APPENDIX 1

PERSONAL DATA SHEET

1. Pupil's Name : 
2. Gender : 
3. Date of Birth : 
4. School : 
5. Mother, if working, Occupation & Income : 
6. Father's occupation and Income : 
7. Mother's Qualification : 
8. Father's Qualification : 
9. Type of Family : (Nuclear/ Joint) 
10. Pre (schooling) Nursery : Yes/NO 
11. Duration of pre (schooling) Nursery; if yes for Q no. 10 : 
12. Siblings (number) : 
13. Placement of this child : (Whether 1st child/ 2nd, so on) 
14. Do you take the child for : 
   1) Field trips 
   2) Exhibitions 
   3) Museum 
   4) Park
15. Frequency of the child being taken out:

   1) Never, frequently, sometimes, often, always
   2) Weekly, Monthly, Rarely

16. Have you provided the child with toys, How many of each?

<table>
<thead>
<tr>
<th>Play toys (stuffed toys, vehicles, dolls)</th>
<th>Educational toys (puzzles, mazes, building blocks etc.)</th>
<th>Story books</th>
<th>Educational books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 5 (FIVE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX: 2

READING READINESS TEST BATTERY

GENERAL INSTRUCTIONS FOR THE TEST ADMINISTRATOR:

1) This battery of tests consists of 16 sub tests with 6 – 10 items in each. All the sub tests are individual tests. It consists of oral, paper-pencil and action oriented items. There is no time limit for completion of each sub test. However, care shall be taken to see that the child completes all the sub tests as early as possible.

2) Fill up: 1) Name of the child, 2) Gender 3) Name of the school on the data sheet of each child before starting the test and fill up the scores obtained on each sub-test after the completion of the sub-test.

3) Read the instructions for administration and scoring of each sub-test and be clear about the test before administering it.

4) Illustrate one or two items under each sub-test and make the child understand what is to be done in each case.

5) See that the child is comfortable in the test situation and should not feel that he/she is being tested. Be friendly with the child.
6) To score the responses of the child use a checklist or a separate sheet with test items (score the responses using the scoring key provided).

7) Ascertain the response using the scoring key provided.

8) Award 1/2/3 mark/marks to the correct response and 0 to the incorrect response.

INSTRUCTIONS FOR ADMINISTERING EACH SUBTEST:

TEST 1 VISUAL RECOGNITION:

The child is presented with a picture initially, these pictures are to be memorized and later to be recognized when mixed with other pictures which are presented in a strip.

(A) Provide the child with the response sheet consisting of a few strips of pictures and illustrate one or two items. Present a picture (need not be named) for a few seconds and take out. After a while, ask the child to identify (from the strip of pictures given) that resembles the one which is presented to the child just now.

EXAMPLES:

1) Show a picture of an ‘umbrella’ (need not be named) and say
‘Look at the picture carefully’. Take out the picture and tell the child, ‘Point out the picture which looks same as the one which you saw just now’. (If the child goes wrong, try to help the child to arrive at the right picture, ONLY EXAMPLES), then, tick the picture pointed out by the child.

2) Show a picture of a ‘sun’ and continue the procedure after ensuring that the child understood the procedure, continue the actual test items.

TEST ITEM – APPENDIX 2 b

(B) EXAMPLE:

Present 3-4 pictures at a time and say ‘Look at these pictures/shapes carefully.’ After a while take out these pictures and provide the child with a sheet having many shapes and tell the child ‘Point out the pictures/shapes which you saw first’. Continue the same procedure with the test items.

TEST ITEMS: APPENDIX 2 b

Test 2 VISUAL RECALL

The child is presented with a list of 4 pictures at a time. The child is required to memorize them and name them by recall.
(A) Show the 4 different pictures at a time and say 'Look at these pictures carefully'. After a few seconds take them out and ask the child 'Name the pictures which you saw just now'.

Example: 1) Show the pictures of moon, Hen, Tiger, Fruit.

2) Show the pictures of Rabbit, Elephant, Duck, Monkey.

TEST ITEMS: Chair, flower, table, sun

(B) Show the cards with 4 different shapes at a time and say 'Look at these shapes carefully'. After a few seconds take them out and mix with other cards which are not shown. Then ask the child 'pick-out-the-cards which you have just seen'.

EXAMPLE: 1) Show the cards of
2) TEST ITEMS.

TEST 3 VISUAL SEQUENTIAL MEMORY:

The child is presented with a set of 2/3/4 cards at a time. The child is required to memorize them in sequence and name them through recall.

