IMPROVEMENT OF READING HABITS
AND
INFORMATION SKILLS
AMONG PRIMARY SCHOOL CHILDREN

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Forward

The Government of Sri Lanka declared 1997 as the year of education development. To commemorate this the National Library and Documentation Services Board decided to launch a special research project. Applications were called through newspapers for the undermentioned two selected research fields.

(1) Compilation of an annotated bibliography on educaton in Sri Lanka covering the period 1987 - 1996 and compilation of comprehensive list of reading materials for primary and secondary school children

(2) Promoting the reading habit and information skills among primary or secondary school children and designing a model library suitable for primary or secondary schools

Applications and project proposals received were examined and selected by the committee consisting of scholars in the fields of education and library science. Since there is nationwide interest on improving reading habits, priority was given to it.

This publication presents the findings of a selected research project on promoting reading habits and information skills among primary school children. The research project was conducted by Ms. Nanda Narangoda who was formally attached to the National Institute of Education. Originally it was written in the English language and translated in to Sinhala and Tamil. We believe this publication will be useful for educational policy makers, principals, teachers as well as parents.

I am greatful to Ms Nanda Narangoda for undertaking this research work which is timely and of national importance. I would like to thank Mr Henry Samaranayake Chairman, Ms Janaki Fernando, Deputy Director, Mr U P Alahakoon, Head, Publication Division and Mr Nelson Peiris, Publication Officer of NLDSB who took a keen interest in the publication. I also thank Sakwa Business Promotion for typeseting the script.

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ABSTRACT

This study is an attempt to find out why the habit of reading in children is dwindling, the factors which determine readability in Primary School children and what steps have to be taken for the promotion of reading habits and information skills.

As readability depends on language skills, language skills achievement of two grades were tested in three types of schools from each district categorised according to availability of resources. Two attitude tests were designed to findout the quality of children's reading interests and the teachers attitude towards reading habits. More information was gathered through questionnaires from school Principals.

Suggestions and recommendations were proposed and discussed based on the analysis of the above data, for development of reading habits and information skills among Primary School children.

IMPROVEMENT OF READING HABITS AND INFORMATION SKILLS AMONG PRIMARY SCHOOL CHILDREN

Chapter-01

INTRODUCTION

1.01. Primary education is basic to all development in any country. It is in the primary school that the basic foundation for life long education is laid. Our children will have to face a different world in the Twenty First century. Education has to prepare children to adapt to social and technological changes that are taking place at an unprecedented rate. Even at present we are moving into computers and information age products. Computers have begun to change classrooms in a limited measure though. There is instant access to annotated, ready to use information and knowledge through computers and communication infrastructure like the internet, at the push of a button or the command of a computer signal. Education of the child under these circumstances depends largely on language competency. In this context, reading especially is a resource for continued eduction, for the acquisition of new knowledge and skills gaining information through media, especially newspapers, books, radio, television and the processed code of the computer. Thus, it is evident that reading and information skills have to be improved to make the best use of primary education.

1.02. Teaching one's language is viewed as one of the major responsibilities of the educational system. Language is the process that helps people to express themselves and to make effective social relationships among people world over. It is through language that people could acquire information to improve their basic needs such as health habits, civic consciousness, scientific changes and different types of skills to earn a living. Piaget, the renowned psychologist believed that the real key to human intellectual development, conceptual development, is language. Language is the most effective mode of communication. The lack of language ability often hinders one's progress. The language development of the primary level plays a very significant role in improving the standard of achievement in other areas as well.

1.03. Reading is one of the most important components of language. Reading is a basic tool subject especially in the primary school. Reading helps to learn all the other areas of the school curriculum and provides a vital means for learning. Reading is believed as a process of acquiring information, receiving a message from a print in a meaningful way. Some view reading as a complex process integrating all aspects of human behaviour and demanding varied and continued instructional guidance to read accurately, to appraise what is read and to relate what is read in a significant way to other areas of life. All people think however that reading is a key to a wealth

of experience that links people in a way far beyond distance or time. According to Strang, "reading provides experience through the individual so that he may expand his horizons, identify, extend and intencify his interests and gain deeper understanding of himself and other human beings and of the world" . (p.68). Thus, reading as a process, as a social phenomena, as an educative influence should be a major interest and concern to everybody to the parent, to the sociologist, to the educationist and so forth. Reading is of greatest significance to the educationist because it is their responsibility to guide the child to develop his total personality for the welfare of the individual child and for the welfare of the entire society and also because it is the right of the child to be literate.

It is important for children to read good books and develop a reading habit. They have to grow physically as well as mentally. Good reading habits are necessary for a healthy intellectual growth. The child normally uses sensory perceptions to know his immediate surroundings. It is reading that widens his vision. The reading habit is not a one time experience. It is a continuous life time experience. It is therefore accepted that a good reading habit has to be cultivated and nurtured in the early years of life.

1.04. Information is items of knowledge we gain from the printed word through reading. It may be knowledge about scientific innovations, space craft, war, modern technology or simple news pertaining to the day. One should have the skills in reading to grasp any kind of information or knowledge. Knowledge is increasing very fast, spreading beyond boundaries, beyond differences of race, colour, culture etc. One cannot live in a world of technology without the basic knowledge of technology. It's reading which helps to acquire this information. Information skills help to gain communication skills. Thus, skills in reading, developing reading habits and information skills and communication skills have become an essential part of one's life.

Countries like America which are technologically highly advanced emphasize the vital importance of reading and information skills. According to news items "Information Revolution" is changing the whole life of mankind. Computers, satellites, communication infrastructure like the internet all these information age products have already swept not only the work place, but also the school classroom. What is the place of reading habits and information skills gripped in this tangle of satellites, computers and Internet and of what use one could sensibly querry?. Yet, most of the technically advanced countries, like the U.K. , U. S. A. have stressed the need to upgrade the reading skills and have reckoned it, as a national priority. Technological information also has to be gathered through intelligent reading. They have taken several steps like researches and studies such as "Preventing Reading Difficulties in Young Children", in order to promote effective learning - teaching practices in the teaching of reading and to raise the reading standard in schools with the participation of the State, professional bodies, public organizations etc. Reading has to get this kind of priority to gain a productive outcome.

1.05. The Background of the study.

The two researches done by the National Institute of Education, Maharagama has revealed the poor standard of achievement of primary children in literacy, viz. reading, writing and communication.

1.   Research on disparity in achievement done by S. B. Ekanayake and Mohottige U. Sedara. (1992), indicated the quality of achievement in the two important subjects, Language and Mathematics in deprived rural schools in 5 districts of Polonnaruwa, Kurunegala, Ratnapura, Kandy and Matale. Some of the conclusions of this study depicts the gravity of the problem:

i.	47% in Year 1 and 40.8% in Year 2	}	failed the Language Achievement Test.
ii.	33% in Year 1 and Year 2	}	cannot identify 2-3 letter words and have not mastered the skill.
iii.	37% of Year 1 20% of Year 2	}	could not write their own name
iv.	50% of Year 3 70% of Year 4 & 5	}	failed to learn the vocabulary set for the level.

v. With two years of schooling 25% of the students remain illiterate.

vi. The educational system apparently perpetuates the socio-economic structure of our society, a phenomena noted in all developed countries.

2.   The research on Year 5 Scholarship Examination (1993) reveals that out of 182262 students,

> 10.6% had scored below 10 marks
> 49.6% had scored 35 marks and only
> 26.2% have obtained 50% and above marks in Sinhala Language.

3.   The findings of a recent all island study of the primary level children completing five years of learning conducted by the Evaluation Department, National Institute of Education, Maharagama, titled "What the children have learnt after five years of schooling (1995)" depict that the achievement in last year of primary school is alarming.

According to this survey the achievement of the children in

> Literacy is 21%
> Numeracy is 13% and
> Life skills is 20%

The figures quoted above show the poor standard of achievement of primary school in literacy, reading, writing and effective communication and acquiring information through mass media.

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Chapter - 02

THE STUDY PLAN

2.01. The scope of this study plan includes an examination of causes why children lack habit of reading and information skills. There are varied and interrelated causes which are complex that affects habit formation and acquiring skills in general. When this problem is considered in a teaching learning situation in school, the variables that influence it are many and are of unequal degrees. The pupils home background and school background are outstanding in this context. An obvious factor which helps reading with ease is, acquiring the four main language skills, without which reading cannot be done. They are skills in listening, speech, reading and writing. Therefore, both the tests of Grade 2 and 4 on literacy were based on the curriculum of the respective grade.

2.02. Specific objectives of the study

i.   To find out why the children lack the habit of reading.

ii. To examine the factors which are specific and determine readability in children, especially of the home background and of the school background.

iii. To find out the relationship between readability and achievement level of pupils, in general both districtwise and according to the type of school.

iv. To find out children's interests and attitudes toward reading and to suggest ways and means to cater to their needs.

v.   To identify teacher's knowledge about various needs and levels of reading ability of pupils and teacher's attitude towards reading habits.

vi. To suggest recommendations and feedback programmes for im provement of readability and reading habits and information skills in primary school children.

2.03. Research methodology

With the above objectives in mind a total sample of 12 schools from the 4 districts namely Anuradhapura, Kurunegala, Matara and Colombo were selected limiting to 3 schools from each district for the study. (Map. 1 of Sri Lanka showing educational districts with sample districts shaded). The recommendation of provincial educational authorities was obtained. The selected schools were from Maha Vidyalayas 1AB, National Schools, Junior Schools 1AB and Primary Schools of 2 and 3 categories. In selecting schools for the study, the foremost emphasis was laid on the socio-economic level as it is understood that it controls and influence achievement levels of children's education.

The other notable variables that were recognised in the selection of schools were size, location and accessibility, available human and physical resources.

Thus the schools were categorised into 3 divisions

1. Schools with sub-standard resources
2. Schools with average standard resources
3. Schools with above average standard resources

Map -1
Showing the four sample districts

Sample Educational
Districts - 4

1. ANURADHAPURA
2. KURUNEGALA
3. MATARA
4. COLOMBO

JAFFNA

KILINOCHCHI

MULLATIV

VAVNIYA

MANNAR

TRINCOMALEE

① ANURADHAPURA

PUTTALAM

NIKAVARATIYA

POLONNARUWA

BATTICALOA

CHILAW

KULIYAPITIYA

② KURUNEGALA

MATHALE

AMPARA

MINUWANGODA

KANDY

KEGALLA

GAMPAHA

④ COLOMBO

HOMAGAMA

NUWARAELIYA

BANDARAWELA

KALUTHARA

RATHNAPURA

MONARAGALA

GALLE

③ MATARA

TANGALLE

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Table - 01 Indicating the selected 12 schools

District	/ Names of school		
	Schools with Sub-standard resources	Schools with average standard resources	Schools with above-average standard resources
Anuradhapura	D. S. Senanayake Junior school 2 AB	Ratmale Tissa Maha Vidyalala 1 AB	Valisinghe Harischandra Vidyalaya 1C
Kurunegala	Nissanka Maha Vidyalaya 1C	Maliyadeva Model Junior School 1AB	Vayamba Royal College Grade III
Matara	Yatiyana Junior School 1C	Thihagoda Junior School 1C	Olcott Model School 3 AB
Colombo	Dharmasoka Junior School 3C	Dharmapala Vidyalaya, Pannipitiya 1 AB	G. Vishakha Vidyalaya B. Ananda Vidyalaya Colombo National Schools

The time selected for testing was between mid-November and first week of December (1997) when students had already covered the prescribed syllabus for the year.

The total number of students tested was 960 (nine hundred and sixty). The sample included 40 students (twenty boys and twenty girls) from Grade 2 and 40 students from Grade 4. Thus testing 240 students (120 boys and 120 girls) from each district.

Table - 02 The number of pupils tested
Grades 2 and 4.

District	1 Schools with sub-std resource		2 Schools with average std. resources		3 Schools with above average std.resources		TOTAL					
							Grade 2 G	B	Grade 4 G	B	Overall Total	
	G	B	G	B	G	B	G	B	G	B	120 / 120	
Anuradhapura	20	20	20	20	20	20	60	60	60	60	240	
Kurunegala	20	20	20	20	20	20	60	60	60	60	240	
Matara	20	20	20	20	20	20	60	60	60	60	240	
Colombo	20	20	20	20	20	20	60	60	60	60	240	
Total	80 80 160		80 80 160		80 80 160		240 240 =480		240 240 =480		960	

Chapter - 03
INSTRUMENTS OF DATA COLLECTION

3.01. a. Language test instruments were prepared for the two grades separately. The problems were located by discussing with the experienced teachers and a large number of items were prepared and were tried out on small groups. Based on this pre-test data items were selected from those items which two thirds of the students managed to answer.

The two question papers had two major parts:

Part A and part B. Part A was designed to measure competencies which were idetified as most appropriate to judge factors that affect reading habits and information skills. These were based on respective levels of syllabus content. For Grade 2 a set of 6 items and for Grade 4 a set of 7 items were designed to measure vocabulary competence in use of language and comprehensive level etc.

b. The Part B. of the question paper was designed to measure variables that affect readability in order to obtain the qualitative idea of students toward reading. For this purpose a Reading Attitude Survey with Interest Inventories and Self Report Reading Scale consisting of 10 - 20 items for the two respective grades were separately prepared.

c. A Self Report Reading Scale about reading books, for two teachers of each grade, containing 20 items was designed and responses were collected from 25 teachers.

d. A questionnaire was prepared to get views about instructional situation in helping reading criteria for habit formation and gaining information skills from Heads of schools.

e. Interviews with writers and illustrators, librarians, educationists were conducted.

3.02. Distribution of items in the instruments in relation to readability

The Grade 2 Language Test was based on the Grade 2 syllabus of the general school curriculum. It contained 6 items and were distributed under the following headings:

    i.   Identification of familiar letters in the Sinhala alphabet
    ii.   Identification of words containing 2-3 words
    iii.   Vocabulary

iv, v.   Comprehension, expression, and creativity

vi.   Ability to write one's øwn first name

i. Item 1 contained 6 sub tests with one illustrated example. The child was presented with four pictures, in which he has to select the beginning letter of each of the first pictures and identify the similar letter from the rest of the three pictures, of objects and animals that were chosen from the child's environment.

ii. The child was presented with a set of six pictures and their names with one letter missing. The child was expected to fill in the blank letter conveying the meaning, of the word.

iii. A set of five sentences describing the five pictures were presented to the child. He was expected to read the sentences containing 2-3 words and match sentences with the pictures.

iv. A set of three sentences, containing two words each describing the three events were presented and child was expected to read, understand and draw three pictures illustrating the events.

v. The child was asked to underline the appropriate verb, noun, to complete sentence in a meaningful way.

vi. This item was writing one's own first name.

