to both boys and girls, through simple conversation, vedic verses, simple stories and through grammatical sutras of Panini based a Laghu-Kaumudi (Panda, 1995).

The ultimate aim is to enable the pupils, to reach a point where they can understand the Srutis and Upanishads before they leave their school. The course was started in St. James Independent School for Boys in London. The school is owned by an educational charity, i.e., "The Independent Educational Association Limited."

The curriculum of the school and the philosophy that is central to it owe most of their original features to studies carried out for the spiritual, mental and physical development of children between the age of four and half and eighteen. The study of the language is based on Sanskrit because it is the most ancient and unchanging of the classical languages. It also offers a systematic study of grammar and is full of profound concepts.

Sanskrit in America

Some net work programmes have been started in the city of New York by some voluntary organisation, for the benefit of those who

are interested in arts and literature and speaking in Sanskrit. Their aim is to make Sanskrit a spoken language. According to them, Sanskrit is the only natural language in the world to have been recognised for research in artificial intelligence as a perfect computer language, or a language which is naturally precise and accurate without the application of cumbersome semantic nets or other complex methods of showing the relationship of words (Panda, 1995).

Spring (2003) recorded as News Letter, the American Sanskrit Institute was carried by Vyasas Houston M.A. in 1989 with a vision of Sanskrit as a universal Sacred language. Utilizing learning technology based on the theory and practice of yoga. RSI courses emphasize the ease and joy of learning Sanskrit through in an immersion experience, the enjoyment of making the sounds, fluently reading the original Devanagiri script and directly reading, chanting and understanding sacred literature.

B. PSYCHO-SOCIO-FAMILIAL STUDIES IN LANGUAGE COMPREHENSION

Studies have revealed that there are many psychological, biological and sociological factors like poverty of parents, inefficiency of the educational system, lack of attractiveness in schools, indifferences of parents, death, truancy, attitude of parents towards

girls education, no direct link between the courses of secondary and primary schools. Unsuitable courses, age, caste, income, family relationship, migration, employment, intellectual, inferiority and school and teacher types, poor quality of teachers lack of earnestness among student as well as among parents, lack of proper environment at home etc. on which achievement of pupils depend. But Prathibha (1968) classified the various factors into four different categories, namely physical and physiological, psychological, sociological and educational. According to the Indian Education Commission (1964-66) causes of wastage and stagnation may be divided into three categories economic, educational and social.

Rao (1970) reported that there was significant relationship between socio-economic status and academic achievement.

Sujatha (1974) found out that there is significant relation between achievement in English and each of the psycho-social variables selected for the study for the whole and the relevant sub-samples.

Investigation of Sivadas (1975) showed that there is significant difference at 0.01 level between high and low socio economic groups in certain language skills he studied, viz. listening, speaking, reading and writing.

In a study by Elsyamma (1975) among secondary school children, she found that there was significant and positive relationship between achievement in Malayalam and socio-economic status.

An investigation on concepts of language in children from differing socio-economic backgrounds was conducted by Downing, Oliva and Oliver (1977). A total of 789 kindergarten children divided approximately equally into high, middle and low socio-economic groups were tested twice, in the second and ninth month after beginning kindergarten. The result was that kindergarten children from school in higher socio-economic neighbourhood had significantly more advanced concepts of language than children in lower socio-economic areas.

Mohite (1978) undertook a study with a view to find out the effect of socio economic status on language performance of pre-school children. 25 children from middle socio-economic groups and 25 from lower socio economic groups were taken as subjects. A language performance test was administered to test the three aspects of language viz., vocabulary comprehension and articulation. On the basis of the results the following findings were arrived at (1) the middle class children were more advanced in their

vocabulary and comprehension performance as compared to lower-class children. (2) The language performance of children coming from middle socio-economic groups would be better than that of lower socio-economic group in vocabulary, comprehension and articulation.

Sudarsanan (1980) found out that the teaching of English did not contribute to the improvement of students comprehension performance. Educational and occupational status of parents correlated significantly with the comprehension scores of the students.

Raj and Rita (1980) found that students coming from small families achieve better in school subjects.

Venkataiah's (1980) study found that socio-economic status was positively related to the academic performance of students.

According to Cook (1981) and Gumpsees (1981) children are thought to be "biologically equipped with certain clues about the "nature of language" and set about actively searching speech environment for structures that correspond to those clues.

In a study conducted by Victoria (1983) to find out the influence of socio-economic factor on certain basic language skill in

Mother tongue come to the conclusion that each of the language skill is significantly related to socio-economic status and different components.

Gopinathan (1984) in his study found that certain socio-familial variables are positively related to achievement.

Abraham (1986) in her study observed significant positive correlation between socio-familial variables and Sanskrit achievement of Secondary School students.

Nair (1986) in her study observed that there was significant and positive relationship between achievement in English and Socio-familial variables.

Kelu (1989) found out that parental education level, parental occupational level parental income level, socio-economic status, family acceptance of education, cultural level of family and socio-familial variables are correlates of basic language skills.

Good (1990) conducted a study and found that the co-efficient of correlation between academic achievement and socio-economic status is not significant.

Salvi and Trivedi (1991) in their study found that neither intelligence nor socio-economic status has a significant influence on achievement in English.

Ramachandran (1992) conducted a study on 'social and familial variables which cause underachievement in Malayalam in secondary schools.'

Devi (1993) conducted the study on 'the effect of certain social familial variables on some representative convergent-thinking and divergent thinking abilities of secondary school pupils.

Anitha (1994) in her study observed that there is significant correlation between achievement in Hindi and cognitive and effective variables.

(i) Psychological and Sociological Studies in Listening Comprehension

Brooks and Warriage (1944) studied the effect of interest on listening comprehension and found that interest in the materials presented and the personality of the speaker affected listening comprehension.

Higgins (1964) analysed scores made by the same group of subjects on two listening tests and two anxiety scales and found

that (a) listening was influenced neither negatively nor positively by anxiety and (b) no substantial relationship existed between listening ability and anxiety.

Brown (1965) studied the effect of position in and size of the family and found that children with older and younger siblings were not better listeners than oldest or youngest children and that children from small families were not better listeners than those from large families.

Farid (1975) dealt with how to make good listening comprehension exercises.

Hugh Templeton (1976-77) who devised a new technique for measuring listening comprehension through an experimental study.

Sabharwal (1978) emphasized the need of training to improve listening comprehension. The performance of the experimental group in listening comprehension had significantly improved because of the training in listening comprehension. The improvement of the experimental group seemed to be correlative. The performance of the central group had not improved by the traditional teaching learning situations.

In his study Patel (1982) has shown that there was no sex difference with regard to listening comprehension. The pupils of

urban area were good at listening comprehension as compared to the pupils of rural area. The students who were less anxious did better on listening comprehension test than their counterparts with higher anxiety. He also found that the students who had high I.Q. preferred better on listening comprehension than the students having low I.Q. There was no effect of the size of the family on listening comprehension.

Victoria (1983) conducted a study upon the relation between socio-economic status and basic language skills in Malayalam, and found that there exists a significant correlation between them. The correlation coefficient between total SES score and score in listening comprehension for the whole sample is 0.24.

Muraleedharan (1987) found out that there is significant relationship between listening comprehension and socio-familial variables.

Chandran (1989) in his study on some adjustment variables related to listening comprehension in Malayalam of secondary school pupils have found that there is significant relation between adjustment variables and achievement in listening comprehension.

Subhashkumar (1990) studied group difference in the achievement in listening comprehension and reading comprehension in Malayalam of secondary school pupils.

(ii) Psychological and Sociological Studies in Reading Comprehension

Keller and Stanton (1964) who studied covert language accompanying silent reading, found that there exist a correlation between psychological factors and reading comprehension. Chin and lip movement and breathing rates were found to be significantly higher during reading period than rest periods and audible sub vocalisations decreased with increasing age.

Glass (1967) reported that the more familiar one is with meaning the more rapidly one will be able to read printed materials.

Kopper (1970) enquired the factors affecting to reading comprehension. He found that reading comprehension was positively related to reading attitude and negatively related to anxiety. Some other factors related to reading comprehension were (a) reading readiness, (b) academic motivation, (c) attitude towards study, (d) quality of classroom teaching (e) presence or absence of proper direction, (f) educational status of parents.

Isoppar (1970) found that reading comprehension was related positively to reading attitude dependence was found to be related positively and anxiety was related negatively to reading comprehension.

Deshpande (1973) attempted to improve the teaching to beginner through improvement in the preparation of reading materials and the process of evaluating, reading programme.

Yule (1974) has shown that reading achievement does not exactly parallel to IQ at all levels of intelligence confirming the appropriateness of the achievement ratio and other statistics. It is agreed that over and under achievement are best defined in terms of regression equation.

Asher and Markell (1974) in their study tried to investigate whether sex difference in reading comprehension is affected by variables in the interest level of the material. Results indicated that children significantly preferred the high interest material. There was no significant difference between boys and girls ratings. Furthermore, the interaction of sex and interest was non-significant.

Language may not act as a barrier in learning and this problem has been dealt with Speelveda (1975). He detected that the

reading programme is presently set curriculum is not geared to the language needs of the disadvantaged child. Reading readiness and reading skills can be developed through more formal academic activities.

Ahuja (1975) found that fast silent readers comprehend better in comparison to slow silent readers. The fast readers are decidedly good readers because they comprehend more in leisure time.

Ramkumar and Zachariah (1975) in their study revealed that culturally advantaged pupils have higher positive reading habit scores when compared to culturally disadvantages pupils.

Vora (1976) studied that attitude play a dominant role in reading comprehension. Rate of reading and rate of comprehension are interdependent.

Kumar (1977) has drawn the following finding in his study. Children having a better home educational background are found to be higher in psycho-linguistic development and educational aspiration than children with a lower home educational background. This reveals that the correlation between the socio-familial variables and reading comprehension have to studied more specifically.

Caroll (1977) proposed that reading comprehension must be viewed in terms of language cognition and reading skills. He proposed that a child's cognitive ability might provide an upper limit for the comprehension of oral language, which might in turn, provides an upper limit for the child's comprehension of text.

Flood (1977) conducted one study which was designed specifically to investigate the relationship between parental style of reading to young children and the child's performance on selected pre-reading related tasks.

Klein (1977) in his paper 'Cross Cultural Studies: What Do They Tell about Sex Differences in Reading' presented various findings detailed in cross cultural analysis of sex differences in reading.

Ahuja and Ahuja (1978) examined school children with various reading skills and to make them conscious of their importance for future educational growth and measure reading speed and comprehension in their language—Kannada, Hindi and English.

Shah (1979) found out that no difference existed in reading comprehension between boys and girls. There were significant difference in frequencies of three different groups of pupils on all the

three psychological variables – reading rate, intelligence and vocabulary.

Shah (1979) conducted a comparative study of some personal and psychological variables and reading comprehension. There was significant difference in frequencies of high and low group pupils in the variables of parental income, parental education and parental occupation.

Rajagopalan (1980) measured the pupils level of Reading Comprehension, importance of vocabulary and their grammatical knowledge in their attainment of reading comprehension and suggested remedial measures for the improvement of reading comprehension.

Kantawala (1980) studied an investigation into reading attitudes of high school students. The findings were, reading attitude was a function of grade. The score did not indicate significant relationship with cultural settings, sex differences, age groups and birth order.

Agrawal (1981) conducted a study of reading ability in relation to certain cognitive and non cognitive factors. In his study a sample of 400 grade IX students was selected. Males and females differed

significantly in reading ability, study habits, academic achievements, neuroticism, extraversion, parental attitude and ideal self (female scored higher than males only on reading ability and academic achievement). They did not differ statistically in verbal and non verbal intelligence, anxiety and actual self dimension.

Lionel (1982) found that the psycholinguistic strategy of reading comprehension was superior in effectiveness to the usual method.

Gaur (1982) conducted a psychological study of reading ability in relation to achievement, intelligence was significantly related to speed of reading comprehension and vocabulary of students.

Gupta (1982) studied the relationship between reading ability and father's professional and birth order. Father's profession did not bear any influence on reading performance.

A study of effective psychological correlates of reading comprehension conducted by Vora (1982). The important findings were reading comprehension was a normally distributed phenomenon in the sample under study. Pupils who were highly motivated were less anxious.

The aim of the study of Sheetal (1983) are to prepare and standardise test on three abilities, viz. Comprehension of Hindi, English and Sanskrit passages through reading and listening, ability to speak and spell words in these languages correctly and ability to know the rules of grammar of these languages and to study the distribution of scores of the tests of three languages separately.

Dass (1984) conducted a study of reading comprehension in English of students of English medium secondary schools of standard X in the context of some socio-psycho factors. The mean difference of reading comprehension scores was in favour of students with high SES. Emotional stability was not found to influence reading comprehension.

Shelat (1984) conducted a study on impact of reading improvement programme on Reading Comprehension of pupils of varying intelligence and coming from different SES.

Dhanger (1985) studied a comparative study of the reading ability of the backward classes and non backward classes pupils of grade X in the context of their intelligence, anxiety and certain demographic variables. The pupils from urban areas were significantly better in their reading ability than those from rural areas. The pupils having high intelligence were significantly better in

their reading ability than those having low intelligence. The pupils having low anxiety were significantly better in their reading ability than those having high anxiety.

Dholakia (1986) pointed out from his study of the effectiveness of various strategies for improving reading comprehension in English of pupils of class IX in the context of certain variables that pupils having high I.Q. and low I.Q. did not differ significantly in reading comprehension when taught through Re Quest Strategy.

Kumari (1987) in her study has shown that there was a significantly higher reading ability score for boys, students with English as the medium of instruction and students from urban areas.

Three studies were conducted by Thompson (1987) to examine individual differences among young children in the extent of use of alternative cognitive processes forward reading. The expectation was that boys of the same reading attainment level as girls, tend to rely more than girls an access to phonological segments of words. The results of the three studies supported the expectation.

Sankarankutty (1987) revealed in his study that there is a significant relationship between some of the socio familial variables

namely, educational level of father, learning facilities at home, family acceptance of education, and achievement in vocabulary and reading comprehension.

Sankarankutty (1987) suggested that “if the teacher tries to keep in mind about the effect of the socio-familial factors while beginning instructional objectives and learning experiences it will be helpful for an effective language teaching.”

Eldredge and Quinn (1988) have reported that evidence from existing literature suggests that the decoding and reading comprehension skills of poor readers can be improved by assisting them to read material that is too difficult for them to read fluently by themselves.

Bregnitz (1988) investigated the reading performance of first graders. The effects of pictorial distracters. Reading comprehension passages were administered on forty four matched pairs of Israeli first graders. Both experimental and control subjects read one text at their self paced reading rate; followed a similar passage that included pictorial distracters within the text control subjects read the text with distracters at their own phase.

Kelu (1989) in his study on some socio-familial correlates of basic language skills on the mother-tongue of secondary school pupils of Kerala have shown that there is significant relation between each one of the socio familial variables with each of the basic language skills, viz. listening comprehension, reading comprehension, vocabulary, handwriting, speed and spelling.

Barnes, Judy and GuinThor (1990) found out that a three way interaction produced significant main effect in which good comprehension and specific purpose of reading enhanced word learning.

Golden, Nany *et al.* (1990) examined the effectiveness of a computer net working system in providing guided practice in teaching reading comprehension to middle school remedial reading students. It has been found out that guided practice is more useful for learning newer and more complex cognitive skills.

Elredge and Quinn (1990) found out that phonic knowledge has a causal impact on both reading comprehension and vocabulary gains and that reading comprehension has a causal effect on vocabulary games.

Subhash (1990) found that there is significant difference between boys and girls in their mean achievement scores in listening comprehension and reading comprehension.

Lulu (1993) suggests that, the poor performance of pupils in reading comprehension is mainly due to the difference in intelligence and sociological backwardness. This can be remedied by the manipulation of a rich and varied language environment to the children both at home and school. By means of a reoriented educational programme, the effect of socio economic status can be ruled out.

Improvement in remedial teaching and providing facilities like the use of language laboratory, teaching machine, television, video cassette recorder, radio and educational films will help the low socio economic status groups to a great extent.

Azzam and Rima (1993) examined reading and spelling errors in Arabic made by children and found that errors in reading and spelling persisted through out primary school.

Anhalt, Marg Emily (1995) says that an action research studies described and evaluated a programme for improving the reading comprehension of target first, second and third grade students in a

progressive sub urban community in Northern Illinois. The problem was noted by the researcher, who in recent years had observed a need for improvement in reading comprehension as indicated by teacher observation of classroom reading responses and assessments.

Taraban, Roman and Others (1995) found out that a series of five experiments tested the importance of four types of skill development (single word decoding, vocabulary knowledge, knowledge of text schemas, and question-answering skills) for reading comprehension improvement.

Smitha (1995) in her study found out that there is significant difference between English medium and Malayalam medium with regard to their mean of achievement in English and Malayalam reading comprehension.

Rabia and Salim (1995) in their study revealed that Arabic reading comprehension in Arabic children of Israel highly correlated with phonological skills, semantic processing, syntactic knowledge and short term memory.

Vinod (1996) in his study found that the mean scores of girls, urban students and private students are higher than boys, rural

students and government students respectively in the achievement of reading comprehension in Hindi.

Sathian (1996) studied some socio familial correlates of Reading Comprehension in Sanskrit among secondary school pupils of Kerala. The study indicates that there is a significant relationship between some of the socio familial variables and achievement in Reading Comprehension in Sanskrit. It also indicates that the poor performance of pupils in Reading Comprehension in Sanskrit is mainly due to socio-familial backwardness.

Mohammed (1996) in his study revealed that correlation between achievement in reading comprehension in Arabic and Socio-familial variables except family environment are significant.

Berg, Andry, Cressman, Kelley Shea (1998) found out that the implementation of vocabulary strategies designed to increasing reading comprehension. The targeted population consisted of inner city elementary students located in central Illinois. Some children from low-income environments have below average reading abilities.

Costam Malynda Blalock, Skeen (1999) found out that a programme for increasing student reading comprehension. The problem of low reading comprehension was documented through

teacher, student and parent surveys. Analysis of the probable cause data revealed that a number of factors related to low reading comprehension.

Taylor, Barbara (2000) in his study what has been learned from research about fostering reading comprehension in the middle grade, providing a broad overview of current educational and psychological research about effective strategies for teaching reading a middle grade students.

Padmanabhan (2000) conducted a study on 'some socio familial correlates of achievement in reading comprehension in Malayalam among VIII standard pupils'. Objectives of the study are to test whether mean scores of the 8 socio familial variables and achievement in reading comprehension in Malayalam obtained for sub samples.

The review of studies, attempted so far, gives a perspective of the empirical works done in the area. This helps as to draw certain broad conclusion about the trends indicated by the different studies. The major trends indicated by the review are presented below:

Most of the work done in the area can be classified under two major areas (1) psychological and sociological studies in listening

comprehension (ii) psychological and sociological studies in reading comprehension.

A vast number of reported studies indicate a positive relationship between sociological variables (viz.) Education level of parents, occupation level of parents, income level of parents, socio economic status, cultural level of family, family acceptance of education, learning facilities at home) and listening and reading comprehension and psychological variables (intelligence, anxiety, achievement motivation) also. The studies reviewed are also reveals that correlates of basic language skills in Sanskrit are very scanty and hence the investigator felt the need and relevance of this study.

SUMMARY

It is fairly evident from the studies reviewed that no studies in Listening and Reading Comprehension in Sanskrit in the state of Kerala was attempted. Studies in Indian context and abroad was also seen limited. Correlates of Listening and Reading Comprehension in Sanskrit was also found to be less.

**CERTAIN PSYCHOLOGICAL AND SOCIOLOGICAL
CORRELATES OF LISTENING AND READING
COMPREHENSION IN SANSKRIT AMONG
SECONDARY SCHOOL PUPILS OF KERALA**

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Chapter - IV

METHODOLOGY

- ❖ *Variables selected for the study*
- ❖ *Tools used for measurement*
- ❖ *Sample selected*
- ❖ *Statistical techniques*

METHODOLOGY

The present study is an attempt to identify certain psychological and sociological correlates of Listening and Reading Comprehension in Sanskrit among Secondary School Pupils of Kerala. Research investigation require gathering of data for testing the hypothesis. Different methods and procedures are adopted for the acquisition of data using research tools depending on the nature of study. The tools are used for describing and quantifying the psychological and sociological behaviour which yields information for further analysis and findings. Details of the methods adopted for sampling, the different tools used and the statistical procedures adopted for analysing the data are discussed in this chapter under the following headings, viz.,

- (i) Variables selected for the study
- (ii) Tools used for measurement
- (iii) Sample selected
- (iv) Statistical Techniques used

1. VARIABLES SELECTED FOR THE STUDY

The study being a correlational one, two types of variables are inevaluated, viz., dependent and independent. There are as follows:

DEPENDENT VARIABLES

The study has been designed with certain selected basic language skills in Sanskrit as dependent variables. A theoretical overview of the variables has been attempted in Chapter II of the present report. The following are the dependent variables selected for the study:

1. Listening Comprehension
2. Reading Comprehension

INDEPENDENT VARIABLES

The following psychological and sociological variables are taken as independent variables.

Psychological Variables

1. Achievement Motivation
2. General Anxiety

Sociological Variables

1. Parental Education Level
2. Parental Occupation Level
3. Parental Income level
4. Socio-Economic Status

5. Learning Facilities at Home
6. Family Acceptance of Education
7. Cultural Level of Family
8. Family Environment of Education

Criteria used for selecting the variables

The selection of the dependent variables was based on the assumption that all of them are related to achievement. This assumption was made in the light of a vast review of related literature. Only those variables whose relationship with achievement is well established as shown by the literature were finally selected for the study. The selection was done on the basis of the following criteria.

- (i) The variables selected should have considerable correlation with different forms of school achievement in the previous studies.
- (ii) Variables selected should be capable of being measured with the help of existing tests and techniques of proved validity and reliability.
- (iii) Duplication of variables should be minimised to the maximum possible extent.

The basic consideration for the identification of the independent variables i.e. psychological and sociological variables, was the theoretical views. The variables which registered high degree of relationship with dependent variables, ie. Listening and Reading Comprehension in Language; theoretically were identified and accepted as the independent variables. Reported studies in the area which would throw light on the question also came to be reviewed. Though some of the studies were showing contrasting results with the theoretical views, the same variables also were accepted for the present study, as this study would provide a further exploration of the same question. Some additional consideration also helped in selecting the variables. These are the following:

- (i) Listening, speaking, reading and writing are usually listed as the basic language skills. Of these Listening and Reading Comprehension are selected as dependent variables. Under 'reading' oral reading has not been considered. This has been done because of practical difficulties in testing such skills.
- (ii) The dimensions used under sociological variables: Care was taken to convey dimensions which would describe both familial and sociological variables or variables which overlap on both these dimensions. Many sociological variables like, socio-

economic status, parental education level, parental occupation level, parental income level, socio-familial status, family relations, cultural level of family, learning facilities at home, etc. were seen to influence to achievement of some language in different ways. The investigator therefore selected eight variables to refer all these dimensions.

2. TOOLS USED FOR MEASUREMENT

The selection of appropriate instruments or devices for collecting the data was the first task taken up. It was decided to make use of standardised tools, as far as possible for this purpose. Accordingly, standardized tools already available were used for collecting data regarding all the psychological and sociological variables. The following measures had to be obtained.

- (i) Scores of representative sample of secondary school students in each of the psychological and sociological variables mentioned above.
- (ii) Achievement scores in each of the listening and reading comprehension in Sanskrit for the same group.

The details about the tools used are presented below:

1. A Test of Listening Comprehension in Sanskrit for Secondary School Pupils of Kerala (Ketu and Padmanabhan, 2003)

This test has been standardised by the investigator. It is intended to measure the ability in Listening Comprehension in Sanskrit of the Secondary School Pupils of Kerala.

The test consists of 6 passages and 26 multiple choice questions. It has a maximum score of 26 and of 45 minutes duration. 6 passages and 26 items selected after item analysis were recorded in a cassette. Some alterations in the wording of the questions were made before recording, keeping in mind the difficulties that were faced in the preliminary test.

For the preliminary test 200 students of secondary classes were selected. These schools are representatives of different categories, namely sex (boys and girls) locality (rural-urban) and instructional efficiency in terms of percentage of pass in the SSLC examinations of the preceding three years.

The basic principle behind the selection of items is the psychometric characteristics of each item. The investigator selected those items having a discriminating power of 0.03 and above. While framing the blue print, proper weightage has been given to each division and special emphasis given to three types of skills in

comprehension. They are: a) Finding the main idea of the thing presented, (b) Locating the significant details of what is listened to, (c) Identifying and establishing relationships between ideas presented. And weightage was given according to importance.

Six passages and 26 items were selected from a preliminary pool of 10 passages and 33 items after item analysis. These were recorded in a cassette. The test was standardised on a sample of 731 secondary schools students.

Reliability and Validity

Reliability of the test was calculated using a test-retest method. The test scores of fifty students in the final test were taken. After one month's time, the test was again given to the same students and their scores were obtained.

The scores thus obtained were analysed using the product moment coefficient of correlations for finding out the reliability of the test was thus found to be 0.66.

The content validity was achieved by a clear statement of the instrumental objectives and also by an accurate analysis of the content. The three parts of comprehension (translation, interpretation and extrapolation) was given proper weightage and the

content was analysed accurately. Content validity was based upon the judgement of subject specialists, supervising teachers and other senior language teachers. Concurrent validity of the test was determined empirically by means of statistical techniques. In the method, scores in the test of listening comprehension in Sanskrit were correlated with external criterion used in the marks of Sanskrit in the half yearly examination. The correlation coefficient thus calculated was found to be 0.60.

A specimen copy of the test of listening comprehension in Sanskrit is given as Appendix III.

2. A Test of Reading Comprehension in Sanskrit for Secondary School Pupils of Kerala (Ketu and Padmanabhan, 2003)

This tool is also constructed for the study by the investigator in collaboration with his supervising teacher. It contained 6 passages and based on the passage thirty three objective type questions are given, each with four distracters. The students were asked to read the passage and those who comprehended the passage could answer the questions correctly. Students were instructed to mark the correct answer with a circle around it. Each correct item was given a credit of one point. The time required for administering the test was 45 minutes.

For the preliminary tests items were selected in accordance with the principles of test construction. After the preparation of items, a pilot test was conducted to a small sample to check ambiguity, difficulty level and the time duration of the test; the items were scrutinized and necessary alterations made. Then a draft test was conducted with a stratified proportionate sample of three hundred students. After consolidation of data, the items were analysed so as to compute the difficulty level and discriminating power of each item. Based on the psychometric characteristics of the items, the final selection of items was made. Thirty three items were selected for the final test.

The final test was conducted on a selected sample of 775 secondary school pupils of Kerala. The sample was selected giving due consideration to sex (male-female) and locale (rural-urban) instructional efficiency in terms of percentage of pass in the S.S.L.C. examinations.

Reliability and validity

Reliability of the test has been ensured by test-retest method. The test-retest method reliability is 0.79 (N = 96), the internal between the two testing being one month.

The content validity was achieved by a clear statement of the instructional objectives and also by an accurate analysis of the content. The face validity was established by selection forty two items and it was confirmed by a selection of thirty three items from forty two. Content validity was based upon the judgement of subject specialists, supervising teacher, and other senior language teachers. Concurrent validity of the test was determined empirically by means of statistical technique. In this, the scores in the test of Reading Comprehension in Sanskrit were correlated with scores in Sanskrit of the half yearly examination which was taken as on external correlation. The correlation coefficient thus calculated was found to be 0.94 which showed a high validity for the test.

A specimen copy of the test of Reading Comprehension in Sanskrit is given as Appendix IV.

3. Kerala Scale of Achievement Motivation (Nair, 1980)

Achievement Motivation is considered to be a psychological force which initiate, direct, and sustain behaviour towards successful attainment of some goal which provides a sense of significance. Hence the measurement of this variable can be done by a self-reporting inventory.

The Kerala Scale of Achievement Motivation developed by Nair (1980) is standardised for the secondary school students. There are sixty items in the scale in the forms of statements. The different items measure the level of achievement motivation by presenting statements related to the subjects own view about achievement the different ways adopted for achieving the goal, opportunities for doing things extra ordinary, being a leader in different activities, etc. Some items are for getting the opinion of the subject about the attitude of parents, friends, and others toward his or her achievement and also some are for finding out the subject's views about the achievement of others. The scale contains items to measure the power of sustenance of the subject, whether he values effort and also whether he tries for developing new proposals and projects etc. The scale, thus, on the whole measures the subject is power to initiate, direct, and sustain achievement-oriented behaviour.

For each statement, the subject is required to respond by selecting and marking any one of the three responses: 'Y' (yes) 'U' (Undecided) and 'N' (No) in the response sheet. Some representative items of the scale are presented below:

1. I feel that I should perform any task that I undertake in the best manner.

2. It is my weakness that I cannot concentrate on one task for a long time.

A score each will be given to the responses that show achievement-motivated behaviour. There is no time limit for the scale.

Reliability and Validity

Validated against total achievement for class marks $r = 0.44$ (N= 38). Test retest reliability is 0.73 (N = 56).

A specimen copy of the test of Kerala Scale of Achievement Motivation is given as Appendix V.

4. Kerala General Anxiety Scale (Revised version) (Nair 1976)

The Kerala General Anxiety Scale developed and standardised by Nair (1976) has been modelled on the well known IPAT Anxiety Scale. This scale is standardised for the secondary school students. The scale contains thirty two items both in Malayalam and English. The items are in the form of statements. They check whether the subject is prone to anxiety in different kinds of anxiety-provoking situations. The subject are expected to answer by choosing any one of the following alternatives. 'Y' (Yes) 'U' (Undecided), and 'N' (No), on the response sheet. A score each is given for responses showing

anxiety while zero score is given for other responses. No time limit is imposed on the test.

Some specimen items of the scale are given below:

1. I need my friends more than they need me.
2. I usually fall asleep quickly in a few minutes when I go to bed.

Validity and Reliability

Evidence regarding the scales, validity is provided in terms of the theoretical model implied in the original IPAT scale. Other evidence is provided by an independent study by Mathew (1972). The negative correlation that the scores on the test has with achievement ($r = .183$) and intelligence ($r = .204$) for a sample of 727 secondary school subjects. The same study shows that the correlates positively with test anxiety ($r = .609$).

The reliability of the test has been worked out in another study by Samuel (1972). The study showed that the test-retest reliability is 0.78 whereas split half reliability is 0.82. These evidence show that the test is a reliability valid and reliable measure of General Anxiety of Secondary School Pupils of Kerala.

A specimen copy of the test of Kerala General Anxiety Scale (Revised version) is given as Appendix VI

5. The Kerala Socio-Economic Scale and Manual (Nair and Devi, 1970)

The Kerala Socio-Economic Scale used here was developed by Nair (1970). The standard scale measures the socio economic status of the student in terms of his father's (head of the family) educational, professional and vocational level. Each of these components are scored following in a standardised pattern given in test manual and the score for the three components are added to yield a composite socio-economic status for each subject. The details regarding the components of socio-economic scale and the weightages given to respective categories are presented in the following table 1.

Table 1
Categories and Respective Weightage of
the Components of the Kerala Socio-Economic Scale (Modified)

Sl. No.	Educational Level	Weightage	Occupational level	Weightage	Income level	Weightage
1.	Illiterate	5	Unemployment	5	Below Rs.1000	5
2.	Std. I to IV	10	Unskilled	10	Below Rs.1001-2500	10
3.	Std. V to VII	15	Semi skilled	15	Below Rs.2501-4500	15
4.	Std. VIII to X	20	Skilled	20	Below Rs.4501-6500	20
5.	Pre-degree/TTC	25	Semi Professional	25	Below Rs.6501-8500	25
6.	B.A./B.Sc./B.Com/ Engg. Diploma, etc.	30	High professional	30	Below Rs.8501-10000	30
7.	M.A/M.Sc./M.Ed./B .Sc.Engg./Ph.D. etc.	35			Rs.10001 and above	35

Method adopted for weighting the various categories

1. Educational Level of Father

The level of education has been divided into seven categories which begins from the illiterate to post graduate level. The illiterate has been awarded five points, ten points to those who have education from Standard I to Standard IV, fifteen points for V to VII, twenty points for Standard VII to X, twenty five points for pre-degree/TTC, thirty points for B.A./B.Sc./B.Com. and thirty five points for M.A/M.Com./M.Sc./Ph.D. etc.

2. Income Level of Father

The level of income has been divided into seven categories. Five points have been given to below Rs.1000 Ten points to Rs.10001-2500 Fifteen points to Rs. 2501-4500 Twenty points to Rs.4501-6500 twenty five points to Rs.6501-8500 Thirty points to Rs.8501-10000 and thirty five points to Rs.10001 and above per month.

3. Occupational-wise Categories

- (i) Unemployed: Those who have no work are included in this category.

- (ii) Unskilled work: The occupation/profession included under this category are as follows: watchman, peon, labourer and cooli.
- (iii) Semi-skilled works: farmer, small scale merchants, library attendents, police constables.
- (iv) Skilled work: The following are included in this category: Mechanic, Fitter, Electrician, Driver, Photographer, Painter, Laboratory attendant, carpenter, mason, document writer, clerks of lawyers, head constables of police, village officer.
- (v) Semi Professional: Those who include in this category are: Chemist, druggist, qualified nurse, teachers, managers or superintendent of any government office, minor businessmen, contractor, sub inspector of police, excise inspector, AEO, BDO, sales tax officers, officers of sub district level and health workers.
- (vi) Highly Professional: The following occupation/profession come under this category: Minister, judges, bank executives, doctor, engineer, lawyer, university teachers, university official, head of research organisation, chief executives or business executives.

The scores obtained in the three categories namely income level, education level and occupation level of father (guardian) are added to obtain the total SES score.

Religion, caste, birth order are located in the General Data Sheet. The weightage of the three levels are added to yield a composite socio economic status of each subject.

Reliability and Validity of the Socio Economic Scale

The test manual does not give any specific evidence regarding its reliability. The scale uses the concept of socio-economic status as understood under Indian social conditions following the model of Kuppu Swami Scale and this has to be taken as evidence of scale's validity. Regarding validity again the test manual suggests that the use of reliable data regarding the three components would yield reliable measures of the components as obtained by getting the data sheet filled in by the parents themselves in the class of literate parents, and with the help of the class teachers in the case of illiterate parents. The class teachers, in such cases, contacted the parents and got the data sheet filled in after first hand inquiries. Again when there was wide difference between details given in school regards and the data given by the pupils, interviews with parents were used for obtaining reliable data. The adoption of such

procedures, therefore ensured a reasonable amount of reliability for this measure.

A specimen copy of the scale is given as Appendix VII.

6. Family Cultural Level Rating Scale (Nair and Devi, 1981)

This scale helps to evaluate the cultural background of the pupils family developed by Nair (1981). There are fourteen statements, of which, for the first eight statements three alternatives, viz. 'Many', 'Few' and 'None' are given and for the remaining six statements three other alternatives viz., 'Always', 'Sometimes' and 'Never' are given. The pupils are to choose one alternatives and mark a tick in the appropriate box. The scoring is done by allotting three points to Many/Always responses two points for Few/Sometimes response and one points for None/Never response. A couple of examples are given below:

Examples

	Many	Few	None
Number of newspapers/magazines purchased by your family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Always	Sometimes	Never
You are corrected when you speak incorrectly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reliability and Validity

The reliability of the scale was assessed by using split half method, on a sample of forty secondary school pupils of Standard IX. The obtained reliability was 0.65.

Family cultural level rating scale was constructed incorporating the theoretical model adopted in reputed psychological tests like Minnesota Counselling Inventory, California Psychological Inventory, Family Climate Inventory. The theories used in the development of the scale, selection of item etc., are evidences to prove the construct validity of the scale. The scale showed content validity when a logical analysis was made of the scale items. Concurrent validity was established by correlating the scores of the scale with the external criterion viz., scores of the family integration inventory using a sample of forty secondary school pupils of standard IX. The obtained validity was 0.85.

A specimen copy of the scale is given as Appendix VIII.

7. Family Environment Index Inventory (Nair and Devi, 1981)

The fourteen statements of this scale rate the cultural level and environmental background of the pupils family neighbourhood developed by Nair (1981). There are again three possible answers for

each statement viz. 'Many', 'Few' and 'None'. The pupil is required to make a thick mark in the appropriate box given in the response sheet. Three scores are allotted to 'Many'; two to 'Few'; one to 'None'. Three scores are allotted for 'Many', two for 'Few' and one for 'None'.