Show the 2/3/4 different pictures at a time and say ‘Look at these pictures carefully’. After a few seconds take them out and ask the child, ‘Name the pictures which you saw now in the same order’.

A) Example: 1) Bus, Car 2) Horse, Mango
TEST ITEMS.

1) Grapes, Brinjal
2) Moon, Cow
3) Book, Gun.

B) EXAMPLE: 1) Tiger, Peacock, Lion 2) Gorilla, Lion, Cheeta

TEST ITEMS: 1) Apple, Banana, Pineapple.

2) Car, Bus, Lorry
3) Chair, Table, Bed

C) EXAMPLE: 1) Elephant, Gorilla, Rhino, Cheeta.

2) Peacock, Cat, Banana, Chair

TEST ITEMS: 1) Girl, Boy, Ice cream, Chocolate

2) Balloon, Cat, Top, Frog
3) Kite, Parrot, Clock, Nest

TEST 4 VISUAL DISCRIMINATION

One picture will be shown initially and it will be mixed with other three pictures with slight differences. The child is required point out the picture shown to him/her earlier by discriminating it from other pictures.

EXAMPLE: Present a picture of a 1) Δ 2) ~
'Mark the pictures which you saw now in this picture strip', give the sheet with the picture strips and say the above line.

TEST ITEMS: APPENDIX 2b

TEST 5 VISUAL CLOSURE:

Incomplete pictures are given here, and the child is required to complete them by writing the missing part/parts.

EXAMPLE: (Demonstrate it on the board or on a sheet of paper). An incomplete figure like this (>) / (>) is given, you have to draw a line like this (Δ) and (□) and complete it. Continue with the test items.

TEST ITEMS: Appendix 2b

TEST 6 AUDITORY RECOGNITION:

(A) The test administrator presents one sound at a time through the tape recorder. The child is asked to 'Listen carefully and tell what this is sound'. Switch on the tape recorder and say 'I will present one sound. listen carefully'. Switch off the tape recorder and ask the child to think carefully and repeat the sound. Example: sa, pa

TEST ITEMS: Ma, ra, ge, ju.
(B) One sound will be presented at a time initially, later this will be mixed with other 2 sounds and presented to the child. The child has to recognize the 2 sounds heard out of the 3 sounds presented.

'I will present a sound at a time. (with a gap of a few seconds in between). Listen carefully. again i will present 2 sounds (with a gap in between) and you have to identify the sound heard in the beginning out of the 3 sounds presented to you just now'.

EXAMPLE: SA, MA- MA, KA, SA

TEST ITEMS:

1) Sha-sa su sha
2) Tha- pa da tha
3) Has – has karu thane
4) Danisa – panisa rigama danisa

TEST 7 AUDITORY RECALL

The child is presented with a set of 1-3 sounds at a time and is required to memorize them and reproduce them later by recall.
(A) The child is tested for auditory recall- ‘I will present a sound at a time (with gap of a few seconds later) through the tape recorder. Listen carefully and you have to say what those sounds are by memorising them’.

Switch on the tape recorder and stop when the sound is heard. Tell the child, ‘Tell me what makes these sounds? From where do we get these sounds?’

Example: clapping, whistle

TEST ITEMS: cat, dog, cow, bell.

(B) ‘I will present 2 sounds at a time (with a gap of a few minutes in between) through the tape recorder. Listen carefully and you have to repeat these sounds by memorising them’.

Example: at, be,

TEST ITEMS: 1) ma, ra 2) to, if 3) for, rasa 4) tip, name

(C) ‘I will present 3 sounds at a time (with a gap of a few minutes in between) through the tape recorder. Listen carefully and you have to repeat these sounds by memorising them’.

Example: 1) Ramu, Kamala, Asha
TEST ITEMS

1) For nam, be
2) Ma, to, ni
3) julu-julu, thala-thala, phala-phala

TEST 8 AUDITORY SEQUENTIAL MEMORY:

The child is presented with 2/3/4 sounds. These sounds are to be memorized and reproduced later in the same sequence.

A) ‘I am going to present 2 sounds at a time (with a gap in between) listen carefully, after / minute you’ve to repeat these sounds in the same order’ Example 1) Cat, box 2) Me, ma

TEST ITEMS: 1) Sa, pa 2) Grape, lake 3) da, me.

B) ‘I am going to present 3 sounds at a time (with a gap in between). listen carefully after 1 minute you’ve to repeat these sounds in the same order’.

