

## ANNEXURE-I

### INFORMED PARENTAL CONSENT FORM

Conducted by the Department of Psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore.

Title of the Project: Enhancement of Cognitive Abilities among Learning Disabled Children

**Researchers:** Ms. S.Yogeswarie.,  
Ph.D. Research Scholar,  
Department of Psychology,  
Avinashilingam Institute for Home Science and  
Higher Education for Women, Coimbatore.

**Research Guide:** Dr.S.Gayatri Devi  
Professor and Head,  
Department of Psychology,  
Avinashilingam Institute for Home Science and  
Higher Education for Women, Coimbatore.

#### Introduction

In this consent form I will learn about the proposed research and my rights if I allow my child to participate in it. I will read this form carefully and, if I agree to be interviewed, I will sign this form and receive a copy.

#### Duration and Location of study

If I agree to undergo group intervention, the intervention will take place at my own school and will take about 25 minutes each day.

#### Procedure

If I agree to undergo group intervention, the intervention will be an interactive session with one exercise and activities. In any report written about this research, my child's name will not be disclosed without any consent.

**Right to refuse and to withdraw**

I understand that my child's participation in this research is voluntary. I may agree to an interview or I may decline an interview. If I agree to an interview, I may refuse to answer any question and I may end the interview at any time.

**Offer to answer any question**

If I have any questions about the study or have any question about my rights as a participant I may call Ms. S.Yogeswarie (Phone Number- 7708315456)

**I agree to participate in this research**

Name\_\_\_\_\_

Date\_\_\_\_\_

**Researcher's Statement:** I have explained the nature and purpose of this research. I agree to answer any question regarding the rights of the participant.

Name\_\_\_\_\_

Date\_\_\_\_\_

**ANNEXURE II**

**CASE STUDY SCHEDULE/ PERSONAL PROFILE SHEET**

Date :

Name :

Age :

Class : III  IV  V

Family Type : Nuclear/ Joint

Place of Living : Rural/ Urban

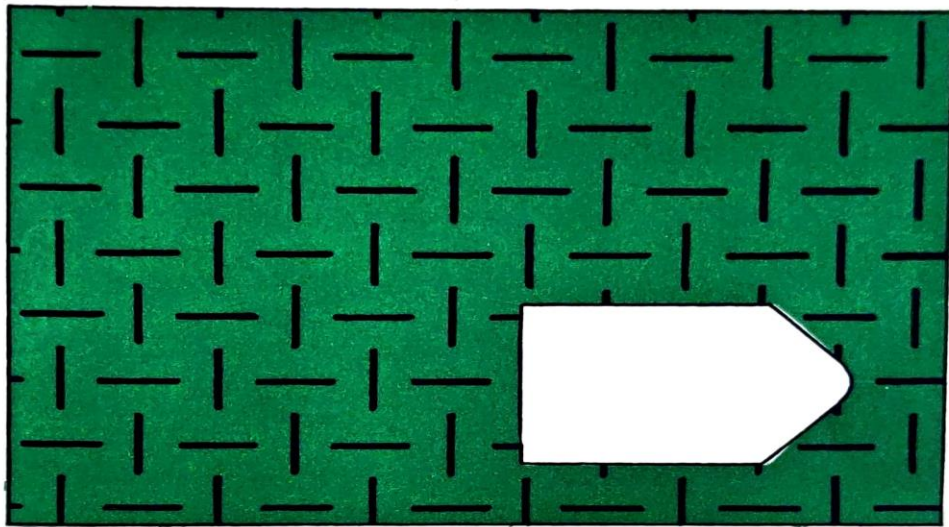
Annexure III

Part-I

Ravens Coloured Progressive Matrices

— A —

A 1



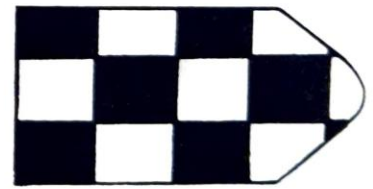
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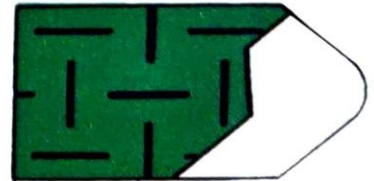
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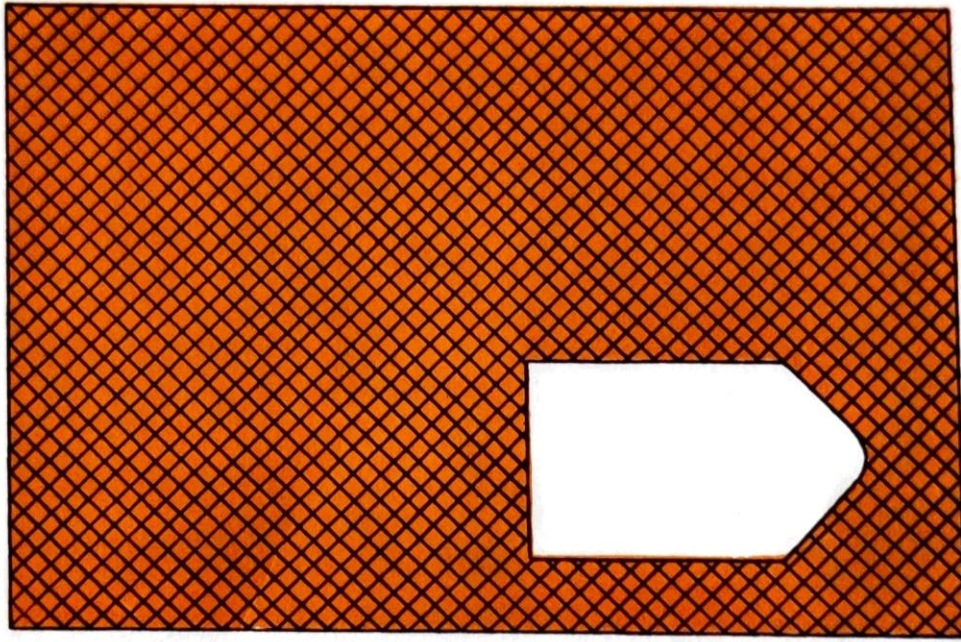
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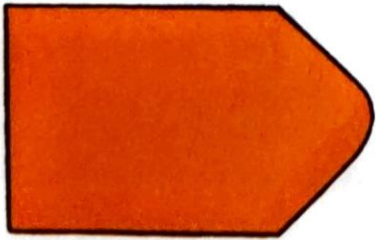
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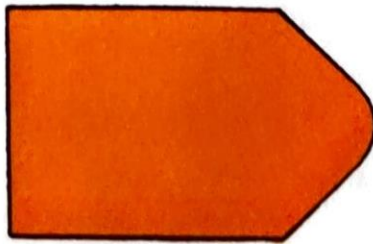
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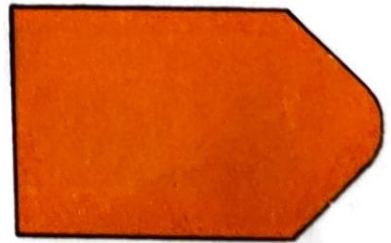
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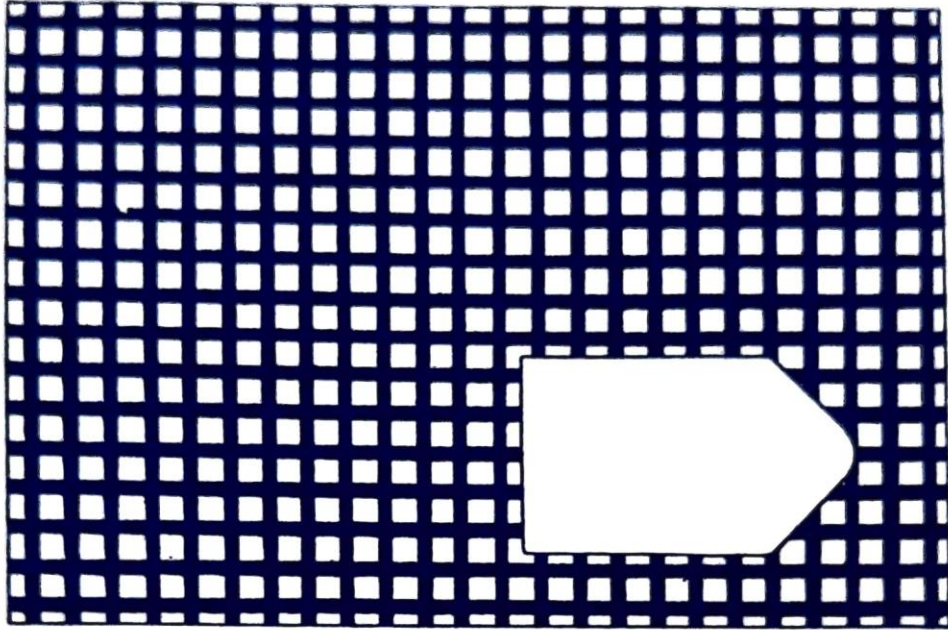
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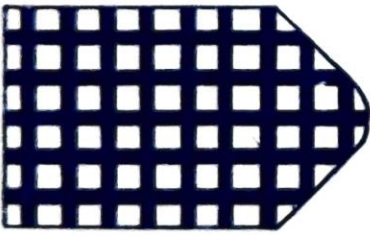
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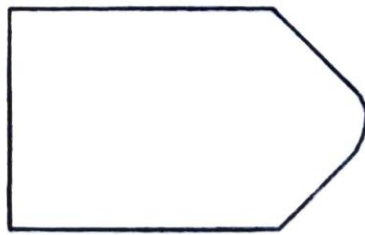
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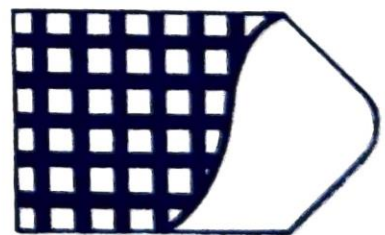
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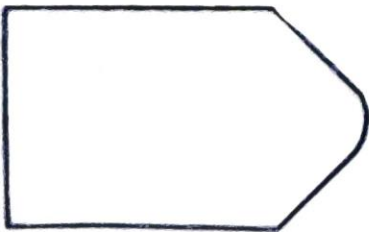
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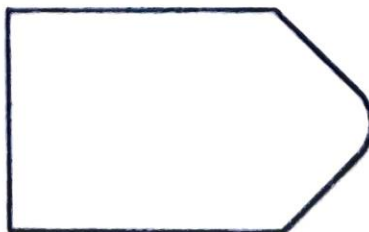
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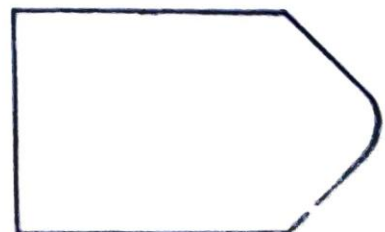
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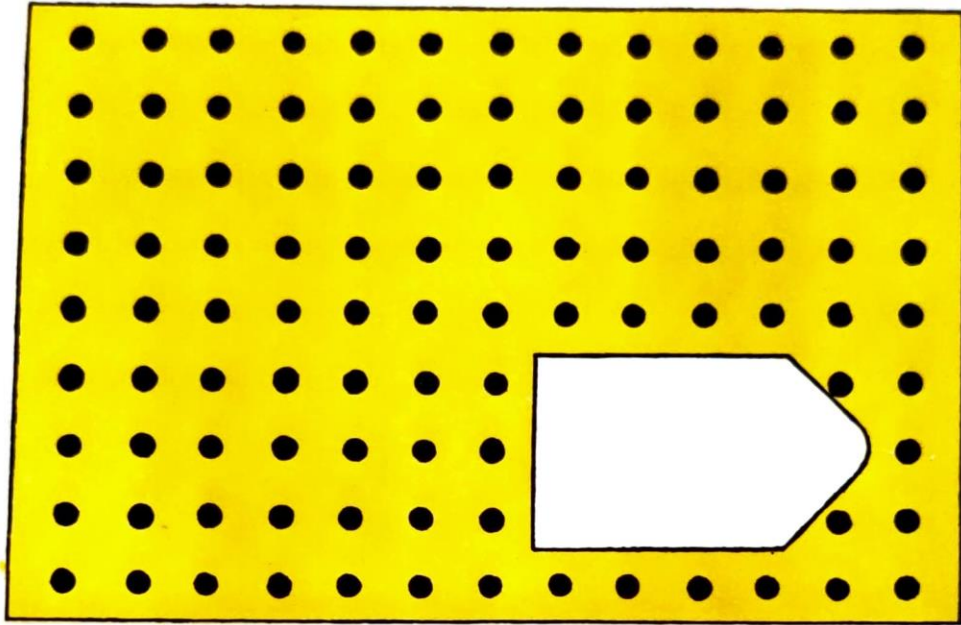
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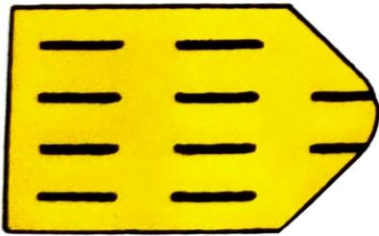
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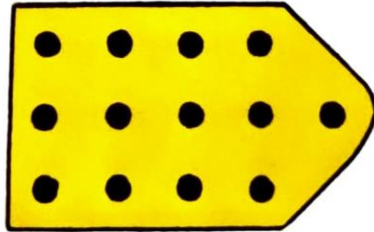
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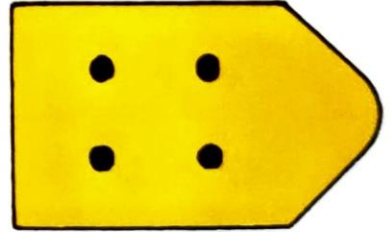
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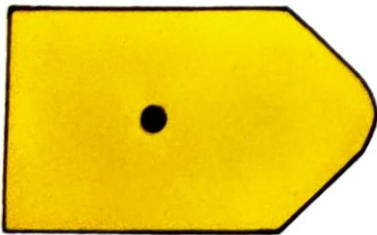
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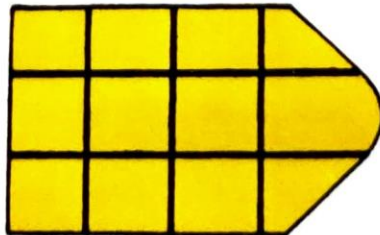
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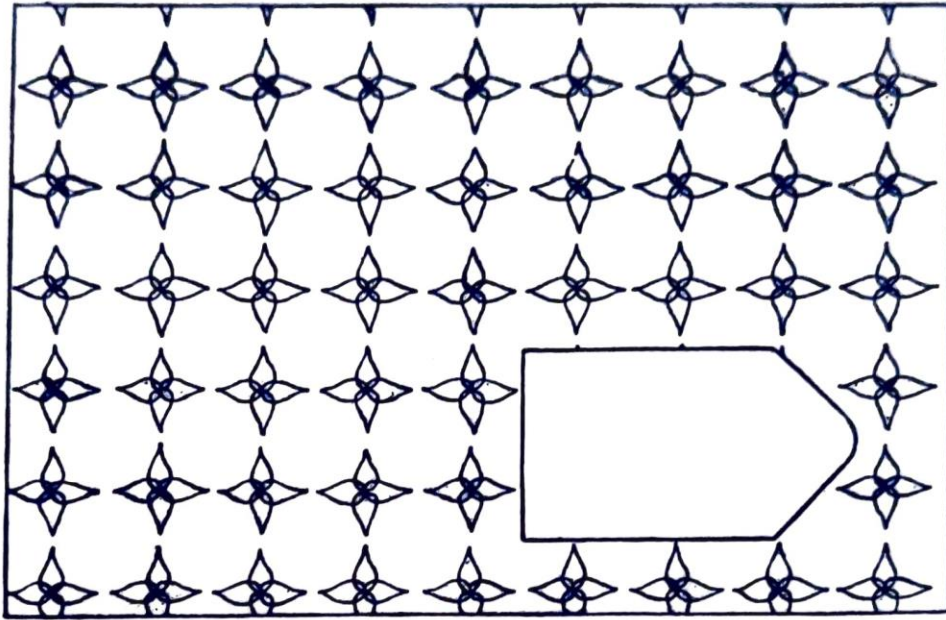
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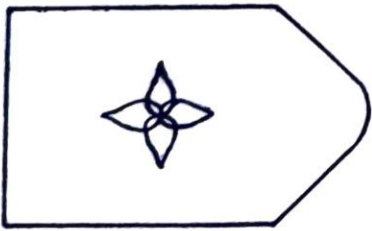
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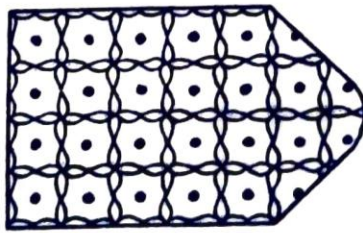
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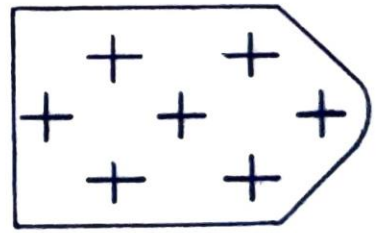
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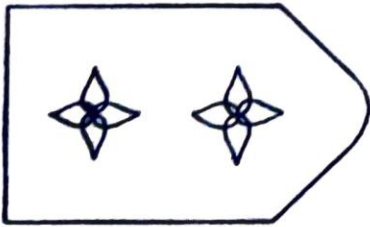
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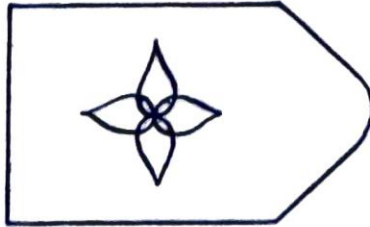
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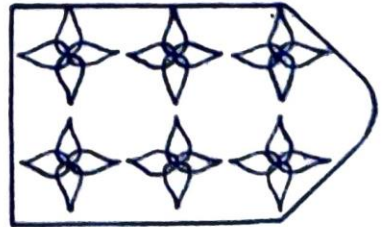
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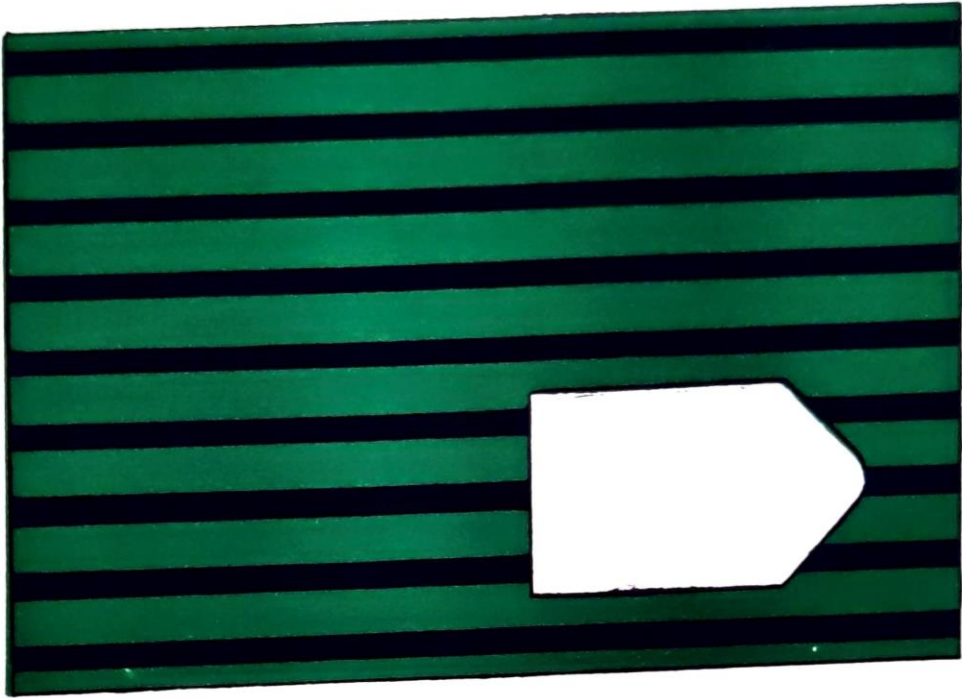
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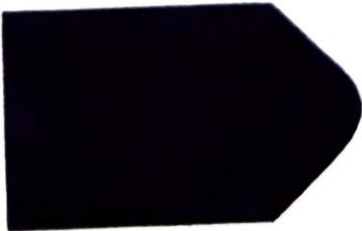
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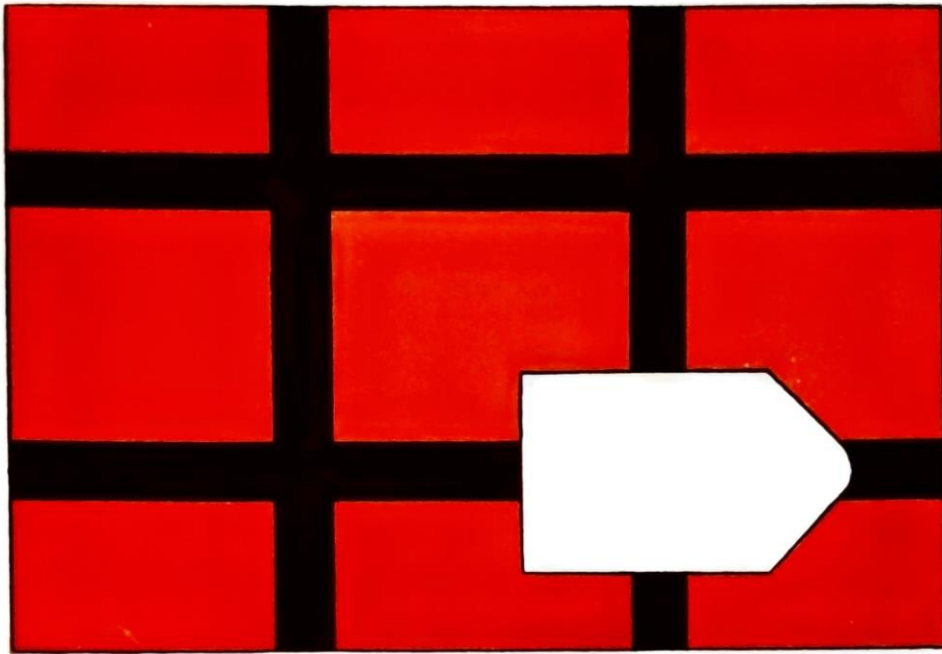
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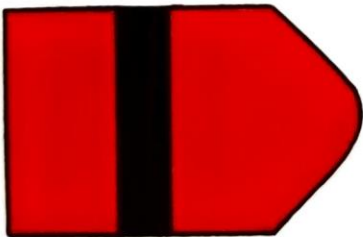
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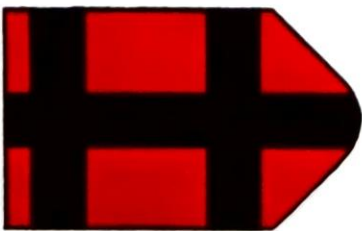
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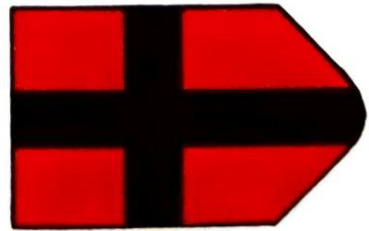
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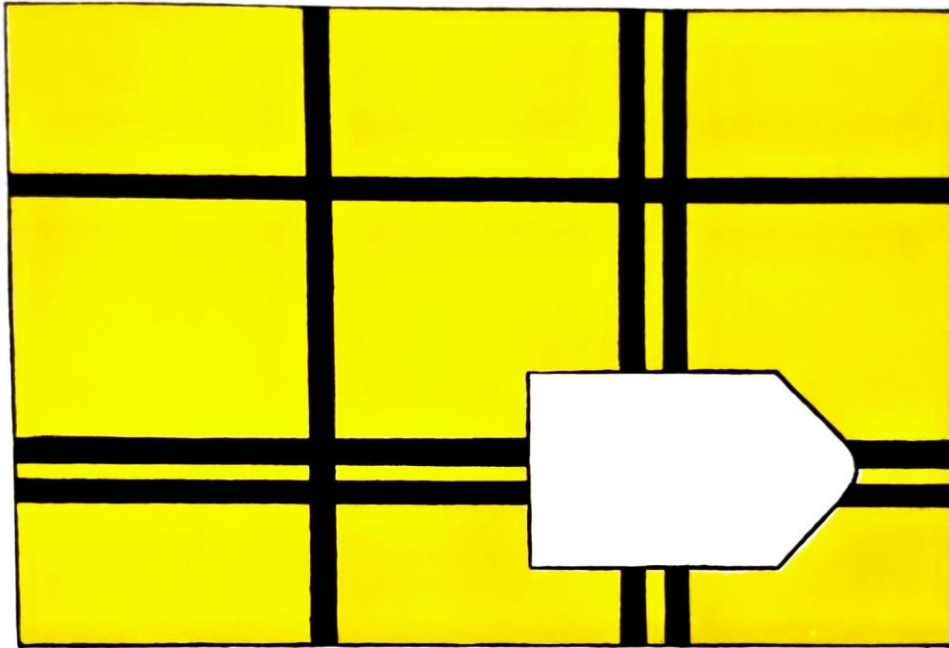
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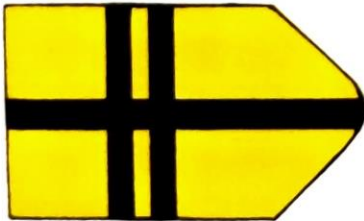
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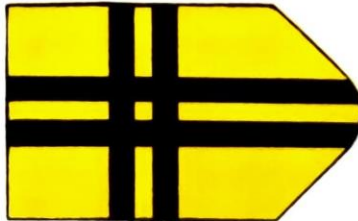
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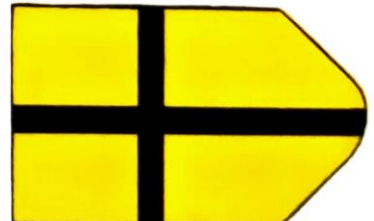
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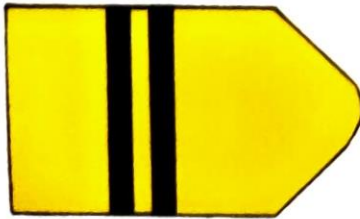
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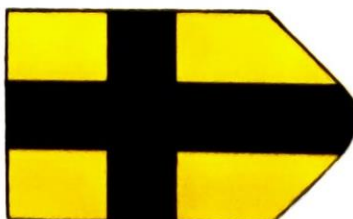
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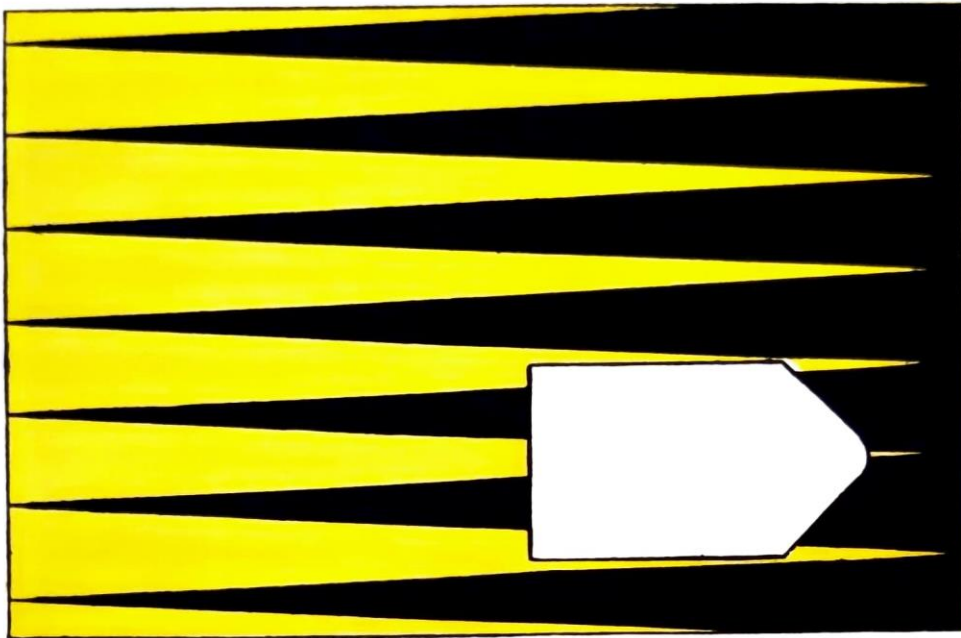