Example:

	Many	Few	None
Number of educated families around your home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of cultural and social organisations in the area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reliability and Validity

The reliability of the inventory was assessed by using split-half method on a sample of forty secondary school pupils. The obtained validity was 0.45.

Family environment index inventory was developed in incorporating the theoretical model adopted in reputed psychological tests. The theories used in the development of the scale, selection of items, etc. are evidences to prove the construct validity of the scale. The scale showed content validity when a logical analysis was made of the scale items. Concurrent validity was established by correlating the scores of the test with an external criterion, viz.

scores of the family integration inventory using a sample of forty secondary school pupils. The obtained validity was 0.78.

A specimen copy of the inventory is given as Appendix IX.

8. Family Acceptance of Education Rating Scale (Nair and Devi, 1981)

The tool helps to rate the extent to which the parents accept the educational work of their children and their interest in the children's progress. There are sixteen statements and three possible responses namely 'Always', 'Sometimes' and 'Never'. The students are to make tick marks on the appropriate box. Three points are awarded to a tick mark for 'Always', two for 'Sometimes' and one for 'Never'.

Example

	Always	Sometimes	Never
Your parents checkup your school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your parents help your school assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reliability and Validity

The validity of the inventory was assessed by using split-half method, on a sample of forty secondary school pupils. The obtained reliability was 0.91.

Family acceptance of education rating scale was developed incorporating theoretical model adopted in reputed psychological tests. The theories used in the development of the scale, selection of items, etc. are evidences to prove the construct validity of the scale. The scale showed content validity when a logical analysis was made of the scale items. Concurrent validity was established by correlating the scores of the family integration inventory using a sample of forty secondary school pupils. The obtained validity was 0.45.

A specimen copy of the scale is given as Appendix X.

9. Home Learning Facility Inventory (Nair and Devi, 1981)

The inventory helps to know the various home facilities that the parents arrange for learning of their children. The eighteen questions are to be answered by marking 'Yes' or 'No' in the respective column in the response sheet. One score is given for each 'Yes' and none for 'No' response. Since item seventeen is negative question, the response 'No' fetches one score each.

Example

	Yes	No.
Do you have an English Dictionary and an Atlas at home?	<input type="checkbox"/>	<input type="checkbox"/>
Do your parents examine your school work and correct it, if necessary?	<input type="checkbox"/>	<input type="checkbox"/>

Reliability and Validity

The reliability of the inventory was assessed by using split-half method on a sample of forty secondary school pupils. The reliability obtained was 0.67.

The home learning facilities inventory was developed incorporating the theoretical model adopted in reputed psychological tests like the California Psychological Inventory and the Family Integration Inventory. The theories used in the development of the scale and the selection of items etc., to prove the construct validity of the inventory. The inventory showed content validity with a logical analysis was made of the inventory items. Concurrent validity was established by correlating the scores of the inventory with an external criterion, viz., scores of the family integration inventory using a sample of forty secondary school pupils. The validity obtained was 0.73

A specimen copy of the inventory is given as Appendix XI.

3. SAMPLE FOR THE STUDY

As it is difficult, rather impossible to utilise the entire population for the study, a 'sample' of the whole population is taken for research studies. The validity and reliability of the findings of any

study is determined to a great extent by the selection of the sample on which tools for data collection are administered. The sample selected should represent the population in all its diversities.

Best (1989) defines a sample as a small proportion of a population selected for observation and analysis. The size of the sample is an important factor to be considered. According to Krech and Crutchfield (1948), a sample of 500 will give just about as precise results for a study as it will be for the whole population. Hence a sample of 700 was proposed for the study. The method used for sampling was stratified sampling which is a method ensuring representativeness of the population and avoids bias in sampling.

Strata considered in the selection of the sample

The population for the present study is “subjects attending secondary schools of Kerala.” As the method of sampling adopted for the study was stratified sampling the following factors or strata of the population were taken into consideration while selecting the sample.

- (i) Locale of the school (whether rural/urban)
- (ii) Instructional efficiency of schools (superior/inferior/average)
- (iii) Sex of the subjects (Boys/girls)

The rationale for selecting each strata is discussed below:

- 1. Locale of the school:** Studies on variables in relation of locale of the schools reveal that there is relation between locale of schools and performance. As more schools are there in rural area of our state compared to urban areas more weightage was given to rural schools. The ratio proposed was, Rural : Urban = 4:3.
- 2. Instructional Efficiency of Schools:** The criteria taken by the investigator for classifying the schools based on instructional efficiency was the pass percentage in SSLC Examination. Schools with pass percentage 70% and above were considered superior; having pass percentage below 40% were considered inferior and those with a pass percentage between 40 and 70 were considered average. The investigator took schools from all these categories of schools in the ratio, Inferior : Average : Superior = 2: 3 : 2.
- 3. Sex of the subjects:** Student population consists of boys and girls. To avoid discrimination and to represent the population the investigator selected schools in such a way that almost equal representation is given to both sex.

Considering all the above factors and to have a sample of at least 800 secondary school pupils, the investigator selected Northern

region of Kerala, viz. Kasaragod, Kannoor, Wayanad, Kozhikode, Malappuram and Palakkad. These districts contain all categories of schools and are fairly representatives of the schools of Kerala.

On the basis of the above consideration, an initial break-up of a tentative sample was worked out on the assumption that a final sample of about 630 will be available for analysis. It was decided to cover a larger basal sample of 800. The break-up of the basal sample is given in Table 2.

Table 2
Break-up of Proposed Sample

Category	Rural	Urban	Total
Boys	220	159	379
Girls	232	189	421
Total	452	348	800

It was also decided to confine the study to standard IX pupils of the district. This level was taken as it would represent the standard VIII, IX and X of the secondary school level.

Data Collection Procedures, Scoring and Consolidation

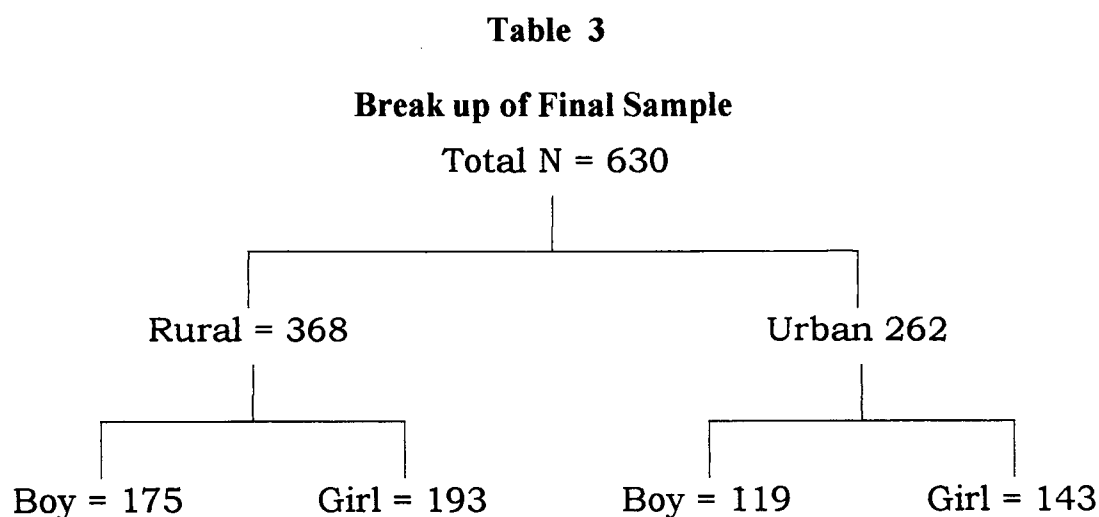
After making sufficient copies of the tools and response sheets to be used the investigator contacted in person, the Heads of the selected institution are sought permission for administering the tools and for collecting data. Then a time schedule was set up for administering the different tools. Accordingly, tools were administered in the selected classes with the help of the teachers of those classes. As there were 12 tools to be administered, the investigator had to visit certain schools thrice for administering the tools.

A uniform procedure was followed in administering the tools in the selected schools. At first score sheets were distributed to each student. With these the investigator explained and demonstrated how the students are to fill up. Their personal details and also the method of making responses. Then question booklets were distributed. The general instructions given in each test were read out to the pupils to familiarise them with the test. Time limits were strictly kept wherever necessary. After answering the tests score sheets along with the tests were collected back from each student.

The data were entered in such a way that they could be used for hand computation or for computer data processing.

Since a considerable number of subjects failed to take all the tests, 170 subjects were to be eliminated from the operations of the study. Only those for which complete data were available were retained for analysis. Actual testing yielded a little more than what was expected – 800 subjects. But when pupils who had not taken any single test or those who had not fully filled in the general data sheet were also eliminated; only 630 subjects alone were left. The study has been conducted using this sample.

The details of the final sample used for analysis is given in Table 3.



4. STATISTICAL TECHNIQUES USED

The objectives of the study and the specific hypotheses to be tested dictated the use of the following techniques for analysis:

1. Description of the statistical techniques used

(1) Arithmetic Mean: Arithmetic mean is the most stable measure of central tendency or the best measure which best represents a set of data. The basic formula to compute Arithmetic mean of a set of measures is,

$$M = \frac{X}{N}$$

where 'X' stands for the sum of measures of the variable. 'N' the size of the sample or the number of measures.

(iii) Standard Deviation: Standard Deviation is the most reliable index of measure of variability of the measures. That is, it is an indicator of the extent of scattering of the individual measures from the Arithmetic mean the measure of central tendency. The basic formula for computing standard deviation is (Garrett, 1971)

$$SD = \sqrt{\frac{\Sigma (X - \bar{X})^2}{N}}$$

or

$$SD = \frac{1}{N} \sqrt{N \Sigma X^2 - (\Sigma X)^2}$$

2. Two-tailed test of significance of the difference between means for large independent groups (Guilford & Fruchter, 1973)

In order to compare the distribution of psychological and sociological variables in the relevant sub groups the data obtained had to be subjected to test for mean differences.

The procedure is to work out the 't' value called the critical ratio given by the formula

$$t = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

where M_1 = Mean test score for the first group.

M_2 = mean test score for the second group

and

$SE_{M_1 - M_2}$ = The standard error of the difference between $M_1 - M_2$

$SE_{M_1 - M_2}$ is calculated by the formula:

$$SE_{M_1 - M_2} = \sqrt{\frac{SE^2_{M_1}}{M_1} + \frac{SE^2_{M_2}}{M_2}}$$

where SE_{M_1} and SE_{M_2} are the standard errors of the mean scores M_1 and M_2 respectively.

If N_1 and N_2 are the size of the samples under comparison and σ_1 and σ_2 their standard deviation:

$$\text{then } SEM_1 = \frac{\sigma_1}{\sqrt{N_1}}$$

$$\text{then } SEM_2 = \frac{\sigma_2}{\sqrt{N_2}}$$

The obtained t value (critical ratio) is then treated as belonging to a normal distribution. If the obtained t value falls between -1.96 and +1.96 the difference between means is said to be not significant at 0.05 level. In this case the difference is treated as the same as a zero difference. If the t value falls outside the interval ± 1.96 then the difference is treated as significant at 0.05 level. This means that the difference is real and is greater than zero.

If the obtained t-value falls outside the interval ± 2.58 , the difference is said to be significant 0.01 level, otherwise the difference is not significant at 0.01 level. A significant difference between means implies that the difference is real and is different from zero. A not-significant difference indicates that the difference between the means is not real and the indicated difference is to be attributed to sampling errors.

3. Pearson's Product Moment Coefficient of Correlation (Dowine & Heath, 1974)

When a set of pairs of scores for two continuous variables X and Y, in the form $(X_1, Y_1) (X_2, Y_2) (X_3, Y_3) \dots \dots (X_n, Y_n)$ are given the correlation between the variables X and Y by means of the machine formula (correlation were calculated by computer) is given by:

$$r_{xy} = \frac{N \sum xy - \sum x \sum y}{\sqrt{[N \sum x^2 - (\sum x)^2] [N \sum y^2 - (\sum y)^2]}}$$

In this

$\sum x$	= the sum of all X's
$\sum y$	= the sum of all Y's
$\sum x^2$	= the sum of the squares of each X
$\sum y^2$	= the sum of the squares of each Y
$\sum xy$	= the sum of the products of each X times Y

The obtained correlation coefficient have been interpreted by means of the following approaches.

(i) Test of Significance of the correlation (Dowine & Heath, 1974)

This is done by checking whether the obtained correlation exceeds $1/\sqrt{N} \times 1.96$ or $1/\sqrt{N} \times 2.58$ for significance at 0.05 level and at the 0.01 level respectively.

(ii) The .99 confidence interval of 'r' (Garrett, 1971)

The limits of the .99 confidence interval was estimated using the formula $(r \pm 2.58 SE_r)$ in which SE_r the standard error of r, was obtained using the formula:

$$SE_r = \frac{1 - r^2}{\sqrt{N - 1}}$$

r being the obtained coefficient of correlation

(iii) Verbal description (Garrett, 1971)

For interpreting the values of 'r' verbally Garrett's classification was used:

i.e. 'r' from 0.00 to + 0.20 denotes indifferent or negligible relationship

'r' from + 0.20 to + 0.40 denotes low correlation, but slight

'r' from + 0.40 to + 0.70 denotes substantial or marked relationship.

(iv) Percentage of variance (Fox, 1969)

This is estimated by finding out $r^2 \times 100$, r being the obtained correlation coefficient.

4. Test of significance of the difference between two correlations r_1 and r_2

The difference between two correlations was tested for significance by finding out the critical ratio using the formula (Garrett, 1971).

$$\text{Critical Ratio} = \frac{Z_1 - Z_2}{SE_{Z_1 - Z_2}}$$

In which Z_1 and Z_2 = The Fisher's equivalents of the correlation coefficients r_1 and r_2 respectively.

$SE_{Z_1 - Z_2}$ = the standard error of the difference between z_1 and z_2

When N_1 and N_2 are the sizes of the groups compared;

$$SE_{z_1 - z_2} = \sqrt{\frac{1}{N_1 - 3} + \frac{1}{N_2 - 3}} \quad (\text{Garrett, 1971})$$

The obtained critical ratio is then treated as belonging to a normal distribution. Depending upon whether the critical ratio exceeds ± 1.96 or ± 2.58 , the difference between correlations is said to be significant at .05 level or at .01 level respectively.

**CERTAIN PSYCHOLOGICAL AND SOCIOLOGICAL
CORRELATES OF LISTENING AND READING
COMPREHENSION IN SANSKRIT AMONG
SECONDARY SCHOOL PUPILS OF KERALA**

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Thesis
submitted for the award of the Degree of
DOCTOR OF PHILOSOPHY
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**DEPARTMENT OF EDUCATION
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2003**

Chapter - V

**ANALYSIS AND
INTERPRETATIONS**

- ❖ *Preliminary analysis*
- ❖ *Group difference in the experimental variables*
- ❖ *Correlation analysis*
- ❖ *Comparison of correlation coefficients obtained by related pairs of sub samples*

ANALYSIS AND INTERPRETATIONS

Analysis of the data has been attempted as per the objectives stated earlier. The objectives have been restated below:

1. To determine whether significant group difference exists with respect to the selected variables as a prerequisite for the proper interpretation of the correlation studied.
2. To explore the nature of the correlation of each of the psychological variables selected with listening comprehension in Sanskrit for a representative sample of secondary school pupils and for the relevant sub groups therein.
3. To explore the nature of the correlation of each of the psychological variables selected with reading comprehension in Sanskrit for a representative sample of secondary school pupils and for the relevant sub groups therein.
4. To explore the nature of the correlation of each of the sociological variables selected with listening comprehension in Sanskrit for a representative sample of secondary school pupils and for the relevant sub groups therein.
5. To explore the nature of the correlation of each of the sociological variables selected with reading comprehension in Sanskrit for a

representative sample of secondary school pupils and for the relevant sub samples therein.

6. To compare the correlation obtained in the case of the pairs of relevant sub groups with a view to find out whether the correlation differ significantly.

A. PRELIMINARY ANALYSIS

Before entering into the inferential statistics the investigator wishes to present some of the essential descriptive statistics like means, standard deviation of all the variables for the whole sample (N = 630) and sub samples as boys and girls, rural subjects and urban subjects are presented in Table 4.

Table 4
Details of Mean and Standard Deviation of each of the Independent and Dependent Variables

VARIABLES	Total (N = 630)		Boys (N = 294)		Girls (N = 336)		Rural (N = 368)		Urban (N = 262)	
	M	SD	M	SD	M	SD	M	SD	M	SD
INDEPENDENT VARIABLES										
PSYCHOLOGICAL VARIABLES										
1 Achievement Motivation	30.70	7.20	30.64	6.20	30.76	7.98	30.76	6.55	30.37	8.02
2 General Anxiety	12.26	5.28	12.38	5.10	12.16	5.44	11.87	4.91	12.82	5.71
SOCIOLOGICAL VARIABLES										
1 Parental Education Level	18.08	5.018	17.89	4.99	18.24	5.34	17.55	5.28	18.82	4.95
2. Parental Occupation Level	15.21	6.40	15.17	6.11	15.25	6.66	14.18	5.87	16.66	6.84
3. Parental Income Level	16.19	5.82	16.24	5.58	16.14	6.03	15.38	5.53	17.33	6.03
4. Socio Economic Status	49.48	15.18	49.30	14.27	49.64	15.96	47.11	14.34	52.81	15.72
5. Home Learning Facility Level	9.22	3.44	9.20	3.44	9.23	3.45	9.08	3.50	9.42	3.35
6. Family Acceptance of Education Level	36.85	6.36	36.28	6.08	37.35	6.56	35.76	5.96	28.39	6.59
7. Family Cultural Level	31.11	4.31	30.47	3.99	31.68	4.50	30.66	3.52	31.75	5.16
8. Family Environment of Education Level	27.60	3.91	27.70	4.05	27.50	3.79	27.05	3.756	28.36	4.00
DEPENDENT VARIABLES										
LISTENING COMPREHENSION	11.90	4.26	11.34	4.21	12.40	4.24	11.21	4.41	12.87	3.83
READING COMPREHENSION	14.40	4.74	13.68	4.50	15.02	4.87	14.42	4.81	14.36	4.64

M = Mean

SD = Standard Deviation

B. GROUP DIFFERENCE IN THE EXPERIMENTAL VARIABLES

The study has mainly been intended to throw light on the correlation of the selected psychological and sociological variables with achievement in Listening and Reading Comprehension in Sanskrit. Therefore, it has decided to examine the nature of the different correlations for the whole sample and the relevant sub samples on the basis of sex and locale.

Interpreting r 's will necessarily require a full knowledge of the distribution of the selected variables within the whole sample and the sub samples. Any form of group difference is likely to be reflected as group difference in correlation.

To find out whether there will be significant difference in each of the independent and dependent variables among the groups formed on the basis of sex and locale. Hence the first part of the analysis has been directed towards the question: Whether group differences exist with respect to the select variables? Two-tailed test for difference between means of large independent groups was applied for the purpose.

The data and results of the tests are summarised in Tables 5 to 7.

Table 5

Data regarding the mean scores of psychological variables and results of the test of significance for difference between means of the Boy-Girl Classification and Rural-Urban Classification

Sl. No.	VARIABLES	DATA SHOWING MEAN DIFFERENCE												Test of significance	
		BOYS			GIRLS			RURAL			URBAN			BOYS vs GIRLS	RURAL vs URBAN
		MEAN	SD	SE OF MEAN	MEAN	SD	SE OF MEAN	MEAN	SD	SE OF MEAN	MEAN	SD	SE OF MEAN		
1.	Achievement Motivation	30.64	6.20	0.36	30.76	7.98	0.44	30.95	6.55	0.34	30.37	8.02	0.495	0.84	0.34
2.	General Anxiety	12.38	5.09	0.297	12.16	5.44	0.297	11.87	4.91	0.26	12.82	5.71	0.35	0.60	0.03*
		N = 294			N = 336			N = 368			N = 262			Total = 630	

* Significant difference at 0.05 level

Table 6

Statistical Data regarding the mean scores of sociological variables and results of the test of significance for difference between means of the Boy-Girl Classification and Rural-Urban Classification

Sl. No.	VARIABLES	DATA SHOWING MEAN DIFFERENCE												Test of significance	
		BOYS			GIRLS			RURAL			URBAN			BOYS Vs GIRLS	RURAL Vs URBAN
		M ₁	SD ₁	SE OF MEAN	M ₂	SD ₂	SE OF MEAN	M ₁	SD ₁	SE OF MEAN	M ₂	SD ₂	SE OF MEAN		
1.	Parental Education Level	17.89	4.99	0.29	18.24	5.34	0.29	17.55	5.29	0.28	18.82	4.95	0.31	0.39	0.02*
2.	Parental Occupation Level	15.17	6.11	0.36	15.25	6.66	0.36	14.18	5.87	0.31	16.66	6.84	0.42	0.87	0.00*
3.	Parental Income Level	16.24	5.58	0.33	16.14	6.01	0.33	15.38	5.53	0.29	17.33	6.03	0.37	0.83	0.00*
4.	Socio Economic Status	49.30	14.27	0.83	49.64	15.96	0.87	47.11	4.35	0.29	52.81	15.72	0.97	0.78	0.00*
5.	Learning Facilities at Home	9.20	3.44	0.20	9.23	3.45	0.39	9.08	3.50	0.18	9.42	3.35	0.21	0.91	0.22
6.	Family Environment	27.70	4.05	0.24	27.50	3.79	0.21	27.05	3.76	0.196	28.36	4.01	0.25	0.52	p < .001
7.	Family Acceptance of Education	36.28	6.08	0.35	37.35	6.56	0.36	35.76	5.96	0.31	38.39	6.59	0.41	0.03*	0.008*
8.	Cultural Level of Family	30.48	3.99	0.23	31.68	4.498	0.25	30.67	3.52	0.18	31.75	5.16	0.32	0.00	0.00*
		N = 294			N = 336			N = 368			N = 262			Total = 630	

* Significant difference at 0.05 level

Table 7

Data showing the mean scores Achievement in Listening and Reading Comprehension in Sanskrit and the Results of the Test of Significance for difference between means of relevant sub groups

Sl. No.	VARIABLES	DATA SHOWING MEAN DIFFERENCE												Test of significance	
		BOYS			GIRLS			RURAL			URBAN			BOYS	RURAL
		MEAN	SD	SE OF MEAN	MEAN	SD	SE OF MEAN	MEAN	SD	SE OF MEAN	MEAN	SD	SE OF MEAN	Vs GIRLS	Vs URBAN
1.	Listening Comprehension	11.34	4.21	0.25	12.395	4.25	0.23	11.21	4.42	0.23	12.87	3.83	0.24	0.00*	p<.001
2.	Reading Comprehension	13.68	4.49	0.26	15.02	4.87	0.27	14.42	4.81	0.25	14.36	4.64	0.29	0.00*	0.88
		N = 294			N = 336			N = 368			N = 262			Total = 630	

* Significant difference t at 0.05 level

1. Comparison of the mean scores in psychological variables of Boys and Girls

Table 5 reveals that there is no significant difference in the mean scores of boys and girls with regard to the following psychological variables.

	p-value
(i) Achievement Motivation	0.84
(ii) General Anxiety	0.61

From the present result we can conclude that in the case of these psychological variables, viz. Achievement Motivation and General Anxiety, Boys and Girls are almost identical, the psychological conditions are almost similar for the two groups.

2. Comparison of the mean scores in Psychological variables of Rural and Urban subjects

The table 5 shows that rural and urban difference exists in one out of two psychological variables with regard to the following.

	p-value
(i) Achievement Motivation	0.34
(ii) General Anxiety	0.03

There is no significant difference in the mean scores of Achievement Motivation ($p > .05$) and there is significant difference in the mean scores of General Anxiety in Rural-Urban subjects ($p < .05$).

Although a two-tailed test is not intended to throw light on the direction of the mean difference, it may be noted that the mean scores of urban subjects are higher than that of rural subjects in the psychological variables, viz. General Anxiety. In the variable, viz. Achievement Motivation both rural and urban cultures act in the same way and therefore the two groups are almost identical with respect to the variable.

3. Comparison of the mean scores in Sociological variables of Boys and Girls

Table 6 reveals that boys-girls difference exists in two out of eight sociological variables under study with regard to the following.

	p-value
(i) Family Acceptance of Education	0.03
(ii) Cultural Level of Family	0.01

There is no significant difference in the mean scores of boys and girls with regard to the following sociological variables.

	p-value
(i) Parental Education Level	0.39
(ii) Parental Occupation Level	0.87
(iii) Parental Income Level	0.83
(iv) Socio-Economic Status	0.78

(v)	Learning facilities at Home	0.87
(vi)	Family Environment of Education Level	0.52

In these variables boys and girls are almost identical and these sociological conditions are almost similar for the two groups.

There is significant difference in the variables of Cultural Level of Family and Family Acceptance of Education Level in Sex (Boys and Girls). These variables show significant difference less than 0.05.

4. Comparison of the mean scores in Sociological variables of Rural and Urban subjects

Table 6 reveals that rural-urban difference exists in seven out of eight sociological variables under study with regard to the following.

	p-value
(i) Parental Education Level	0.02
(ii) Parental Occupation Level	< 0.01
(iii) Parental Income Level	< 0.01
(iv) Socio-Economic Status	< 0.01
(v) Family Cultural Level	< 0.01
(vi) Family Acceptance of Education Level	< 0.01
(vii) Family Environmental level	< 0.01

The mean scores of urban and rural groups reveals that difference in mean scores of sociological variables, viz. Parental

Education Level, Parental Occupation Level , Parental Income Level, Socio-Economic Status, Family Cultural Level, Family Acceptance of Education, Family Environment are significant ($p < 0.05$).

With regard to the variable, viz. Learning Facilities at Home, no significant difference between the two groups, rural-urban subjects which is noted below.

	p-value
(i) Learning Facilities at Home	0.22

It may be noted that the mean scores of urban subjects are higher than that of rural subjects for the following variables, viz., Parental Education Level, Parental Occupation Level, Parental Income Level, Socio-Economic Status, Family Cultural Level, Family Acceptance of Education and Family Environment.

Although a two-tailed test is not intended to throw light on the direction of the mean difference it may be noted that the mean scores of urban subjects are higher than that of rural subjects for the following seven sociological variables, viz. Parental Education Level, Parental Occupation Level, Parental Income Level, Socio Economic Status, Family Environment, Family Acceptance of Education, Cultural Level of Family.

In the case of significantly different variables, the critical ratios for all the seven variables have negative signs. Though obtained from a two-tailed test, the indication of the sign may be interpreted as showing that, higher mean scores in these sociological variables are associated with pupils coming from urban areas. In other words these pupils have better Socio-Economic Status, and the Parental Education Level, Parental Income Level and Family Acceptance of Education in comparison with their counterparts from rural areas. The cultural and social differences present in living patterns of these two areas, would account for this difference.

Regarding the variable Learning Facilities at Home for which no significant difference exists, the test help us to conclude that both rural and urban cultures act in the same way and therefore the two groups are almost identical with respect to the variables.

5. Comparison of the mean scores in achievement in Listening and Reading Comprehension in Sanskrit of Boys and Girls

The Table 7 containing the mean scores of boys and girls groups reveals that difference in means of Listening and Reading Comprehension in Sanskrit Score are significant ($p < .05$).

	p-value
(i) Listening Comprehension	< 0.01
(ii) Reading Comprehension	< 0.01

The mean scores of Girls are significantly larger than that of boys in Reading Comprehension. The mean scores of Girls are significantly larger than that of boys in Listening Comprehension in Sanskrit (Figure 1).

6. Comparison of the mean scores in achievement of Listening and Reading Comprehension in Sanskrit of Rural and Urban Subjects

From table 7 it is seen that rural and urban subjects show significant difference in Listening Comprehension in Sanskrit and there is no significant difference in the mean scores of rural and urban subjects in the achievement of Reading Comprehension in Sanskrit with regard to the following variables.

	p-value
(i) Listening Comprehension	<.001
(ii) Reading Comprehension	0.88

The mean scores of urban students are larger than that of rural subjects in Listening Comprehension in Sanskrit (Figure 1).

The mean scores of urban subjects are higher than that of rural subjects in Listening Comprehension. Regarding the variable Reading Comprehension no significant difference exists between rural and urban subjects. Therefore the two groups are almost identical with respect to the variable, ie. Reading comprehension in Sanskrit.

Comparison of the mean scores in achievement of listening and reading comprehension in Sanskrit of sex and locale

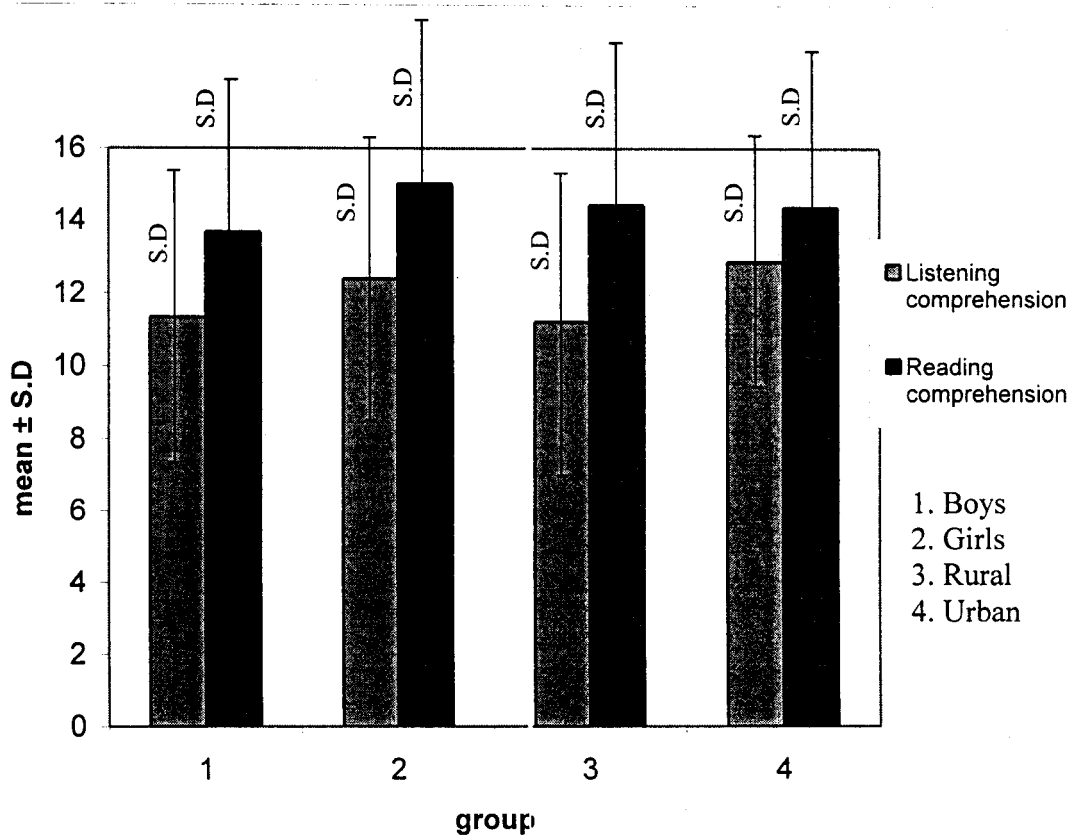


Figure 1

Summary of findings on Group Difference

1. The Psychological Variables selected for study viz. Achievement Motivation and General Anxiety do not show any significant sex difference.
2. There is no significant rural-urban difference in the case of psychological variable, viz., Achievement Motivation.
3. There is significant rural-urban difference in the Psychological Variable, viz. General Anxiety.
4. Sociological Variables, viz., Parental Education Level, Parental Occupation Level, Parental Income Level, Socio-Economic Status, Learning Facilities at Home, Family Environment Level do not show any significant sex difference.
5. There is significant sex difference in the case of Sociological Variable, viz., Cultural Level of Family and Family Acceptance of Education Level.
6. Among eight Sociological Variables selected for the study, seven variables, viz. Parental Education Level, Parental Occupation Level, Parental Income Level, Socio-Economic Status, Family Cultural Level, Family Acceptance of Education Level, Family

Environment Level exhibit significant rural-urban differences. The difference is significant at .05 level for all the seven variables.

7. There is no significant rural urban difference in the case of one sociological variable, viz., Learning Facilities at Home
8. Significant sex difference is noticed in the case of Listening and Reading Comprehension in Sanskrit.
9. Significant rural-urban difference is noticed in the case of Listening Comprehension in Sanskrit.
10. There is no significant rural-urban difference in Reading Comprehension in Sanskrit.

C. CORRELATION ANALYSIS

This part of the analysis is directed to examine the extent of relationship between Dependent variables (Listening and Reading Comprehension in Sanskrit) and Independent variables (Psychological and Sociological variables) under study for the total sample and the relevant sub samples.

The relation of each of the independent variables (two psychological variables and eight sociological variables) with Listening and Reading Comprehension in Sanskrit was investigated using

Pearson's Product Moment Coefficient of Correlation (r 's). To get a comprehensive picture of the nature of association r 's were estimated for the whole sample and the relevant sub samples, viz. boys, girls, rural subjects and urban subjects. The ' r ' values were interpreted to answer the questions stated as objectives of the study. The interpretation have mostly been based on the values obtained for the whole sample. The values obtained for the different sub samples have also been examined, with a view to obtaining a deep insight into the nature of the relationship and how it varies within the sub samples.

The correlations obtained for the whole sample were further scrutinized with the help of the conventional procedures used for interpreting product-moment r 's.

Each correlation was first scrutinized for significance, ie. to see whether the obtained ' r 's are to be treated as real correlation indicating a real relationship between the variables under study; or one which has been caused by experimental errors alone; but otherwise not different from a zero correlation. The values of all significant r 's were also interpreted on the basis of their size and directions. Further, the percentage variance of each of the dependent variables (Listening and Reading Comprehension in Sanskrit) caused by the presence of the independent variables (Psychological and

Sociological Variables) present in it was estimated as yet another method of interpreting the r's. The confidence interval (ie. the interval within which the population value of 'r' would lie at the .01 level of confidence, estimated on the basis of the obtained sample value) was also worked out for each 'r' in order to estimate the possible variation of the population 'r' from the obtained sample value.

The details of the r's obtained for the different independent variables (Psychological and Sociological) variables are presented below.

I. RELATION BETWEEN PSYCHOLOGICAL VARIABLES AND LISTENING COMPREHENSION IN SANSKRIT

The coefficient of correlation obtained between psychological variables and listening Comprehension in Sanskrit for the whole sample (N = 630) are presented in Table 8.

Table 8
Details of the Relationship between
Listening Comprehension in Sanskrit and each of the
Psychological Variables under Study for Total sample (N = 630)

No.	Variables	Listening Comprehension Mean = 11.90 SD = 4.26			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	r'	Lower Limit	Upper Limit	
1.	Achievement Motivation	30.70	7.20	0.1769*	0.08	0.27	3.13
2.	General Anxiety	12.26	5.28	0.1776*	0.08	0.28	3.15

*Significant difference at 0.05 level.

The table 8 shows that Psychological variables ie. Achievement Motivation and General Anxiety exhibit significant relationship with Listening Comprehension in Sanskrit.

The variables are noted below based on the size of r's.

(i) Achievement Motivation r = 0.18

(ii) General Anxiety r = 0.18

a) Relation between Achievement Motivation and Listening Comprehension in Sanskrit for the whole sample

The coefficient of correlation between the variables Achievement Motivation and Listening Comprehension in Sanskrit for the whole sample is 0.18. Mean and Standard Deviation of Achievement Motivation is 30.70 and 7.20 respectively and Listening Comprehension in Sanskrit is 11.90 and 4.26 respectively. The 99% confidence interval of 'r' is 0.08 and 0.27. Percentage of variance shared between the variables is 3.13.

The coefficient of correlation between the variables for the whole sample is significant less at 0.05 level. The significant 'r' indicates that a true relationship exists between the variables, Achievement Motivation and Listening Comprehension in Sanskrit (Figure 2).

The size of 'r' indicates that the relation is low or slight. The sign of the coefficient is positive which shows that an increase or decrease in the variable Listening Comprehension in Sanskrit will be followed by a corresponding increase or decrease in Achievement Motivation. That is, higher the Achievement Motivation, higher will be the level of Listening Comprehension in Sanskrit of subject.