Example: 1) cat, box, paper 2) ga, re, pa

TEST ITEM 1) sara, cup, bat 2) re, ga, ma
3) pa, da, ne 4) rasa, gana, suma
C) ‘Similar to the above game, now I’ll present 4 sounds at time (with a gap in between ). Listen to them carefully. after 2 minutes you’ve to repeat, these sounds in the same order’.

Example: 1) re, ga, me, sa 2) sa ,re ,ga ,me

TEST ITEMS: 1) sa, ma, pa, me 2) ga ,ma, pa ,me

3) da ,ne ,sa ,re  4) cat, mat ,bat, sat

TEST 9 AUDITORY COMPREHENSION

This is a situational test, where the child is asked to listen to the test administrator carefully and perform certain acts or respond vocally.

A) ‘Listen to me carefully. I will tell you something but will not repeat the sentences again. Later, you’ve to act/answer according to the sentence told by me’.

Example: 1) Take out a book from your bag. 2) Keep the book back in your bag.

TEST ITEMS: 1) Open the door, 2) Close the door.

3) Go and touch the board. 4) Bring the duster.
B) ‘I’ll ask you a few questions. Listen carefully and answer these questions.’

Example: 1) What is your mother’s name?

2) What is your school’s name?

TEST ITEM: 1) What is your name?

2) (Present a flower) What do you see here?

3) (Present a fruit) What do you see here?

4) What is your father’s name?

NOTE: ADMINISTER ONLY 4 ITEMS 2 from set A & 2 from set B) to each child.

TEST 10 AUDITORY DISCRIMINATION

This tests the child’s ability to discriminate between two sounds with slight variation.

(A) ‘I’ll present 2 sounds (sound 1, sound 2) at a time (with a gap in between). Listen to them carefully, after sometime, ‘I’ll present one of the two sounds you heard and you have to tell me whether it is the first or the second sounds’.

Example 1) Veena – 1 presentation; violin – 2 presentation ; Item veena 2) Man’s laughter – 1 presentation; women’s laughter – 2 presentation ; Item Women’s laughter
### TEST ITEMS:

<table>
<thead>
<tr>
<th>Item</th>
<th>1 PRESENTATION</th>
<th>2 PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Tune 1</td>
<td>tune 1</td>
<td>tune 2</td>
</tr>
<tr>
<td>2) baby crying</td>
<td>kitten's sound</td>
<td>baby crying</td>
</tr>
<tr>
<td>3) Door bell 1</td>
<td>door bell 2</td>
<td>door bell 1</td>
</tr>
<tr>
<td>4) Whistle 1</td>
<td>whistle 1</td>
<td>whistle 2</td>
</tr>
</tbody>
</table>

b) 'I'll present a card with two pictures along with its name (with a little gap in between two items). See the picture and listen to the name carefully, later 'I'll tell the name of one of the pictures presented. Listen carefully and point out the picture of that name'.

Example: beega, deega- beega

### TEST ITEMS:

<table>
<thead>
<tr>
<th>Item</th>
<th>1 PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Jug, mug</td>
<td>mug</td>
</tr>
<tr>
<td>2) cap, map</td>
<td>cap</td>
</tr>
<tr>
<td>3) chatri, katri</td>
<td>chatri</td>
</tr>
<tr>
<td>4) Kalu, car</td>
<td>car</td>
</tr>
</tbody>
</table>
TEST 11 VISUAL – AUDITORY ASSOCIATION

This tests child’s ability to associate the visual pictures/patterns with the auditory stimuli.

A) ‘I'll present a card with 2 pictures and its associated sound,
you'll have to remember the picture and the related sound and you'll have to make the same sound when the card is presented again’.

Example: visual (sound) 1 PRESENTATION 2 PRESENTATION

1) T (SA), N(re) N(re)

TEST ITEMS /1 PRESENTATION 2 PRESENTATION

1) C (sa), @ (ra) C
2) P (a), @ (ne) @
3) uu (ma), s (ga) uu
4) L (dha), ~ (va) ~

(B) ‘I'll present a card with 2 pictures and its associated sound
you’ll have to remember the picture and the related sound and you’ll have to show the picture when the sound is made again’.
Example:

1) T (SA) ,N(NE)

TEST ITEMS:

1) C( sa), 0(0ra)
2) a (p), ne (r)
3) uu(ma), s (ga)
4) O,(ka), uu(ma),C(la)

TEST 12 VISUAL MOTOR COORDINATION

TEST ITEMS:

1) Look, there are a few figures on this paper. These figures are in
dots, trace them and find out what they are.

