**LANGUAGE SKILLS AND CRITICAL THINKING ABILITY OF PROSPECTIVE TEACHERS**

# Dissertation submitted to N.V.K.S.D.College of Education (Autonomous), Attoor, affiliated to

# Tamilnadu Teachers Education University, Chennai

# *in partial fulfilment of the requirements for the degree of*

# Master of Education

# *by*

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**(Re – Accredited by NAAC with ‘A’ Grade)**

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**DECLARATION**

 I,Lini V., do hereby declare that my dissertation entitledLanguage Skills and Critical Thinking Ability of Prospective Teachers is an original work done by me under the guidance and supervision of DrDeepaR.P. Assistant Professor and submitted to N.V.K.S.D. College of Education, (Autonomous) Attoor, affiliated to Tamilnadu Teachers Education University, Chennai, in partial fulfilment of the requirements for the award of degree of Master of Education. This work has not been submitted by me for the award of any degree, diploma or similar title to any University or institution.

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**Introduction**

**CHAPTER I**

Education is the man making process. According to Tagore, Education is the process of development of whole man not merely intellectual development of the individual. It also emphasizes the physical, moral and spiritual aspect of human personality. Education encompasses teaching and learning specific skills. Education means “to draw out” facilitating realization of self - potential and talent of an individual in all fields and aspects making him, intelligent, learned, bold and courageous and possessing strong good character. In the words of Aristotle “Education is the creation of sound mind in a sound body. It develops man’s faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists”.

 Language is the basic medium of interaction without which human social life could not have emerged. Language defined in the Encyclopaedia Britannica, as ‘asystem of conventional spoken and written symbols by means of which human beings, as members of a social group and participants in its culture, communicate’*.* Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. The purpose of language is communication which means that language helps a person formulate his thought and encode it for the benefit of others who decode it.Language is essentially a skill. Language skill naturally comes under psychomotor domain. Language includes all those verbal and nonverbal action of human beings that are treated to the communication of ideas. Language emerges from meaningful sounds. The moment we say something meaningful we say it in some language. In this sense, body postures, gestures, written and printed symbols etc… come within the definition of language.

 Language is an organization or system of the man. As face is the index of the mind, language is the index of the man. It is a mark of human identification. Language comes naturally as leaves come to the tree-not as a result of the discovery of its practical utility. It is useful to speak with others, to express our feelings to others and to give messages to others in writing or over phone. Language acquisition takes place during infancy stage. Language is a complex skill involving four sub-skills. They are listening, speaking, reading and writing. The skills of listening and reading are called receptive skills, while speaking and writing are productive skills. The skills can be grouped as aural-oral skills and graphic motor skills. As listening and speaking demand the exercise of the auditory and speech organs, they are called aural-oral or audio-lingual skills. Reading and writing skills involve the visual and psychomotor organs and are called graphic motor skills language is in terms of the four basic language skills: listening, speaking, reading, and writing.

Reading skills listening is a decoding process. It is a complex process involving many physical, intellectual and emotional reactions. Reading skill is a process of looking at a written or printed symbol and translating it into an appropriate sound. This spoken is further associated with an object for which it stands. Thus reading consists of three elements- the symbol, the sound and the sense. When a person reads anything, his eyes go on moving along with the printed or written symbols. In fact the eyes do not move smoothly in one even movement. They move by jumps separated by very short stops. These stops or pauses are known as fixations. The number of words read in one complete movement of the eye is called the Eye-span. Gunes (2007) asserts that reading is an active process that an individual produces new meanings by associating and integrating his/her pre-knowledge with the information in the text. Ulper (2010) defines reading as a repetitive interpretation process with an emotional aspect actualized by individuals who recognize the semantic and grammatical features of the language that the written text is produced, by analyzing codes and using a set of strategies in accordance with certain objectives.

According to Bacon, “Reading makes a full man, conference a ready man and writing an exact man”. Writing skills is of immense importance. Writing skills reinforces oral and reading work. Writing helps the organization of thought. One is able to communicate one’s own ideas through writing. Language learning, in fact, is said to be incomplete without developing the skills of writing. Writing can be defined as an important mode of linguistic expression and communication. The aim of writing may be expressive, persuasive, referential or literary (Kinneavy,1971). Bell and Barnaby (1984) point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously.

According to Brown (2001) states that writing as a written product of thinking , drafting, and revising that requires specialized skill on how to generate ideas, how to recognize them coherently, how to use discourse makers and rhetorical conventional to put them cohesively into a written text, how to revise a text for clear meanings, how to produce a final product. Writing is actually a development process. In development process, the students try to express their ideas well with the teachers’ guidance. The teachers have to provide them with chance to create their own meaning within a positive and cooperative environment. So, they need to practice more and more. Writing skills are an important part of communication. Good writing skills allows we to communicate our message with clarity and ease to a far larger audience than through face-to-face or telephone conversation.

The word “critical” is described as examining, testing and judging the foundation and accuracy of knowledge. The origin of the word “critical” is Greek and the Greek word “Kritikos” which means questioning, judging and assessing.The ability to think critically is often considered to be one of the main goals of instruction at each level. Moreover, in a variety of courses mainly in social sciences and science, critical thinking is accepted as the “desirable outcome” (Watson & Glaser, 1964). Critical thinking is the analysis of [facts](https://en.wikipedia.org/wiki/Fact) to form a judgment. The subject is complexit includes the [rational](https://en.wikipedia.org/wiki/Rational), [skeptical](https://en.wikipedia.org/wiki/Skepticism), [unbiased](https://en.wikipedia.org/wiki/Unbiased) analysis, or evaluation of factual [evidence](https://en.wikipedia.org/wiki/Evidence). "Critical thinking is essentially a questioning, challenging approach to knowledge and perceived wisdom. It involves ideas and information from an objective position and then questioning this information in the light of our own values, attitudes and personal philosophy." Critical thinking is [self-directed](https://en.wikipedia.org/wiki/Self-directedness), [self-disciplined](https://en.wikipedia.org/wiki/Discipline), self-[monitored](https://en.wikipedia.org/wiki/Monitoring_%28medicine%29), and self-[corrective](https://en.wikipedia.org/wiki/Corrective_feedback) thinking. It presupposes assent to rigorous standards of [excellence](https://en.wikipedia.org/wiki/Excellence) and mindful command of their use. It entails effective communication and problem-solving abilities as well as a commitment to overcome native [egocentrism](https://en.wikipedia.org/wiki/Egocentrism) and [sociocentrism](https://en.wikipedia.org/wiki/Sociocentrism). Watson and Glaser’s (2002) says that critical thinking combines both the thinking skills components and the attitude components of a critical thinker. Watson and Glaser argue that critical thinking is a composite of different skills that incorporates attitude, knowledge and cognitive abilities.

 Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. Critical thinking has been the subject of much debate and thought since the time of early Greek philosophers such as Plato and Socrates and has continued to be a subject of discussion into the modern age, for the ability to recognize. Critical thinking is self-directed, self-disciplined, self-monitored and self-corrective thinking. Critical thinking is the ability to think clearly and rationally about what to do or what to believe.

 Critical thinking is also claimed to be important in the acquisition of language skills particularly reading and writing (Elder & Paul, 2006; Shaharom Abdullah, 2004; Seung – Ryul Shin, 2002; Stapleton, 2001; Moore, 1995), two indispensable language skills that can help undergraduate secure their academic success. Definitions of critical thinking emerging from the philosophical tradition include “the propensity and skill to engage in an activity with reflective skepticism” (McPeck, 1981). In the other words its defined as the “purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or conceptual considerations upon which that judgment is based” (Facione).

**Need and significance of the study**

 With the onset of the 21st century, the entire world has witnessed an era of intense transformation in all areas, whether it is education, global trade and economy, technology or society. Recently, the covid-19 pandemic is also throwing up challenges for an individual to cope with its impacts. Naturally, for such times, a different skills – set is required that would enable an individual to cope-up and succeed in facing the challenges in real-life, leading to his holistic progress. These skills are addressed as 21st Century Skills. Thus, the 21st Century Skills are the skills that are required by an individual for his/ her holistic development so that he/she can contribute to the progress and development of his society/ nation and world On the basis of the historical development of 21st Century Skills, it can be stated that 21st century skills broadly consist of three main skill sets or 3 Ls - namely, Learning Skills, Life Skills and Literacy Skills. Learning Skills are required for the acquisition of new knowledge. Literacy Skills help in creating and gaining new knowledge through reading, media and digital resources Life Skills are the skills required for successfully leading everyday life.

Learning is complete and holistic only when a student is able to effectively perform and fulfil his/her responsibilities and duties towards self, school, family, society and above all, the nation. The main purpose of the teaching is to enable today’s student to be a good citizen and a responsible human-being who is well-aware of his potential and competence. Simply teaching to test or learning for exams is not going to help a student face everyday life situations. Critical Thinking skills is one of the 21st century skills which is categorised under learning skills by Central Board of Secondary Education, New Delhi. The critical thinking skills is an essential life skills among the 21st-century skills which guides an individual to make an independent and emancipated decision.

 Critical thinking is a cognitive skill which influences the way of our thinking. According to Ennis (2011) critical thinking is the ability to think clearly and rationally. It includes the ability to engage in reflective and independent thinking; the ability to decide what to do or what to believe. Halpern (1999) defines critical thinking as the use of cognitive skills or strategies that increase the probability of a desirable outcome. He argues that critical thinking is purposeful, reasoned, and goal-directed. It is the kind of thinking involved in solving problems, formulating inferences, calculating likehoods, and making decisions. John Dewey (1993) was the first person who spoke about the importance of reflective thinking about 70 years ago (Richardson, Morgan &Fleener 2009). An essential element of learning is fostering students’ potentiality and teaching them critical thinking skills. It helps the student to critically evaluate the learned information. Chaffee (1985) and Paul (1995) mention that enhancing students’ critical thinking abilities is the core of meaningful education.

Reading is a deliberate process undertaken in human communication to reduce ambiguity about connotations a given text expresses, it also includes the conciliation of open and hidden meaning between the text and its reader. Reading is a mental process for interpreting symbols (Chang, 1983). According to Anderson (2003), “reading is an active, fluent process which involves the reader and the reading material in building meaning”. Crystal (2007), likewise, points out that reading “crucially involves appreciating the sense of what is written: We read for meaning”. Reading comprehension refers to the understanding of our conclusions after the negotiations of meaning between a text and the reader and involves the assimilation and interpretation of both existing and external schema (Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2001). Writing is an exercise in critical thinking. Every writing demands that students think ahead, consider their audience, and rethink their wording to ensure that their composition meets a specific goal. Writing may provide opportunity for students to think through arguments and use higher-order thinking skills to respond to complex problems. Writing improves thinking because it requires an individual to make his or her ideas explicit and to evaluate and choose among tools necessary for effective discourse. Bauer, Holmes and Warren (2006), as well as Paul (2004), argue that good language ability is crucial to accomplish Critical Thinking.

In support of Lun, Fischerand ward (2010), Nel and Nel (2012), and van der silk and Weideman (2008), argue that language proficiency linked to the ability to understand (receptive) and use (expressive) language in an academic context is essential for the execution of critical thinking. If prospective teachers have critical thinking and language skills they will be more flexible and adaptable in our constantly changing teaching- learning process, and be able to take on positions of leadership. Teaching critical thinking skill to students and improving their basic language skills such as reading, listening, speaking and writing have been emphasized in the preparation of educational curriculum in modern and democratic societies. Indeed critical thinking is recognized as one of the important skill to be developed in the secondary school students. Teaching critical thinking is considered to be an essential skill because one of the most important steps in science and technology is raising individuals with critical and creative thinking ability. Since prospective teachers are the future teachers, they have to play an important role in developing the critical thinking ability of secondary school students through various curricular activities. Hence there is a need to investigate the prospective teachers’ critical thinking levels. Also language skills especially reading and writing play a prominent role in communication skills and a major factor contributing to the critical thinking (Nel, 2011, 2012).

 Therefore this study mainly aims to investigate the relationship between the language skills especially reading skills and writing skills and critical thinking of prospective teachers. In this way, the study intends to contribute to the field of curriculum and instruction by pointing to the status of prospective teachers in terms of their languages skills and critical thinking. This study is unique as it addresses such a significant issue, and it makes an important contribution to the field of education .**Statement of the problem**

 Proficiency in language skills in particular reading skills and writing skills leads to a more systematic set of thoughts especially critical thinking skills. Prospective teachers are the future teachers, who are good in critical thinking, can provide students with the opportunity to understand and take charge of their learning. It will increase students’ ability to navigate the important decisions in learning and in life. Critical thinking ability of prospective teachers not only helps them to solve problems, but also come up with creative ideas in their teaching. Proficiency in Language skills help the prospective teachers to take charge of their own thinking and they can monitor and evaluate their own ways of learning more successfully. Moreover critical thinking expands the learning experience of the learners and makes the language more meaningful for them. If the prospective teachers practice critical thinking, they can analyze and evaluate the day-to-day learning outcomes and can assess students’ progress.

 In this study, it is aimed to examine the relationship between language skills namely reading and writing skills and critical thinking skills of prospective teachers. It is expected that the findings will be useful in terms of forming a basis for increasing the efficiency of prospective teachers in planning, monitoring and evaluating their language learning skills. The following research questions were framed for the study.

1. How far critical thinking ability is related to reading skills and writing skills?
2. Do language skills of prospective teachers differ significantly with respect to background variables?
3. Does critical thinking ability of prospective teachers differ significantly with respect to background variables?

 Hence the present study is entitled as “LANGUAGE SKILLS AND CRITICAL THINKING ABILITY OF PROSPECTIVE TEACHERS”.

**Operational Definition of the Terms**

 **Language skills**

 Language skills here means the ability of the prospective teachers to read, comprehend, interpret and write the responses for the reading comprehension test and to convey their ideas, knowledge thoughts, information and feelings in writing skills test. The combined scores of the reading comprehension test and writing skills test was used for quantative analysis.

**Critical thinking ability**

 Critical Thinking ability here means the ability of the prospective teachers to evaluate the statements in the disposition of critical thinking such as Assumption, Interpretation, Deduction and Evaluation. The scores obtained by the prospective teachers in the critical thinking test gives critical thinking ability of prospective teachers.

**Prospective teachers**

 Prospective teachers here means the first year and second year students who studies the Bachelor of Education Course in various Colleges of Education of Kanyakumari District affiliated to Tamil Nadu Teacher Education University during the academic year 2019-2021.

**Objectives of the study**

1. To construct and validate language skills test.
2. To study the level of language skills (reading skills and writing skills) of prospective teachers.
3. To study the level of critical thinking ability of prospective teachers.
4. To study the significant difference in the mean scores of language skills of prospective teachers based on gender, age, locality, optional subject and educational qualification.
5. To study the significant difference in the mean scores of critical thinking ability of prospective teachers based on gender, age, locality, optional subject and educational qualification.
6. To study the correlation between language skills and critical thinking ability of prospective teachers.

**Hypotheses formulated**

1. There exists no significant difference in the mean scores of language skills of male and female prospective teachers.
2. There exists significant difference in the mean scores of language skills of prospective teachers of age below 25 and above 25.
3. There exists no significant difference in the mean scores of language skills of rural and urban prospective teachers.
4. There exists significant difference in the mean scores of language skills of prospective teachers whose medium of instruction English and Tamil.
5. There exists no significant difference in the mean scores of language skills of prospective teachers whose optional subjects are arts and science.
6. There exists no significant difference in the mean scores of language skills of prospective teachers of having their educational qualification under graduate and post graduate.
7. There exists no significant difference in the mean scores of critical thinking ability of male and female prospective teachers.
8. There exists significant difference in the mean scores of critical thinking ability of prospective teachers of age below 25 and above 25.
9. There exists no significant difference in the mean scores of critical thinking ability of prospective teachers from rural and urban.
10. There exists significant difference in the mean scores critical thinking ability of prospective teachers whose medium of learning is English and Tamil
11. There exists no significant difference in the mean scores of critical thinking ability of prospective teachers whose optional subjects are arts and science.
12. There exists no significant difference in the mean scores of critical thinking ability of prospective teachers of having their educational qualification under graduate and post graduate.
13. There exists significant correlation between language skills and critical thinking ability of prospective teachers.

**Methodology in brief**

**a) Method adopted**

 Normative survey method was adopted for the present study.

**b) Sample**

 The sample for the study consisted of prospective teachers who undergo the Bachelor of Education (B.Ed) in various Colleges of Education affiliated TNTEU in Kanyakumari District. Sample size was 400. Simple random sampling technique was used to select the sample.

**c) Tools used for the study**

1. Language skills test (constructed and validated by the investigator and the guide).
2. Critical thinking ability test (DrDeepa R.P 2013).

**d) Statistical Techniques used for the study**

i) Mean

ii) Standard Deviation

iii) t-test

v) Pearson product moment co-efficient correlation

**Delimitations of the study**

 The scope of the present study is limited in the following manner:

1. Language skills for the present study is limited to reading skills and writing skills only.
2. Geographical area is limited to the colleges of education of Kanyakumari District in Tamilnadu.
3. Only silent reading is selected for reading skills test.
4. Reading skills test is used to study the reading skills of prospective teachers.

**Organization of the report**

 Chapter-I deals with introduction, need and significances of the study, statement of the problem, operational definition of the terms, objectives of the study, hypotheses framed for the study and delimitations of the present study.

 Chapter-II deals with the review of related literature that includes theoretical overview , review of related studies and critical review of the studies.

 Chapter -III deals with the methodology of the present study. This chapter consists of method adopted for the study, tools used, sample for the study and statistical techniques used.