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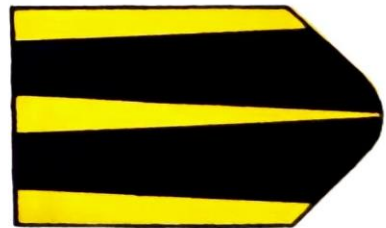
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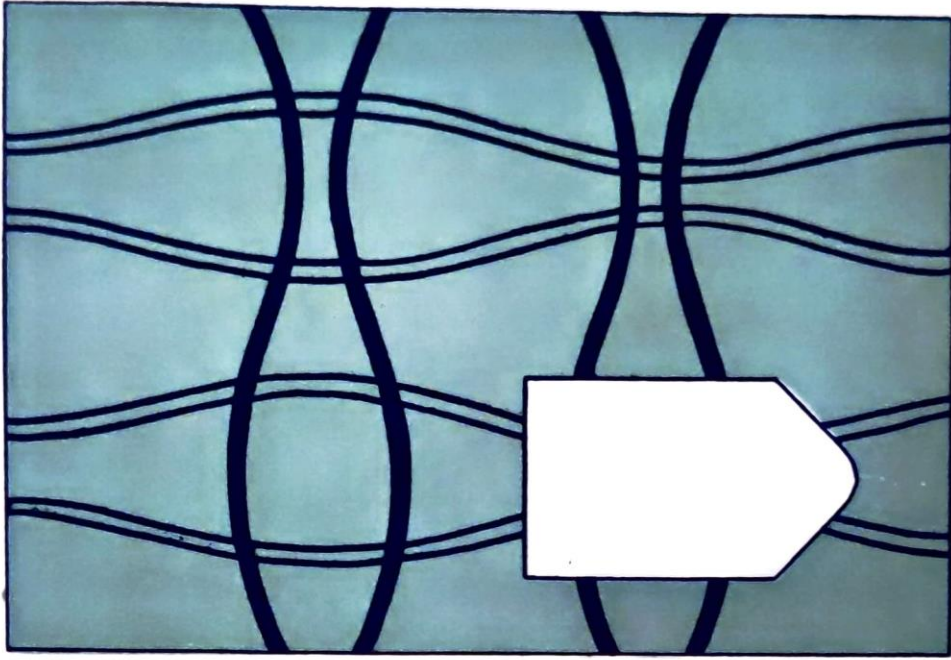
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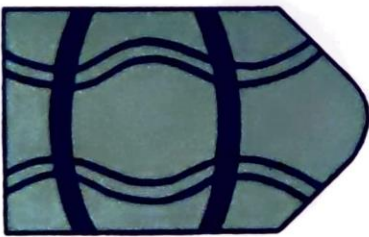
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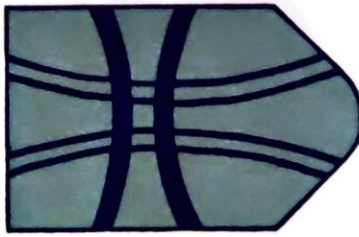
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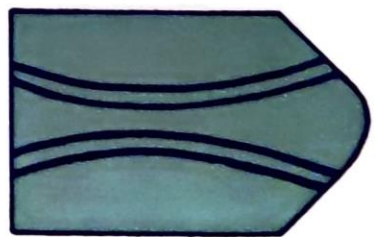
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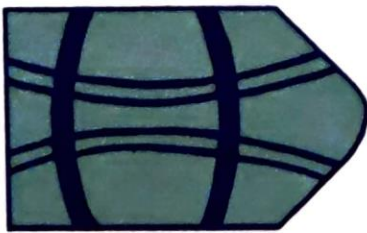
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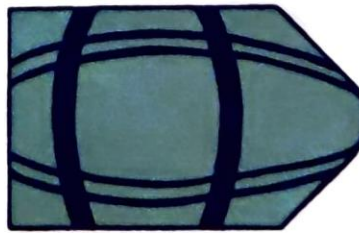
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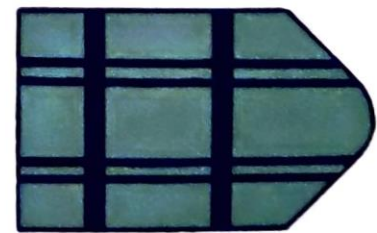
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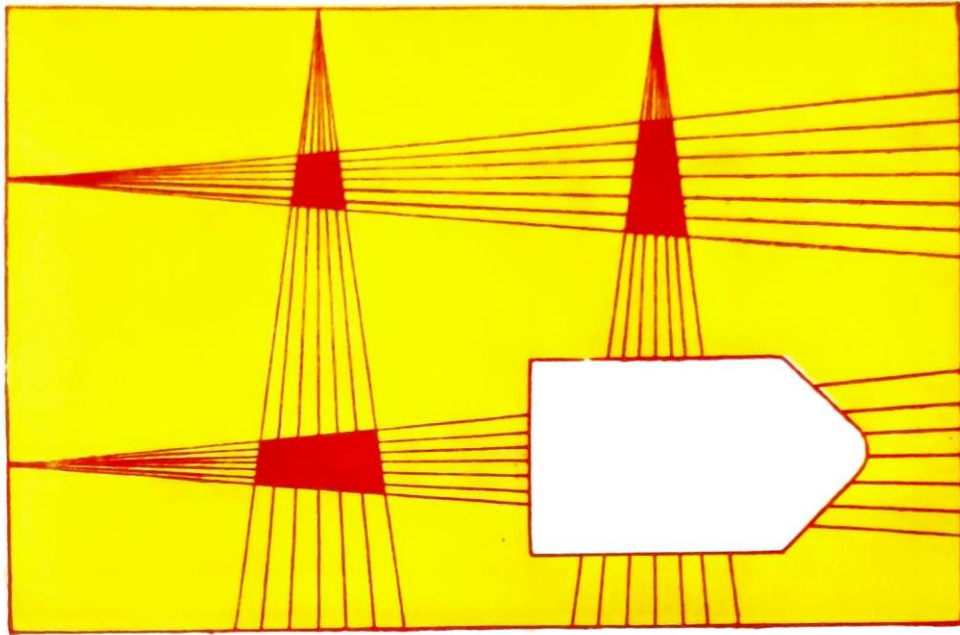