2) There are some shapes on this paper. Look at them and copy
them in the place given below.

3) Look, there is a dog standing, he has to go to the kennel, lead
him to the kennel.

4) There is Suzy, the seahorse, help her to swim towards her friend
Sammy.

5) There are 25 coins and a box on the other side. Pick one coin at
a time and put it into the box there (Award one mark if the
child puts all the coins otherwise 0).
6) A shape is given on this paper (square/rectangle), put bold dots in each corner of the shape/figure.

TEST ITEMS: APPENDED IN APPENDIX 2b

TEST 13 QUANTITATIVE CONCEPTS

In this test the child is tested for quantitative concepts.

'I'll Show a card with 2 pictures. Look at carefully and mark the difference between the two'. Example: After a while show a card with a big and small table. Then ask the child, 'Show the picture of a big table'.

TEST ITEMS:

1) Fat book/thin book
2) Empty glass/a glass with full water
3) Tall man/short man
4) Wide road/narrow road

TEST 14 GENERAL CONCEPTS

The child is tested here for the general concepts like nouns, pronouns and action words.
‘I’ll present a card with two pictures. Look at them carefully, after a minute ‘I’ll tell the name of those pictures one after the other. You have to point out the pictures according to the name’.

Example: 1)furniture, flower 2) eating, playing

TEST ITEMS: 1) fruits, vegetables 2) she ,he 3) combing, writing 4) running walking.

TEST 15 SPATIAL CONCEPT

This is a situational test, where the child is tested for spatial concepts which include concepts of direction, orientation, shapes and location. The child is asked few questions, to which it should listen carefully and perform certain acts or respond vocally.

‘Listen to me carefully. I’ll tell you something and you are to act according to the sentence or answer the question asked by me’.

(A) Example: Lift your hands.

TEST ITEMS:

1) Show the box with a chalk in it and ask, ‘where is the piece of chalk?’

2) Keep the ball on the table and ask, ‘Where is the ball?’

3) What is the shape of this coin?
(B) TEST ITEMS:

1) Come near the board.

2) Put the book in front of your friend.

3) Keep this coin on the center of the paper.

(Award 1 mark for each correct performance and 0 to incorrect performances)

TEST 16 COLOR CONCEPTS

This test tests the child for color concept. The child is asked to name the color and identify the shade.

(A) Show the cards of red, blue, black, & green, one by one (with a little gap) and elicit the colors from the children.

(B) Show the card of a color and ask the child to see carefully. Then present the strips of shades of the same color and ask the child to point out the color seen just now.

Example: yellow- shades of yellow


NOTE: Scoring key given vide chapter III pg
**Visual Recognition**

*Test 1 (A) Example Item*

**EXAMPLE**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>🌲</td>
<td>🐟</td>
<td>🌞</td>
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<tr>
<td>🌞</td>
<td>🧧</td>
<td>🦒</td>
</tr>
<tr>
<td>🌿</td>
<td>🌻</td>
<td>🍐</td>
</tr>
</tbody>
</table>

**TEST ITEM**

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<tbody>
<tr>
<td>🌿</td>
<td>🐬</td>
<td>🦖</td>
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<td>🦅</td>
</tr>
<tr>
<td>🐣</td>
<td>🦿</td>
<td>🦌</td>
</tr>
<tr>
<td>🦅</td>
<td>🦨</td>
<td>🦍</td>
</tr>
</tbody>
</table>
Visual Discrimination

Example:

\[ \triangle \quad \Delta \quad \nabla \quad \nabla \quad \Delta \quad \Delta \]

\[ \mathcal{S} \quad \mathcal{U} \quad \mathcal{U} \quad \mathcal{U} \quad \mathcal{U} \quad \mathcal{U} \quad \mathcal{U} \]

\[ 1 \quad 1 \quad 1 \quad 1 \quad 1 \quad 1 \quad 1 \]

\[ C \quad C \quad C \quad C \quad C \quad C \quad C \]

\[ \mathcal{F} \quad \mathcal{F} \quad \mathcal{F} \quad \mathcal{F} \quad \mathcal{F} \quad \mathcal{F} \quad \mathcal{F} \]

\[ \mathcal{C} \quad \mathcal{C} \quad \mathcal{C} \quad \mathcal{C} \quad \mathcal{C} \quad \mathcal{C} \quad \mathcal{C} \]
Test 1. Visual Recognition

Item No. 1 (B)

Example

[Drawing of various shapes: square, hexagon, triangle, star, F, U, etc.]

