# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table No</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.</td>
<td>Comparison between control and experimental groups in reading post-test.</td>
</tr>
<tr>
<td>3.2.</td>
<td>Comparison between control and experimental groups in writing post-test.</td>
</tr>
<tr>
<td>3.3.</td>
<td>Comparison between control and experimental groups in spelling post-test.</td>
</tr>
<tr>
<td>3.4.</td>
<td>Class wise distribution of the sample for the study.</td>
</tr>
<tr>
<td>3.5.</td>
<td>Distribution of sample in terms of variables.</td>
</tr>
<tr>
<td>4.1.</td>
<td>Distribution of reading test scores of the children in pre-test, post-test and retention test. – Control and experimental groups.</td>
</tr>
<tr>
<td>4.2.</td>
<td>Distribution of writing test scores of the children in pre-test, post-test and retention test – control and experimental groups.</td>
</tr>
<tr>
<td>4.3.</td>
<td>Distribution of spelling scores of children in pre-test, post-test and retention test-control and experimental groups.</td>
</tr>
<tr>
<td>4.4.</td>
<td>Impact of Multi-sensory instructional strategy on the post-test reading ability scores.</td>
</tr>
</tbody>
</table>
4.5 Impact of Multi-sensory instructional strategy on the post-test writing ability scores.

4.6 Impact of Multi-sensory instructional strategy on the post-test spelling ability scores.

4.7 Impact of Multi-sensory instructional strategy on the retention test reading ability scores.

4.8 Impact of Multi-sensory instructional strategy on the retention test writing ability scores.

4.9 Impact of Multi-sensory instructional strategy on the retention test spelling ability scores.

4.10 Impact of the sex on the post-test reading ability scores of children who learned through Multi-sensory instructional strategy.

4.11 Impact of the sex on the retention-test reading ability scores of children who learned through Multi-sensory instructional strategy.

4.12 Impact of the community on the post-test reading ability scores of children who learned through Multi-Sensory instructional Strategy
4.13 Impact of the community on the retention – test reading ability scores of children who learned through Multi- Sensory instructional Strategy

4.14 Impact of parents’ educational qualifications on the post-test reading ability scores of children who learned through Multi- Sensory instructional Strategy

4.14 a) Mean values of post test reading ability scores and parents’ educational qualifications of the children.

4.15 Impact of parents’ educational qualifications on the retention-test reading ability scores of children who learned through Multi- Sensory instructional Strategy

4.15 a) Mean values of retention test reading ability scores and parents’ educational qualifications of the children.

4.16 Impact of the income of parents on the post-test reading ability scores of children who learned through Multi-sensory instructional strategy.

4.16 a) Mean values of post test reading ability scores and the income of parents of the children.

4.17 Impact of the income of parents on the retention test reading ability scores of children who learned through Multi-sensory instructional strategy.
4.17  a) Mean values of retention test reading ability scores and the income of parents of the children.

4.18  Impact of type of family on the post test reading ability scores of children who learned through Multi-sensory instructional strategy.

4.19  Impact of type of family on the retention test reading ability scores of children who learned through Multi-sensory instructional strategy.

4.20  Impact of the family size on the post-test reading ability scores of children who learned through Multi-sensory instructional strategy.

4.21  Impact of the family size on the retention-test reading ability scores of children who learned through Multi-sensory instructional strategy.

4.22  Impact of location of the family on the post-test reading ability scores of children who learned through Multi-sensory instructional strategy.

4.23  Impact of location of the family on the retention-test reading ability scores of children who learned through Multi-sensory instructional strategy.
4.24 Impact of the sex on the post test writing ability scores of children who learned through Multi-sensory instructional strategy.

4.25 Impact of the sex on the retention test writing ability scores of children who learned through Multi-sensory instructional strategy.

4.26 Impact of the community on the post-test writing ability scores of children who learned through Multi-sensory instructional strategy.

4.27 Impact of the community on the retention-test writing ability scores of children who learned through Multi-sensory instructional strategy.

4.28 Impact of parents’ educational qualifications on the post-test writing ability scores of children who learned Multi-sensory instructional strategy.

4.28 a) Mean values of post-test writing ability scores and parents’ educational qualifications of the children.

4.29 Impact of parents’ educational qualifications on the retention test writing ability scores of children who learned Multi-sensory instructional strategy.

4.29 a) Mean values of retention test writing ability scores and parents’ educational qualifications of the children.
4.30 Impact of the income of the family on the post-test writing ability scores of children who learned through Multi-sensory instructional strategy.

4.30. a) Mean Values of post-test writing ability scores and the income of parents of the children.

4.31 Impact of the income of the family on the retention-test writing ability scores of children who learned through Multi-sensory instructional strategy.

4.31. a) Mean values of retention test writing ability scores and the income of parents of the children.

4.32 Impact of the type of family on the post-test writing ability scores of children who learned through Multi-sensory instructional strategy.

4.33 Impact of the type of family on the retention test writing ability scores of children who learned through Multi-sensory instructional strategy.

4.34 Impact of the size of the family on the post-test writing ability scores of children who learned through Multi-sensory instructional strategy.

4.35 Impact of the size of the family on the retention-test writing ability scores of children who learned through Multi-sensory instructional strategy.
4.36. Impact of the location of the family on the post-test writing ability scores of children who learned through Multi-sensory instructional strategy.

4.37. Impact of the location of the family on the retention-test writing ability scores of children who learned through Multi-sensory instructional strategy.

4.38. Impact of the sex on the post-test spelling ability scores of children who learned through Multi-sensory instructional strategy.


4.41. Impact of community on the retention test spelling ability scores of children who learned through Multi-sensory instructional strategy.

4.42. Impact of parents’ educational qualifications on the post test spelling ability scores of children who learned through Multi-sensory instructional strategy.
4.42. a) Mean values of post test spelling ability scores and parents’ educational qualifications of the children.

4.43. Impact of parents’ educational qualifications on the retention test spelling ability scores of children who learned through Multi-sensory instructional strategy.

4.43. a) Mean values of the retention test spelling ability scores and parents’ educational qualifications of the children.

4.44. Impact of the income of parents on the post-test spelling ability scores of children who learned through Multi-sensory instructional strategy.

4.44. a) Mean values of the post test spelling ability scores and the income of parents of the children.

4.45. Impact of the income of parents on the retention test spelling ability scores of children who learned through Multi-sensory instructional strategy.

4.45. a) Mean values of the retention test spelling ability scores and the income of parents of the children.

4.46. Impact of the type of family on the post-test spelling ability scores of children who learned through Multi-sensory instructional strategy.
4.47. Impact of the type of family on the retention test spelling ability scores of children who learned through Multi-sensory instructional strategy.

4.48. Impact of the size of the family on the post-test spelling ability scores of children who learned through Multi-sensory instructional strategy.

4.49. Impact of the size of the family on the retention test spelling ability scores of children who learned through Multi-sensory instructional strategy.

4.50. Impact of the location of family on the post-test spelling ability scores of children who learned through Multi-sensory instructional strategy.

4.51. Impact of the location of family on the retention-test spelling ability scores of children who learned through Multi-sensory instructional strategy.

4.52. Analysis of some common errors committed by CLD taught through MSTL in reading aspect.

4.53. Analysis of some common errors committed by CLD taught through CT in reading aspect.

4.54. Analysis of some common errors committed by CLD taught through MSTL in writing aspect.

4.55. Analysis of some common errors committed by CLD taught through CT in writing aspect.
4.56. Analysis of some common errors committed by CLD taught through MSTL in spelling aspect.

4.57. Analysis of some common errors committed by CLD taught through CT in spelling aspect.