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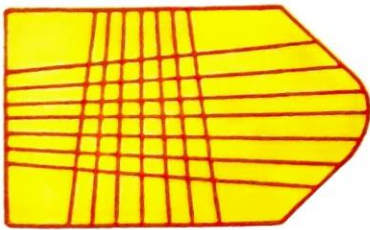


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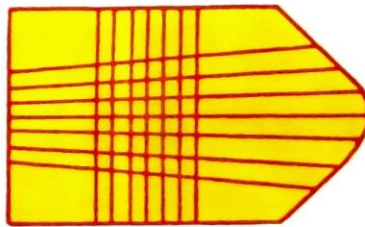




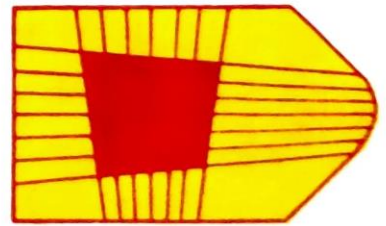
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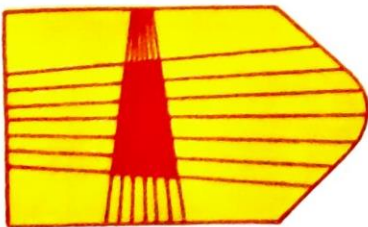
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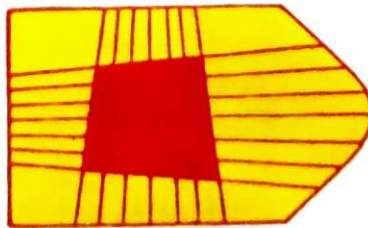
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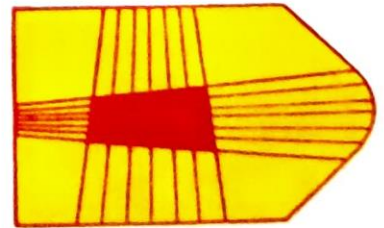
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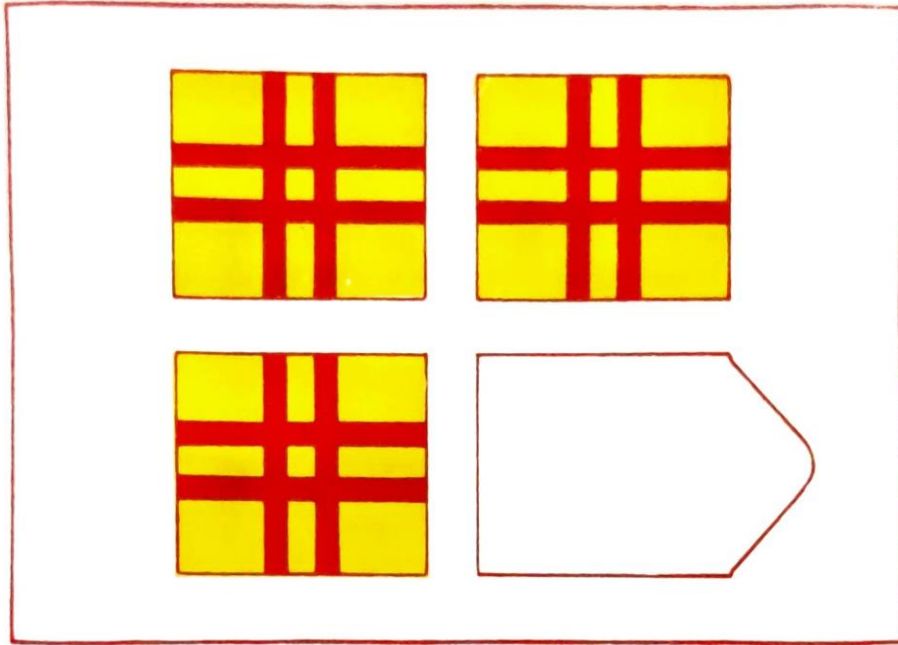


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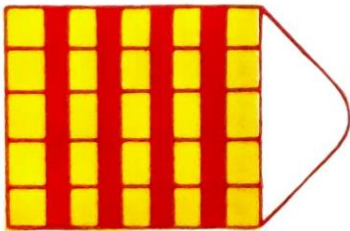


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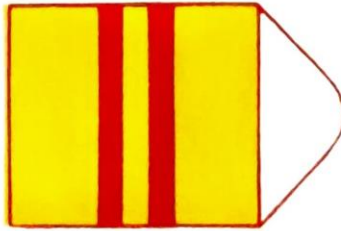
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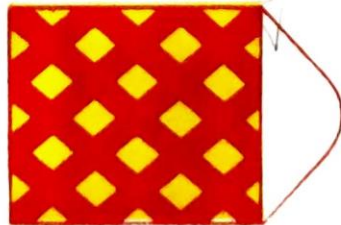
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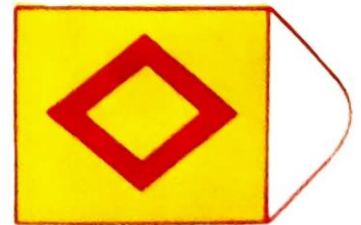
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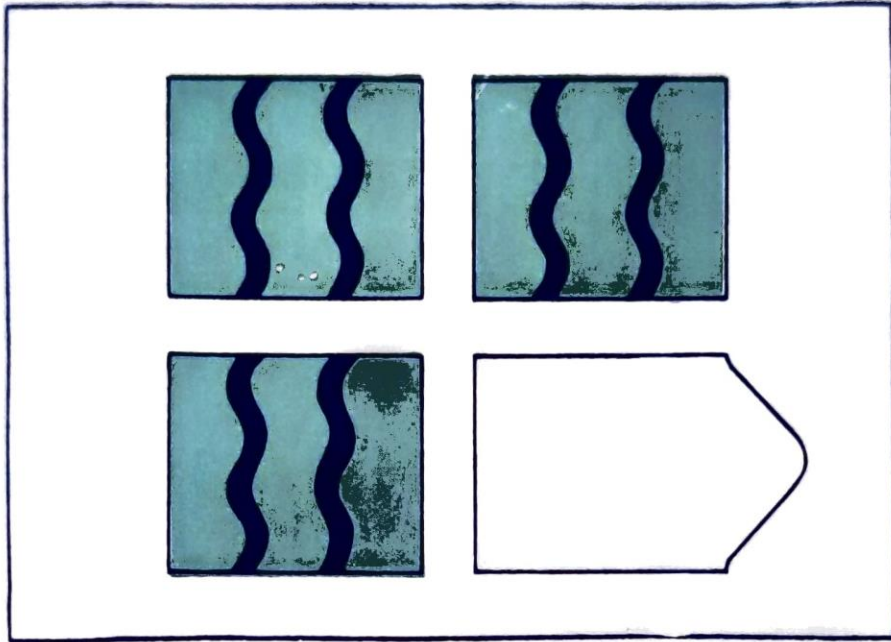
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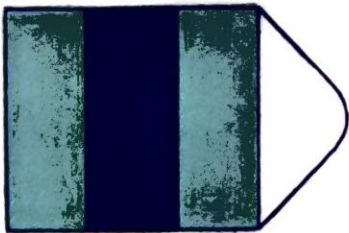
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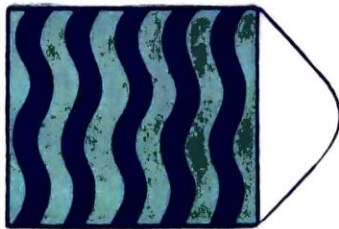
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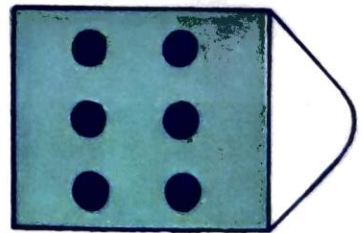
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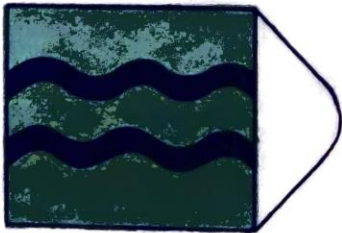
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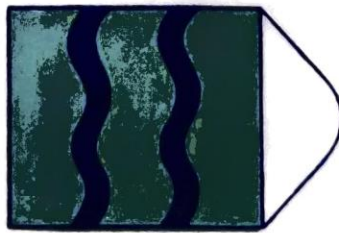
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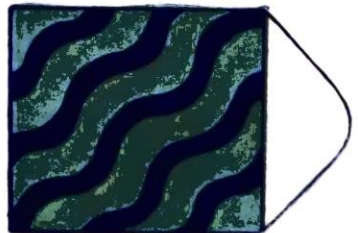
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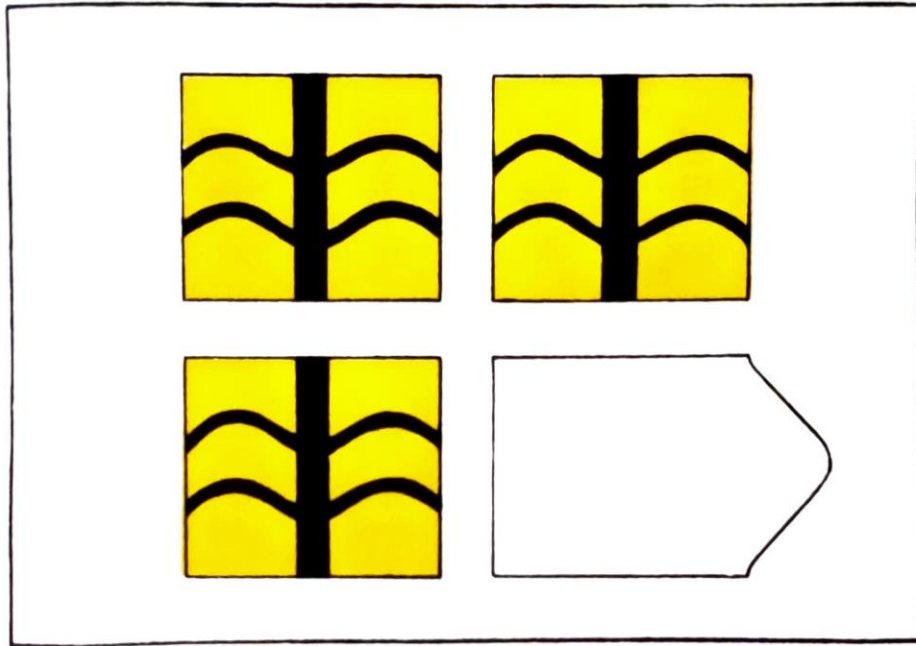
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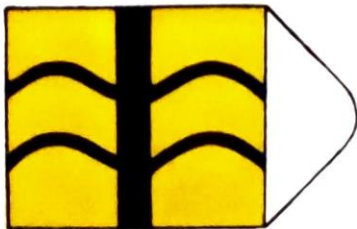
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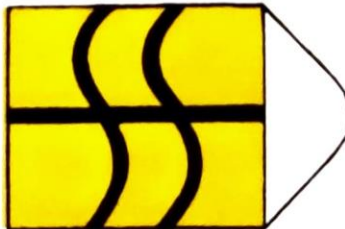
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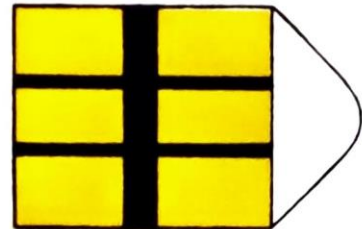
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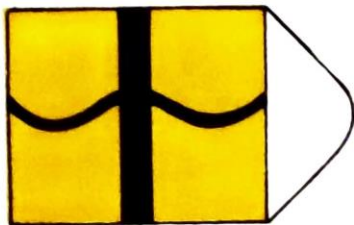
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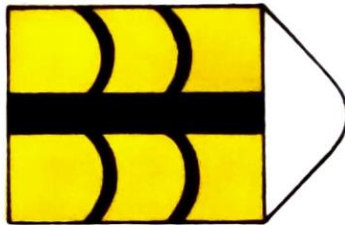
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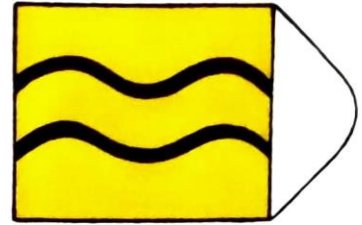
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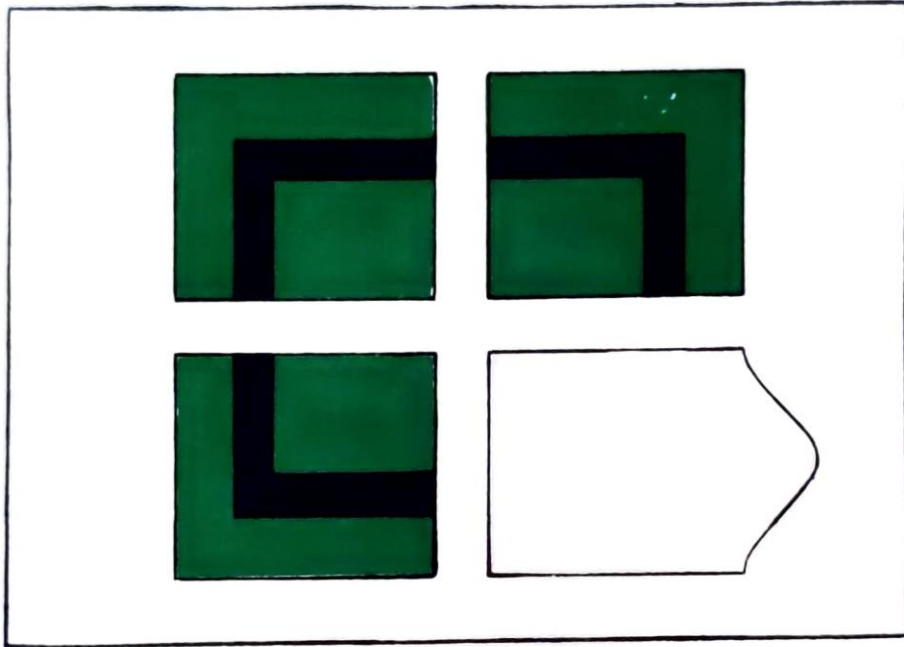
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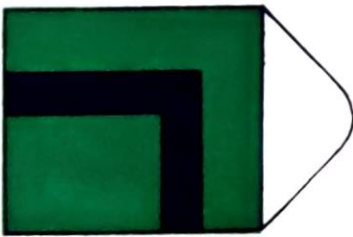
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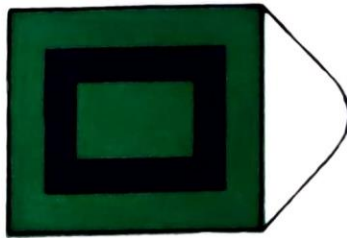
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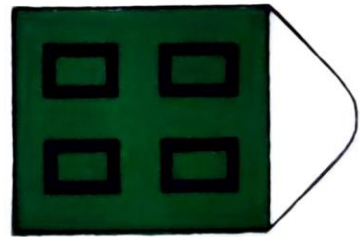
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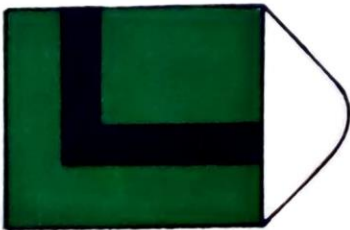
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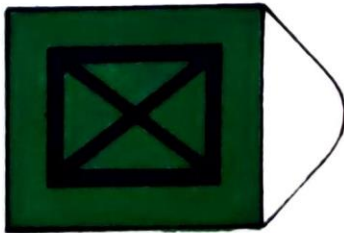
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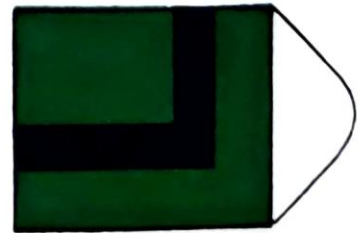
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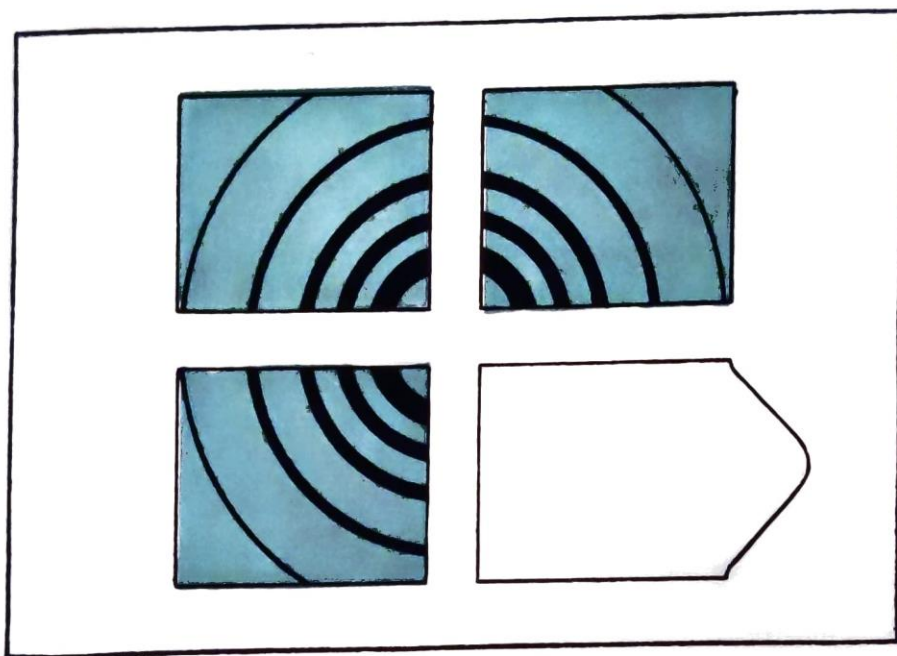
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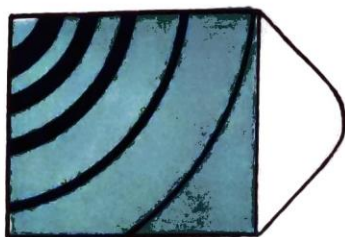
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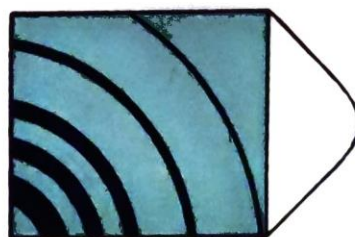
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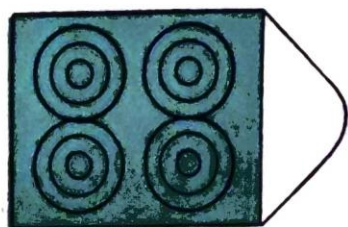
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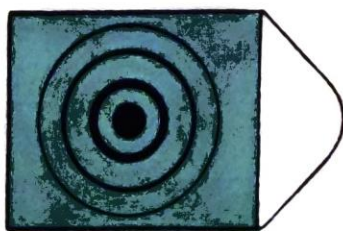
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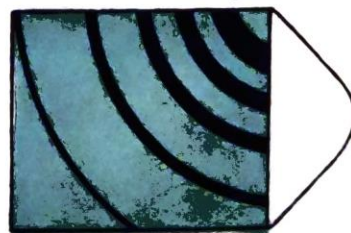
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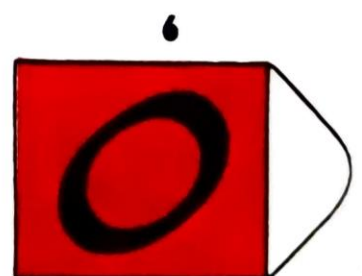
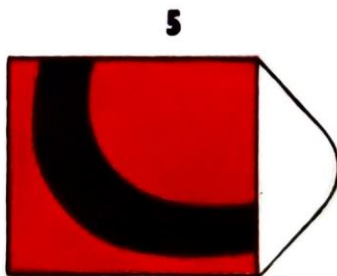
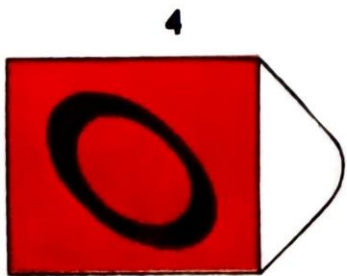
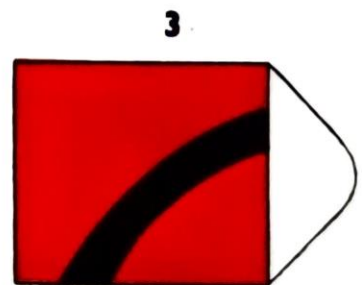
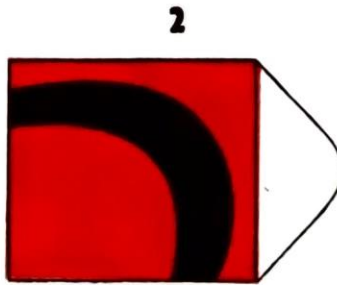
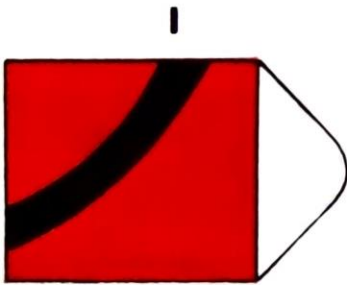
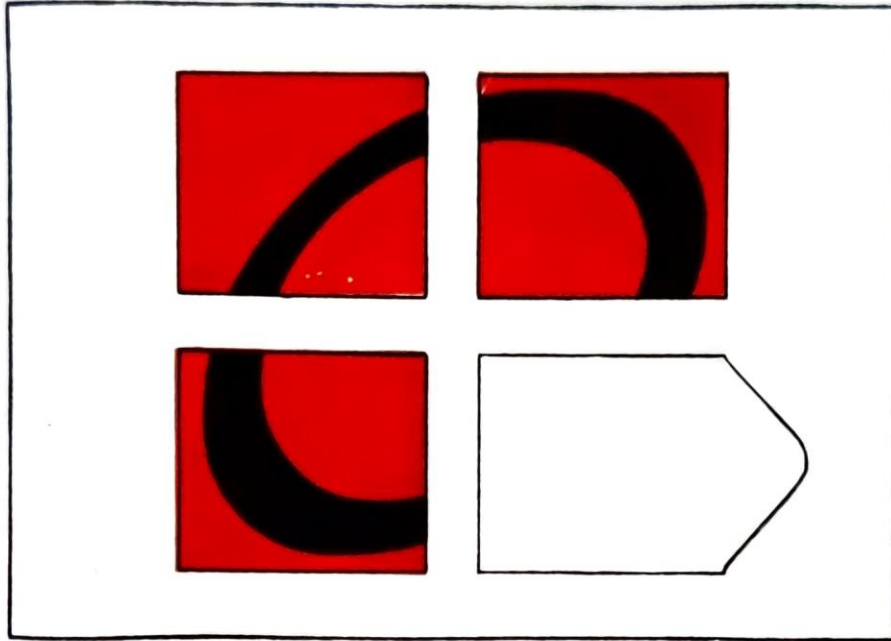
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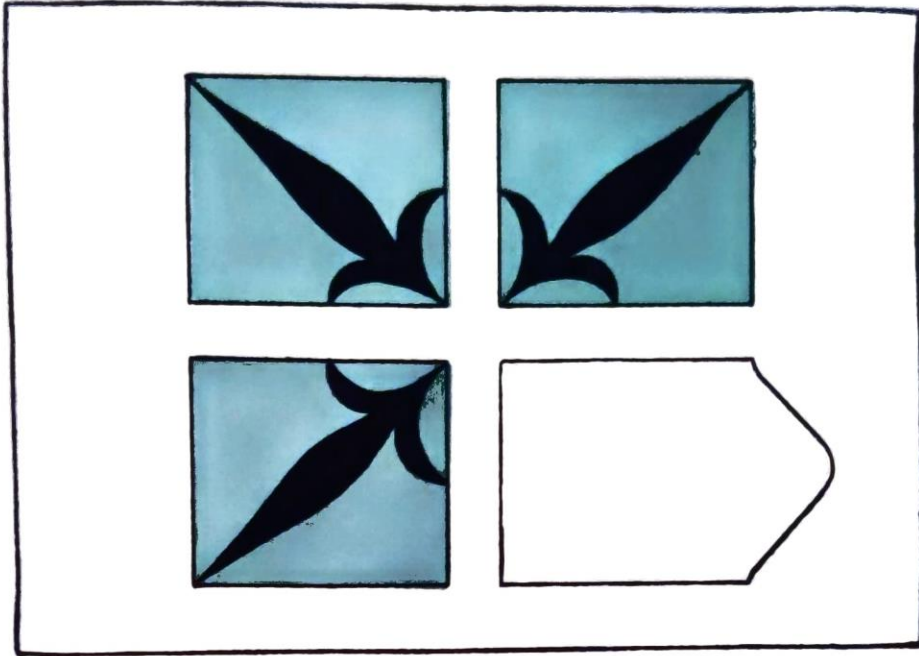
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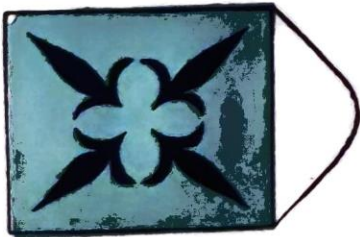
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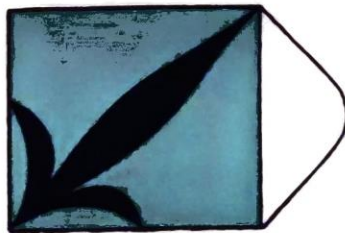
A<sub>B</sub> 7



