ACKNOWLEDGEMENT

Today's child lives in an expanding 'World of Words'. Scientific evidence shows that a positive correlation exists in the child's ability to read words and in his ability to express himself with words. It is generally recognized that most children enter school with considerable ability to understand words and to use them orally, but few children enter with the ability to read the words.

The teaching of reading is not carried on in a vacuum. Soon after birth, the child begins to acquire information and skill which are essential for learning to read. The course of his growth in these basal abilities and knowledge depends upon his aptitude for learning and upon the opportunities and guidance provided for him before he enters the pre-primary school. These pre-requisites to reading continue to develop until the pupil reaches what is popularly called a stage of reading readiness. When we say that a child has reached a state of readiness for reading, we mean that he has developed certain interests, abilities and information to a point sufficient to guarantee, under normal circumstances, success in actually learning to read.

Reading is a mode of language communication and any experience within this ample sphere has its value in preparing for readiness. The child who engages in a wide
range of activities in school and home and who is encouraged to speak freely of his interests, is being made ready for reading. If he desires to recognise his own name or has the ambition to recognise the name of his favourite shop or the word 'ice-cream', he is showing signs of reading readiness that should be encouraged. With these interests, vital and active reading is a pleasure. If they do not exist, reading is a burden or a bore to the pupil and the teacher.

Reading readiness can be developed. The paucity, better say the absence, of well developed reading readiness programme tempted me to undertake the work of developing the present programme.

A double purpose has been accomplished in the present study by developing a tool (RRT) to measure Reading Readiness and developing a Reading Readiness Programme for the pre-primary pupils.

It is obvious that the development of a programme requires co-operation from many individuals like friends, colleagues, professors, teachers, students etc. Therefore, the list would be too large to be mentioned here.

The investigator particularly wishes to acknowledge his indebtedness to his guide Dr. J.C. Parikh for his able,
stimulating, and enlightened guidance all throughout the conduct of this research without which the prosecution of the work would not have been a success.

During the course of my work, I received encouragement and co-operation from my colleague and principal Dr. C.B. Patyal, who kept high my sinking spirit and also kept alive the flame of my diminishing enthusiasm. I am deeply indebted to him.

I owe my gratitude to Dr. D.N. Patel for his acumen in research design and statistical analysis, and for his suggestion for the detailed scrutiny of the data after ANOVA.

I also express my deep sense of gratitude to Dr. R.M. Patel of Agriculture Institute for his guidance in the statistical work, to Dr. R.J. Joshi and other members of the staff of N.H. Patel College of Education, Anand, for extending all help I required in the course of my research endeavour.

My thanks are also due to the principals, teachers and students of pre-primary schools for their hearty co-operation and to my B.Ed. students especially Kshama Dave, Yogendra Patel and my wife Neela for helping me in administering and scoring involved in this study.
Lastly I would like to extend my sense of gratitude and appreciation to every one who assisted me at one or the other stage, directly or indirectly in my present work.

April 11, 1983 Sharad Patel