 Chapter –IV deals with analysis and interpretation of the collected data.

 Chapter- V deals with major findings of this study, conclusions and suggestions for the further study.

**CHAPTER 2**

**Review of Related Literature**

 Review of related literature is a significant aspect of any research work. It is an account of previously published material of interest. The review of related literature is one of the pre-requisities of the investigator to have identified his research problem, more reliable and purposeful and move in a systematic way. A review of related literature facilities the researcher to have a clear understanding of the research problem. University of TORONTO, (2001) explains that a literature review is an account of what has been already established or published on a particular research topic by accredited scholars and researches.

**Purpose of related literature**

Reviewing the literature is to discover research strategies and specific data collection approaches to be used in the investigations. This information will help to avoid other researchers’ mistakes and profit from their experiences. The following are some of the purposes of the survey.

1. Related literature provides knowledge of previous studies so as to eliminate duplications.
2. It provides background to a research project and makes the researcher aware of the status of the issue.
3. It provides ideas, theories, and explanations on hypothesis, valuable in formulating the problem.
4. Suggest methods of research appropriate to the problem.
5. Collect comparative data useful in the interpretation of results.
6. Complete survey of related literature gives the researcher necessary insight into the problem. It enables him to put forth vigorously the rationale for the study.
7. It helps to orient the readers with other researches that had been conducted in this field previously.
8. It widens the horizon of the researches.

This chapter is devoted to the review of research studies that are thought to have some bearing on the problem selected by the researcher. A thorough and prudent study of books, journals, research papers, educational reviews and websites have resulted the literature with reference to the topic under consideration. The investigator made an intensive search of all relevant studies in educational literature and selected those that were thought to be significantly related to the topic under investigation.

Review of Literature is given in two sections:

 Section A : Theoretical Overview

 Section B : Related Studies

**Section A : Theoretical Overview**

**Language skills**

 Language learning is a skill. It involves the development of four-fold skills on the part of the learner. These skills of language learning are inter-related. The first two skills, listening and speaking are basic or fundamental in language learning. These skills pave the path for learning the other two skills- reading and writing.

**Reading as a skills**

 The word, ‘reading’ implies reading with comprehension. Reading comprehension involves understanding the meaning of content, vocabulary, structures, concepts and relationships of ideas. When reading starts in the child’s own tongue (mother tongue), the child does not face much trouble for the simple reason the child has already acquainted himself with the sounds of words, phrases and structures in mother tongue. The child has to learn to change the sounds or auditory signs of the mother tongue into ‘language signals or a set of ‘visual images’ in the form of written symbols, script or print. Reading in English should be started only when the child has been given a thorough practice in listening and speaking skills. The child should have a command over the ‘oral practice’ of the text that he is to get for reading. His speech should be free from defects and he should be thoroughly aware of the sounds, words, phrases, structures etc.

**Reading**

 Reading  is the process of taking in the sense or meaning of letters, symbols, etc., especially by sight or touch. Reading is typically an individual activity, done silently, although on occasion a person reads out loud for other listeners; or reads aloud for one's own use, for better comprehension. Before the reintroduction of separated text in the late [Middle Ages](https://en.wikipedia.org/wiki/Middle_Ages), the ability to read silently was considered rather remarkable.

**Aims of teaching reading**

 The teachers of English should bear in mind the following aims while teaching reading to their pupils in the classroom:

1. To enable the pupils recognize words
2. To make the pupils comprehend the meaning of words, phrases and sentences
3. To make the pupils know the meanings of unfamiliar words from the context in which they are used
4. To enable them to react to what has been read
5. To enable them to infer the mood of the author/writer
6. To make the pupils read at a normal speed
7. To enable the pupils to use proper stress, intonation and pauses in reading suitable to the context.

**Types of reading:**

Reading may be classified into various categories:

**Reading aloud**

Loud reading is also known as oral reading. It is introduced two months after the student has learned to read his textbook. It teaches the student to read with correct pronunciation, articulation, intonation, stress and rhythm. It enables the student to read with expression. It helps the teacher to evaluate the student’s knowledge of spoken words, phrases and sentences. It aids the student to read with understanding and paves the way to silent reading.

**Silent reading**

This is the most important type of reading. Along with the ability to read aloud, the children may be encouraged to read silently. Most of the reading done at the higher stage of learning will be of this nature only. Silent reading enables the student to read without making sounds and moving lips. The purpose of silent reading is to encourage the students read with comprehension. The speed in silent reading is more than that of the same in reading aloud. This enables the students to read more material in relatively less time when they read anything silent.

**Procedure for silent reading**

1. The teacher explains the method and aims of silent reading to the students.
2. The teacher asks the students to read the passage silently.
3. The teacher walks around the classroom to supervise the students. The teacher checks whether the students whisper, murmur or move their lips while reading. He also checks the postures of the students.
4. After allowing sufficient time to finish reading the passage, the teacher asks questions from the passage. He tests the students’ comprehension of the passage. He may also ask the students to summarize what they have just read.

**Advantages of silent reading**

1. Silent reading is time saving and quick.
2. It is interesting and useful in later life.
3. It initiates self-education and deep study.
4. Silent reading keeps the whole class busy.
5. It helps the students work at their own pace.
6. It prepares the students for independent reading.
7. It helps the student to concentrate on the meaning and results in greater assimilation of information.
8. It is also useful to make a quick survey of the material to be studied and to look through indexes, chapter headings and outlines.
9. It is useful for speed reading, to skim the material and to familiarize oneself with the material and its thought content.
10. It also helps to appreciate the language as well as to study it from a linguistic point of view.

**Intensive reading**

 Intensive reading or critical reading is done while the students try to gather facts or arrive at some conclusions on the basis of the facts. This is done mostly when the students prepare for the examinations. This kind of reading is done with thinking and comprehension. Hence, it is other.

**Extensive reading**

 Extensive reading is a kind of wide reading based on the large field wherefrom we gather the desired information for the purpose of survey or report. This is an advanced stage in reading, which emphasizes the expansion of vocabulary and advanced skills of comprehension. Most of the time, it would be silent reading and it is at this level that the speed of reading begins to increase. The students start reading independently at this stage. The reading at this stage is need-based and hence the reading development should be multi-dimensional in nature. This kind of reading is also known as ‘Reading for information’. The students may be encouraged to read a good number of journals, magazines, newspapers etc., apart from their prescribed textbooks.

**Scanning**

 Scanning  is  a  method  of  selective  reading,  when  searching  for  a  particular  fact  or  answer  to  a  question.  Scanning  can   best  be  described  as  a  looking  rather  than  a reading  process.

**Skimming**

 Skimming is method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content.

**Writing skill**

 Out of the four skills in language learning, ‘writing’ is a very important skill, as it serves as the medium through which we communicate our ideas, thoughts or feelings. Language learning is said to be incomplete without developing the skill of writing. For a second language learner, writing on the second language is used for specific purposes, whereas his mother tongue or Language 1 ( L 1 ) is used for all other general purposes. Proficiency in writing in the second language is required:

* to communicate to the other persons in the written medium when they cannot be spoken to directly;
* to make a record of events in a specific field;
* to prepare documents, records, reports etc., which may be used as reference in the future.
* to give an evidence or testimony in the form of a written document

**Writing**

Writing is one of the important skills to be developed in a language. Students learn to write words and sentences after knowing how to read them. When a child is able to recognize the sounds of letters and meaning of sentences he can be taught writing. Writing involves two stages

Language is basically a means of communication. The pupils should be taught how to use the language first in speech and then in writing. One is able to communicate one’s own ideas either in speech or in writing. We need to write in order to communicate our ideas in our social, educational, cultural and professional areas.

**i) Learning to write letters**

 English handwriting is the first task in learning to write. The first exercise in writing begins with copying of the letters. The size of the letters, their strokes and the curves are correctly copied. Slowly, students develop good handwriting using mechanics of writing. This is a lower level of learning in writing. When students copying down or write sentences neatly, it is called ‘good handwriting’.

**ii) Learning to write ideas**

 This is the higher level of learning in writing, where students express their ideas creatively and effectively. When students write their ideas effectively, it is called ‘good writing’. Students should be taught both good handwriting and good writing.

**Mechanics of writing**

1. Knowing how to make letters of right shape and size
2. Knowing how to give proper spacing between letters, words and lines
3. Knowing how to use capital letters and punctuation marks correctly
4. Knowing how to co-ordinate the muscles of the wrist with those of fingers in taking up writing.

**Sub-skills in writing**

Writing aims at clear and effective communication. In order to achieve this aim, a number of sub-skills in writing are to be developed among the students.

 The following are some of the sub-skills in writing:

1. Visual perception – Spelling, Pronunciation and Spacing.
2. Syntax – Word order, Sentence structure.
3. Organization – Selecting topic, sub-topic etc., and organizing ideas into paragraphs.
4. Grammar – Use of articles, prepositions, various forms tenses and their agreement.
5. Content or subject matter – Originality, relevance and clarity.
6. Purpose – Justification and reasons for writing .

**Qualities of good writing**

 Language learning is primarily a means of communication. Hence, the speaker or the writer should have clarity in his expression. English is taught as a second language (L2) or a foreign language in our country. Hence, while writing in English, the writer should express his ideas, thoughts or feelings in a simple form without any ambiguity. Whatever he wants to write, he should organize the facts and ideas in an orderly manner. So, simplicity logicality and organization are very important in writing.

**Simplicity**

The expression of thought should be clear and simple in nature. One should use the simplest possible language for one’s own expression. The ideas should be conveyed directly rather than using round about expressions in writing. The flow of ideas should be continuous, simple and spontaneous in writing so that the reader comprehends things. The presentation should not be ambiguous, bombastic or sensational.

**Logicality**

 The writer should take every care in presenting his ideas with some coherence. Whatever material the writer presents must be reasonable and acceptable. He should substantiate his ideas expressed in writing. The written material should stand and survive with the passage of time. He should be in a position to give reasons for what has been expressed by him in writing.

**Organization**

 Continuity, consistency and systematic development of thought are the essential characteristics of organization in writing. Sometimes, the subject matter can also be divided into various units with consistency of ideas in each unit. Further, the writer should see that all these units are again logically linked. The ideas, which are more prominent, should be expressed first and those that are less prominent next. Further, the writer should present the matter in such a manner that his tone or voice is heard at every stage in writing.

**Approaches to the teaching of writing**

 Two major approaches to the teaching of writing have been cited by Campbell(1999). The first approach is known as the ‘product approach’ which focuses on the final outcome of writing-logical and error-free essay.

**Critical thinking ability**

The term ‘critical thinking’ to describe an educational goal goes back to the American philosopher John Dewey (1910), who more commonly called it ‘reflective thinking’. Critical thinking is “the ability to analyse and evaluate arguments according to their soundness and credibility, respond to arguments and reach conclusions through deduction from given information”.

 Ennis (1996) argues that critical thinking comprises particular skills such as being able to assess reasons appropriately, or to identify false arguments. Dewey (2001) views critical thinking as a method of intelligent learning that employs and rewards mind. According to Astleitner (2007), critical thinking is a higher-order thinking skill which includes evaluating arguments, and is a purposeful, self-regulatory judgment which ends in interpretation, analysis, evaluation, and inference. Paul and Elder (2007) maintain that critical thinking is the disciplined art of verifying that can be used as the best thinking a person is able to in any system of conditions. The multi – dimensional nature of critical thinking (Kong &Seng, 2006) summarized as “Critical Thinking involve the development of dispositions which, among other things, include probing, inquiritiveness and keeneness of mid, zealous dedication to reason, hunger or eagerness for reliable information. Secondly, critical thinking refers to the development and application of interrelated cognitive and meta – cognitive skills involved in solving problems, understanding and expressing meaning, identifying relationships, assessing credibility of statements, identifying elements needed to draw reasonable conclusions, presenting the results of one’s own reasoning coherently and self-consciously monitor one’s own cognitive actions. In the third place, critical thinking comprises the development of habits of mind (Costa and Kallick, 2009)

 Critical thinking is the capability of objective analysis of information and includes the following qualities:

1. Fairness and open-mindedness;
2. Activeness and being informed;
3. Willingness to question or to entertain doubts;
4. Being independent.
5. Being able to use reasoning appropriate to the situation.
6. Rational Thinking.
7. Analyze how various parts of a system/ process unite/complement each other for a complete picture.
8. Judging and taking decision on an issue after proper evaluation of evidences, claims, arguments etc.
9. Analyze and evaluate various perspectives .
10. Making correlation between various types of information available.
11. Interpret the available information and form conclusions after effective analysis .
12. Reflect the pros and cons of experiences to solve problems   Devise innovative solutions of different kinds of non-familiar problems.
13. Identify and ask relevant and vital questions to bring forth various perspectives and for getting better  solutions.

Critical thinking skills includes observation, interpretation, analysis, inference, evaluation, explanation, and [metacognition](https://en.wikipedia.org/wiki/Metacognition). According to Reynolds (2011), an individual or group engaged in a strong way of critical thinking gives due consideration to establish for instance **:**

1. Evidence through reality
2. Context skills to isolate the problem from context
3. Relevant criteria for making the judgment well
4. Applicable methods or techniques for forming the judgment
5. Applicable theoretical constructs for understanding the problem and the question at hand

 “Critical” as used in the expression “critical thinking” connotes the importance or centrality of the thinking to an issue, question or problem of concern. “Critical” in this context does not mean “disapproval” or “negative”. There are many positive and useful uses of critical thinking for example formulating a workable solution to a complex personal problem, deliberating assumptions and the quality of the methods used in scientifically arriving at a reasonable level of confidence about a given hypotheses.

 Critical Thinking has been described as “reasonable reflective thinking focused on deciding what to believe or do”. It has also been described as “thinking about thinking”. It has been described in more detail as “the intellectually disciplined process of natively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. More recently, critical thinking has been described as “the process of purposeful, self-regulatory judgement, which uses reasoned consideration to evidence, context, conceptualizations, methods, and criteria.”

**Steps in critical thinking**

1. Perception
2. Analysis
3. Comparison
4. Synthesis
5. Naming

**Characteristics of critical thinking ability**

 **Critical thinking is just about accumulating information**

 A person with a good memory and knowledge might not necessarily be good at critical thinking. A critical thinker makes use of information to solve problems and arrive at good conclusions.

 **Critical thinking promotes creativity**

 The new ideas generated must also be useful and relevant to the task at hand. Critical Thinking plays a crucial role in evaluating new ideas, selecting the best ones and modifying them if necessary.

 **Critical thinking is crucial for self-reflection**

 In order to live a meaningful life and to structure our lives accordingly, to justify and reflect on our values and decisions. Critical thinking provides the tools for this process of self-evaluation.

**Dimensions of critical thinking ability**

 **Recognition of assumptions:**

 The section on recognition of assumptions contained items which consisted of one statement, followed by three assumptions, using which the subject was required to judge which assumption was related and matching to the given statement.

 **Example :**

 Statement : The situation of this areas till continues to be tense control. People are requested to be in their homes only.

 **Assumptions:**

1. There had been some serious incident
2. People should not go to the office
3. Normally would be restored shortly

 **Interpretations**

 The section on interpretations required the subject to interpret the ideas contained in the given factual statements. Each statement was followed by two conclusions. If the first conclusion was correct, the subjects should mark ‘a’, if the second one was correct ‘b’ should be marked, if both the conclusions were correct ‘c’ should be marked and ‘d’ should be marked if both were wrong.

 **Statement**

 Walking is good for health

 **Conclusion**

 All healthy people go for walking

 **Deduction**

 The section on deduction contained items where the subject was required to read independent statements and decide whether a series of given conclusions follow from the original statements. If the first conclusions was correct, the subjects should mark ‘a’, if the second one was correct ‘b’ should be marked, if both the conclusions were correct ’c’ should be marked and ‘d’ should be marked if both were wrong.

**Statement**

1. Home is a bird
2. Some birds are clouds.

**Conclusions**

1. Horse is a cloud
2. Some clouds are birds

 **Evaluation**

 In the fourth section of the test a question was given and below the question two arguments were also given. The subjects had to read the questions and arguments and find out which argument was strong or weak. If the first argument was strong the subjects should mark ’a’, if the second one was wrong ‘b’ should be marked, if both were correct ‘c’ should be marked and ‘d’ should be marked if both were weak.

 **Statement**

 Should a total ban be put on trapping wild animals

 **Arguments**

 Yes, trappers are making a lot of money

 No, ban on hunting and trapping are not not effective

**Section B : Related studies**

Srinivasalu (2012) conducted a study on Development of critical thinking skills with an inquiry oriented approach in teaching of civics. The objectives of the study were to develop on observation schedule to measure critical thinking skills developed by inquiry-oriented approach, to find out the interaction of genders on the achievement of experimental approach. The findings of the study were, it was one of the most effective teaching-learning strategies used in civics to make learning a joyful activity. It was a effective learning technique which helped in development of critical thinking ability.

Chan (2011) conducted a study on Epistemic Beliefs and critical thinking of Chinese students. The main aim of the study was to examine the relationship between epistemic beliefs and critical thinking. 138 Chinese under graduates completed the Epistemic Beliefs inventory (EBI) and Halpern Critical Thinking Assessment using everyday situations. These cognitive ability and thinking dispositions were also measured. The findings of the study were, showed that other than cognitive ability, the belief that knowledge is certain was most related to thinking performance.

Paul (2009) conducted a study on Critical Thinking: Ethical Reasoning and fair minded thinking. Their aim is to introduce some important intellectual tools and understandings for insightfully reasoning through ethical issues and problems. They highlight native egocentrism as a fundamental barrier to ethical reasoning.