The 99% confidence interval of 'r' suggests that the population 'r' will lie within the interval of 0.08 and 0.27, the probability of this being 0.99. The percentage variance showed between the variables is

Relation between psychological variables and listening comprehension in Sanskrit (whole sample)

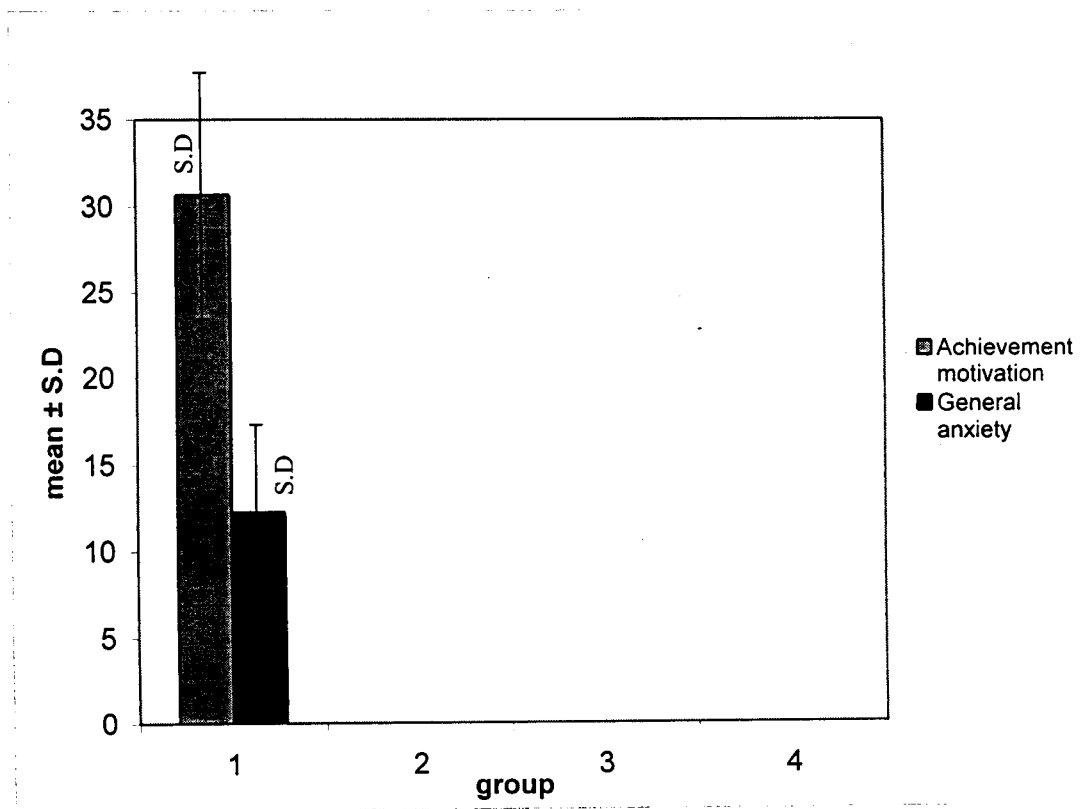


Figure 2

nearly 3.13. This shows that the variance of Listening Comprehension can be attributed to the variation in Achievement Motivation of the subject.

b) Relation between General Anxiety and Listening Comprehension in Sanskrit for the whole sample

The value of 'r' between the variable General Anxiety and Listening Comprehension in Sanskrit is 0.18 for the whole sample. Mean and standard deviation of the General Anxiety is 12.26 and 5.28 and the same for the variable Listening Comprehension in Sanskrit is 11.90 and 4.26. The 99% confidence interval for 'r' is (0.08, 0.28). Percentage variance shared between the variables is 3.15. This indicates the existence of true relationship between the variables.

The size of 'r' indicates that the relationship between the variables is low or slight. The 'r' is positive suggesting that an increase or decrease in the variable 'General Anxiety' will be followed by a corresponding increase or decrease in the variable Listening Comprehension in Sanskrit. The 99% confidence interval of 'r' suggests that the population 'r' should lie between the values 0.08 and 0.28. The percentage variance shared between the variables is nearly 3.15. This shows that the percentage of variance of the

variable Listening Comprehension is to be attributable to the variation in the variable 'General Anxiety'.

(c) Relation between Psychological Variables and Listening Comprehension in Sanskrit for Boys

The coefficients of correlation obtained between Psychological Variables and Listening Comprehension in Sanskrit for Boys (N = 294) are presented in Table 9.

Table 9
Details of the Relationship between
Listening Comprehension in Sanskrit and each of the
Psychological Variables under Study for Boys (N = 294)

No.	Variables	Listening Comprehension Mean = 11.34 SD = 4.21			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	'r'	Lower Limit	Upper Limit	
1.	Achievement Motivation	30.64	6.20	0.13*	0.02	0.28	1.80
2.	General Anxiety	12.38	5.09	0.18*	0.03	0.32	3.17

*Significant difference at 0.05 level.

The table 9 reveals that the values of 'r' obtained indicate that the two independent variables (Psychological variables), viz., Achievement Motivation, and General Anxiety exhibit significant relationship with Listening Comprehension in Sanskrit.

These variables are reported below:

(i) Achievement Motivation	$r = 0.13$
(ii) General Anxiety	$r = 0.18$

Since these correlation coefficient are found to be significant, it is concluded that there is significant relationship between these Psychological variables and Listening Comprehension in Sanskrit for boys.

(d) Relation between Psychological Variables and Listening Comprehension in Sanskrit for Girls

The coefficients of correlation obtained between Psychological Variables and Listening Comprehension in Sanskrit for the sub-sample girls (N+336) are presented in Table 10.

Table 10
Details of the Relationship between
Listening Comprehension in Sanskrit and each of the
Psychological Variables under Study for Girls (N = 336)

No.	Variables	Listening Comprehension Mean = 12.40 SD = 4.24			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	r'	Lower Limit	Upper Limit	
1.	Achievement Motivation	30.76	7.28	0.20*	0.07	0.34	4.35
2.	General Anxiety	12.16	5.44	0.18*	0.05	0.32	3.41

*Significant difference at 0.05 level.

The table 10 shows that the values of 'r' obtained indicate that two independent variables, viz. Achievement Motivation, General Anxiety exhibit significant relationship with Listening Comprehension in Sanskrit for the Girls. These variables are reported below.

(i) Achievement Motivation r = 0.20

(ii) General Anxiety r = 0.18

Relation between Achievement Motivation and Listening Comprehension for Girls is significant at 0.05 level. The 99% confidence interval of the variables is 0.07 and 0.34 and percentage of variance shared between is 4.35.

The variables between General Anxiety and Listening Comprehension for girls the 99% confidence interval of population 'r' is 0.05 and 0.32 and percentage of variance is 3.41.

Since these correlation coefficients are found to be significant, it is concluded that there is significant relationship exists between these Psychological variables and listening Comprehension in Sanskrit.

(e) Relation between Psychological Variables and Listening Comprehension in Sanskrit for Rural Subjects

The coefficients of correlation obtained between psychological variables and Listening Comprehension in Sanskrit for the sub sample, Rural subjects (N=368) are presented in Table 11.

Table 11
Details of the Relationship between
Listening Comprehension in Sanskrit and each of the
Psychological Variables under Study for Rural subjects (N = 368)

No.	Variables	Listening Comprehension Mean = 11.21 SD = 4.41			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	'r'	Lower Limit	Upper Limit	
1.	Achievement Motivation	30.95	6.55	0.29*	0.17	0.41	8.64
2.	General Anxiety	11.87	4.91	0.20*	0.06	0.32	3.81

*Significant difference at 0.05 level.

The table shows that the values of 'r' obtained indicate that psychological variables, viz. Achievement Motivation, General Anxiety exhibit significant relationship with Listening Comprehension in Sanskrit. These variables are reported below.

(i) Achievement Motivation $r = 0.29$

(ii) General Anxiety $r = 0.20$

The 99% confidence interval of population 'r' between the variables Achievement Motivation and Listening Comprehension is 0.17 to 0.41 and the variable, General Anxiety and Listening

Comprehension for girls is 0.06 and 0.32. The percentage of variance shared between these variables is 8.64 and 3.81 respectively.

Since these correlation coefficients are found to be significant, it is concluded that there is significant relationship exists between these variables and Listening Comprehension in Sanskrit

(f) Relation between Psychological Variables and Listening Comprehension in Sanskrit for Urban Subjects

The Coefficients of correlation obtained between the Psychological variables and Listening Comprehension in Sanskrit for the sub-sample Urban subjects (N = 262) are presented in Table 12.

Table 12
Details of the Relationship between
Listening Comprehension in Sanskrit and each of the
Psychological Variables under Study for Urban subjects (N = 262)

No.	Variables	Listening Comprehension Mean = 12.87 SD = 3.83			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	r'	Lower Limit	Upper Limit	
1.	Achievement Motivation	30.37	8.02	0.06	0.11	0.21	0.298
2.	General Anxiety	12.38	5.71	0.13*	0.03	0.28	1.57

*Significant difference at 0.05 level.

The Table 12 shows that the values of 'r' obtained indicate that out of the two independent psychological variables are viz., Achievement Motivation do not have significant relationship with Listening Comprehension in Sanskrit. The Psychological Variable, General Anxiety exhibit significant relationship with Listening Comprehension in Sanskrit.

The variables are reported below:

- | | |
|----------------------------|------------|
| (i) Achievement Motivation | $r = 0.05$ |
| (ii) General Anxiety | $r = 0.13$ |

2. RELATION BETWEEN PSYCHOLOGICAL VARIABLES AND READING COMPREHENSION IN SANSKRIT

The coefficient of correlation obtained between psychological variables and Reading Comprehension in Sanskrit for the whole sample (N = 630) is presented in Table 13.

Table 13
Details of the Relationship between
Reading Comprehension in Sanskrit and each of the
Psychological Variables under Study for Total sample (N = 630)

No.	Variables	Reading Comprehension Mean = 14.40 SD = 4.74			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	r'	Lower Limit	Upper Limit	
1.	Achievement Motivation	30.70	7.20	0.19*	0.09	0.29	3.69
2.	General Anxiety	12.26	5.28	0.18*	0.08	0.28	3.31

*Significant difference at 0.05 level.

The table 13 above reveals that Achievement Motivation and General Anxiety exhibit significant relationship with Reading Comprehension in Sanskrit. The variables are noted below on the size of r's.

(i) Achievement Motivation $r = 0.19$

(ii) General Anxiety $r = 0.18$

a) Relation between Achievement Motivation and Reading Comprehension in Sanskrit for the whole sample

The value of 'r' for the whole sample is 0.19. Mean and Standard Deviation of the variable Achievement Motivation is 30.70

and 7.20 and Reading Comprehension is 14.40 and 4.74 respectively. The coefficient of correlation between the variables for the whole sample is 0.19. The 99% confidence interval of 'r' is 0.09 and 0.29. Percentage of variance shared between the variables is 3.69.

The coefficient of correlation between the variables Achievement Motivation and Reading Comprehension in Sanskrit for the whole sample is significant at 0.05 level indicating a true relationship exists between the variables (Figure 3). The size of 'r' indicates that the relationship is very low. The sign of the coefficient is positive indicating that an increase or decrease in the variable Achievement Motivation will be followed by a corresponding increase or decrease in the variable Reading Comprehension in Sanskrit.

The 99% confidence interval of 'r' for the whole sample suggests that the population 'r' will be lie between the values 0.09 and 0.29.

The percentage of variance shared between the variables is 3.69. That is only 3.69 percent of the variance of reading comprehension is attributable to the variation in Achievement Motivation of the subjects.

Relation between psychological variables and reading comprehension in Sanskrit (whole sample)

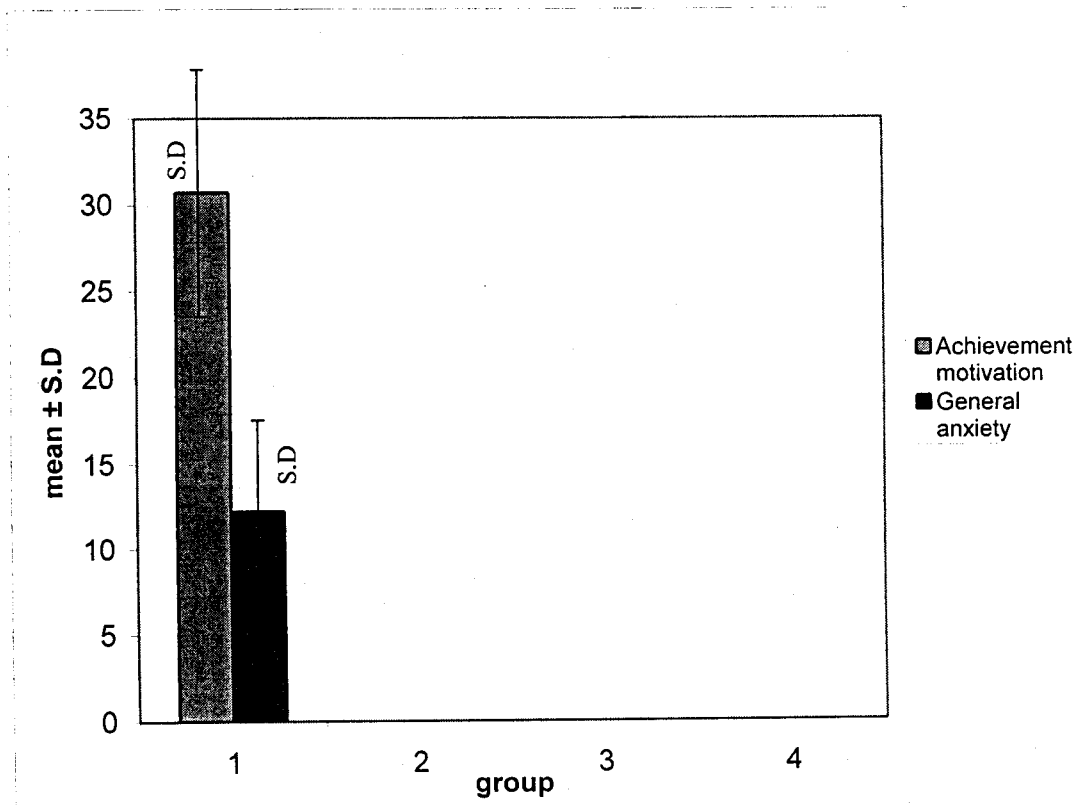


Figure 3

b) Relation between 'General Anxiety' and 'Reading Comprehension' in Sanskrit for the whole sample

The coefficient of correlation between the variable General Anxiety and Reading Comprehension in Sanskrit for the whole sample is 0.18. Mean and Standard Deviation of the variable General Anxiety 30.70 and 7.20 and Reading Comprehension in Sanskrit is 14.40 and 4.74. The 99% confidence interval of 'r' is 0.08 and 0.28. Percentage of variance shared between the variables is 3.31.

The significant 'r' indicates that a true relationship exists between the variables General Anxiety and Reading Comprehension in Sanskrit (Figure 3). The size of 'r' indicates that the relation is very low. The sign of the coefficient is positive which shows that an increase or decrease in the variable Reading Comprehension in Sanskrit will be followed by a corresponding increase or decrease in General Anxiety.

The 99% confidence interval of 'r' for the whole sample suggest that the population 'r' will be lie between the values 0.08 and 0.28.

The percentage of variance shared between the variance is 3.31 which means that 3.31 per cent of the variance of Reading Comprehension in Sanskrit is attributable to the variation in General Anxiety of the subjects.

(c) Relation between Psychological Variables and Reading Comprehension in Sanskrit for Boys

The coefficients of correlation obtained between Psychological variables and Reading Comprehension in Sanskrit for Boys (N = 294) are presented in Table 14.

Table 14

Details of the Relationship between Reading Comprehension in Sanskrit and each of the Psychological Variables under Study for Boys (N = 294)

No.	Variables	Reading Comprehension Mean = 13.68 SD = 4.49			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	'r'	Lower Limit	Upper Limit	
1.	Achievement Motivation	30.64	6.20	0.10	-0.05	0.24	0.93
2.	General Anxiety	12.38	5.09	0.09	-0.06	0.24	0.88

*Significant difference at 0.05 level.

The table 14 reveals that the value of 'r' obtained indicate that two independent psychological variables viz. Achievement Motivation, General Anxiety do not have significant relationship with Reading Comprehension in Sanskrit for the boys.

These variables are reported below:

(i) Achievement Motivation $r = 0.10$

(ii) General Anxiety $r = 0.09$

The 99% confidence interval of 'r' for the boys is -0.05 to 0.24. The percentage of variance shared between the variables, i.e., Achievement Motivation and Reading Comprehension in Sanskrit for Boys is 0.93.

The 99% confidence interval of 'r' for the boys between the variable, General Anxiety and Reading Comprehension in Sanskrit for Boys is -0.06, 0.24. The percentage of variance shared between the variable is 0.88.

Since these correlation coefficients are not found to be significant. It may be concluded that no significant relationship exists between these variables and Reading Comprehension in Sanskrit.

(d) Relation between Psychological Variables and Reading Comprehension in Sanskrit for Girls

The coefficient of correlation obtained between Psychological Variables and Reading Comprehension in Sanskrit for the sub sample, girls (N = 336) are presented in Table 15.

Table 15
Details of the Relationship between
Reading Comprehension in Sanskrit and each of the
Psychological Variables under Study for Girls (N = 336)

No.	Variables	Reading Comprehension Mean = 15.02 SD = 4.87			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	'r'	Lower Limit	Upper Limit	
1.	Achievement Motivation	30.76	7.98	0.25*	0.12	0.38	6.47
2.	General Anxiety	12.16	5.44	0.26*	0.12	0.38	6.61

*Significant difference at 0.05 level.

The above table shows that the values of 'r' obtained indicate that two independent Psychological variables, viz. Achievement Motivation, General Anxiety exhibit significant relationship with Reading Comprehension in Sanskrit.

These variables are reported below:

(i) Achievement motivation $r = 0.25$

(ii) General Anxiety $r = 0.26$

The 99% confidence interval of 'r' for the sub sample girls suggests that the population 'r' will lie between the values 0.12 and 0.38 in Psychological variables.

The percentage of variance shared between the variables, i.e., Achievement Motivation and Reading Comprehension in Sanskrit is 6.47 per cent and General Anxiety and Reading Comprehension is 6.61 per cent.

Since these variables have significant relationship with Reading Comprehension in Sanskrit. This implies that true relationship exists between the variables and Reading Comprehension in Sanskrit.

(e) Relation between Psychological Variable and Reading Comprehension in Sanskrit for Rural subjects

The coefficients of correlation obtained between Psychological Variables and Reading Comprehension in Sanskrit for rural subjects (N=368) are presented in Table 16.

Table 16

**Details of the Relationship between
Reading Comprehension in Sanskrit and each of the
Psychological Variables under Study for Rural subjects (N = 368)**

No.	Variables	Reading Comprehension Mean = 14.42 SD = 4.81			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	'r'	Lower Limit	Upper Limit	
1.	Achievement Motivation	30.95	6.55	0.29*	0.16	0.41	8.30
2.	General Anxiety	11.87	4.91	0.23*	0.10	0.36	5.39

*Significant difference at 0.05 level.

The table 16 shows that the values of 'r' obtained indicate that the two independent Psychological variables, viz. Achievement Motivation, General Anxiety exhibit significant relationship with Reading Comprehension in Sanskrit.

These variables are reported below:

(i) Achievement Motivation $r = 0.29$

(ii) General Anxiety $r = 0.23$

Since these variables have significant relationship with Reading Comprehension in Sanskrit this implies that true relationship exists between these variables and Reading Comprehension in Sanskrit.

(f) Relation between Psychological Variables and Reading Comprehension in Sanskrit for Urban subject

The coefficients of correlation obtained between Psychological variables and Reading Comprehension in Sanskrit for the sub sample Urban subjects (N = 262) are presented in Table 17.

Table 17
Details of the Relationship between Reading Comprehension in Sanskrit and each of the Psychological Variables under Study for Urban subjects (N = 262)

No.	Variables	Reading Comprehension Mean = 14.36 SD = 4.64			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	'r'	Lower Limit	Upper Limit	
1.	Achievement Motivation	30.37	8.02	0.08	-0.08	0.24	0.64
2.	General Anxiety	12.83	5.71	0.12*	-0.04	0.28	1.54

*Significant difference at 0.05 level.

The table 17 shows that the values of 'r' obtained indicate that out of the two independent psychological variables one, viz. General Anxiety exhibit significant relation with Reading Comprehension in Sanskrit. The variable Achievement Motivation do not have significant relationship with Reading Comprehension in Sanskrit. These variables are presented below:

- (i) Achievement Motivation $r = 0.08$
- (ii) General Anxiety $r = 0.12$

3. RELATION BETWEEN SOCIOLOGICAL VARIABLES AND LISTENING COMPREHENSION IN SANSKRIT

The coefficient of correlation obtained between each of the Sociological variables and Listening Comprehension in Sanskrit for the whole sample (N = 630) are presented in Table 18.

Table 18

Details of the Relationship between
Listening Comprehension in Sanskrit and each of the
Sociological Variables under Study for the Total Sample (N = 630)

No.	Variables	Listening Comprehension Mean = 11.90 SD = 4.26			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	r'	Lower Limit	Upper Limit	
1.	Parental Education Level	18.08	5.18	0.21*	0.21	0.31	4.44
2.	Parental Occupation Level	15.21	6.40	0.19*	0.09	0.28	3.51
3.	Parental Income Level	16.19	5.82	0.20*	0.098	0.30	3.95
4.	Socio Economic Status	49.48	15.18	0.23*	0.13	0.32	5.15
5.	Home Learning Facility Level	9.22	3.44	0.20*	0.099	0.30	4.00
6.	Family Acceptance of Education Level	36.85	6.36	0.25*	0.15	0.33	6.01
7.	Family Cultural Level	31.12	4.31	0.15*	0.04	0.25	2.15
8.	Family Environment of Education Level	27.60	3.91	0.08*	-0.02	0.18	0.69

*Significant difference at 0.05 level.

The table shows that eight independent sociological variables, viz. Parental Education Level, Parental Occupation Level, Parental Income Level, Socio-Economic Status, Learning Facilities at Home, Family Acceptance of Education, Family Cultural and Family Environment exhibit significant relationship with Listening Comprehension in Sanskrit.

The value of 'r' for the variables under study are reported below:

(i) Parental Education Level	$r = 0.21$
(ii) Parental Occupation Level	$r = 0.19$
(iii) Parental Income Level	$r = 0.198$
(iv) Socio-Economic Status	$r = 0.23$
(v) Learning Facilities at Home	$r = 0.20$
(vi) Family Acceptance of Education	$r = 0.13$
(vii) Family Cultural	$r = 0.15$
(viii) Family Environment	$r = 0.08$

(a) Relation between Parental Education Level and Listening Comprehension in Sanskrit for the whole sample

The coefficient of correlation between the variables Parental Education Level and Listening Comprehension in Sanskrit for the whole sample is 0.21. The mean scores of this variable and Listening Comprehension in Sanskrit are respectively 18.08 and 11.90. The standard deviation of the variable Parental Education Level and Listening Comprehension is respectively 5.18 and 4.26. The 99%

confidence interval of 'r' is 0.21 and 0.31. Percentage of variance shared between the variables is 4.44.

The coefficient of correlation between the variables for the whole sample is significant at 0.05 level. The significant 'r' indicates that a true relationship exists between the variables Parental Education and Listening Comprehension in Sanskrit.

The size of 'r' indicate that the relationship is low or slight. The sign of the coefficient is positive which shows that an increase or decrease in the variable 'Parental Education Level' will be followed by a corresponding low increase or decrease in the variable Listening Comprehension in Sanskrit. That is higher the Parental Education higher will be the level of Listening Comprehension in Sanskrit of a subject (Figure 4).

The 99% confidence interval of 'r' suggests the population 'r' will be within the interval(0.21, 0.31), the probability of this being 0.99. The percentage variance shared by the variables Parental Education and Listening Comprehension in Sanskrit is 4.44 which indicates that 4 per cent of the variance of Listening Comprehension in Sanskrit can be attributed to the variation in Parental Education of the subject.

Relation between sociological variables and listening comprehension in Sanskrit (whole sample)

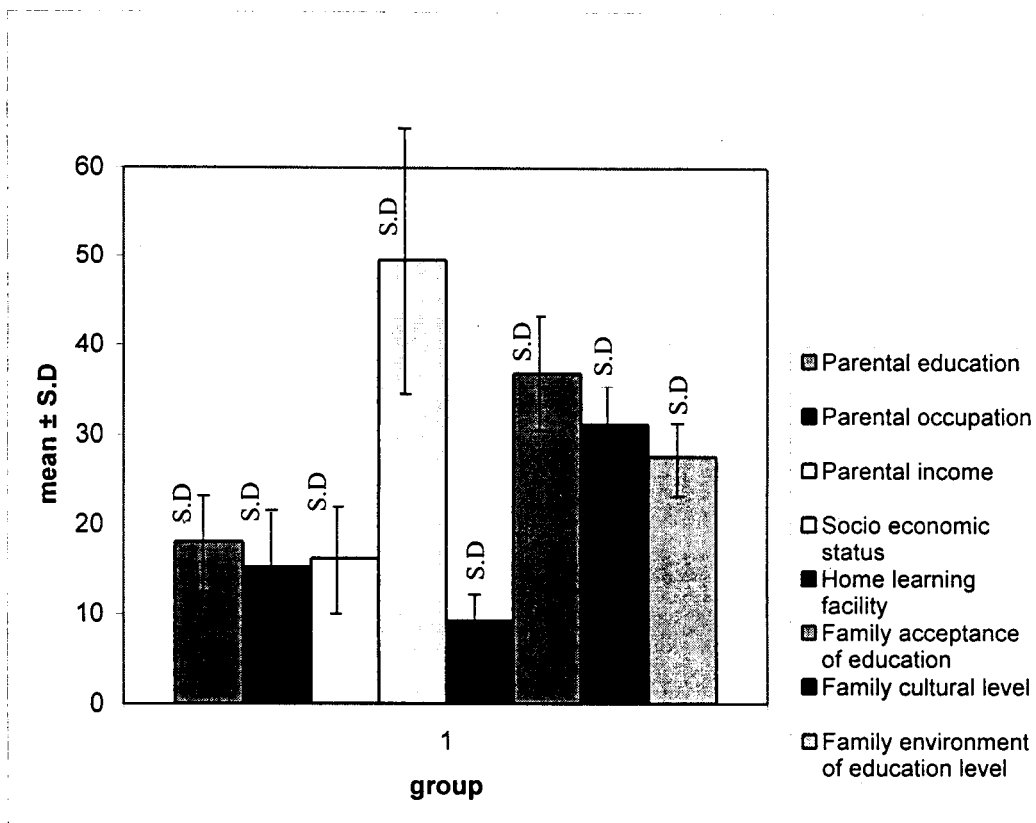


Figure 4

(b) Relation between 'Parental Occupation Level' and 'Listening Comprehension in Sanskrit' for the whole sample

For the whole sample, the value of 'r' between the variable 'Parental Occupation level' and 'Listening Comprehension in Sanskrit' is 0.19. The mean scores of this variable Parental Occupation level and Listening Comprehension on Sanskrit are respectively 15.21 and 11.90 and standard deviation are 5.18 and 4.26 respectively. The 99% confidence interval of 'r' is 0.09 and 0.28. Percentage of variance shared between the variables is 3.51. This indicates the existence of true relationship between the variables.

The size of 'r' indicates that the relationship between the variables is low or slight. The 'r' is positive suggesting that an increase or decrease in the variable 'Parental Occupation Level' will be followed by a corresponding increase or decrease in the variable Listening Comprehension in Sanskrit.

The 99% confidence interval of 'r's suggests that the population 'r' would lie between the values 0.09 and 0.28. The percentage of variance shared between the variables is nearly 4. This shows that 4 per cent of the variance of the variable Listening Comprehension is to be attributable to the variation in the variable 'Parental Occupation Level'.

(c) Relation between 'Parental Income Level' and "Listening Comprehension in Sanskrit' for the whole sample

The value of 'r' for the whole sample is 0.20. The mean and standard deviation of this variable 'Parental Income Level' are respectively 16.19 and 5.82 and 'Listening Comprehension in Sanskrit' is 18.08 and 5.18 respectively. The 99% confidence interval of 'r' is 0.098 and 0.30. The percentage overlap of variance between the variables is 3.95.

The coefficient of correlation between the variables Parental Income Level and Listening Comprehension in Sanskrit for the whole sample is significant at 0.05 level, indicating that a true relationship exists between the variables.

The size of 'r' indicates that the relation is slight or low. The sign of the coefficient is positive indicating that an increase or decrease in the variable 'Parental Income Level' will be followed by a corresponding increase or decrease in the variable Listening Comprehension in Sanskrit. The 99% confidence interval of 'r' suggests that the population 'r' between the variables will be between the values 0.098 and 0.30.

The percentage variance shared between the variables is nearly 4 which means that 4 per cent of the variance of Listening Comprehension is attributable to the variation in 'Parental Income Level' of the subjects.

(d) Relation between Socio-Economic Status and Listening Comprehension in Sanskrit for the whole sample

The coefficient of correlation between the variables Socio-Economic Status and Listening Comprehension in Sanskrit for the whole sample is 0.23. The mean and standard deviation of the variable Socio Economic Status is 18.08 and 5.18 and Listening Comprehension in Sanskrit is 49.48 and 15.18 respectively. The 99% confidence interval of 'r' is 0.13 and 0.32. Percentage variance shared between the variables is 5.15.

The significant 'r' indicates that a true relationship exists between the variables Socio-Economic Status and Listening Comprehension in Sanskrit.

The size of 'r' indicates that the relation is low or slight and positive indicating the fact that an increase or decrease in socio-economic status will be followed by a comprehending increase or decrease in Listening Comprehension in Sanskrit. That is higher than

the Socio-Economic Status, higher will be the level of Listening Comprehension in Sanskrit of a subject.

The 99% confidence interval of 'r' suggests that the population 'r' will be within the interval 0.13 and 0.32; the probability of this being 0.99.

The percentage variance shared by the variables Socio Economic Status and Listening Comprehension in Sanskrit is 5.15 which indicates that 5 per cent of the variance of Listening Comprehension in Sanskrit can be attributed to the variation in Socio-Economic Status of the subject.

(e) Relation between Learning Facilities at Home and Listening Comprehension in Sanskrit for the whole sample

The value of 'r' for the whole sample is 0.20. Mean and standard deviation of the variable Learning Facilities at Home is 9.22 and 3.44 respectively. The coefficient of correlation between the variables for the whole sample is significant at 0.05 level which indicates that a true relationship exists between the variables. The 99% confidence interval of 'r' is 0.099 and 0.30. Percentage variance shared between the variables is 4.00.

The size of 'r' indicates that the relation is low or slight. The sign of 'r' is positive which is to be interpreted as showing that an increase

or decrease in the variable 'Learning Facilities at Home' will be followed by a corresponding increase or decrease in the variable Listening Comprehension in Sanskrit'.

The 99% confidence interval of 'r' for the whole sample suggests that the population 'r' will lie between the values 0.099 and 0.30.

The percentage variance shared between the variables is 4.00. This shows that almost 4 per cent of the variance of Listening Comprehension in Sanskrit are attributable to the variation in 'Learning Facilities at Home' of the subjects.

(f) Relation between 'Family Acceptance of Education' and 'Listening Comprehension in Sanskrit' for the Whole Sample

The value of 'r' for the whole sample is 0.13. The mean and standard deviation of the variable Family Acceptance of Education is 36.85 and 6.36 and Listening Comprehension in Sanskrit is 11.90 and 4.26. The 99% confidence interval of 'r' is 0.15 and 0.33. Percentage variance shared between the variables is 6.01. This indicates that a true relationship exists between the variables.

The size of 'r' indicates that the relation is low or slight. The sign of 'r' is positive which is to be interpreted as showing that an increase or decrease in the variable 'Family Acceptance of Education' will be

followed by a corresponding increase or decrease in the variable Listening Comprehension in Sanskrit.

The 99% confidence interval of r 's for the whole sample suggests that the population ' r ' will lie between the values 0.15 and 0.33.

The percentage variance shared between the variables is 6.01. This shows that almost 6 per cent of the variance of Listening Comprehension in Sanskrit is attributable to the variation in 'Family Acceptance of Education' of the subjects.

(g) Relation between Family Culture and Listening Comprehension in Sanskrit for the whole sample

The value of ' r ' for the whole sample is 0.15. The mean scores and standard deviation of the variable 'Family Culture Level' is 31.11 and 4.31 and Listening Comprehension in Sanskrit is 11.90 and 4.26. The 99% confidence interval of ' r ' is 0.04 and 0.25. Percentage variance shared between the variable is 2.15.

The coefficient of correlation between the variables for the whole sample is significant which indicates that a true relationship exists between the variables.

The size of ' r ' indicates that the relation is low or slight. The sign of ' r ' is positive which is to be interpreted as showing that an increase or decrease in the variable 'Family Cultural Level' will be followed by a

corresponding increase or decrease in the variable 'Listening Comprehension' in Sanskrit.

The 99% confidence interval of 'r' for the whole sample suggests that the population 'r' will lie between the values 0.04 and 0.25.

The percentage variance shared between the variables is about 2. That is only 2 per cent of the variance of Listening Comprehension is attributable to the variation in Family Culture Level of the subjects.

(h) Relation between Family Environment of Education and Listening Comprehension in Sanskrit for the whole sample

The coefficient of correlation between the variables for the whole sample is 0.08. The mean and standard deviation of the variable family environment is 27.60 and 3.91 and Listening Comprehension in Sanskrit is 11.90 and 4.26. The 99% confidence interval of 'r' is -0.02 and 0.18. Percentage variance shared between the variables is 0.69.

The correlation between the variables for the whole sample is significant at 0.05 level which indicates that a true relationship exists between the variables.

The size of 'r' indicates that the relationship is low or slight. The sign of the coefficient is positive which shows that an increase or

decrease in the variable. 'Family Environment;' will be followed by a corresponding low or slight increase or decrease in the variable 'Listening Comprehension in Sanskrit'.

The 99% confidence interval of 'r' for the whole sample suggests that the population 'r' will lie between the values -0.02 and 0.18.

The percentage variance showed between the variables is about 1. That is why 1 per cent of the variance of Listening Comprehension is attributable to the variation in Family Environment of Education Level of the subjects.

(i) Relation between Sociological variables and Listening Comprehension in Sanskrit for Boys

The coefficient of correlation obtained between sociological variables and Listening Comprehension in Sanskrit for boys (N=294) are presented in Table 19.

Table 19
Details of the Relationship between
Listening Comprehension in Sanskrit and each of the
Sociological Variables under Study for the Boys (N = 294)

No.	Variables	Listening Comprehension Mean = 11.34 SD = 4.21			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	r'	Lower Limit	Upper Limit	
1.	Parental Education Level	11.89	4.99	0.16*	0.01	0.30	2.61
2.	Parental Occupation Level	15.17	6.11	0.21*	0.07	0.35	4.60
3.	Parental Income Level	16.24	5.58	0.27*	0.13	0.41	7.45
4.	Socio Economic Status	49.30	14.27	0.26*	0.11	0.39	6.51
5.	Home Learning Facility Level	9.20	3.44	0.20*	0.05	0.34	3.91
6.	Family Acceptance of Education Level	36.28	6.08	0.19*	0.05	0.33	3.79
7.	Family Cultural Level	30.47	3.99	0.16*	0.06	0.30	2.43
8.	Family Environment Level	27.70	4.05	0.07	0.08	0.22	.049

*Significant difference at 0.05 level

The table 19 shows that the values of 'r' obtained indicate that out of eight independent sociological variables seven viz., Parental Education Level, Parental Occupation Level, Parental Income Level, Socio-Economic Status, Learning Facilities at Home, Family Acceptance of Education Level and Cultural Level of Family exhibit significant relationship with Listening Comprehension in Sanskrit.

These variables are reported below in the order of importance based on the size of 'r's.

(i) Parental Income Level	r = 0.27
(ii) Socio-Economic Status	r = 0.26
(iii) Parental Occupation Level	r = 0.21
(iv) Learning Facilities at Home	r = 0.20
(v) Family Acceptance of Education	r = 0.19
(vi) Parental Education Level	r = 0.16
(vii) Cultural Level of Family	r = 0.16

Since these correlation coefficients are found to be significant, it is concluded that there is significant relationship between these Sociological Variables and Listening Comprehension in Sanskrit for boys.

The sociological variable, viz. Family Environment do not have any significant relationship with Listening Comprehension in Sanskrit which reported below.

(i) Family Environment $r = 0.07$.