Table- 03 Showing the number of questions contained in each sub-test

I	II	III	IV	V	VI
Identification of letters	Identification of words	Vocabulary	Comprehension	Creativity of expression	Writing one's own first name
No. of Qns: 5	6	5	5	3	1 = 25

3.03. The Grade 4. Language test instrument contained seven items. The objectives of this test were based on the syllabus content of the said level and are as follows:

      1-2.   Vocabulary
      3.   Spelling ability
      4.   Ability of literary comprehension

5.   Inferential comprehension

6.   Grammatical writing skills and

7.   Creative writing skills and ability to write one's own name, age, address and name of school

Qn. numbers 1 & 2 were designed to judge the pupil's vocabulary level. He was expected to supply synonyms to given five words and antonyms to another set of five words. These words were taken from Grade 4 Sinhala · text book.

3. Question number 3 was related to examine child's spelling ability. In this item pupil was presented with 10 incorrectly spelt words and was expected to write them correctly.

4. Item 4 was meant to judge child's ability to read and understand. This topic on comprehension was quoted from the Grade 4 text book and was based on six verses. The 5 questions set on the six verses were designed to judge the pupils' ability to read, comprehend, gather information and apply the knowledge.

5. Item number 5 was presented to find out child's ability in inferential comprehension which promotes readability and also vocabulary.

6. Item number six was intended to examine pupil's grammatical writing skills in constructing sentences. 10 questions were prepared to find out whether the child could grammatically use verbs for First Person Singular and Plural and for Third Person Singular and Plural.

7. Item number 7 was set to judge the creative writing skills of pupils. Four simple topics were presented for free expression. Ability to write one's own full name, age, address, and name of school was also tested.

Part B.

3.04. Reading Attitude Survey and Interest Inventory

a. The objective of this survey was to acquire qualitative idea of pupils toward reading. Test item numbers 4, 10, 11 and 14 of Grade 2 were designed to find out children's interests in reading, especially the kind of stories they would like to listen to. Item numbers 12 and 13 are expected to reveal their leisure time activities and questions 7 and 8 were designed to check popular radio and television programmes of children.

b. Reading Interest Inventory of Grade 4 contains items based on family background. Items 5, 6, 8 and 14 were designed to gather general information about how supportive parents and elders are in developing child's habit of reading and acquiring information skills. Question numbers 9-13 and 15-20 were prepared to find out children's attitude towards reading and also their reading interests.

c. Self Report Reading Scale for 25 teachers, which contained 20 items were distributed as follows:

  i. Question numbers 1 - 5 to get information about teachers' qualifications, experience, training etc.

  ii. Question numbers 6 - 15, to find out from teachers their ideas about children's books, their interests and developing the habit of reading in children.

  iv. Question numbers 16 - 20 were designed to find out teachers' opinion as to reading difficulty in children, the causes for the same and the remedial measures which they adopt; their ideas about class libraries etc.

d. A questionnaire for Heads of 12 schools were designed to find out about school surroundings, how supportive the school background is for the development of reading habit and information skills.

Table - 4. Indicating the number of Questions contained in each sub-test item and allotted marks

Items	1 -2 Vocabulary Synonyms Antonyms	3 Spelling Ability	4 Literary Comprehension	5 Inferential Comprehension	6 Grammatical Writing Skills	7 Creative Writing Skills
No. of Qns:	5.5	10	5	5	10	4 topics to choose
No.of marks %	10	10	10	10	20	40 = 100

Chapter-04

METHODS OF ANALYSIS OF DATA

4.01. The main objective of carrying out tests for this project on "Improvement of Reading Habits and Information Skills among Primary School Children" was to find out the reason for deficiency in reading habits and information skills. The quality of reading habits and information skills of anyone depends on the ability to read with ease and facility, comprehend what is read, infer information and interpret either in written or oral form when necessary situations arise. The ability to read with ease, comprehend and express, is an accumulative product of acquiring the four basic language skills namely, listening, speech, reading and writing. This achievement in literacy is a complex physical and mental process which undoubtedly requires training and teaching. It is accepted that a number of variables affect and influence any teaching learning situation. As such varied tests had to be carried out to find solutions to this problem such as Language Tests items with a number of sub-tests, Attitude Inventories and Interest Scales for children, questionnairs for Heads of the selected 13 schools and for 24 teachers. Language Tests were administerd separately for Grade 2 and 4. The analysis of data was focused at district level, type of school and by gender. The overall performance of pupils was tabulated for girls and for boys separately, with frequency tables, percentages, arithmetic means and standard deviations.

4.02. For the purpose of this study, the 13 schools from 4 districts of Anuradhapura, Kurunegala, Matara and Colombo were categorised as follows:

1. Schools having sub-standard human and physical resources.
2. Schools having average human and physical resources.
3. Schools having above average human and physical resources.

The selection of schools was done with the assistance of the Provincial and Regional Council Directors of Education.

4.03. This study assumed that the pupils who have scored over 80% of the marks for the overall achievement allocated as having reached the Master Level (M L). The percentages of pupils who have failed to reach the expected achievement level of the grade was recorded from those who scored less than 30% of marks allocated for the overall test as Sub Standard Level (S S L).

The marks ranges for the 2 levels are as follows:
1. Sub-Standard Level (S S L)   = 0 - 30%
2. Master Level (M L)   = from 80 - 100%

The pupils who attained M L and S S L levels were calculated as a percentage of the total number pupils in the sample for each of the districts, according to school type and gender.

Table - 05. The Mean Performance of Grade 2

	1		2		3	
District	Schools with sub-standard resources		Schools with average standard resources		Schools with above average standard resources	
	G	B	G	B	G	B
A'pura	87.6	71.6	80.4	79.7	83.8	84.8
K'gala	88.6	82.2	89	84	91.8	91
Matara	91.5	88.6	84.4	78.6	91.8	84
Colombo	82.6	83	88.4	94.7	94	89.8

4.04. The Mean Performance of Grade 2, Table 5 indicates that it is of very high level. The gender difference is almost negligible. Neither does it show a significant disparity between districtwise achievement. Nor do we see an outstanding achievement level caused by availability of human and physical resources.

Table - 06. The Mean Performance, Standard Deviation Grade 4

District		Type 1 Schools sub-standard		Type 2 Schools average standard		Type 3 Schools above-average		Districtwise Total	
		G	B	G	B	G	B	G	B
ANURADHAPURA	Mean	25.6	15.3	29.6	18.5	37.6	29.6	31	21.1
	S. D.	14.4	10.6	7.9	5.7	18.2	21.4		
KURUNEGALA	Mean	29	24	35.8	35	64.3	50.2	42	36.4
	S. D.	11.7	18	17.5	18	16.8	15.4		
MATHARA	Mean	41.7	24.8	33.8	16.8	67.5	60	47.6	34
	S. D.	17.4	20	17.8	10.5	12.5	10.5		
COLOMBO	Mean	54.6	41.7	72	62	58.5	54.3	61.8	52.8
	S. D.	18.9	14	13	11.9	15.19	16.8		
Overall Mean		32		38		53			

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4.05 But, the Mean Performance of Grade 4 pupils is alarming. All the girls and boys of the sample in Anuradhapura district have failed to reach the expected level for the perticular grade in acquiring language skills. It is the same situation with Kurunegala and Matara districts in Type 1 and 2 schools. In the Colombo district the Mean Performance of both boys and girls of the Type 2 schools is higher than that of the Type 3 schools. (Table-06). This reveals efficiency of teaching methods followed by individual teachers and their commitment to a great extent. However, the Colombo district has the, highest mean score for girls and boys, 61.8 and 52.8 . respectively.

When the mean score is calculated school typewise there is an apparent disparity between among them. Schools with sub standard facilities type 1, has an average Mean Performance of 32.1. For school type 2 with average standard facilities the Mean Performance is 37.9. Whereas for school type 3 with above standard facilities, it is 52.7. This shows how the available facilities in a school environment becomes a diterminant factor in student performance especially in acquiring the basic skills in language Table. 6 also indicates that there is a remarkable gender difference in performance. In all four districts girls have surpassed the performance of boys in language skill tests. This is clearly attested by the Grade 4 mean performance analysis calculated for the 3 school Types in the Table - 07.

Table - 07
Mean Performance: Girls → Boys.......against,
School Types- 1, 2, and 3.
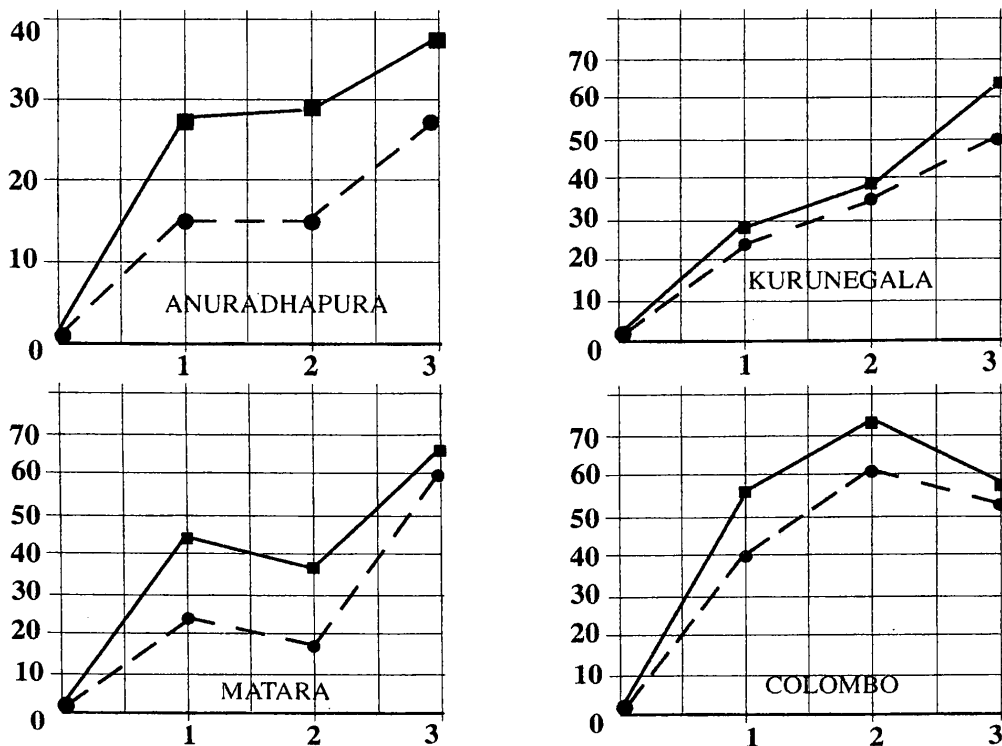
1. = Schools with sub standard resources.

2. = Schools with average standard resources.

3. = Schools with above average resources.

4.06. The overall achievement levels of pupils of Grade 4 was also assessed in detail under two - categories. Category - 1 contained the number of pupils who are considered to have mastered the language skills, i.e. those who have scored above 80% marks and Category -2, those who been not been competent enough to attain the expected level of Grade 4 Language Skills, i.e. those who have scored below 30% marks.

Table - 08 The Overall Achievement in Language Skills
Grade 4

District	ML		80%		SSL		30%		Districtwise SSL Grand	Districtwise SSL
	Total		%		Total		%		Total	%
	G	B	G	B	G	B	G	B	G+B	
A'PURA	-	-	-	-	37	51	61.6	85	88	66.6
K'GALA	3	1	5	1.6	32	32	53	53	64	53
MATARA	3	1	5	1.6	22	38	36.6	63	60	50
COLOMBO	11	5	18.3	8.3	5	13	8.3	21.6	18	15
Total	17	7	7	3	96	134	40	55.8	230	48%

The Table 08 statistics show that not a single pupil in the Anuradhapura district has attained ML, in language skill specific test. Even in the other two districts of Kurunegala and Matara the M L is very low, e.g. 5% for girls and 1.6% for boys. In the Colombo district too, those who have attained M L is insignificant, i.e. 7% for girls and 3% for boys.

The highest non-attainment level SSL of the expected grade in language skills is in the schools Anuradhapura district which is 66.6%. For Kurunegala it is 53% and for Matara it is 50%.

Only in the Colombo district a low percentage of 15 in SSL is shown. The gender disparity is also apparent even in this set of poor results. The SSL percentage is higher for boys in all four districts than that of the girls (Table - 08)

Table - 09   Table - 10

District	M L by school - Type 80% score						SSL by School Type 30% score					
	School Type 1		School Type 2		School Type 3		School Type 1		School Type 2		School Type 3	
	G	B	G	B	G	B	G	B	G	B	G	B
A'pura	-	-	-	-	-	-	13	19	13	19	11	13
K'gala	-	-	-	1	3	-	16	16	13	12	3	4
Matara	-	-	-	-	3	1	9	17	13	20	-	1
Colombo	1	-	8	3	2	2	4	8	1	1	-	4
Total	1	-	8	4	8	3	42	60	40	52	14	22
%	1.25	-	10	5	10	3.75	63.75		57.5		22.5	

M L and S S L analysis by school Types 1, 2 and 3 also depict the poor level of achievement of Grade 4 students, especially in school Type 1 with meagre human and physical resources. Table 10 depicts how the percentages of failures decrease with the availability of facilities. Viz.

School Type   1   =   63.75%
School Type   2   =   57.5%
School Type   3   =   22.5%

ANALYSIS OF LITERARY SUB - TESTS - GRADE 2

5.01 There is thus a wide variation in performance among the districts, types of schools and between girls and boys. For more details of performance and to scrutinize the vital areas of the item problem, the itemwise performance in relation to objectives of the two tests of Grade 2 and Grade 4 were separately analysed. The number of pupils who scored above 80%, who have reached the M L and those who have not attained the expected achievement level of the particular grade, scoring below 30%, were computed for each of the sub-test items for girls and boys separately. Districtwise and school-typewise performance and percentages were also calculated for the purpose. (Table - 11 - p.17)

i. Identification of alphabatical letters

The first item of Grade 2 sub-test was identification of selected letters of the Sinhala alphabet. It contained 5 questions with pictures. The pupils had to identify the beginning letter of the pictures and match it with a similar letter indicating it with a "√" sign.

The Table 12 depicts the number of pupils who have reached the M L and the S S L in identifying the selected letters of the alphabet. The overall performance of both girls and boys are satisfactory. There is hardly any disparity between districts or among school types 1, 2 and 3. Yet, a significance difference is seen in the attainment of M L between girls and boys, that is the girls have exelled the boys, in all the 4 districts.