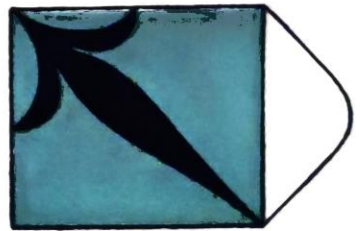
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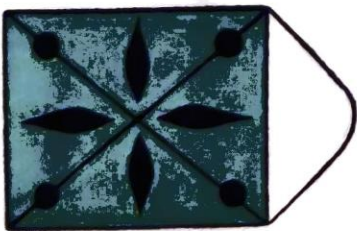
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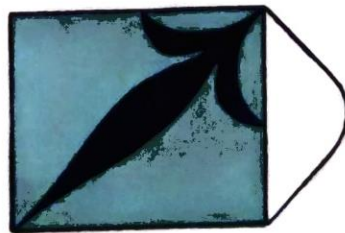
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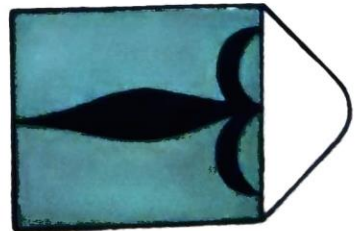
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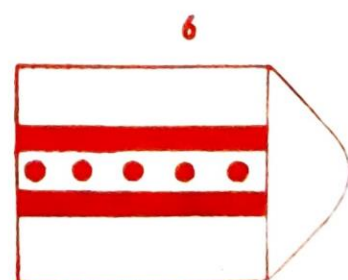
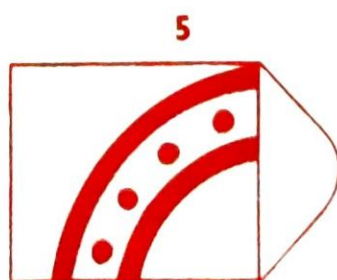
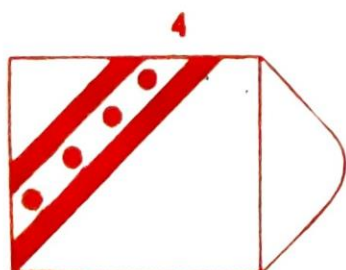
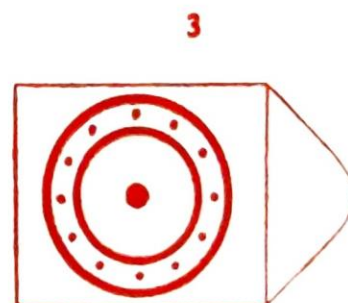
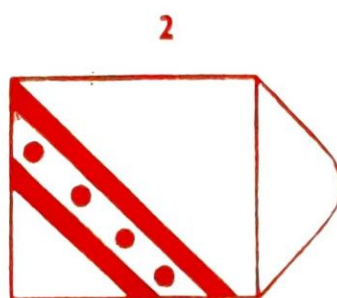
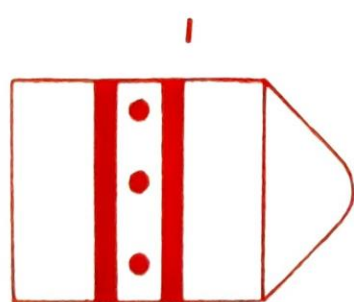
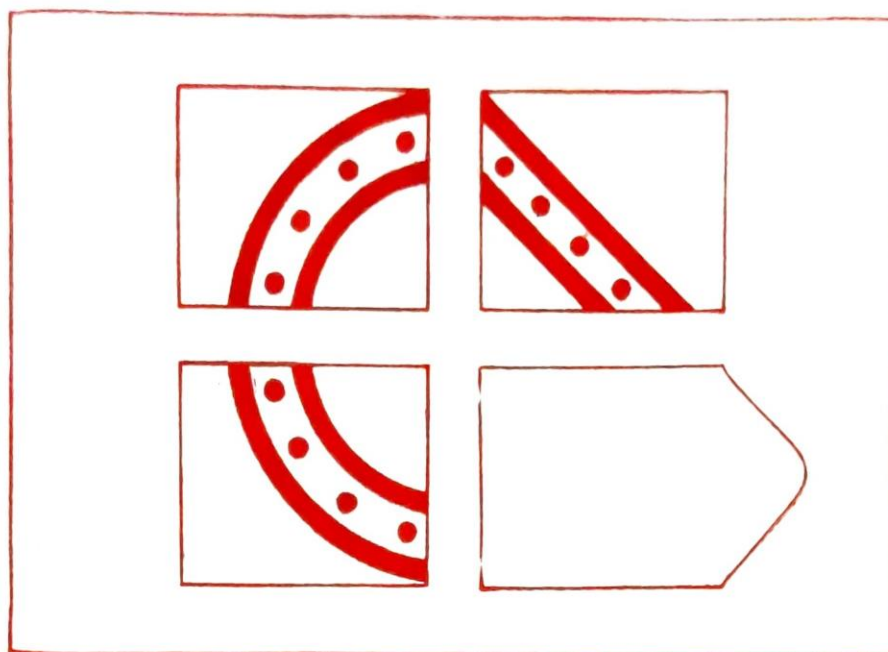


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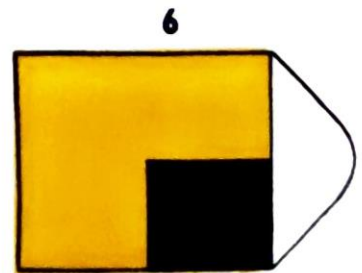
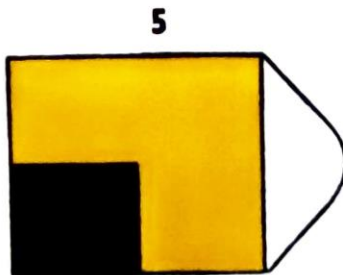
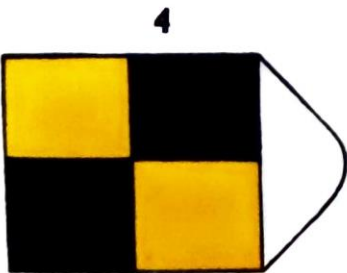
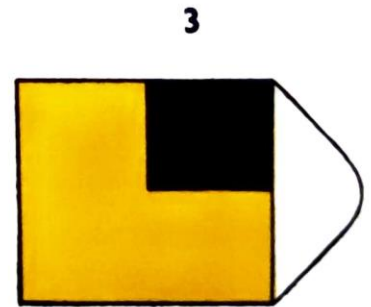
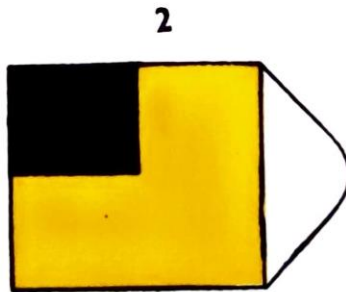
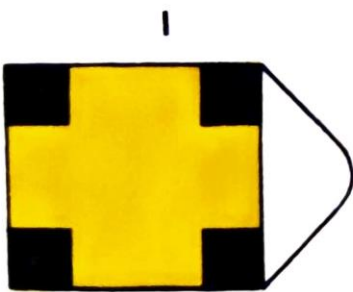
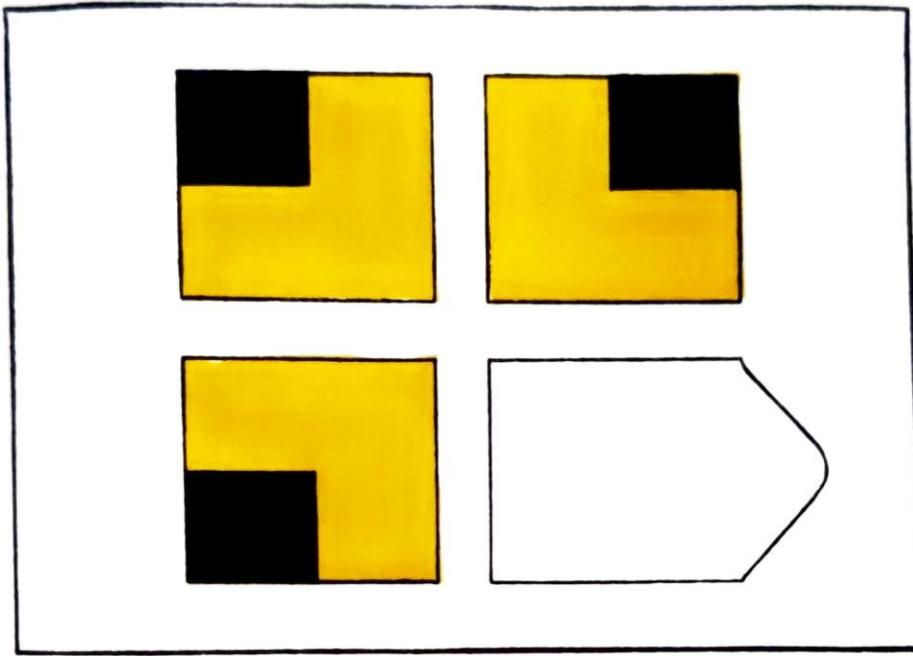