This implies that no significant relationship exists between the variable and Listening Comprehension in Sanskrit.

(j) Relation between Sociological Variables and Listening Comprehension in Sanskrit for Girls

The coefficients of correlation obtained between Sociological Variables and Listening Comprehension in Sanskrit for the sub sample Girls (N = 336) are presented in Table 20.

Table 20
Details of the Relationship between
Listening Comprehension in Sanskrit and each of the
Sociological Variables under Study for the Girls (N = 336)

No.	Variables	Listening Comprehension Mean = 12.40 SD = 4.24			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	r'	Lower Limit	Upper Limit	
1.	Parental Education Level	18.24	5.34	0.25*	0.11	0.37	6.05
2.	Parental Occupation Level	15.25	6.66	0.17*	0.03	0.30	2.79
3.	Parental Income Level	16.14	6.63	0.14*	0.00	0.28	2.07
4.	Socio Economic Status	49.64	15.96	0.21*	0.07	0.34	4.26
5.	Home Learning Facility Level	9.23	3.45	0.20*	0.07	0.33	4.15
6.	Family Acceptance of Education Level	37.35	6.56	0.27*	0.14	0.40	7.40
7.	Family Cultural Level	31.68	4.50	0.11*	0.03	0.25	1.29
8.	Family Environment Level	27.50	3.79	0.10	-0.04	0.24	1.04

*Significant difference at 0.05 level

The Table 20 reveals that the values of 'r' obtained indicates that out of the eight independent sociological variables, seven, viz. Parental Education Level, Parental Occupation Level, Parental Income Level, Socio-Economic Status, Learning Facilities at Home, Family Acceptance of Education, Cultural Level of Family exhibit significant relationship with Listening Comprehension in Sanskrit. These variables are reported below in the order of importance based on the size of 'r'.

(i) Family Acceptance of Education	r = 0.27
(ii) Parental Education Level	r = 0.25
(iii) Socio-Economic Status	r = 0.21
(iv) Learning Facilities at Home	r = 0.20
(v) Parental Occupation Level	r = 0.17
(vi) Parental Income Level	r = 0.14
(vii) Cultural Level of Family	r = 0.11

The sociological variable, viz. Family Environment do not have any significant relationship with Listening Comprehension in Sanskrit which is reported below:

(i) Family Environment of Education Level	r = 0.10
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(k) Relation between sociological variables and Listening Comprehension (Rural Subjects)

The coefficient of correlation obtained between Sociological Variables and Listening Comprehension in Sanskrit for the sub sample Rural subjects (N = 368) are presented in Table 21.

Table 21
Details of the Relationship between
Listening Comprehension in Sanskrit and each of the
Sociological Variables under Study for the Rural subjects (N = 368)

No.	Variables	Listening Comprehension Mean = 11.21 SD = 4.41			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	r'	Lower Limit	Upper Limit	
1.	Parental Education Level	17.55	5.28	0.18*	0.05	0.31	3.22
2.	Parental Occupation Level	14.18	5.87	0.19*	0.06	0.32	3.59
3.	Parental Income Level	15.38	5.53	0.19*	0.06	0.31	3.53
4.	Socio Economic Status	47.11	14.34	0.22*	0.08	0.34	4.67
5.	Home Learning Facility Level	9.08	3.50	0.20*	0.07	0.33	4.19
6.	Family Acceptance of Education Level	35.76	5.96	0.27*	0.14	0.39	7.09
7.	Family Cultural Level	30.67	3.51	0.14*	0.01	0.27	2.08
8.	Family Environment Level	27.05	3.76	0.02	-0.11	0.15	0.04

*Significant difference at 0.05 level

The table 21 reveals that the values of 'r' obtained indicate that out of the eight independent Sociological Variables, seven, viz. Parental Education Level, Parental Occupation Level, Parental Income Level, Socio-Economic Status, Learning Facilities at Home, Family Acceptance of Education, Cultural Level of Family exhibit significant relationship with Listening Comprehension in Sanskrit.

The variables are reported below in the order of importance based on the size of the r's.

(i) Family Acceptance of Education	r = 0.27
(ii) Socio-Economic Status	r = 0.22
(iii) Learning Facilities at Home	r = 0.20
(iv) Parental Income Level	r = 0.19
(v) Parental Occupation Level	r = 0.19
(vi) Parental Education Level	r = 0.18
(vii) Cultural Level of Family	r = 0.14

Since these correlation coefficients are found to be significant, it is concluded that there is significant relationship exists between these variables and Listening Comprehension in Sanskrit.

The Sociological Variables, viz., Family Environment of Education do not have significant relationship with Listening Comprehension in Sanskrit which is noted below.

(i) Family Environment of Education $r = 0.02$.

(1) Relation between Sociological Variables and Listening Comprehension in Sanskrit for Urban Subjects

The coefficients of correlation obtained between the Sociological variables and Listening Comprehension in Sanskrit for the sub sample Urban subjects (N = 262) are presented in Table 22.

Table 22
Details of the Relationship between
Listening Comprehension in Sanskrit and each of the
Sociological Variables under Study for the Urban subjects (N = 262)

No.	Variables	Listening Comprehension Mean = 12.87 SD = 3.83			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	'r'	Lower Limit	Upper Limit	
1.	Parental Education Level	18.82	4.95	0.22*	0.06	0.36	4.64
2.	Parental Occupation Level	16.66	6.84	0.11	-0.05	0.27	1.30
3.	Parental Income Level	17.33	6.03	0.15*	-0.01	0.30	2.31
4.	Socio Economic Status	52.81	15.72	0.18*	0.02	0.33	3.08
5.	Home Learning Facility Level	9.42	3.35	0.18*	0.02	0.33	3.17
6.	Family Acceptance of Education Level	38.39	6.59	0.14*	-0.02	0.29	2.02
7.	Family Cultural Level	31.75	5.16	0.12	-0.04	0.27	1.33
8.	Family Environment Level	28.36	4.01	0.10	-0.06	0.26	1.05

*Significant difference at 0.05 level

The table 22 shows that the values of 'r' obtained indicate that out of the eight independent Sociological Variables, five, viz., Parental

Educational Level, Parental Income Level, Socio-Economic Status, Learning Facilities at Home, Family Acceptance of Education exhibit significant relatively with Listening Comprehension in Sanskrit.

The variables are reported below in the order of importance based on the size of the r's.

(i) Parental Educational Level	r = 0.22
(ii) Socio-Economic Status	r = 0.18
(ii) Learning Facilities at Home	r = 0.18
(iv) Parental Income Level	r = 0.15
(v) Family Acceptance of Education	r = 0.14

Since these correlation coefficients are found to be significant, it is concluded that there is significant relationship between these Sociological Variables and Listening Comprehension in Sanskrit.

The Sociological Variables that do not have significant relationship with Listening Comprehension in Sanskrit are Parental Occupation, Cultural Level of Family and Family Environment of Education.

These variables are reported below in the order of the magnitude based on the size of r's.

- | | |
|---------------------------------------|------------|
| (i) Cultural Level of Family | $r = 0.12$ |
| (ii) Parental Occupation Level | $r = 0.11$ |
| (iii) Family Environment of Education | $r = 0.10$ |

Since these correlation coefficients are not found to be significant, it is concluded that there is no significant relationship existing between these Sociological Variables and Listening Comprehension in Sanskrit.

4. RELATION BETWEEN SOCIOLOGICAL VARIABLES AND READING COMPREHENSION IN SANSKRIT

The coefficient of correlation obtained between Sociological Variables and Reading Comprehension in Sanskrit for the whole sample (N = 630) are presented in Table 23.

Table 23
Details of the Relationship between
Reading Comprehension in Sanskrit and each of the
Sociological Variables under Study for the Total sample (N = 630)

No.	Variables	Reading Comprehension Mean = 14.40 SD = 4.74			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	r'	Lower Limit	Upper Limit	
1.	Parental Education Level	18.08	5.18	0.26*	0.16	0.35	6.53
2.	Parental Occupation Level	15.21	6.40	0.24*	0.14	0.33	5.71
3.	Parental Income Level	16.19	5.82	0.26*	0.16	0.35	6.73
4.	Socio Economic Status	49.48	15.18	0.29*	0.19	0.38	8.26
5.	Home Learning Facility Level	9.22	3.44	0.19*	0.08	0.28	3.43
6.	Family Acceptance of Education Level	36.85	6.36	0.13*	0.03	0.23	1.74
7.	Family Cultural Level	31.12	4.31	0.16*	0.05	0.25	2.44
8.	Family Environment Level	27.60	3.91	0.04	0.07	0.14	0.14

*Significant difference at 0.05 level

The table 23 shows that out of eight independent sociological variables, seven, viz. Parental Education Level, Parental Occupation

Level, Parental Income Level, Socio-Economic Status, Learning Facilities at Home, Family Acceptance of Education, and Family Cultural Level exhibit significant relationship with Reading Comprehension in Sanskrit.

The variables are reported below in the order of importance based on the size of the 'r's.

i) Socio Economic Status	r = 0.29
ii) Parental Education Level	r = 0.26
iii) Parental Income Level	r = 0.26
iv) Parental Occupation Level	r = 0.24
v) Learning Facilities at Home	r = 0.19
vi) Cultural Level of Family	r = 0.16
vii) Family Acceptance of Education	r = 0.13

Since these correlation coefficients are found to be significant, it is concluded that there is significant relationship between these Sociological Variables and Reading Comprehension in Sanskrit for the total Sample (Figure 5).

The Sociological Variable, viz. Family Environment do not have significant relationship with Reading Comprehension in Sanskrit which is noted below.

i) Family Environment	r = 0.04
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Relation between sociological variables and reading comprehension in Sanskrit (whole sample)

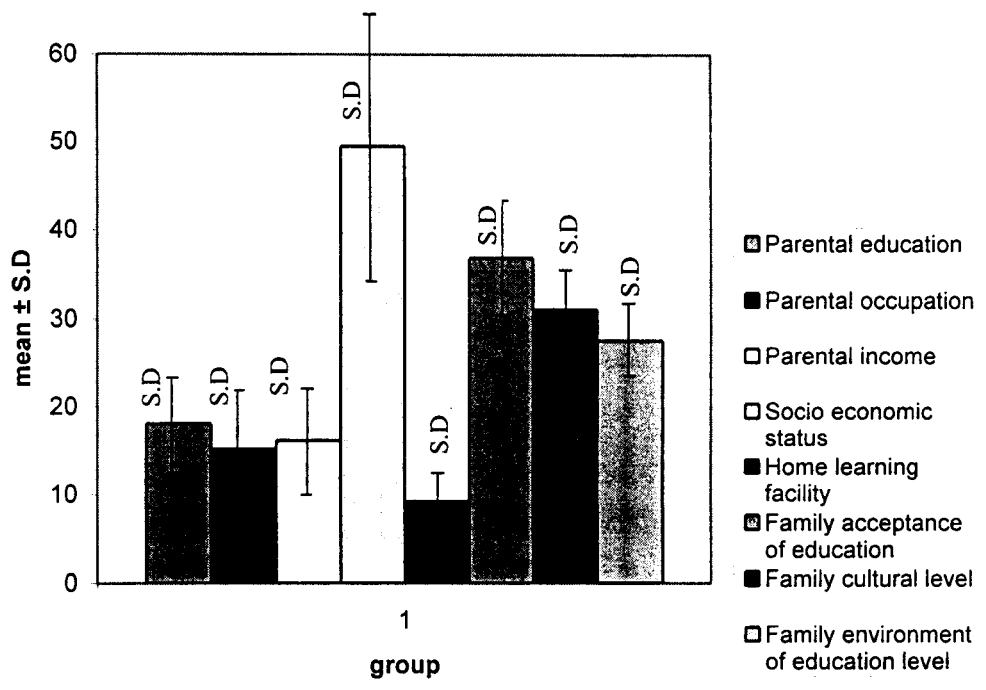


Figure 5

(a) Relation between Parental Education Level and Reading Comprehension in Sanskrit for the whole sample

The coefficient of correlation between the variables for the whole sample is 0.26. The mean and standard deviation of the variable 'Parental Education Level' is 18.08 and 5.18 and Reading Comprehension in Sanskrit is 14.30 and 4.74. The 99% confidence interval of 'r' is 0.16 and 0.35. Percentage variance shared between the variables is 6.53.

The coefficient of correlation between the variables for the whole sample is significant which indicates that a true relationship exists between the variables.

The size of 'r' indicates that the relationship is low or slight. The sign of the coefficient is positive which shows that an increase or decrease in the variable 'Parental Education Level' will be followed by a corresponding low or slight increase or decrease in the variable 'Reading Comprehension in Sanskrit'.

The 99% confidence interval of 'r' for the whole sample suggests that the population 'r' will lie between the value 0.16 and 0.35.

The percentage variance shared between the variables is 6.53 which means 6.53 per cent of the variance of Reading Comprehension in Sanskrit is attributable to the variation in Parental Education Level of the subjects.

(b) Relation between Parental Occupation Level and Reading Comprehension in Sanskrit for the whole sample

For the whole sample, the value of 'r' between the variable 'Parental Occupation Level' and 'Reading Comprehension in Sanskrit' is 0.24. The mean scores of the variable is 15.21 and standard deviation is 6.40. The 99% confidence interval of 'r' is 0.14 and 0.33. The percentage variance shared between the variables is 5.71. This indicates the existence of true relationship between the variables.

The size of 'r' indicates that the relationship between the variables is low or slight. The 'r' is positive suggesting that an increase or decrease in the variable 'Parental Occupation Level' will be followed by a corresponding increase or decrease in the variable Reading Comprehension in Sanskrit.

The 99% confidence interval of 'r' subjects that for the whole sample, the population 'r' will lie between the values 0.14 and 0.33.

The percentage variance shared between the variables is 5.71. This means 5.71 per cent of the variance of the variable Reading Comprehension in Sanskrit is attributable to the variation in the scores of the variable Parental Occupation Level of the subjects.

(c) Relation between Parental Income Level and Reading Comprehension in Sanskrit for the whole sample

The value of 'r' for the whole sample is 0.26. The mean and standard deviation of the variable, 'Parental Income Level' is 16.19 and 5.82 respectively and Reading Comprehension is 14.40 and 4.74 respectively. The 99% confidence interval of 'r' suggests that for the whole sample, the population 'r' will lie between the values 0.16 and 0.35.

The coefficient of correlation between the variables 'Parental Income Level' and 'Reading Comprehension in Sanskrit' for the whole sample, indicates that a true relationship exists between the variables.

The size of 'r' indicates that the relationship is highly significant. The sign of 'r' is positive and as such an increase or decrease in the variable 'Parental Income Level' will be followed by a corresponding low increase or decrease in the variable 'Reading Comprehension in Sanskrit'.

The percentage variance shared between the variables is 6.73. This means 6.73 per cent of the variance of the variable Reading Comprehension in Sanskrit is attributable to the variation in the scores of the variable. Parental Income Level of the subjects.

(d) Relation between Socio-Economic Status and Reading Comprehension in Sanskrit for the whole sample

The value of 'r' for the whole sample is 0.29. The mean and standard deviation of the variable 'Socio-Economic Status' is 49.48 and 15.18 and Reading Comprehension in Sanskrit is 14.40 and 4.74. The 99% confidence interval of 'r' is 0.19 and 0.38. Percentage variance shared between the variables is 8.26.

The significant 'r' indicates that a true relationship exists between the variables Socio-Economic Status and Reading Comprehension in Sanskrit.

The size of 'r' indicates that the relationship is low and slight. The sign of 'r' is positive and as such an increase or decrease in the variable Socio-Economic Status will be followed by a corresponding increase or decrease in the variable Reading Comprehension in Sanskrit.

The 99% confidence interval of 'r' for the whole sample suggests that the population 'r' will lie between the values 0.19 and 0.38.

The percentage variance shared between the variables is 8.26. This shows that 8.26 per cent of the variance of Reading Comprehension in Sanskrit is attributable to the variation in Socio Economic Status of the subjects.

(e) Relation between Learning Facilities at Home and Reading Comprehension in Sanskrit for the whole sample

The coefficient of correlation between the variables for the whole sample is 0.19. The mean and standard deviation of the variable Learning Facilities at Home is 9.22 and 3.44 and Reading Comprehension in Sanskrit is 14.40 and 4.74. The 99% confidence interval of 'r' is 0.08 and 0.28. Percentage variance shared between the variables is 3.43.

The coefficient of correlation between the variables for the whole sample is significant less than 0.05 (P.000) which indicates that a true relationship exists between the variables.

The size of 'r' indicates that the relationship is low or slight. The sign of the coefficient is positive which shows that an increase or decrease in the variable 'Learning Facilities at Home' will be followed by a corresponding low or slight increase or decrease in the variable Reading Comprehension in Sanskrit.

The 99% confidence interval of 'r' for the whole sample suggests that the population 'r' will lie between the value of 0.08 and 0.28.

The percentage variance shared between the variables is 3.43 which means 3.43 per cent of the variance of Reading Comprehension in Sanskrit is attributable to the variation in Learning Facilities at Home of the subjects.

(f) Relation between Family Acceptance of Education and Reading Comprehension in Sanskrit for the whole sample

The coefficient of correlation between the variables for the whole sample is 0.13. The mean and standard deviation of the variable 'Family Acceptance of Education' is 36.85 and 6.36. The 99% confidence interval of 'r' is 0.03 and 0.23. Percentage variance shared between the variables is 1.74.

The correlation between the variables for the whole sample is significant less than 0.05 ($p = 0.001$) which indicates that a true relationship exists between the variables.

The size of 'r' indicates that the relationship is low or slight. The sign of the coefficient is positive which shows that an increase or decrease in the variable Family Acceptance of Education will be followed by a corresponding low increase or decrease in the variable Reading Comprehension in Sanskrit.

The 99% confidence interval of 'r' for the whole sample suggests that the population 'r' will lie between the values 0.03 and 0.23.

The percentage variance shared between the variables is 1.74 which means 1.74 per cent of the variance of Reading Comprehension in Sanskrit is attributable to the variation in Family Acceptance of Education of the subjects.

(g) Relation between Cultural Level of Family and Reading Comprehension in Sanskrit for the whole sample

The value of 'r' for the whole sample is 0.16. The mean and standard deviation of the variable 'cultural Level of Family' is 31.11 and 4.31 and Reading Comprehension in Sanskrit is 14.40 and 4.74. The 99% confidence interval of 'r' is 0.05 and 0.23. Percentage variance shared between the variables is 2.44.

The coefficient of correlation between the variables for the whole sample is significant less than 0.05 ($P = 0.000$) indicating that a true relationship exists between the variables.

The size of 'r' indicates that the relation is low or slight. The sign of the coefficient is positive indicating that an increase or decrease in the variable Cultural Level of family will be followed by a corresponding increase or decrease in the variable 'Reading Comprehension in Sanskrit'.

The 99% confidence interval of 'r' for the whole sample suggests that the population 'r' will lie between the values 0.05 and 0.25.

The percentage variance shared between the variables is 2.44. This means that 2.44 per cent of the variance of Reading Comprehension in Sanskrit is attributable to the variation in Cultural Level of Family of the subjects.

(h) Relation between Sociological variables and Reading Comprehension in Sanskrit for Boys

The coefficient of correlation obtained between each of the Sociological variables and Reading Comprehension in Sanskrit for boys (N=294) are presented in Table 24.

Table 24

Details of the Relationship between Reading Comprehension in Sanskrit and each of the Sociological Variables under Study for the Boys (N = 294)

No.	Variables	Reading Comprehension Mean = 13.68 SD = 4.49			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	r'	Lower Limit	Upper Limit	
1.	Parental Education Level	17.89	4.99	0.24*	0.097	0.38	5.97
2.	Parental Occupation Level	15.17	6.11	0.21*	0.06	0.35	4.42
3.	Parental Income Level	16.24	5.58	0.30*	0.16	0.43	9.19
4.	Socio Economic Status	49.30	14.27	0.29*	0.15	0.43	8.64
5.	Home Learning Facility Level	9.20	3.44	0.21*	0.06	0.35	4.24
6.	Family Acceptance of Education Level	36.28	6.08	0.13*	-0.02	0.28	1.73
7.	Family Cultural Level	30.48	3.99	0.14*	-0.01	0.29	2.06
8.	Family Environment Level	27.70	4.05	0.05	-0.099	0.20	0.27

*Significant difference at 0.05 level

The table 24 shows that the values of 'r' obtained indicate that out of the eight independent sociological variables, seven, viz. Parental Education Level, Parental Occupation Level, Parental Income Level, Socio Economic Status, Learning Facilities at Home, Family Acceptance of Education, Cultural Level of Family exhibit significant relationship with Reading Comprehension in Sanskrit.

These variables are reported below in the order of importance based on the size of the 'r's.

(i) Parental Income level	r = 0.30
(ii) Socio-Economic Status	r = 0.29
(iii) Parental Education Level	r = 0.24
(iv) Parental Occupation Level	r = 0.21
(v) Learning Facilities at home	r = 0.20
(vi) Cultural Level of Family	r = 0.14
(vii) Family Acceptance of Education	r = 0.13

Since these variables have significant relationship with Reading Comprehension in Sanskrit, this implies that true relationship exists between these variables and Reading Comprehension in Sanskrit for the sub sample boys.

The sociological variables, viz., Family Environment of Education do not have significant relationship with Reading Comprehension in Sanskrit which is noted below.

(i) Family Environment of Education $r = 0.05$

It may be concluded that no significant relationship exists between the variable and Reading Comprehension in Sanskrit.

(i) Relation between Sociological variables and Reading Comprehension in Sanskrit for Girls

The coefficients of correlation obtained between each of the Sociological Variables and Reading Comprehension in Sanskrit for the sub sample Girls (N = 336) are presented in Table 25.

Table 25
Details of the Relationship between
Reading Comprehension in Sanskrit and each of the
Sociological Variables under Study for the Girls (N = 336)

No.	Variables	Reading Comprehension Mean = 15.02 SD = 4.87			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	r'	Lower Limit	Upper Limit	
1.	Parental Education Level	18.24	5.34	0.26*	0.12	0.39	6.78
2.	Parental Occupation Level	15.25	6.66	0.26*	0.13	0.39	6.91
3.	Parental Income Level	16.14	6.03	0.23*	0.096	0.36	5.46
4.	Socio Economic Status	49.64	15.96	0.29*	0.15	0.41	8.13
5.	Home Learning Facility Level	9.23	3.45	0.17*	0.03	0.30	2.92
6.	Family Acceptance of Education Level	37.35	6.56	0.11*	-0.03	0.25	1.31
7.	Family Cultural Level	31.68	4.50	0.14*	-0.00	0.27	1.87
8.	Family Environment Level	27.50	3.79	0.03	-0.11	0.17	0.10

*Significant difference at 0.05 level

The table 25 shows that the values of 'r' obtained indicate that out of eight independent sociological variable seven, Parental

Education Level, Parental Occupation Level, Parental Income level, Socio-Economic Status, Learning Facilities at Home, Family Acceptance of Education, Cultural Level of Family exhibit significant relationship with Reading Comprehension in Sanskrit.

These variables are reported below in the order of importance based on the size of the r's.

(i) Socio-Economic Status	$r = 0.29$
(ii) Parental Education Level	$r = 0.26$
(iii) Parental Occupation Level	$r = 0.26$
(iv) Parental Income Level	$r = 0.23$
(v) Learning Facilities at Home	$r = 0.17$
(vi) Cultural Level of Family	$r = 0.14$
(vii) Family Acceptance of Education	$r = 0.11$

Since these variables have significant relationship with Reading Comprehension in Sanskrit. This implies that true relationship exists between these variables and Reading Comprehension in Sanskrit.

The sociological variables, viz., Family Environment of Education do not have significant relationship with Reading Comprehension in Sanskrit which is noted below.

(i) Family Environment of Education	$r = 0.03$
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(j) Relation between Sociological variables and Reading Comprehension in Sanskrit for Rural Subjects

The coefficients of correlation obtained between each of the sociological variables and Reading Comprehension in Sanskrit for rural subjects (N = 368) are presented in Table 26.

Table 26
Details of the Relationship between
Reading Comprehension in Sanskrit and each of the
Sociological Variables under Study for the Rural subjects (N = 368)

No.	Variables	Listening Comprehension Mean = 14.42 SD = 4.81			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	'r'	Lower Limit	Upper Limit	
1.	Parental Education Level	17.55	5.28	0.28*	0.15	0.40	7.76
2.	Parental Occupation Level	14.18	5.87	0.27*	0.14	0.39	7.22
3.	Parental Income Level	15.38	5.53	0.26*	0.13	0.38	6.96
4.	Socio Economic Status	47.11	14.34	0.31*	0.19	0.43	9.88
5.	Home Learning Facility Level	9.08	3.50	0.23*	0.098	0.35	5.27
6.	Family Acceptance of Education Level	35.76	5.96	0.20*	0.07	0.33	4.08
7.	Family Cultural Level	30.67	3.51	0.17*	0.04	0.30	2.88
8.	Family Environment Level	27.05	3.76	0.02	-0.16	0.11	0.05

*Significant difference at 0.05 level

The table 26 shows that the values of 'r' obtained indicate that out of eight independent Sociological Variables, seven, Parental Education Level, Parental Occupation Level, Parental Income Level, Socio-Economic Status, Learning Facilities at Home, Family Acceptance of Education, Cultural Level of Family exhibit significant relationship with Reading Comprehension in Sanskrit.

The variables are reported below in the order of importance based on the size of r's.

(i) Socio Economic Status	r = 0.31
(ii) Parental Education Level	r = 0.28
(iii) Parental Occupation Level	r = 0.27
(iv) Parental Income Level	r = 0.26
(v) Learning Facilities at Home	r = 0.23
(vi) Family Acceptance of Education	r = 0.20
(vii) Cultural Level of Family	r = 0.17

Since these variables have significant relationship with Reading Comprehension in Sanskrit. This implies that a true relationship exists between these variables and Reading Comprehension in Sanskrit for the rural subjects.

The Sociological Variables, viz. Family Environment of Education do not have significant with Reading Comprehension in Sanskrit which is noted below.

i) Family Environment of Education	r = 0.02
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k) Relation between Sociological variables and Reading Comprehension in Sanskrit for Urban Subjects

The coefficients of correlation obtained between each of the Sociological Variables and Reading Comprehension in Sanskrit for the sub-sample, urban subjects (N = 262) are presented in Table 27.

Table 27
Details of the Relationship between Reading Comprehension in Sanskrit and each of the Sociological Variables under Study for the Urban subjects (N = 262)

No.	Variables	Reading Comprehension Mean = 14.36 SD = 4.64			The 99% Confidence Interval of Population 'r'		Percentage of variance
		Mean	S.D	r'	Lower Limit	Upper Limit	
1.	Parental Education Level	18.82	4.95	0.23*	0.07	0.37	5.13
2.	Parental Occupation Level	16.66	6.84	0.22*	0.06	0.36	4.70
3.	Parental Income Level	17.33	6.03	0.27*	0.11	0.41	7.05
4.	Socio Economic Status	52.81	15.72	0.27*	0.11	0.41	7.15
5.	Home Learning Facility Level	9.42	3.35	0.12*	-0.04	0.27	1.41
6.	Family Acceptance of Education Level	38.39	6.59	0.05	-0.11	0.21	.025
7.	Family Cultural Level	31.75	5.16	0.15*	-0.01	0.31	2.37
8.	Family Environment Level	28.36	4.01	0.12*	-0.04	0.28	1.49

*Significant difference at 0.05 level

The table 27 shows that the values of 'r' obtained indicate that out of eight independent sociological variables seven, viz., Parental Education Level, Parental Occupation Level, Parental Income Level, Socio Economic Status, Learning Facilities at Home, Cultural Level of Family and Family Environment of Education exhibit significant relation with Reading Comprehension in Sanskrit.

These variables are reported below in the order of importance based on the size of the r's.

i) Socio Economic Status	r = 0.27
ii) Parental Income Level	r = 0.27
iii) Parental Education Level	r = 0.23
iv) Parental Occupation Level	r = 0.22
v) Cultural Level of Family	r = 0.15
vi) Family Environment of Education	r = 0.12
vii) Learning Facilities at Home	r = 0.12

Since these correlation coefficients are found to be significant. It is concluded that there is significant relationship between these sociological variables and Reading Comprehension in Sanskrit for Urban subjects.

The Sociological Variable, viz. Family Acceptance of Education do not have significant correlation with Reading Comprehension in Sanskrit which is noted below:

(i) Family Acceptance of Education $r = 0.5$

SUMMARY OF FINDINGS

1. PSYCHOLOGICAL VARIABLES CORRELATE OF LISTENING, READING COMPREHENSION IN SANSKRIT

(i) Whole Sample

1. For the whole sample, Psychological variables, Achievement Motivation, General Anxiety were found to be possess positive correlation with Listening and Reading Comprehension in Sanskrit.

(ii) Boys

1. For the sub sample Boys, Psychological Variables, Achievement Motivation, General Anxiety exhibit significant relationship with Listening Comprehension in Sanskrit.
2. The Psychological Variables, Achievement Motivation, General Anxiety do not have significant relationship with Reading Comprehension in Sanskrit for the boys.

(iii) Girls

1. For the sub sample, Girls psychological variables viz. Achievement Motivation, General Anxiety exhibits significant relationship with Listening and Reading Comprehension in Sanskrit.

(iv) Rural Subjects

1. For the sub-sample, Rural subjects, Psychological Variables Achievement Motivation, General Anxiety exhibit significant relationship with Listening, Reading Comprehension in Sanskrit. These variables may be considered to be achievement facilitating variables.

(v) Urban subjects

1. Of the coefficient of correlation obtained between Psychological variables and Listening, Reading Comprehension in Sanskrit for the sub-sample, Urban subjects, General Anxiety was found to have significant positive relationship.
2. The remaining variable, Achievement Motivation was found to have no significant relationship with Listening, Reading Comprehension in Sanskrit.

The results obtained by Product-Moment Correlation for each of the Psychological Variables came to be consolidated so as to obtain a comprehensive picture of the association of each of the Psychological Variables (independent variables) with Listening and Reading Comprehension in Sanskrit. A summary of the results obtained by Product Moment Correlation for each of the Psychological Variable with Listening Comprehension and Reading Comprehension in Sanskrit for the whole sample and sub-samples is given in Table 28.

Table 28

Summary of Results of Correlation (r's) between each of the Psychological Variable and Listening, Reading Comprehension in Sanskrit for the whole sample and sub-samples

No.	Variables	Listening Comprehension					Reading Comprehension				
		Whole	Boys	Girls	Rural	Urban	Whole	Boys	Girls	Rural	Urban
		N=630	N=294	N=336	N=368	N=262	N=630	N=294	N=336	N=368	N=262
		r	r	r	r	r	r	r	r	r	r
1	Achievement Motivation	0.18*	0.13*	0.20*	0.29*	0.05	0.19*	0.10	0.25*	0.29*	0.08
2.	General Anxiety	0.18*	0.18*	0.18*	0.20*	0.13*	0.18*	0.09	0.26*	0.23*	0.12*

* significant difference at 0.05 level.

2. SOCIOLOGICAL VARIABLES CORRELATES OF LISTENING, READING COMPREHENSION IN SANSKRIT

(i) Whole Sample

1. Of the coefficients of correlation obtained between each of the Sociological Variables and Listening Comprehension in Sanskrit for the whole sample, eight, viz. Parental Education Level, Parental Occupation Level, Parental Income Level, Socio Economic Status, Learning Facilities at Home, Family Acceptance of Education, Cultural Level of Family, Family Environment of Education are found to be significant. These variables may be considered to be achievement facilitating Sociological Variables.
2. When the correlation between Sociological Variables and Reading Comprehension in Sanskrit for the whole sample were studied seven variables, viz., Parental Education Level, Parental Occupation Level, Parental Income Level, Socio-Economic Status, Learning Facilities at Home, Family Acceptance of Education, Cultural Level of Family were found to be significant positive relationship. These variables may be considered to be achievement facilitating, Sociological Variables.
3. The relationship to the remaining one variable viz. Family Environment^{of} Education is found to have no noticeable relationship with Reading Comprehension in Sanskrit of Secondary School Pupils.

(ii) Boys

1. The correlation between Sociological variables and Listening, Reading Comprehension in Sanskrit for the sub-sample boys were studied. Of these seven, viz., Parental Education Level, Parental Occupation Level, Parental Income Level, Socio Economic Status, Learning Facilities at Home, Family Acceptance of Education, Cultural Level of Family were found to be significant. These seven variables may be considered to be achievement facilitating sociological variables. The remaining variable, viz. Family Environment of Education do not have significant relationship with Listening Comprehension, Reading Comprehension in Sanskrit.

(iii) Girls

1. The correlation between Sociological Variables and Listening, Reading Comprehension in Sanskrit for the sub sample, Girls, were studied. Of these seven, viz. Parental Education Level, Parental Occupation Level, Parental Income Level, Socio-Economic Status, Learning Facilities at Home, Family Acceptance of Education, Cultural Level of Family were found to be significant. These variables may be considered to be achievement facilitating

Sociological Variables. The remaining variable viz. Family Environment of Education does not have significant relationship with Listening and Reading Comprehension in Sanskrit for the Girls.

(iv) Rural Subjects

1. When the correlation between Sociological Variables and Listening, Reading Comprehension in Sanskrit for the sub sample Rural subjects was studied. Seven variables, viz. Parental Education Level, Parental Occupation Level, Parental Income Level, Socio Economic Status, Learning Facility at Home, Family Acceptance of Education, Cultural Level of Family were found to be significant for the relationship. These variables may be considered to be achievement facilitating sociological variables. The remaining variable viz. Family environment of Education is found to have no significant relationship with Listening and Reading Comprehension in Sanskrit.

(v) Urban Subjects

1. When the correlation obtained between Sociological Variables and Listening Comprehension in Sanskrit for the sub sample, Urban subjects were studied. Five sociological variables, viz. Parental

Education Level, Parental Income Level, Socio Economic Status, Learning Facilities at Home, Family Acceptance of Education were found to possess significant correlation with Listening Comprehension in Sanskrit. These variables may be considered to be achievement facilitating variables.

2. The remaining three sociological variables, Parental Occupation level, Cultural level of Family, Family Environment of Education, were seen to have no significant relationship with Listening Comprehension in Sanskrit of Secondary School pupils.
3. For Urban subjects, seven sociological variables, viz. Parental Education Level, Parental Occupation Level, Parental Income Level, Socio Economic Status, Home Learning Facilities, Family Cultural Level, Family Environment of Education exhibit significant relationship with Reading Comprehension in Sanskrit. These variable may be considered to be achievement facilitating variables.
4. The remaining Sociological variables, viz., Family Acceptance of Education is found to have no significant relationship with Reading Comprehension in Sanskrit.

The results obtained by Product-Moment Correlation for each of the Sociological Variables came to be consolidated so as to obtain a comprehensive picture of the association of each of the independent variable with Listening and Reading Comprehension in Sanskrit. A summary of results obtained by Product-Moment Correlation for each of the Sociological variable with Listening and Reading Comprehension in Sanskrit for the whole sample and sub samples are given in table 29.

Table 29

Summary of Results of Correlation (r's) between each of the Sociological Variable and Listening, Reading Comprehension in Sanskrit for the whole and sub-samples

No.	Variables	Listening Comprehension					Reading Comprehension				
		Whole	Boys	Girls	Rural	Urban	Whole	Boys	Girls	Rural	Urban
		N=630	N=294	N=336	N=368	N=262	N=630	N=294	N=336	N=368	N=262
		r	r	r	R	r	r	r	r	r	r
1	Parental Education Level	0.21*	0.16*	0.25*	0.18*	0.22*	0.26*	0.24*	0.26*	0.28*	0.23*
2	Parental Occupation Level	0.19*	0.21*	0.17*	0.19*	0.11	0.24*	0.21*	0.26*	0.27*	0.22*
3	Parental Income Level	0.20*	0.27*	0.14*	0.19*	0.15*	0.26*	0.30*	0.23*	0.26*	0.27*
4	Socio-Economic Status	0.23*	0.26*	0.21*	0.22*	0.18*	0.29*	0.29*	0.29*	0.31*	0.27*
5	Home Learning Facilities Level	0.20*	0.20*	0.20*	0.20*	0.18*	0.19*	0.21*	0.17*	0.23*	0.12*
6	Family Acceptance of Education Level	0.25*	0.19*	0.27*	0.27*	0.14*	0.13*	0.13*	0.11*	0.20*	0.05
7	Cultural Level of Family Level	0.15*	0.16*	0.11*	0.14*	0.12	0.16*	0.14*	0.14*	0.17*	0.15*
8	Family Environment of Education Level	0.08*	0.07	0.10	0.02	0.10	0.04	0.05	0.03	0.02	0.12*

* Significant difference at 0.05 level

D. COMPARISON OF CORRELATION COEFFICIENTS OBTAINED BY RELATED PAIRS OF SUB-SAMPLES

The correlation obtained by relevant pairs of sub-samples (viz., boys, girls, rural subjects and urban subjects) between Psychological, Sociological variables and each of the dependent variables (viz. Listening and Reading Comprehension in Sanskrit) were compared with a view to arrive at more meaningful understanding of the nature of the relation. This was done by applying the test of significance for difference between r 's using the technique already described in Chapter IV. The results of these analysis are summarised below:

1. Comparison of correlation between Psychological variables and Listening Comprehension in Sanskrit for 'Boys-Girls' and 'Rural-Urban' subjects.