Gurubasappa (2014) conducted a study on Critical thinking, emotional intelligence and their effect on Academic achievement in science of secondary school students. The objectives were to study the relationship between critical thinking and academic achievement. The findings were there is a significant effect of Critical thinking on the academic achievement in science of secondary school students. There is a significant main and interactive effect of critical thinking and emotional intelligence on the academic achievement in science of secondary school students.

 Vimal (2013) conducted a study on Critical thinking and Achievement in English of higher secondary students in Dharmapuri district. To study the critical thinking ability of higher secondary students with respect to Gender. The findings were revealed that the higher secondary students possess achievement in English. Gender had no impact on critical thinking and achievement in English.

 Mary (2013) conducted a study on Classroom environment and critical thinking ability of secondary students of Kanyakumari district. The objectives were to study the classroom environment and critical thinking ability of higher secondary school students with regard to background variables. The findings are there exists no significant difference in the mean scores of male and female higher secondary students in their classroom environment. There exists no significant difference between the mean scores of male and female higher secondary students in their critical thinking ability.

 Deepa (2013) conducted a study on Critical Thinking Ability and Problem Solving Ability of Higher Secondary School students of Kanyakumari district. The objectives of the study were, to study the significance of difference in the mean scores of critical thinking and problem solving ability of higher secondary school students on the basis of gender and locale. To study the relationship between critical thinking ability and problem solving ability of higher secondary school students. The findings were, the boys were found to have better critical thinking ability than those of girls. The rural and urban students did not differ in their critical thinking ability. The urban students were found to have more problem solving ability than those of rural students. A significant positive high correlation was found between critical thinking ability and positive solving ability of higher secondary students.

 Ramalekshmi (2012) conducted a study on Critical thinking ability among higher secondary students. The objectives of the study were to construct and validate a critical thinking ability test. To measure the critical thinking ability of higher secondary students. The findings were there exists no significant difference between the critical thinking ability of higher secondary students based on sex. There exists significant difference between the critical thinking ability of higher secondary students belonging to rural and urban area.

 Rogde, Kristin (2016) conducted a study on Improving the General Language Skills of Second- Language Learners in Kindergarten: A Randomized Controlled Trial. The goal of the study was to enhance second-language skills in their second language. The intervention targeted general language skills using a broad scope of activities, including training in vocabulary, grammar, and narratives. Because second-language learners seem to have better receptive than expressive language skills, here particularly focused on expressive language. The findings of the study were, language instruction could be successfully implemented in kindergarten settings to enhance second-language learners expressive language skills before school entry.

 Rashid and Hashmin (2008) conducted a study on the Relationship between Critical Thinking and Language Proficiency of Malaysian Undergraduates. The objectives of the study were conducted to ascertain the critical thinking level of Malaysian undergraduates and determine whether the student’s prior ability in English language influences their scores on a test which measures their general critical thinking ability. The findings of the study were, should between critical thinking ability and prior second language proficiency of UUM undergraduates.

 Alsowat (2017) conducted a study on A Systematic Review of Research on Teaching English Language Skills for Saudi EFL students. The objectives of the study were, the systematic review approach. Language skills of Saudi EFL students between 2007 and 2016. Investigate the contribution of those studies in improving the language skills of EFL students in Saudi Arabia. Identify the language skills research gaps and where further research should be carried out. The findings of this review suggest that there are some research areas to be explored further in the future. These areas include exploring more research on language skills of Saudi EFL students at the lower levels of education especially on listening, speaking, pronunciation, vocabulary and grammar, and conducting additional language skills research on Saudi EFL female students since gender has an impact on student’s English language learning.

 Faez, Karas, Uchihara (2019) conducted a study on Connecting Language proficiency to teaching ability: A meta-analysis. The objectives of the study were, the relationship between teachers’ self-efficacy beliefs and their language proficiency. In a meta-analysis, individual effect sizes from primary studies are pooled and averaged in order to yield a meajn effect size of the relationship in question, which, is the mean correlation between teacher self-efficacy beliefs and L2 proficiency. The findings of the study were, a moderate relationship (r-.37) between language proficiency and teaching self-efficacy, with some moderator variables showing significant differences across correlation. It indicates only a small percentage of the variance in self-efficacy language proficiency is important, there is more to self-efficacy than just language proficieny.

 Grosser and Nel (2013) conducted a study on The relationship between the critical thinking skills and the academic language proficiency of prospective teachers. The objectives of the study were to the relationships that exists between the critical thinking skills and the academic language proficiency of a group of first year prospective teachers at a South African university. The finding of the study revealed the nature of the critical thinking skills as well as the academic language proficiency of the students.

 Sachez, Scarlett O’ Hara and Saministrado, Maria Lusia (2018) conducted a study on Linguistic Ability and Critical Thinking of Undergraduate Literature students. The objectives of the study were to examined the relationship between linguistic ability and critical thinking of undergraduate literature students. The findings of the study confirms on Nikou’s study (2015) which states the student’s improvement in their writing ability goes together with the improvement in their ability of expressing deeper levels of thoughts. Thus, among, language skills, writing is the most important one on relation to critical thinking (Nikou, 2015).

 Cabit, Epcacan (2018) conducted a study on A review on the relationship between Critical Thinking skills and learning domains of Turkish Language. The objectives of the study is to identify the relationship between critical thinking skill and learning domains of Turkish language which are reading, listening, speaking and writing. The impact of critical learning cannot be rejected in terms of the development of all basic language skills. The findings improve other skills like creative thinking, communication, problem – solving, decision – making, using information technologies, investigation, and entrepreneurship which are included in the curriculum.

 Gandimathi and Zarei (2018) conducted a study on The impact of Critical Thinking on learning English language. The objectives of the study investigates the use of critical thinking in language learning and how it enhances English language among ESL learners. The findings of the study revealed that students were able to learn better using critical thinking which enhanced their English language skills. The findings indicates that the students were able to engage in reflective and independent thinking to solve problems in learning by using critical thinking.

**CHAPTER III**

**Methodology**

In the words of Crawford. C. C “Research is a systematic and refined technique of thinking and employing specified tools, instruments and procedures in order to obtain a more adequate selection of a problem that would be possible under ordinary means”.

Methodology is an explanation of procedures and techniques followed in detail to perform a research study. It is a process that includes the components for collective enquiry, research design, methodology, data collection and analysis, concluding with the communication of the findings.

 Research methodology involves systematic procedure by which the researcher begins from the initial step of identifying the problem to the final conclusion. Methodology takes up the role of carrying research in a scientific manner. It is incorporated with procedures techniques and tools by which the research problem is handled. Hence the success depends on the suitability of the method adopted for the study. For this study, the investigator has chosen the normative survey method.

 Research methodology involves various activities. They are identifying problems review of literature, formulation of hypotheses, data collection, analysis of data, interpreting results and finally conclusion. It is a way to solve the research problem systematically. Methodology occupies a very important place in any type of research as the validity and the reliability of findings.

According to Broudy (1963) “Method refers to the formal structure of the sequence of acts commonly the problem to its final conclusion”. Methodology occupies a very important place in research as the validity and reliability depends upon the method adopted”

**Method used in the present study**

 The purpose of this study is to find out the correlation between language skills and critical thinking ability of prospective teachers of Kanyakumari district. Since the problem selected is concerned with current phenomenon the investigator has selected the normative survey method for conducting the present study.

**Normative survey method**

Normative survey method of educational research is that method of investigation which attempts to describe and interpret what exists at present in the form of conditions practices, processes, trends, effects, attitudes, survey beliefs etc. In the word survey is applied to this kind of study. The word ‘survey’ indicates the gathering of the data regarding current conditions. The word ‘Normative’ is used because surveys are frequently made for the purpose of ascertaining which is normal or typical condition or practice.

**Characteristics of normative survey method**

 The main characteristic of the survey method are as follows:

1. Survey method gathers data from a relatively large number of cases at a particular time.
2. Surveys may be qualitative or quantitative.
3. It is not concerned with the characteristics of individuals.
4. It is essentially cross sectional.
5. It requires logical and skillful reporting of the findings.
6. It involves clearly defined problems.
7. It requires careful analysis and interpretation of data gathered.
8. It contributes to the advancement of knowledge.
9. It determines the present trends and solves current problems.
10. It suggests the scope of future developments.

**Tools used for the study**

The instruments which are used to gather new facts are called tools. Tools are essential for the collection of data from the sample. Suitable tools are used for collecting the data required for the study. The selection of suitable tool is necessary for successful research. The investigator can use one or more tools for a single study. The nature of the tools depends on the variables included in this study. So the investigator used the following tools in the present study.

1. Language skills test
2. Critical thinking ability test (DrDeepa R.P. 2013)

**i) Language skills test**

 Language skills test consisted of reading skills test and writing skills test. Reading skills test and writing skills test of prospective teachers were measured using the reading comprehension test and writing skills test in English constructed by the investigator. The test was prepared on the basis of weightage to Reading Comprehension in Prose and Poetry, Grammar, Hints development and Story Writing. The test consists of objective type and paragraph questions.

**ii) Critical thinking ability**

Critical Thinking Ability test was constructed and validated by
R . P. Deepa (2013). The critical thinking ability test was aimed to measure the critical thinking ability of prospective teachers. It consisted of four dimensions namely Recognition of assumptions, Interpretations, Deduction and Evaluation. Each dimension consisted of 15 items. The total items of critical thinking ability test was 60. The reliability of critical thinking ability test was found to be 0.947. Face validity, content validity and concurrent validity were established. Concurrent validity is found to be 0.702. The scoring was done using a scoring key for every keyed answer the score of 1 was given. Every wrong answer the score of 0 was given. A copy of critical thinking ability test was given as Appendix – E. The scoring key was given as Appendix -F

**Test construction**

 Development of Reading skill and writing skill. Skill test consist of the following steps

1. Planning
2. Item writing
3. Item editing
4. Arrangement of items
5. Preliminary tryout
6. Draft scale
7. Final tryout
8. Scoring
9. Item analysis
10. Item selection
11. Establishing reliability and validity
12. Final format of the test

**Planning of the test**

 As a first step, the investigator planned to construct a test on reading comprehension test and writing skills test. The investigator planned to construct relevant items for each selected dimensions. The duration of the test for administrating was planned to fix 1 hour. The investigator planned to construct a test for reading comprehension test with the following questions namely fill in the blanks, match the following, true or false, synonyms, antonyms, rhyming words and rhyming scheme. For Writing skill test the items consist of develop the hints, articles, develop the description, punctuation, read the following passage, profile writing, rearrange the sentence picture writing.

**Item writing**

 The important step in the construction of any research tool is writing the suitable item for the tool. After a thorough study of literature available on reading skills and writing skills, the investigator collected items on different aspects of poem, prose and grammar based on the selected dimensions and constructed a maximum number of questions for preparing reading skills and writing skills test. The respondent could response all questions was per the instruction given.

**Item editing**

 Item editing is the process of checking and scrutinizing items. The items were subjected to the experts in for modification. It was given to 3 experts in the field of Education, and English. As per their suggestions, the ambiguous item was rewritten in simple and meaningful language.

**Arrangement of items**

 All the items were grouped and arranged in a coherent order to increase the interest of the respondents and maintain the attention for responding.

**Preliminary tryout**

 The test was tried out on a sample size of 20 prospective teachers in order to find out the accuracy and relevancy of each questions. Difficulties in responding the items and a rough estimate of the time limit for responding were noted. This step helps the investigator to modify certain items which were vague and questionable. After that minor changes were made out in the language and sentence construction in some of the items.

**Draft form of the tool**

 The draft form of the tool was prepared by printing the items with the provision to write responses. It was printed in English. Necessary instructions for the respondent were also printed in the draft scale. A separate response sheet also be constructed and printed along with it. A sample copy of the draft scale is given in the Appendix A.

**Final tryout (Pilot study)**

 The language skills test was administered to a sample of 200 prospective teachers of various colleges in Kanyakumari district for the purpose of item analysis. They were selected randomly from the population.

**Scoring**

 The data collected response sheets were scored systematically using scoring key prepared by the investigator. The answer carries 5 marks, 3 marks,2 marks, 1mark . The copy of scoring key was given as appendix B.

**Item analysis**

 Item can be analyzed qualitatively in terms of their content and quantitatively in terms of their statistical properties. Item analysis is a statistical technique which is used for selecting and rejecting the items of a test on the basis of their difficulty value and discriminative power.

 For carrying out item analysis, the answer script of prospective teachers in the final try-out conducted and arranged in the descending order, from the top score to the bottom score. 25% of the answer script from the top is designated as ‘Upper Group’ and 25% of the script in the bottom constitute the ‘Lower Group’.

 For every individual item the number of student teachers who answered it correctly in the two groups should be counted. The ‘Difficulty Index’ (DI) for each test item could be found out by using the following formula.

 Difficulty Index, D₁ = $\frac{R\_{U}+R\_{L}}{N\_{U}+N\_{L}}$

 Discriminating Power, Dp = $\frac{R\_{U}-R\_{L}}{N}$

Where,

 R = Number of correct responses in the upper group

 R = Number of correct responses in the lower group

 N = Number of prospective teachers in the upper or lower group.

**Item selection**

Items having difficulty level between 0.2 and 0.8 and discriminating power >0.2 are selected for the final test. The details of item selection are given in Table 3.1

***Table 3.1.Details of selected items in reading skills test***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Item** | **Rh** | **Rh** | **Difficulty Index** | **Discriminative Power** | **SelectedItems** |
| 1 | 24 | 27 | 0.9 | -0.1 |   |
| 2 | 27 | 27 | 1 | 0 |   |
| 3 | 26 | 25 | 0.9 | 0 |   |
| 4 | 21 | 19 | 0.7 | 0.1 |   |
| 5 | 26 | 18 | 0.8 | 0.3 | Y |
| 6 | 19 | 2 | 0.4 | 0.6 | Y |
| 7 | 27 | 25 | 1 | 0.1 |   |
| 8 | 23 | 14 | 0.7 | 0.3 | Y |
| 9 | 27 | 24 | 0.9 | 0.1 |   |
| 10 | 25 | 16 | 0.8 | 0.3 | Y |
| 11 | 26 | 11 | 0.7 | 0.6 | Y |
| 12 | 27 | 9 | 0.7 | 0.7 | Y |
| 13 | 17 | 1 | 0.3 | 0.6 | Y |
| 14 | 26 | 4 | 0.6 | 0.8 | Y |
| 15 | 9 | 0 | 0.2 | 0.3 | Y |
| 16 | 24 | 13 | 0.7 | 0.4 | Y |
| 17 | 21 | 11 | 0.6 | 0.4 | Y |
| 18 | 21 | 2 | 0.4 | 0.7 | Y |
| 19 | 27 | 7 | 0.6 | 0.7 | Y |
| 20 | 18 | 1 | 0.4 | 0.6 | Y |
| 21 | 21 | 13 | 0.6 | 0.3 | Y |
| 22 | 27 | 12 | 0.7 | 0.6 | Y |
| 23 | 27 | 17 | 0.8 | 0.4 | Y |
| 24 | 20 | 11 | 0.6 | 0.3 | Y |
| 25 | 18 | 3 | 0.4 | 0.6 | Y |
| 26 | 19 | 12 | 0.6 | 0.3 | Y |
| 27 | 26 | 5 | 0.6 | 0.8 | Y |
| 28 | 26 | 19 | 0.8 | 0.3 | Y |
| 29 | 26 | 18 | 0.8 | 0.3 | Y |
| 30 | 27 | 18 | 0.8 | 0.3 | Y |
| 31 | 27 | 8 | 0.6 | 0.7 | Y |
| 32 | 25 | 19 | 0.8 | 0.2 | Y |
| 33 | 25 | 19 | 0.8 | 0.2 | Y |
| 34 | 23 | 19 | 0.8 | 0.1 |   |
| 35 | 24 | 17 | 0.8 | 0.3 | Y |
| 36 | 24 | 19 | 0.8 | 0.2 | Y |
| 37 | 24 | 17 | 0.8 | 0.3 | Y |
| 38 | 20 | 5 | 0.5 | 0.6 | Y |
| 39 | 27 | 25 | 1 | 0.1 |   |
| 40 | 23 | 24 | 0.9 | 0 |   |
| 41 | 27 | 21 | 0.9 | 0.2 |   |
| 42 | 27 | 23 | 0.9 | 0.1 |   |
| 43 | 27 | 23 | 0.9 | 0.1 |   |
| 44 | 27 | 17 | 0.8 | 0.4 | Y |
| 45 | 25 | 16 | 0.8 | 0.3 | Y |
| 46 | 27 | 27 | 1 | 0 |   |
| 47 | 27 | 27 | 1 | 0 |   |
| 48 | 27 | 27 | 1 | 0 |   |
| 49 | 27 | 22 | 0.9 | 0.2 |   |
| 50 | 24 | 26 | 0.9 | -0.1 |   |
| 51 | 24 | 15 | 0.7 | 0.3 | Y |
| 52 | 24 | 11 | 0.6 | 0.5 | Y |
| 53 | 23 | 18 | 0.8 | 0.2 | Y |
| 54 | 26 | 26 | 1 | 0 |   |
| 55 | 26 | 17 | 0.8 | 0.3 | Y |
| 56 | 26 | 16 | 0.8 | 0.4 | Y |
| 57 | 27 | 16 | 0.8 | 0.4 | Y |
| 58 | 26 | 25 | 0.9 | 0 |   |
| 59 | 26 | 22 | 0.9 | 0.1 |   |
| 60 | 25 | 22 | 0.9 | 0.1 |   |
| 61 | 26 | 19 | 0.8 | 0.3 | Y |
| 62 | 26 | 21 | 0.9 | 0.2 |   |
| 63 | 26 | 6 | 0.6 | 0.7 | Y |
| 64 | 18 | 2 | 0.4 | 0.6 | Y |
| 65 | 26 | 17 | 0.8 | 0.3 | Y |
| 66 | 27 | 25 | 1 | 0.1 |   |
| 67 | 27 | 25 | 1 | 0.1 |   |
| 68 | 9 | 22 | 0.6 | -0.5 |   |
| 69 | 27 | 24 | 0.9 | 0.1 |   |
| 70 | 18 | 1 | 0.4 | 0.6 | Y |
| 71 | 27 | 23 | 0.9 | 0.1 |   |
| 72 | 18 | 1 | 0.4 | 0.6 | Y |
| 73 | 27 | 25 | 1 | 0.1 |   |
| 74 | 27 | 24 | 0.9 | 0.1 |   |
| 75 | 27 | 24 | 0.9 | 0.1 |   |