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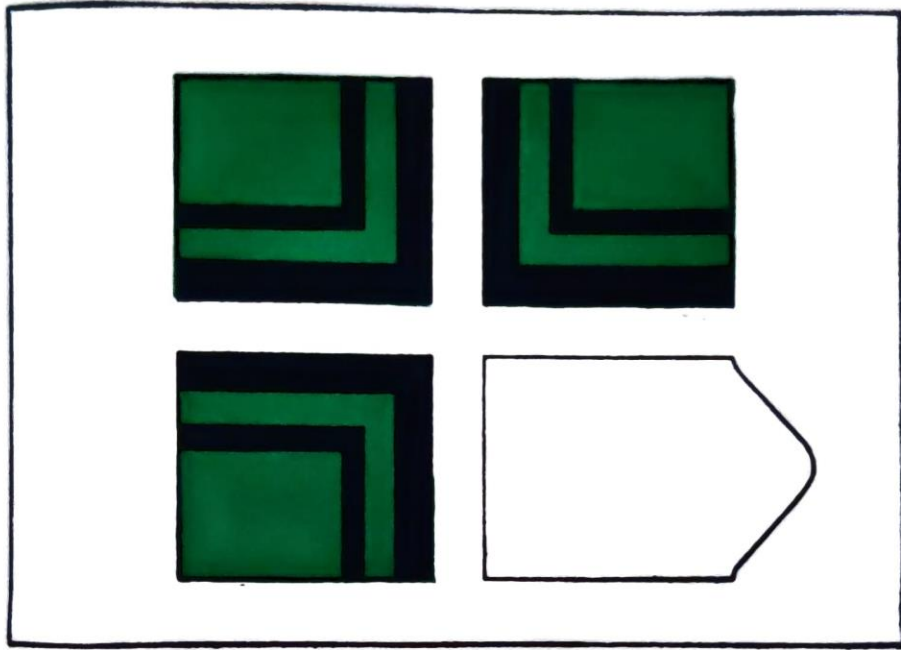




A<sub>8</sub> 9



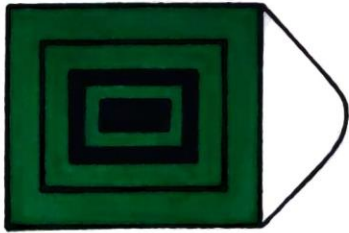
A<sub>B</sub> 10



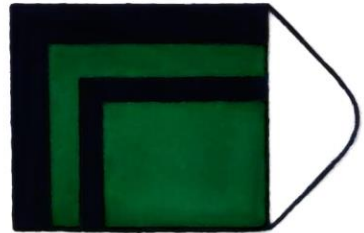
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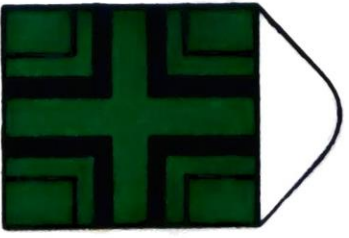
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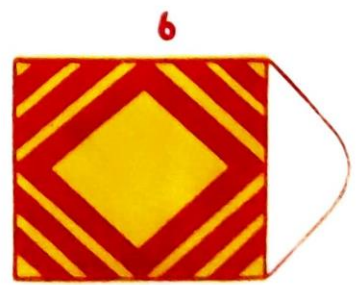
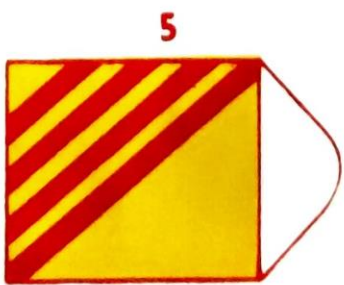
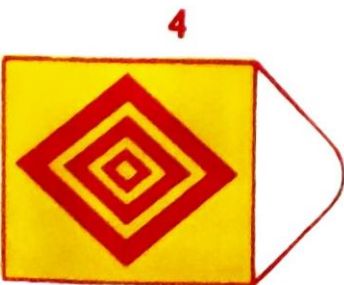
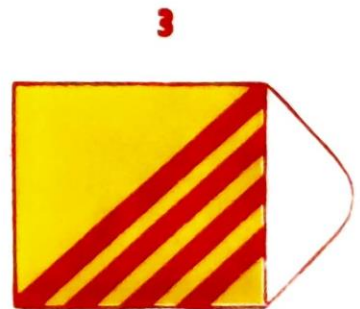
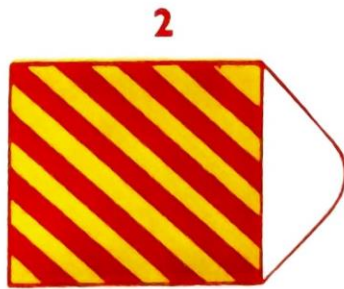
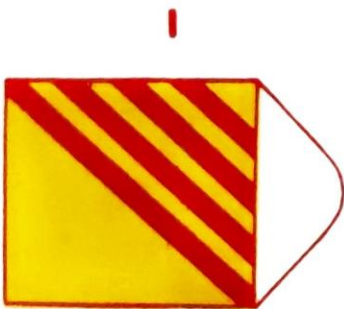
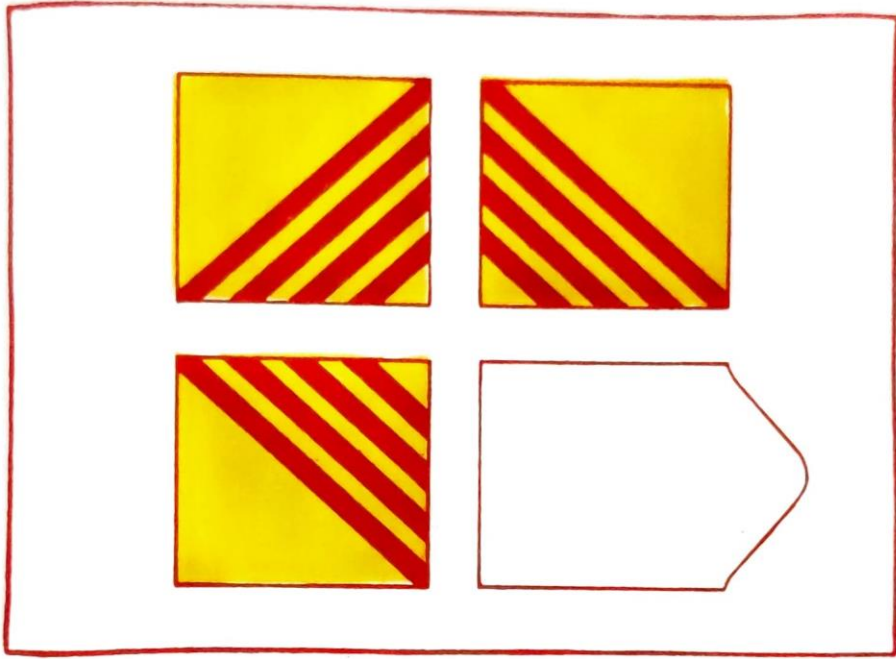
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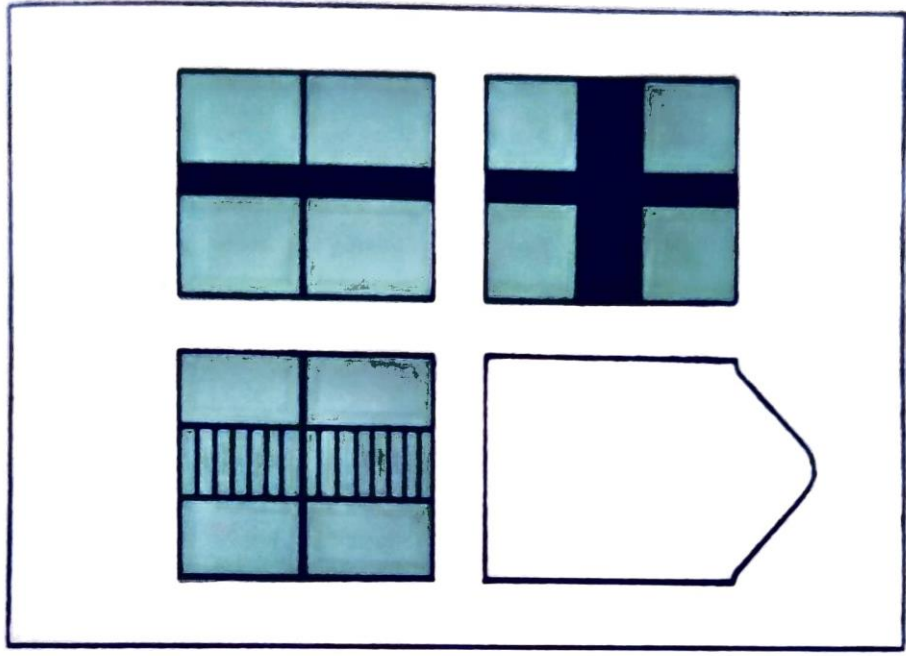
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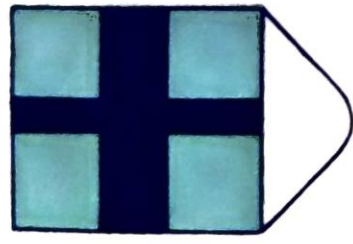
**A<sub>B</sub> II**



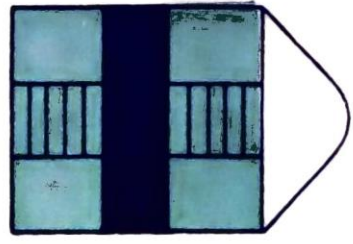
A<sub>B</sub>12



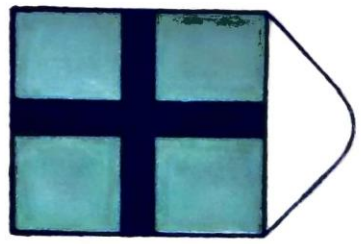
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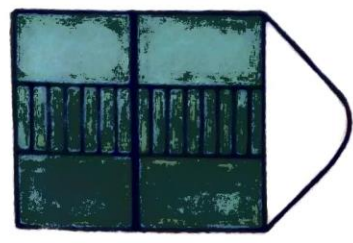
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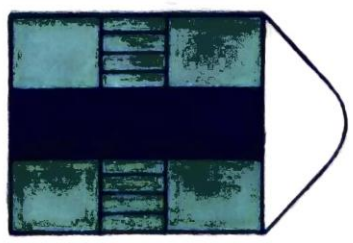
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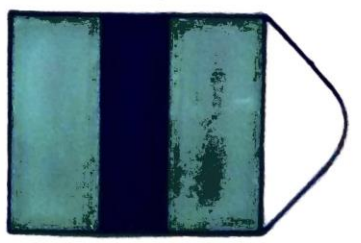
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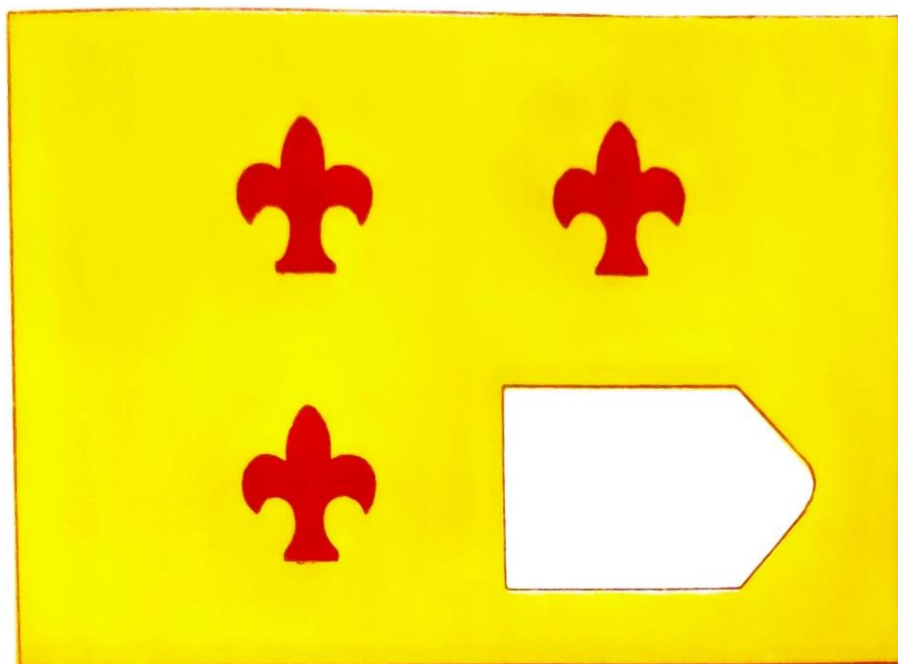


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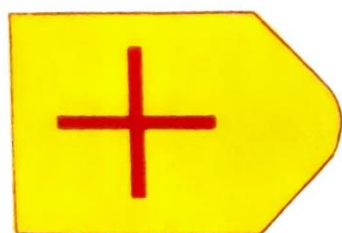


— B —

B |



1



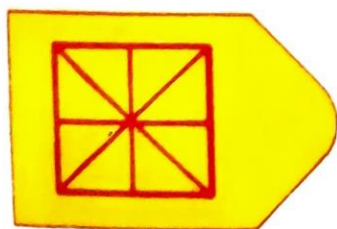
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3