The correlation between Psychological variables and Listening Comprehension in Sanskrit for the pairs of sub-samples boys vs girls and rural vs urban subjects were compared using test of significance between r 's. The details of the results were presented in Table 30.

Table 30
Data and Results of the Test of Significance of
Difference between Correlation of Psychological Variables and Listening
Comprehension in Sanskrit for the sub Samples viz., Boys Vs Girls, Rural Vs Urban subjects

Sl.No.	Psychological Variables	Boys-Girls			Rural-Urban		
		Boys r_1	Girls r_2	Critical Ratio	Rural r_1	Urban r_2	Critical Ratio
1.	Achievement Motivation	0.13	0.21	0.96	0.29	0.05	3.05*
2.	General Anxiety	0.18	0.18	0.09	0.20	0.13	0.89
	Sample size	$N_1=294$	$N_2=336$		$N_1=368$	$N_2=262$	

* significance at 0.05 level

(a) Boys-Girls

The obtained critical ratios are found to be less than 1.96 for all the psychological variables (viz. Achievement Motivation, General Anxiety). Therefore we can conclude that the two groups are almost similar with respect to the correlation of Listening Comprehension with these variables.

(b) Rural-Urban subjects

The obtained critical ratio is found to have significant difference in the case of Achievement Motivation. From this it is evident that the relationship between this variable Achievement Motivation and Listening Comprehension in Sanskrit is dissimilar for the group rural and urban subjects. In the case of General Anxiety found not to show any significant different, since the critical ratio is less than 1.96. Therefore we can conclude that the two groups are almost similar with respect to the correlation of Listening Comprehension in Sanskrit with General Anxiety.

2. Comparison of correlation between Psychological variables and Reading Comprehension in Sanskrit for 'Boys-Girls' and 'Rural-Urban subjects'

The correlation between psychological variables and Reading Comprehension in Sanskrit for the pairs of sub-samples, boys-girls and rural-urban subjects, were compared using the tests of significance between r 's. The details of the results are presented in Table 31.

Table 31
Data and Results of the Test of
Significance of Difference between Correlation
of Psychological Variables and Reading Comprehension in
Sanskrit for the sub Samples viz., Boys Vs Girls, Rural Vs Urban subjects

Sl. No.	Psychological Variables	Boys-Girls			Rural-Urban		
		Boys r_1	Girls r_2	Critical Ratio	Rural r_1	Urban r_2	Critical Ratio
1.	Achievement Motivation	0.096	0.25	-2.04 *	0.29	0.08	2.66*
2.	General Anxiety	0.09	0.26	-2.10*	0.23	0.12	1.38
	Sample size	$N_1=294$	$N_2=336$		$N_1=368$	$N_2=262$	

* indicates significance at 0.05 level

(a) Boys-Girls

The obtained critical ratios were found to be higher than 1.96 for all the Psychological Variables, viz. Achievement Motivation, General Anxiety with Reading Comprehension in Sanskrit. From this it is evident that the relationship between these variables and Reading Comprehension in Sanskrit is dissimilar for Boys and Girls.

(b) Rural-Urban subjects *

The correlation obtained by rural and urban subjects, when subjected to comparison the obtained critical ratios were found to be higher than 2.59, for one psychological variable, viz. Achievement

Motivation with Reading Comprehension in Sanskrit. From this it is evident that the relationship between the variable, i.e. Achievement Motivation and Reading Comprehension in Sanskrit is dissimilar for rural and urban subjects. The obtained critical ratios is found to be less than 1.96 for the variable viz. General Anxiety with Reading Comprehension in Sanskrit. Hence the difference between correlation of Rural subjects and Urban subjects is not significant in the case of the variable, i.e. General Anxiety. Therefore, we can conclude that the relationship between the variable, i.e. General Anxiety and Reading Comprehension is similar in the case of rural and urban subjects.

3. Comparison of correlation between Sociological Variables and Listening Comprehension in Sanskrit for 'boys-Girls' and 'Rural-Urban subjects'

The correlation between Sociological variables and Listening Comprehension in Sanskrit for the pairs of the sub-samples, 'boys-girls' and 'rural-urban subjects' were compared using the test of significance between r 's. The details of the results are presented in Table 32.

Table 32

**Data and Results of the Test of Significance of
Difference between Correlation of Sociological Variables and Listening
Comprehension in Sanskrit for the sub Samples viz., Boys Vs Girls, Rural Vs Urban subjects**

Sl.No.	Psychological Variables	Boys-Girls			Rural-Urban		
		Boys r_1	Girls r_2	Critical Ratio	Rural r_1	Urban r_2	Critical Ratio
1	Parental Education Level	0.16	0.25	-1.20	0.18	0.22	-0.46
2.	Parental Occupation Level	0.21	0.17	0.61	0.19	0.11	0.95
3.	Parental Income Level	0.27	0.14	1.68	0.19	.015	0.46
4.	Socio-Economic Status	0.26	0.21	0.64	0.22	0.18	0.52
5.	Home Learning Facilities Level	0.20	0.20	-0.08	0.20	0.18	0.34
6.	Family Acceptance of Education Level	0.19	0.27	-1.02	0.27	0.14	1.60
7.	Cultural Level of Family	0.16	0.11	0.54	0.14	0.12	0.36
8.	Family Environment of Education Level	0.07	0.10	-0.40	0.02	0.10	-0.01
	Sample size	$N_1=294$	$N_2=336$		$N_1=368$	$N_2=262$	

(a) Boys-Girls

The obtained critical ratios are found to be less than 1.96 for all the sociological variables, viz. Parental Education Level, Parental Occupation Level, Parental Income Level, Socio Economic Status, Cultural Level of family, Family Acceptance of Education, Family Environment of Education, Learning Facilities at Home. Hence the difference between correlation of boys and girls is not significant in the case of these variables. Therefore, it is concluded that the relationship between these sociological variables and listening comprehension in Sanskrit is similar in the case of boys and girls.

(a) Rural-Urban subjects

The correlation obtained by rural and urban subjects, when subjected to comparison, the obtained critical ratio were found to be less than 1.96 for all the sociological variables. This shows that the nature of correlation between these Sociological Variables and Listening Comprehension in Sanskrit are similarly for rural and urban subjects. Therefore, it can be concluded that the two groups are almost similar with respect to the correlation of Listening Comprehension in Sanskrit with Sociological Variables.

4. Comparison of Correlation between Sociological variables and Reading Comprehension in Sanskrit for 'Boys-Girls' and 'Rural-Urban subjects'

The correlation between Sociological Variables and Reading Comprehension in Sanskrit for the pairs of Sub-samples 'boys-girls' and 'rural-urban samples' were compared using the tests of significance between r's. The details of the results are presented in Table 33.

Table 33
Data and Results of the Test of Significance of
Difference between Correlation of Sociological Variables and Reading
Comprehension in Sanskrit for the sub Samples viz., Boys Vs Girls, Rural Vs Urban subjects

Sl.No.	Psychological Variables	Boys-Girls			Rural-Urban		
		Boys r_1	Girls r_2	Critical Ratio	Rural r_1	Urban r_2	Critical Ratio
1	Parental Education Level	0.24	0.26	-0.21	0.28	0.23	0.68
2.	Parental Occupation Level	0.21	0.26	-0.69	0.27	0.22	0.68
3.	Parental Income	0.30	0.23	0.93	0.26	0.27	-0.03
4.	Socio-Economic Status	0.29	0.29	0.12	0.31	0.27	0.63
5.	Home Learning Facilities	0.21	0.17	0.45	0.23	0.12	1.41
6.	Family Acceptance of Education	0.13	0.11	0.22	0.20	0.05	1.91
7.	Cultural Level of Family	0.14	0.14	0.09	0.17	0.15	0.20
8.	Family Environment of Education	0.05	0.03	0.25	0.02	0.12	-1.78
	Sample size	$N_1=294$	$N_2=336$		$N_1=368$	$N_2=262$	

(a) Boys-Girls

The obtained critical ratio are found to be less than 1.96 for all the sociological variables, viz. Parental Education Level, Parental Occupation Level, Parental Income Level, Socio Economic Status, Home Learning Facilities, Family Acceptance of Education, Family Cultural Level, Family Environment of Education. Hence the difference between correlation of boys and girls is not significant in the case of these variables. Therefore, we can conclude that the relationship between these Sociological Variables and Reading Comprehension in Sanskrit is similar in the case of Boys and Girls.

(b) Rural-Urban Subjects

The correlation obtained by rural and urban subjects, when subjected to comparison, the obtained critical ratios were found to be less than 1.96 for all the sociological variables. These shows that the nature of correlation between these sociological variables and reading comprehension in Sanskrit are similar for rural and urban subjects. Therefore it is concluded that the two groups are almost similar with respect to the correlation of Reading Comprehension in Sanskrit with Sociological Variables.

SUMMARY OF FINDINGS

COMPARISON OF CORRELATION COEFFICIENTS OBTAINED BY RELATED PAIRS OF SUB-SAMPLES

A. Psychological variables with Listening and Reading Comprehension in Sanskrit

- 1) The correlation between Psychological Variables and Listening Comprehension in Sanskrit for the pairs of the sub-samples arrived at on the basis of sex (boys vs girls) and locality (rural vs urban subjects) were compared. The following Psychological variables show no significant difference between boys and girls in their correlation with Listening Comprehension in Sanskrit (i) Achievement Motivation, and (ii) General Anxiety.
- 2) The Psychological variables, viz. Achievement Motivation show significant locality difference in their correlation with Listening Comprehension in Sanskrit. This means that rural and urban subjects are highly dissimilar as far as the correlation between the variable is concerned. With respect to the remaining variables 'General Anxiety' no locality difference in the correlation is noticeable.
- 3) The following Psychological Variables, viz. Achievement Motivation and General Anxiety are found to show significant sex difference in their correlation with Reading Comprehension in Sanskrit. This

means that boys and girls are highly dissimilar as far as the correlation between these psychological variables are concerned.

- 4) The difference between r's for rural and urban subjects in the case of Achievement Motivation and Reading Comprehension in Sanskrit is found to be significantly higher than 1.96. With regard to the remaining variable, ie. General Anxiety, no rural-urban difference in the correlation is noticeable.

The results obtained by the test of significance of difference between correlation obtained by related pairs of sub-samples came to be consolidated so as to get a meaningful understanding of the nature of the relation between psychological variables and Listening, Reading Comprehension in Sanskrit.

A summary of the results of the test of significance of difference between correlation obtained by related pairs of sub samples viz. boys vs girls and rural subjects vs urban subjects is presented in table 34.

Table 34

**Summary of Results of the test of Significance
of Difference between Correlation of Psychological
Variables and Listening Reading Comprehension in Sanskrit
for the Sub-Samples viz. Boys vs Girls and Rural vs Urban subjects**

Sl. No.	Psychological variables	Critical Ratio			
		Listening Comprehension		Reading Comprehension	
		Boys Vs Girls	Rural Vs Urban	Boys Vs Girls	Rural Vs Urban
1.	Achievement Motivation	0.96	3.05*	2.04*	2.66*
2.	General Anxiety	0.09	0.89	-2.10*	1.38

* Significant at 0.05 level.

B. Sociological Variables with Listening and Reading Comprehension in Sanskrit

A summary of the results of the test of significance of difference between correlation obtained by related pairs of sub samples, viz., boys vs girls, and rural vs urban subjects presented in Table 35.

Table 35

**Summary of Results of the test of Significance
of Difference between Correlation of Sociological
Variables and Listening, Reading Comprehension in Sanskrit
for the Sub-Samples viz. Boys vs Girls and Rural vs Urban subjects**

Sl. No.	Psychological variables	Critical Ratio			
		Listening Comprehension		Reading Comprehension	
		Boys Vs Girls	Rural Vs Urban	Boys Vs Girls	Rural Vs Urban
1	Parental Education Level	-1.20	-0.46	-0.21	0.68
2	Parental Occupation Level	0.61	0.95	-0.69	0.68
3	Parental Income Level	1.68	0.46	0.93	-0.03
4	Socio Economic Status	0.64	0.52	0.12	0.63
5	Learning Facilities at Home Level	-0.08	0.34	0.45	1.41
6	Family Acceptance of Education	-1.02	1.60	0.22	1.91
7	Family Cultural Level	0.54	0.36	0.09	0.20
8.	Family Environment Level	-0.40	-1.01	0.25	-1.78

1. The correlation between Sociological variables and Listening Comprehension in Sanskrit for the pairs of the sub-samples, arrived at on the basis of sex (boys vs girls) and locality (rural vs urban subjects) were compared. The obtained critical ratios are found to be less than 1.96 for all the Sociological variables; viz. Parental Education Level, (ii) Parental Occupation Level, (iii) Parental Income Level (iv) Socio-Economic Status, (v) Home Learning Facilities (vi) Family Acceptance of Education (vii) Family Cultural Level (viii) Family Environment of Education. This means that boys and girls are similar as far as the correlation between these sociological variables are concerned.
2. The correlation obtained by rural-urban subjects, when subjected to comparison, the critical ratios were found to be less than 1.96 for all the sociological variables. This shows that the nature of correlation between these sociological variables and listening comprehension in Sanskrit are similar for rural and urban subjects.
3. The correlation between Sociological Variables and Reading Comprehension in Sanskrit for the pairs of the sub-samples, arrived at on the basis of sex (boys vs girls) and locality (rural vs urban subjects) were compared. The obtained critical ratios are

found to be less than 1.96 for all the Sociological Variables. This means that boys and girls are similar as far as the correlation between these sociological variables are concerned.

4. The correlation obtained by rural-urban subjects when subjected to comparison, the critical ratios were found to be less than 1.96 for all the Sociological Variables. This shows that the nature of correlation between these sociological variables and Reading Comprehension in Sanskrit are similar for rural and urban subjects.

The results obtained by the test of significance of difference between correlation obtained by related pairs of sub samples came to be consolidated so as to get a meaningful understanding of the nature of the relation between Sociological variables and Listening, Reading Comprehension in Sanskrit.

**CERTAIN PSYCHOLOGICAL AND SOCIOLOGICAL
CORRELATES OF LISTENING AND READING
COMPREHENSION IN SANSKRIT AMONG
SECONDARY SCHOOL PUPILS OF KERALA**

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Thesis
submitted for the award of the Degree of
DOCTOR OF PHILOSOPHY
IN THE FACULTY OF EDUCATION

**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
2003**

SUMMARY, CONCLUSIONS AND SUGGESTIONS

- ❖ *Procedure in brief*
- ❖ *Major findings of the study*
- ❖ *The tenability of the hypotheses*
- ❖ *Suggestions for improving educational practice*

SUMMARY, CONCLUSIONS AND SUGGESTIONS

This chapter of the research report presents a brief account of the procedure, important conclusions, tenability of hypothesis, educational implications and suggestions for further research in the area.

PROCEDURE

The statement of the problem

The study is entitled as "Certain Psychological and Sociological Correlates of Listening and Reading Comprehension in Sanskrit among Secondary School Pupils of Kerala."

Objectives of the study

1. To determine whether significant group difference exists with respect to the select variables as a prerequisite for the proper interpretation of the correlation studied.
2. To explore the nature of the correlation of each of the psychological variables selected with listening comprehension in Sanskrit for a representative sample of secondary school pupils and for the relevant sub groups therein.
3. To explore the nature of the correlation of each of the psychological variables selected with reading comprehension in Sanskrit for a

representative sample of secondary school pupils and for the relevant sub groups therein.

4. To explore the nature of the correlation of each of the sociological variables selected with Listening comprehension in Sanskrit for a representative sample of secondary school pupils and for the relevant sub groups therein.
5. To explore the nature of the correlation of each of the sociological variables selected with reading comprehension in Sanskrit for a representative sample of secondary school pupils and for the relevant sub groups therein.
6. To compare the correlation obtained in the case of the pairs of the relevant sub groups with a view to find out whether the correlation differ significantly.

Hypothesis of the study

1. There will be significant relationship between each of the psychological variables and listening comprehension in Sanskrit for the whole sample and relevant sub samples based on sex and locale.
2. There will be significant relationship between each of the psychological variables and reading comprehension in Sanskrit for

the whole sample and relevant sub samples based on sex and locale.

3. There will be significant relationship between each of the sociological variables and listening comprehension in Sanskrit for the whole sample and relevant sub sample based on sex and locale.
4. There will be significant relationship between each of the sociological variables and reading comprehension in Sanskrit for the whole sample and relevant sub-sample based on sex and locale.
5. There will be significant difference in the correlation obtained for the following pairs
 - (a) boys and girls
 - (b) Rural and urban subjects

Dependent Variables

The following are the dependent variables selected for the study.

1. Listening Comprehension in Sanskrit
2. Reading Comprehension in Sanskrit

Independent variables*Psychological variables*

1. Achievement motivation
2. General Anxiety

Sociological variables

1. Parental Education Level
2. Parental Occupation Level
3. Parental Income Level
4. Socio-Economic Status
5. Learning Facilities at Home
6. Family Acceptance of Education
7. Cultural Level of Family
8. Family Environment of Education.

Sample

The present study was conducted on a stratified sample of 630 secondary school pupils (294 boys, 336 girls) belonging to northern Kerala (Kasaragod, Kannur, Wayanad, Kozhikode, Malappuram and Palakkad districts). In selecting the sample due representation was given to factors like sex of the subjects, locale of the schools, instructional efficiency of schools.

Tools

A series of standardised tools were used for data collections. Of the two tests were developed by the investigator himself while others were developed by reputed researchers. The tools used are this:

1. A test of listening comprehension in Sanskrit for Secondary School Pupils in Kerala (Kelu and Padmanabhan, 2003).
2. A test of Reading Comprehension in Sanskrit for Secondary School Pupils of Kerala (Kelu and Padmanabhan, 2003).
3. Kerala scale of Achievement Motivation (Nair 1980).
4. Kerala General Anxiety Scale (Revised revision) (Nair 1976).
5. Kerala Socio-Economic Status (Nair and Devi, 1970).
6. Home Learning Facilities Inventory (Nair and Devi, 1981).
7. Family Acceptance of Education Rating Scale (Nair and Devi, 1981).
8. Family Environment Index Inventory (Nair and Devi, 1981)
9. Family Cultural Level of Rating Scale (Nair and Devi, 1981).

Statistical Techniques used

The statistical techniques used in the analysis of data are given below:

- (i) Test of significance of the difference between mean scores of large independent groups.

- (ii) Estimation of the Pearson's Product Moment Coefficient of Correlation (r 's)
- (iii) Test of significance of difference between correlation for large independent groups.

MAJOR FINDINGS OF THE STUDY

The major findings emerged from the three types of analysis of the study, viz. group difference in the experimental variables, the correlational analysis and comparison of correlation coefficient obtained by related pairs of sub-samples, are summarised and given below:

A. Group Difference in the Experimental Variables

1. Psychological variables viz., Achievement motivation and General Anxiety do not show any significant sex difference.
2. There is no significant rural urban difference in the case of psychological variables, viz. Achievement motivation.
3. There is significant rural-urban difference in the psychological variables, viz. General Anxiety.
4. Sociological variables, viz., Parental Education Level, Parental Occupation level, Parental Income Level, Socio Economic Status,

Learning Facilities at Home, Family Environment of Education do not show any significant sex difference.

5. There is significant sex difference in the case of sociological variables, viz., Cultural Level of Family and Family Acceptance of Education Level.
6. Among eight sociological variables selected for the study, seven variables, viz. Parental Education level, Parental Occupation Level, Parental Income Level, Socio-Economic Status, Family Cultural Level, Family Acceptance of Education Level, Family Environment of Education Level exhibit significant rural urban difference. The difference is significant at 0.05 level for all the seven variables.
7. There is no significant rural urban difference in the case of one sociological variable, viz. Learning Facilities at Home.
8. Significant sex difference is noticed in the case of Listening and Reading Comprehension in Sanskrit.
9. Significant rural urban difference is noticed in the case of Listening Comprehension in Sanskrit.
10. There is no significant rural-urban difference in Reading Comprehension in Sanskrit.

B. Correlational Analysis

The relation between each of the selected independent variables and Listening, Reading Comprehension in Sanskrit was studied separately for the whole sample, Girls, Boys, Rural and Urban subjects.

1) Psychological variables with Listening and Reading comprehension in Sanskrit.

Whole Sample

1. For the whole sample, psychological variables viz., Achievement motivation, General Anxiety were found to be possess positive correlation with Listening and Reading Comprehension in Sanskrit.

Boys

2. For the sub-sample, boys, psychological variable, viz. Achievement Motivation, General Anxiety exhibit significant relationship with Listening Comprehension in Sanskrit.
3. The psychological variables, viz. Achievement Motivation, General Anxiety do not have significant relationship with Reading Comprehension in Sanskrit for the boys.

Girls

4. Of the coefficient of correlation obtained between psychological variables and listening, reading comprehension in Sanskrit for the sub-sample, girls, achievement motivation, general anxiety were found to be significant.

Rural subjects

5. For the sub-samples, rural subjects, psychological variables, viz., achievement motivation, general anxiety exhibit significant relationship with listening and reading comprehension in Sanskrit.

Urban subjects

6. There is significant positive relationship, in the case of General Anxiety with Listening and Reading Comprehension in Sanskrit.
7. There is no significant relationship between Psychological variables, viz. Achievement Motivation and Listening, Reading Comprehension in Sanskrit

The results regarding correlation of psychological variables with Listening and Reading Comprehension in Sanskrit for the whole samples, and relevant sub samples summarised and presented in Table 36.

Table 36

Summary of Results of Correlation (r's) between each of the Psychological Variable and Listening, Reading Comprehension in Sanskrit for the whole sample and sub-samples

No.	Variables	Listening Comprehension					Reading Comprehension				
		Whole	Boys	Girls	Rural	Urban	Whole	Boys	Girls	Rural	Urban
		N=630	N=294	N=336	N=368	N=262	N=630	N=294	N=336	N=368	N=262
		r	r	r	r	r	r	r	r	r	
1	Achievement Motivation	0.18*	0.13*	0.20*	0.29*	0.05	0.19*	0.10	0.25*	0.29*	0.08
2.	General Anxiety	0.18*	0.18*	0.18*	0.20*	0.13*	0.18*	0.09	0.26*	0.23*	0.12*

* significant difference at 0.05 level.

2) *Sociological variables with Listening and Reading comprehension*

Whole Sample

1. The correlation between sociological variables and listening comprehension in Sanskrit for the whole sample were studied. Of these sociological variables, I) Parental Education Level, (ii) Parental Occupation Level, (iii) Parental Income Level, (iv) Socio-Economic Status, v) Learning Facilities at Home, vi) Family Acceptance of Education, vii) Cultural Level of Family, viii) Family Environment of Education were found to be significant with Listening Comprehension in Sanskrit. These variables can be considered as Listening Comprehension – facilitating Sociological variables.

2. Of the coefficients of correlations obtained between Sociological Variables and Reading comprehension in Sanskrit, seven variables viz. (I) Parental Education Level, (ii) Parental Occupation level, (iii) Parental Income Level (iv) Socio Economic Status, (v) Learning facilities at Home (vi) Family Acceptance of Education (vii) Cultural Level of Family were found to be significant. These variables may be considered as Reading Comprehension – facilitating sociological variables.

3. There is no significant relationship between Family Environment of Education and Reading Comprehension in Sanskrit.

Boys

4. The correlation between Sociological variables and Listening, Reading Comprehension in Sanskrit for the sub sample, boys, were studied. Of these correlation, with the seven variables, viz. (i) Parental Education Level (ii) Parental Occupation Level (iii), Parental Income Level (iv) Socio Economic Status (vi) Learning Facilities at Home (vi) Family Acceptance of Education (vii) Cultural Level of Family were found to be significant. These variables can be considered as Listening, Reading Comprehension in Sanskrit – facilitating variables in the case of boys.
5. The remaining variable, viz. Family Environment of Education do not have significant relationship with Listening and Reading Comprehension in Sanskrit for the boys.

Girls

6. The correlation between sociological variables and listening, reading comprehension in Sanskrit were studied. Of these seven viz. (I) Parental Education level (ii) Parental Occupation Level, (iii) Parental Income Level, (iv) Socio Economic Status (v) Learning

Facilities at Home (vi) Family Acceptance of Education (vii) Cultural level of Family were found to be significant. These variables can be considered as Listening, Reading Comprehension – facilitating variables.

7. The remaining variable, viz. Family Environment of Education do not have significant relationship with Listening and Reading Comprehension in Sanskrit for the girls.

Rural Subjects

8. The correlation between Listening, Reading Comprehension and seven out of eight Sociological variables, viz. (i) Parental Educational Level, (ii) Parental Occupation Level, (iii) Parental Income Level, (iv) Socio Economic Status (v) Learning Facilities at Home (vi) Cultural Level of Family (vii) Family Acceptance of Education were found to be significant. These variables can be considered as Listening, Reading Comprehension – facilitating variables.
9. The remaining variable, viz. Family Environment of Education is found to have no significant relationship with listening, reading comprehension in Sanskrit for the rural subjects.

Urban Subjects

10. For urban subjects, five sociological variables, viz., (i) Parental Education Level, (ii) Parental Income Level (iii) Socio Economic Status, (iv) Learning Facilities at Home (v) Family Acceptance of Education were found to be significant relationship with Listening Comprehension in Sanskrit. These variable can be considered as Listening Comprehension – facilitating variables.
11. The remaining variables viz, (i) Parental Occupation Level, (ii) Cultural Level of Family, (iii) Family Environment of Education were seen to have no significant relationship with Listening Comprehension in Sanskrit of Urban subjects.
12. The correlation between Reading Comprehension in Sanskrit and seven out of eight Sociological variables, viz. (i) Parental Education Level, (ii) Parental Occupation Level, (iii) Parental Income Level,(iv) Socio-Economic Status, (v) Home Learning Facilities, (vi) Cultural Level of Family (vii) Family Environment of Education were found to possess significant positive relationship. These variables can be considered as Reading Comprehension – facilitating variables.

13. The remaining variable viz. (I) Family Acceptance of Education is found to have no significant relationship with Reading Comprehension in Sanskrit for the urban subjects.

The results regarding correlation of sociological variables with listening and reading comprehension in Sanskrit for the whole sample and the relevant sub samples summarised and presented in table 37.

Table 37

Summary of Results of Correlation (r's) between each of the Sociological Variable and Listening, Reading Comprehension in Sanskrit for the whole and sub-samples

No.	Variables	Listening Comprehension					Reading Comprehension				
		Whole	Boys	Girls	Rural	Urban	Whole	Boys	Girls	Rural	Urban
		N=630	N=294	N=336	N=368	N=262	N=630	N=294	N=336	N=368	N=262
		R	r	r	R	r	r	r	r	r	r
1	Parental Education Level	0.21*	0.16*	0.25*	0.18*	0.22*	0.26*	0.24*	0.26*	0.28*	0.23*
2.	Parental Occupation Level	0.19*	0.21*	0.17*	0.19*	0.11	0.24*	0.21*	0.26*	0.27*	0.22*
3.	Parental Income Level	0.20*	0.27*	0.14*	0.19*	0.15*	0.26*	0.30*	0.23*	0.26*	0.27*
4.	Socio-Economic Status	0.23*	0.26*	0.21*	0.22*	0.18*	0.29*	0.29*	0.29*	0.31*	0.27*
5.	Home Learning Facilities Level	0.20*	0.20*	0.20*	0.20*	0.18*	0.19*	0.20*	0.17*	0.23*	0.12*
6.	Family Acceptance of Education Level	0.25*	0.19*	0.27*	0.27*	0.14*	0.13*	0.13*	0.11*	0.20*	0.05
7.	Cultural Level of Family Level	0.15*	0.16*	0.11*	0.14*	0.12	0.16*	0.14*	0.14*	0.17*	0.15*
8.	Family Environment of Education Level	0.08*	0.07	0.10	0.02	0.10	0.04	0.05	0.03	0.02	0.12*

* Significant difference at 0.05 level.

c. Comparison of correlation coefficient obtained by related pairs of sub-samples

i) Psychological variables with Listening and Reading Comprehension in Sanskrit

The correlation between Psychological variables and Listening, Reading Comprehension in Sanskrit for the pairs of sub-samples arrived at on the basis of sex (boys vs girls) and locale (rural vs urban subjects) were compared A summary of the results are given in Table 38 and 39.

Table 38

Data and Results of the Test of Significance of Difference between Correlation of Psychological Variables and Listening Comprehension in Sanskrit for the sub Samples viz., Boys Vs Girls, Rural Vs Urban subjects

Sl. No.	Psychological Variables	Boys-Girls			Rural-Urban		
		Boys r_1	Girls r_2	Critical Ratio	Rural r_1	Urban r_2	Critical Ratio
1.	Achievement Motivation	0.13	0.21	0.96	0.29	0.05	3.05*
2.	General Anxiety	0.18	0.18	0.09	0.20	0.13	0.82
	Sample size	$N_1=294$	$N_2=336$		$N_1=368$	$N_2=262$	

* Indicates significance at 0.05 level

Table 39
Data and Results of the Test of
Significance of Difference between Correlation of
Psychological Variables and Reading Comprehension in
Sanskrit for the sub Samples viz., Boys Vs Girls, Rural Vs Urban subjects

Sl. No.	Psychological Variables	Boys-Girls			Rural-Urban		
		Boys r_1	Girls r_2	Critical Ratio	Rural r_1	Urban r_2	Critical Ratio
1.	Achievement Motivation	0.096	0.25	-2.04*	0.29	0.08	2.66*
2.	General Anxiety	0.09	0.26	-2.10*	0.23	0.12	1.38*
	Sample size	$N_1=294$	$N_2=336$		$N_1=368$	$N_2=262$	

* Indicates significance at 0.05 level

The results of the above tables are summarised below:

1. The psychological variables, viz. Achievement Motivation, General Anxiety show that there is no significant difference between boys and girls in their correlation with Listening Comprehension in Sanskrit.
2. Psychological variable, i.e. Achievement Motivation show the significant rural-urban difference in their correlation with Listening Comprehension in Sanskrit.

3. In the case of General Anxiety, found not to show any significant difference in rural urban subjects with Listening comprehension in Sanskrit.
4. Psychological variables, viz. Achievement Motivation, General Anxiety are found to exhibit significant sex difference (boys-girls) with reading comprehension in Sanskrit.
5. The correlation obtained by rural-urban subjects when subjected to comparison the obtained critical ratios were found to be higher than 2.58 for one psychological variable, viz. Achievement Motivation with Reading Comprehension in Sanskrit.
6. The difference between correlation of rural urban subjects is not significant in the case of variable, ie. General Anxiety with Reading Comprehension in Sanskrit.

ii) Sociological variables with Listening and Reading Comprehension in Sanskrit

The correlation between sociological variables and listening, reading comprehension in Sanskrit for the pairs of sub-samples arrived at on the basis of sex (boys vs girls) and locale (rural vs urban subjects) were compared. A summary of the results are given in Table 40 and 41.

Table 40

**Data and Results of the Test of
Significance of Difference between Correlation
of Sociological Variables and Listening Comprehension in
Sanskrit for the sub Samples viz., Boys Vs Girls, Rural Vs Urban subjects**

Sl. No.	Psychological Variables	Boys-Girls			Rural-Urban		
		Boys r_1	Girls r_2	Critical Ratio	Rural r_1	Urban r_2	Critical Ratio
1	Parental Education Level	0.16	0.25	-1.20	0.18	0.22	-0.16
2.	Parental Occupation Level	0.21	0.17	0.61	0.19	0.11	1.95
3.	Parental Income Level	0.27	0.14	1.68	0.19	.015	0.46
4.	Socio-Economic Status	0.26	0.21	0.64	0.22	0.18	0.52
5.	Home Learning Facilities Level	0.20	0.20	-0.08	0.20	0.18	0.34
6.	Family Acceptance of Education level	0.19	0.27	-1.02	0.27	0.14	1.60
7.	Cultural Level of Family Level	0.16	0.11	0.54	0.14	0.12	0.36
8.	Family Environment of Education Level	0.07	0.10	-0.40	0.02	0.10	-1.01
	Sample size	$N_1=294$	$N_2=336$		$N_1=368$	$N_2=262$	

Table 41
Data and Results of the Test of
Significance of Difference between Correlation
of Sociological Variables and Reading Comprehension in
Sanskrit for the sub Samples viz., Boys Vs Girls, Rural Vs Urban subjects

Sl. No.	Psychological Variables	Boys-Girls			Rural-Urban		
		Boys r_1	Girls r_2	Critical Ratio	Rural r_1	Urban r_2	Critical Ratio
1	Parental Education Level	0.24	0.26	-0.21	0.28	0.23	0.68
2.	Parental Occupation Level	0.21	0.26	-0.69	0.27	0.22	0.68
3.	Parental Income Level	0.30	0.23	0.93	0.26	0.27	-0.03
4.	Socio-Economic Status	0.29	0.29	0.12	0.31	0.27	0.63
5.	Home Learning Facilities Level	0.21	0.17	0.45	0.23	0.12	1.41
6.	Family Acceptance of Education Level	0.13	0.11	0.22	0.20	0.05	1.91
7.	Cultural Level of Family Level	0.14	0.14	0.09	0.17	0.15	0.20
8.	Family Environment of Education Level	0.05	0.03	0.25	0.02	0.12	-1.78
	Sample size	$N_1=294$	$N_2=336$		$N_1=368$	$N_2=262$	

The results of the above tables are summarised below:

1. The correlation obtained by boys and girls when subjected to comparison, the obtained critical ratios are found to be less than 1.96 for all sociological variables. This shows that the nature of correlation between these sociological variables and listening, reading comprehension in Sanskrit are similar in the case of boys and girls.
2. The correlation obtained by rural and urban subjects, when subjected to comparison the obtained critical ratios are found to be less than 1.96 for all sociological variables. This shows that the nature of correlation between these sociological variables and listening, reading comprehension in Sanskrit are similar in the case of rural and urban subjects.

THE TENABILITY OF THE HYPOTHESIS

The first hypothesis states that there will be significant relationship between each of the psychological variables and listening comprehension in Sanskrit for the whole sample and relevant sub samples based on sex and locale. Findings reveal that all psychological variables, viz. Achievement Motivation and General Anxiety were found to be possess positive correlation with Listening Comprehension in Sanskrit for the whole sample and sub sample

boys and girls. For the sub sample rural subjects, psychological variables viz. Achievement Motivation and General Anxiety exhibit significant relationship. For the urban subjects the variable 'General Anxiety' was found to have significant positive relationship. The variable, Achievement Motivation was found to have no significant relationship with Listening Comprehension in Sanskrit. Hence this hypothesis is partially substantiated.

Second hypothesis states that there will be significant relationship between each of the psychological variables and reading comprehension in Sanskrit for the whole sample and relevant sub samples based on sex and locale. Findings revealed that for the whole sample, all psychological variables have significant and positive relationship with reading comprehension in Sanskrit. For the sub sample, boys psychological variables do not have significant relationship with reading comprehension in Sanskrit and for the girls, psychological variable exhibit significant and possess positive relationship. Hence this hypothesis is normally substantiated.

All Psychological variables have significant relationship with reading comprehension in Sanskrit for the rural subjects. For the urban subjects the variable, ie. General Anxiety significant and positive relationship and Achievement Motivation have no significant

with reading comprehension in Sanskrit. Hence this hypothesis is partially substantiated.

The third hypothesis states that there will be significant relationship between each of the sociological variables and listening comprehension in Sanskrit for the whole sample and relevant sub-samples based on sex and locale. Findings suggests that all sociological variables have significant with listening comprehension in Sanskrit for the whole sample.