Key:

(Note: Key not to be shown to the pupils. Example and test items are to be on cards)

Item

[Drawing of various shapes: circle, star, square, etc.]
Test 5

Visual Closure

Example:

C

TEST ITEMS

\[\text{Diagram of test items:}\]

- C
- Flower
- Spoon
- Triangle
- Diamond
- Upward arrow
- Downward triangle
- Circle
VISUAL MOTOR CO-ORDINATION

Tracing a picture (and identifying it)
TIME FOR LUNCH
Can you show Jake the way to his food?

SWIMMING SEA HORSES MAZE
Help Sammy Seahorse swim to his friend, Suzy Seahorse.
APPENDIX III

READING PERFORMANCE TEST BATTERY

General Instructions for the Test Administrator.

1) This battery of tests consists of 2 sub-tests with 6 – 10 items in each. All the sub-tests are individual tests. It consists of oral and action oriented items. There is no time limit for completion of each sub-test. However, care shall be taken to see that the child completes all the sub-tests as early as possible.

2) Fill up i) Name of the child, ii) Gender iii) Name of the school on the data sheet of each child before starting the test and fill up the scores obtained on each sub test after the completion of the test.

3) Read the instructions for administration and scoring of each sub test and be clear about the test before administering it.

4) Award 1 mark for correct response and 0 mark for incorrect response.

5) Illustrate one or two items under each sub-test and make the child understand what’s to be done in each case.

6) See that the child is comfortable in the test situation and should not feel that he/she is being tested. Be friendly with the child.
7) To record the responses of the child, use a checklist or response sheet with test items.

8) Ascertain the responses provided from the scoring key.

INSTRUCTIONS FOR ADMINISTERING EACH SUBTEST:

PRONUNCIATION TEST 1:

The child is presented a strip on which ‘A’ ‘E’ ‘I’ ‘O’ ‘U’ (vowels) are printed and asked to recognize and reproduce orally (Read).

Test items: A,E,I,O,U

A) The child is presented a strip on which ‘K’ ‘M’ ‘L’ ‘W’ ‘X’ (consonants) are printed and asked to recognize and reproduce orally. Test item: K,M,L,W,X

B) The child is presented a strip on which ‘2’ ‘4’ ‘7’ ‘9’ ‘5’ (numbers) are printed and asked to recognize and reproduce orally (read). Test items 2,4,7,9,5

Test 2

A) The child is presented with a strip of three lettered words (Short vowels) and is expected to identify the alphabets and read the words. Test items: ANT,BED, CAT, FAN, HUT
B) The child is presented with a strip of three/four lettered words (elongated vowels) and is expected to identify the alphabets and pronounce the words aptly. **Test items:** FOOT, COAT, BOAT, LOOT, PIE

**COMPREHENSION:**

**Test 3: Picture comprehension**

The child is shown 5 pictures (Nouns) and asked to recognize and associate the pictures with its naming cards and read the words printed.

Teacher says, 'look at this picture carefully children'. Teacher shows a box and says, 'In this box there are 5 cards and one of the card will give the name of the picture you just saw. Please read it, pick it up and give it to me'. In will first present the noun cards first, take it back and then present the action cards.

**Test items:**

A) Umbrella, bat, ball, cat, cup.

B) Skipping, eating, writing, running, sleeping.
Test 2 Word comprehension

A) The child is presented with a list of 6 pictures (right handside) and words (Left handside). The child is required to read the word and associate it with the picture.

TEST ITEMS:

<table>
<thead>
<tr>
<th>WORDS</th>
<th>PICTURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Ball</td>
<td>Cow</td>
</tr>
<tr>
<td>2) Cow</td>
<td>Clock</td>
</tr>
<tr>
<td>3) Chair</td>
<td>Frog</td>
</tr>
<tr>
<td>4) Frog</td>
<td>Chair</td>
</tr>
<tr>
<td>5) Clock</td>
<td>Ball</td>
</tr>
</tbody>
</table>

B) The child is presented with a list of 6 pictures and each picture is provided with 4 words (which is to be pointed by the child), tell the child “See the picture, first and then read the words given next and point out the word which suits the picture”.

TEST ITEMS:

<table>
<thead>
<tr>
<th>PICTURE</th>
<th>LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Table</td>
<td>a) Chair, b) table, c) bed.</td>
</tr>
<tr>
<td>2) Eye</td>
<td>a) eye, b) ear, c) nose.</td>
</tr>
</tbody>
</table>
3) Fish  
   a) frog, b) cow, c) Fish.