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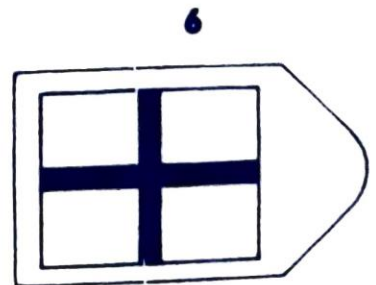
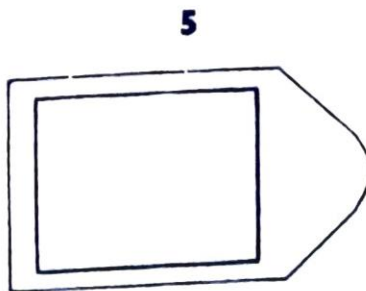
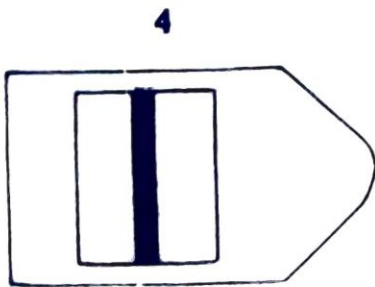
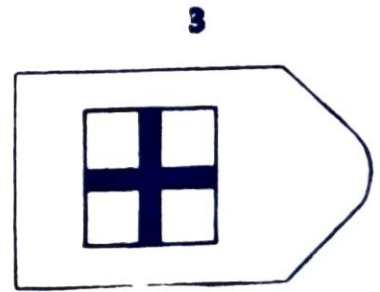
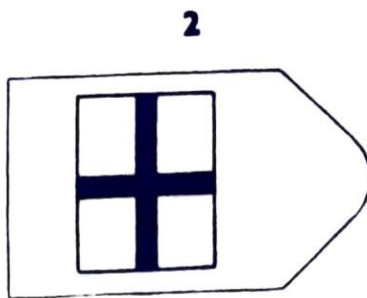
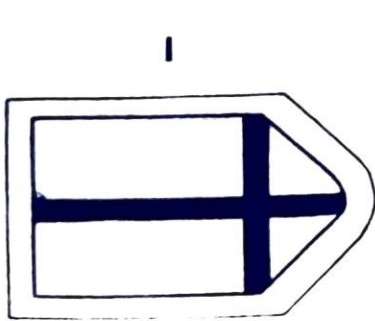
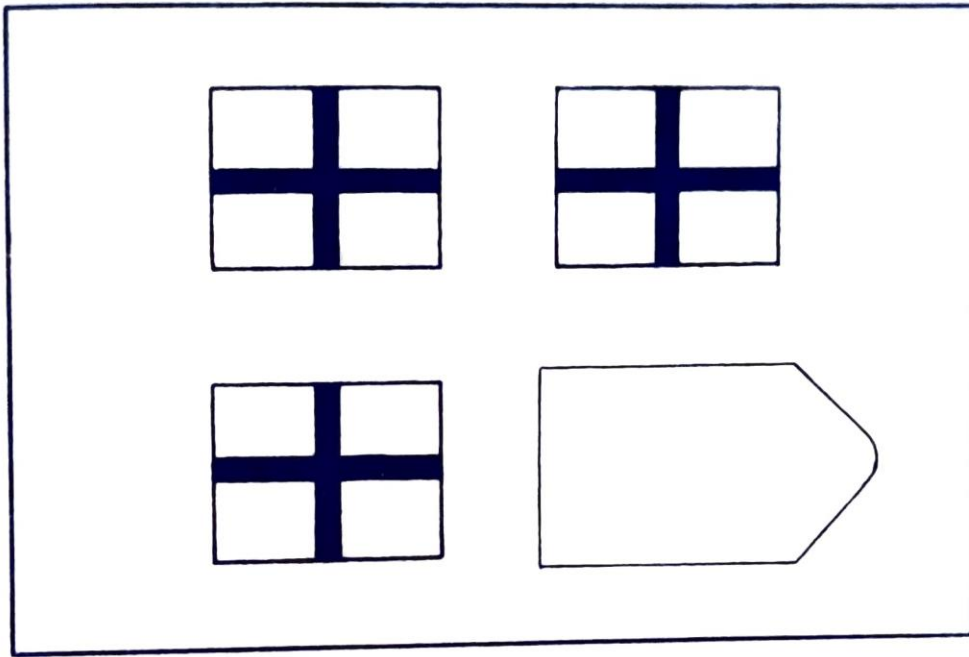
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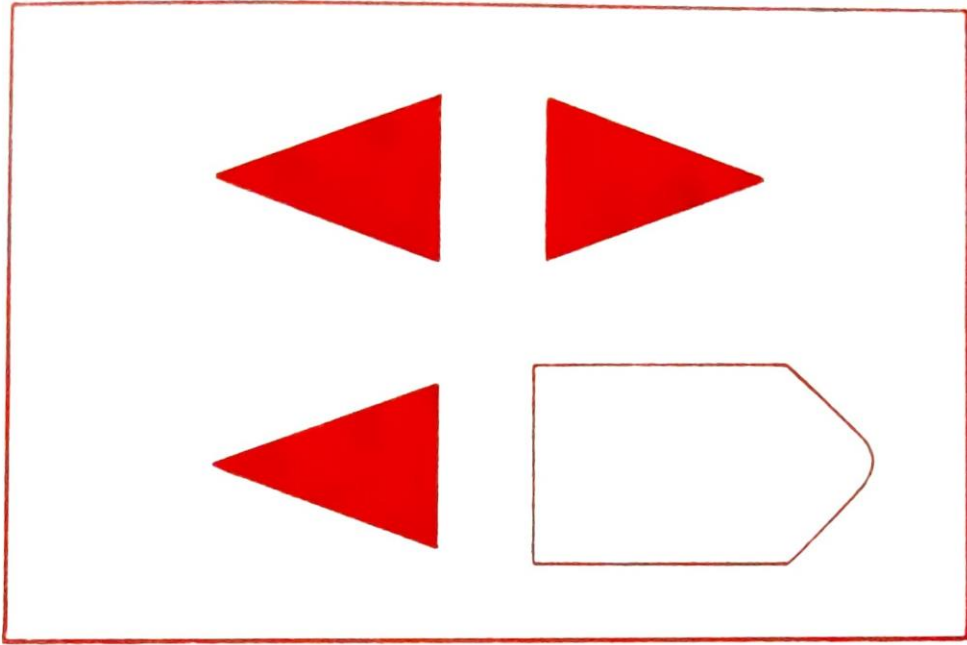
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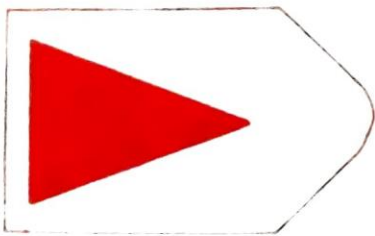
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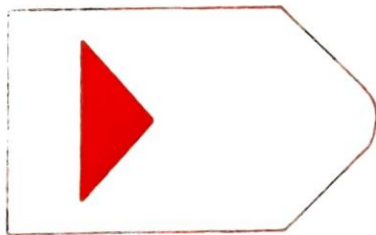
B 3



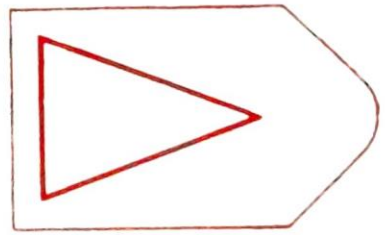
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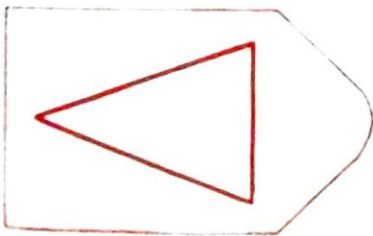
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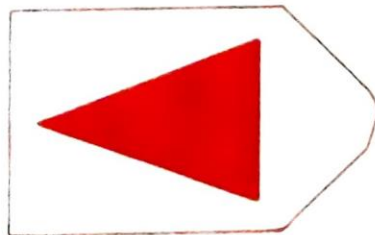
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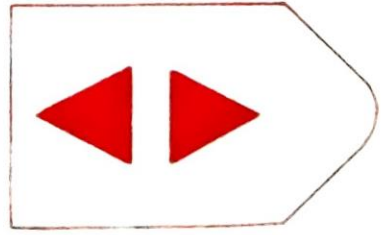
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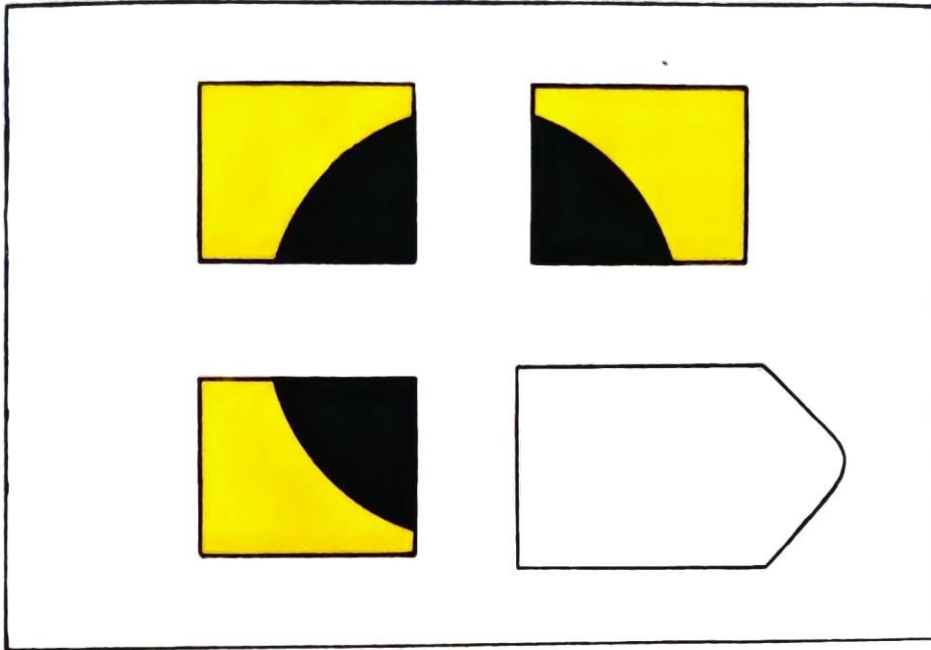
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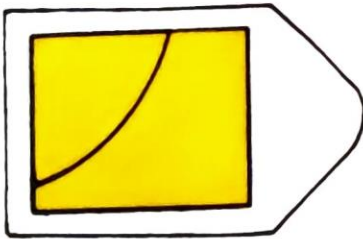
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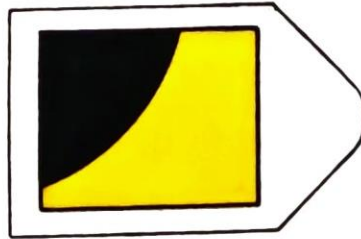
**B 4**



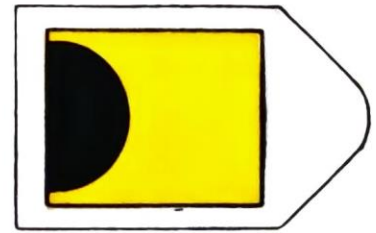
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2



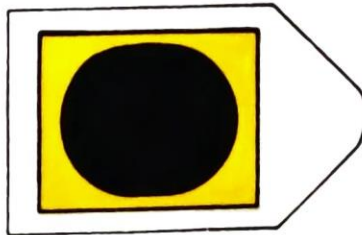
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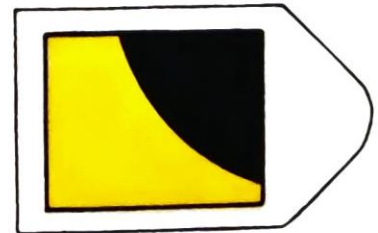
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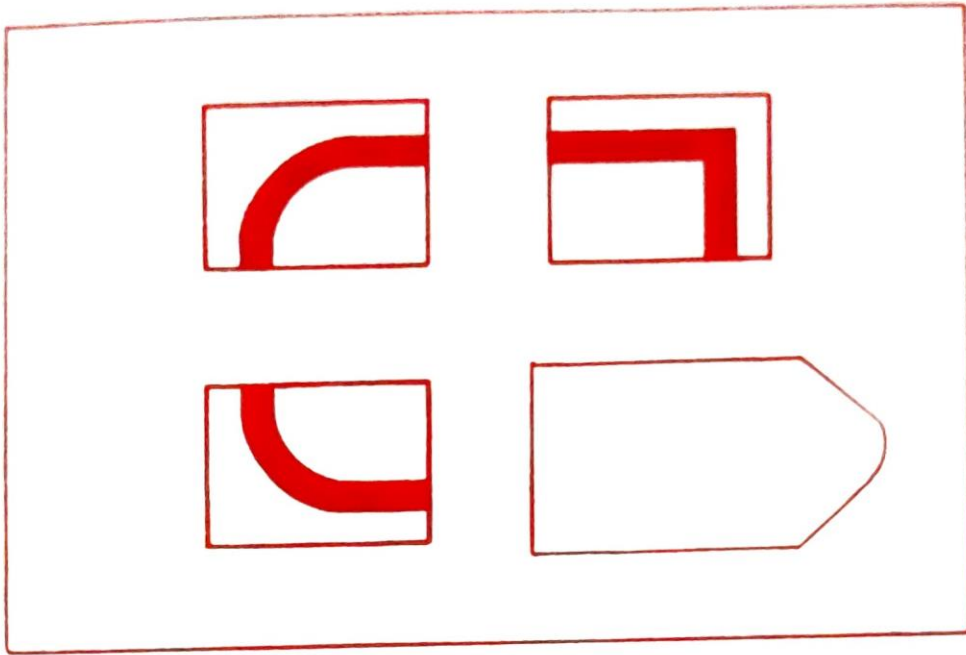
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6



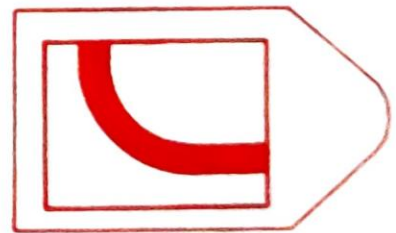
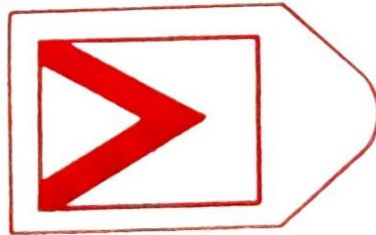
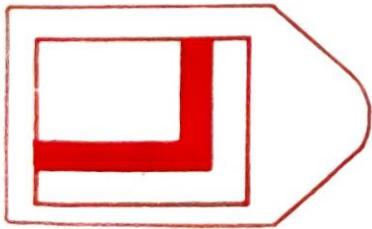
B 5



1

2

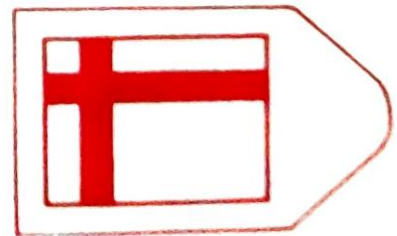
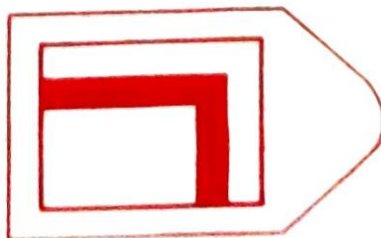
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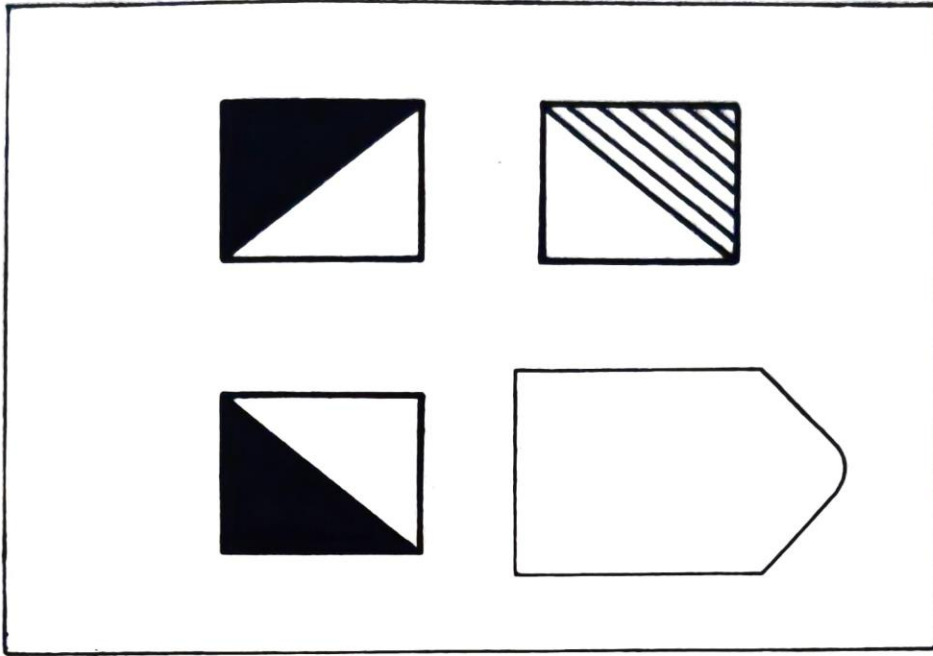
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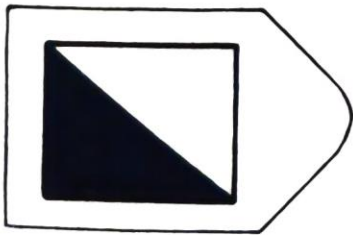
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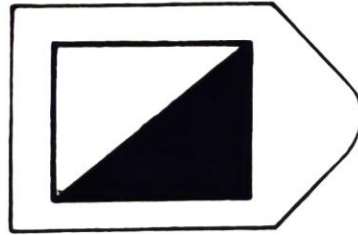
B 6