Out of eight sociological variables seven variables have significant and possess positive relationship with listening comprehension in Sanskrit for the sub sample, sex. For the sub sample, rural-urban subjects, seven sociological variables have significant and positive relationship. Hence this hypothesis is partially substantiated.

Fourth hypothesis states that there will be significant relationship between each of the sociological variables and reading comprehension in Sanskrit for the whole sample and relevant sub samples based on sex and locale. Findings reveals that out of eight sociological variables, seven variables exhibit to have significant and positive relationship with reading comprehension in Sanskrit for the whole sample and relevant sub sample sex and locale. Hence this hypothesis is partially substantiated.

Fifth hypothesis states that there will be significant difference in the correlation obtained for the following pairs: a) boys and girls, b) Rural and urban subjects. Findings reveal that the correlation obtained show significant sex difference in the case of certain variables in listening and reading comprehension in Sanskrit. But in the case of certain other variables, such difference is not seen. The same is in the case with rural-urban difference also. Hence this hypothesis is partially substantiated.

SUGGESTIONS FOR IMPROVING EDUCATIONAL PRACTICE

On the basis of the findings of the present study the investigator would like to offer certain suggestions for further study. While such suggestion can not be regarded as very exhaustive and complete an attempt has been made to list some areas of immediate interest to the investigator hereunder.

The study has been basically intended to identify certain psychological and sociological correlates of listening and reading comprehension in Sanskrit of Secondary school pupils of Kerala. Although the findings of the study are theoretical in nature, they have greater relevance for the improvement of educational practices which will definitely improve the comprehension of listening and reading in Sanskrit. The investigator puts forth the following suggestions for the improvement of the educational practice.

1. Even though there are agencies other than the school which determines the students adjustment level, the school of course, is the most dominant determinant of students adjustment level. The influences of the home and its environment, and the influence of the society of which the student is also a member which exert its pressure on the student. The pulls and pressures lead to the students developing many mental imbalance. The school can reduce these influences by adopting suitable measures such as:
 - a) Reduction of General Anxiety in children.
 - b) Development of a team of experts in providing psychological services, guidance and counselling services in schools, so that these experts can tackle the problems of maladjustment
 - c) Creation of individualised teaching practices.
 - d) Adoption of individualised teaching practices.
 - e) Adoption of suitable methods to do away with children's hostility to school.
 - f) Establishment of continuous contacts with the parents of children so that the parents can be given expert advice as and when needed.
 - g) Development of better peer-group relationship in and out of classrooms.

- h) Providing opportunities for the children to develop their talents, skills etc so that children can develop to their maximum extent.
 - i) Community education facilities can be developed in order to create congenial condition for the education of the children.
2. The study has been brought to light the significant difference in mean score of group difference in the psychological variable, viz. Achievement motivation and General Anxiety. These factors are to be taken in to consideration in the teaching-learning process. This will help to form adequate theories relating to the achievement of pupils in the language which in itself will lead to the formulation of better instructional strategies for dealing with the subject.
3. A thorough overhauling of the present education system is highly essential. The present system of examination is highly defective and it creates greater anxiety to the students and it is high time to reform the whole examination system. Now examination are considered to be a means to an end in itself. The whole system of education has become examination oriented because in practice it is the examination which dominates and dictates the directing of education. This is against the principles of education. General Anxiety creates a lot of harm to the child by jeopardizing his mental and emotional, adjustments. The fear of detention,

punishment, etc. increases both General and Test Anxiety and this in turn leads to underachievement.

Therefore, a sound system of examination which creates the least anxiety in children should be developed. Short tests conducted periodically and in an informal atmosphere for continuous and comprehensive evaluating of children will go a long way towards minimising the anxiety of children. Examination should never be used as a tool to punish children but should be used as a means of improving the techniques of teaching and methods of learning.

4. The role of parents in the development of children is very important and therefore it is necessary to educate the parents about the psychological needs of the children and their approach to the adjustment problems of children. Parent teacher association should be formed in schools and through regular meetings of the association the parents should be instructed how they should tackle the adjustment problems of their wards in order to help them to achieve to the fullest extent. The teacher parent contacts will enable the parents to understand the evil effects of the unnecessary and unwarranted restraints placed on the children which may create more problems which affects the achievement of

children. Parents should be encouraged to attend seminars organised by Association/Organisation and Guidance and Counselling programmes so that they get a proper perspective of the realistic educational goals of the children and what they should do make realistic assessment of their children's capabilities.

5. Teacher-pupil relation should be strengthened by reducing the strength in a class to the extent possible within the limitations of the available finance.
6. Active participation in the curriculum and co-curriculum activities will reduce tension in the minds of pupils which would help to free from nervous symptoms. It would be better if teachers can introduce teaching-learning situations like group learning, field trips, auto learning, self-experimentation etc. the results of which should be assessed in novel ways which differ from the conventional situations.
7. Learning becomes meaningless without adequate teacher guidance. If the learning task is complicated, the learner may lose interest. If he sees that he is making no progress, his self confidence maybe weakened. Guidance has two objectives (a) to help each child learn as efficiently as possible, that is to produce

- the maximum gain for the time spent in the learning situation,
(b) to develop the skills necessary for future independent study.
8. Language teaching methods should be improved for creating more interest among the pupils.
 9. Remedial teaching must be given whenever they need. Pupils must be advised to make better use of their leisure time activities. Proper guidance in this regard must be given in the school. Libraries must be kept open during holidays and journals must be provided in the library. Every school must organise programmes in the field of art and literature, debates seminars, etc. must be conducted under the auspices of the literacy clubs.
 10. Family Acceptance of Education has psychological as well as academic impart on the learning of all subjects, especially languages. Achievement motivation, perseverance in academic pursuit, healthy self concept involving confidence and lack of nervousness promoting uninhibited language expression etc., are associated with family acceptance of education. Hence a language teacher will have to obtain objective indication regarding the level of these acceptance and try to increase its level within the family. But it will be easier for him to compensate for deficiencies in the school environment. All efforts should be made to make a

diagnosis of such deficiencies and the following remedial measures.

- i) The teacher should act as a co learner facilitator, democratic leader. By this followed by fixing realistic targets, achievement motivations can be created.
 - ii) Reinforced repetition is at the root of development of language skills, hence situation in which such children can freely express without any inhibition should be organised.
- 11) If the above programmes are to be implemented effectively, steps have to be taken in advance to do away with psychological inhibition, inferiority feeling and other maladjustment likely to be present among children coming from socio-economic status condition. This is possible only if the teacher and other personnel associated with the compensatory programmes show an empathetic attitude towards them and give them confidence for accepting help without any sense of shame.
- 12) The topics selected for study should be such that they are closely related to every day life experiences. This will create interest and self concept which are the pre-requisites for the development listening and reading skills.

- 13) The emotional state of mind in the listeners should be in perfect balance. For teaching every subject there is a sequential order to be followed. So concentrating of mind is essential for listening.
- 14) Sufficient facilities should be provided for listening and reading the topics which they are particularly interested taking into consideration individual differences.
- 15) Since listening is the basis for all language developments, adequate opportunities should be provided for the improvement of listening skills.
- 16) A class room consists of pupils of different sociological backgrounds. According to the findings of the present study it will be unscientific and inappropriate to provide identical curriculum experiences to all the pupils. Hence when framing curricula for evolving classroom practices, a differential curricula should be framed so as to suit the curriculum experiences to all levels of pupils.

Socio-economic status is an important factor whose affect can be indirectly manipulated in educational practice. The superior facilities available to high socio-familial status groups can also be benefited by low socio-familial status groups by providing compensatory education like remedial teaching, monitoring

instruction, and by using appropriate technology oriented instructions, such as use of language laboratory, teaching machine, television, videocassette recorder, radio and educational film. Any improvement in the facilities will result in better achievement as wait.

17) To develop children's ability in language skills certain Activity Based Class (ABC) should be adopted.

18) The study has been brought to light that Sanskrit teaching and learning in the schools of Kerala is in the midst of problems. Only Sanskrit teachers are the individuals to face the problems and they bound to bear it as the matter of their own existence. Parents and pupils show little interest in Sanskrit. The scarcity of pupils to learn Sanskrit is the result of all the listed problems. Sanskrit lost popularity among the masses. The importance of Sanskrit is not felt by the education authorities as well as by the public. The encouragement of Sanskrit is spoken more rather than done. For these problems the following remedial measures are suggested.

- i) Parents and pupils should be made aware of the importance of Sanskrit.
- ii) Programmes should be planned and implemented for the popularisation of Sanskrit.

- iii) Sanskrit teachers should be acquainted with modern concepts and methods of teaching.
- iv) Sanskrit learning teaching materials and publications should be available in school libraries.

For improving language competency among children some of the following would be practiced in a language class.

1. There would be plenty of listening contexts in the class making use of children's conversation, news papers, books, children's magazines, letters, direction, description, questions, teachers talk etc. interesting to the child.
2. There should be meaningful contexts in the class to talk about objects and pictures, to participate in role play, miming and discussion to conduct commentary, interview, to grasp the ideas and to justify them and to converse.
3. Make necessary arrangements for the production of manuscripts magazine, wall magazine posters prepared by the pupil, teacher.
4. Opportunities to present poems and songs making conversation and composing and role play and opportunities to pronounce words, sentences with clarity and facial expression.

5. Provide different learning experiences to comment, describe, add and arrange what is read and to transform them into story, poem, drama, description, news bulletin, interview, commentary etc in the class.
6. Opportunities to read what is written and to express the differences and opinion on them.
7. Self identification or the contexts through which language experiences are to be practised, is learned.
8. The approach of evaluation should be useful to know whether, the language expression is apt in the real contexts in the proper way.
9. Collection, participation in festivals and celebration and project for the effective interaction with the community etc. can be used for language teaching.

SUGGESTIONS FOR FURTHER RESEARCH

The following are some of the suggestions for further research:

1. Some socio-familial correlates of Basic Language Skills in Sanskrit among Primary School Children.
2. Some Psychological correlates of Achievements in Sanskrit at Secondary Level.

3. Certain Psycho social correlates of achievements in Basic Language Skills at Secondary Level.
4. To find out the effect of reducing anxiety and maximising motivation on underachieving pupils in Sanskrit at Primary Level.
5. Critical study of Sanskrit syllabi and text books (to all the students or each standard).
6. A research project involving a fairly large sample using sophisticated research design to unfold the complex nature of the present problem can be undertaken.

**CERTAIN PSYCHOLOGICAL AND SOCIOLOGICAL
CORRELATES OF LISTENING AND READING
COMPREHENSION IN SANSKRIT AMONG
SECONDARY SCHOOL PUPILS OF KERALA**

M. PADMANABHAN, M.A., M.Ed.



Thesis
submitted for the award of the Degree of
DOCTOR OF PHILOSOPHY
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**DEPARTMENT OF EDUCATION
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**CERTAIN PSYCHOLOGICAL AND SOCIOLOGICAL
CORRELATES OF LISTENING AND READING
COMPREHENSION IN SANSKRIT AMONG
SECONDARY SCHOOL PUPILS OF KERALA**

M. PADMANABHAN, M.A., M.Ed.



Thesis
submitted for the award of the Degree of
DOCTOR OF PHILOSOPHY
IN THE FACULTY OF EDUCATION

**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
2003**

APPENDICES

LANGUAGES IN THE SECONDARY SCHOOL CURRICULA
AS SUGGESTED BY THE
REPORT OF THE SECONDARY EDUCATION COMMISSION 1952-53

(Chapter IV of the Report)

- | | | |
|----------|----|---|
| LANGUAGE | I | Mother tongue or Regional language
or
A Composite Course of Mother tongue and
Classical language |
| LANGUAGE | II | One other language to be chosen among the
following

i) Hindi (whose mother tongue is not Hindi)
ii) Elementary English
iii) Advanced English
iv) A Modern Indian Language other than Hindi
v) A Modern Indian Language other than English
vi) A Classical Language |

THE STUDY OF LANGUAGES AT SCHOOL
(Classes - I to X)
AS SUGGESTED BY THE
REPORT OF THE EDUCATION COMMISSION 1964-65

(Chapter VIII Para 40, 41 of the Report)

Group 'A' - Mother tongue Hindi

Standards	I-IV	Hindi
Standards	V-VII	1 Hindi
		2 English
Standards	VIII-X	1 Hindi
		2 English
		3 A Modern Indian Language

Group 'B' Mother tongue other than Hindi

Standards	I-IV	Regional Language
Standards	V-VII	1 Regional Language
		2 Hindi/English
Standards	VIII-X	1 Regional Language
		2 Hindi/English
		3 a) Hindi if the 2nd language is English b) English if the 2nd Language is Hindi

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION

A TEST OF LISTENING COMPREHENSION IN SANSKRIT FOR SECONDARY
SCHOOL PUPILS IN KERALA

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നിർദ്ദേശങ്ങൾ

സെക്കണ്ടറി സ്കൂൾ വിദ്യാർത്ഥികളുടെ ശ്രവ്യഗ്രഹണശേഷി (Listening Comprehension) പരിശോധിക്കുന്നതിനു വേണ്ടി തയ്യാറാക്കിയിട്ടുള്ളതാണ് ഈ ടെസ്റ്റ്. അതിനായി നൽകുന്ന ഖണ്ഡികകളും അവയെ ആസ്പദമാക്കിയുള്ള ചോദ്യങ്ങളും അവയ്ക്ക് നൽകിയിട്ടുള്ള ഉത്തരങ്ങളും ട്രേപ്പിംഗ് ടെക്സ്റ്റ് ഉപയോഗിച്ച് കുട്ടികളെ കേൾപ്പിക്കുകയാണ് വേണ്ടത്. ഒരു ക്ലാസ്സിലെ കുട്ടികളുടെ എണ്ണം 25 ൽ കൂടരുത്. ഇതിലെ ഖണ്ഡികകളും ചോദ്യങ്ങളും ഉത്തരങ്ങളും ഒരിക്കൽ കോട്ടാൽ തന്നെ ആശയം ഗ്രഹിക്കത്തക്കവിധം വ്യക്തമായി സാമാന്യ വേഗതയിൽ വായിച്ച് കാസറ്റിൽ റെക്കോർഡ് ചെയ്തിരിക്കണം.

പരീക്ഷ നടത്തുമ്പോൾ ഓരോ ഖണ്ഡികയും അവയുടെ ചോദ്യോത്തരങ്ങളും ഒറ്റ പ്രാവശ്യം കേൾപ്പിച്ചാൽ മതിയാകും. ഇടയ്ക്ക് സംശയങ്ങളോ സംസാരിക്കുകയോ അനുവദിക്കരുത്. ഓരോ ചോദ്യവും അതിന്റെ ഉത്തരവും കേൾപ്പിച്ച ശേഷം അഞ്ചോ ആറോ സെക്കന്റ് സമയം ഉത്തരം രേഖപ്പെടുത്താനായി അനുവദിക്കണം. ഈ സമയം കാസറ്റ് ബ്ലാക്ക് ആയിരിക്കണം. ഉത്തരക്കടലാസ്സിൽ (1) A B C D (2) A B C D എന്നിങ്ങനെ ക്രമമായി പ്രിന്റ് ചെയ്യണം. നാല് ഉത്തരങ്ങളും കേട്ട ശേഷം ചോദ്യ നമ്പറിന് നേരെ ശരിയുത്തരത്തെ കുറിക്കുന്ന അക്ഷരത്തിൽ ○ (വൃത്തം) ഇടുകയാണ് വിദ്യാർത്ഥികൾ ചെയ്യേണ്ടത്. വിദ്യാർത്ഥികൾക്ക് വേണ്ട നിർദ്ദേശങ്ങൾ ടെസ്റ്റ് ആരംഭിക്കുന്നതിനു മുമ്പ് അദ്ധ്യാപകൻ വിവരിക്കുന്നതാണ് (ട്രേപ്പിംഗ് ടെക്സ്റ്റ് റിപ്പോർട്ടിലൂടെയല്ല) കൂടുതൽ നല്ലത്.

സമയം 45 മിനുട്ട്

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६.

छायामन्यस्य कुर्वन्तो
तिष्ठन्ति स्वयमातपे ।
फलान्यपि परार्थाय
वृक्षाः सत्पुरुषाः इव ॥

१. वृक्षाः फलानि कस्य कृते उत्पादयन्ति ?

- ॠ आत्मनः कृते
- ए. जनानां कृते
- व. अन्येषां जीविनां कृते
- क. सत्पुरुषाणां कृते

२. सत्पुरुषाः कीदृशाः भवन्ति ?

- ॠ वृक्षवत् उन्नताः
- ए. वृक्षवत् फलन्तः
- व. वृक्षवत् परोपकारतत्पराः
- क. वृक्षवत् आतपे स्थिताः

३. श्लोकेऽस्मिन् मुख्यतया प्रतिपादितं कार्यं किम् ?

- ॠ सत्पुरुषाः
- ए. वृक्षाणां महत्त्वम्
- व. वृक्षच्छाया
- क. आतपः

६६. एकदा दश मूढाः देशाटनाय प्रस्थिताः । मध्येमार्गं काचन नदी आसीत् । बाहुभ्यां तरन्तस्ते कथमपि नदीं तीर्त्वापारंगताः । ततः एकः अन्यान् गणयमास द्व्यअहो, वयं दश प्रस्थिताः इदानीं तु नवैव स्म । नूनं एकः नद्यां निमग्नः इति । सर्वे गणयितुं आरभन्तः । द्व्यअहो, कष्टं ! नवैव स्म इति अविलपन् । तदा तत्र एकः बालकः आगतः । सः तान् गणयित्वा दशैव ते विद्यन्ते इति प्रादशत् च ।

४. देशाटनाय के प्रस्थिताः ?

- ॠ दशजनाः
- ए. दश मूढाः
- व. दश बालकाः
- क. केचन पुरुषाः

५. नदी कुत्रासीत् ?
- ॠ समीपे
 ए. दूरे
 व. मार्गस्य मध्ये
 क. वने
६. ते कथं नदीं पारंगताः संवृत्ताः ?
- ॠ कथमपि प्रकारेण
 ए. बाहुभ्यां तरन्तः
 व. नाविकस्य साहाय्येन
 क. कश्चन बालकस्य साहाय्येन
७. मूढानां विलपहेतुः कः ?
- ॠ ते सर्वे नद्यां निमग्नाः इति मत्वा
 ए. बालकं निमग्नं दृष्ट्वा
 व. मध्येमार्गं नदीं दृष्ट्वा
 क. तेष्वेकः नद्यां निमग्नः इति मत्वा
८. द्व्यअहो, कष्टं ! नवैव स्म ६ इति भ्रान्ति तेषां कथम् अजायत ?
- ॠ एकः नद्यां निमग्नः इत्यतः
 ए. आत्मानं विहायैव गणनां कुर्वन्ति इत्यतः
 व. तेषां गणनासामर्थ्यं नास्ति इत्यतः
 क. सर्वे मूढाः इत्यतः

१११. अश्वः कश्चित् शक्तः जन्तुः । सः गवापेक्षया प्रांशुः भवति । अश्वस्य शृङ्गे न स्तः । तस्य पादाः दीर्घतराः । अतः एव सः शीघ्रतरं धावति । अश्वाः सुशिक्षिताः सञ्चारयोपयुज्यन्ते । वनमार्गेषु जनाः प्रायेण अश्वैरेव सञ्चारं कुर्वन्ति । पुरा संग्रामेष्वपि अश्वस्य महत् साहाय्यं आसीत् ।

९. अश्वः कीदृशः जन्तुः भवति ?
- ॠ श्रेष्ठः
 ए. शान्तः
 व. उत्तमः
 क. शक्तः
१०. अश्वस्य कति शृङ्गाः सन्ति ?
- ॠ एकः
 ए. द्वौ

- व. त्रयः
 क. न किञ्चित्
११. अश्वः शीघ्रतरं धावति - कुतः ?
 ऋ. प्रांशुः इत्यतः
 ए. शक्तः इत्यतः
 व. पादाः दीर्घाः इत्यतः
 क. वनमार्गं इत्यतः
१२. कीदृशाः अश्वाः सञ्चारयोपयुज्यन्ते -
 ऋ. सुशक्ताः
 ए. प्रांशुमन्तः
 व. अनभ्यस्ताः
 क. सुशिक्षिताः
१३. राजानः कस्मिन् विषये अश्वस्य साहाय्यं स्वीकृतमासीत् ?
 ऋ. परिशीलने
 ए. युद्धे
 व. सञ्चाराय
 क. न कस्मिंश्चिद् अपि विषये

३७. रामः नारायणः गोपी च सुहृदः आसन्। त्रयोऽपि आयुर्वेदं पठित्वा भिषजः संवृत्तः। ते एकं भिषजगृहं च आरब्धवन्तः। रूप्यकत्रयं आगतेभ्यः रोगिणः स्वीकर्तव्यम् इति व्यतस्थां च अङ्गीकृतवन्तः। एकास्मिन् दिने रामस्य भार्या जानकी शिरोवेदनां असह्यमाना तत्रागता। तदानीं गोपी तत्रासीत्। सः रूप्यकत्रयं आवश्यकं इति अभाषत। जानकी तू कोपाकुला एवमवदत् त्वरामपत्नी जानकी अहम्। रूप्यकत्रयस्य आवश्यकता नास्ति ः इति। गोपी तु रामपत्नीं जानन् अपि रूप्यकत्रयं एव तस्याः स्वीकृतवान्। जानकी गृहं गत्वा स्वपतिं रामं संवृत्तं वृत्तान्तमखिलम् अभाषत। रामः सहासमुत्वाच - ह्य सर्वेऽपि रूप्यकत्रयं तत्र दादव्यमस्ति ः इति।

१४. भिषजः सुहृदः किं निश्चितवन्तः ?
 ऋ. आत्मानमेकं भिषजगृहं स्थापयितुम्
 ए. एकैकमपि भिषजगृहं स्थापयितुम्
 व. तत्र तत्र भिषजगृहानि स्थापयितुम्
 क. रूप्यकत्रयं रोगिणः स्वीकर्तव्यम् इति

१५. जानकी कस्य पत्नी ?

- ऋ रामस्य
- ए. गोपे:
- क. नारायणस्य
- क. न कस्यपि

१६. जानकी रुष्टा अभवत् - कुतः ?

- ऋ शिरो वेदनया
- ए. रूप्यकत्रयाभावात्
- क. आवश्यकीं चिकित्सां नालभत इत्यतः
- क. स्वपत्युः भिषजगृहे रूप्यकत्रयं दादव्यमिति मत्वा ।

१७. ब्रह्म रामपत्नी जानकी अहम् ब्रह्म इत्यस्य विवक्षितार्थः ?

- ऋ जानकी रामस्य पत्नी भवति
- ए. आत्मानः पामरतां निवेदयितुम्
- क. भिषजः रामस्य पत्नी इत्यतः रूप्यकत्रयं नावश्यकं इति बोधयितुम्
- क. पत्युः प्राशस्त्यं प्रकटयितुम्

१८. जानकी संवृत्तं सर्वं स्वपतिं न्यवेदयत् । किमर्थं ?

- ऋ गोपीं भर्त्सयितुम्
- ए. भेषजस्य नाम अवगन्तुम्
- क. रूप्यकत्रयं लब्धुम्
- क. दोषैक दर्शनशीला इत्यतः

ज. कस्मिंश्चित् दिने राजकुमारः सिद्धार्थः वने विचरति स्म । तदा झटित्यैव कश्चन हंसः तस्य पुरतः पपात ! सिद्धार्थः तं हंसमादाय सम्यक् निरीक्षयामास । तस्य पादः शरेण विद्धमासीत् । तेनैव हंसः परिक्षीणः भूमौ न्यपतत् । सिद्धार्थः शनैः शनैः शरं पादात् विनिर्मुक्तवान् । किन्तु हंसः चलितुमपि अशक्तः आसीत् । दीनदयालुः सः हंसमादाय राजभवनं ययौ । प्रतिदिनं तस्य शुश्रूषाञ्ज अकरोत् ! क्षतात् विनिर्मुक्तवति हंसे सः तमादाय काननमेत्य तं स्वतन्त्रमकरोत् ।

१९. सिद्धार्थः हंसं अपश्यत् - कुत्र ?

- ऋ आरामे
- ए. नद्यास्तीरे
- क. राजभवने
- क. वने

२०. हंसः सिद्धार्थस्य पुरतः अपतत् - तस्य कारणम् ?

ॠ परिश्रान्तः

ए. शरेण विद्वः

क. क्षुधार्तः

क. भीतः

२१. सिद्धार्थः हंसमादाय स्वभवनमगच्छत् - कुतः ?

ॠ सुमनोहरः हंसः तस्य मनं अकर्षत् ।

ए. सः अतीव दयालुः आसीत् ।

क. सः हंसं स्वभवने पोषयितुमैच्छत्।

क. सः पक्षिणां परिपालने तत्परः आसीत्।

२२. सिद्धार्थः हंसं काननमेत्य स्वतन्त्रमकरोत् - कुतः ?

ॠ हंसपरिपालनेन सः खिन्नः संवृत्तः

ए. राजभवनं हंसपालनयोग्यं न आसीत्

क. हंसाय काननवासः रोचते इत्यतः

क. हंसपरिपालनाय समयाभावात्

ॠ गोविन्दः शुक्तिनां समाहारेण अतीव तत्परः आसीत्। अनध्ययनवेलासु सः सागरतीरं गत्वा शुक्तिनां सञ्चयनं कुर्वन्नवर्तत। सुहृदः अपि तं अनुजग्मुः । किन्तु तस्य सुहृदः शुक्तिविषये न्यूनतत्पराः आसन्। गोविन्दस्य पिता सत्यनारायणः अपि मत्स्यबन्धनाय पोतमारुह्य सागरं गच्छन्नवर्तत।

२३. गोविन्दः अनध्ययनवेलासु कुत्रासीत् ?

ॠ सागरतीरे

ए. पितुः साकम्

क. स्वभवने

क. तस्य सुहृदः भवने

२४. शुक्तयः यथेच्छं सञ्चयितुं शक्यते - कुत्र ?

ॠ नद्यास्तीरे

ए. सागरतीरे

क. नद्याः अगाधे गर्ते

क. हृदः तीरे

२५. सत्यनारायणः पोतमारुह्य सागरमगच्छत् - किमर्थम् ?

- ऋ शक्तिसञ्चयनाय
- ए. सूर्यस्तमयावलोकनाय
- क. गोविन्दस्य साह्यं कर्तुम्
- क. मत्स्यबन्धनाय

२६. गोविन्दस्य पिता मत्स्यबन्धनार्थं किमाश्रित्य सागरमगच्छत् ?

- ऋ जले प्लवनं कृत्वा
- ए. उडुपमाश्रित्य
- क. जलयानसहायेन
- क. गोविन्दमाश्रित्य

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DEPARTMENT OF EDUCATION

**A TEST OF READING COMPREHENSION IN SANSKRIT FOR SECONDARY
SCHOOL PUPILS OF KERALA**

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നിർദ്ദേശങ്ങൾ

സെക്കണ്ടറി ഘട്ടത്തിലെ വിദ്യാർത്ഥികളുടെ സംസ്കൃത ഭാഷയിലുള്ള അവധാരണ ശേഷി (Reading Comprehension) പരിശോധിക്കുന്നതിന് തയ്യാറാക്കിയിട്ടുള്ളതാണ് ഈ ടെസ്റ്റ്. ഇതിലെ ചോദ്യങ്ങൾ ഏതെങ്കിലും പാഠപുസ്തകത്തെ അടിസ്ഥാനമാക്കിയിട്ടു ഉള്ളതല്ല. ചോദ്യങ്ങളെ സംബന്ധിച്ചുള്ള നിർദ്ദേശങ്ങൾ ഉത്തരം എഴുതിത്തുടങ്ങുന്നതിന് മുമ്പ് ശ്രദ്ധാപൂർവ്വം വായിച്ചിരിക്കേണ്ടതാണ്. താഴെ കൊടുത്തിട്ടുള്ള ചോദ്യങ്ങൾക്ക് ഉത്തരക്കടലാസിൽ ശരിയായ ഉത്തരം സൂചിപ്പിക്കുന്ന A B C D എന്നിവയിൽ ശരിയായ ഉത്തരത്തിനു ചുറ്റും ഒരു വൃത്തം വരയ്ക്കുക. നിർദ്ദിഷ്ട സമയത്തിനുള്ളിൽ ഉത്തരം എഴുതിത്തീർക്കാൻ ശ്രമിക്കണം. യാതൊരു കാരണവശാലും കൂടുതൽ സമയം അനുവദിക്കുന്നതല്ല. അദ്ധ്യാപകൻ പറഞ്ഞതിനുശേഷം മാത്രം എഴുതിത്തുടങ്ങുകയും ഏറ്റവും വേഗത്തിൽ വൃത്തിയായി എഴുതിത്തീർക്കാൻ ശ്രമിക്കുകയും ചെയ്യേണ്ടതാണ്. തന്നിരിക്കുന്ന ഈ ചോദ്യകടലാസ്സിൽ എന്തെങ്കിലും എഴുതുകയോ അടയാളപ്പെടുത്തുകയോ ചെയ്യരുത്. പ്രത്യേകം തന്നിട്ടുള്ള ഉത്തരക്കടലാസ്സിൽ മാത്രമേ ഉത്തരം എഴുതാവൂ.

സമയം 45 മിനുട്ട്

५. सः अश्वस्य उपरि आरुरोह - किमर्थम् ?
- ॠ अश्वस्य प्रतीकारं कर्तुम्
 ए. अश्वं नियन्त्रयितुम्
 क. सारङ्गं विजेतुम्
 क. स्वयं सुखम् अनुभवितुम्
६. मनुजः अश्वं तीव्रं अताडयत् - किमर्थम् ?
- ॠ प्रतीकारं कर्तुम्
 ए. सुदूरं चालयितुम्
 क. तं नियन्त्रयितुम्
 क. सारङ्गं विजेतुम्
७. स्वकार्यार्थी अश्वः सर्वम् असहत। स्वकार्यं किम् ?
- ॠ मनुजसेवा
 ए. पारतन्त्र्यम्
 क. सारङ्गस्य पराजयम्
 क. न किञ्चिदन्यत्
८. अश्वः पारतन्त्र्यमेव अनुभवन्नवर्तत - तस्य कारणम् ?
- ॠ परवशः संवृत्तः इत्यतः
 ए. कुटिलबुद्धिः इत्यतः
 क. पृष्टे पर्याणं धृतः इत्यतः
 क. सारङ्गविरोधी इत्यतः
९. अस्याः कथायाः किं तत्त्वमवगम्यते ?
- ॠ उत्साही विनश्येत्
 ए. कुटिलबुद्धिः विनश्येत्
 क. पारवश्यता दुःखकारणम्
 क. मनुजसेवा एव परमोधर्मः

१०. एकस्मिन् दिवसे गोपालो नाम बालकः पाठशालायां सहपाठिनं गोविन्दं दुर्वचनैरनिन्दत्। तां प्रवृत्तिमुपाध्यायः गोपालस्य पित्रे सन्दिष्टवान्। पिता सायं पाठशालायाः आगतं गोपालमाद्भूय पृच्छति

१३. कः गोपालं अताडयत् ?
- ॠ पिता
- ए. गोविन्दः
- क. उपाध्यायः
- क. अन्यः कश्चन
१४. गुरुनाथः कुपितोऽभूत् - तस्य कारणम् ?
- ॠ परुषवचनं श्रुत्वा
- ए. गोपालं रुदन्तं वीक्ष्य
- क. पितुः परुषवचनं श्रुत्वा
- क. पितुः उपदेशं श्रुत्वा
१५. दुष्टं कर्म - इत्यर्थे अस्मिन् संभाषणांशे विद्यमानं पदं किम् ?
- ॠ दुष्कर्म
- ए. दुश्चेष्टितम्
- क. आक्रोशः
- क. दुर्वचनम्

१६.

पश्य ! पूर्वोद्दिशिखरे चन्द्रमाश्चारुमण्डलः ।
 भाति क्रीडाङ्गणे न्यस्तः सौवर्ण इव कन्दुकः ॥
 अथवा तमसा व्याप्तं जगद्दीपयितुं क्षमः ।
 सर्वानन्दकरो विद्युत्प्रदीप इव भात्ययम् ॥
 अथवा व्योमकासारे नक्षत्रकुमुदान्विते ।
 पयोदशैविलाकीर्णे भात्ययं राजहंसवत् ॥
 भासुरैस्तस्य किरणैः अभिव्याप्ता वसुन्धरा ।
 हैमदूपविलिप्तेव भाति सर्वमनोहरा ॥
 भासयन् जगतीं सर्वा धनध्वान्तं व्यपोहयन् ।
 चन्द्रश्चन्द्र इवाभाति न तस्य सदृशः क्वचित् ॥

१६. चन्द्रः कः इव भाति ?
- ॠ उदयसूर्य इव
- ए. अद्रिशिखरं इव
- क. चारुमण्डलः इव

क सुवर्णकन्दुकः इव
१७. विद्युप्रदीप इव सः भाति - सः कः ?

ख नक्षत्रम्

ए. सूर्यः

क. चन्द्रः

ख भूमिः

१८. वसुन्धरा का इव भाति ?

ख अभिव्याप्ता इव

ए. गोलकः इव

क. अपरः चन्द्रः इव

ख सुवर्णद्रवविलिप्ता इव

३८. प्रजाक्षेमतत्परः भूपः मन्त्रिणा साकं स्वराज्ये रात्रौ कपटवेषधारी विचरन्नवर्तत। सर्वे प्रजाः कथं जीवनं कुर्वन्ति इति जिज्ञासुः आसीत् भूपालः। सः खिन्नमानसान् असान्त्वयत्। तस्य विषये चौर्यादिकं न किञ्चिदपि आसीत्। सः दयालुः धर्मिष्ठः च आसीत्। सर्वे प्रजाः निरामयाः जीवन्ति स्म। एकस्मिन् रात्रौ निकटभवनात् किमपि आक्रन्दनम् अश्रुणुताम्।

१९. रात्रौ भूपः किमकरोत् ?

ख मन्त्रिणं कपटवेषधारिणं कारयति स्म

ए. तत्र तत्र विचरन्नवर्तत

क. मन्त्रिणः साकं विचरन्नवर्तत

ख मन्त्रिणः साकं कपटवेषधारी विचरन्नवर्तत

२०. भूपालः किमर्थं एवं अनुष्ठितवान् ?

ख दुःखिनः कथं जीवन्ति इति जिज्ञासया

ए. कपटवेषधारिणम् आत्रमानं कैश्चिद् व्यवच्छेदयति इति जिज्ञासया

क. स्वप्रजाः कथं जीवन्ति इति जिज्ञासया

ख स्वविषये चौर्यादिकं प्रचलति न वा इति दिदृक्षया

२१. राजा निकटभवनात् किमपि शब्दमश्रुणोत् - किम् अश्रुणोत् ?

ख रोदनम्

ए. भर्त्सनम्

क. दीन-दीनम् आक्रन्दनम्

ख हासम्

२२. राजा मन्त्रिणा साकं स्वराज्ये व्यचरत्। अत्र रेखाङ्कितस्य शब्दस्य पाठचांशो विद्यमानं समानार्थकं पदम्

- ॠ रात्रौ
- ए. कपटवेषधारी
- व. विषये
- क. पत्तने

ज. ज्ञान्त्याः राणी आसीत् लक्ष्मीभायी। सा निर्भया रणतन्त्रा च आसीत्। सा आङ्गलेभ्यो समरं प्रावर्तत। दिनत्रयं समरं संवृत्तम्। तस्मिन् समरे आङ्गलभटः एकः तस्याः उदरे नीलिका प्रहरम् अकरोत्। अन्यः असिना प्राहरत्। रामचन्द्रदेशमुखः तस्याः सखा आसीत्। सोऽपि समराङ्गणे तस्याः समीपे एवावर्तत। आङ्गलेयैः राणी बन्धनस्थां इति ज्ञात्वा रामचन्द्रदेशमुखाः आकुलचित्तः संवृत्तः। तदा राणी तं एवमवदत् - आङ्गलेयाः मम निर्जीवं शरीरमपि स्पृष्टुमशक्ताः। तस्मात् रणे जीवत्यागं भवेत् तर्हि मम शरीरं कुत्रापि विजनस्थलं नीत्वा संस्करणीयम् इति। क्षणात् एव सा रणाङ्गणे एव विगतप्राणा अभवत् च। सा भारतस्य स्वातन्त्र्यसमराङ्गणे विराजमाना रक्तसाक्षिणी संवृत्ता।

२३. लक्ष्मीभाई आङ्गलेभ्यो युद्धवती - कथम् ?