Table - 12.
M L and SSL Performance in Identification of Letters - Grade 2

District	M L Total		%		SSL Total		Districtwise M L% Total	Districtwise M L %
	G	B	G	B	G	B	G +B	
A'pura	41	39	68	65	6	7	80	66.6
K'gala	44	35	73	58	5	9	79	65.8
Matara	47	39	78	65	4	7	86	71.6
Colombo	46	30	76	60	12	13	76	68.3

ii. Item number II is Identification of words with 2-3 letters. The missing letters were presented in a circle. Pupils had to form meaningful words with the help of the given picture. About 83% of the girls and 80% of the boys have shown successful attaintment of ML in the Anuradhapura district. The other three districts indicate still better results in ML. Only about 5% of the girls and 8% of the boys have failed to attain the required level for the grade in identifying words.

Grade - 2

School Type (4 Schools from each district)	1 Identification of letters 80%+ G	B	30%- G	B	2 Identification of Words 80%+ G	B	30%- G	B	3 Vocabulary & Comprehention 80%+ G	B	30%- G	B	4 Inferential Comprehention 80%+ G	B	30%- G	B	5 Expression & Creativity 80%+ G	B	30%- G	B	6 Cannot write first Name G	B
TYPE-1 1	16	15	-	2	16	14	-	4	17	14	-	3	18	12	-	1	12	12	-	5	2	-
2	15	6	2	5	20	19	-	-	19	18	-	-	20	20	-	-	19	18	1	2	-	-
3	16	11	2	-	20	20	-	-	20	20	-	-	20	20	-	-	19	20	-	-	-	-
4	8	10	10	6	20	19	-	-	18	20	2	-	19	20	-	-	19	14	-	2	2	1
Total =	55	42	14	13	76	72	-	4	74	72	2	3	77	72	-	1	69	64	1	9	4	1
% =	68.8	52.5	17.5	16.25	95	90	-	5	92.5	90	2.5	3.75	96.25	90	-	1.25	86.3	80	1.25	11.25	5	1.25
TYPE-2 1	11	10	4	2	15	15	2	-	20	14	-	1	20	17	-	1	13	13	1	2	1	5
2	14	14	1	2	20	20	-	-	20	17	-	-	19	9	-	-	18	15	1	4	-	3
3	14	12	1	5	19	17	-	-	17	14	-	4	18	20	-	-	17	18	1	1	2	2
4	18	9	2	6	20	20	-	-	20	20	-	-	20	20	-	-	20	20	-	-	-	-
Total =	57	45	8	15	74	72	2	-	77	65	-	5	77	66	-	-	68	66	3	7	3	10
% =	71.25	56.25	10	18.8	92.5	90	2.5	-	96.25	81.25	-	6.25	96.25	82.5	-	-	85	83	3.8	8.8	3.8	12.3
TYPE-3 1	14	14	2	3	19	19	1	1	17	18	2	2	19	18	1	1	15	18	3	1	2	5
2	15	15	2	2	20	20	-	-	20	20	-	-	20	20	-	-	20	20	-	-	-	-
3	17	16	1	2	19	20	-	-	20	19	-	-	20	20	-	-	20	18	-	2	-	-
4	20	17	-	1	20	20	-	-	20	20	-	-	20	14	-	-	19	19	1	1	-	-
Total =	66	62	3	8	78	79	1	1	77	77	2	2	79	72	-	-	74	75	4	4	2	5
% =	82.5	77.5	3.8	10	97.5	98.8	1.25	1.25	96.25	96.25	2.5	2.5	98.75	90	-	-	92.5	93.8	5	5	2.5	6.25

Table - II . Item analysis of data related to test - objectives - Grade -:2

Table - 13 Identification of words - Grade 2

District	M L Total		M L %		SSL Total		Districtwise M L Total	%
	G	B	G	B	G	B		
A'pura	50	48	83	80	3	5	98	81.6
K'gala	60	59	.100	98	-	-	119	99.1
Matara	58	57	96	95	-	-	115	95.8
Colombo	60	59	100	98	-	-	119	99.1

iii. Vocabulary and Reading Comprehension - Literal

Table. 14 indicates that pupils of all 4 districts have reached the ML in Vocabulary and Literal Comprehension satisfactorily. The percentage of scores for all is over 83. A districtwise disparity in achievement is hardly visible. However, except in the Colombo district the girls have surpassed the boys in all the other 3 districts. It is only a negligible number that has failed to attain the required level for the grade in literary comprehension.

Table - 14 Vocabulary and Reading Comprehension - Grade 2

District	M L Total		M L %		SSL Total		SSL %	Districtwise M L Total	%
	G	B	G	B	G	B			
A'pura	54	46	90	76	2	6	6.6	100	83
K'gala	59	55	98	91	-	-	-	114	95
Matara	57	53	95	88	-	4	3.3	110	91.6
Colombo	58	60	96	100	2	-	1.6	118	98.1

iv. Comprehension - Inferential

This sub-test contained only 3 questions in which the pupils had to read three sentences having only two words and infer the idea and draw a simple picture to convey the meaning. This test also shows satisfactory results, almost all the pupils attaining ML. Only 3% of Anuradhapura has failed to acquire the expected level for the grade in inferential comprehension. Girls have faired comparatively better than the boys of the sample, except in the Matara district. (Table - 15)

Table - 15
Inferential Comprehension
Grade 2

District	M L Total		M L %		SSL Total		SSL %	Districttwise M L Total	%
	G	B	G	B	G	B	G B		
A'pura	57	47	95	78	1	3	3	104	88.6
K'gala	59	49	98	81	-	-	-	108	90
Matara	58	60	96	100	-	-	-	118	98
Colombo	59	54	98	90	-	-	-	113	94

v. Expression and Creativity

The 3 districts Kurunegala, Matara and Colombo show a very high achievement level in Expression and Creativity, indicating a ML above 90% (Table - 16). For Anuradhapura district it is 69%. Only a negligible percentage of pupils has failed to reach the achievement level of the grade.

Table - 16
Indicating Expression and Creativity
Grade 2

District	M L Total		M L %		SSL Total		SSL %	Districtwise M L Total	%
	G	B	G	B	G	B		Total	%
A'pura	40	43	66	71	4	8	10	83	69
K'gala	57	53	95	88	2	6	6	110	91.6
Matara;	56	56	93	93	1	1	1.6	112	93
Colombo	58	53	96	88	1	3	2.5	111	92.5

About 12.5% of pupils in Anuradhapura district could not write their first name to a satisfactory level. That means that about 87% could write their name to a readable level.

Table - 17
Indicating the number of pupils who cannot write their first name
Grade - 2

District	G	B	Total no. of girls and boys	Total no. and %
A'pura	5	10	15	12.5
K'gala	-	3	3	2.5
Matara	2	2	4	3.3
Colombo	2	1	3	2.5
Of sample	total		25	10

The ML and SSL percentage computed for the scores of the 5 test items school typewise denote how availability of human and physical resources of a school affects its achievement level. Tables 18.01 and 18.02, ML percentages for all 5 test items are the highest for School Type 3- i.e. those schools having above average resources. It is vice-versa for the schools with sub-standard facilities. However, the overall performance of Grade 2 is commendable when compared the same with Grade 4.

Table - 18 - 01
Showing ML and SSL in the 5 sub-tests in Literacy Grade 2
ML

Test - Items	1		2		3		4		5	
School Type	Total	%	Total	%	Total	%	Total	%	Total	%
1	97	60.5	148	92.5	146	91	149	93	133	83
2	102	63.8	146	91	142	88.8	143	89	134	83.8
3	128	80	157	98	154	96.3	151	94	149	93

Table - 18 - 02.
SSL

1	27	17	4	2.25	5	3.3	1	.6	10	6.2
2	23	14	2	1.25	5	3.3	1	.6	10	6.2
3	13	8	2	1.25	4	2.2	2	1.25	8	5

5.02. Analysis of sub-tests- Grade 4

The Grade 4 tests contained seven items. The performance of the 7 sub-tests were computed separately, in relation to the objective of each item as follows:

1. Vocabulary - Synonyms

The synonyms were selected from the prescribed text-book for Grade 4. The districtwise analysis was done similar to the previous one of Grade 2. calculating the ML and SSL (see Table - 19)

Table - 19
Sub-test on Vocabulary - Synonyms
Grade - 4

District	ML Total G	ML Total B	ML % G	ML % B	SSL Total G	SSL Total B	% G	% B	Districtwise ML Total	Districtwise SSL Total	Districtwise ML %	Districtwise SSL %
A'pura	2	5	3.3	8.3	37	43	61.7	71.7	7	80	5.8	66.6
K'gala	12	2	20	3.3	29	33	48.3	55	14	62	10.8	51.7
Matara	15	9	25	15	23	30	38.3	50	24	53	20	44
Colombo	28	26	46.7	43.3	11	10	18.3	16.7	54	21	45	17.5
									99	216	21	45

In the itemwise analysis too a clear disparity is apparent between districts. A singnificant ML has been attained only by the pupils of Colombo district having above resources. The Table - 19 clearly despicts that 62% girls and 72% boys in the Anuradhapura district have failed to learn vocabulary set for the grade. In Kurunegala district 52% and in the Matara district 44% has failed to learn the vocabulary expected for the grade. That is 45% of the sample has been unsuccessful in vocabulary learning.

2. Vocabulary - Antonyms

Districtwise performance in the item-antonyms set to judge the vocabulary level is also very poor (Table - 20,) except for Colombo district which has a record of 58.3%. for girls. This again shows that girls have outwitted the boys in this sub-test too and comparatively Anuradhapura district has the lowest ML percentage of non-achievers, failing to learn the vocabulary set for the grade - 30.8%.

The districwise disparity in performance is markedly seen between Anuradhapura and Colombo. However, the overall failures in this sub-test is comparatively negligible. It is only 23%. (Table - 20)

Table - 20 Vocabulary - Antonyms Performance

District	ML Total		ML %		SSL Total		%		Districtwise ML Total	SSL Total	ML %	SSL %
	G	B	G	B	G	B	G	B				
A'pura	4	8	6.6	13.3	18	19	30	31	12	37	10	30.8
K'gala	19	8	31.6	13.3	18	14	30	23	27	32	22.5	26.6
Matara	11	13	18.3	21.7	11	21	18.3	35	24	32	20	26.6
Colombo	35	16	58.3	26.6	01	7	1.6	11.6	51	08	42.5	6.7
									114	109	24	23

3. Spelling Ability

The percentage of achievers of this skill is disheartening. The overall percentage that has reached ML is only 2.7% for all the 4 districts. The Table - 21 shows that 64% of the Grade 4 pupils could not spell the words meant for the Grade. Anuradhapura district being the worst with 82% failures. The disparity between Colombo district and the other 3 are quite distinct (Table - 21) The boys are very much weaker than the girls in acquiring spelling ability - 70.8%.

Table - 21
Indicating Spelling Ability

District	M L Total		M L %		SSL Total		SSL %		Districtwise SSL Total	SSL %
	G	B	G	B	G	B	G	B	Total	%
A' pura	0	0	0	0	44	54	73	90	98	81.6
K'gala	2	0	3.3	0	41	43	68.3	71.6	84	70
Matara	2	0	3.3	0	40	46	66.6	76.6	86	71.7
Colombo	8	1	13	I.7	13	27	21.7	45	40	33
Total	12	1	13	2.7	138	170	57.5	70.8	308	64

4. Literal Comprehension

Table 22 - depicts that in literal comprehension there is an apparent disparity districtwise, school typewise and genderwise. 78% of the girls and 58% of the boys in the Anuradhapura district have failed to comprehend the 6 simple verses quoted from the prescribed textbook. School typewise, the scores depict a decreasing order from the schools with above average standard facilities to schools with substandard facilities and resources. The girls', M L overall percentage is higher than that of the boys, girls' 45% and boys' 38%. In the Colombo district the percentage of girls' ML is 70%. (Table - 22.)

Table - 22
Indicating Literal Comprehension Performance

District	ML Total		ML %		SSL Total		SSL %		Districtwise Total ML	SSL Total	% ML	% SSL
	G	B	G	B	G	B	G	B				
A'pura	14	10	23	16.6	47	35	78	58	24	82	20	68.3
K'gala	18	23	30	38.3	20	22	33	36.6	41	42	34	35
Matara	35	25	58.3	41.7	11	22	18	36.6	60	33	50	27.5
Colombo	42	33	70	55	06	07	10	11.7	75	13	62.5	1 0.8
Overall Total	109	91	45	38	84	86	35	36	200	170	41.6	35.4

5. Inferential Comprehension

The ML attainment in Inferential Comprehension reveals that there is a districtwise disparity, Colombo district records 50% whereas Anuradhapura has gained only a 10% ML percentage. In Anuradhapura district 59% and in Kurunegala district 45% of pupils have failed to learn to infer ideas and relationships from what has been read. Their skills in reading, searching for information and interpreting them when necessary, is not being developed. This displays weaknesses of methods of teaching, through which reading habit could be motivated. In this sub-test girls have surpassed the boys in attaining ML, except in the Colombo district, which is 51.7%. Yet, the highest score has been attained by girls in the Matara district,56.7%. The non-attainment level, the SSL highest, is indicated by boys, 61.7% in the Anuradhapura district. (Table - 23)

Table - 23
Indicating Inferential Comprehension

District	ML Total		ML %		SSL Total		SSL %		Districtwise ML Total	SSL Total	ML %	SSL %
	G	B	G	B	G	B	G	B				
A'pura	9	4	15	6.6	34	37	56.7	61.7	13	71	10.8	59
K'gala	16	15	26.7	25	24	30	40	50	31	54	25.8	45
Matara	34	20	56.7	33.3	13	23	21.7	38.3	54	36	45	30
Colombo	29	31	48.3	51.7	06	06	10	10	60	12	50	1 0
Overall Total	88	70	36.7	29	77	96	32	40	158	173	33	36

24

6. Grammatical Writing Skills

Efficiency in expressing in the written form depends on one's ability to write according to accepted grammatical usages. Foundation for the development of grammatical writing skills has to be laid in the Primary School. There is a noteworthy disparity in acquiring the skill of grammatical writing as Table24 indicates. 70% boys 56.7% girls in the Anuradhapura district and 60% boys in the Matara district are unsuccessful achievers. They have failed to construct grammatically 5 simple sentences with correct subject and predicate. In contrast,68.3% girls and 51.6% boys have reached ML in the Colombo district. Girls have outwritted the boys performance in this sub-test too, obtaining an overall score of 36% as against 26% of the boys. There is a marked disparity in achievement, i.e. in learning the correct grammatical usage in this context between school types, having below average and above average resources. Inequalities in reading materials, primary trained teachers and the presence of dedicated personnel is a far cry in some of the under privileged schools. The overall ML is 60% in the Colombo district as against 6.6 in Anuradhapura district.