**Note: Y** Indicates selected Items

Items with high DP (>0.2) and Avg DI (between 0.2 and 0.8) are selected

***Table 3.2 Details of selected items in writing skills test***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Item** | **Rh** | **Rl** | **Difficulty Index** | **Discriminative Power** | **SelectedItems** |
| 1 | 18 | 7 | 0.5 | 0.4 | Y |
| 2 | 24 | 17 | 0.8 | 0.3 | Y |
| 3 | 22 | 25 | 0.9 | -0.1 |  |
| 4 | 27 | 23 | 0.9 | 0.1 |  |
| 5 | 10 | 5 | 0.3 | 0.2 | Y |
| 6 | 27 | 26 | 1 | 0 |  |
| 7 | 16 | 3 | 0.4 | 0.5 | Y |
| 8 | 27 | 23 | 0.9 | 0.1 |  |
| 9 | 21 | 7 | 0.5 | 0.5 | Y |
| 10 | 20 | 15 | 0.6 | 0.2 | Y |
| 11 | 24 | 11 | 0.6 | 0.5 | Y |
| 12 | 13 | 6 | 0.4 | 0.3 | Y |
| 13 | 24 | 8 | 0.6 | 0.6 | Y |
| 14 | 16 | 26 | 0.8 | -0.4 |  |
| 15 | 14 | 8 | 0.4 | 0.2 | Y |
| 16 | 27 | 27 | 1 | 0 |  |
| 17 | 26 | 24 | 0.9 | 0.1 |  |
| 18 | 27 | 26 | 1 | 0 |  |
| 19 | 11 | 19 | 0.6 | -0.3 |  |
| 20 | 26 | 26 | 1 | 0 |  |
| 21 | 27 | 25 | 1 | 0.1 |  |
| 22 | 26 | 26 | 1 | 0 |  |
| 23 | 27 | 17 | 0.8 | 0.4 | Y |
| 24 | 21 | 10 | 0.6 | 0.4 | Y |
| 25 | 18 | 3 | 0.4 | 0.6 | Y |

**Note: Y** Indicates selected Items

**Final form of the test**

 The final language skills test consisted of 58 items (reading skills consisted of 45 items and writing skills consisted of 13 items). A copy of the final tool is given as Appendix – C.

**Reliability of the test**

 Reliability is the accuracy or precision of measuring instrument. The reliability of a test can be measured in different ways, such as test-retest method and split-half method. In the present study, the reliability co-efficient was found out by split half method. It measures the degree of homogeneity of the item in a test. For calculation of split half reliability of the test, the scores obtained by a sample of 400 prospective teachers are used. The scores on odd items and even items were taken separately and correlation was calculated. The coefficient of correlation indicated the reliability of the half test. The correlation coefficient of the whole test is then estimated by using Spearman Brown Prophecy test was found to be 0.75.

**Validity of the test**

 Validity of the test answers the question what does a test measures and how well it measures it whatever it is designed to measure for. In the words of Ebel ([1961](https://cehs01.unl.edu/aalbano/intromeasurement/mainli2.html#X0-ebel1961must)), validity is universally considered the most important feature of a testing program. Validity encompasses everything relating to the testing process that makes score inferences useful and meaningful.

**Face validity**

Face validity means the given tool appears to measure what is intended to measure. The tool was submitted to panel of experts and based on their opinion, it appeared to measure the relevant objectives of the tool. A close looks on the items of the test reveals that each and every item is capable of reflecting the variable. This provides face validity for the tool.

**Content validity**

According to Haynes, Richard, and Kubany ([1995](https://cehs01.unl.edu/aalbano/intromeasurement/mainli2.html#X0-haynes1995content)), content validity is “the degree to which elements of an assessment instrument are relevant to and representative of the targeted construct for a particular assessment purpose.” Content validity on one way of gathering evidences which will support the ideas that a test measures. Certain characteristics are to make are careful examination of the test taking situation and the test behavior in it. The content validity of the present test was found by systematically analyzing the area by the panel of experts in the field of Education and English language. On the basis of their opinion the test has sufficient coverage to its contents. The content average is an indication of its validity.

**Population and sample**

The present study was conducted on a population of prospective teachers who are studying in various colleges of education of Tamil Nadu during the academic year 2020-2021.

 The present study is conducted on a sample of 400 prospective teachers who are studying in various colleges of Education in Kanyakumari district. Simple random sampling technique was used to select the sample. The details of colleges and number of students from each colleges are given in table:

**Details of sample selected for the study**

*Table 3.3List of colleges and number of sample selected for the study*

|  |  |  |
| --- | --- | --- |
| **Sl. No.** | **Name of the Colleges of Education**  | **Total number**  |
| 1 | R. P. A. College of Education, Mamootukadai | 21 |
| 2 | Holy Trinity College of Education, Melpalai | 18 |
| 3 | All Saints College of Education, Malayadi | 33 |
| 4 | Christian College of Education, Marthandam | 60 |
| 5 | Grace College of Education, Padanthalumoodu | 49 |
| 6 | St. Stephen College of Education, Palavilai | 40 |
| 7 | Mar Crystosom College of Education. Kirathoor | 97 |
| 8 | N.V.K.S.D. College of Education, Attoor | 40 |
| 9 | Narayana Guru College of Education, Manjalumoodu | 18 |
| 10 | White Memorial college of Education, Yettacode | 24 |

**Distribution of sample**

1. **Gender wise distribution of prospective teachers**

*Table 3.4 Gender wise distribution of sample*

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Group** | **Count** |  **Percent** |
| Gender | Male | 142 | 35.50 |
|   | FemaleTotal | 258400 | 64.50100.00% |

The table 3.4 shows that the sample consisted of 142 male prospective teachers and 258 female prospective teachers.

1. **Age wise distribution of prospective teachers**

*Table 3.5 Age wise distribution of sample*

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Group** | **Count** |  **Percent** |
| Age | Below 25 | 251 | 62.75 |
|   | Above 25 | 149 | 37.25 |
|  | Total |  400 |  100.00% |

The table 3.5 shows that the sample consisted of 251 prospective teachers whose age is below 25 and 149 prospective teachers whose age is above 25.

**Locality wise distribution of prospective teachers**

*Table 3.6 Locality wise distribution of sample*

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Group** | **Count** |  **Percent** |
| Locality | Rural | 245 |  61.25 |
|   | Urban | 155 |  38.75 |
|  | Total |  400 |  100.00% |

The table 3.6 shows that the sample consisted of 245 prospective teachers from rural area and 155 prospective teachers from urban area.

1. **Medium of Learning wise distribution of prospective teachers**

*Table 3.7Medium of learning wise distribution of sample*

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Group** | **Count** | **Percent** |
| Medium of Learning | English | 247 | 61.75 |
|   | Tamil | 153 | 38.25 |
|  | Total | 400 | 100.00% |

The table 3.7 shows that the sample consisted of 247 prospective teachers whose medium of learning is English and 153 prospective teachers whose medium of learning is Tamil.

1. **Optional Subject wise distribution of prospective teachers**

*Table 3.8 Optional subject wise distribution of sample*

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Group** | **Count** |  **Percent** |
| Optional Subject | Arts | 199 | 49.75 |
|   | Science | 201 | 50.25 |
|  | Total | 400 | 100.00% |

The table 3.8 shows that the sample consisted of 199 prospective teachers who belongs to Arts and 201 prospective teachers who belongs to Science.

1. **Educational qualification wise distribution of prospective teachers**

*Table 3.9 Educational qualification wise distribution of sample*

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Group** | **Count** |  **Percent** |
| Educational Qualification | UG | 249 | 62.25 |
|   | PG | 151 | 37.75 |
|  | Total | 400 | 100.00% |

The table 3.9 shows that the sample consisted of 249 UG prospective teachers and 151 PG prospective teachers.

**Administration of the tools**

 For administration of the tools, the investigator visited different B.Ed colleges of Education, Kanyakumari District. Before administrating the tools, the investigator explained the purpose of the study. Then the investigator distributed General Information schedule, language skills test (reading skills test and writing skills test), and critical thinking ability test to all prospective teachers and gave instruction to respond. After writing the responses, the tools were collected from the them and were carefully evaluated by the investigator. The data collected were scored systematically using the scoring keys. Reading comprehension test consist of 100 marks and writing skill test consist of 50 marks.

**Statistical techniques used**

 Considering the hypotheses, the collected data were analyzed by using the appropriate statistical techniques. The investigator followed the appropriate procedure in applying the proper statistical treatment for the analysis of data.

**Percentage**

 Percentage helps in the comparative study of fractions. It always means per hundred and hence it is calculated on 100.

**Arithmetic mean**

 Mean is the most stable and it is suitable for statistical calculations.

 $A.M=A+\frac{∑ƒd}{N}xC$

 A – Assumed mean of the score obtained

 f - Frequent of each class interval

 d - Deviation of scores from the assumed mean

 N - Total frequency

 C - Class interval of the frequency

**Standard deviation (σ)**

 Standard deviation is the most widely used measures of dispersion. It is used in so many statistical operations. Standard deviation is more accurate and justified measures of dispersion.

σ = $CX\sqrt{\frac{∑ƒd^{2}}{N}+\left(\frac{∑ƒd}{N}\right)}$

2

 Where

 σ - Standard deviation

 C - Class interval

 d - squares of the deviation of score from the assumed mean

 f - frequency of each class

 N - Total frequency

**t test**

 t test is used to find out the significant difference between the means of different variables for subgroups and it is calculated by the formula.

σ = $CX\sqrt{\frac{∑ƒd^{2}}{N}+\left(\frac{∑ƒd}{N}\right)}$

2

 Where

 M1 – Arithmetic mean of 1st sample

 M2 – Arithmetic mean of 2nd sample

 σ1 – Standard deviation of 1st sample

 σ2 – Standard deviation of 2nd sample

 N1 – Number of students in 1st group

 N2 – Number of students in 2nd group

**Pearson’s product moment correlation coefficient**

 The most often used and most precise coefficient of correlation is known as the Pearson’s product moment coefficient(r). Pearson’s product moment correlation coefficient is used to determine the relationship between variables. The raw score method requires the use of five columns, as illustrated bow using the same data.

$$r= \frac{N∑xy-∑x.∑y}{\sqrt{N}\left[∑X^{2}-\left(∑x^{2}\right)\right]\left[N∑y^{2}-(∑y)^{2}\right]}$$

 Where,

 r – Pearson product moment

 N – Total number of students

 X – Arithmetic mean for group 1

 Y – Arithmetic man for group 2

**Coefficient correlation**

 Garrett (1969) presents the following suggestions for interpreting the various values of ‘r’s.

 r = zero denotes no relationship

 r = 0.00 to 0.20 denotes negligible correlation

 r = 0.20 to .40 denoted low correlation

 r = 0.40 to .070 denotes substantial correlation

 r = 0.70 to 0.90 denotes high correlation

 r = 0.90 to 0.99 denotes very high dependable relationship correlation

 r = 1 denotes perfects correlation.

**CHAPTER IV**

 **Analysis and Interpretation**

 Analysis and Interpretation is the most important step of research process. It is very much essential for an effective scientific study. Analysis and interpretation is the part where final conclusions and suggestions can be drawn.

 A prime responsibility of the educational researcher is that of being able to make either a probability or logical inference covering the tenability of his testable hypotheses. The acceptance or rejection of these hypotheses will ultimately determine what contribution the study makes to the scientific development of a particular area. This is especially tried in the analysis for interpretation of data. Interpretation refers to the task of drawing inferences from the collected facts after an analytical study. In other words, interpretation takes the results of analysis, makes inference and draws conclusions about the relationship. The process of interpretation is essentially one of starting what the result (findings) convey, what is their significance. What is the answer to the original problem.

 The data collected from the sample were analyzed using appropriate statistical techniques like Percentage, Athematic mean, Standard deviation, t test, and Carl Pearson product moment methods of correlation. The result of the analysis are presented under the following sections. The results of the analysis are presented under the following sections.

**Percentage analysis**

*Table 4.1Mean and standard deviation of language skills of prospective teachers*

|  |  |
| --- | --- |
| Mean | 46.78 |
| Std Deviation | 10.38 |
| Count | 400 |

From the above table 4.1, it is clear that the total number of sample selected for the present study is 400. The arithmetic mean scores obtained for the total sample is 46.78 and standard deviation is 10.38.

*Table 4.2Percentage distribution of different levels of language skills of prospective teachers*

|  |  |  |
| --- | --- | --- |
| **Language skills** | **Count** | **Percent** |
| Low | 73 | 18.25 |
| Medium | 262 | 65.50 |
| High | 65 | 16.25 |
| Total | 400 | 100.0 |

From the above table 4.2 it is clear that 65% of prospective teachers have medium level in their language skills,16.25% of them have high level in their language skills and 18% of them have low level in language skills.

*Table 4.3 Mean and standard deviation of critical thinking ability of prospective teachers*

|  |  |
| --- | --- |
| Mean | 21.88 |
| Std Deviation | 8 |
| Count | 400 |

From the above table 4.3, it is clear that the total number of sample selected for the present study is 400. The arithmetic mean scores obtained for the total sample is 21.88 and standard deviation is 8.

*Table 4.4. Percentage distribution of different levels of critical thinking ability of prospective teachers*

|  |  |  |
| --- | --- | --- |
| **Critical thinking** | **Count** | **Percent** |
| Low | 61 | 15.25 |
| Medium | 261 | 65.25 |
| High | 78 | 19.50 |
| Total | 400 | 100.00 |

From the above table 4.4 it is clear that 65% of prospective teachers have medium level critical thinking ability,19% of them have high level in critical thinking ability and 15% of them have low level in critical thinking ability.

**Comparison of language skills of prospective teachers with their background variables**

*Table 4.5 Mean, standard deviation, t-value of language skills of male and female prospective teachers.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **Mean** | **SD** | **N** | **t** | ***p*** | ***Remark*** |
| Male | 47.46 | 11.11 | 142 | 0.946 | *0.345* | *NS* |
| Female | 46.40 | 9.97 | 258 |  |  |  |

From the table 4.5 it is clear that (t=0.946) p >0.05, and is not significant at any level. Therefore, there exists no significant difference in the means scores of language skills of male and female prospective teachers.

*Table 4.6 Mean, standard deviation, t-value of language skills of prospective teachers of age of below 25 and above 25.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Age** | **Mean** | **SD** | **N** | **t** | ***p*** | ***Remark*** |
| Below 25 | 47.78 | 10.22 | 251 | 2.514 | *0.012* | *Sig. at 0.05 level* |
| Above 25 | 45.08 | 10.48 | 149 |  |  |  |

From the table 4.6 it is clear that (t=2.514) p < 0.05, and is significant at 0.05 level. Therefore, there exists significant difference in the means scores of language skills of prospective teachers of age of below 25 and above 25.

*Table 4.7 Mean, standard deviation, t-value of language skills of rural and urban prospective teachers.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Locale** | **Mean** | **SD** | **N** | **t** | ***p*** | ***Remark*** |
| Rural | 21.69 | 8.10 | 245 | 0.588 | *0.557* | *NS* |
| Urban | 22.17 | 7.86 | 155 |  |  |  |

From the table 4.7 it is clear that (t=0.588) p >0.05, and is not significant at 0.05 level. Therefore, there exists no significant difference in the means scores of language skills of rural and urban prospective teachers.

*Table 4.8 Mean, standard deviation, t-value of language skills of prospective teachers of medium of learning is English and Tamil*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Medium of Learning** | **Mean** | **SD** | **N** | **t** | ***p*** | ***Remark*** |
| English | 20.71 | 7.78 | 247 | 3.757 | *0.000* | *Sig. at 0.05 and 0.01 level*  |
| Tamil | 23.77 | 8.00 | 153 |  |  |  |

From the table 4.8 it is clear that (t=3.757) p <0.05, and is significant at 0.05 level. Therefore, there exists significant difference in the means scores of language skills of prospective teachers whose medium of instruction is English and Tamil.

*Table 4.9 Mean, standard deviation, t-value of language skills of prospective teachers having their optional subject Art and Science*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Optional Subject** | **Mean** | **SD** | **N** | **t** | ***p*** | ***Remark*** |
| Arts | 22.14 | 8.39 | 199 | 0.649 | *0.516* | *NS* |
| Science | 21.62 | 7.60 | 201 |  |  |  |

From the table 4.9 it is clear that (t=0.649) p > 0.05, and is not significant at 0.05 level. Therefore, there exists no significant difference in the means scores of language skills of prospective teachers having their optional subject arts and Science.