- ॠ सुधीरा
- ए. चिन्ताधीना
- व. क्षमापूर्व
- क. अचञ्चला भूत्वा

२४. समराङ्गणे ज्ञान्सीराणी -

- ॠ आङ्गलेभ्यः सधैर्यं युद्धमकरोत्
- ए. आङ्गलेभ्यो त्रस्यति स्म।
- व. स्वभटैः वल्यीकृता
- क. सर्वान् आङ्गलान् जधान।

२५. नालिका प्रहारेण तस्याः कुत्र क्षतमभवत्

- ॠ शिरसि
- ए. वक्षसि
- व. पादे
- क. उदरे

२६. तस्याः सख्युः नाम -
- ॠ वीरेन्द्ररावु देशमुखः
 ए. पृथ्वीराज देशमुखः
 व. जस्वन्तसिंह देशमुखः
 क. रामचन्द्र देशमुखः
२७. राणी रक्तसाक्षिणी अभवत् - कथम् ?
- ॠ स्वराज्यस्य स्वातन्त्र्यार्थं युद्धं कृत्वा मृता इत्यतः
 ए. सर्वान् शत्रून् पराजिताः इत्यतः
 व. आङ्गलाः तस्याः मृतशरीरं अपि न लब्धाः इत्यतः
 क. विजने स्थले तस्याः भौतिक देहसंस्कारः संवृत्तः इत्यतः।
२८. झान्सी राण्याः नाम
- ॠ पुतलीभाई
 ए. मनुभाई
 व. लक्ष्मीभाई
 क. कैकेयी

ॠ. एकस्मिन् रात्रौ सुगुणः नाम कश्चन वणिक् स्वभवने किमपि कर्मणि व्यापृतः आसीत्। तदा एकः सर्पः तत्रागतः। झटित्यैव सः तं अहिनं पात्रेणैकेन आच्छादयामास। कोपिष्टः अहिः तु तत्रैव रात्रिमत्यवाहयत्। सर्पं हन्तुं एकाकी सः वणिक् न पारयामास। भयाविष्टः सः कथाञ्चित् सुष्वाप। तस्मिन्नैव रात्रौ एकः चोरः तत्र आगतः। उद्वर्तितपात्रं दृष्ट्वा तस्य अन्तः अतिमूल्यं किमपि भवेत् इति चिन्तया पात्रं अपासरत्। कोपिष्टः सर्पः तं पुनः पुनः संदृष्टयामास। सः तत्रैव मृतः पपात च।

२९. अहिनं कुत्रापश्यत् ?
- ॠ वणिजः निकटभवने
 ए. वणिजः समीपदेशे
 व. स्वभवने
 क. स्वापणगृहे
३०. वणिक् अहिनं हन्तुं न शशाक - कुतः ?
- ॠ अहिनं हन्तुं अनिच्छा
 ए. दयालुः इत्यतः
 व. नागाराधना स्वभावेन
 क. एकाकी सः तं हन्तुं न पारयति इत्यतः

२६. तस्याः सख्युः नाम -
- ॐ वीरेन्द्ररावु देशमुखः
 ए. पृथ्वीराज देशमुखः
 व. जस्वन्तसिंह देशमुखः
 क. रामचन्द्र देशमुखः
२७. राणी रक्तसाक्षिणी अभवत् - कथम् ?
- ॐ स्वराज्यस्य स्वातन्त्र्यार्थं युद्धं कृत्वा मृता इत्यतः
 ए. सर्वान् शत्रून् पराजिताः इत्यतः
 व. आङ्गलाः तस्याः मृतशरीरं अपि न लब्धाः इत्यतः
 क. विजने स्थले तस्याः भौतिक देहसंस्कारः संवृत्तः इत्यतः।
२८. झान्सी राण्याः नाम
- ॐ पुतलीभाई
 ए. मनुभाई
 व. लक्ष्मीभाई
 क. कैकेयी

ज्. एकस्मिन् रात्रौ सुगुणः नाम कश्चन वणिक् स्वभवने किमपि कर्मणि व्यापृतः आसीत्। तदा एकः सर्पः तत्रागतः। झटित्यैव सः तं अहिनं पात्रेणैकेन आच्छादयामास। कोपिष्टः अहिः तु तत्रैव रात्रिमत्यवाहयत्। सर्पं हन्तुं एकाकी सः वणिक् न पारयामास! भयाविष्टः सः कथाञ्चित् सुष्वाप। तस्मिन्नैव रात्रौ एकः चोरः तत्र आगतः। उद्वर्तितपात्रं दृष्ट्वा तस्य अन्तः अतिमूल्यं किमपि भवेत् इति चिन्तया पात्रं अपासरत्। कोपिष्टः सर्पः तं पुनः पुनः संदृष्टयामास। सः तत्रैव मृतः पपात च।

२९. अहिनं कुत्रापश्यत् ?
- ॐ वणिजः निकटभवने
 ए. वणिजः समीपदेशे
 व. स्वभवने
 क. स्वापणगृहे
३०. वणिक् अहिनं हन्तुं न शशाक - कुतः ?
- ॐ अहिनं हन्तुं अनिच्छा
 ए. दयालुः इत्यतः
 व. नागाराधना स्वभावेन
 क. एकाकी सः तं हन्तुं न पारयति इत्यतः

३१. वणिजः गृहे चोरः कदा आगतः ?
- ऋ दिने
 - ए. रात्रौ
 - व. प्रत्युषसि
 - क. सायन्तने
३२. पात्रेण स वणिक् किमकरोत् ?
- ऋ ओदनं पचति
 - ए. सर्पं आच्छादयामास
 - व. स्वभक्षणं आच्छादयामास
 - क. कमपि चौर्यवस्तुं आच्छादयामास
३३. चोरः तत्रैव मृतः पपात - कुतः ?
- ऋ भयाविह्वलः इत्यतः
 - ए. वणिजः दण्डाधातेन
 - व. सर्पदंशनेन
 - क. पात्र लाभेन

KERALA SCALE OF ACHIEVEMENT MOTIVATION

താഴെ കൊടുത്തിരിക്കുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് നിങ്ങളുടെ പ്രതികരണം ഉത്തരക്കടലാസിൽ 'Y', 'U', 'N' ഇവയ്ക്കടിയിൽ കൊടുത്തിരിക്കുന്ന വൃത്തത്തിൽ ഏതെങ്കിലും 'X' ചിഹ്നം കൊണ്ട് രേഖപ്പെടുത്തുക. ഇവിടെ 'Y' അതെ (Yes) എന്നതിന്റെയും 'U' തീർച്ചയില്ല (Undecided) എന്നതിനെയും 'N' അല്ല (No) എന്നതിനെയുമാണ് സൂചിപ്പിക്കുന്നത്. എല്ലാ പ്രസ്താവനകൾക്കും ഉത്തരം അടയാളപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക.

1. വിദ്യാർത്ഥികളെ പഠനകാര്യങ്ങളിൽ കുറ്റപ്പെടുത്തുന്ന അച്ഛനമ്മമാർ അവർ തന്നെ വിദ്യാർത്ഥികൾ എന്ന നിലയ്ക്ക് ഒരു പരാജയമായിരുന്നു എന്ന കാര്യം മറക്കുന്നു.
2. ഇപ്പോൾ പഠിക്കുന്നതിലും നന്നായി പഠിക്കണമെന്ന് എന്റെ അച്ഛനോ അമ്മയോ എപ്പോഴും എന്നെ ഓർമ്മിപ്പിക്കുമ്പോൾ എന്റെ അമർഷം പ്രകടിപ്പിക്കണമെന്ന് തോന്നിപ്പോകാറുണ്ട്.
3. വിലപ്പെട്ട യാതൊന്നും ചെയ്യാൻ കഴിയാത്ത ആളാണ് ഞാനെന്ന് എന്റെ കൂട്ടുകാർ കരുതുന്നു.
4. ഞാനൊരു നല്ല വിദ്യാർത്ഥിയാണെന്ന് മറ്റുള്ളവരെ വിശ്വസിപ്പിക്കത്തക്ക രീതിയിൽ ഞാൻ പലപ്പോഴും അഭിനയിക്കാറുണ്ട്.
5. എന്നെങ്കിലും ഒരിക്കൽ ഒരു മഹാനായിത്തീരണമെന്ന് എനിക്ക് രഹസ്യമായ ആഗ്രഹമുണ്ടെന്ന കാര്യം എന്നെ വിമർശിക്കുന്നവർക്ക് അറിയാൻ പാടില്ല.
6. മറ്റുള്ളവർ എന്നെക്കുറിച്ച് എന്തു വിചാരിച്ചാലും അത് എനിക്ക് ജീവിതത്തിൽ വിജയം വരിക്കുന്നതിന് തടസ്സമായിരിക്കുകയില്ല.
7. ഒരു മഹാനാകാൻ വിധിക്കപ്പെട്ടിട്ടുള്ള ഒരാളാണ് ഞാൻ എന്ന് എന്നെ വിമർശിക്കുന്ന മുതിർന്ന ആളുകളിൽ പലരും മനസ്സിലാക്കിയിട്ടില്ല.
8. ഉള്ള നേട്ടങ്ങൾ കൊണ്ട് തൃപ്തിപ്പെടുന്നവരെ എനിക്ക് ഇഷ്ടമല്ല.
9. എന്റെ മാതാപിതാക്കളുടെ സ്ഥിതിക്ക് അനുസരണമായ, എന്റെ അഭിലാഷങ്ങൾ നിയന്ത്രിക്കണമെന്ന ഉപദേശത്തെ ഞാൻ ബഹുമാനിക്കുന്നു.
10. അസാധ്യമെന്ന് തോന്നുന്നത് സാധ്യമാക്കുവാൻ വേണ്ടി പ്രവർത്തിക്കുന്നവരെ ഞാൻ ആദരിക്കുന്നു.

11. ഒരാൾക്ക് എല്ലായ്പ്പോഴും അയാൾ ആഗ്രഹിക്കുന്ന കാര്യങ്ങൾ കിട്ടുകയില്ലെന്ന് നാം അറിഞ്ഞിരിക്കേണ്ടതാണ്.
12. ഒരാൾക്ക് ഏത് ഉന്നതനിലയിലും എത്തിച്ചേരാമെന്ന് കാണിച്ചിട്ടുള്ള ആളുകളോട് എനിക്ക് ബഹുമാനമാണ്.
13. ഉന്നതസ്ഥാനങ്ങളിൽ എത്തിച്ചേരുന്നതിന് സഹായകമാകുമെന്ന് കരുതി പഠിത്തത്തിനു മാത്രമായി മുഴുവൻ സമയവും ഉപയോഗിക്കുന്ന എന്റെ കൂട്ടുകാരോട് എനിക്ക് സഹതാപമാണുള്ളത്.
14. ഞാൻ ചെയ്യുന്നതെന്തും അതിലും നന്നായി മറ്റുള്ളവർക്ക് ചെയ്യാൻ കഴിയുമെന്ന് എനിക്ക് തോന്നാറുണ്ട്.
15. കിട്ടുന്ന സമയം മുഴുവനും ജോലിയെടുക്കാൻ കഴിയുന്ന കുറെ ആളുകൾ ഉണ്ടെന്നുള്ളത് ശരിയാണ്. നിർഭാഗ്യവശാൽ ഞാൻ അവരിൽ ഒരാളല്ല.
16. ഞാൻ ഏറ്റെടുത്ത ഏതുകാര്യവും ഏറ്റവും നന്നായി ചെയ്തുതീർക്കുവാൻ ഞാൻ താല്പര്യപ്പെടുന്നു.
17. പ്രയാസങ്ങൾ അഭിമുഖീകരിക്കേണ്ടിവരുമെന്ന് കണ്ടാൽ ഞാൻ തുടങ്ങിവെച്ച ജോലികൾ ഇടക്കുവെച്ച് ഉപേക്ഷിക്കാറുണ്ട്.
18. വളരെ പ്രധാനപ്പെട്ട കാര്യങ്ങൾ ചെയ്യേണ്ടി വരുമ്പോൾ എനിക്ക് പെട്ടെന്ന് ക്ഷീണം അനുഭവപ്പെടുന്നു.
19. പ്രധാനപ്പെട്ട കാര്യങ്ങൾ ചെയ്യുവാൻ ഇപ്പോഴുള്ളതിൽ കൂടുതൽ അവസരങ്ങൾ കിട്ടിയിരിന്നുവെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
20. മറ്റുള്ള കുട്ടികൾക്ക് ചെയ്യുവാൻ പ്രായസമുള്ള കാര്യങ്ങൾ ക്ലാസിൽ വെച്ച് അധ്യാപകൻ എന്നോട് ചെയ്യാൻ ആവശ്യപ്പെടുംമ്പോൾ എനിക്ക് സന്തോഷം തോന്നാറുണ്ട്.
21. പഠനസംബന്ധമായ കാര്യങ്ങൾക്ക് നേതൃത്വം കൊടുക്കേണ്ട കാര്യങ്ങളുണ്ടാകുമ്പോൾ എന്റെ അധ്യാപകൻ എല്ലായ്പ്പോഴും എന്നെതന്നെ നേതാവായി തിരഞ്ഞെടുക്കാറുണ്ട്.
22. എന്റെ ആശയങ്ങൾ പ്രായോഗികമാണെന്ന് എന്റെ ക്ലാസിലെ ആരും തന്നെ വിശ്വസിക്കുന്നില്ല.
23. ഏതെങ്കിലും കാര്യങ്ങൾ ഞാൻ ഏറ്റെടുത്താൽ എന്തു ത്യാഗവും സഹിച്ച് ഞാൻ അത് സമയത്ത് തീർക്കാറുണ്ട്.

- 24. കാര്യങ്ങൾ ശരിയായി ചെയ്തു തീർക്കുന്നതിനുള്ള ക്ഷമ ഇല്ലാത്തതിനാൽ ഇടയ്ക്കുവെച്ച് ഞാൻ അവ ഉപേക്ഷിക്കാറുണ്ട്.
- 25. ശരിയായി കാര്യങ്ങൾ ചെയ്തുതീർക്കുവാൻ കഴിയുകയില്ല എന്ന ഭീതി നിമിത്തം അപൂർവ്വമായി മാത്രമേ ഞാൻ കാര്യങ്ങൾ ഏറ്റെടുക്കാറുള്ളൂ.
- 26. എന്നോടു ചെയ്യുവാൻ ആവശ്യപ്പെടുന്ന കാര്യങ്ങൾ പലപ്പോഴും എന്റെ പരിമിതിയിൽ കവിഞ്ഞതാണെന്ന് എനിക്ക് തോന്നിയിട്ടുണ്ട്.
- 27. ഞാൻ ഏറ്റെടുക്കുന്ന കാര്യങ്ങൾ പരിപൂർണ്ണതയിലെത്തിക്കുവാൻ ഞാൻ ചെയ്ത കാര്യങ്ങൾ വീണ്ടും വീണ്ടും തിരുത്താറുണ്ട്.
- 28. ഞാൻ ചെയ്യുന്ന പല കാര്യങ്ങളിലും ഞാൻ അഭിമാനം കൊള്ളുന്നതുകൊണ്ട് അവ എന്റെ കൂട്ടുകാരെ കാണിക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.
- 29. ഏതെങ്കിലും ജോലി ഏറ്റെടുക്കുവാൻ എന്നോട് ആരെങ്കിലും ആവശ്യപ്പെട്ടാൽ ഞാൻ ആ അവസരം ആഹ്ളാദത്തോടെ ഉപയോഗപ്പെടുത്താറുണ്ട്.
- 30. പ്രവൃത്തികൾ പലതും വിവിധ സ്വഭാവമുള്ളതായതുകൊണ്ട് ഏതെങ്കിലും ഏറ്റെടുക്കുവാൻ സമ്മതിക്കുന്നതിനു മുമ്പ് അതിനെക്കുറിച്ച് ആലോചിക്കുവാൻ കുറെ സമയം ഞാൻ ചിലവഴിക്കാറുണ്ട്.
- 31. ഒരു ജോലി ഞാൻ ഏറ്റെടുത്താൽ അത് സ്വയം ചെയ്തുതീർക്കാൻ സാധിക്കുന്നതാണെന്ന് ഞാൻ സങ്കല്പിക്കാറുണ്ട്.
- 32. ഒരു കാര്യത്തിൽ തന്നെ അധികസമയം ശ്രദ്ധചെലുത്തുവാൻ സാധിക്കുന്നില്ലെന്ന് എന്റെ വലിയ ഒരു ബലഹീനതയാണ്.
- 33. രസകരമല്ലാത്ത പ്രവൃത്തികളിൽ ഏറെ സമയം ശ്രദ്ധ ചെലുത്തുവാൻ കഴിവുള്ള സ്നേഹിതരെ ഞാൻ ആദരിക്കാറുണ്ട്.
- 34. എനിക്കു പ്രധാനമെന്നു തോന്നുന്ന കാര്യങ്ങളിൽ ശ്രദ്ധ ചെലുത്തുവാൻ എനിക്കു കഴിയും.
- 35. കൂട്ടുപ്രവർത്തനങ്ങൾ നടപ്പിലാക്കുന്നതിനുതക്കുന്ന പുതിയ ആശയങ്ങൾ പ്രകടിപ്പിക്കുന്ന എന്റെ സ്നേഹിതൻമാരെ ഞാൻ മനസ്സുകൊണ്ട് ആദരിക്കാറുണ്ട്.
- 36. എന്റെ താൽപര്യങ്ങൾ സമയാസമയങ്ങളിൽ മാറിക്കൊണ്ടിരിക്കുന്നതിനാൽ ഞാൻ ചെയ്തുകൊണ്ടിരിക്കുന്ന കാര്യങ്ങൾ കൂടുതൽ പ്രധാനപ്പെട്ട മറ്റു കാര്യങ്ങൾക്കുവേണ്ടി ഉപേക്ഷിക്കാറുണ്ട്.

- 37. ഒരു മഹാനായിത്തീരുവാൻ ഞാൻ ആഗ്രഹിക്കുന്നുവെങ്കിലും അതിനുവേണ്ട മാനസികമായ കഴിവ് എനിക്കുണ്ടോ എന്നെന്നിക്കറിയാൻ പാടില്ല.
- 38. പഠനകാര്യങ്ങൾക്കോ സ്കൂൾ സംബന്ധമായ ജോലികൾക്കോ വേണ്ടി എന്റെ കഴിവിന്റെ പകുതിപോലും ഞാൻ ഉപയോഗിക്കുന്നില്ല.
- 39. കൂടുതൽ പ്രധാനപ്പെട്ട കാര്യങ്ങൾ ചെയ്യുവാൻ അവസരം ലഭിച്ചിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.
- 40. രസകരമായ കാര്യങ്ങൾ ഏറ്റെടുക്കുന്നതിനുവേണ്ടി രസകരങ്ങളല്ലാത്ത കാര്യങ്ങൾ ഞാൻ തള്ളിക്കളയാറുണ്ട്.
- 41. എനിക്ക് ഏറ്റവും നല്ലതെന്താണെന്ന് തീരുമാനിക്കാൻ സാധിക്കാത്തതിനാൽ എനിക്ക് വിഷമവും മനഃപ്രയാസവും തോന്നാറുണ്ട്.
- 42. അംഗീകാരം കരസ്ഥമാക്കാൻ കഴിയാത്തതിനാൽ എനിക്കെപ്പോഴും ദുഃഖം തോന്നാറുണ്ട്.
- 43. എനിക്ക് എന്നെതന്നെ തൃപ്തിപ്പെടുത്താൻ കഴിയുന്നുണ്ടോ എന്നതിനെപ്പറ്റി എനിക്ക് നല്ല തീർച്ചയില്ല.
- 44. പരിഹാരം കണ്ടെത്തുവാനായി എന്നെ ഏല്പിക്കുന്ന പ്രയാസമേറിയ പല പ്രശ്നങ്ങൾക്കും പരിഹാരം നിർദ്ദേശിക്കുവാൻ എന്റെ പരിചയക്കുറവും അറിവില്ലായ്മയും പ്രാപ്തനാക്കുന്നില്ലായെന്ന് എനിക്കെപ്പോഴും തോന്നിയിട്ടുണ്ട്.
- 45. ഒരാളിന് ജീവിതത്തിൽ ഉണ്ടാകുന്ന നേട്ടങ്ങൾ യഥാർത്ഥത്തിൽ അയാളുടെ കഴിവുകൾ ഉപയോഗിച്ച് അയാൾ സ്വായത്തമാക്കുന്നതാണ്.
- 46. വിധിയിൽ എനിക്ക് വിശ്വാസമില്ല
- 47. എനിക്ക് തീർച്ചയായും ഒരു നല്ല ജീവിതം നയിക്കണം.
- 48. ജീവിതത്തിൽ വിജയിച്ചിട്ടുള്ള ആളുകളിൽ എനിക്കറിയാവുന്ന എല്ലാവരെയും അനുകരിക്കുവാൻ ഞാൻ ശ്രമിക്കുന്നു.
- 49. ഒരു മഹാനായിത്തീരുവാൻ ഞാൻ തീരുമാനിച്ചിട്ടുണ്ട്.
- 50. വിലയേറിയ (മഹത്തരമായ) എന്തെങ്കിലും ചെയ്യുവാൻ കഴിഞ്ഞില്ലെങ്കിൽ ജീവിതം കൊണ്ട് പ്രയോജനമില്ല.
- 51. എനിക്ക് ധനവും അധികാരവും കൈവരിക്കണം.
- 52. എന്നെ ഒരു മഹാനായി മറ്റുള്ളവർ കരുതിയെങ്കിൽ എന്ന ഞാൻ ആശിക്കുന്നു.

KERALA SCALE OF ACHIEVEMENT MOTIVATION

താഴെ കൊടുത്തിരിക്കുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് നിങ്ങളുടെ പ്രതികരണം ഉത്തരക്കടലാസിൽ 'Y', 'U', 'N' ഇവയ്ക്കടിയിൽ കൊടുത്തിരിക്കുന്ന വൃത്തത്തിൽ ഏതെങ്കിലും 'X' ചിഹ്നം കൊണ്ട് രേഖപ്പെടുത്തുക. ഇവിടെ 'Y' അതെ (Yes) എന്നതിന്റെയും 'U' തീർച്ചയില്ല (Undecided) എന്നതിനെയും 'N' അല്ല (No) എന്നതിനെയുമാണ് സൂചിപ്പിക്കുന്നത്. എല്ലാ പ്രസ്താവനകൾക്കും ഉത്തരം അടയാളപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക.

1. വിദ്യാർത്ഥികളെ പഠനകാര്യങ്ങളിൽ കുറ്റപ്പെടുത്തുന്ന അച്ഛനമ്മമാർ അവർ തന്നെ വിദ്യാർത്ഥികൾ എന്ന നിലയ്ക്ക് ഒരു പരാജയമായിരുന്നു എന്ന കാര്യം മറക്കുന്നു
2. ഇപ്പോൾ പഠിക്കുന്നതിലും നന്നായി പഠിക്കണമെന്ന് എന്റെ അച്ഛനോ അമ്മയോ എപ്പോഴും എന്നെ ഓർമ്മിപ്പിക്കുമ്പോൾ എന്റെ അമർഷം പ്രകടിപ്പിക്കണമെന്ന് തോന്നിപ്പോകാറുണ്ട്.
3. വിലപ്പെട്ട യാതൊന്നും ചെയ്യാൻ കഴിയാത്ത ആളാണ് ഞാനെന്ന് എന്റെ കൂട്ടുകാർ കരുതുന്നു.
4. ഞാനൊരു നല്ല വിദ്യാർത്ഥിയാണെന്ന് മറ്റുള്ളവരെ വിശ്വസിപ്പിക്കത്തക്ക രീതിയിൽ ഞാൻ പലപ്പോഴും അഭിനയിക്കാറുണ്ട്.
5. എന്നെങ്കിലും ഒരിക്കൽ ഒരു മഹാനായിത്തീരണമെന്ന് എനിക്ക് രഹസ്യമായ ആഗ്രഹമുണ്ടെന്ന കാര്യം എന്നെ വിമർശിക്കുന്നവർക്ക് അറിയാൻ പാടില്ല.
6. മറ്റുള്ളവർ എന്നെക്കുറിച്ച് എന്തു വിചാരിച്ചാലും അത് എനിക്ക് ജീവിതത്തിൽ വിജയം വരിക്കുന്നതിന് തടസ്സമായിരിക്കുകയില്ല.
7. ഒരു മഹാനാകാൻ വിധിക്കപ്പെട്ടിട്ടുള്ള ഒരാളാണ് ഞാൻ എന്ന് എന്നെ വിമർശിക്കുന്ന മുതിർന്ന ആളുകളിൽ പലരും മനസ്സിലാക്കിയിട്ടില്ല.
8. ഉള്ള നേട്ടങ്ങൾ കൊണ്ട് തൃപ്തിപ്പെടുന്നവരെ എനിക്ക് ഇഷ്ടമല്ല.
9. എന്റെ മാതാപിതാക്കളുടെ സ്ഥിതിക്ക് അനുസരണമായ, എന്റെ അഭിലാഷങ്ങൾ നിയന്ത്രിക്കണമെന്ന ഉപദേശത്തെ ഞാൻ ബഹുമാനിക്കുന്നു.
10. അസാധ്യമെന്ന് തോന്നുന്നത് സാധ്യമാക്കുവാൻ വേണ്ടി പ്രവർത്തിക്കുന്നവരെ ഞാൻ ആദരിക്കുന്നു.

11. ഒരാൾക്ക് എല്ലായ്പ്പോഴും അയാൾ ആഗ്രഹിക്കുന്ന കാര്യങ്ങൾ കിട്ടുകയില്ലെന്ന് നാം അറിഞ്ഞിരിക്കേണ്ടതാണ്.
12. ഒരാൾക്ക് ഏത് ഉന്നതനിലയിലും എത്തിച്ചേരാമെന്ന് കാണിച്ചിട്ടുള്ള ആളുകളോട് എനിക്ക് ബഹുമാനമാണ്.
13. ഉന്നതസ്ഥാനങ്ങളിൽ എത്തിച്ചേരുന്നതിന് സഹായകമാകുമെന്ന് കരുതി പഠിത്തത്തിനു മാത്രമായി മുഴുവൻ സമയവും ഉപയോഗിക്കുന്ന എന്റെ കൂട്ടുകാരോട് എനിക്ക് സഹതാപമാണുള്ളത്.
14. ഞാൻ ചെയ്യുന്നതെന്തും അതിലും നന്നായി മറ്റുള്ളവർക്ക് ചെയ്യാൻ കഴിയുമെന്ന് എനിക്ക് തോന്നാറുണ്ട്.
15. കിട്ടുന്ന സമയം മുഴുവനും ജോലിയെടുക്കാൻ കഴിയുന്ന കുറെ ആളുകൾ ഉണ്ടെന്നുള്ളത് ശരിയാണ്. നിർഭാഗ്യവശാൽ ഞാൻ അവരിൽ ഒരുവനല്ല.
16. ഞാൻ ഏറ്റെടുത്ത ഏതുകാര്യവും ഏറ്റവും നന്നായി ചെയ്തുതീർക്കുവാൻ ഞാൻ താല്പരപ്പെടുന്നു.
17. പ്രയാസങ്ങൾ അഭിമുഖീകരിക്കേണ്ടിവരുമെന്ന് കണ്ടാൽ ഞാൻ തുടങ്ങിവെച്ച ജോലികൾ ഇടക്കുവെച്ച് ഉപേക്ഷിക്കാറുണ്ട്.
18. വളരെ പ്രധാനപ്പെട്ട കാര്യങ്ങൾ ചെയ്യേണ്ടി വരുമ്പോൾ എനിക്ക് പെട്ടെന്ന് ക്ഷീണം അനുഭവപ്പെടുന്നു.
19. പ്രധാനപ്പെട്ട കാര്യങ്ങൾ ചെയ്യുവാൻ ഇപ്പോഴുള്ളതിൽ കൂടുതൽ അവസരങ്ങൾ കിട്ടിയിരിന്നുവെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
20. മറ്റുള്ള കുട്ടികൾക്ക് ചെയ്യുവാൻ പ്രായസമുള്ള കാര്യങ്ങൾ ക്ലാസിൽ വെച്ച് അധ്യാപകൻ എന്നോട് ചെയ്യാൻ ആവശ്യപ്പെടുംമ്പോൾ എനിക്ക് സന്തോഷം തോന്നാറുണ്ട്.
21. പഠനസംബന്ധമായ കാര്യങ്ങൾക്ക് നേതൃത്വം കൊടുക്കേണ്ട കാര്യങ്ങളുണ്ടാകുമ്പോൾ എന്റെ അധ്യാപകൻ എല്ലായ്പ്പോഴും എന്നെന്നെന്നേ നേതാവായി തെരഞ്ഞെടുക്കാറുണ്ട്.
22. എന്റെ ആശയങ്ങൾ പ്രായോഗികമാണെന്ന് എന്റെ ക്ലാസിലെ ആരും തന്നെ വിശ്വസിക്കുന്നില്ല.
23. ഏതെങ്കിലും കാര്യങ്ങൾ ഞാൻ ഏറ്റെടുത്താൽ എന്തു ത്യാഗവും സഹിച്ച് ഞാൻ അത് സമയത്ത് തീർക്കാറുണ്ട്.

- 24. കാര്യങ്ങൾ ശരിയായി ചെയ്തു തീർക്കുന്നതിനുള്ള ക്ഷമ ഇല്ലാത്തതിനാൽ ഇടയ്ക്കുവെച്ച് ഞാൻ അവ ഉപേക്ഷിക്കാറുണ്ട്.
- 25. ശരിയായി കാര്യങ്ങൾ ചെയ്തുതീർക്കുവാൻ കഴിയുകയില്ല എന്ന ഭീതി നിമിത്തം അപൂർവ്വമായി മാത്രമേ ഞാൻ കാര്യങ്ങൾ ഏറ്റെടുക്കാറുള്ളൂ.
- 26. എന്നോടു ചെയ്യുവാൻ ആവശ്യപ്പെടുന്ന കാര്യങ്ങൾ പലപ്പോഴും എന്റെ പരിമിതിയിൽ കവിഞ്ഞതാണെന്ന് എനിക്ക് തോന്നിയിട്ടുണ്ട്.
- 27. ഞാൻ ഏറ്റെടുക്കുന്ന കാര്യങ്ങൾ പരിപൂർണ്ണതയിലെത്തിക്കുവാൻ ഞാൻ ചെയ്ത കാര്യങ്ങൾ വീണ്ടും വീണ്ടും തിരുത്താറുണ്ട്.
- 28. ഞാൻ ചെയ്യുന്ന പല കാര്യങ്ങളിലും ഞാൻ അഭിമാനം കൊള്ളുന്നതുകൊണ്ട് അവ എന്റെ കൂട്ടുകാരെ കാണിക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.
- 29. ഏതെങ്കിലും ജോലി ഏറ്റെടുക്കുവാൻ എന്നോട് ആരെങ്കിലും ആവശ്യപ്പെട്ടാൽ ഞാൻ ആ അവസരം ആഹ്ലാദത്തോടെ ഉപയോഗപ്പെടുത്താറുണ്ട്.
- 30. പ്രവൃത്തികൾ പലതും വിവിധ സ്വഭാവമുള്ളതായതുകൊണ്ട് ഏതെങ്കിലും ഏറ്റെടുക്കുവാൻ സമ്മതിക്കുന്നതിനു മുമ്പ് അധിമനക്കുറിച്ച് ആലോചിക്കുവാൻ കുറെ സമയം ഞാൻ ചിലവഴിക്കാറുണ്ട്.
- 31. ഒരു ജോലി ഞാൻ ഏറ്റെടുത്താൽ അത് സ്വയം ചെയ്തുതീർക്കാൻ സാധിക്കുന്നതാണെന്ന് ഞാൻ സങ്കല്പിക്കാറുണ്ട്.
- 32. ഒരു കാര്യത്തിൽ തന്നെ അധികസമയം ശ്രദ്ധചെലുത്തുവാൻ സാധിക്കുന്നില്ലെന്ന് എന്റെ വലിയ ഒരു ബലഹീനതയാണ്.
- 33. രസകരമല്ലാത്ത പ്രവൃത്തികളിൽ ഏറെ സമയം ശ്രദ്ധ ചെലുത്തുവാൻ കഴിവുള്ള സ്നേഹിതരെ ഞാൻ ആദരിക്കാറുണ്ട്.
- 34. എനിക്കു പ്രധാനമെന്നു തോന്നുന്ന കാര്യങ്ങളിൽ ശ്രദ്ധ ചെലുത്തുവാൻ എനിക്കു കഴിയും.
- 35. കൂട്ടുപ്രവർത്തനങ്ങൾ നടപ്പിലാക്കുന്നതിനുകുന്ന പുതിയ ആശയങ്ങൾ പ്രകടിപ്പിക്കുന്ന എന്റെ സ്നേഹിതൻമാരെ ഞാൻ മനസ്സുകൊണ്ട് ആദരിക്കാറുണ്ട്.
- 36. എന്റെ താൽപര്യങ്ങൾ സമയാസമയങ്ങളിൽ മാറിക്കൊണ്ടിരിക്കുന്നതിനാൽ ഞാൻ ചെയ്തുകൊണ്ടിരിക്കുന്ന കാര്യങ്ങൾ കൂടുതൽ പ്രധാനപ്പെട്ട മറ്റു കാര്യങ്ങൾക്കുവേണ്ടി ഉപേക്ഷിക്കാറുണ്ട്.

- 37. ഒരു മഹാനായിത്തീരുവാൻ ഞാൻ ആഗ്രഹിക്കുന്നുവെങ്കിലും അതിനുവേണ്ട മാനസികമായ കഴിവ് എനിക്കുണ്ടോ എന്നെന്നിരിക്കറിയാൻ പാടില്ല.
- 38. പഠനകാര്യങ്ങൾക്കോ സ്കൂൾ സംബന്ധമായ ജോലികൾക്കോ വേണ്ടി എന്റെ കഴിവിന്റെ പകുതിപോലും ഞാൻ ഉപയോഗിക്കുന്നില്ല.
- 39. കൂടുതൽ പ്രധാനപ്പെട്ട കാര്യങ്ങൾ ചെയ്യുവാൻ അവസരം ലഭിച്ചിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.
- 40. രസകരമായ കാര്യങ്ങൾ ഏറ്റെടുക്കുന്നതിനുവേണ്ടി രസകരങ്ങളല്ലാത്ത കാര്യങ്ങൾ ഞാൻ തള്ളിക്കളയാറുണ്ട്.
- 41. എനിക്ക് ഏറ്റവും നല്ലതെന്താണെന്ന് തീരുമാനിക്കാൻ സാധിക്കാത്തതിനാൽ എനിക്ക് വിഷമവും മനഃപ്രയാസവും തോന്നാറുണ്ട്.
- 42. അംഗീകാരം കരസ്ഥമാക്കാൻ കഴിയാത്തതിനാൽ എനിക്കെപ്പോഴും ദുഃഖം തോന്നാറുണ്ട്.
- 43. എനിക്ക് എന്നെതന്നെ തൃപ്തിപ്പെടുത്താൻ കഴിയുന്നുണ്ടോ എന്നതിനെപ്പറ്റി എനിക്ക് നല്ല തീർച്ചയില്ല.
- 44. പരിഹാരം കണ്ടെത്തുവാനായി എന്നെ ഏല്പിക്കുന്ന പ്രയാസമേറിയ പല പ്രശ്നങ്ങൾക്കും പരിഹാരം നിർദ്ദേശിക്കുവാൻ എന്റെ പരിചയക്കുറവും അറിവില്ലായ്മയും പ്രാപ്തനാക്കുന്നില്ലായെന്ന് എനിക്കെപ്പോഴും തോന്നിയിട്ടുണ്ട്.
- 45. ഒരാളിന് ജീവിതത്തിൽ ഉണ്ടാകുന്ന നേട്ടങ്ങൾ യഥാർത്ഥത്തിൽ അയാളുടെ കഴിവുകൾ ഉപയോഗിച്ച് അയാൾ സ്വായത്തമാക്കുന്നതാണ്.
- 46. വിധിയിൽ എനിക്ക് വിശ്വാസമില്ല
- 47. എനിക്ക് തീർച്ചയായും ഒരു നല്ല ജീവിതം നയിക്കണം.
- 48. ജീവിതത്തിൽ വിജയിച്ചിട്ടുള്ള ആളുകളിൽ എനിക്കറിയാവുന്ന എല്ലാവരെയും അനുകരിക്കുവാൻ ഞാൻ ശ്രമിക്കുന്നു.
- 49. ഒരു മഹാനായിത്തീരുവാൻ ഞാൻ തീരുമാനിച്ചിട്ടുണ്ട്.
- 50. വിലയേറിയ (മഹത്തരമായ) എന്തെങ്കിലും ചെയ്യുവാൻ കഴിഞ്ഞില്ലെങ്കിൽ ജീവിതം കൊണ്ട് പ്രയോജനമില്ല.
- 51. എനിക്ക് ധനവും അധികാരവും കൈവരിക്കണം.
- 52. എന്നെ ഒരു മഹാനായി മറ്റുള്ളവർ കരുതിയെങ്കിൽ എന്ന ഞാൻ ആശിക്കുന്നു.