Table - 24
Indicating Achievement in Grammatical Writing Skills

District	ML Total		ML %		SSL Total		SSL %		Districtwise			
									ML Total	SSL Total	ML %	SSL %
	G	B	G	B	G	B	G	B				
A'pura	6	2	10	3.3	34	42	56.7	70	8	76	6.6	63.3
K'gala	19	21	31.7	35	19	21	31.7	35	40	40	33.3	33.3
Matara	21	8	35	13.3	20	36	33.3	60	29	56	24.1	46.6
Colombo	41	31	68.3	51.6	6	7	10	11.6	72	13	60	10.8
Overall Total	87	62	36	26	79	106	33	44	149	185	31	38

7. Creative Writing Skills

The overall performance in the sub-test item, Ability of Creative Writing is the second lowest among the 7 sub-tests. (Table - 25) The topics set for the pupils to express freely were very simple such as "My Village", "Procession I saw "," A Dream" etc. Most of the children could not write atleast ten sentences correctly and legibly. None of the pupils in the Anuradhapura district has attained ML level. The other two districts, Kurunegala and Matara indicate a ML percentage below 10%.

Table - 25
Indicating Achievement in Creative Writing Skills - Grade 4

District	ML				SSL				Districtwise			
	Total		%		Total		%		ML	SSL	ML	SSL
	G	B	G	B	G	B	G	B	Total	Total	%	%
A'pura	0	0	0	0	44	57	73	95	0	101	0	84.1
K'gala	5	2	8.3	3.3	34	43	56.7	71.6	7	77	5.8	64.1
Matara	4	1	6.7	1.6	39	49	65	81.6	5	88	4.1	73.3
Colombo	24	11	40	18.3	17	31	28.3	51.6	35	48	29.1	40
									47	314	9.8	65

The Girls' performance is very much higher than that of the boys. In the districts of Anuradhapura 84%, Matara 73%, and Kurunegala 64% have not obtained the preliminary steps for the development of creative writing skills. It is in the primary stage that the innate ability to express freely found in children could be drawn out and developed by teachers and could utilize it to motivate them and improve their reading habits and information skills. Teachers will have to be equipped with innovative methods and fresh thinking to meet this challenge.

7.ii. Writing one's own name, age, address and name of school

Educating the child should start with his own life because that is the dearest and most important thing he is interested in. As social beings of the present day, even a tiny tot should know to convey his or her personal information. It is the responsibility of the parents and the school to teach the personal information of their children and also to teach to express them correctly. The written responses given by Grade 4 pupils of the sample are analysed in the Table - 26 indicating pupils who cannot write their personal information.

Table - 26
Indicating numbers and percentages of pupils who cannot write information about them

District	I Name			II Age			III Address			IV Name of school		
	G	B	Total	G	B	Total	G	B	Total	G	B	Total
A'pura	7	19	26	10	16	26	34	48	82	27	25	52
%	11.6	31.6	22.6	16.6	26.6	22	56.6	80	67	45	41.6	43
K'gala	6	13	19	10	10	20	16	28	44	16	14	30
%	10	21.6	16	16.6	16.6	16.6	26.6	46.6	36	26.6	23	25
Matara	3	10	13	21	28	49	14	17	31	4	13	17
%	5	16.6	11	35	46.6	41	23	28	26	6.6	21.6	14
Colombo	5	7	12	5	7	12	2	6	8	7	11	18
%	8	11.6	10	8	11.6	10	3	10	6.6	11.6	18	15
	21	49	70	46	61	107	66	99	165	54	63	117
			14.5 %			22%			34%			24%

a. Writing one's own name

Table 26 indicates that 31.6% of boys in the Anuradhapura district, 21.6% of boys in the Kurunegala and 11.6% boys in the Colombo district have failed to write their own name to a satisfactory level. The percentage of girls who are unable to write their own name is not that conspicuous.

b. Writing one's own age

41 % Matara district boys and girls have failed to write their age correctly. 22% of Anuradhapura district pupils cannot calculate their age and write it in years and months. The problem they had faced in this instance was not learning the concept of years and months correctly.

c. Writing one's own address

It is disheartening to note that 80% of boys and 56% of girls in the Anuradhapura district and 46.6%, 26.6% of girls in the Kurunegala and 28% of boys in the Matara district of the sample cannot write their personal address corectly and legibly after completing four years of schooling. This shows that child's learning is not related to his life.

d. Writing the name of one's school

43% of Anuradhapura, 25% of Kurunegala, 14% of Matara and 15% of Colombo district have failed to write the name of their school to a satisfactory level. The school name board is seen by children daily. The teachers have not made use of it to teach the children.

The overall percentages of pupils of the sample who cannot write their name, age, address and name of the school are as follows:

    i. Name   = 14.5%
    ii. Age   = 22%
    iii. Address   = 34%
    iv. Name of school = 24%

These weaker children who will be the earliest to drop out of school should be taught atleast the basic social demands. Teachers seem to be clinging on to a set curriculum and hurrying through a syllabus without helping the child to live in society. Reading materials should be related to the child's life and objectives of teaching language interrelated to the methods.

5.03. The Table - 27, indicating ML and SSL for the 7 sub-tests of Grade 4 shows the areas which pupils have failed to learn. Their 2 conspicuous areas of difficulty are spelling and creative writing. Not being able to read because children do not know their spelling becomes an obstacle to infer the idea (item no. 3). Out of the sample 50% - 70% have been unsuccessful in Spelling Ability. Creative Writing Ability is also poor. (item no. 7). 50% - 77% have failed in Creative Writing.

Table - 27 - Indicating ML and SSL for the 7 sub-test item
Table - 27 - 01

Test Items	1		2		3		4		5		6		7	
	ML		ML		ML		ML		ML		ML		ML	
School Types	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
1	14	8.75	26	16.25	3	1.8	43	27	36	22.5	26	16.25	21	13
2	28	17.5	35	22	6	3.8	60	37.5	44	27.5	46	28.8	13	8
3	56	35	53	33	4	2.2	97	60.6	78	48.8	77	48	13	8

Table - 27 - 02

Test items	1		2		3		4		5		6		7	
School Types	SSL		SSL		SSL		SSL		SSL		SSL		SSL	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
1	94	58.8	49	28	110	68.8	66	41.25	74	46.25	80	50	123	76.8
2	70	43.8	42	26	113	70.6	64	40	69	43	75	46.8	112	70
3	52	32.5	17	10.6	85	53	30	18.8	30	18.8	30	18.8	79	49.6

Schools with sub-standard resources (School Type 1) and Schools with average standard resources indicate between 40% - 70% failures in 6 items of the whole test. This is a tragic situation which has to be averted, if reading habits and information skills are to be developed.

A glance at the ML Table 27-01, School Type 3 statisticts reveals how inequalities in resources becomes determinants of children's education. 30-60% of pupils in those schools have mastered five items of the whole test, whereas in the other two types 1 and 2, the percentage reaching ML is between 1-27% in School Type 1 and between 4-37% in School Type 2.

Chapter - 06
READING INTERESTS AND CHILDREN

The Attitude Inventories and the questionnaire on children's interests based on reading that were administered to Grade 2 and Grade 4 pupils separately, the responses collected from the Interest Inventory from two teachers of each class, and the information collected from the Heads of the selected schools revealed the qualitative idea of pupils towards reading, their interest in reading, how far they have acquired the habit of reading and how supportive their home background and school background is, for the development of reading habits and information skills.

Children have an innate desire to know about their surroundings. As the child grows learning through sensory perception he becomes more and more curious to understand his environment, what has happened and what is happening are his interests. So he likes stories being read to him. This inborn curiosity inbuilt in children is depicted by their self interest inventories to a great extent. e.g. Table 28, 29, interest inventory on "I would like to spend my leisure time" Grade 2.

Table 28, 29
Self interest Inventory on "I would like to spend my leisure time - Grade 2

If I have the money I will buy ......

Table - 28

District	Playing	Cycling	Reading
A' Pura	11	18	67
K'gala	13	23	79
Matara	11	16	90
Colombo	14	30	70
Total	49	87	306
%	10	18	64

Table - 29

Toys	Story books	Colour Pencils
31	33	29
27	53	37
29	53	34
27	52	40
114	191	140
24%	40%	29%

These two tables 28 and 29 indicate what really children are interested in doing. During leisure time 64% of children of the sample wish to do reading and not playing or cycling. If children have the money they would prefer to buy story books and not toys or coloured pencils. This consensus is also shown by grade 4 pupils Table 30.

Table 30
I would like to spend
my leisure time.... Grade 4

District	Playing	Swimming	Playing music	Going to a library
A'pura	16	11	43	32
K'gala	11	12	16	69
Matara	27	8	34	48
Colombo	18	16	12	73
Total	72	47	105	221
%	15	9.8	21.8	46

Table 31
I would like to buy...
Grade 4

Coloured Pencil	Children's Paper	Bat& Ball	Story Book
18	28	19	38
20	38	14	44
14	37	16	50
8	41	9	59
60	144	58	191
12.5%	30%	12%	40%

46% of Grade 4 pupils of the sample wish to go to the library during leisure time and 40% would buy a story book and 30% would buy a children's paper, if by chance they get money. Table 32 indicates further that after school 78% would rather read a book and neither they would like to play nor have an afternoon nap.

Table 32 - After school I would like to ......

District	Sleep	Read a book	Play
A'pura	–	90	10
K'gala	3	97	12
Matara	2	92	22
Colombo	3	95	17
Total	8	374	61
%		78%	12.6%

Children do not show an interest in turning the pages of a book or seeing merely pictures. They are genuinely interested in listening to stories related or read out from a book by an adult. (Table 33). This interest could be harnessed by intelligent teachers for developing reading habit.

Table - 33
What 1 like in books - Grade -2

District	See Pictures	Listen to Stories	Turn Pages
A'pura	31	61	11
K'gala	52	60	13
Matara	30	72	18
Colombo	30	68	19
Total	143	261	61
%	29.8%	78%	12.6%

Chlidren like to laugh, enjoy and be happy most of the time. They like to hear such stories and enjoy them. Children are very much interested in humourous stories. Table 34 indicates it.

Table 34.
Stories 1 prefer to read ....Grade 2 (7 year old)

District	Andare	Gamarala	Folk tales	War stories
A'pura	43	27	16	07
K'gala	65	25	13	14
Matara	47	40	20	10
Colombo	51	37	21	05
Total	206	129	70	36
%	43%	27%	14.6%	7.5%

Table - 35
Reading Interests - Grade 4 (9-10 year old)

District	Read about Animals	Vehicles	Birds	Heroes
A'pura	09	10	27	53
K'gala	11	03	16	85
Matara	11	10	27	65
Colombo	22	04	23	70
Total	53	27	93	273
%	11	5.6	19	56.8

6.02. As children mature their subjects and reading interests naturally changes. It is clearly shown by Table - 35 indicating Reading Interests of Grade 4 children (9 - 10 years old). Both boys and girls without gender difference have given preference to reading about heroes 56.8%.

Creating an interest in reading facilitates development of reading habits, especially in early childhood. The child gets motivated to read when he hears stories or when an adult reads aloud a story to him. Today the child could get this type of satisfaction through the mass media. When children watch television or listen to the radio, those programmes which are meant for children, create an awareness and need for reading and they could be made use of to develop reading habits.

The children's favourite television and radio programmes are given in Tables 36 and 37 of Grade 2 and Tables 38 and 39 that of Grade 4 children.

Tables - 36 -01,02, 03
Children's Interests in Mass media Grade 2

District	Cartoon stories	Children's play	Stories
A'pura	59	05	38
K'gala	78	12	25
Matara	54	06	60
Colombo	68	03	41
Total	259	26	164
%	53.9	5	33.9

Ambili Mama	Lama pitiya	Lama Rangamadala	Children's Songs
45	19	18	21
70	12	14	21
78	19	03	15
60	20	07	23
253	70	42	80
52.7%	14.5%	8.8%	16.5%

Television   **Radio**

District	BINDU	MIHIRA	RANKATI	TIKIRI	Total no. reading papers	%
A'pura	54	4	11	11	80	66.6
K'gala	87	9	99	9	114	95
Matara	78	7	15	10	110	91.6
Colombo	86	15	8	7	116	96.6
Total	305	35	43	37	420	87.5

Newspapers

Grade 2 children's best television programme is indicated as Cartoon stories 53.9% an their best radio programme is Ambilimama with 52.7%. These interests could be made use of in varied ways to develop reading habits and information skills in the classroom.

Table -37 - 01, 02
Children's Interests in Mass Media - Grade - 4

District	Cartoons	Tele Drama	Stories	Hindi Films	Songs	Stories	Dramatic Play
A'pura	56	12	17	19	43	44	11
K'gala	64	24	18	12	39	49	19
Matara	55	22	18	24	40	56	17
Colombo	80	11	22	05	45	56	11
Total	255	69	75	60	167	205	58
%	53	14	15.6	12.5	34.7	42.7	12

Television   **Radio**

Tables - 36-03, 38-01, indicate that a very high percentage of children in all four districts read children's papers. "Bindu" seems to be their best choice, 63.5% of Grade 2 and 34.5% of Grade 4. Even in most remote schools children who cannot buy newspapers seemed to read them. It was found from class teachers that this is a habit developed by the good teachers of those schools by exchanging papers within the class, when those parents who could afford to buy papers for their children bring them to school. This high percentage suggests that if reading materials are made available to children, then reading habits and information skills of primary school children could be definitely improved. The other two mass media the television and the radio create an awareness and need for reading when children watch particular programmes meant for children. Some are of the opinion that especially the television media is a threat to reading habit development in children as they get addicted to watch television. Regulating the child's time wisely is a concern and responsibility of the parent. Yet, the importance of the mass media as a source of information and entertainment for children has to be recognised.

Table - 38 - 01
Indicating number and percentage of children reading children's papers - Grade - 4

District	Mihira	Bindu	Tikiri	Vidya	Total no. reading Children's Papers	%
A'pura	34	32	19	15	100	83
K'gala	36	41	07	26	110	91.6
Matara	32	48	10	19	109	90.8
Colombo	38	45	07	28	118	98
Total	140	166	43	88	437	91
%	29	34.5	8.9	18		

The Self-Interest Inventory shows that among school subjects, both boys and girls seem to prefer to study mathematics without any distinction and they are not as much interested in learning Sinhala language. Table - 39 indicates a Maths score of 46% as against 12.7% in Sinhala Language.