4) Girl  
   a) boy, b) woman, c) Girl

5) Ice cream cone  
   a) Toys, b) Ice cream, c) Brinjal

6) Leaf  
   a) Fruit, b) leaf, c) Flower.

C) The child is presented with 5 flash cards with an interval of 3 minutes each, one after the other, and is asked to do it, between showing of the flash cards.

TEST ITEMS:

GO, SIT, COME, JUMP, READ.
APPENDIX IV

Scoring key of Reading Performance test battery

Test : i) Pronunciation
A – 5 (1X5)
B – 5 (1X5)
C – 5 (1X5)

Test ii) Word reading (pronunciation)
A – 10 (1X5)
B – 10 (1X5)

Test iii) (picture comprehension)
A – 5 (1X5)
B – 5 (1X5)

Test iv) Comprehension
A) (Matching-noun) – 10 (1X10)
B) (Multiple choice-noun) – 10 (1X10)
C) (Verb commands) – 5 (1X5)

Total 70.
APPENDIX V

PARENT – CHILD INTERACTION SCALE

INSTRUCTIONS:

The following statements are to assess the interaction between you and your child. Kindly mark with a tick what you actually do (though you know what should be done). If you do not do what is stated tick ‘no’ if you always do what is stated, tick ‘frequently’, similarly for ‘rarely’ and ‘occasionally’.

Specify whether English used for mother Child interaction at home? Y/N

1. My child is fond of T.V. and I encourage him to see it.
   (a) Frequently (b) Occasionally (c) Rarely (d) No.

2. I visit other parents to know what they are doing for their children so that I can do similar things for my child.
   (a) No (b) Rarely (c) Occasionally (d) Frequently.

3. I encourage my child to think and act independently.
   (a) Frequently (b) Occasionally (c) Rarely (d) No.

4. I have no time to take interest in my child’s studies, but my other partner (wife/husband) does it.
   (a) No (b) Rarely (c) Occasionally (d) Frequently.

5. I encourage my child to read picture books, pop up books, story books & activity books.
   (a) Frequently (b) Occasionally (c) Rarely (d) No.

6. I learn new teaching methods for my child.
   (a) No (b) Rarely (c) Occasionally (d) Frequently.
7. I explain to my child the reason for doing things.
   (a) Frequently (b) Occasionally (c) rarely (d) No.

8. My child discusses with me what he sees in the T.V.
   (a) Frequently (b) Occasionally (c) rarely (d) No.

9. I encourage my child to speak in grammatically correct language.
   (a) No (b) Rarely (c) Occasionally (d) Frequently.

10. I usually reward my child whenever he shows a good progress in school.
    (a) No (b) Rarely (c) Occasionally (d) Frequently.

11. I encourage my child to enrich his/her vocabulary by constantly using a dictionary by asking elders, by keeping a word book etc.
    (a) Frequently (b) Occasionally (c) rarely (d) No.

12. I help my child to learn his lesson in a practical way (e.g.) arithmetic by shaping, language by word games, science by seeing a practical demonstration at an exhibition, nature study by going to places of educational interest or through movies, etc.
    (a) Frequently (b) Occasionally (c) rarely (d) No.

13. My use of language with my child does not tend to be impulsive but a well thought out one.
    (a) No (b) Rarely (c) Occasionally (d) Frequently.

14. I try to make the child see the other child's point of view in quarrels, play etc.
    (a) Frequently (b) Occasionally (c) rarely (d) No.

15. I take care that my child does not remain absent from school.
    (a) No (b) Rarely (c) Occasionally (d) Frequently.

16. I buy games and toy articles for my child which help in his/her intellectual development.
    (a) Frequently (b) Occasionally (c) rarely (d) No.

17. I ask the child how the day was in school and what happened.
    (a) No (b) Rarely (c) Occasionally (d) Frequently.

18. I spend sometime reading to my child, or telling stories or giving interesting puzzles to solve.
    (a) No (b) Rarely (c) Occasionally (d) Frequently.
19. I make it a point to attend any function in which my child is participating. (a) No (b) Rarely (c) Occasionally (d) Frequently.