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- 53. ഞാൻ വളരെ അക്ഷമനാണ്; എന്റെ ജീവിതത്തിലെ ഓരോ മിനിട്ടും പ്രയോജനകരമായി ഉപയോഗിക്കേണ്ടതാണെന്ന് എനിക്ക് തോന്നുന്നു.
- 54. സമയം വളരെ സാവധാനത്തിൽ ഇഴഞ്ഞുനീങ്ങുന്നതായി എനിക്കു കൂടെ കൂടെ തോന്നുന്നു.
- 55. അത്ഭുതങ്ങൾ സംഭവിക്കുമെന്ന് എനിക്ക് വിശ്വാസമില്ല; എല്ലാ മഹാത്മരും ജീവിതത്തിൽ ഉന്നതസ്ഥാനം നേടുന്നതിനു വേണ്ടി കഠിനപ്രയത്നം ചെയ്യുകയും പ്രതിസന്ധിക്കെതിരെ പോരാടുകയും ചെയ്തിട്ടുള്ളവരാണ്.
- 56. എനിക്ക് ജോലിത്തിരക്കില്ലാത്ത കുറെ സമയം കിട്ടിയിരുന്നെങ്കിൽ അതിനെ പ്രയോജനകരമായ ഏതെങ്കിലും കഴിവുകൾ വികസിപ്പിച്ചെടുക്കുന്നതിന് ഞാൻ ഉപയോഗിക്കുമായിരുന്നു.
- 57. കഠിനപ്രയത്നം, സുഖലോലുപത ഇവയിൽ ഏതെങ്കിലും ഒന്നു തെരഞ്ഞെടുക്കുവാൻ എനോട് ആവശ്യപ്പെട്ടാൽ ഞാൻ തീർച്ചയായും രണ്ടാമത്തെതായിരിക്കും തെരഞ്ഞെടുക്കുക.
- 58. അലസനായി ജീവിക്കുവാനാഗിക്കുന്നയാൾക്ക് ജീവിതത്തിൽ നല്ല അനുഭവങ്ങൾ പ്രതീക്ഷിക്കുവാൻ അവകാശമില്ല.
- 59. പെട്ടെന്ന് വിദ്യാഭ്യാസം പൂർത്തിയാക്കത്തക്കവിധത്തിൽ സമയം പെട്ടെന്നു പോയെങ്കിൽ എന്ന ഞാൻ ആശിക്കുന്നു.
- 60. എന്റെ ആശയങ്ങൾ വളരെ പുതുമയുള്ളതാണെന്ന് മറ്റുള്ളവരെ ബോധ്യപ്പെടുത്താൻ എനിക്ക് കഴിയുന്നതുകൊണ്ടു എന്റെ പദ്ധതികൾക്ക് പലപ്പോഴും മറ്റുള്ളവരുടെ അംഗീകാരം ലഭിക്കാറുണ്ട്.

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**KERALA GENERAL ANXIETY SCALE
(REVISED VERSION)**

വ്യക്തിപരമായ ചില അനുഭവങ്ങൾ നിങ്ങളിൽ എന്തു പ്രതികരണമാണ് ഉളവാക്കുന്നതെന്ന് അറിയുന്നതിനുള്ള ഏതാനും പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് നിങ്ങളുടെ പ്രതികരണം ഉത്തരക്കടലാസിൽ 'Y', 'U', 'N' ഇവയ്ക്കടിയിൽ കൊടുത്തിരിക്കുന്ന വൃത്തത്തിൽ ഏതിലെങ്കിലും 'X' ചിഹ്നം കൊണ്ട് രേഖപ്പെടുത്തുക. ഇവിടെ 'Y' അതെ (Yes) എന്നതിന്റെയും 'U' തീർച്ചയില്ല (Undecided) എന്നതിനെയും 'N' അല്ല (No) എന്നതിനെയുമാണ് സൂചിപ്പിക്കുന്നത്. എല്ലാ പ്രസ്താവനകൾക്കും ഉത്തരം അടയാളപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക.

1. മറ്റുള്ള ആളുകൾ എന്നെ എത്ര മോശക്കാരനായി കരുതുന്നു എന്നുള്ള ചിന്ത എന്നെ അസ്വസ്ഥനാക്കാറില്ല.
2. ആളുകളിലും വിനോദങ്ങളിലുമുള്ള എന്റെ താല്പര്യം സാമാന്യം വേഗത്തിൽ മാറുന്നതായി എനിക്ക് തോന്നിയിട്ടുണ്ട്.
3. പ്രതീക്ഷയിൽ കവിഞ്ഞ സ്നേഹം പ്രകടിപ്പിക്കുന്ന ആളുകളുടെ സത്യസന്ധതയെക്കുറിച്ച് എനിക്ക് സംശയമാണ്.
4. എന്റെ സുഹൃത്തുകൾക്ക് എന്റെ സൗഹൃദം വേണമെന്നു തോന്നുന്നതിനേക്കാളേറെ എനിക്കവരുടെ സൗഹൃദം ആവശ്യമാണ്.
5. വളരെ പ്രധാനപ്പെട്ട ഓരോ സംഗതി ചെയ്യേണ്ടി വരുമ്പോൾ അതിനായി എന്റെ കഴിവുകളെല്ലാം സമാഹരിക്കാൻ കഴിയുമെന്ന് എനിക്കുറപ്പുണ്ട്.
6. കൂട്ടിക്കാലത്ത് എനിക്ക് ഇരുട്ടിനെ ഭയമായിരുന്നു
7. ഞാൻ ശബ്ദത്തിലും പെരുമാറ്റത്തിലും കൂടി ക്ഷോഭം വളരെയേറെ പ്രകടമാക്കാറുണ്ടെന്ന് ചിലപ്പോൾ ആളുകൾ പറയാറുണ്ട്.
8. പല ആളുകളും നടത്താറുള്ള വ്യക്തിപരമായ നിരൂപണം എന്നെ സഹായിക്കുന്നതിനു പകരം പലപ്പോഴും എന്റെ മനസ്സിനെ തകിടം മറിക്കുകയാണ് ചെയ്യാറുള്ളത്.

9. വ്യക്തമാക്കാൻ ഏതോ ആവശ്യമുള്ളതായും അതെന്താണെന്ന് അറിഞ്ഞുകൂടാത്തതായുള്ള തോന്നൽ മൂലം ഞാൻ അസ്വസ്ഥനാകാറുണ്ട്.
10. ഞാൻ സംഭാഷണം ചെയ്യുന്ന ആളുകൾക്കു ഞാൻ പറയുന്ന കാര്യങ്ങളിൽ താല്പര്യമുണ്ടോ എന്ന് എനിക്ക് പലപ്പോഴും സംശയം തോന്നാറുണ്ട്.
11. ചില ആളുകളുമായി ചർച്ചകളിൽ ഏർപ്പെടുമ്പോൾ ഞാൻ വളരെയധികം ക്ഷോഭിക്കാറുള്ളതുകൊണ്ട് ഞാനുപയോഗിക്കുന്ന വാക്കുകൾ നിയന്ത്രിക്കാൻ വളരെ പണിപ്പെടേണ്ടി വരുന്നു.
12. ഞാൻ പലപ്പോഴും വികാരാധീനനാകാറുള്ളത് മൂലം ഒരു പ്രവൃത്തി ചെയ്യുന്നതിന് എനിക്ക് ആവശ്യത്തിൽ കൂടുതൽ ഊർജ്ജം ചിലവഴിക്കേണ്ടി വരുന്നു.
13. എത്ര പ്രയാസകരവും അസുഖകരവുമായ തടസ്സങ്ങൾ ഉണ്ടായാലും ഞാൻ എപ്പോഴും എന്റെ ആദ്യ തീരുമാനങ്ങളിൽ ഉറച്ചുനിൽക്കാറുണ്ട്.
14. കുഴഞ്ഞുമറിഞ്ഞ ചുറ്റുപാടുകൾ അഭിമുഖീകരിക്കേണ്ടിവരുമ്പോൾ ഞാൻ ആവശ്യത്തിൽ കൂടുതൽ ക്ഷുഭിതനും അസ്വസ്ഥനുമാകാറുണ്ട്.
15. ഞാൻ ചിലപ്പോഴൊക്കെ ഉറക്കത്തിനു വിഘാതമായ തരത്തിൽ വ്യക്തമായ സ്വപ്നങ്ങൾ കാണാറുണ്ട്.
16. സാമൂഹ്യമായി നീതീകരിക്കാൻ പറ്റാത്ത കുറ്റം ചെയ്താലും അതിനെ എനിക്ക് പെട്ടെന്ന് മറക്കാൻ കഴിയും.
17. സാമൂഹ്യ ചടങ്ങുകളിൽ പങ്കുകൊള്ളുന്ന സന്ദർഭങ്ങളിൽ പോലും ഏകാന്തതയും ഞാൻ വിലയില്ലാത്തവനെന്ന തോന്നലും എന്നെ കീഴ്പ്പെടുത്താറുണ്ട്.
18. തീരെ നിസ്സാരമായ പ്രവർത്തനങ്ങളിൽ പോലും എനിക്കു ചിലപ്പോൾ കുറ്റബോധവും പശ്ചാത്താപവും തോന്നാറുണ്ട്.
19. ചെയ്തുതീർക്കാനുള്ള പ്രയാസമേറിയ ഒരു ജോലിയെക്കുറിച്ചു ചിന്തിക്കുമ്പോൾ എനിക്കു വിറയലും വിയർപ്പും അനുഭവപ്പെടാറുണ്ട്.
20. ഉറങ്ങാൻ കിടന്നാൽ ഞാൻ പെട്ടെന്ന് ഏതാനും മിനുട്ടുകൾക്കുള്ളിൽ ഉറങ്ങാറുണ്ട്.
21. സമീപസ്ഥലങ്ങളായ പ്രശ്നങ്ങളെപ്പറ്റിയും താല്പര്യങ്ങളെക്കുറിച്ചും ചിന്തിക്കുമ്പോൾ ഞാൻ ചിലപ്പോൾ പിരിമുറുക്കമുള്ള പ്രക്ഷുബ്ധാവസ്ഥയിൽ അകപ്പെടാറുണ്ട്.

- 22. ഞാൻ ചെയ്യേണ്ട ചില പ്രധാനപ്പെട്ട സംഗതികൾ വിജയകരമായി ചെയ്തുതീർക്കുവാൻ കഴിയുകയില്ലെന്ന് വിചാരിച്ച് ചിലപ്പോഴെക്കെ ഞാൻ വിഷമിക്കാറുണ്ട്.
- 23. അമ്മയ്ക്കോ അച്ഛനോ എന്തെങ്കിലും പെട്ടെന്നുള്ള അസുഖം ഉണ്ടാകുമെന്നും അതിനെത്തുടർന്ന് അവരുടെ പ്രവർത്തനശേഷി ഇല്ലാതായി തീരിമെന്നുമുള്ള ചിന്ത എന്നെ കൂടെ കൂടെ അസ്ഥസ്ഥനാക്കാറുണ്ട്.
- 24. ദുരസ്ഥലങ്ങളിൽ പോയിരിക്കുന്ന അമ്മയ്ക്കോ അച്ഛനോ എന്തെങ്കിലും ആപത്തുണ്ടാവുകയും അതുമൂലം അവർ തിരികെ വരാതിരിക്കുകയും ചെയ്യുമെന്ന് ഞാൻ കൂടെ കൂടെ ഭയപ്പെടാറുണ്ട്.
- 25. മഴക്കാലങ്ങളിൽ ഇടിയും മിന്നലും ഉണ്ടാകുമ്പോൾ എന്റെ വീട് അവയുടെ ആഘാതം മൂലം നശിക്കുമോ എന്ന ചിന്ത എന്നെ വ്യാകുലപ്പെടുത്താറുണ്ട്.
- 26. കോണിപ്പടികൾ കയറുമ്പോൾ താഴെ വീഴുമെന്നുള്ള തോന്നൽ കാരണം താഴോട്ടു നോക്കുവാൻ ഞാൻ ഭയപ്പെടാറുണ്ട്.
- 27. മാതൃകമായ എന്തോ അസുഖം എനിക്കുണ്ടെന്ന് ഡോക്ടർ കണ്ടുപിടിക്കുമെന്ന ഭയം നിമിത്തം ഡോക്ടറെ കാണുവാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നില്ല.
- 28. ചത്തുപോയ ഏതെങ്കിലും ജന്തുവിനെ കാണുമ്പോൾ എനിക്കു അസ്വസ്ഥത തോന്നാറുണ്ട്.
- 29. തോക്കുകൾ, മുർച്ചയുള്ള കത്തികൾ, വാളുകൾ തുടങ്ങിയവ കാണുമ്പോൾ എനിക്ക് അസ്വസ്ഥത തോന്നാറുണ്ട്.
- 30. പലപ്പോഴും ഞാൻ ചെയ്യേണ്ടതായ പ്രയാസമേറിയ പല ജോലികളെയും ഓർത്ത് എനിക്ക് ക്ഷീണവും മന്ദതയും അനുഭവപ്പെടാറുണ്ട്.
- 31. എന്റെ സുഹൃത്തുക്കളുടെയും അധ്യാപകരുടെയും വിമർശനങ്ങൾ എന്നെ എളുപ്പം അസ്വസ്ഥനാക്കുന്നു.
- 32. എന്നോടുള്ള അസൂയ കാരണമാണ് മറ്റുള്ളവർ എന്നെ വിമർശിക്കുന്നതെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.

**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT**

GENERAL DATA SHEET

നിർദ്ദേശങ്ങൾ

താഴെ പറയുന്ന ചോദ്യങ്ങൾ ശ്രദ്ധാപൂർവ്വം വായിച്ച് ഉത്തരം എഴുതേണ്ടിടത്ത് എഴുതുക. ഉത്തരങ്ങൾ കൊടുത്തിട്ടുള്ളിടത്ത് ശരിയായ ഉത്തരത്തിനെതിരെ ശരി (✓) അടയാളം ഇടുക.

- 1. പേര് ആൺകുട്ടി / പെൺകുട്ടി
- 2. സ്റ്റാൻഡേർഡ് 3. ഡിവിഷൻ ക്ലാസ്സ് നമ്പർ
- 4. വയസ്സ് 5. സ്കൂൾ
- 6. ജാതി 7. മതം
- 8. മുത്ത സഹോദരങ്ങളുടെ എണ്ണം 9. ഇളയ സഹോദരങ്ങളുടെ എണ്ണം

10. കുടുംബാംഗങ്ങളെക്കുറിച്ചുള്ള വിവരം താഴെ 1 മുതൽ 9 വരെയുള്ള കോളങ്ങളിൽ സൂചിപ്പിക്കാവുന്നതാണ്. അതിൽ ആവശ്യമുള്ള കോളത്തിൽ ✓ അടയാളപ്പെടുത്തുക.

അംഗങ്ങൾ	അക്ഷരാഭ്യാസം ഇല്ല	Std. 1 to IV	Std. V to VII	Std. VIII to X	Pre University, Pre - Degree, TTC, Inter-mediate	B.A., B.Sc., B.Com., Engg., Diploma etc.	M.A., M.Sc., MEd., B.L., B.Sc. (Engg.), MSc. (Engg.), MBBS., BSc. (Tech), Ph.D. etc.	ജ്യോതിശാസ്ത്രങ്ങളിൽ ജ്യാമിതിയുടെ പേര്	പ്രതിവർഷം വരുമാനം രൂപ
	1	2	3	4	5	6	7	8	9
പിതാവ് (രക്ഷകർത്താവ്)									
മാതാവ്									
സഹോദരീ സഹോദരൻമാർ	1.								
	2.								
	3.								
	4.								
	5.								
കുടുംബത്തിലെ മറ്റംഗങ്ങൾ	1.								
	2.								
	3.								
	4.								
	5.								

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MARKS OBTAINED IN THE CLASS EXAMINATION
(PERCENTAGE)

a) Sanskrit

b) English

c) Hindi

d) Social Studies

e) Physics

f) Chemistry

g) Biology

h) Mathematics

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Family Cultural Level Rating Scale

Name : Boy/Girl
 Class/Divi: Clas No :
 School :

നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ കുടുംബത്തെ സംബന്ധിക്കുന്ന ചിലവിവരങ്ങളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. അവ ശ്രദ്ധാപൂർവ്വം വായിച്ച് ഏറ്റവും യോജിച്ച ഉത്തരമുള്ള കള്ളിയിൽ അടയാളമിടുക.

	ധാരാളം	കുറച്ച്	തിരെയില്ല																												
1. നിങ്ങളുടെ വീട്ടിൽ വാങ്ങുന്ന ദിനപത്രങ്ങളുടെ എണ്ണം:	<input type="text"/>	<input type="text"/>	<input type="text"/>																												
2. നിങ്ങളുടെ വീട്ടിൽ വാങ്ങുന്ന വാരികകൾ/മാസികകൾ/ജർണലുകൾ ഇവയുടെ എണ്ണം:	<input type="text"/>	<input type="text"/>	<input type="text"/>																												
3. നിങ്ങൾ അംഗങ്ങളായ സാംസ്കാരിക സംഘടനകളുടെ എണ്ണം:	<input type="text"/>	<input type="text"/>	<input type="text"/>																												
4. ഒരു മാസത്തിൽ നിങ്ങൾ കാണുന്ന സിനിമകളുടെ എണ്ണം:	<input type="text"/>	<input type="text"/>	<input type="text"/>																												
5. നിങ്ങൾ കാണുന്ന നാടകങ്ങൾ നൃത്തങ്ങൾ ഇതുപോലുള്ള മറ്റിനങ്ങൾ:	<input type="text"/>	<input type="text"/>	<input type="text"/>																												
6. നിങ്ങൾക്ക്/നിങ്ങളുടെ കുടുംബാംഗങ്ങൾക്ക് അംഗത്വമുള്ള വായനശാലയുടെ എണ്ണം:	<input type="text"/>	<input type="text"/>	<input type="text"/>																												
7. നിങ്ങളുടെ വീട്ടിലുള്ള പുസ്തകങ്ങളുടെ എണ്ണം:	<input type="text"/>	<input type="text"/>	<input type="text"/>																												
8. നിങ്ങളുടെ വീട്ടിലുള്ള റേഡിയോ/ടേപ്പ് റിക്കോർഡർ/റെക്കോർഡ് പ്ലെയർസ് തുടങ്ങിയ ശ്രവണോപകരണങ്ങളുടെ എണ്ണം:	<input type="text"/>	<input type="text"/>	<input type="text"/>																												
<table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;"></th> <th style="width: 33%; text-align: center;">എല്ലാമിടപാടും</th> <th style="width: 33%; text-align: center;">ചിലപ്പോഴൊക്കെ</th> <th style="width: 33%; text-align: center;">ഒരിക്കലും ഇല്ല</th> </tr> </thead> <tbody> <tr> <td>9. തെറ്റായ രീതിയിൽ സംസാരിക്കുമ്പോൾ നിങ്ങളെ തിരുത്താറുണ്ട്:</td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>10. മറ്റുള്ളവർക്ക് തൃപ്തികരമല്ലാത്ത രീതിയിൽ പെരുമാറുമ്പോൾ നിങ്ങളെ തിരുത്താറുണ്ട്:</td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>11. അന്യമായി ഇടപെടുമ്പോൾ നല്ലരീതിയിൽ പെരുമാറാൻ നിങ്ങളെ പഠിപ്പിക്കാറുണ്ട്:</td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>12. ദിനപത്രങ്ങൾ വായിക്കാൻ നിങ്ങളോട് ആവശ്യപ്പെടാറുണ്ട്:</td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>13. വായിക്കുന്ന കാര്യങ്ങളെപ്പറ്റി ചെറുകുറിപ്പുകൾ എഴുതാൻ നിങ്ങളോടാവശ്യപ്പെടാറുണ്ട്:</td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>14. റേഡിയോ വാർത്തകളും വിദ്യാഭ്യാസപരിപാടികളും ശ്രദ്ധിക്കാൻ നിങ്ങളോടാവശ്യപ്പെടാറുണ്ട്:</td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> </tr> </tbody> </table>					എല്ലാമിടപാടും	ചിലപ്പോഴൊക്കെ	ഒരിക്കലും ഇല്ല	9. തെറ്റായ രീതിയിൽ സംസാരിക്കുമ്പോൾ നിങ്ങളെ തിരുത്താറുണ്ട്:	<input type="text"/>	<input type="text"/>	<input type="text"/>	10. മറ്റുള്ളവർക്ക് തൃപ്തികരമല്ലാത്ത രീതിയിൽ പെരുമാറുമ്പോൾ നിങ്ങളെ തിരുത്താറുണ്ട്:	<input type="text"/>	<input type="text"/>	<input type="text"/>	11. അന്യമായി ഇടപെടുമ്പോൾ നല്ലരീതിയിൽ പെരുമാറാൻ നിങ്ങളെ പഠിപ്പിക്കാറുണ്ട്:	<input type="text"/>	<input type="text"/>	<input type="text"/>	12. ദിനപത്രങ്ങൾ വായിക്കാൻ നിങ്ങളോട് ആവശ്യപ്പെടാറുണ്ട്:	<input type="text"/>	<input type="text"/>	<input type="text"/>	13. വായിക്കുന്ന കാര്യങ്ങളെപ്പറ്റി ചെറുകുറിപ്പുകൾ എഴുതാൻ നിങ്ങളോടാവശ്യപ്പെടാറുണ്ട്:	<input type="text"/>	<input type="text"/>	<input type="text"/>	14. റേഡിയോ വാർത്തകളും വിദ്യാഭ്യാസപരിപാടികളും ശ്രദ്ധിക്കാൻ നിങ്ങളോടാവശ്യപ്പെടാറുണ്ട്:	<input type="text"/>	<input type="text"/>	<input type="text"/>
	എല്ലാമിടപാടും	ചിലപ്പോഴൊക്കെ	ഒരിക്കലും ഇല്ല																												
9. തെറ്റായ രീതിയിൽ സംസാരിക്കുമ്പോൾ നിങ്ങളെ തിരുത്താറുണ്ട്:	<input type="text"/>	<input type="text"/>	<input type="text"/>																												
10. മറ്റുള്ളവർക്ക് തൃപ്തികരമല്ലാത്ത രീതിയിൽ പെരുമാറുമ്പോൾ നിങ്ങളെ തിരുത്താറുണ്ട്:	<input type="text"/>	<input type="text"/>	<input type="text"/>																												
11. അന്യമായി ഇടപെടുമ്പോൾ നല്ലരീതിയിൽ പെരുമാറാൻ നിങ്ങളെ പഠിപ്പിക്കാറുണ്ട്:	<input type="text"/>	<input type="text"/>	<input type="text"/>																												
12. ദിനപത്രങ്ങൾ വായിക്കാൻ നിങ്ങളോട് ആവശ്യപ്പെടാറുണ്ട്:	<input type="text"/>	<input type="text"/>	<input type="text"/>																												
13. വായിക്കുന്ന കാര്യങ്ങളെപ്പറ്റി ചെറുകുറിപ്പുകൾ എഴുതാൻ നിങ്ങളോടാവശ്യപ്പെടാറുണ്ട്:	<input type="text"/>	<input type="text"/>	<input type="text"/>																												
14. റേഡിയോ വാർത്തകളും വിദ്യാഭ്യാസപരിപാടികളും ശ്രദ്ധിക്കാൻ നിങ്ങളോടാവശ്യപ്പെടാറുണ്ട്:	<input type="text"/>	<input type="text"/>	<input type="text"/>																												

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Family Environment Index Inventory

Name : Boy/Girl
 Class/Divi: Clas No :
 School :

നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ വീടിന്റെ ചുറ്റുപാടുകളെപ്പറ്റിയുള്ള ഏതാനും വിവരങ്ങൾ താഴെ തന്നിരിക്കുന്നു. അവ ഓരോന്നും ശ്രദ്ധാപൂർവ്വം വായിച്ച് ശരിയുത്തരമുള്ള കള്ളിയിൽ അടയാളമിടുക.

	ധാരാളം	കുറച്ച്	ഇല്ല
1. നിങ്ങളുടെ വീടിന് ചുറ്റുമുള്ള വിദ്യാഭ്യാസസമ്പന്നരായ കുടുംബങ്ങളുടെ എണ്ണം:	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. നിങ്ങളുടെ ചുറ്റുപാടിൽ താമസിക്കുന്ന ഉയർന്ന ഉദ്യോഗമുള്ളവരുടെ എണ്ണം:	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. ആ പ്രദേശത്തുള്ള വലിയ കെട്ടിടങ്ങളുടെ എണ്ണം:	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. ആ പ്രദേശത്തുള്ള സാമൂഹ്യ-സാംസ്കാരിക സംഘടനകളുടെ എണ്ണം:	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. കുട്ടികളുടേത് മാത്രമായുള്ള ക്ലബ്ബുകളുടെയും സംഘടനകളുടെയും എണ്ണം:	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. ആ പ്രദേശത്തുള്ള വായനശാലകളുടെയും ഗ്രന്ഥശാലകളുടെയും എണ്ണം:	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. ആ പ്രദേശത്തുള്ള നഴ്സറി സ്കൂളുകളുടെ/ക്രൈംകളുടെ എണ്ണം:	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. അവിടെയുള്ള കമ്മ്യൂണിറ്റി ഹാളുകളുടെ എണ്ണം :	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. ആ പ്രദേശത്തുള്ള വിലപിടിച്ച ഗൃഹോപകരണങ്ങളുള്ള (വാഹനങ്ങൾ, ഫ്രിഡ്ജുകൾ, ടെലിഫോണുകൾ) ചിട്ടകളുടെ എണ്ണം:	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. ആ പ്രദേശത്തുള്ള സ്കൂളിൽ പോകുന്ന കുട്ടികളുടെ എണ്ണം:	<input type="text"/>	<input type="text"/>	<input type="text"/>
11. പഠനത്തിനും സാമൂഹ്യപ്രവർത്തനങ്ങൾക്കും അയൽക്കാരിൽ നിന്നും സഹായം കിട്ടാനുള്ള സാധ്യത:	<input type="text"/>	<input type="text"/>	<input type="text"/>
12. അയൽക്കാരിൽ നിന്ന് പുസ്തകങ്ങൾ കടമായി കിട്ടാനുള്ള സാധ്യത:	<input type="text"/>	<input type="text"/>	<input type="text"/>
13. അയൽവാസികളുമായി വഴക്കുണ്ടാകുന്നതിനുള്ള സാധ്യത:	<input type="text"/>	<input type="text"/>	<input type="text"/>
14. യാദൃച്ഛികമായി ആപത്തുകൾ ഉണ്ടാകുമ്പോൾ അയൽവാസികളിൽ നിന്നും സഹായം കിട്ടാനുള്ള സാധ്യത:	<input type="text"/>	<input type="text"/>	<input type="text"/>



Family Acceptance of Education Rating Scale

Name : Boy/Girl
 Class/Divi: Clas No :
 School :

നിർദ്ദേശങ്ങൾ

സ്കൂൾ കാരുണ്യത്തിൽ അച്ഛനമ്മമാർ നിങ്ങളെ എത്രത്തോളം സഹായിക്കുന്നുണ്ട്. ഇതറിയാനുള്ള ചില പ്രസ്താവനകൾ താഴെകൊടുത്തിരിക്കുന്നു. അവ ശ്രദ്ധാപൂർവ്വം വായിച്ച് ശരിയുത്തരമുള്ള കള്ളിയിൽ അടയാളമിടുക.

	എല്ലായിപ്പോഴും	ചിലപ്പോഴൊക്കെ	ഒരിക്കലുമില്ല
1. നിങ്ങളുടെ ക്ലാസിലെ നോട്ടുകളും മറ്റും അച്ഛനമ്മമാർ പരിശോധിക്കുന്നുണ്ട്:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. നിങ്ങളുടെ ക്ലാസ് നോട്ടുകൾ അച്ഛനമ്മമാർ തിരുത്തുന്നുണ്ട്:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ഗൃഹപാഠങ്ങൾ ചെയ്യാൻ രക്ഷിതാക്കൾ നിങ്ങളെ സഹായിക്കുന്നുണ്ട്:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. നിങ്ങൾ മോശമായ വിഷയങ്ങൾ എന്തെന്ന് മനസ്സിലാക്കി, ആ വിഷയങ്ങൾ മാതാപിതാക്കൾ നിങ്ങളെ പഠിപ്പിക്കുന്നുണ്ട്:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. അച്ഛനമ്മമാർ അധ്യാപകരെ ഇടയ്ക്കിടെ ചെന്നുകണ്ട് നിങ്ങളുടെ പഠിപ്പിലുള്ള പുരോഗതി അന്വേഷിക്കുന്നുണ്ട്:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. മാതാപിതാക്കൾ സ്കൂൾ കാരുണ്യങ്ങളെപ്പറ്റി നിങ്ങളോട് സഹപാഠികളോടന്വേഷിക്കുന്നുണ്ട്:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. സ്കൂളിലെ അധ്യാപക രക്ഷാകർത്തൃ സമിതിയുടെ മീറ്റിങ്ങുകളിലും പ്രവർത്തനങ്ങളിലും അച്ഛനമ്മമാർ പങ്കെടുക്കുന്നുണ്ട്:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. സ്കൂളിന്റെ നിലവാരം ഉയർത്താനുള്ള എല്ലാപരിപാടികളിലും നിങ്ങളുടെ രക്ഷിതാക്കൾ സഹകരിക്കുന്നുണ്ട്:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. മോശമായ വിഷയങ്ങളിൽ നിങ്ങൾക്ക് രക്ഷിതാക്കൾ ട്യൂഷൻ ഏർപ്പാടുചെയ്യാറുണ്ട്:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. ദൈയ്യന വർഷത്തിൽ എന്തെല്ലാം വിഷയങ്ങൾ എങ്ങനെയെല്ലാം പഠിപ്പിക്കണമെന്ന് കാലേക്കൂട്ടി ആസൂത്രണം ചെയ്യാൻ അച്ഛനമ്മമാർ നിങ്ങളെ സഹായിക്കുന്നുണ്ട്:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. ഏതെങ്കിലും ഒരു തൊഴിൽ/ജീവിതവൃത്തിക്ക് നിങ്ങളെ സന്നദ്ധമാക്കാൻ രക്ഷിതാക്കൾ സഹായിക്കുന്നുണ്ട്:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. പാഠപുസ്തകങ്ങൾ യഥാസമയം വാങ്ങിത്തരാനുണ്ട്:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. നിങ്ങൾക്ക് പ്രത്യേക താല്പരമുള്ള വിഷയങ്ങളെപ്പറ്റിയുള്ള മറ്റു പുസ്തകങ്ങൾ നിങ്ങൾക്ക് രക്ഷിതാക്കൾ വാങ്ങിത്തരാനുണ്ട്:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. വിദ്യാഭ്യാസ കാരുണ്യങ്ങൾക്ക് മറ്റേതൊരു കാരുണ്യങ്ങളൊന്നും പ്രാധാന്യം നിങ്ങളുടെ അച്ഛനമ്മമാർ നൽകുന്നുണ്ട്:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. നല്ലകൂട്ടികളുമായി സൗഹൃദം സ്ഥാപിക്കാൻ അച്ഛനമ്മമാർ നിങ്ങളെ നിർബന്ധിക്കുന്നുണ്ട്:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. വിനോദയാത്രകളിലും പഠനയാത്രകളിലും പങ്കെടുക്കാൻ അച്ഛനമ്മമാർ നിങ്ങളെ പ്രോത്സാഹിപ്പിക്കുന്നുണ്ട്:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Home Learning Facility Inventory

Name : Boy/Girl
 Class/Divi: Clas No :
 School :

നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ കുടുംബത്തെ സംബന്ധിക്കുന്ന ചില വിവരങ്ങളാണ് താഴെ തന്നിരിക്കുന്നത്. അവ ശ്രദ്ധാപൂർവ്വം വായിച്ച് ഏറ്റവും യോജിച്ച ഉത്തരമുള്ള കള്ളിയിൽ അടയാളമിടുക.

1. പഠനത്തിനുള്ള ഏതാനും സൗകര്യങ്ങൾ താഴെ തന്നിരിക്കുന്നു. ഇതിൽ ഏതെല്ലാമാണ് നിങ്ങളുടെ വീട്ടിൽ ഉള്ളത്?

	ഉണ്ട്	ഇല്ല
പ്രത്യേകമുറി	<input type="checkbox"/>	<input type="checkbox"/>
പ്രത്യേക മേശ	<input type="checkbox"/>	<input type="checkbox"/>
പ്രത്യേക കസേര	<input type="checkbox"/>	<input type="checkbox"/>
പ്രത്യേക ഷെൽഫ്	<input type="checkbox"/>	<input type="checkbox"/>
പ്രത്യേക വിളക്ക്	<input type="checkbox"/>	<input type="checkbox"/>
വീട്ടിലെ ലൈബ്രറി	<input type="checkbox"/>	<input type="checkbox"/>

2. താഴെ തന്നിരിക്കുന്ന റഫറൻസ് പുസ്തകങ്ങൾ/മറ്റു പഠനോപകരണങ്ങൾ നിങ്ങളുടെ വീട്ടിൽ ഉണ്ടോ?

	ഉണ്ട്	ഇല്ല
ഇംഗ്ലീഷ് നിഘണ്ടു	<input type="checkbox"/>	<input type="checkbox"/>
ഇംഗ്ലീഷ്-മലയാളം നിഘണ്ടു	<input type="checkbox"/>	<input type="checkbox"/>
ലോഗരിതം പട്ടിക	<input type="checkbox"/>	<input type="checkbox"/>
ലോക ഭൂപടം	<input type="checkbox"/>	<input type="checkbox"/>
കേരളത്തിന്റെ ഭൂപടം	<input type="checkbox"/>	<input type="checkbox"/>
അറ്റ്ലസ്	<input type="checkbox"/>	<input type="checkbox"/>



3. താഴെ കൊടുത്തിട്ടുള്ള വിധത്തിലുള്ള മറ്റു പഠന സൗകര്യങ്ങൾ നിങ്ങൾക്ക് വീട്ടിൽ കിട്ടാറുണ്ടോ?

	ഉണ്ട്	ഇല്ല
പഠിക്കുന്ന സമയത്ത് നിങ്ങളെ ആരും സാധാരണ ശല്യപ്പെടുത്താറില്ല	<input type="checkbox"/>	<input type="checkbox"/>
വീട്ടിൽ നിങ്ങളുടെ പഠനത്തിനായി ഒരു നിശ്ചിതസമയം അച്ചനമ്മമാർ നിശ്ചയിച്ചിട്ടുണ്ടോ?	<input type="checkbox"/>	<input type="checkbox"/>
ഗൃഹപാഠങ്ങൾ ചെയ്തു തീർക്കാൻ വീട്ടിലെ മറ്റു മുതിർന്നവർ നിങ്ങളെ സഹായിക്കാറുണ്ടോ?	<input type="checkbox"/>	<input type="checkbox"/>
മാതാപിതാക്കൾ നിങ്ങളുടെ പുസ്തകങ്ങൾ പരിശോധിച്ച് തെറ്റുകളാൽ തിരുത്താറുണ്ടോ	<input type="checkbox"/>	<input type="checkbox"/>
നിങ്ങൾ പാഠങ്ങളെല്ലാം അതത് സമയത്ത് തന്നെ പഠിക്കാറുണ്ടോ എന്ന് മാതാപിതാക്കൾ പരിശോധിക്കാറുണ്ടോ?	<input type="checkbox"/>	<input type="checkbox"/>
നിങ്ങളുടെ പുസ്തകങ്ങളും മറ്റുപഠനോപകരണങ്ങളും വൃത്തിയാക്കി വയ്ക്കാൻ അച്ചനമ്മമാർ സഹായിക്കാറുണ്ടോ?	<input type="checkbox"/>	<input type="checkbox"/>

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