Table - 39
My Favourite School Subject - Grade 4

District	Art		Maths		Sinh. Lang.		Music	
	G	B	G	B	G	B	G	B
A'pura	5	12	26	23	07	14	18	04
	= 17		49		21		22	
K'gala	13	13	22	32	11	01	12	05
	= 26		54		12		17	
Matara	11	16	25	28	13	05	08	09
	= 27		53		18		17	
Colombo	12	17	31	34	06	04	12	04
	= 29		65		10		16	
Total	= 99		221		61		71	
%	= 20.6		46		12.7		15	

The most uninteresting subject for the ten year old child is depicted in the sample as Sinhala Language. At this stage the child has not yet mastered the four language skills fully.

This reveals a clue as to the low achievement levels of pupils in Sinhala Language skills. The Mean Performance of Anuradhapura district in school Types 1, 2, and 3 Kurunegala district in School Types 1 and 2 and in Matara district in School Types 1 and 2, a score below 35% is indicated. (Table -06) This cannot be considered as a fault of the pupils alone. This situation suggests that children are intelligent, are interested in learning an discovery and achieving satisfaction. Therefore, teaching has to be interesting and pupils should be motivated and guided properly.

Chapter - 07
THE HOME BACKGROUND

7.01 It is assumed that when family size is large, children do not get equal need satisfaction enjoyed by children of small families of the same income level. In the questionnaire, the family size of Grade 2 pupils was divided into two categories. Category 1, with numbers less than 5, that is 1 - 5 and Category 2 with the number of members of family between 6-10. The number of houses under each category and percentages are given in Table - 40.

Table - 40
Indicating Family Size - Grade 2

	Category - 1 1 - 5				Category - 2 6 - 10			
District	G	B	Total	%	G	B	Total	%
A'pura	28	22	50	41.6	25	19	44	36.6
K'gala	42	33	75	62.5	17	25	42	35
Matara	35	40	75	62.5	26	19	45	37.5
Colombo	47	38	85	70.8	07	15	22	18

According to Table - 40, in Colombo district Category 1, smaller sized family percentage is higher than that of Anuradhapura, which is,70.8% as against 41.6%. On the other hand Category 2 is higher in Anuradhapura district than in Colombo district, i.e. 36.6% as against 18% in the Colombo district. This factor seemed to have affected the achievement performance of children as it is apparent from the highest ML percentage in Colombo district and lowest ML percentage in the Anuradhapura district. (Tables - 6 and 18-01, 02)

7.02 Parental support in supplying reading materials such as books, papers and magazines undoubtedly help development of children's reading habits and information skills. This in turn is conditioned by the socio-economic status of parents. Table - 41 which indicates the number of books Grade 2 and Grade 4 children posses is quite eloquent of this factor.

Table - 41
No. of Books Children Posses for Supplementary Reading

District	1 - 5 books		6 - 10 books		1 - 3 books		4 - 5		6 - 10		10 + books	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
A'pura	75	62.5	24	20	60	50	28	23	-	-	14	11.6
K'gala	69	57.5	46	42	38	31.6	25	20.8	14	11.6	44	36.6
Matara	77	64	37	31	53	44	32	26.6	1	-	29	24
Colombo	56	47	47	39	20	16.6	33	27.5	-	-	65	54

GRADE 2   GRADE 4

Table 41-01 depicts that in the Anuradhapura district only 20% of pupils of Grade 2 posses more than 5 books for extra reading, whereas for Kurunegala and Colombo the percentages are 42 and 39 respectively. Table 41-02 further concludes this fact. In the Anuradhapura district children who have more than 10 books for extra reading indicate a percentage of 11.6% as against 54% in the Colombo district and 36.6 in the Kurunegala.

12.7% of the overall sample of children's parents do not buy a newspaper. In the Anuradhapura district 20% houses never buy a newspaper as against 7.5% of the Colombo district. But, 35% of the sample buy Sunday news papers. This may be due to the fact that other forms of mass media like the television and radio are being sought after for enjoyment and getting information. Thereby a good opportunity which the parents could offer in motivating the child to develop his habit of reading is neglected. (Table - 42) It is only a very poor percentage of parents buy newspapers daily. Even in the Colombo district 26% of the houses of the sample only buy newspapers daily. It may have been caused by two factors. It may be due to lack of money or of time to read papers. Whatever it is, if the parents could afford to buy newspapers daily it would be a motivation for the child to read.

Table - 42

Indicating the Number of Houses that buy Newspapers - Grade 4

District	Daily	Sundays	Sometimes	Never	
A'pura	17	34	32	24	20%
K'gala	22	39	37	15	
Matara	15	47	41	13	
Colombo	26	48	33	09	
Total	80	168	143	61	
%	16.6	35	29.7	12.7	

7.3 The School Background

The questionnaire designed for Heads of schools and Teachers were intended to find out how conducive the school background is for improvement of reading habits and information skills is. The question numbers, 1-10 were set to obtain general information about the schools. Question numbers 10-16 were prepared to collect information as to how the school is supportive to achieve the said objective.

A teaching - learning situation is significantly affected by the availability of buildings with sufficient number of classrooms, seating accomodation and furniture. Information collected from the responses from Heads of schools reveal that only 4 out of 13 schools have got the required number of classrooms. Primary sections of some popular urban schools have more than 50 pupils in one classroom which could accomadate only 40. This situation has resulted adversely. Neither the teacher nor the pupil could move about freely to give and receive individual attention. Thus, teaching and learning has become a formal affair.

The situation is worse in some schools where the classes are conducted in unpartitioned open halls. In such schools both teaching and learning has become a drudgery and some teachers are forced to conduct classes under the trees in the garden. Only about 4 schools possess the required numbur of classrooms.

Out of 13 schools, exclusively primary education is given only in 5 schools, Table-43. In those schools where there are classes up to 11 or 13 grade, primary education is entirely managed by a Deputy Head, a trained teacher with experience. Of the other 8 school- Heads three are trained teachers and five are graduates with post diploma. Academic professional status of the Head of the school, his attitude toward improving the mother tongue, commitment to his profession, his support in providing reading materials and promoting reading habits is of significance in this context.

The teacher is the key factor in improving reading skills and habits in pupils when resources are sub - standard. In those schools the teacher is the only source of learning. Out of the 24 teachers who supplied information through the questionnaire 21 are Primary Education trained and 3 are trained graduates. But, the responses of Heads of schools revealed that there are quite a number of teachers who are not trained. (Table - 43) i.e in the districts samples of Anuradhapura 12, Kurunegala 10, Matara 4 and in Colombo district 2. The standard of education undoubtedly recedes when teachers are not trained for the profession.

Out of the 13 schools of the sample seven schools do not possess libraries catering to the reading needs of primary school children.(Table - 43) Out of the rest of the six school libraries four of them have 100-500 books. Three School-libraries have less than 1000 books and the two National Schools in the Colombo district have a wealth of 3000 or more books. The two schools in the sample which have a few books received as a donation complained that there is no storage facilities available for them even to keep them safely. This clearly displays the disparity between schools with sub-standard resources and schools with above average standard resources. This fact substantiates the view presented earlier that the socio-economic level at home and school affect achievement level of children. (Table Mean Performance of Grade 4). Out of the 13 schools 8 schools do not buy even a single news paper.

7.4.1 Teachers opinion about Reading Promotion

The responses presented by the 25 teachers of the schools of the sample revealed that children are really interested in reading and teachers do their best to promote reading by managing classroom libraries under difficult situations. Each child in the class brings a story book at the beginning of the year. Sometimes teachers give the names of the list of story books.

Those who can afford to buy children's papers bring them to the class. These books and papers are exchanged among the pupils. Thereby teachers help children to develop reading habits. The teachers have mentioned a number of papers like Mihira, Vijaya, Hapana, Tikiri, Punchi etc. This type of reading promotion through exchanging books is not done in Anuradhapura and Kurunegala districts. Instead in some schools, teachers get a few books, about 30 from the Secondary school library and distribute them among children once a month or so. But in the Colombo district class libraries as well as main libraries function.

7.4.2 Teachers have also revealed that in addition to the scarcity of reading material, children of School Type 1 and 2 suffer from other deficiencies such as socio - economic conditions at home, large families, parents not being educated, their inability to realize the importance of reading. According to some teachers without enough facilities and not receiving encouragement from the home background these children fail to achieve the expected level in language skill.

7.4.3 Some teachers are of the opinion that the primary syllabuses contain far too much material for the year that they cannot complete and it is difficult for them to concentrate on developing language skills individually. Yes, there should be variety in the content of the curriculum to cater to individual needs. Yet, what matters is giving the teacher a chance to expand the contents and achieve objectives of language skills to suit the 5 - 10 years old children.

7.4.4 Some teachers pointed out that the Grade 2 and 4 and even Grade 5 Text-books do not motivate children to read as the stories do not awaken their feelings and curiosity. Stories do not create opporunities for children to think. Therefore, the teachers say that children mechanically read by heart, even if they cannot identify letters, words or meaning of what they pretend to read. One example they have quoted in a Text Book is lesson "Amarate Taggak" (අමරේ තැග්ගක්). Therefore, the authorities concerned have to be more cautious in the selection and grading curriculum and Text Book content.

Table - 43
Indicating Facilities available for Promoting Reading

District	School Type	Primary School	Librarian	No. of books available	Children's papers	Storage for books	News papers	Television	Radio
Anuradapura	1	X	X	X	X	–	X	✓	✓
	2	✓	X	300	X	X	X	X	X
	3	X	X	X	X	–	2	✓	✓
Kurunegala	1	✓	X	1000	✓	✓	2	✓	✓
	2	✓	✓	1000	X	✓	3	✓	✓
	3	✓	X	1200	✓	✓	1	X	✓
Matara	1	X	X	350	X	X	X	X	✓
	2	X	X	250	X	X	X	X	✓
	3	X	X	500	✓	X	2	✓	✓
Colombo	1	X	X	1200	✓	X	1	X	✓
	2	building Up	X	getting Organized	X	–	3	X	X
	3- G	✓	✓	5000	✓	✓	3	✓	✓
	3- B	✓	✓	3000	✓	✓	3	✓	✓
X = No		7	9	2	8	4	4	6	2
✓ = Yes		6	4	–	5	–	9	7	11

Except for the two national schools of the Colombo district, librarians trained for the job are not available in the rest of the schools. In most of these schools a teacher from the staff helps in the library. In one or two schools a girl is employed for the work in the library paying a nominal fee.

Thus, the school background and the home background of more than 50% of the schools of the sample fall short of meeting the required necessities for the improvement of reading habits and information skills.

Table - 44
Indicationg the No. of Primary Libraries & Books

District	School Type	Primary School Library	Librarian	No. of Books Availablle			
				200-500	500-1000	1000-2000	2000-5000
Anuradapura	1	X	X	—	—	—	—
	2	✓	X	✓	—	—	—
	3	X	X	—	—	—	—
Kurunegala	1	✓	X	✓	—	✓	—
	2	✓	✓	✓	—	✓	—
	3	✓	X	✓	—	✓	—
Matara	1	X	X	—	—	—	—
	2	X	X	—	—	—	—
	3	X	X	—	—	—	—
Colombo	1	X	X	—	—	✓	—
	2	X	X	—	—	—	—
	3- G	✓	✓	—	—	—	✓
	3- B	✓	✓	—	—	—	✓
X = No		7	10	—	—	—	—
✓ = Yes		06	03	04	—	04	02

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7.05 Summary of Findings

1. Children are interested in books, picture books magazines etc. and they have a innate desire for information, knowledge and communication.

2. 80% of Grade 2 pupils of the sample have acquired the language skills satisfactorily.

3.i. 50% - 67% of Grade 4 pupils of the sample have not acquired the Language skills expected for the grade, at the end of the year.

   ii. 68% of the Anuradhapura district and 36 % of the Kurunegala district pupils cannot write their address and 43% of the Anuradhapura district pupils cannot write the name of their school.

4. There is a marked disparity in achievement of language skills between/among the 4 districts, between the 3 School Types and between girls and boys.

5. But, there is no equitable povision of physical and human resources available in schools as yet for the promotion of better education.

6. Teachers do not follow innovative techniques in teaching.

7. Supervision of teaching and guidance for teachers are not performed on a regular basis by master teachers.

8. Methods of assessment and evaluation is not properly maintained to diagnose learning difficulties in children and help them.

9. The Curriculum, teacher guides, text books and methods of teaching do not seem to suit the changed society of the modern day.

10. 50% of the Primary schools of the sample do not possess libraries. Lack of suitable reading materials, librarians, varied kinds of books, a large quantity of books of quality to cater to varied needs and interests of Primary children are found to be obstacles which stand in the way of development of reading habits and information skills among the Primary school children.

Chapter - 08
FINDINGS AND DISCUSSION

8.01 The Self Interest Inventories have clearly shown that the children like to read. They are interested in books, magazines, children's papers and they have a thirst for information, knowledge and communication. The innate desire to listen to stories is apparent in children. This inbuilt desire and interest found in children has to be harnessed to improve their reading habits and information skills.

As a foundation for the development of reading habits and information skills the four language skills, Listening, Speech, Reading and Writing has to be developed in the classroom. The child should be able to read with ease and facility in order to develop reading as a habit. The first requisite for this is to gain ability in identification of letters and words. Then the child has to read words and sentences to infer meaning and gain knowledge, information etc. This is a complex process. Hence the significance of laying the foundation on a sound footing. This is the responsibility of the parent, the teacher and the school. The two assessment tests conducted in this study for Grade 2 and Grade 4, for the four districts have revealed that, this important responsibility has not been undertaken seriously and satisfactorily either by the parents or by the teachers and authorities concerned.

8.2 The grade 2 pupils in all four districts belonging to all 3 types of schools have acquired a Mean Performance of over 80% in Language Skills. But the Grade 4 Mean Performance is not satisfactory at all. For the three districts, Anuradhapura, Kurunegala and Matara, when it is calculated school typewise the Mean Performance is 35%. In these three districts between 50-67% of pupils have failed to acquire the required level of competancy for the Grade. (Table - 8) It is not only the pupils have failed, the teachers concerned and schools and also the parents have failed to perform their duties satisfactorily. This situation also reveals that parents are more supportive and enthusiastic about children's education as they start schooling and as time goes on and children grow up it seems to dwindle and parents as well as the grown up children begin to be more concerned about the younger ones who appear after them and consequently the 9-10 year old children's education gets neglected.

