"A Comparative Study of the Achievement in English Language of Class VI Students, Studying in Head Start Schools and Non-Head Start Schools".

D-156

DISSERTATION

SUBMITTED TO BARKATULLAH UNIVERSITY

FOR THE PARTIAL FULFILLMENT

OF

DEGREE OF MASTER IN EDUCATION

2002-2003

Regional Institute of Education LIBRARY Bhopal

SUPERVISED BY:
Dr.(Mrs.) A.Grewal
Prof. in Education
R.I.E. Bhopal (M.P.)

SUBMITTED BY:
Rashmi Kaushal
M.Ed. (Ele. Edu.)

REGIONAL INSTITUTE OF EDUCATION, SHYAMLA HILLS, BHOPAL.

Regional Institute of Education
LIBRARY
Bhopal

CERTIFICATE

This is to certify that Ms. Rashmi Kaushal, student of Masters Degree in Education (Elementary Education) course of Regional Institute of education has conducted this dissertation titled *"A Comparative Study of the Achievement in English Language of Class VI Students, Studying in Head Start Schools and Non-Head Start Schools"* under my guidance.

Her dissertation is original and fulfills all the requirements laid down in ordinance of Barkatullah University, Bhopal relating to the Degree of Masters in Education.

Date: 19.4.03
Place: R.I.E. Bhopal

A Grewal
Dr.(Mrs.) A. Grewal
Prof. in Education
Dean of Instructions
R.I.E. Bhopal

ACKNOWLEDGEMENT

I take this opportunity to express my deep, heartfelt and sincere gratitude to Dr. (Mrs.) A. Grewal, Dean of Instructions, R.I.E. Bhopal, for her expert, smooth and timely guidance which steered this work efficiently, motivating encouragement that inspired me to work to optimum of my capacity, affectionate care and blessings that kept me afloat in even the most stressful situations and her efforts in trying to imbibe her own patent quality of dedication and hard work in me.

A deep sense of obligation rests in my heart for Prof. S. A. Shaffi, Principal, R.I.E. Bhopal, for providing facilities in the institute and opportunity to learn multi-dimensionally by availing them.

My gratefulness extends to Dr. U. L. Narayanan, Reader in Education, M.Ed. in-charge, R.I.E., Bhopal for expertly and untiringly helping me in making sense of the figures in the data collected for this study and teaching simplified use of computer to such great extent that I could gather the courage of analyzing data and writing my dissertation on computer, myself.

I owe to whole of the learned faculty of Department of Education, R.I.E. Bhopal, for extending their expert help in every aspect of the study.

My sincere thanks to Mr. P. K. Tripathi, Librarian and library staff who provided and, helped in locating, the appropriate literature. There support had been invaluable and attitude most cooperative.

My sincere regards are due to Dr. Rakesh Dubey, Lecturer, SCERT, Bhopal, all the other experts in Head Start Cell, SCERT, Bhopal, for their support and the teachers and experts for guiding me in making the tools.

I also wish to thank the Officer in-charge (SCERT) of Chattarpur District, the principals, teachers and students of the schools for their cooperation in the collection of necessary data.

I dedicate this work to my parents, who taught me the value of hard work, stood beside me in all the ups and downs and enabled me to complete this work by showering their

Regional Institute of Education
LIBRARY
Bhopal

blessings and providing all emotional and material support. My brother deserves special thanks for his timely and valuable help. A very special mention of the role of my son is inevitable here who has been the source of inspiration for taking up this particular study, as he learns through computer very effectively and works on it confidently in his early age itself and witnessing this effectiveness I decided to study the effect of Computer Assisted Instruction on students' achievement. He also has been very understanding, despite his young age, when I engrossed myself in the study.

Rashmi Kaushal
M.Ed. (Ele.Edu.)
R.I.E. Bhopal

Regional Institute of Education
LIBRARY
Bhopal

INDEX

Regional Institute of Education LIBRARY Bhopal

CONTENTS			PAGE NO.
	CERTIFICATE		
	ACKNOWLEDGEMENT		
	LIST OF TABLES		
	LIST OF FIGURES		
1.	CHAPTER 1	INTRODUCTION	1-18
	1.1	Commitment for Education	1
	1.2	Need of Education	1
	1.3	Growth of Education	3
	1.4	District Primary Education Programme	5
	1.5	Computer in Education	6
	1.6	Head Start Programme	7
	1.7	Need and Importance of the Study	13
	1.8	Statement of the Problem	14
	1.9	Objectives of the Study	15
	1.10	Hypotheses of the Study	15
	1.11	Delimitations of the Study	17
2.	CHAPTER 2	REVIEW OF RELATED LITERATURE	19-31
	2.1 Introduction		19
	2.2 Computers in Education		19
	2.3 Studies Conducted Abroad		20
	2.3 Indian Studies on Computer Assisted Instruction		27
	2.4 Summary of the Reviewed Studies		31
3.	CHAPTER 3	RESEARCH PROCEDURE AND DATACOLLECTION	32-41
	3.1 Introduction		32
	3.2 Design of the Study		32
	3.3 Sample		33

