

Appendix-11

TEST ADMINISTRATION: INSTRUCTIONS

Group Testing Session

1. Raven's Coloured Progressive Matrices:
Pointing to A1 picture:

"Look at this. You see it is a pattern with a piece cut out of it. Each of these pieces (pointing to the six alternatives) is the right shape to fit the space, but any one of these is the right pattern. No.1 is the right shape but not the right pattern. No.2 is not a pattern at all. No.3 is quite wrong. No.6 is nearly right but it is wrong there (pointing to the white piece). Only one is right. Point to the piece which is quite right".

The first three items are demonstrated and the child is asked to proceed. There is no time limit.

2. Attitude Towards School Inventory:
The Children were instructed:

"I will read out to you a sentence. Listen carefully. If you agree with it or if it is applicable to you, put a tick mark against the first item. But if you do not agree with it, or if it is not applicable to you, put a cross mark against the first item. Thus you will put either a tick mark or a cross mark against each item. Remember, there are no right or wrong answers".

How to mark on the sheet was also demonstrated on the black-board. The sentences were read out slowly, one by one.

3. Language Refinement Test:

The children and they were told:

"I will speak two sentences very slowly. Both the sentences are almost identical, except one word, which is differently pronounced in each. You have to decide which one of the two pronunciations is a better one. I will repeat both the sentences, a second time and will also emphasise the specific word. If you think the first pronunciation is the right one, write 1 against the first item, and if you think that the second pronunciation is the right one, write 2 against the first item. Thus you will write either 1 or 2 against each item. You will not write the word itself. I will speak very slowly. Listen carefully".

How to answer was also demonstrated on the blackboard. The pair of sentences were read out slowly and distinctly emphasising and drawing their attention to specific words.

4. Instances Procedure:

The test was introduced as a game:

"In this game I am going to tell you something and it will be your job to name as many things as you can think of that are like what I tell you. For example, write all the things that you can think of that are used for eating. Give as many things as you can".

After 5 minutes, some answers given by children were read out and the investigator added a few. When the children understood how to play the game, the test items were introduced, one after the other. Five minutes were given for each item.

5. Picture Construction: The response sheets were given to the children and they were told:

"Here there are eight triangles. You have to draw pictures using these triangles fully or partially. But whatever picture you draw, this triangle should be a part of it. I will give you an example on the board".

A picture using a triangle (fire-cracker/anar-dana) was drawn on the black board.

"You have not to make this particular picture. This was just to show you how to draw. You can add lines below, above, sideways, inside, or you can even invert the triangle upside down (inverted triangle demonstrated) and draw a picture. Draw as varied as possible. Draw novel and interesting pictures of such things as nobody else would draw. Use your imagination. Neatness is not important but idea is. Write the name of the picture you have drawn. You will be given ten minutes to draw the pictures on this page".

After ten minutes they were asked to go the second item. The second item was also timed ten minutes.

Individual Testing Session

1. Curiosity Cards: The pack of curiosity cards was given to the child and he was told:

"These cards contain pictures of birds, some belong to our country and some to foreign lands. See them carefully and when you have seen them, please put them aside, inverted". (How to put the cards demonstrated).

Timings were recorded as detailed earlier.

2. Curiosity Box: The curiosity box with its lid closed was presented to the child and he was told:

"This box contains many things. You may open the box and see them. If you like you may take out any article from it and see. If you want to ask any questions, about any articles, please feel free to ask them. When you have seen the box, please close it".

While the child saw the box, the investigator noted down the time taken to see the box, name of the things taken out of the box for examination, and the questions asked concerning them.

3. Inquiry Card: The inquiry card was handed over to the child and he was instructed:

"Look at this picture carefully. I want you to ask me as many questions as you can, on these two pictures. Ask as many questions as you can. Ask anything but it should concern the picture. Let me see how many questions you can ask".

The questions, as given by the child, were noted down. Five minutes were given to ask questions. If there was a long and awkward pause, the testing was quietly stopped.

4. Language Fluency Test: The picture card was given to the child and he was told:

"See this picture carefully. You will have to describe this picture in sentences. Tell me all you can about the picture. You will be given two minutes to describe the picture. Remember you have to describe it in full sentences."

Whatever the child said within a time limit of two minutes was noted down.