The Grade 4 assessment also revealed a disparity in performance among the districts, between girls and boys and also between School Types 1,2 and 3. The School Type 3 has the highest Mean score for girls, 57% and 49% for boys. School Type 2 has the next highest mean with 43% and 33% for girls and boys respectively. The School Type 1 with below average standard resources has scored the lowest mean value of 38% for girls and 26.4% for boys. Thus it has been found that the Colombo district children have learnt the required language skills better than the children of other three districts. Anuradhapura is the worst district in the line. There is also a downward trend in M L achievement from the Colombo district to Anuradhapura district. These variations in performance pin-points the ineqalities in the distribution of learning and teaching facilities for all the school subjects in general and in language skills in particular.

The two major areas of difficulty in the achievement of language skills for Grade 4 pupils was found to be Spelling Ability and Creative Writing Skills, (Tabel- 27), irrespective of the School Type. It is more clearly indicated below:

Table - 45
Indicating the Most Difficult areas in the Achievement of
Language Skills - Grade 4

Test Items:	School Type 1	School Type 2	School Type 3
3. Spelling Ability	69%	71%	53%
7. Creative Writing Skills	77%	70%	50%

For more than half the number of pupils in the sample, that is, between 50%-70% have not been able to attain the expected achievement level of the above two skills for the Grade, after four years of schooling. This suggests that there are other underlying factors which have contributed to this drastic situation. The support children get for their academic success from their home background and school background has been recognised in this context, as of fundamental importance. For efficient teaching and successful learning to take place and for the improvement of achievement levels, methodology of teaching adopted by the teachers is of equal importance. It has been found that the support which the parents give especially for language development

of their children is quite negligible in underprivileged homes. (Tables - 41 - 01 and 02, Table - 42) Under such circumstances, the school and the teacher definitely will have to compensate for educational facilities of their children. Does this really happen is the question?

8.03 It has been observed that there is no equitable provision of physical and human resources in the schools of the sample selected from the four districts. In some schools in Anuradhapura and Matara districts Primary classes are conducted in unpartitioned open halls. Even in separate classrooms in the best of schools in the Colombo district, the number of pupils in classes are overwhelming that neither the pupils nor the teacher could move about freely either to receive or offer individual attention. This situation affects the performance especially of the Primary children who are sometimes beginning to grasp things for the first time and they hardly gain much out of the maximum effort and struggle taken by their teachers in this formal way of imparting knowledge.

8.04 Out of 13 schools, 5 schools offer exclusively Primary Education. These schools have over 500 pupils and are usually managed by a Head and a Deputy Head. In these Primary Schools a single teacher does teach all subjects unlike in those schools which cater to higher grades and special teachers are available for English Language and Elementary Science. Therefore, there is a need for English Language and Elementary Science teachers in the Primary only schools. This measure would assist to widen knowledge and information skills in children, motivating them to read books both in Sinhala and English Language.

8.05 Methods of teaching plays an important role in a learning situation. What was observed was teachers are more concerned with covering the syllabus, merely using general methods of teaching without thinking of special and innovative techniques and individual differences of learners. There is hardly any system of evaluating reading. Teachers do not seem to undertake feedback programmes and maintain records of same. Lack of teaching aids was observed in most of the schools and teachers depend only on 'Talk and Chalk'. Some teachers work after school twice or thrice a week they said, helping those children who face difficulties in reading. But, even then, in such situations teaching aids are not being used. The major deficiency observed in methodology is that classroom practices are not related to the life and environment of particular children. This is attested by the fact that 67% of pupils of the sample have failed to write their personal address and 43% cannot write the name of their school to a satisfactory level in Grade 4.

8.06 Reading skills could develop only if reading materials is available. Non availability of suitable reading materials creates serious limitations in developing reading habits. The children in the underprivileged schools do not have enough suitable reading materials. 50% of the Primary School of the sample do not have libraries. Even the few schools which possess libraries face lots of short- comings such as lack of space to house a library, lack of money to employ a librarian, to distribute and guide students in reading, lack of books to suit primary grade children, lack of varied books to suit different interests of children etc. Those who are employed as librarians by some schools having paid a nominal fee are not trained for the job. In addition to these deficiencies there is a need for larger number of books.

Some schools do not have atleast a couple of cupboards to store the books safely which they have received as donations from organizations and various philanthrophists. It was also observed that a National School Primary Division possesses 5000 children's books, necessary furniture and trained librarian to manage it whereas some Type 1 schools do not have even 10 books. This is a tragic situation which the present goverment is trying to overcome by various ways and means. From the children's Self Interest Inventories it has been found out that children like to be engaged in extra reading. They are interested in reading. As such it is the duty and responsibility of the parent, the teacher and the authorities concerned to harness this innate drive in children and develop their reading habits and information skills.

For the development of reading habits children should be able to read with ease and facility. The inability to read is associated with inadequate language development. As such, improving language skills in Primary School children has to be considered more seriously. The main aim of education is to extend literacy. That is reading, writing and thinking. It is direction of thought and feelings which determines daily conduct of life, i.e. living. Communication is the main activity of mankind. That is the most important form of behaviour. Learning to read is not merely a skill and activity. It becomes also one of the most important challenges to intellectual adventure and scholastic endeavour, as children acquires information through reading. Therefore, the schools should offer pupils assistance to meet these challenges.

It has been revealed that all the schools in the four districts of the sample have not been equally successful in their educative attempt why?. The reasons are numerous. Availability of physical and human resources has shown a bearing on the achievement levels in language skills. Type 3 Schools in the

Colombo distrist has a very high level of achievement in language skills as against Type 1 Schools in the Anuradhapura district. Parents of these underprivileged children cannot assist them in their studies. Being uneducated most of them lack a positive attitude towards learning, and these children do not get parental support of encouragement from their homes.

It was found that 50% - 67% of grade 4 pupils of the sample have not acquired Language Skills in the following areas:

1&2. Vocabulary for the Grade level

3. Spelling Ability

4. Literary Comprehension

5. Inferential Comprehension

6. Grammatical Writing Skills

7. Creative Writing Skills

Further, 68% of pupils cannot write their home address and 43% of pupils cannot write the name of their school to a satisfactory level, in the Anuradhapura district. Thus, a correlation is depicted between the performance of pupils and availability of physical and human resources. This critical situation has to be averted. Under these circumstances, the pupils and the teacher are the significant resource for learning. Today reading and writing involves much more than merely distinguishing letter shapes, following text with the eyes, drawing those shapes etc. According to psychological view knowledge in any field is acquired through the subject's interaction with the object of that knowledge. Learning reading is a child's exploration of the nature, function and value of written language. This, the child begins long before he enters school. We have to remember that children are active seekers of knowledge, not simply willing or unwilling to acquire a particular skill. It has been said that the primary child has already entered the "Literacy Club" and has already started to learn about reading in a natural and incidental way, being exposed to the printed word in the environment :- bus-boards, various posters on the highway, lables of goods in the market, advertisements on television, newspapers and road signs. The child sees lots of words in his environment and tries to grasp them meaningfully. Therefore, most children

have some form of awareness of the printed word. The teachers responsibility is to extend the experiences of those who possess them and compensate for the others who lack them. Teachers do not seem to be paying attention to these individual differences and building on children's existing knowledge in extending their reading in meaningful situation. Another point is, the teachers have to understand that the success of learning (reading) comes not from what we teach, but from what we enable children to do as learners. Much of what children learn, they must learn for themselves. What is taught . is not the same as what is learned. Therefore, the teacher has to be concerned with the learner's needs. If the words, phrases and sentences the teacher tries to teach are interesting and memorable and are related to children's own interests, then those would be meaningful to them. They will compare those with their own experience and respond. Thus, Reading takes place only when the message is being received and understood. The Test results show that teachers follow general uniform techniques of teaching.

8.07 Teacher is considered as an important element in developing children's reading habits. The teacher's influence is strong during the years when children are learning to read and are forming reading habits. The children need guidance and encouragement to find pleasure in reading. Unless it is pleasureable experience for chidren they will read very little besides what has been read to them. The teacher must have a desire to read to, inspire a love for reading and instilling a taste for reading in children. A thorough knowledge of children's literature is also a significant advantage for teachers. They have to be familiar with available good books. The Self Inventory Attitude test for teachers revealed that only about 50% of teachers have read over 500 books for their whole career and only two teachers have read more than 1000 books. The teachers have to up-date their knowledge by reading.

If teachers had used continuous assessment after finishing each unit of study, if diagnosis tests were carried out to search for pupils' weak areas in learning language skills and if, evaluation feedback programmes were conducted, then, so many pupils would not have been unsuccessful in attaining the expected level of the grade. Thus, there is a grave necessity for teachers to handle assessment and evaluation tests and directing children to have feedback programmes and regularly do remedial activities.

8.08 If a child's needs are satisfied by a book he will start reading it for pleasure. A child begins acquaintance with a book by looking at pictures. If the picture book captures his interest, he returns to the book again. Picture

books which satisfy child's needs like "Umbrella Thief" by Sybil Wettasinghe should be provided for children. The Self Interest Inventory of Grade 4 pupils has revealed Jataka stories as their best choice. That may be because those are a very good medium in meeting needs and interests of children. They contain the world and its environment, its flora and fauna, human interaction within family, society etc., with which children could share their experience and absorb right kind of moral values selecting what is good and what is evil. Therefore, the main task of the teacher is to select various types of books to match the child's developmental ability, his age level needs and interest.

Research done in Western countries has revealed that success in reading has been achieved by children who were provided with plenty of opportunities for reading/and access to books. Avid readers had stories read or told to them regularly by parents or grandparents.

The Reading Attitude test given to children has revealed that not even 15% of children have got grandparents living with them. Further the names of books read by pupils indicate (Annexture IV) that they read whatever that come in their way, they have no choice. They read anything and everything they get hold of as they are interested in reading. It is therefore, the duty of the adults to select suitable books for young children as they cannot discriminate between suitable books and books not suitable for them and evaluate them. This study suggests that there should be quality and quantity improvement in children's literature in Sri Lanka. Also there should be better methods of selecting books for children and better techniques of book distribution especially for Primary School children.

Chapter - 09

RECOMMENDATIONS AND SUGGESTIONS

The recommendations are considered under two major headings:

1. Improving the process of education in Language Skills.

2. Promotion of Reading habits and Information Skills among Primary School children.

9.01. Improving the process of education in Language Skills.

a. Efficiency in teaching is affected by a number of variables such as availability of physical and human resources, home background, the teacher, methods of teaching, teacher guidance and supervision, teaching aids, methods of evaluation and assessment, teacher training etc.

The most significant resources in a Teaching - Learning situation is the pupil and teacher. Teacher is the only source of learning in Types 1 and 2 schools. The teacher's influence is very strong on children during these formative years. Therefore the teachers have to follow innovative methods of teaching to suit the interests of children and locality of the school. They have to be guided and supervised by Master Teachers regularly. They have to be trained to make use of local material to prepare teaching aids and how to use them in teaching as it is especially necessary to help primary School children's learning. This would improve the quality of teaching too.

The teachers will have to make use of methods of evaluation and assessment to find difficult areas children face in language learning. And also they have to use feedback programmes and remedial activities. The training most of these teachers have received 10-15 years back has to be given new life, for them to gain confidence in themselves. Then they would be commited more to their profession than at present as they could maintain the status and standard of the teacher. Training of more Master Teachers and in - service training for teachers, at least twice a year is therefore recommended.

b. Teachers' Training Colleges and Colleges of Education should pay special attention to development of language skills. Teachers colleges should give a start to experiment methods of teachihg language skills. They should

encourage teachers to do various research studies on methods of Teaching Reading, Writing etc. for different grades in the Primary School, so that they could try out different methods, adjust them to suit particular needs of students and the locality of schools, when once they start teaching. Methods such as co-operative learning, multi - grade teaching and remedial work would definitely assist schools which are not so privileged.

c.   The key figure in managing and monitoring the process of education in a school is its Principal. The Principals of the underprivleged schools will have to act as leaders of the community. The children who attend these schools do not get parental assistance in their studies, most of them being uneducated and parents lack a positive attitude towards learning. In such circumstances Principals as leaders of the community have to educate the parents and get their assistance for the welfare of the school. They have to organize awareness programmes for the parents on educative activities of the school, on value of relating stories to young children for the development of language skills. The Principals could seek community assistance for preparation of teaching aids, getting reading materials as donations from the affluent etc. The Principals will have to get the full cooperation of teachers as well as parents. Leadership and commitment of the Heads of schools is of vital importance for the improvement of education. Therefore, Heads of schools have to be selected cautiously and they should be given a training in Primary Education.

About 50% of the schools of the sample suffer due to lack of physical and human resources. Equitable provision of resources to all Primary Schools in the Island is an impossible task. Yet, action has to be taken to alleviate these discrepancies by supplying basic necessities, such as separate class rooms, libraries and reading rooms, 500-1000 children's books a few magazines and children's papers and storage facilities for teachers to keep their self-made teaching aids and resource materials safely. Renovating Primary School buildings atleast once a year is recommended, giving thought to avoiding health hazards to young ones and also to maintain the atmosphere of the school pleasant and attractive to the children.

2. Suggestions for the Promotion of Reading Habits and Information Skills

a.   The Ministry of Education has adequately recognised the importance of promoting reading habits and information skills among children and positive, concrete measures have been taken. There are three major

organizations under the Ministry which promote development of children's books and reading habits.

1. The National Book Development council
2. The Educational Publication Department
3. The National Library and Documentation Services Board

These three organizations are engaged in the promotion of reading habits. They hold seminars, workshops, training programmes, for authors, publishers, illustraters;they also hold book exihibitions and literary competitions. The National Library and Documentation Services Board has taken measures to improve libraries in schools, public departments etc. in the country. It also promotes the book publishing industry and make more reading materials available for the public. According to the book promotion scheme of National Book Development Council authors are granted assistance in the form of purchasing books and books bought under this project are distributed free of charge among rural and underprivileged libraries. The Literary and Publication Department of the Cultural Ministry also has a scheme of assisting authors by providing a grant and purchsing books for distribution to the needy. Other than these State organizations, Associations of Publishers, Book Sellers, Authors and Librarians and a number of other institutions have undertaken various kinds of activities for the promotion of reading habits such as the Public Library, British Council, The museum etc.

Inspite of all these measures, it has been found that still there are deficiencies in the production of quality and quantity of books for Primary School children, appropriate and equitable distribution of books, wider extension of library facilities, training library personnel, both librarians and teacher substitutes etc. Quick remedial action has to be taken to eliminate these shortcomings, for the improvement of reading habits among Primary School children.

b.   Quantity of books

According to statistics obtained, the amount of books produced for the year 1996 is 318 and for the year 1997 only 284 children's books have been produced. The number of books which has been produced in proportion to population of children is alarming when compared with other countries. A country like Denmark has produced 70 million books for their 1 million children. In Sri Lanka, the number of school going children in 1996 is 18,103228. The number of children's books produced for the year is only 318.