*Table 4.10 Mean, standard deviation, t-value of language skills of prospective teachers having their educational qualification under graduate and post graduate.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  **Educational Qualification** | **Mean** | **SD** | **N** | **t** | ***p*** | ***Remark*** |
| UG | 22.12 | 7.92 | 249 | 0.770 | *0.442* | *NS* |
| PG | 21.48 | 8.14 | 151 |  |  |  |

From the table 4.10 it is clear that (t=0.770) p > 0.05, and is not significant at 0.05 level. Therefore, there exists no significant difference in the means scores of language skills of prospective teachers having their educational qualification under graduate and post graduate.

**Comparison of critical thinking ability of prospective teachers with their background variables**

*Table 4.11 Mean, standard deviation, t-value of in this table critical thinking ability male and female prospective teachers.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **Mean** | **SD** | **N** | **t** | ***p*** | ***Remark*** |
| Male | 21.01 | 7.90 | 142 | 1.626 | *0.105* | *NS* |
| Female | 22.36 | 8.03 | 258 |  |  |  |

From the table 4.11 it is clear that (t=1.626) p >0.05, and is not significant at any level. Therefore, there exists no significant difference in the means scores of critical thinking ability of male and female prospective teachers.

*Table 4.12 Mean, standard deviation, t-value of in this table critical thinking ability of prospective teachers of age of below 25 and above 25.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Age** | **Mean** | **SD** | **N** | **t** | ***p*** | ***Remark*** |
| Below 25 | 20.86 | 7.64 | 251 | 3.22 | *0.001* | *Sig. at 0.01 level* |
| Above 25 | 23.59 | 8.31 | 149 |  |  |  |

From the table 4.12 it is clear that (t=3.272) p <0.05, and is significant at 0.05 level. Therefore, there exists significant difference in the means scores of critical thinking ability of prospective teachers of below 25 and above 25.

*Table 4.13 Mean, standard deviation, t-value of in this table critical thinking ability of rural and urban prospective teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Locale** | **Mean** | **SD** | **N** | **t** | ***p*** | ***Remark*** |
| Rural | 21.69 | 8.10 | 245 | 0.588 | *0.557* | *NS* |
| Urban | 22.17 | 7.86 | 155 |  |  |  |

From the table 4.13 it is clear that (t=0.588) p >0.05, and is not significant any level. Therefore, there exists no significant difference in the means scores of critical thinking ability of rural and urban prospective teachers.

*Table 4.14 Mean, standard deviation, t-value of in this table critical thinking ability of prospective teachers whose medium of instruction is English and Tamil.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Medium of Learning** | **Mean** | **SD** | **N** | **t** | ***p*** | ***Remark*** |
| English | 20.71 | 7.78 | 247 | 3.757 | *0.000* | *Sig. at 0.01 level* |
| Tamil | 23.77 | 8.00 | 153 |  |  |  |

From the table 4.14 it is clear that (t=3.757) p <0.05, and is significant 0.05 level. Therefore, there exists significant difference in the means scores of critical thinking ability of prospective teachers whose medium of instruction is English and Tamil.

*Table 4.15 Mean, standard deviation, t-value of in this table critical thinking ability of prospective teachers having their optional subject arts and science*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Optional Subject** | **Mean** | **SD** | **N** | **t** | ***p*** | ***Remark*** |
| Arts | 22.14 | 8.39 | 199 | 0.649 | *0.516* | *NS* |
| Science | 21.62 | 7.60 | 201 |  |  |  |

From the table 4.15 it is clear that (t=0.649) p >0.05, and is not significant any level. Therefore, there exists no significant difference in the means scores of critical thinking ability of prospective teachers having their optional subject arts and science.

*Table 4.16 Mean, standard deviation, t-value of in this table critical thinking ability of prospective teachers under graduate and post graduate.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Educational Qualification** | **Mean** | **SD** | **N** | **t** | ***p*** | ***Remark*** |
| UG | 22.12 | 7.92 | 249 | 0.770 | *0.442* | *NS* |
| PG | 21.48 | 8.14 | 151 |  |  |  |

From the table 4.16 it is clear that (t=0.770) p >0.05, and is not significant any level. Therefore, there exists no significant difference in the means scores of critical thinking ability of prospective teachers of having their educational qualification under graduate and post graduate.

|  |
| --- |
| **The relationship between language skills and critical thinking ability of prospective teachers** |
|  |  |  |  |  |  |
| **Pearson correlation between language skills and critical thinking ability of prospective teachers based on background characteristics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Background characteristics** |  | ***p*** | ***Remark*** |
| Total |  | *0.040* | *sig.at 0.05 level* |
| Gender | Male | *0.732* | *NS* |
|   | Female | *0.433* | *NS* |
| Age | Below 25 | *0.478* | *NS* |
|   | Above 25 | *0.326* | *NS* |
| Locale | Rural | *0.342* | *NS* |
|   | Urban | *0.961* | *NS* |
| Medium of Learning | English | *0.839* | *NS* |
|   | Tamil | *0.040* | *Sig. at 0.05 level* |
| Optional Subject | Arts | *0.900* | *NS* |
|   | Science | *0.345* | *NS* |
| Educational Qualification | UG | *0.414* | *NS* |
|   | PG | *0.865* | *NS* |
|  |  |  |  |

 |

From the above table the calculated r=value is 0.437 p< 0.05 and is significant at 0.05 level. Therefore , there exists significant correlation between the language skills and critical thinking ability of prospective teachers. It can be said that there exists significant positive low correlation between language skills and critical thinking ability of prospective teacher.

**CHAPTER V**

**RESUME OF THE STUDY**

 The study under investigation is entitled as Language Skills and Critical Thinking Ability of prospective teachers of Kanyakumari District. A sample of 400 prospective teachers who were in the age group of 20-36 years were selected from different colleges of education in Kanyakumari District of Tamilnadu. The investigator used normative survey method and random sampling technique for the collection of data. The tools employed were Language skills test (constructed and validated by the investigator and the guide) Critical thinking ability test. The data were subjected to statistical analysis like percentage, mean, standard deviation, t test and Carl Pearson product moment method of correlation.

**Objectives of the study**

1. To construct and validate language skills test.
2. To study the level of language skills (reading skills and writing skills) of prospective teachers.
3. To study the level of critical thinking ability of prospective teachers.
4. To study the significant difference in the mean scores of language skills of prospective teachers based on gender, age, locality, medium of instruction, optional subject and educational qualification.
5. To study the significant difference in the mean scores of critical thinking ability of prospective teachers based on gender, age, locality, medium of instruction, optional subject and educational qualification.
6. To study the correlation between language skills and critical thinking ability of prospective teachers.

**Hypotheses framed for the present study**

The following are the major hypotheses framed for the present investigation.

1. There exists no significant difference in the mean scores of language skills of male and female prospective teachers.
2. There exists significant difference in the mean scores of language skills of prospective teachers of age below 25 and above 25.
3. There exists no significant difference in the mean scores of language skills of rural and urban prospective teachers.
4. There exists significant difference in the mean scores of language skills of prospective teachers whose medium of learning English and Tamil.
5. There exists no significant difference in the mean scores of language skills of prospective teachers whose optional subjects are arts and science.
6. There exists no significant difference in the mean scores of language skills of prospective teachers of having their educational qualification under graduate and post graduate.
7. There exists no significant difference in the mean scores of critical thinking ability of male and female prospective teachers.
8. There exists significant difference in the mean scores of critical thinking ability of prospective teachers of age below 25 and above 25.
9. There exists no significant difference in the mean scores of critical thinking ability of prospective teachers from rural and urban.
10. There exists significant difference in the mean scores of critical thinking ability of prospective teachers whose medium of learning is English and Tamil
11. There exists no significant difference in the mean scores of critical thinking ability of prospective teachers whose optional subjects are arts and science.
12. There exists no significant difference in the mean scores of critical thinking ability of prospective teachers of having their educational qualification under graduate and post graduate.
13. There exists significant correlation between language skills and critical thinking ability of prospective teachers.

**Major findings**

1. **Findings with regard to the mean scores of language skills of prospective teachers.**
2. The study revealed that the prospective teachers possess moderate level of language skills.
3. There exists no significant difference in the mean scores of language skills of male and female prospective teachers.
4. There exists significant difference in the mean scores of language skills of prospective teachers of age below 25 and above 25.
5. There exists no significant difference in the mean scores of language skills of rural and urban prospective teachers.
6. There exists significant difference in the mean scores of language skills of prospective teachers whose medium of learning English and Tamil.
7. There exists no significant difference in the mean scores of language skills of prospective teachers whose optional subjects are arts and science.
8. There exists no significant difference in the mean scores of language skills of prospective teachers of having their educational qualification under graduate and post graduate.
9. **Findings with regard to mean scores of critical thinking ability of prospective teachers.**
10. The study revealed that the prospective teachers possess moderate level of critical thinking ability.
11. There exists no significant difference in the mean scores of critical thinking ability of male and female prospective teachers.
12. There exists significant difference in the mean scores of critical thinking ability of prospective teachers of age below 25 and above 25.
13. There exists no significant difference in the mean scores of critical thinking ability of prospective teachers from rural and urban.
14. There exists significant difference in the mean scores of critical thinking ability of prospective teachers whose medium of learning is English and Tamil.
15. There exists no significant difference in the mean scores of critical thinking ability of prospective teachers whose optional subjects are arts and science.
16. There exists no significant difference in the mean scores of critical thinking ability of prospective teachers of having their educational qualification under graduate and post graduate.
17. **Findings with regard to correlation of language skills and critical thinking ability of prospective teachers.**

 There exists a significant positive low correlation between language skills and critical thinking ability of prospective teachers.

**Educational implications**

1. Listening and writing skills practice could be given to prospective teachers to improve critical thinking.
2. The prospective teachers could be given opportunity to aware of their own strengths/ weaknesses to improve critical thinking ability.
3. Out of the box thinking could be practiced.
4. The habit of writing in English every day could be practiced.
5. Teach grammar regularly for better writing.
6. Intensive and extensive reading inside and outside classrooms could be practiced to improve the learners' reading skills.
7. Reading Comprehension could be given as a regular exercise.
8. Vocabulary practice test could be conducted .
9. Skimming is a fast reading process to get the general information of a passage. During skimming, prospective teachers could be asked to underline the nouns, starters and conjunctions in order to make it easy to pick out the general idea and concepts.
10. Scanning is done for grabbing the specific information of the passage. the prospective teachers could be taught the nuances of picking up specific information to underline the text for picking up dates, years, names, important vocabulary etc.
11. SQ3Rs - Survey, Question, Read, Recall and Review technique can be used to improve their reading skills.
12. Daily dairy writing could be encouraged.
13. Engage prospective teachers in writer’s forum.
14. Assign the task of proof reading.
15. By using e-mail and other social media network encourage prospective to send their opinions or arguments to their friends and also receive their feedback on time.
16. Motivate the learners to use reading resources and writing activities are available on the internet.

**Conclusion**

 The findings of the present study imply that more work needs to be done towards upgrading the standard of English language skills and critical thinking ability among the prospective teachers of Kanyakumari district. It is found that positive low correlation existed between language skills and critical thinking ability of prospective teachers. Also it is observed that the 65% of prospective teachers have average level of language skills and critical thinking ability and were not highly proficient in English language skills. The study also revealed that the prospective teachers of kanyakumari district had poor critical thinking skills due to the fact that their English language skills were poor and that they are not serious in improving the language skills and they relied on only rote learning only to pass the examination. Therefore, the concerned university and colleges of education must take the challenges of bringing about drastic changes that will eventually improve the standard of English among the undergraduates, postgraduates and prospective teachers and enhance their critical thinking ability. The university authority needs to re-evaluate the effectiveness of the present curriculum and teaching practice, particularly, those pertaining to the teaching and learning of English and development of critical thinking.

If the prospective teachers are good in their critical thinking and proficient in English, they will be at par with their western counterparts and it would help them to acquire 21st century skills which are essential for teaching the future students. The findings of the present study should never be taken as conclusive. This study only investigated the relationship between language skills critical thinking ability prospective teachers. Hence the prospective teachers could be trained to learn language skills deliberately which in turn develop their critical thinking ability. Future research should focus on measuring both critical thinking ability and actual language proficiency of prospective teachers of different universities so that better comparisons and generalizations can be made.

**Suggestion for further research**

Based on the finding of the present investigation, the investigator suggests that following areas for the further study in the field.

1. A further study can be conducted on critical thinking and creative writing of language students in the field of education.
2. Critical thinking in the language classroom : Teacher beliefs and methods can be conducted.
3. Critical thinking skills and interpersonal skills of language learner can be conducted.
4. Verbal intelligence and creative writing of language learners can be conducted.
5. Language proficiency and academic achievement can be conducted.

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**APPENDIX – A**

**LANGUAGE SKILLS TEST (DRAFT)**

(by LINI V. and Dr DEEPA R.P.)

Read the following poem and complete the exercises given below. “The Sun Rising”

 Busy old fool, unruly Sun,

 Why dost thou thus,

Through windows, and through curtains, call on us?

Must to thy motions lovers' seasons run?

 Saucy pedantic wretch, go chide

 Late school-boys and sour prentices,

 Go tell court-huntsmen that the king will ride,

 Call country ants to harvest offices;

Love, all alike, no season knows nor clime,

Nor hours, days, months, which are the rags of time.

 Thy beams so reverend, and strong

 Why shouldst thou think?

I could eclipse and cloud them with a wink,

But that I would not lose her sight so long.

 If her eyes have not blinded thine,

Look, and to-morrow late tell me,

 Whether both th' Indias of spice and mine

 Be where thou left'st them, or lie here with me.

Ask for those kings whom thou saw'st yesterday,

And thou shalt hear, "All here in one bed lay."

 She's all states, and all princes I;

 Nothing else is;

Princes do but play us; compared to this,

All honour's mimic, all wealth alchemy.

 Thou, Sun, art half as happy as we,

 In that the world's contracted thus;

Thine age asks ease, and since thy duties be

 To warm the world, that's done in warming us.

Shine here to us, and thou art everywhere;

This bed thy center is, these walls thy sphere.

* John Donne
1. **Answer the following questions: ( 10 X 2 = 20 )**
2. Who is the speaker of the poem?
3. Who are all the other people mentioned in the poem?
4. Identify which lines are in Iambic tetrameters?
5. What is the mode of the writer in the beginning of the poem “The Sun Rising”?
6. What is the theme of the poem “The Sun Rising”?
7. What does “thou” refer to in this poem?
8. How does the poet address the poem “The Sun Rising”?
9. How does the speaker scold the rising sun?
10. How many stanzas are seen this poem? Mention which form is used?
11. Is the poem have any couplets. If yes write the lines?

**II. Fill in the blanks: ( 6 X 1 = 6 )**

1. The poet is lying in bed with his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The number of lines are there in the poem “The Sun Rising” is \_\_\_\_\_\_.
3. This rhetorical question suggests that the speaker wants lovers’ \_\_\_\_\_\_.
4. The speaker asks the sun early on, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ seasons run?”
5. The lover doesn’t want to”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”.
6. This poem gives voice to the feeling of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**III. Match the following words in column A with the antonyms of column B:**

 **(6 x 1 = 6)**

 Column A Column B

* Banality wretch
* Fail unruly
* Cheerful spice
* Real alchemy
* Disgraceful mimic
* Hostility reverend

**IV. Choose the correct synonyms from the given options: ( 4 X 1 = 4 )**

1. ‘Reaping’ in the first stanza suggests \_\_\_\_\_\_\_\_\_\_\_\_.
2. earning b) spending c) harvest d)forest
3. The meaning of the word ‘wink’ is\_\_\_\_\_\_\_\_\_\_\_\_.
4. Eye blink b) blink c) both a and b d) none of these
5. In the second stanza ‘shadow’ means\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. harvest b) field c) image d) shadow
7. The meaning of Smart or rude meaning is \_\_\_\_\_\_\_\_\_\_\_\_\_.

a) Cloud b) mimic c) saucy d) unruly

**V. Say ‘True or False’: ( 5 X 1 = 5 )**

1. The poet is angry to the sun.
2. The rhyme scheme of the poem is AABBCCDDEE.
3. The poem speaks about two lovers who are disturbed by the rising sun.
4. The poet suggests that the sun may go off and do other work.
5. In the second stanza the poet continues to mock the sun, saying that its “beams so reverend and strong”.

**VI. Match the following questions: ( 5 X 1 = 5 )**

 A B

* Chide You saw
* Thus Fragments
* Clime Reprimand
* Rags In this way
* Thou saw’st A region known for particular weather

**VII. Read the poem and write the rhyming words and rhyming scheme: ( 2 X 2 = 4 )**

Rhyming Words => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rhyming Scheme => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **‘Voluntary Poverty’**

Mahatma Gandhi is the architect of free India and has been rightly called the Father of the Nation. Many have written on the Mahatma, but the best book on the Mahatma is his own Experiments with Truth. Indeed his whole life was an experiment with Truth; and it is this feature that makes his Experiments an expresion of his oul – the voice of Truth itself. His transparent sincerity makes both the man and his writings plain, simple and straight.