20. I spend sometime with my child in explaining the meaning of words and differences in meaning of words. (a) Frequently (b) Occasionally (c) rarely (d) No.
APPENDIX VI

*General Instructions to the person, using the package*

"Strategies to Develop Reading Readiness"

This package is used to develop the reading readiness components namely, visual sequential memory, visual closure, auditory sequential memory, visual motor co-ordination & spatial concept. The package is flexible regarding the material used i.e, the test administrator has the liberty to choose a similar kind of reading charts which is readily available in the market to develop visual sequential memory; incomplete pictures, pictures involving counting and identification can be used for visual closure; dot joining and tracing material can be used to drill visual motor co-ordination (as this uses the writing skill which the age group is not really interested in, limit it to one activity only.); similarly use any simple sounds in succession and ask the child to identify them (example: sound of the bell, horn, voices of 4 children in the class, rhyme or a story) to drill their auditory sequential memory(note that whatever audio is used should be presented in the same sequence by the child); and similar shapes, games and drawing activities can be given to enhance their spatial concept.

1) Note that the material and the games chosen should be suitable for the age & ability of the group (applicable in case the test administrator wants to change the listed material).

2) As the activities are provided for very young children of 3+ the test administrator need not conform to the exact time & sequence of activities given in the table very strictly.

3) Read the instructions & be clear about it before using each strategy.

4) Illustrate one or two items for each strategy & make the child understand the expected task in that particular strategy.

5) See that the child is comfortable & should not feel that he is being experimented upon. Be friendly and interact patiently with the child.
6) The user of the package has the liberty to increase the number (2-3) in different strategies in case the children fail to acquire the above components of RR with the activities given in the package.

The details of the materials, activities (instructions for each activity are also given in the package) and time taken for each strategy, under each component are given in the table below:

Table

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>STRATEGY</th>
<th>MATERIAL</th>
<th>ACTIVITIES</th>
<th>APPROXIMATE DURATION</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Sequential Memory</strong></td>
<td>Picture Reading</td>
<td>1) Hare and the tortoise 2) Lion and the mouse</td>
<td>Read the chart sequentially through the picture reading technique. Cut the pictures of the chart and arrange sequentially according to the story.</td>
<td>10 mins</td>
<td>Individual Test</td>
</tr>
<tr>
<td></td>
<td>Drawing Picture completion 2) counting &amp; identifying</td>
<td>Complete the picture. Count &amp; identify the gloves</td>
<td>10 mins (4 days)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual Closure</strong></td>
<td>Drawing Picture reading</td>
<td>1) Picture completion 2) counting &amp; identifying</td>
<td>Complete the picture. Count &amp; identify the gloves</td>
<td>310 mins</td>
<td>Group Test Individual Test</td>
</tr>
<tr>
<td><strong>Auditory Sequential Memory</strong></td>
<td>Rhyme Story telling Using audio aids</td>
<td>1) Rhyme 2) Story 3) Recorded Sounds Or Voices</td>
<td>Recite Narrate Listen</td>
<td>10 mins 10 Mins 5 Mins</td>
<td>Individual Test Individual Test Individual Test</td>
</tr>
<tr>
<td><strong>Visual Motor Coordination</strong></td>
<td>Picture completion Tracing</td>
<td>1) Picture Completion By Joining Dots 2) Tracing</td>
<td>Join The Dots &amp; Identify Trace To Reach The Goal</td>
<td>10 Mins 5 Mins</td>
<td>Group Test Group Test</td>
</tr>
<tr>
<td><strong>Spatial Concept</strong></td>
<td>Spatial games 1) Pinning The Tail 2) Passing The Ball</td>
<td>Pin the tail to the stuffed monkey Pass the ball standing in</td>
<td>5 Mins 20 Mins</td>
<td></td>
<td>Individual Test Group Test</td>
</tr>
<tr>
<td></td>
<td>Drawing Picture reading &amp; identification of shapes.</td>
<td>3) Drawing Identification Of Shapes From a Picture</td>
<td>different shapes/directions and identify them.</td>
<td>Draw a circle &amp; a square.</td>
<td>Name the different shapes from the picture by coloring.</td>
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</tr>
<tr>
<td></td>
<td>14 Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Take only two activities per day to avoid monotony and frustration. Avoid having similar activities on the same day.

**VISUAL SEQUENTIAL MEMORY CHARTS:**

**MATERIAL**

A) Hare and the tortoise  
B) Lion and the mouse

Publisher: Mahesh arts  
Post box – No. 42, Sivakasi – 626123.

**INSTRUCTIONS:**
Look at the chart carefully. First, look at this picture in the first block, what do you understand by this? (Continue with the next blocks similarly) Now, tell me the story.

1) **VISUAL CLOSURE:** Picture completion/counting and identifying.

**INSTRUCTIONS:**
1) Look at this drawing, it is not completed, now complete the drawing of this puppy.

2) Look at the picture, there are few gloves now count how many gloves you can find here and tell me.