Thus, the smallness of the general volume of children's books for the Primary stage is one unsatisfactory aspect. This has to be rectified, some how or other for reading habits to be developed. In countries where children's literature is highly developed like U.K., Germany and U.S.A., there is not only a general abundance of books but also a great variety and range of reading material available to children, in terms of both content and reading levels.

Books for children have to be written on widely different fields of experience and knowledge within the range of children's comprehension and reading ability for all levels. The story books should be of diverse kinds such as animal stories, folk tales, stories related to child's environment and experience and so forth. A diversity of books should be available to children, which can stimulate and satisfy their curiosity. Books about nature, about different people and countries written simply and interestingly will foster every aspect of growth of the child'a personality. There is a total absence of informative books for Primary children such as forces of nature, geography, science, biography etc. The development of children's literature has been unbalanced. Writers and publishers have concentrated mainly on one age group and on one type of book. That is the picture story book for the children of 5-8 year age group. Therefore, measures have to be taken for the production of books of diverse kinds to suit different age levels. It is better if it could be undertaken at 3 levels of the Primary School such as Grade 1; Grades 2 & 3 and Grades 4 &5 roughly based on their psychological, social and language development. Educators as well as writers have to think of producing books for the disabled children, especially for the mentally backward children also.

c. The Quality of Books

The authors and publishers of Sri Lanka seem to be still unaware of the qualities needed to make books of standard for children. Very often the problem of format and layout has to be solved by the printer. The format of children's books are almost identical for all the age groups. Most of the writers do not have a knowledge of child development and methods of child education. They do not seem to consider that it is essential to change page size and point size of letters to suit the level of child's physical development. The writers do not seem to think of controlling the reading material per page according to child's mental development and vocabulary level. Some writers use adult speech and abstract concepts which young children cannot comprehend. They, very often forget that young reader is beginning to pick up words and form concepts and they will lose interests in reading when high flown language is

used. There is a lack of clear understanding among writers and publishers, of the objectives of producing children's books and how it should be directed. Therefore, steps have to be taken to train writers to become more creative and awaken child's imagination and curiosity so that children begin to read for pleasure, which is a stepping stone for life-long interest in reading.

d. Mass Media and Reading Habit Development

Utilizing mass media is another avenue for creating an interest in reading. For example having interesting book-review columns in News papers, discussions on books over the radio and the television and also discussions on children's programmes etc. These activities would assist in disseminating information to the masses about value of books and reading on a wider scale.

Some teachers are of the opinion that viewing television takes child's leisure time and keeps him away from reading books. It is true that the television, especially the cartoon stories are children's favourite programme according to Self Interest Inventory. Even one year old children watch television as they get attracted to colour, sound, action and fast movement. Programmes especially designed for children like Sesame Street, Titus Totawatte's cartoon stories are really beneficial to children and for their language development and pleasure. Many critics believe that watching violence on television increases aggressive behaviour. Sometimes parental neglect force children to get addicted to watching the television and it would be an obstacle for reading habit development.

Therefore, parents should:

1. Curtail television viewing time and offer children other interesting activities as alternatives.

2. They should watch good programmes with children and discuss their good aspects.

3. Talk about violence shown on television and show disapproval of aggressive behaviour and point out alternative ways of facing problems and see that they watch less violence.

e. Distribution of Books

Distribution of books has to be carried out in such a way that many children are benefitted. It could be done through Public Libraries, Provincial

Libraries, Community Libraries, School Libraries and so forth. It is essential that all Primary Schools in the island are provided with a library equipped with a range of books, children's papers and suitable magazines and a trained librarians and also Home Libraries. Thus promotion of better library facilities all over the country is envisaged. Whilst searching for better techniques of book distribution, provision has to be made for training of librarians, because there is a dearth of trained librarians. As it had been disclosed the number of trained librarians in proportion to the number of readers is not even 1% .

Another need for the day is changing of the library system in accordance with the changing society. Librarians could play a significant role in promoting reading habits among children with dedication and devotion. These libraries, Public, Provincial, Community etc. can organize interesting activities such as: The story hour, quiz competitions, book clubs, book-fairs, reading camps, reading week etc. at regional, provincial and national levels with the co-operation of eminent scholars and the participation of parents. Suitable programmes for the disabled groups also should be arranged and implemented.

f.   Library system has to be reorganised in such a way that even a Grade 2 pupil could make use of the library. The children should be taught how to find a book, what type of book to select etc. The children also should be taught to maintain a Self Inventory of his reading atleast in a separate exercise book, if "Card System" cannot afford to be operated. The children could enter, the title of the book, read name of author, date and month when reading was completed at the initial stage. Later on the child could be directed to enter other details such as the main characters and incidents of children's interests and why they like them etc. When the same book has been read by a number of children, groups could be organised to dicuss and evaluate books and authors. The teachers should check these inventories for their credibility, by asking questions about the details of books read. This way, children could be motivated to read, creating a life long interest for reading.

g. Suggestions to Parents and Teachers
Developing the love for good reading is one of the greatest benefits that we can provide for children. Participation of people in the community is very important in reading promotion activities. In order to enrich the reading environment of children reading habit should reach the people in rural areas. We have to promote reading among them. Therefore, participation of people in the community should be encouraged in reading promotion activities,

because first and foremost parents have to understand how important it is for children to read good books and develop a reading habit.

Parents' awareness toward reading play an important role in promoting reading by creating a reading family environment. The parents should realize that reading must start from a very young age and the teachers should guide them. Mothers can help a great deal in promoting reading habits by narrating stories, singing rhymes, songs, poems etc., while feeding, dressing,.. their children. • Those who are able can read books to children who cannot read letters . This will create simply an interest in children to read. When children can read, mothers should listen to their children reading and praise them. Then children will feel proud of themselves and become fond of reading and consequently parents would buy reading material whenever they could.

h.　　The school is the centre in promoting reading habits and information skills among children. The teacher is the key factor who integrates all activities of children's learning.

One possible means of promoting reading habit by the teacher is to organize a class library or a book corner expoisng children to a richer reading environment by providing more printed materials to suit the grade level. This could be done with the coperation of parents. The teacher should organize a Free Reading activity once a week. She could introduce such items as puppet shows, games, contests, plays, dramas, story-telling and other activities related to language development and reading interests.

The teachers also must attempt to relate reading to every activity of the school day. This is possible in the Primary School as it offers a conducive environment for incorporating study skills and reading development work into the regular curriculum. Because one teacher is usually responsible for most areas of the curriculum the teacher could easily adjust her normal class room activities for reading promotion.

Reading materials must start at the children's level and must include carefully planned programmes for broadening their interests and elevating their taste. Initial reading of children should start with children's own experience, through which they could experience success and thereby reading will get fixed as a habit. Children must experience reading being used in meaningful, purposeful and realistic ways from the very beginning. This approach would develop a positive attitude to reading frqm the very start.

9 - 03 Innovations

9.03-1. Establishment of a Reading Resource Centre equipped with units consisting of pictures,books on folk-lore, stories of daily life and culture, informational books or audio cassettes, biographies of individuals etc.

9.03-2. Teachers' Colleges and Colleges of Education should be active centres of research on methodology of teaching'. Teacher trainees have to be given a sound training for language training in the Primary School and in one College, a Language Development Research Centre should be established.

9.03-3. Quality improvement in Primary Education Teacher Training has to be done by trained experienced educators.

9.03-4. Celebration of a National Children's Book Day, based on children's literary activities such as compositions on Reading Books, My Best Author etc.; book-cover illustrations etc.

9-03-5. Children's literature should be recognised as an important, special field. Books of quality have to be selected annually country wide and awards should be offered to eminent authors of children's books.

The present government has launched a scheme to equalise the disparities in physical and human resources in some of the schools by providing buildings for classrooms and libraries, donation of books to libraries, providing computers and computer training facilities and so forth. These measures would undoubtedly contribute to better learning by children. The proposed educational reforms which are based on four cardinal principles, such as learning to know, learning to educate, learning to be and learning to live together are far reaching. The teachers will definitely have to change the traditional techniques of teaching adopted by them if and when these plans are put into practice islandwide, in the right spirit they have been designed for.

Annexure - I

2 වසර

(1) පළමුවන කොටුවේ පෙනෙන රූපයට අයිති වචනයේ මුල් අකුරෙන් පටන් ගන්නා තවත් රූපයක් තෝරා හරි (✓) ලකුණ දමන්න.
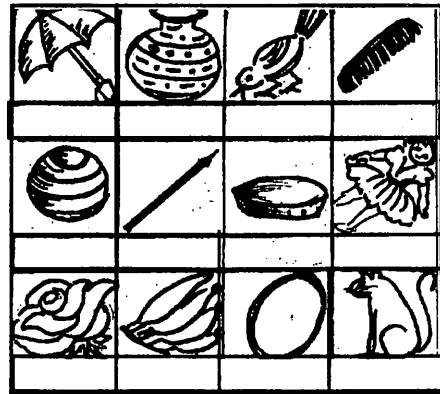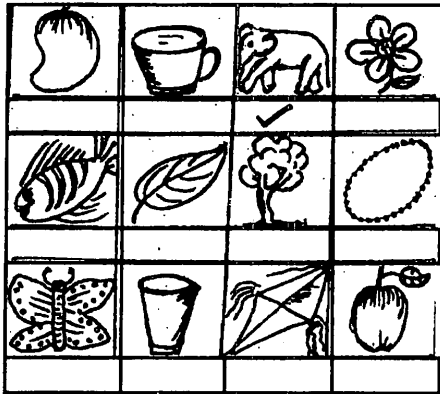
(2) රවුමෙන් අකුරු තෝරාගෙන වචන සම්පූර්ණ කරන්න.

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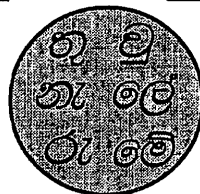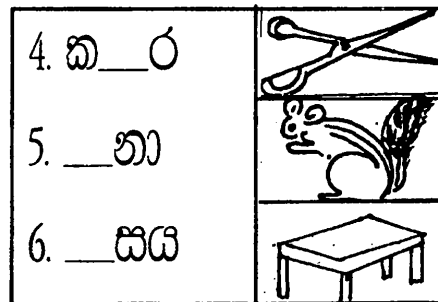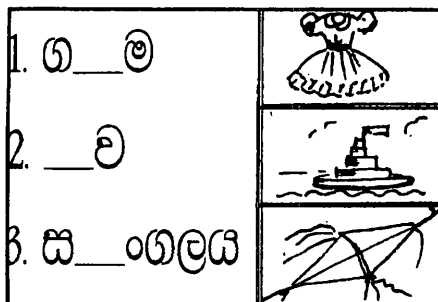
(3) වාක්‍යයට ගැළපෙන පින්තූරය ඉරකින් යා කරන්න.

1. අපි මල් කඩමු.

2. වැස්ස වහිනවා.

3. මල් පිපෙනවා.

4. මල්ලි අඹ කනවා.

5. පොල් ගස උසයි.

(4) පින්තූර අඳින්න.

1. ඉර පායනවා.

2. මල්ලි අඬනවා.

3. පූසා ලස්සනයි.

5. වචන තෝරා වාක්‍ය සම්පූර්ණ කරන්න.

1. අම්මා බත් (උයනවා / කඩනවා / සෝදනවා)

2. ගිරවා අහසේ (ඇවිදිනවා/ පියාඹනවා / නටනවා)

3. මල්ලි කිරි (වැටෙනවා/ දකිනවා/ බොනවා)

4. භාවා (රතු/ සුදු/ නිල්) පාටයි.

5. අපේ රට (එංගලන්තය යි/ ශ්‍රී ලංකාව යි/ ඉන්දියාව යි)

"ආ" කොටස

1. මගේ නම: ....

2. අපේ පවුලේ .... දෙනෙක් ඉන්නවා.

3. මම සෙල්ලම් කිරීමට වඩාත් කැමති මල්ලි / නංගී/ අයියා/ අක්කා/ යාළුවො සමග/ කවුරුත් නෑ.

4. මම කැමති පොත්වල පින්තූර බැලීමට / කථාන්තර ඇසීමට/ පිටු පෙරලා බැලීමට / මුකුත් නෑ.

5. පාඩම් පොත හැර මට තව කියවීම් පොත් 1 ක් /2 ක්/ 3ක් / 4ක්/ 5 ට වඩා තියෙනවා.

6. මට කථාන්තර කියා දෙන්නේ සීයා/ ආච්චි/ තාත්තා/ අම්මා/ නැන්දා/ පුංචි අම්මා/ කවුරුත් නෑ.

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8. ගුවන් විදුලියේ මම වඩාත් අහන්න කැමති අඹිලි මාමා/ ළමා පිටිය/ ළමා රගමඬල / සින්දු

9. මම වඩාත් ඉගෙනගැනීමට කැමති සිංහල/ ගණිතය/ ආගම/ සෞන්දර්ය/ පරිසර විද්‍යා

10. මම කියවීමට කැමති සතුන් ගැන/ මල් ගැන/ කුරුල්ලන් ගැන / ළමයින් ගැන / ආසා නෑ

11. මම කියවීමට කැමති ළමා පත්‍රය රන්කැටි/ බිඳු/ මිහිර/ ටිකිරි

12. මට සල්ලි ටිකක් ලැබුණොත් මම ගන්නේ සෙල්ලම් බඩු/ පාට පැන්සල්/ කථාන්තර පොත්

13. මම වඩාත් කැමති සෙල්ලම් කිරීමට / පොත් කියවීමට/ බයිසිකල් පැදීමට/ මුකුත් කැමති නෑ

14. මම වඩාත් කියවීමට කැමති අන්දරේගේ කතා/ ගමරාලගේ කතා / ජනකතා / යුධ කතා

15. මම එළියේ ඇවිදින්න කැමති තාත්තා/ අම්මා/ අයියා/ අක්කා එක්ක/ කවුරුත් නෑ

කැමති උත්තරය තෝරා යටින් ඉරක් අඳින්න.

ii

Annexure - II

4 වසර භාෂා සාධන පරීක්ෂණය

(1) සමාන අර්ථය ඇති වචන ලියන්න.

    i සූර්යයා   ....

    ii සචිමන්   ....

    iii ගිර   ....

    iv ලැහැබ   ....

    v විමතිය   ....

