

Abstracts

Improving Reading among High-School Students : A Follow- up Study (1972-73-74)

Key Words : reading, course of reading, Intellectually gifted

Abstract

The study aimed at evaluating the appropriateness of the sequential developmental programme in reading. Sample consisted of intellectually gifted boys from the grades V through VIII (N ranged from 86 to 104) and about 50 that could be followed over 3 years in Jnana Prabodhini Prashala a school for intellectually superior.

Tools comprised of Standardized tests of intelligence and personality traits, teacher made tests of language achievements, reading battery and library records.

The course for training in reading spaced over 25 weeks, it insisted on improving skills of perception and comprehension, developing interest, and application of skills.

The statistical analysis included mean, standard deviation, product moment correlation and tests of significance. The pre and post training average reading speeds at each grade level showed considerable improvement and noteworthy stability. It was found to be correlated with scholastic ability and personality traits, and showed closer relation with perception, vocabulary and interest than with intelligence.

Since speed reading was a controversial issue, it was tested in test situation and library reading situation; the type of material was altered, and levels of comprehension were varied. This study was restricted to one year only (1972-73). It was concluded that reading skill developed through this programme was a more general ability transferable to variety of situations.

Principal Investigator : Usha Khire

Year : 1974