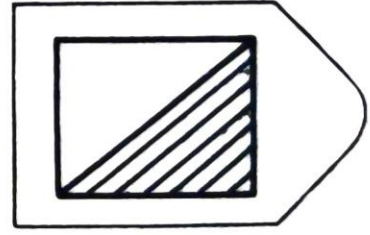
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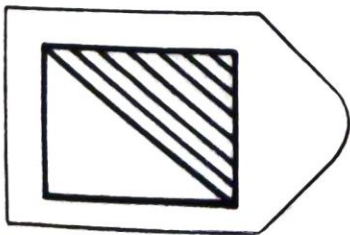
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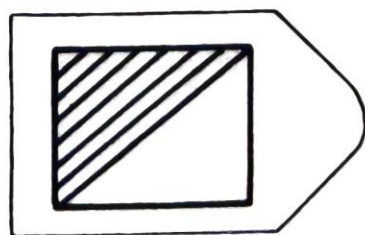
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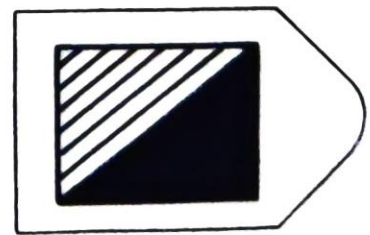
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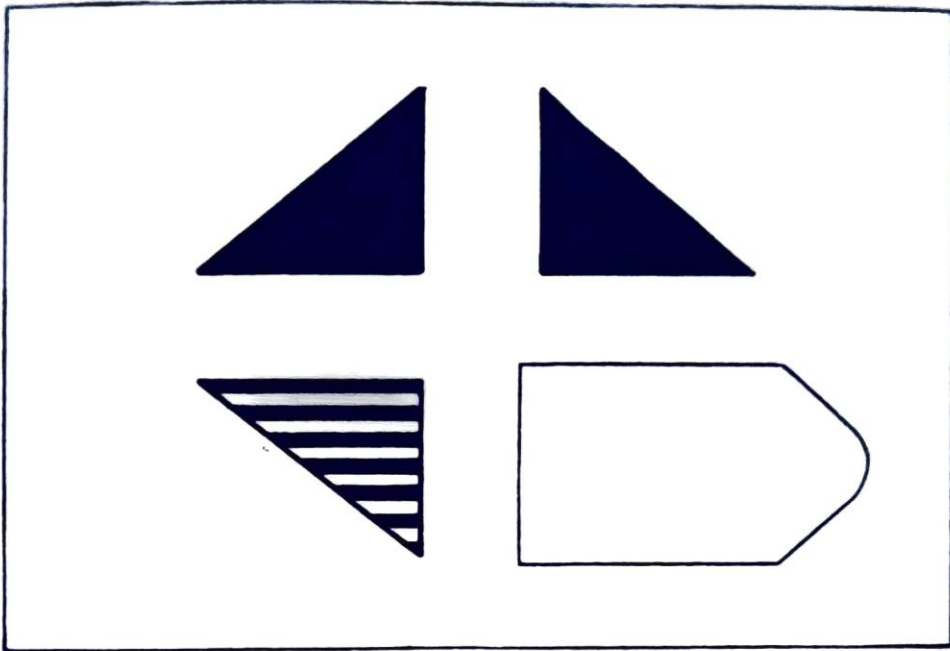
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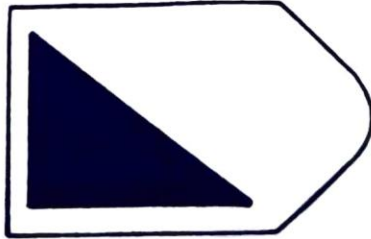
B 7



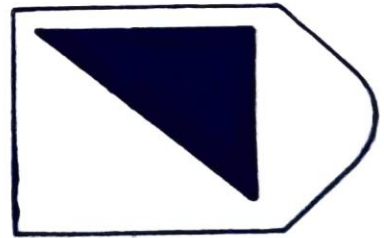
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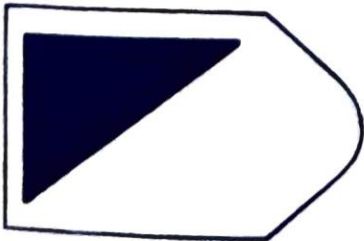
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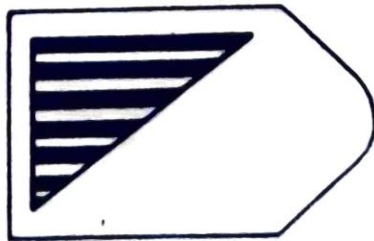
3



4



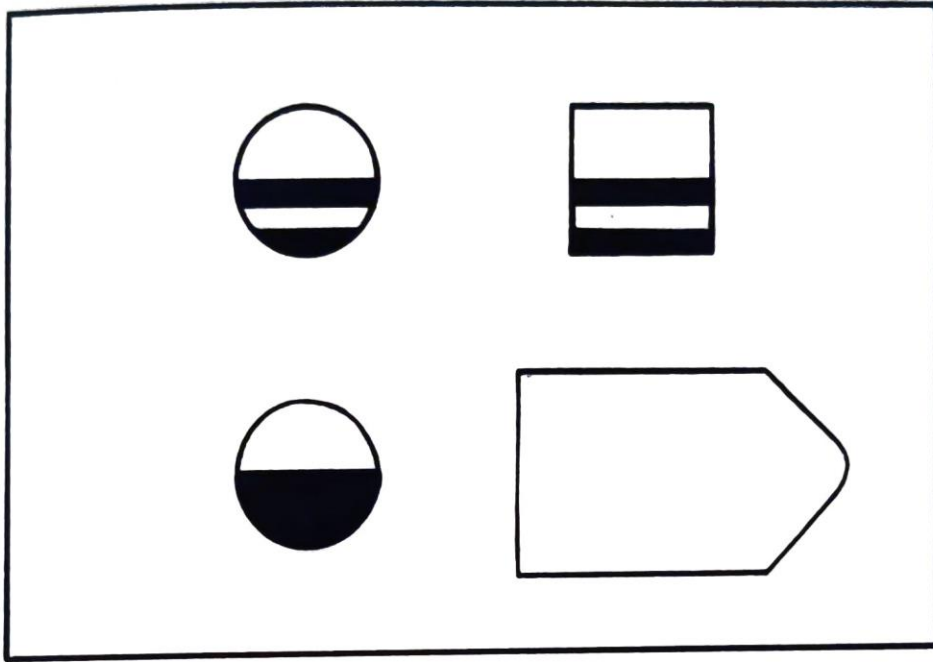
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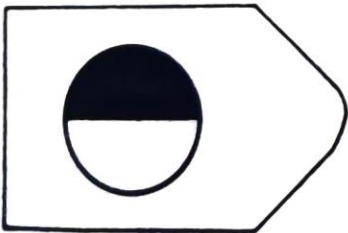
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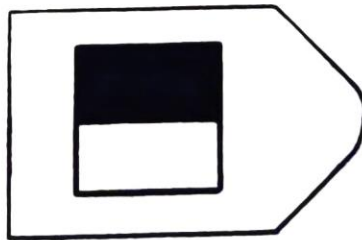
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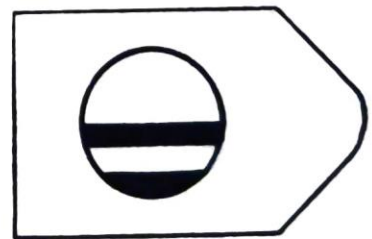
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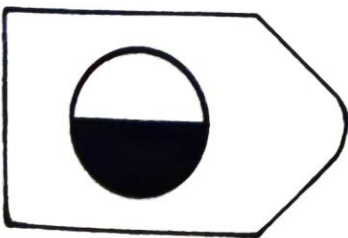
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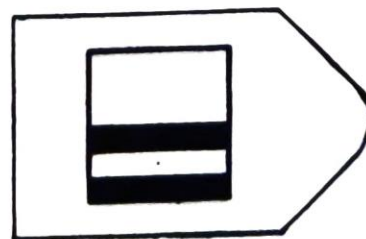
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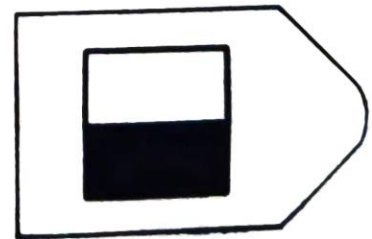
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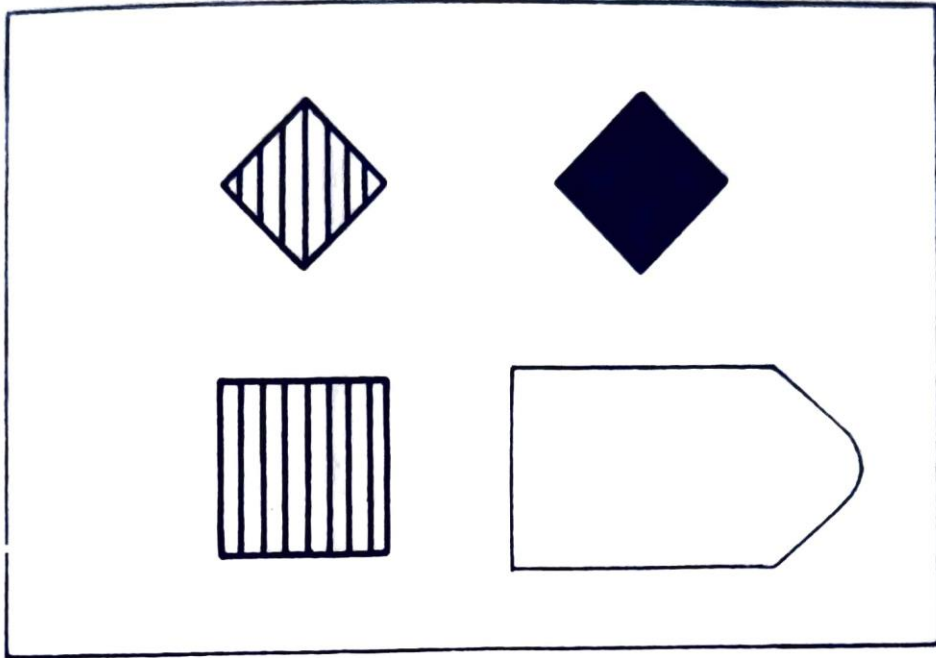
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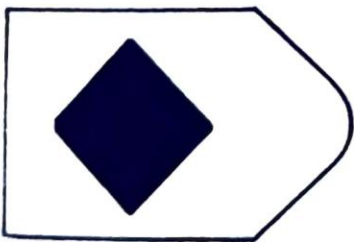
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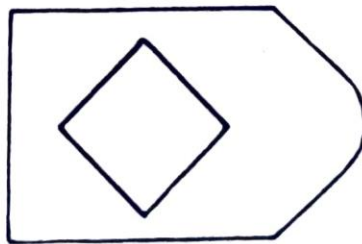
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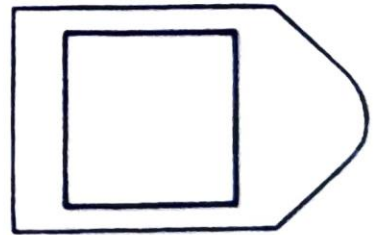
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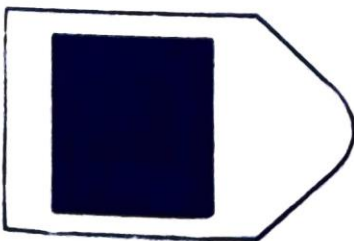
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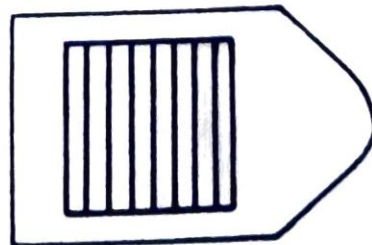
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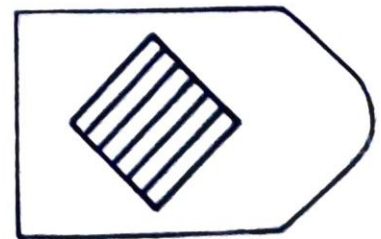
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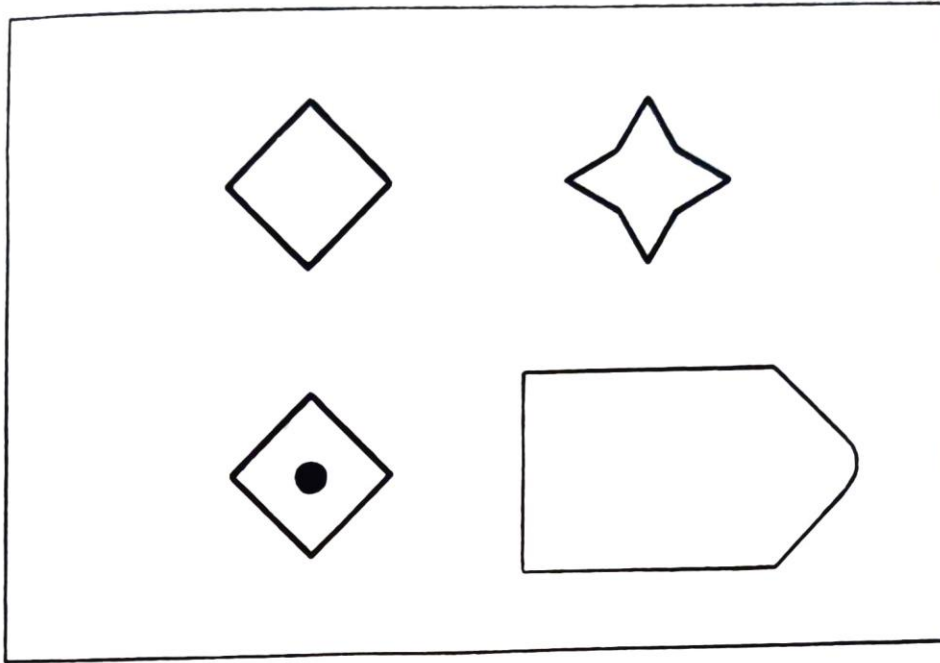
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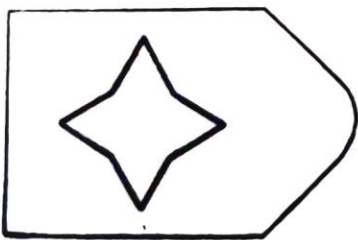
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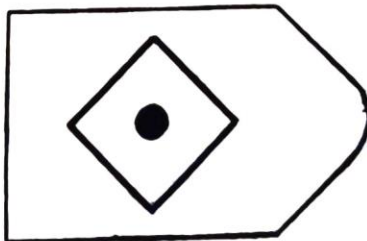
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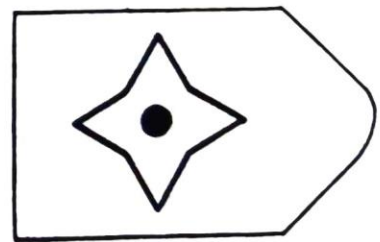
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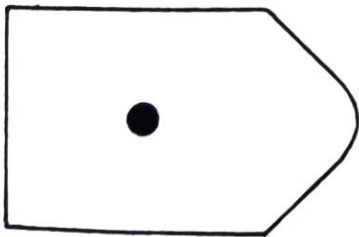
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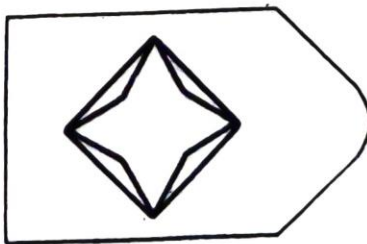
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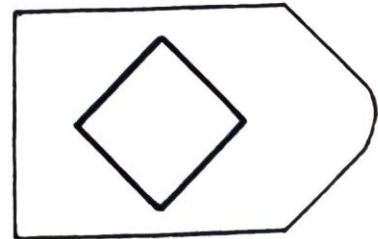
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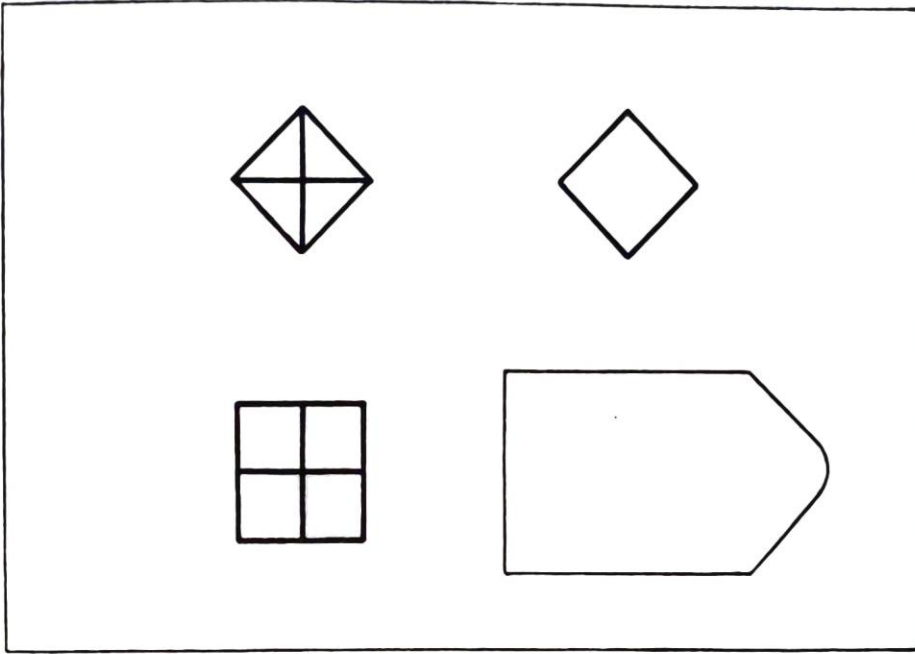
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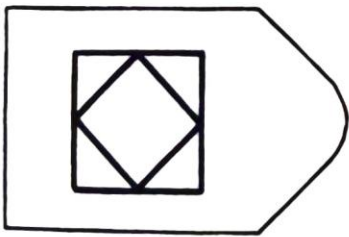
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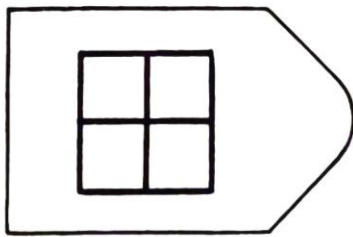
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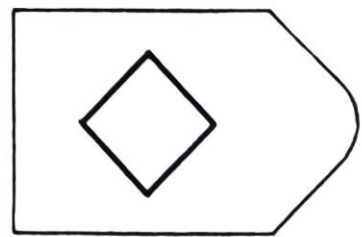
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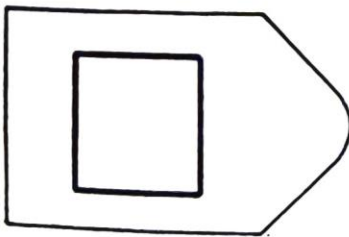
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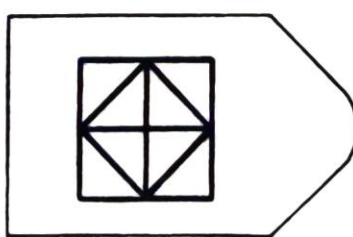
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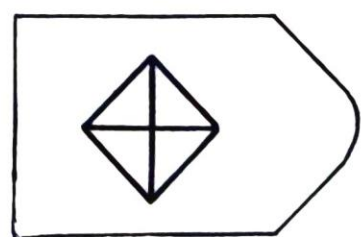
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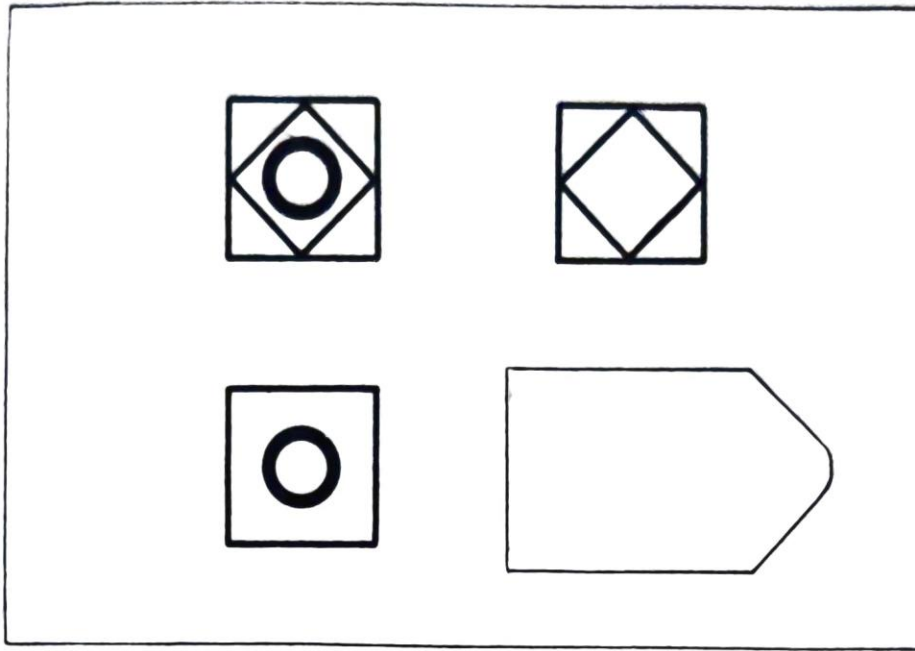
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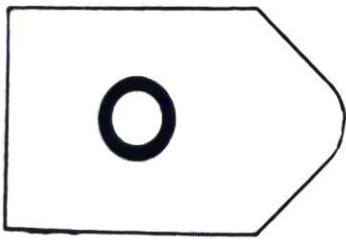
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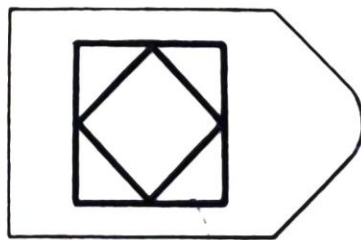
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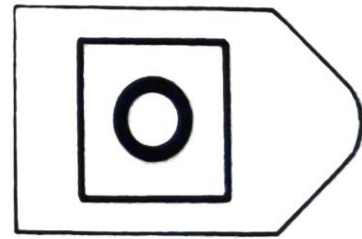
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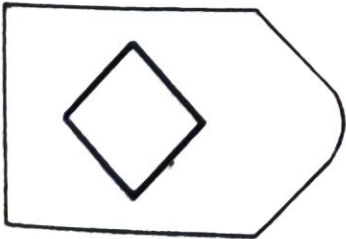
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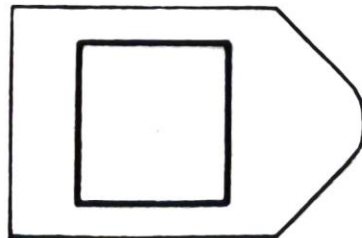
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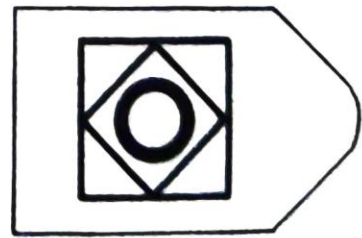
4