3) AUDITORY SEQUENTIAL MEMORY – Rhyme and story telling.

INSTRUCTIONS:

1) Listen to me carefully, I am going to sing a Rhyme. After listening you’ll have to sing in the same order.
   ITEM: - Rhyme
   Twinkle, Twinkle Little Star
   How I wonder what you are

2) Listen to me carefully, I am going to tell you a story. After listening you’ll have to repeat in the story in the same order.
   ITEM: Story
   The Blue Fox
   Once there was a fox. He fell into a pot of blue paint. The fox became blue. It started raining and washed away the paint. The fox looked as before.

3) Listen to me carefully, I will blindfold you and make you hear some sounds/voices, you should tell me the sounds/voices in the same order of hearing.(or ask them to repeat the sounds in the same order or identify the voices they heard sequentially).

4) VISUAL MOTOR CO-ORDINATION: Tracing, joining numbers/alphabets, drawing.

INSTRUCTIONS:

1) Look at these dots, draw over the dots and complete the picture.

2) Look at this numbers/alphabets. Join these numbers/alphabets and complete the picture.

3) Look at this girl, she is feeling thirsty. Show her the path to the water fountain.

5) SPATIAL CONCEPT – Games
INSTRUCTION:

i) Pinning the tail: look at this monkey (show a stuffed monkey without a tail), it does not have a tail. It is crying for a tail I'll keep the monkey on this table, look carefully, (take the child 2 feet away from the table and blindfold) go and pin the tail on to the monkey.

ii) Passing the ball [Make the children sit in a circle/circle/triangle ] Look at this ball, I will give it to you you’ll have to pass the ball after I tell you – pass it to the right, pass it to the left, throw it straight, throw it backwards and now tell me in which shape are you sitting?.

iii) Drawing : Now let's have some fun in drawing. Draw a circle, below that, draw a rectangle, above the circle draw a triangle. Now put two small circles inside the circle for eyes and one small circle for the mouth. [Demonstrate on the board] ITEM:

iv) Show a picture with different shapes in it. Look at the picture, [point at the different shapes and elicit the answers] point out at the circles/squares/rectangles/triangles in the pictures.
Look at the chart carefully. First, look at this picture in the first block, what do you understand by this? (Continue with the next blocks similarly) Now, tell me the story.

1) VISUAL CLOSURE: Picture completion/counting and identifying.

INSTRUCTIONS:

1) Look at this drawing, it is not completed, now complete the drawing of this apple. Fig. 1

2) Look at the picture, there are few gloves now count how many gloves you can find here and tell me.

3) AUDITORY SEQUENTIAL MEMORY – Rhyme and story telling.

INSTRUCTIONS:

1) Listen to me carefully, I am going to sing a Rhyme. After listening you’ll have to sing in the same order.
   ITEM: - Rhyme
   Twinkle, Twinkle Little Star
   How I wonder what you are

2) Listen to me carefully, I am going to tell you a story. After listening you’ll have to repeat in the story in the same order.
   ITEM: Story

   The Blue Fox

   Once there was a fox. He fell into a pot of blue paint. The fox became blue. It started raining and washed away the paint. The fox looked as before.

3) Listen to me carefully, I will blindfold you and make you hear some sounds/voices, you should tell me the sounds/voices in the same order of hearing.(or ask them to repeat the sounds in the same order or identify the voices they heard sequentially).

4) VISUAL MOTOR CO-ORDINATION: Tracing, joining numbers/alphabets, drawing.
FOLLOW THE DOTS to see who's in lust!
I'M THIRSTY!

Trace a path to show Jeannie the way to the water fountain.
INSTRUCTIONS:

1) Look at these dots, draw over the dots and complete the picture.

2) Look at this numbers/alphabetts. Join these numbers/alphabetts and complete the picture.

3) Look at this girl, she is feeling thirsty. Show her the path to the water fountain.

5) SPATIAL CONCEPT – Games

INSTRUCTION:

i) Pinning the tail: look at this monkey (show a stuffed monkey without a tail), it does not have a tail. It is crying for a tail I’ll keep the monkey on this table, look carefully, (take the child 2 feet away from the table and blindfold) go and pin the tail on to the monkey.

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ITEM:

iv) Show a picture with different shapes in it. Look at the picture, [point at the different shapes and elicit the answers] point out at the circles/squares/rectangles/triangles in the pictures.

NOW DRAW A HOUSE FOR YOU.