

ABSTRACT

Phatak's Draw-a-Man Test, Graded Word Test (GWT-Written and Oral), Teacher's Rating Scale (TRS), Pre-requisite Reading Test (PRT), Reading Analysis Test (RAT), Interview Schedule, Gujarati adaptation of Weschler's Intelligence Scale for Children (WISC), Children's Embedded Figure Test (CEFT) and Matching Familiar Figure Test (MFFT) were used to fulfil the major objectives of the study namely: (i) to develop a screening device to identify children who face difficulties in reading and writing, (ii) to identify 88 children with learning difficulties equally distributed into standards II and III of Sayajigunj Mishra Shala No.5 and to identify from among these, one child with learning disability, (iii) to develop a Graded classroom program for children with learning difficulties group, and (iv) to evaluate the program in terms of gains in children's performance and feasibility for classroom implementation. Analysis of covariance was used for each test measure to find out the significance of difference between two levels of difficulties, two standards and two groups i.e. experimental and control. Results indicated that all the above stated objectives were fulfilled. Also, all the children performed at a low level prior to the program and after implementing the program the experimental group improved significantly in recognition, reading and meaningful understanding of letters, barakhadi and simple words;

letter formation and making conscious efforts at reading and writing. A program prescription was developed aiming at remedying the deficits of the child with learning disability.