(2) විරුද්ධ අර්ථය ලබාදෙන ඇති වචන ලියන්න.

    i හොඳ   ....

    ii අහස   ....

    iii සතුට   ....

    iv කීර්තිය   ....

    v වෛරය   ....   (10)

(3) පහත දැක්වෙන වචනවල අකුරු නිවැරැදි කර ලියන්න.

i ලක්ශන	....	vi කොරෝඳය	....
ii ආරස්සාව	....	vii සන්දියාව	....
iii පක්සිහු	....	viii ඛරාහ්මණයා	....
iv උපක්කරමය	....	ix විද්‍යාගාරය	....
v නිස්සබිද	....	x සත්හෝද්‍යානය	.... (10)

(4) පහත සඳගන් ගී කියවා ප්‍රශ්නවලට පිළිතුරු සපයන්න.

    1. ඈත එපිට කාලේ සිට
        සමනොළ ගිරි මුදුනින් බැස
        මහමුහුදට ගලා ගියා
        මහවැලි ගංඟා

    2. ගහට වැලට මහ පොළොවට
        වැඩක් නැතිව මුහුදට ගිය
        නිමක් නොමැති මහ ජල කඳ
        මහවැලි ගංඟා

    3. ගිය මඟ වෙනසක් වී දැන්
        උතුරට හැරවී රජ රට
        ඇළ දෙළ මහ වැව් පුරවන
        මහවැලි ගංඟා

    4. පෙර කිසිදින නොකළ ලෙසට
        මුළු රජ රට සරු කරමින
        ගමින් ගමට දිය ගෙන යයි
        නව ජය ගංඟා

5. මහ වන රොද කල එළි වී
ගම්බඳ ජනපද ඉදි වී
මහවැලි යුගයක් බිහි කළ
මහවැලි ගංගා

6. රන්වන් රන් කරල් පැසෙන
රන් පාටින් පිරි කෙත් දැක
කිරි උතුරන සිනහ නගන
මහවැලි ගංගා

1. මහවැලි ගඟ පටන් ගන්නේ .... සිටය.
2. මහවැලි ගඟෙහි සිදුකර ඇති වෙනස කුමක් ද? ....
....
3. එම වෙනස නිසා ලැබේ යයි කවියා සිතන ප්‍රයෝජන මොනවාද?
   i ....
   ii ....
   iii ....

4. පහත දැක්වෙන යෙදුම්වල අදහස ලියන්න.
   i සරු බිම   ....
   ii මහ ජල කඳ   ....
   iii ගිරි මුදුන   ....
   iv නිමක් නොමැති   ....
   v කිරි උතුරන සිනාව   ....   (20)

5 . සුදුසු ක්‍රියා පද යොදන්න.
   i   මම මල ....
   ii   අපි අකුරු ....
   iii   සඳ ....
   iv   තාත්තා රෂාවට ....
   v   මැණියෝ සතුටින් ....
   vi   වඳුරෝ ගසින් ගසට ....
   vii   පුතා ද දුව ද පාසලට ....
   viii   වැද්දෝ සතුන් ....
   ix   සීතා ඇඳුමක් ....
   x   ළමයි පාසලට ....   (20)

(6) කැමති මාතෘකාවක් තෝරා රචනයක් ලියන්න.
   1. මගේ ගම
   2. මා දුටු සිහිනයක්
   3. බෝම්බය පිපුරු දා......
   4. පෙරහැරක්   (40)

" ආ" කොටස

1. මගේ නම : ....

2. මගේ වයස: අවුරුදු .... මාස ....

3. මගේ පාසලේ නම: ....

4. මගේ ගෙදර ලිපිනය: ....

5. මට සහෝදරයන් .... ද, සහෝදරියන් .... ද ඉන්නවා.

6. මගේ දෙමව්පියන්

   1. දෙදෙනාම ජීවත්ව සිටිත්.
   2. දෙදෙනාම ජීවත් නොවේ.
   3. මව පමණක් ජීවත් වේ.
   4. පියා පමණක් ජීවත් වේ.

7. මා පාසලට එන්නේ ඔසයෙන් / බයිසිකලයෙන්/ කාරයෙන්/ වෑන් එකෙන් / ඇවිදගෙන

8. අපේ ගෙදරට ප්‍රවෘත්ති පත්‍ර ගන්නේ සැමදම / ඉරිදට/ සමහරදට/ කවදවත් නෑ.

9. මම ගුවන්විදුලියෙන් අහන්නේ සින්දු/ කථාන්තර/ නාට්‍ය / මුකුත් නෑ

10. මම රූපවාහිනියෙන් බලන්න කැමති කාටුන් චිත්‍ර/ නාට්‍ය/කථාන්තර/ හින්දි චිත්‍රපට

11. පන්තියේ පාඩම් පොත් හැර මා ළග කථාන්තර පොත් 1/ 2/ 3/ 4/ 5/ 10 ට වැඩිය තියෙනවා.

12. මම පාසල් පුස්තකාලයෙන් කියවා තියන පොත් ගණන 1-5/ 5-10/ 10-20/ 20-25 පමණ

13. මම කියවීමට වඩාත් කැමති ළමා පත්‍රය බිංදු/ ටිකිරි/ මිහිර / විද්‍යා

14. මම කියවා තේරුම් ගන්න බැරි ඒවා ගෙදරදි අහගන්නේ අම්මාගෙන්/ තාත්තාගෙන්/ සියාගෙන්

15. මම කියවා ඇති කැමතිම කතාන්තර පොත ....

16. මම කියවීමට කැමති සතුන් ගැන/ වාහන ගැන / කුරුල්ලන් ගැන / වීරයන් ගැන / මුකුත් නෑ

17. මම වඩාත් ඉගෙනීමට කැමති ගණිතය / කියවීම/ ලිවීම/ චිත්‍ර/ ගායනය

18. පාසල ඇරී ගෙදර ගියාට පසු මම කිරීමට කැමති නිදාගැනීම/ සෙල්ලම් කිරීම/ පොතක් කියවීම

19. මා වඩාත් යාමට කැමති සෙල්ලම් පිට්ටනියට/ සංගීත පන්තියට/ පිහිනීමට/ පුස්තකාලයට

20. මට මුදල් ලැබුණොත් මම ගන්නේ ළමා පත්‍රයක් /බැට් එකක් හා බෝලයක් / කථාන්තර පොතක්/ පාට පැන්සල් පෙට්ටියක්

v

කැමති කතාන්තර පොත

1. වලහා සහ සිංහයා
2. නත්තල් සියා
3. අපේ ගමේ විත්ති
4. කොණ්ඩ මාමා
5. පූසා සහ මීයා
6. පන්සලේ ඇතින්න
7. දග මල්ල
8. රත්තරන් පොරොව
9. හොඳ ටිකිරි
10. සරුංගල් මාමා
11. ගොපළු දැරිය
12. අලි බබා සහ හොරු හතළිහ
13. සුසිලාගේ වාසනාව
14. පොකුරු මල්
15. දග ළමයා
16. කපටි අන්දරේ
17. කතන්දර විස්ස
18. අනගාරික ධර්මපාලතුමා
19. නිල් මැණිකේ
20. වලස් උපාය
21. යකා බැඳි ඇල්ල
22. බංඩි ගුරා
23. රන් පිහාටුව
24. මුතුබෙල්ලා සහ නාග හත්දෙනා
25. අන්දරේගෙ කතා
26. කිරි පුංචා සහ අලි පුංචා
27. නුවණැති කුමාරයා
28. දසමහ යෝධයෝ
29. ගීන් සැරය
30. දග දසගේ කැටපොල්ලය
31. ටිකිරිගේ ගෙදර
32. සමන්මලී
33. වැලිකතරේ මංමුලාව
34. නලාකාරයා
35. ඔට්ටා සහිත ඔර්ලෝසුව
36. මාලතී මල්
37. පුංචි මීකී
38. අහසට ගිය කූහුඹුවා
39. ඇලිස්ගේ සිහිනය
40. ජේර පොකුණ
41. හඳ මලි
42. හිම කුමාරි
43. නරියා සහ කේජු කැල්ල
44. උඩගිය බබා
45. වල් හංසයෝ
46. කලු පූසා
47. කතා හත
48. බෝංචි මැස්ස
49. මිතුරන් හත්දෙනා
50. ආඩම්බර මොනරා
51. උණ පඳුරයි බුරුත ගහයි.
52. හදට ගිය හාවා
53. අන්දරේ
54. හත්පණා
55. මඩොල් දුව
56. මහදැනමුත්තා සහ ගෝල පිරිස
57. බෝර දිය
58. හැම්ලට්
59. නටන ඉබ්බා
60. කෙවිලි බිත්තර රැක්ක හැටි
61. නරියා මිදි කෑ හැටි
62. නරියා ලබු කිරිබත් කෑ හැටි
63. සුදු හා පුංචා
64. මහවැලි කතාව
65. රතු හැට්ටකාරී
66. මල්ලි මගේ රත්තරන්
67. දියෙන් උපන් කුමාරයා
68. නැතිවුණු හිරු
69. කළු සහ සුදු
70. බිම්මල් හොරා
71. ඉබ්බා අහසින් ගිය හැටි
72. හොඳ යාළුවෝ
73. මාරයා ඇඬූ ද
74. අලියාට මල් ඔටුන්නක්
75. නැති වූ පුතා
76. මහා ඇලෙක්සැන්දර්
77. තහනම් අඩවිය
78. ඔලිවර් ටිවිස්ට්
79. මද්දුම බණ්ඩාර
80. ලස්සන මාළුවෝ
81. ඩිංගී
82. ත්‍රිකෝණ රහස

Annexure - III　　　　　ගුරු තොරතුරු

පාසලේ නම : ....

1. ගුරුතුමියගේ නම : ....

2. අධ්‍යාපනික හා වෘත්තීය සුදුසුකම්: ....

3. සේවා කාලය :　　　　අවුරුදු ....

4. පන්තියේ ශිෂ්‍ය සංඛ්‍යාව : ගැ ....　පි. ....

5. පොත් කියවීම පිළිබඳ මගේ අදහස:　　　　　　　　　එකඟ වෙමි.　නොවෙමි.

    I.　කියවීම විවේකකාලය ගත කිරීමේ හොඳ මගකි　　　.................　.................

    II.　ළමා පොත්වලින් බොහොමයක් දිග වැඩිය. නොගැළපේ　.................　.................

    III.　මා හිතන හැටියට පොත් කියවීම විනෝද ජනකය　　.................　.................

    IV.　පොත් කියවීමෙන් යහපත් ප්‍රතිඵල ලැබේ.　　　　.................　.................

    V.　මගේ විනෝදාංශය පොත් කියවීම නොව රූපවාහිනිය බැලීමයි ....　.................

    VI.　පොත් කියවීමට වේලාව ගතවේ. කම්මැලි කාර්යයකි　.................　.................

    VII.　මට පොත් කියවීමේ දක්ෂතාවක් නැත.　　　　　.................　.................

    VIII.　පාසලෙහි දී කියවීම සඳහා ළමයින්ට වැඩිකාලයක් දිය යුතුය ....　.................

    IX.　මාසික වේතනයෙන් පොතක් මිල දී ගැනීම මගේ පුරුද්දකි. ....　.................

    X.　මෙතෙක් මා කියවා ඇති පොත් සංඛ්‍යාව පාඩම් පොත් හැර

      50. 100. 200. 400. 800. 1000　　　　　　.................　.................

6. ඔබේ පන්තියේ කියවීම දුර්වල ළමයි කී දෙනෙක් සිටිත් ද? ....

    ....

7. ඒ අයගේ කියවීම දුර්වල වී ඇත්තේ කුමක් නිසා ද? ....

    ....

8. එම දුර්වල ළමයින්ට උදවු කිරීමට ඔබ යොද ගන්නා උපක්‍රම? ....

    ....

9. ඔබේ පන්තියේ පුස්තකාලයක් තිබේද? ....　පොත් ....

10. ළමයින් තුළ කියවීමේ පුරුද්ද වැඩි දියුණුකිරීම සඳහා ඔබට ගත හැකි පියවර මොනවා ද?

    ....

    ....

    ....

    ....

    ....

    ....

Annexure - IV

පාසල පිළිබඳ ප්‍රශ්නාවලිය

1. පාසලේ නම : ....

2. පාසලේ ලිපිනය: ....

3. ප්‍රාථමික පාසලේ ශිෂ්‍ය සංඛ්‍යාව: ....

4. පාසලේ ඇති ඉහළම ශ්‍රේණිය .... පහළම ශ්‍රේණිය ....

5. මෙය කුමන ගණයේ පාසලක් ද? 1 AB, 2AB, 1B, 1C, ජාතික, III

6. ගුරුමණ්ඩලයේ සංඛ්‍යාව: පුහුණු .... නුපුහුණු .... උපාධි ....

7. විදුහල්පතිතුමා පිළිබඳ තොරතුරු:

    I නම: ....

    II සේවා කාලය: අවුරුදු .... විදුහල්පති වශයෙන් ....

    III වෘත්තීය හා අනිකුත් සුදුසුකම්: ....

8. මෙම පාසල පාලනය වන්නේ .... මගිනි.

9. පාසලට ඇති පහසුකම්:

    I පන්තිකාමර .... II ජලය .... III ඩෙස්ක් - පුටු ....

    IV විදුලි බලය.................... V පුස්තකාල ....

10. පාසල් පුස්තකාලයට පොත් ලබා ගන්නේ වියදම් ලැයිස්තුවෙන්/ බාහිර අධාර/ පුද්ගලික

    ආධාර/ වෙනත් ....

11. ප්‍රාථමික අංශයේ ළමයින්ට කියවීමට ඇති පොත් ප්‍රමාණය ....

12. පුස්තකාලය භාරව කටයුතු කරන්නේ ....

13. පාසලට දිනපතා ලබා ගන්නා පුවත්පත් ....

14. පාසලට ලබා ගන්නා ළමා පුවත්පත් ....

15. පාසලට රූපවාහිනියක් / ගුවන් විදුලි යන්ත්‍රයක් තිබේ. ....

16. අවුරුද්ද තුළ පැවැත් වූ පොත් ප්‍රදර්ශන ගණන ....

17. ඒවා මෙහෙය වූ නියෝජිතයන් ....

18. එම පොත් විමර්ශනයට භාජන කෙරුණිද? ....

19. 1996 දී 5 වසර ශිෂ්‍යත්ව විභාගයෙන් සමත් වූ සිසුන් ගණන ....

    1996 දී 5 වසර ශිෂ්‍යත්ව විභාගයෙන් අසමත් වූ සිසුන් ගණන ....

20. ළමයින්ගේ කියවීමේ රුචිකත්වය ප්‍රවර්ධනය කිරීම සඳහා උපයෝගී කරගෙන ඇති උපක්‍රම

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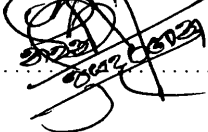Institute : National Library and Documentation Services Board

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