 Simplicity is the hallmark of Gandhi’s life and so is his language.  His ideas are simple as his language. But, the impact of his ideas is great. In this article titled “Voluntary Poverty” Gandhi presents how he accepted poverty willingly. Forced poverty can be tolerated. But, imposing poverty on oneself willingly is a matter of greatness. At the time when politics is seen doubtful and considered as the breeding ground of immorality, untruth and political gain, Gandhi entered politics. After entering politics Gandhi wished to be free from immorality, untruth and political gain. To be free from these things one should shun prosperity pondered Gandhi.  So, he decided to discard all his wealth.  His thought did not augur well in his family.Gandhi put his thought of discarding wealth in to action. In the start it was not a cakewalk. But, gradually he adapted to it. Amazingly it even gave pleasure to Gandhi.  Defending is the difficulty in possession but when the possession is willingly surrendered then the burden of defending it will not arise. This way Gandhi felt pleasure after giving up treasure.To Gandhi possession seemed to be a crime. Only thing which can be possessed by all is non-possession. It is a willing surrender.Gandhi says that the spirit behind non-possession is important. One can live with essentials such as clothes, food and shelter and anything beyond these basic needs, is a luxury.‘To multiply wants is civilization’, is a wrong notion.  On the other hand when your wants diminish your joy gets multiplied feels Gandhi. He says about the state of bliss which is a desirable state. It is bliss to serve your fellow human beings. By diminishing your wants you serve your fellow beings. Bliss is the dedication of body, soul and mind. Body is given to you as a temporary possession by God. So, it must be used for service. Those who follow giving all will be never in want contend Gandhi.The God is the hardest task master in the view of Gandhi.  He puts one in task in every way. In the experience of Gandhi trying is God’s nature but forsaking is not. Gandhi feels that he has never forsaken Gandhi though he tested him in every way.
Gandhi thus drives home the message that voluntarily accepting poverty is the best way to be free from the clutches of immorality

1. **Answer the following (5 x 2 = 10)**
2. Who is the speaker of ‘Voluntay Poetry’?
3. Which quote he mentioned as wrong notion?
4. Who is the father of the Nation?
5. Who is the hardert task master in the view of Gandhi?
6. Name the best book on Gandhi?

**II. Fill in the blanks (5 x1 = 5)**

1. Gandhi wished to be free from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a wrong notion.
3. Bliss is the dedication of \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_.
4. Gandhi says about the state of bliss which as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. One can live with essentials such as \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_.

**III. Find the appropriate Synonyms for the Italicized word in the given sentence (5 x1 = 5)**

1. Gandhi feels that he has never *forsaken*
2. *Defending* is the difficulty in possession
3. Gandhi decided to *discard* all his wealth
4. Forced poverty can be *tolerated*
5. Gandhi felt pleasure after giving up *treasure*

**IV. Find the appropriate antonyms for the Italicized word in the given sentence (5x1 = 5)**

1. Gandhiji’s*possession* seemed to be a crime
2. Gandhi is try to God’s nature but *forsaking*.
3. *Bliss* is the dedication of body, soul and mind.
4. Gandhi put him thought of *discarding* wealth into action.
5. The best way to be free from the *clutches* of immorality.

**With The Photographer**

 The photographer’s studio was made up of two rooms. One room was used as a waiting room and other room was used for taking photographs. The photographers had kept various ladies and children magazines of old times like “Ladies Companion for 1912, the girls’ Magazine for 1902 and the Infants’ Journal for 1888 in a waiting room.  In the inner room there was a frosted window. A sheet of factory cotton hung against it and a beam of sunlight filtered through it. In this room there was a machine that could be rolled. In this way, the photographer had arranged his studio. Once the author went to a photographer. He wanted to his photograph taken. The author had to wait an hour. When the author was looked down by the photographer, the photographer said that his face is quite wrong. At that time, the author accepted that he knew that his face was wrong. He added that it would look better if it was three quarters full. He also discussed about various types of faces found in the world. The photographer wanted to take the best photograph and wanted to prove his skill. He took the author’s head in his hands and twisted it sideways and looked at it. He didn’t like the author’s head. He asked to open the mouth and then to close it. He felt that the author’s ears were bad so he asked him to drop them a little more. He asked the author to roll his eyes under the eyelids, to put the hands on knees, to turn the face little upward, to expand the lungs, to bend the neck, to contract the face. By all the means he wanted the best feature and expression of the author so he took much time in all type of arranging suggestions and criticism.

            The photographer was continuously criticizing the author’s face as he felt that the face was not appropriate for a photograph. The author felt humiliated at this. He couldn’t bear he insult anymore, as his face was his own only. He had lived with it for forty years and he knew its faults. Though it was not beautiful and wasn’t made for him, it was his face- the only one that the author had. Thus because of humiliation and insult of his face, the author was angry with the photographer. Because of humiliation and insult of his face, the author was angry with the photographer. As the author started to rise from the seat, the photographer took his photograph. At that time the photographer looked pleased as he had caught the features just in a moment of animation. He was also happy because he could take the photograph of the ugly face of the author. On Saturday, the author went back to the photographer for his photograph. The photographer showed his photo. Looking at it the author was surprised as the photographer made so many changes in his eyes, eyebrow, mouth etc. He removed the eyebrows and he had retouched the eyes. The photograph didn’t look like the author’s photo at all. So the author asked “is it me? When he saw the photograph. The photographer was a strange kind of person. He made so many changes in the photograph of the author’s face that it did not look like his own. He removed the eyebrows and he had retouched the eyes.

 He adjusted a little the author’s mouth as it was too law according to him.  The photographer was a strange kind of person. He made so many changes in the photograph of the author’s face that it did not look like his own. He wanted to fix ears all right in the print. There was a process then for removing the ears entirely. The author wanted a photograph that would have looked like himself. He wanted something that would depict the face as God gave it to him. He wanted something that his friends might have kept after his death to reconcile them to his loss. But what the author wanted was no done at all. The photographer had almost changed author’s eyes, eyebrow, mouth etc. The photograph never looked like the author’s face. The purpose of the photograph was wasted the man in the photograph was quite different than himself.

1. **Answer the following (5 x 2 = 10)**
2. How many rooms were there in the photographer’s studio?
3. Which books are kept in the waiting room?
4. What are the changes seen in the photograph?
5. Which room has the frosted window?
6. Why did the Photographer want to take the best photograph?
7. **Fill in the blanks (5 x 1 = 5)**
8. The author went back to the photographer for his photograph on \_\_\_\_\_\_\_\_\_
9. The Photographer was a \_\_\_\_\_\_\_\_\_\_\_ kind of person.
10. He removes the \_\_\_\_\_\_\_\_\_\_\_ and had retouched the \_\_\_\_\_\_\_\_\_
11. The Photographer’s rooms is used as \_\_\_\_\_\_\_\_\_\_\_\_\_ taking \_\_\_\_\_\_\_\_\_\_ rooms.
12. He had lived with it for \_\_\_\_\_\_\_\_\_\_\_ years.
13. **Find the appropriate Synonyms for the Italicized word in the given sentence
 (2x1 = 2)**
14. The Photograph of the *ugly* face of the author
15. He took the author’s head in his hands and *twisted* it sideways and looked at it.
16. The photographer said that his face is *quite* wrong.
17. The author felt *humiliated* at this.
18. The author’s ears were bad so he asked him to *drop* them a little more.
19. **Find the appropriate Antonyms for the Italicized word in the given sentence (2x2 ½ = 5)**
20. The Photographer has *arranged* his studio.
21. The author had lived with it for forty years and he knew its *faults.*

**Writing Skill Test**

**I. Develop the following hints into a readable passage and give a suitable title:** **( 5 X 1 = 5 )**

 A rich- farmer- lot of land- cattle and servants -two sons- happy life -After some years younger son unhappy- asked for his share of the property- wouldn’t listen to father’s advice- got his share- sold them all- went away to another country- fell into bad ways- soon all money gone –poor- no one to help him- understood his mistake.

**II. Identify the suitable articles from the given blanks: (1x 3 = 3)**

 Value-based education also supports schools in promoting \_\_\_\_\_\_\_\_ inclusive school ethos and \_\_\_\_\_\_\_\_ methods of working raise achievements and help pupils to raise their self-esteem and take responsibility for their own \_\_\_\_ behaviour and learning. It also enables students to examine the kind of life that is worth living and to consider what \_\_\_\_\_\_\_\_\_ kind of life they want for themselves. At \_\_\_\_\_\_\_\_\_ core of value-based education lies \_\_\_\_\_\_\_\_ agreed set of principles, deeply held convictions \_\_\_\_\_\_\_\_\_\_ that underpin all aspects of school life and work. The process is holistic and developmental, demanding a greater deal from \_\_\_\_\_\_\_\_\_ school’s community. Value-based education is thus \_\_\_\_\_\_\_\_\_\_ philosophy for developing and supporting \_\_\_\_\_\_\_\_\_\_ schools of excellence.

**III. Read the following description and write the names of their jobs:
 ( 5X 3 = 15 )**

1. Kevin works in a hospital. He operates on people. She is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Identify the sentence framing :

* + SVO \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ SVIODO \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ SVOC \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ SVA \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Find out the synonyms for missing word**

* not at a certain place \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* in evidence \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. Identify the British English and American English words**

* Motor way \_\_\_\_\_\_\_\_
* Petrol \_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ closet

**5. Write down the Homophones of the given words**

* Pain \_\_\_\_\_\_\_\_
* Cast \_\_\_\_\_\_\_\_

**IV. Identify the suitable words for the given sentences: ( 3 X 2 = 6 )**

* I hope things are going well with you \_\_\_\_\_\_\_\_\_\_\_\_\_
* Would you be kind enough to \_\_\_\_\_\_\_\_\_\_\_
* Pardon me for \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**V. Punctuate the following dialogue: ( 1 X 3 = 3 )**

 Arun : good morning sir were planning an excursion to ooty for a week could you please come with us.

 Teacher : ok agreed when is it

 Arun : the tentative date is from 3rd September will that be ok with you

 Teacher : sorry I cant make it in the first week what about the second week

 Arun : all right sir thank you

**VI. Fill in the blanks with the simple past or past continuous tense forms whichever is appropriate, of the verbs given in brackets: ( 1 X 3 = 3 )**

 As I \_\_\_\_\_\_\_\_\_\_ ( watch) the TV, my son \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (play) tennis outside. Suddenly electricity\_\_\_\_\_\_\_\_(fail). In fact, electricity \_\_\_\_\_\_\_\_\_ (fail continually) the whole of last month and many \_\_\_\_\_\_\_\_\_\_\_ (complain) about this. Just then the doorbell \_\_\_\_\_\_\_\_\_\_\_\_\_(ring). My son \_\_\_\_\_\_\_\_\_\_\_ (stand) there and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(curse) the rain.

**VII. Read the given hints on Jawaharlal Nehru and prepare a profile in 60 words: ( 1 X 3 = 3 )**

* Born 14 November 1889.
* The first Prime Minister of India.
* He was a writer, politician.
* Children knew him better as Chacha Nehru.
* Died 27 May 1964.

**VIII. Find out the plural form of the given words ( 4 X 1 = 4)**

* Nucleus  **\_\_\_\_\_\_\_\_**
* Grandson –in-law \_\_\_\_\_\_\_\_
* Runner – up \_\_\_\_\_\_\_\_
* Editor –in-chief \_\_\_\_\_\_\_\_

**IX. Rearrange the sentence: ( 2 X 2 = 4)**

 i) work and play/ things/different/parents see/as two

 ii) a student/ to both/proper should/attention/pay

**X. Write the story about the picture: ( 1 X 4 = 4 )**



**APPENDIX –B**

**LANGUAGE SKILLS TEST (DRAFT) ANSWER**

(by LINI V. and Dr DEEPA R.P.)

1. **Answer the Following**
2. The speaker of the poem is John Donne.
3. The other people mentioned in the poem is young people, School – boys, court huntsmen and king.
4. Busy old fool, unruly sun,

Saucy pedantic wretch, go chide

Late school – boys and sour prentices.

1. The speaker’s attitude towards the sun in the beginning of the poem “The Sun Rising is “busy old fool, unruly sun” because the sun is disturbing his rest. So he hate the sun.
2. The theme of the poem centers around the happy and joyful union between both the lover and the beloved.
3. “Thou” refers to family members, close friends or younger people.
4. The poet addressed the poem “The Sun Rising” is “busy old fool, unruly sun”
5. He scolds the rising sun, asking why it is irritating them through curtains and windows.
6. There are three stanzas in the poem “The Sun Rising”. The hiteray form used in this poem is poetic form.
7. Yes, the poem have couplets. They are shine here to us, and thou art everywhere; This bed thy center is, these walls thy sphere
8. **Fill in the blanks**
9. Lover
10. Thirty
11. “Seasons”
12. “Must to thy motions lovers”
13. “lose her sight so long”
14. lovers
15. **Match the following words**
16. Spice
17. Mimic
18. Wretch
19. Unruly
20. Reverend
21. Alchemy
22. **Choose the correct synonyms**
23. harvest
24. Blink
25. Image
26. Saucy
27. **Say ‘True or False’**
28. True
29. False
30. True
31. True
32. True
33. **Match the Following questions**
* Reprimand
* In this way
* A region known for particular weather
* Fragments
* You saw
1. **Rhyming words and Rhyming scheme**

Rhyming words sun – run, thus – us, chride – ride, clime – time, think – wink, thine – mine, strong – long

Rhyming scheme ABBACDCDEE

**Voluntary Poverty**

**I. Answer the Following**

1. The speaker of ‘Voluntary Poverty’ is Mahatma Gandhi
2. The author mentioned as wrong notion is ‘To multiply wants is civilization’.
3. Mahatma Gandhi is the father of the nation
4. The God is the hardest task master in the view of Gandhi.
5. The best book on the Mahatma is his own “Experiments with Truth”

**II. Fill in the blanks**

1. Immorality, untruth and political gain
2. ‘To multiply wants is civilization’.
3. Body, soul and mind.
4. Desirable state
5. Clothes, food & shelter.

**III. Find the appropriate synonyms**

1. Abondoned
2. Protecting from danger
3. Desirable
4. Disagrees
5. Valuables

**IV. Find the appropriate antonyms**

1. Lack
2. Staywith
3. Misery
4. Acquire
5. Misunderstanding

**With the Photographer**

**I. Answer the following**

1. There are two rooms are there in the photographer’s studio
2. The books are Ladies companion, the girl’s magazine and the Infant’s Journal
3. The Changes seen in the photograph are his eyes, eyebrow, mount.
4. In the inner room there was a frosted window.
5. The Photographer want to take the best photograph to prove his skill.

**II. Fill in the blanks**

1. Saturday
2. Strange
3. Eyebrow & eyes
4. Waiting room & Photograph
5. 40 years

**III. Find the appropriate synonyms**

1. Unattractive
2. Depraved
3. Absolutely
4. Humble
5. Drip

**IV. Find the appropriate antonyms**

1. Disturb
2. Correction

**Writing Skill**

**I. Develop the following hints**

 Once there was a rich farmer in a village. He had a lot of land, cattle and many servants. He had two sons. He led a happy life with them. After some years the younger son become unhappy.

 He asked his father for his share of the property. His father advised him not to demand like that. But he would not listen to his father’s advice. He go his share and sold them. He had a huge amount with him.

 With this amount he travelled to a distant country. He had bad company there are fell into evil ways. All the money was gone. He become poor and no o9ne helped him. Then he understood his mistake and returned to his country. His father and brother took him into their fold and supported him forever. We should obey our parents.

**II. Identify the suitable articles**

 An inclusive, the methods, the kind, an agreed, a philosophy, the core

**III. 1. Read the following discription**

* surgeon

 **2. Identify the sentence framing**

* He handles the computer
* He sold me his bicycle
* My friends call me a Tiger
* John sat up

 **3. Find out the synonyms for missing word**

* Our church organist is missing this morning, so we’ll have to sing without her accompaniment.
* any sense of how real people talk and act is missing from this novel.

 **4 . Identify the British English and American English words**

* Freeway
* Gasoline
* Cupboard

 **5. Write down the homophones of the given words**

* Pane
* Caste

**IV. Identify the suitable words for the given sentences**

* Greeting
* Apologizing
* Requesting

**V. Punctuate the following dialogue**

Arun : G..........., Sir. We’re......... Ooty.......... Could.............?

Teacher : O.K. Agreed. When is it?

Arun : The ............. Sep. Will ...... O.K. ..........?

Teacher : Sorry, I Can’t ........... what .............?

Arun : All right, Sir. Thank you.

**VI. Fill in the blanks with the simple past or past continuous tense**

As watching, was playing, failed, was continually failing, complained, rang, was standing, he was curring.

**VII. Read the given hints on Jawarhalal Nehru and prepare a profile**

 Jawarharlal Nehru was born on 14th November 1889. He was the first Prime Minister of India. He was a writer and he was a central figure in Indian politics. He was also known as Pandit Nehru due to his roots with Kashmiri Pandit community, while Indian children knew him better as Chacha Nehru. He died on 27th May1964.

**VIII. Find out the plural form of the given words**

* Nuclei
* Grandsons – in – law
* Runners – up
* Teeth

**IX. Rearrange the sentence**

* Parents see work and play as two different thing.
* A student should pay proper attention to both

**X. Write the story about the picture**

 Once upon a time there was a woman with a garden inside a high square wall. Inside the walls she grew every kind of plant she loved. There were sometimes weeds too, and some she let take root for too long, for some weeds carried sharp thorns and digging them up caused pain. Still, she tilled and watered and nurtured her garden. It was not the most colorful nor the most fragrant of all the walled gardens in the world, and most of the plants were not especially rare or exotic, but she loved it and cared for it and let very few others inside.

**APPENDIX – C**

**LANGUAGE SKILLS TEST (FINAL)**

(by LINI V. and Dr DEEPA R.P.)

Read the following poem and complete the exercises given below.

 “The Sun Rising”

 Busy old fool, unruly Sun,

 Why dost thou thus,

Through windows, and through curtains, call on us?

Must to thy motions lovers' seasons run?