	3.4 Instruments used	34
	3.5 Try-out	37
	3.6 Data Collection	37
	3.7 Scoring and Tabulation	40
	3.8 Statistical Technique	41
4.	CHAPTER 4 ANALYSIS AND INTERPRETATION	42-69
	4.1 Introduction	42
	4.2 Techniques Used in Data Analysis	42
	4.3 Achievement Analysis	43
	4.4 Opinion Analysis	56
5.	CHAPTER 5 SUMMARY AND CONCLUSIONS	70-77
	5.1 Introduction	70
	5.2 Significance of the Study	71
	5.3 Statement of the Problem	71
	5.4 Objectives of the Study	71
	5.5 Hypotheses of the Study	72
	5.6 Design of the Study	74
	5.7 Conclusions	75
	5.8 Educational Implications	76
	5.9 Suggestions for Further Research	76
6.	REFERENCES	
7.	APPENDICES	

1. ACHIEVEMENT TEST IN ENGLISH LANGUAGE
2. OPINIONNAIRE TO STUDY STUDENTS' OPINION TOWARDS HEAD START INTERVENTIONS

Regional Institute of Education LIBRARY Bhopal

LIST OF TABLES

S.NO.	TABLE NO.	DESCRIPTION
1.	1.1	Growth of Elementary Education since 1950.
2.	3.1	Sample of the study as selected by the researcher.
3.	3.2	Schedule of data collecting from school.
4.	3.3	Scoring of opinion of students.
5.	4.1	t-value for the Mean-scores in English Language between Head Start and Non-Head Start school students.
6.	4.2	t-value for the Mean-scores in the "Alphabetical Knowledge" component between Head Start and Non-Head Start school students.
7.	4.3	t-value for the Mean-scores in the "Animal Babies and Dwellings" components between Head start and Non-Head start school students.
8.	4.4	t-value for the Mean-scores in the "Identifying Colours" components between Head start and Non-Head start school students.
9.	4.5	t-value for the Mean-scores in the "Knowing Body Parts" components between Head start and Non-Head start school students.
10.	4.6	t-value for the Mean-scores in the "Sentence Formation" components between Head start and Non- Head start school students.
11.	4.7	t-value for the Mean-scores in the "Phonetics" component between Head start and Non- Head start school students.

12.	4.8	t-Values for the Mean-scores of achievement in all the six components between Head Start schools students and Non-Head Start school students.
13.	4.9	t-Value for the Mean-scores in English Language to compare achievement between urban Head Start school students and rural Head Start school students.
14.	4.10	t-value for the Mean-scores in English Language to compare achievement between boys of Head Start Schools and girls of Head Start schools.
15.	4.11	Responses of the students on Opinionnaire about Head Start Interventions in teaching learning process.

Regional Institute of Education LIBRARY Bhopal

LIST OF FIGURES

Regional Institute of Education LIBRARY Bhopal

S.NO.	FIGURE NO.	DESCRIPTION
1.	Fig. 4.1	Bar-Graph showing % of students opining on finding the use of computers interesting.
2.	Fig 4.2	Bar-Graph showing % of students opining on feeling lonely while working on computer.
3.	Fig 4.3	Bar-Graph showing % of students opining on trying to avoid learning through computer.
4.	Fig 4.4	Bar-Graph showing % of students opining on not liking interference of teacher, while learning through computer.
5.	Fig 4.5	Bar-Graph showing % of students opining on fast learning speed while learning through computer.
6.	Fig 4.6	Bar-Graph showing % of students opining on experiencing boredom while learning through computer.
7.	Fig 4.7	Bar-Graph showing % of students opining on feeling comfortable with the use of computer in learning.
8.	Fig 4.8	Bar-Graph showing % of students opining on not feeling afraid of using computer in learning.
9.	Fig 4.9	Bar-Graph showing % of students opining on finding computer usage difficult in learning.
10.	Fig 4.10	Bar-Graph showing % of students opining on teacher teaching better than computer.
11.	Fig 4.11	Bar-Graph showing % of students opining on liking to learn by using CDs.

12.	Fig 4.12	Bar-Graph showing % of students opining on getting opportunity to use computer.
13.	Fig 4.13	Bar-Graph showing % of students opining on feeling the need of teacher, when learning through computer.
14.	Fig 4.14	Bar-Graph showing % of students opining on learning at own pace through computer.
15.	Fig 4.15	Bar-Graph showing % of students opining on regularity in attending school under Head Start programme.

Regional Institute of Education LIBRARY