 Saucy pedantic wretch, go chide

 Late school-boys and sour prentices,

 Go tell court-huntsmen that the king will ride,

 Call country ants to harvest offices;

Love, all alike, no season knows nor clime,

Nor hours, days, months, which are the rags of time.

 Thy beams so reverend, and strong

 Why shouldst thou think?

I could eclipse and cloud them with a wink,

But that I would not lose her sight so long.

 If her eyes have not blinded thine,

Look, and to-morrow late tell me,

 Whether both th' Indias of spice and mine

 Be where thou left'st them, or lie here with me.

Ask for those kings whom thou saw'st yesterday,

And thou shalt hear, "All here in one bed lay."

 She's all states, and all princes I;

 Nothing else is;

Princes do but play us; compared to this,

All honour's mimic, all wealth alchemy.

 Thou, Sun, art half as happy as we,

 In that the world's contracted thus;

Thine age asks ease, and since thy duties be

 To warm the world, that's done in warming us.

Shine here to us, and thou art everywhere;

This bed thy center is, these walls thy sphere.

* John Donne
1. **Answer the following questions:**
2. What is the theme of the poem “The Sun Rising”?
3. What does “thou” refer to in this poem?
4. How does the speaker scold the rising sun?
5. Is the poem have any couplets. If yes write the lines?

**II. Fill in the blanks:**

1. The poet is lying in bed with his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The number of lines are there in the poem “The Sun Rising” is \_\_\_\_\_\_.
3. This rhetorical question suggests that the speaker wants lovers’ \_\_\_\_\_\_.
4. The speaker asks the sun early on, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ seasons run?”
5. The lover doesn’t want to”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”.
6. This poem gives voice to the feeling of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**III. Match the following words in column A with the antonyms of column B:**

 Column A Column B

* Banality wretch
* Fail unruly
* Cheerful spice
* Real alchemy
* Disgraceful mimic
* Hostility reverend

**IV. Choose the correct synonyms from the given options:**

1. ‘Reaping’ in the first stanza suggests \_\_\_\_\_\_\_\_\_\_\_\_.
2. earning b) spending c) harvest d)forest
3. The meaning of the word ‘wink’ is\_\_\_\_\_\_\_\_\_\_\_\_.
4. Eye blink b) blink c) both a and b d) none of these
5. In the second stanza ‘shadow’ means\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. harvest b) field c) image d) shadow
7. The meaning of Smart or rude meaning is \_\_\_\_\_\_\_\_\_\_\_\_\_.

a) Cloud b) mimic c) saucy d) unruly

**V. Say ‘True or False’:**

1. The poet is angry to the sun.
2. The rhyme scheme of the poem is AABBCCDDEE.
3. The poem speaks about two lovers who are disturbed by the rising sun.
4. The poet suggests that the sun may go off and do other work.
5. In the second stanza the poet continues to mock the sun, saying that its “beams so reverend and strong”.

**VI. Match the following questions:**

 A B

* Chide You saw
* Thus Fragments
* Rags Reprimand
* Thou saw’st In this way

**VII. Read the poem and write the rhyming words and rhyming scheme:**

Rhyming Words => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rhyming Scheme => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **‘Voluntary Poverty’**

Mahatma Gandhi is the architect of free India and has been rightly called the Father of the Nation. Many have written on the Mahatma, but the best book on the Mahatma is his own Experiments with Truth. Indeed his whole life was an experiment with Truth; and it is this feature that makes his Experiments an expresion of his oul – the voice of Truth itself. His transparent sincerity makes both the man and his writings plain, simple and straight.

 Simplicity is the hallmark of Gandhi’s life and so is his language.  His ideas are simple as his language. But, the impact of his ideas is great. In this article titled “Voluntary Poverty” Gandhi presents how he accepted poverty willingly. Forced poverty can be tolerated. But, imposing poverty on oneself willingly is a matter of greatness. At the time when politics is seen doubtful and considered as the breeding ground of immorality, untruth and political gain, Gandhi entered politics. After entering politics Gandhi wished to be free from immorality, untruth and political gain. To be free from these things one should shun prosperity pondered Gandhi.  So, he decided to discard all his wealth.  His thought did not augur well in his family.Gandhi put his thought of discarding wealth in to action. In the start it was not a cakewalk. But, gradually he adapted to it. Amazingly it even gave pleasure to Gandhi.  Defending is the difficulty in possession but when the possession is willingly surrendered then the burden of defending it will not arise. This way Gandhi felt pleasure after giving up treasure.To Gandhi possession seemed to be a crime. Only thing which can be possessed by all is non-possession. It is a willing surrender.Gandhi says that the spirit behind non-possession is important. One can live with essentials such as clothes, food and shelter and anything beyond these basic needs, is a luxury.‘To multiply wants is civilization’, is a wrong notion.  On the other hand when your wants diminish your joy gets multiplied feels Gandhi. He says about the state of bliss which is a desirable state. It is bliss to serve your fellow human beings. By diminishing your wants you serve your fellow beings. Bliss is the dedication of body, soul and mind. Body is given to you as a temporary possession by God. So, it must be used for service. Those who follow giving all will be never in want contend Gandhi.The God is the hardest task master in the view of Gandhi.  He puts one in task in every way. In the experience of Gandhi trying is God’s nature but forsaking is not. Gandhi feels that he has never forsaken Gandhi though he tested him in every way. Gandhi thus drives home the message that voluntarily accepting poverty is the best way to be free from the clutches of immorality

**I. Fill in the blanks**

1. Gandhi wished to be free from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a wrong notion.

**III. Find the appropriate Synonyms for the Italicized word in the given sentence**

1. Gandhi decided to *discard* all his wealth
2. Forced poverty can be *tolerated*
3. Gandhi felt pleasure after giving up *treasure*

**IV. Find the appropriate antonyms for the Italicized word in the given sentence**

1. Gandhi is try to God’s nature but *forsaking*.
2. *Bliss* is the dedication of body, soul and mind.
3. Gandhi put him thought of *discarding* wealth into action.

**With The Photographer**

 The photographer’s studio was made up of two rooms. One room was used as a waiting room and other room was used for taking photographs. The photographers had kept various ladies and children magazines of old times like “Ladies Companion for 1912, the girls’ Magazine for 1902 and the Infants’ Journal for 1888 in a waiting room.  In the inner room there was a frosted window. A sheet of factory cotton hung against it and a beam of sunlight filtered through it. In this room there was a machine that could be rolled. In this way, the photographer had arranged his studio. Once the author went to a photographer. He wanted to his photograph taken. The author had to wait an hour. When the author was looked down by the photographer, the photographer said that his face is quite wrong. At that time, the author accepted that he knew that his face was wrong. He added that it would look better if it was three quarters full. He also discussed about various types of faces found in the world. The photographer wanted to take the best photograph and wanted to prove his skill. He took the author’s head in his hands and twisted it sideways and looked at it. He didn’t like the author’s head. He asked to open the mouth and then to close it. He felt that the author’s ears were bad so he asked him to drop them a little more. He asked the author to roll his eyes under the eyelids, to put the hands on knees, to turn the face little upward, to expand the lungs, to bend the neck, to contract the face. By all the means he wanted the best feature and expression of the author so he took much time in all type of arranging suggestions and criticism.

            The photographer was continuously criticizing the author’s face as he felt that the face was not appropriate for a photograph. The author felt humiliated at this. He couldn’t bear he insult anymore, as his face was his own only. He had lived with it for forty years and he knew its faults. Though it was not beautiful and wasn’t made for him, it was his face- the only one that the author had. Thus because of humiliation and insult of his face, the author was angry with the photographer. Because of humiliation and insult of his face, the author was angry with the photographer. As the author started to rise from the seat, the photographer took his photograph. At that time the photographer looked pleased as he had caught the features just in a moment of animation. He was also happy because he could take the photograph of the ugly face of the author. On Saturday, the author went back to the photographer for his photograph. The photographer showed his photo. Looking at it the author was surprised as the photographer made so many changes in his eyes, eyebrow, mouth etc. He removed the eyebrows and he had retouched the eyes. The photograph didn’t look like the author’s photo at all. So the author asked “is it me? When he saw the photograph. The photographer was a strange kind of person. He made so many changes in the photograph of the author’s face that it did not look like his own. He removed the eyebrows and he had retouched the eyes.

 He adjusted a little the author’s mouth as it was too law according to him.  The photographer was a strange kind of person. He made so many changes in the photograph of the author’s face that it did not look like his own. He wanted to fix ears all right in the print. There was a process then for removing the ears entirely. The author wanted a photograph that would have looked like himself. He wanted something that would depict the face as God gave it to him. He wanted something that his friends might have kept after his death to reconcile them to his loss. But what the author wanted was no done at all. The photographer had almost changed author’s eyes, eyebrow, mouth etc. The photograph never looked like the author’s face. The purpose of the photograph was wasted the man in the photograph was quite different than himself.

1. **Answer the following**
2. What are the changes seen in the photograph?
3. Why did the Photographer want to take the best photograph?
4. **Fill in the blanks**
5. The author went back to the photographer for his photograph on \_\_\_\_\_\_\_\_\_
6. The Photographer was a \_\_\_\_\_\_\_\_\_\_\_ kind of person.
7. **Find the appropriate Synonyms for the Italicized word in the given sentence** He took the author’s head in his hands and *twisted* it sideways and looked at it.
8. The author felt *humiliated* at this.
9. **Find the appropriate Antonyms for the Italicized word in the given sentence**
10. The Photographer has *arranged* his studio.
11. The author had lived with it for forty years and he knew its *faults.*

**Writing Skill Test**

**I. Develop the following hints into a readable passage and give a suitable title:**

 A rich- farmer- lot of land- cattle and servants -two sons- happy life -After some years younger son unhappy- asked for his share of the property- wouldn’t listen to father’s advice- got his share- sold them all- went away to another country- fell into bad ways- soon all money gone –poor- no one to help him- understood his mistake.

**II. Identify the suitable articles from the given blanks:**

 Value-based education also supports schools in promoting \_\_\_\_\_\_\_\_ inclusive school ethos and \_\_\_\_\_\_\_\_ methods of working raise achievements and help pupils to raise their self-esteem and take responsibility for their own \_\_\_\_ behaviour and learning. It also enables students to examine the kind of life that is worth living and to consider what \_\_\_\_\_\_\_\_\_ kind of life they want for themselves. At \_\_\_\_\_\_\_\_\_ core of value-based education lies \_\_\_\_\_\_\_\_ agreed set of principles, deeply held convictions \_\_\_\_\_\_\_\_\_\_ that underpin all aspects of school life and work. The process is holistic and developmental, demanding a greater deal from \_\_\_\_\_\_\_\_\_ school’s community. Value-based education is thus \_\_\_\_\_\_\_\_\_\_ philosophy for developing and supporting \_\_\_\_\_\_\_\_\_\_ schools of excellence.

**III. Read the following description and write the names of their jobs:**1. Kevin works in a hospital. He operates on people. She is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Identify the sentence framing :

* + SVO \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ SVIODO \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ SVOC \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ SVA \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IV. Punctuate the following dialogue:**

 Arun : good morning sir were planning an excursion to ooty for a week could you please come with us.

 Teacher : ok agreed when is it

 Arun : the tentative date is from 3rd September will that be ok with you

 Teacher : sorry I cant make it in the first week what about the second week

 Arun : all right sir thank you

**V. Fill in the blanks with the simple past or past continuous tense forms whichever is appropriate, of the verbs given in brackets:**

 As I \_\_\_\_\_\_\_\_\_\_ ( watch) the TV, my son \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (play) tennis outside. Suddenly electricity\_\_\_\_\_\_\_\_(fail). In fact, electricity \_\_\_\_\_\_\_\_\_ (fail continually) the whole of last month and many \_\_\_\_\_\_\_\_\_\_\_ (complain) about this. Just then the doorbell \_\_\_\_\_\_\_\_\_\_\_\_\_(ring). My son \_\_\_\_\_\_\_\_\_\_\_ (stand) there and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(curse) the rain.

**VI. Read the given hints on Jawaharlal Nehru and prepare a profile in 60 words:**

* + - * Born 14 November 1889.
* The first Prime Minister of India.
* He was a writer, politician.
* Children knew him better as Chacha Nehru.
* Died 27 May 1964.

**VII. Rearrange the sentence:**

 i) work and play/ things/different/parents see/as two

 ii) a student/ to both/proper should/attention/pay

**X. Write the story about the picture:**



**APPENDIX – D**

**LANGUAGE SKILLS TEST (FINAL)**

(by LINI V. and Dr DEEPA R.P.)

1. **Answer the Following**
2. The theme of the poem centers around the happy and joyful union between both the lover and the beloved.
3. “Thou” refers to family members, close friends or younger people.
4. He scolds the rising sun, asking why it is irritating them through curtains and windows.
5. Yes, the poem have couplets. They are shine here to us, and thou art everywhere; This bed thy center is, these walls thy sphere
6. **Fill in the blanks**
7. Lover
8. Thirty
9. “Seasons”
10. “Must to thy motions lovers”
11. “lose her sight so long”
12. lovers
13. **Match the following words**
14. Spice
15. Mimic
16. Wretch
17. Unruly
18. Reverend
19. Alchemy
20. **Choose the correct synonyms**
21. harvest
22. Blink
23. Image
24. Saucy
25. **Say ‘True or False’**
26. True
27. False
28. True
29. True
30. True
31. **Match the Following questions**
* Reprimand
* In this way
* Fragments
* You saw
1. **Rhyming words and Rhyming scheme**

Rhyming words sun – run, thus – us, chride – ride, clime – time, think – wink, thine – mine, strong – long

Rhyming scheme ABBACDCDEE

**Voluntary Poverty**

**I. Fill in the blanks**

1. Immorality, untruth and political gain
2. ‘To multiply wants is civilization’.

**II. Find the appropriate synonyms**

1. Desirable
2. Disagrees
3. Valuables

**III. Find the appropriate antonyms**

1. Staywith
2. Misery
3. Acquire

**With the Photographer**

**IV. Answer the following**

1. The Changes seen in the photograph are his eyes, eyebrow, mount.
2. The Photographer want to take the best photograph to prove his skill.

**V. Fill in the blanks**

1. Saturday
2. Strange

**VI. Find the appropriate synonyms**

1. Depraved
2. Humble

**VII. Find the appropriate antonyms**

1. Disturb
2. Correction

**Writing Skill**

**I. Develop the following hints**

 Once there was a rich farmer in a village. He had a lot of land, cattle and many servants. He had two sons. He led a happy life with them. After some years the younger son become unhappy.

 He asked his father for his share of the property. His father advised him not to demand like that. But he would not listen to his father’s advice. He go his share and sold them. He had a huge amount with him.

 With this amount he travelled to a distant country. He had bad company there are fell into evil ways. All the money was gone. He become poor and no o9ne helped him. Then he understood his mistake and returned to his country. His father and brother took him into their fold and supported him forever. We should obey our parents.

**II. Identify the suitable articles**

 An inclusive, the methods, the kind, an agreed, a philosophy, the core

**III. 1. Read the following discription**

* surgeon

 **2. Identify the sentence framing**

* He handles the computer
* He sold me his bicycle
* My friends call me a Tiger
* John sat up

**IV. Punctuate the following dialogue**

Arun : G..........., Sir. We’re......... Ooty.......... Could.............?

Teacher : O.K. Agreed. When is it?

Arun : The ............. Sep. Will ...... O.K. ..........?

Teacher : Sorry, I Can’t ........... what .............?

Arun : All right, Sir. Thank you.

**V. Fill in the blanks with the simple past or past continuous tense**

As watching, was playing, failed, was continually failing, complained, rang, was standing, he was curring.

**VI. Read the given hints on Jawarhalal Nehru and prepare a profile**

 Jawarharlal Nehru was born on 14th November 1889. He was the first Prime Minister of India. He was a writer and he was a central figure in Indian politics. He was also known as Pandit Nehru due to his roots with Kashmiri Pandit community, while Indian children knew him better as Chacha Nehru. He died on 27th May1964.

**VII. Find out the plural form of the given words**

* Nuclei
* Grandsons – in – law
* Runners – up
* Teeth

**IX. Rearrange the sentence**

* Parents see work and play as two different thing.
* A student should pay proper attention to both

**X. Write the story about the picture**

 Once upon a time there was a woman with a garden inside a high square wall. Inside the walls she grew every kind of plant she loved. There were sometimes weeds too, and some she let take root for too long, for some weeds carried sharp thorns and digging them up caused pain. Still, she tilled and watered and nurtured her garden. It was not the most colorful nor the most fragrant of all the walled gardens in the world, and most of the plants were not especially rare or exotic, but she loved it and cared for it and let very few others inside.

|  |
| --- |
| **APPENDIX –E****CRITICAL THINKING ABILITY TEST****by** |
| **Deepa R.P (2013)** |
|  This test provides problems and situations which require the application of some of the important abilities involved in critical thinking. It consists of 4 parts. |
| * Recognition of assumptions
* Interpretations
* Deduction
* Evaluations
 |
|  The section as recognition of assumptions are items which consists of one statement, followed by two assumptions. Using which, the subject is required to judge whether the series of given assumptions follow or not from the statement. |
|  The section on interpretation requires the subject to interpret the ideas contained in the factual statements |
|  The section on deduction has items where the subject is required to read independent statements and decide whether a series of given conclusions follow from the original statements. |
|  The section on evaluation is a question, for which answers are given together with arguments supporting the answer. The subject has to decide whether the arguments given are strong or weak. |

|  |
| --- |
| **PART - I RECOGNITION OF ASSUMPTIONS**  |
| **Directions :** | Read the given statements and, decide whether the assumptions given below follow from the statements or not top. Then mark your answer as (a), (b), (c), (d) |

|  |  |
| --- | --- |
| **Question: 1** |  |
| Statement : | The situation of this area still continues to be tense and out of control. People are requested to be in their homes only. |
| Assumptions : | I. | There had been some serious incidents. |
|  | II. | People will not go to the office. |
|  | III. | Normalcy will be restored shortly. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | (a) | Only I is implicit | (b) | Only I and II are implicit |  |
|  | (c) | None is implicit | (d) | Only I and III are implicit |  |

|  |  |
| --- | --- |
| **Question: 2** |  |
| Statement : | Pramod decided to get the railway reservation in May for the journey he wanted to make in July to Madras. |
| Assumptions : | I. | The railways issues reservations two months in advance. |
|  | II. | There is more than one train to Madras. |
|  | III. | There will be vacancy in the desired class. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | (a) | Only I is implicit | (b) | Only II and III are implicit |  |
|  | (c) | Only I and III are implicit | (d) | All are implicit |  |

|  |  |
| --- | --- |
| **Question: 3** |  |
| Statement : | The residents of the locality wrote a letter to the Corporate requesting to restore normalcy in the supply of drinking water immediately as the supply at present is just not adequate. |
| Assumptions : | I. | The Corporation may not take any action on the better. |
|  | II. | The municipality has enough water to meet the demand. |
|  | III. | The water supply to the area was adequate in the past. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | (a) | Only I and III are implicit | (b) | Only II is implicit |  |
|  | (c) | Only II and III are implicit | (d) | Only III is implicit |  |

|  |  |
| --- | --- |
| **Question: 4** |  |
| Statement : | The successful man has the ability to judge himself correctly. |
| Assumptions : | I. | Inability to judge correctly cause failure. |
|  | II. | To judge others is of no use to successful man. |
|  | III. | The successful man cannot make a wrong judgement. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | (a) | None is implicit | (b) | All are implicit |  |
|  | (c) | Only II and II are implicit | (d) | Only II and III are implicit |  |

|  |  |
| --- | --- |
| **Question: 5** |  |
| Statement : | The telephone company informed the subscribers through a notification that those who do not pay their bills by the due date will be charged penalty for every defaulting day. |
| Assumptions : | I. | Majority of the people may pay their bills by The due date to avoid penalty. |
|  | II. | The money collected as penalty may set off their loses due to delayed payment. |
|  | III. | People generally pay heed to such notices. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | (a) | All are implicit | (b) | Only I and III are implicit |  |
|  | (c) | Only I and II are implicit | (d) | None is implicit |  |

|  |  |
| --- | --- |
| **Question: 6** |  |
| Statement : | “As our business is expanding, we need to appoint more staff”. Owner of a company informs his staff. |
| Assumptions : | I. | The present staff is not competent. |
|  | II. | More staff will further expand the business. |
|  | III. | Suitable persons to be taken as staff will be available. |

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|  | (a) | None is implicit | (b) | Only I is implicit |  |
|  | (c) | Only II is implicit | (d) | Only III is implicit |  |

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| **Question: 7** |  |
| Statement : | In view of the recent spurt in sugar prices in the open market, the government has asked the dealers to release a vast quantity of imported sugar in the open market. |
| Assumptions : | I. | The dealers will follow the government directive. |
|  | II. | The sugar prices will come down. |
|  | III. | The price of indigenous sugar will remain unchanged. |

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|  | (a) | Only I and II are implicit | (b) | Only II and III are implicit |  |
|  | (c) | Only I and III are implicit | (d) | None is implicit |  |

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| **Question: 8** |  |
| Statement : | “We must introduce objective type tests to improve our examinations for admission to MBA”. The Chairman of the Admission Committee tells the Committee. |
| Assumptions : | I. | The admission at present is directly through the interview. |
|  | II. | The admission Committee is desirous of improving the admission examinations. |
|  | III. | The Chairman himself is an MBA. |

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|  | (a) | Only I and III are implicit | (b) | Only II is implicit |  |
|  | (c) | Only I and II are implicit | (d) | Only I is implicit |  |

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| **Direction :** | Read the given statements and decide whether the assumptions given below follow from the statements at the top. Then mark your answer as (a) Only I is implicit (b) Only II is implicit (c) Both I and II are implicit (d)None of these |

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| **Question: 9** |  |
| Statement : | A large number of the children were admitted in the hospital. The symptoms in these cases suggested food poisoning. This could have been due to the contamination of the milk. |
| Assumptions : | I. | Contaminated milk may lead to food poisoning. |
|  | II. | Food poisoning may lead to sickness. |  |

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| **Question: 10** |  |
| Statement : | Gandhiji wanted to use the talent and energies of the rural unemployed to be properly utilized |
| Assumptions : | I. | There are unemployed in the villages |
|  | II. | Gandhiji was a reformer |  |

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| **Question: 11** |  |
| Statement : | Poverty is a symptom as well as a consequence of social disorder |
| Assumptions : | I. | Poverty is a type of social order |
|  | II. | Poverty is related to social order |  |

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| **Question: 12** |  |
| Statement : | Mankind can get freedom only through revolution |
| Assumptions : | I. | Revolutions can bring freedom |
|  | II. | Except revolutions there is no other method of getting freedom |  |

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| **Question: 13** |  |
| Statement : | There is no need to open a school here |
| Assumptions : | I. | Children in this area do not study |
|  | II. | There are already many schools in this area |  |

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| **Question: 14** |  |
| Statement : | Implementation of land reforms would raise the credit worthiness of the poor |
| Assumptions : | I. | Credit worthiness of the poor must be raised |
|  | II. | It is necessary to implement land reforms |  |

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| **Question: 15** |  |
| Statement : | Barking dogs seldom bite |
| Assumptions : | I. | Dogs always bark |
|  | II. | Some dogs bite |  |
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| **PART - II INTERPRETATION** |
| **Directions :** | In each of the following questions, a statements is given, followed by two conclusions, or ideas supposed to be contained in the original statement. Examine each conclusion given below and mark your answer as (a) Only I follows (b) Only II follows (c) Both I & II follow (d) None of these |

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| **Question: 1** |  |
| Statement : | Walking is good for health |
| Conclusions : | I. | All healthy people go for walking |
|  | II. | Only walking makes you healthy |  |

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| **Question: 2** |  |
| Statement : | Company Y has marketed the product. Go ahead; purchase it if price and quality are your considerations. |
| Conclusions : | I. | The product must be good in quality. |
|  | II. | The price of the product must reasonable. |  |

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| **Question: 3** |  |
| Statement : | A neurotic is a non stupid person who behaves stupidly. |
| Conclusions : | I. | Neuroticism and stupidity go hand in hand. |
|  | II. | Normal persons behave intelligently. |  |

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| **Question: 4** |  |
| Statement : | India’s economy is depending mainly on forests. |
| Conclusions : | I. | Trees should be preserved to improve Indian economy. |
|  | II. | India wants only maintenance of forests to improve economic  |  |
|  |  | conditions. |  |

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| **Question: 5** |  |
| Statement : | This world is neither good nor evil; each man manufactures a world for himself. |
| Conclusions : | I. | Some people find this world quite good. |
|  | II. | Some people find this world quite bad. |  |

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| **Question: 6** |  |
| Statement : | Company X has a record of manufacturing cameras of quality and the latest design so that you do not spoil even a single shot irrespective of the weather conditions. |
| Conclusions : | I. | No other company except X is reputed in the camera industry |
|  | II. | Any one can take an acceptable shot with camera X |  |

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| **Question: 7** |  |
| Statement : | Recent trends also indicate that the number of child migrants in large cities is increasing. These children leave their families to join the ranks of urban poor doing odd jobs in markets, workshops, hotels or in service sectors. |
| Conclusions : | I. | Migration to big cities should be checked |
|  | II. | The plight of poor children should be thoroughly studies. |  |

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| **Question: 8** |  |
| Statement : | After this amendment to the Constitution, no child below the age of 14 years will be employed to work in any factory or mine or engaged in any other hazardous employment. |
| Conclusions : | I. | Before this amendment, children below 14 years were employed to work in factory or mine |
|  | II. | The employees must now abide by this amendment to the Constitution. |  |

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| **Question: 9** |  |
| Statement : | Domestic demand has been increasing faster than the production of indigenous crude oil |
| Conclusions : | I. | Crude oil must be imported |
|  | II. | Domestic demand should be reduced |  |

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| **Question: 10** |  |
| Statement : | All the organized persons find time for rest. Sunita, in spite of her very busy schedule, finds time for rest. |
| Conclusions : | I. | Sunita is an organized person |
|  | II. | Sunita is an industrious person |  |

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| **Question: 11** |  |
| Statement : | National Aluminum Company has moved India from a position of shortage to self sufficiency in the metal |
| Conclusions : | I. | Previously, India had to import aluminium |
|  | II. | With this speed, it can soon become a foreign exchange earner |  |

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| **Question: 12** |  |
| Statement : | Parents are prepared to pay any price for an elite education to their children |
| Conclusions : | I. | All parents these days are very well off. |
|  | II. | Parents have an obsessive passion for a perfect development of their children through good schooling |  |
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| **Question: 13** |  |
| Statement : | The government of country X has recently announced several concessions and offered attractive package tours for foreign visitors |
| Conclusions : | I. | Now, more number of foreign tourists will visit the country.  |
|  | II. | The government of country X seems to be serious in attracting  |  |
|  |  | tourists |  |

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| **Question: 14** |  |
| Statement : | Reading maketh a full man, conference a ready man and writing an exact man. |
| Conclusions : | I. | Pointed and precise expression comes only through extensive writing |
|  | II. | Extensive reading makes a complete man |  |

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| **Question: 15** |  |
| Statement : | Industrial Revolution which first of all started in Europe has brought about modern age. |
| Conclusions : | I. | Disparity between rich and poor results in revolution |
|  | II. | Revolution overhauls society |  |

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| **PART - III DEDUCTION** |
| **Direction :** | In each question below are given two statements followed by two conclusions numbered I and II. You have to take the given two statements to be true even if they seem to be at variance from commonly known facts. Read the conclusion and then decide which of the given conclusions logically following from the two given statements, disregarding commonly known facts. Give answer (a) Only conclusion I follows (b) Only conclusion II follows (c) Both conclusion I & II follows (d) None of these |

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| **Question: 1** |  |
| Statement : | Horse is a bird. Some birds are clouds. So, |
| Conclusion : | I. | Horse is a cloud |
|  | II. | Some clouds are birds |  |

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| **Question: 2** |  |
| Statement : | All tables are ants. Some ants are chairs. So, |
| Conclusion : | I. | Some tables are chairs |
|  | II. | Some chairs are tables |  |

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| **Question: 3** |  |
| Statement : | No man is a monkey. John is man. So, |
| Conclusion : | I. | John is not a monkey |
|  | II. | John is a monkey |  |

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| **Question: 4** |  |
| Statement : |  | All boys are mothers. All mothers are fathers. So, |
| Conclusion : | I. | All mothers are boys |
|  | II. | All boys are fathers |  |

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| **Question: 5** |  |
| Statement : |  | All hens are swans. No swan is a chair. Therefore, |
| Conclusion : | I. | No chair is hen |
|  | II. | No hen is chair |

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| **Question: 6** |  |
| Statement : | All children are innocent. Some animals are innocent. There fore, |
| Conclusion : | I. | Some animals are children |
|  | II. | Some children are animals |  |

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| **Question: 7** |  |
| Statement : | Only first divisioners are admitted. Ram is first divisioner so, |
| Conclusion : | I. | Ram is admitted |
|  | II. | All admitted are first divisioners |  |

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| **Question: 8** |  |
| Statement : | Sounds are not visible, Colours are not sounds So, |
| Conclusion : | I. | Colours are not visible |
|  | II. | No visible thing is colour |  |

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| **Question: 9** |  |
| Statement : | Light removes darkness. Aluminium is light, so, |
| Conclusion : | I. | Aluminium removes darkness |
|  | II. | Aluminium is darkness |  |

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| **Question: 10** |  |
| Statement : | All nouns are verbs. All verbs are adjectives. Therefore, |
| Conclusion : | I. | Some nouns are adjectives |
|  | II. | Some adjectives are nouns |  |

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| **Question: 11** |  |
| Statement : | All dogs are pigs. Some pigs are not hen. Therefore |
| Conclusion : | I. | No hen is dog |
|  | II. | No dog is hen |  |

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| **Question: 12** |  |
| Statement : | Some boys are men. No man is black. So, |
| Conclusion : | I. | Some boys are not black |
|  | II. | Some men are boys |  |

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| **Question: 13** |  |
| Statement : | All dresses are shoes. No shoes is brown. Therefore, |
| Conclusion : | I. | No dresses are brown |
|  | II. | Some shoes are dresses |  |

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| **Question: 14** |  |
| Statement : | All students is my class are intelligent. Rohit is not intelligent. So, |
| Conclusion : | I. | Rohit is not student of my class |
|  | II. | Rohit must work hard |  |

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| **Question: 15** |  |
| Statement : | All poets are readers. No readers is wise. So,  |
| Conclusion : | I. | No poet is wise |
|  | II. | All readers are poets |  |
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| **PART - IV EVALUATION** |
| **Directions :** | Examine the statements given below. Every statement is followed by an argument either positive or negative, decide which one strongly supports the statement and which one is weak. Then mark your answer as (a) Only argument I is strong (b) Only argument II is strong (c) Both arguments I and II are strong (d)None of these |

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| **Question: 1** |  |
| Statement : | Should number of holidays of Government employees be reduced? |
| Arguments : | I. | Yes. Our Government employees are having maximum number of holidays among the other countries of the world |
|  | II. | No. it will lead to decreased productivity of govt. offices |  |

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| **Question: 2** |  |
| Statement : | Should there be reservation of seats and posts on communal basis? |
| Arguments : | I. | Yes, it will check most of the inter-communal biases |
|  | II. | No. Ours is a secular state |  |

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| **Question: 3** |  |
| Statement : | Should women entrepreneurs be encouraged ? |
| Arguments : | I. | Yes. they will help in women’s empowerment development of the country |
|  | II. | Yes they will reduce the burden on economic development |  |

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| **Question: 4** |  |
| Statement : | Should government spend huge amounts of money in international sports? |
| Arguments : | I. | No. This money can be utilized for upliftment of the poor |
|  | II. | Yes. Sports persons will be frustrated and will not get  |  |
|  |  | international exposure |  |

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| **Question: 5** |  |
| Statement : | Should there be a complete ban on selling drugs near schools ? |
| Arguments : | I. | Yes. Children’s health is spoiled by using them. |
|  | II. | No. it will affect the business of shop keeper |  |

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| **Question: 6** |  |
| Statement : | Should a total ban be put on trapping wild animals? |
| Arguments : | I. | Yes. Trappers are making a lot of money |
|  | II. | No. Ban on hunting and trapping are not effective |  |

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| **Question: 7** |  |
| Statement : | Should telecasting feature films be stopped? |
| Arguments : | I. | Yes. Young children are misguided by the feature films.  |
|  | II. | This is the only way to educate the masses |  |

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| **Question: 8** |  |
| Statement : | Should school education be made free in India ? |
| Arguments : | I. | Yes. This is the only way to improve the level of literacy. |
|  | II. | It would add to the already heavy burden on the exchequer |  |

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| **Question: 9** |  |
| Statement : | Should government jobs in rural areas have more incentives? |
| Arguments : | I. | Yes. Incentives are essential for attracting government servants there. |
|  | II. | No. Rural areas are already cheaper, healthier and less complex than urban areas. So, why offer extra incentives |  |
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| **Question: 10** |  |
| Statement : | Should India stop missile development |
| Arguments : | I. | Yes. The U.S.A. desires so. |
|  | II. | No. The nation must always remain up to date in its defense preparedness |  |

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| **Question: 11** |  |
| Statement : | Should an organization like UNO be dissolved? |
| Arguments : | I. | Yes. With cold war coming to an end, such organizations have no role to play. |
|  | II. | No. In the absence of such organizations there may be a world war. |  |

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| **Question: 12** |  |
| Statement : | Is monarchy better than democracy? |
| Arguments : | I. | Yes. If the chair has one confirmed ruler, there are no ambitious aspirants fighting for it. |
|  | II. | No. People are more contented and happy in democracy |  |

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| **Question: 13** |  |
| Statement : | Should Doordarshan be given autonomous status? |
| Arguments : | I. | Yes. It will help Doordarshan to have fair and impartial coverage of all important events. |
|  | II. | No. The coverage of events will be decided by a few who may not have healthy outlook. |  |
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| **Question: 14** |  |
| Statement : | Should public holidays be declared on demise of important national leaders? |
| Arguments : | I. | No. Such unscheduled holidays hamper national progress |
|  | II. | Yes. People would like to pay their homage to the departed soul. |  |

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| **Question: 15** |  |
| Statement : | Is cutting of trees be banned altogether? |
| Arguments : | I. | Yes. It is very much necessary to do so to restore ecological balance |
|  | II. | No. A total ban would harm timber - based industries |  |

**APPENDIX – F**

**Critical Thinking Ability Test (Answer)**

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| 1 | b | d | d | b |
| 2 | a | c | d | b |
| 3 | d | a | a | a |
| 4 | d | a | b | b |
| 5 | c | c | d | a |
| 6 | d | b | d | d |
| 7 | a | d | a | d |
| 8 | b | c | d | b |
| 9 | b | c | d | a |
| 10 | b | c | c | b |
| 11 | c | c | d | b |
| 12 | d | b | a | d |
| 13 | b | c | a | a |
| 14 | a | c | a | a |
| 15 | c | b | a | c |