5



6



**ANNEXURE- IV**

**DELIS KAPLAN EXECUTIVE FUNCTION SYSTEM**

**Trial Making Test**

“There are numbers in circles on this page. Please take the pencil and draw a line from one number to the next, in order. Start at 1(point to the number), then go to 2(point), then go to 3 (point), and so on. Please try not to lift the pencil as you move from one number to the next. Work as quickly and accurately as you can”



Name \_\_\_\_\_ Age \_\_\_\_\_

ID \_\_\_\_\_ Date \_\_\_\_\_

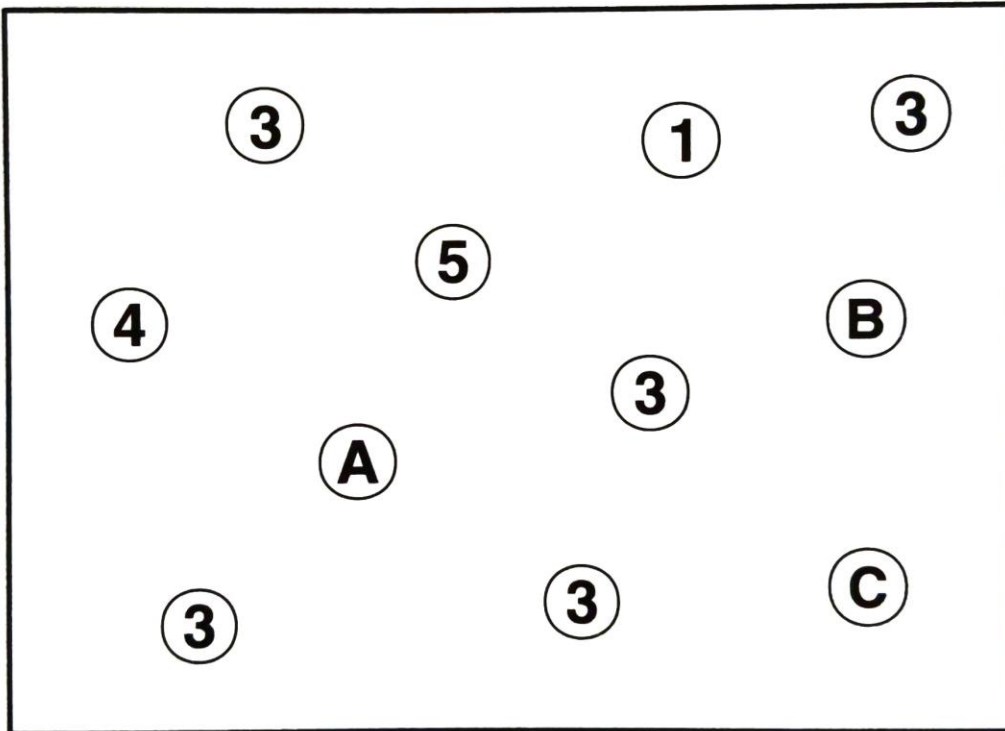
Examiner \_\_\_\_\_

Notes \_\_\_\_\_

## Trail Making Test

Condition 1  
Visual Scanning

Practice



34 35 36 37 38 39 40 ABCDE

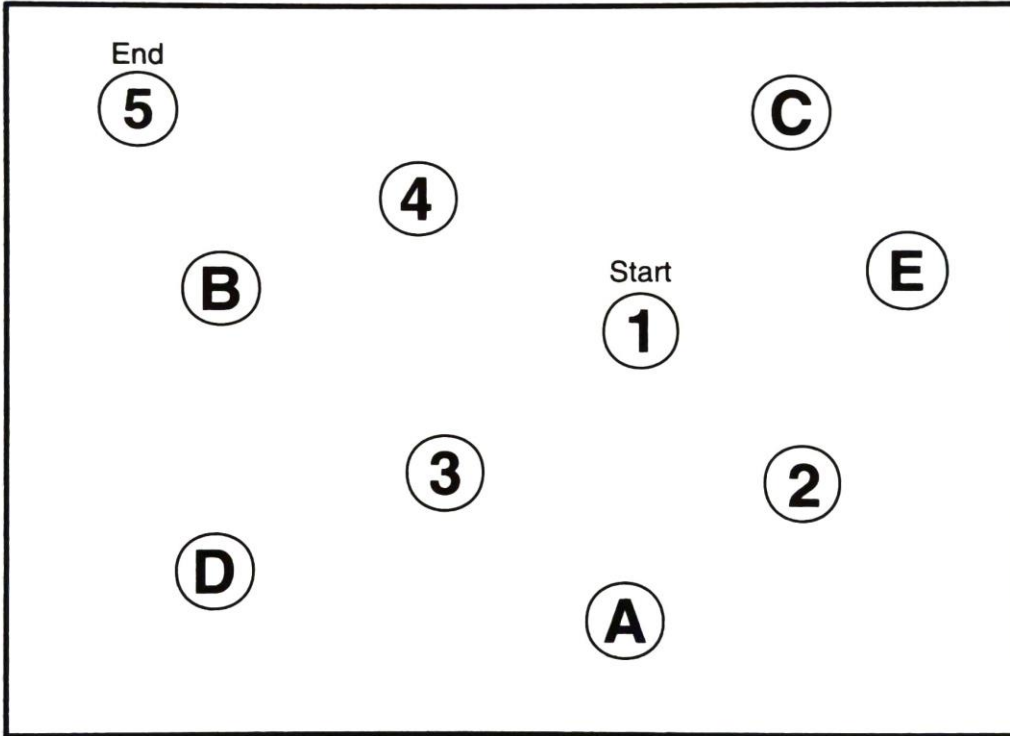


Name \_\_\_\_\_ Age \_\_\_\_\_  
 ID \_\_\_\_\_ Date \_\_\_\_\_  
 Examiner \_\_\_\_\_  
 Notes \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Trail Making Test

## Condition 2 Number Sequencing

Practice



34 35 36 37 38 39 40 ABCDE



Name \_\_\_\_\_ Age \_\_\_\_\_

ID \_\_\_\_\_ Date \_\_\_\_\_

Examiner \_\_\_\_\_

Notes \_\_\_\_\_

## Trail Making Test

### Condition 3 Letter Sequencing

Practice

A large rectangular box containing a trail making practice grid. The grid consists of 10 numbered circles (1-5) and 5 lettered circles (A-E). The starting point is labeled "Start" above circle A, and the ending point is labeled "End" above circle E. The letters are arranged in a sequence: A (center), B (bottom center), C (middle left), D (top center), E (middle right). The numbers are arranged in a sequence: 1 (bottom left), 2 (top right), 3 (bottom right), 4 (top left), 5 (bottom center).

33 34 35 36 37 38 39 40 A B C D E

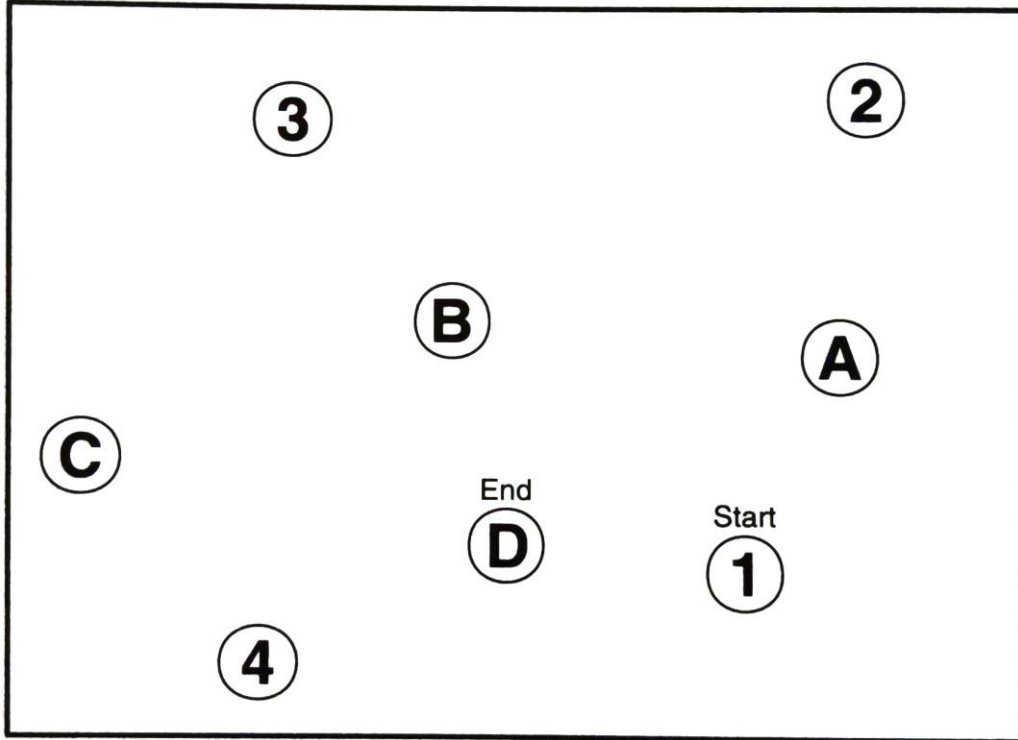


Name \_\_\_\_\_ Age \_\_\_\_\_  
ID \_\_\_\_\_ Date \_\_\_\_\_  
Examiner \_\_\_\_\_  
Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Trail Making Test

### Condition 4 Number-Letter Switching

Practice



34 35 36 37 38 39 40 A B C D E

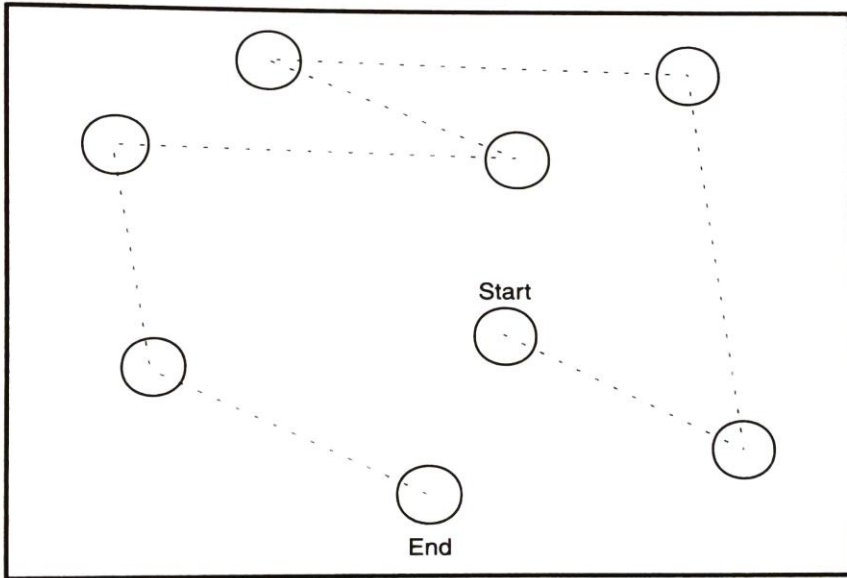


### Trail Making Test

Name \_\_\_\_\_ Age \_\_\_\_\_  
 ID \_\_\_\_\_ Date \_\_\_\_\_  
 Examiner \_\_\_\_\_  
 Notes \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Condition 5  
Motor Speed

Practice



32 33 34 35 36 37 38 39 40 A B C D E



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<b>Condition</b>	<b>Primary Measures</b>	<b>Raw Score</b>	<b>Scaled Score</b>
1	Visual Scanning		
2	Number Sequencing		
3	Letter Sequencing		
4	Number-Letter Sequencing		
5	Motor Speed		

**Verbal Fluency Test**

“You will be asked to say words beginning with a specified letter as quickly as possible, Spell words belonging to a designated semantic category, Now tell alternate words from two different semantic categories”

**Letter Fluency**

Condition I	F	A	S
First Interval (1-15) seconds			
Second Interval (16-30) seconds			
Third Interval (31-45) seconds			
Fourth Interval (46-60) seconds			
Condition II	Animals	Boy’s Name	
First Interval (1-15) seconds			
Second Interval (16-30) seconds			
Third Interval (31-45) seconds			
Fourth Interval (46-60) seconds			
Condition III	Fruits/ Furniture		
First Interval (1-15) seconds			
Second Interval (16-30) seconds			
Third Interval (31-45) seconds			
Fourth Interval (46-60) seconds			
Total Score			
Raw Score			


Condition	Primary Measures	Raw Score	Scaled Score
1	Letter Fluency		

2	Category Fluency		
3	Category Switching		
4	<b>Total Responses</b>	<b>Total Raw Score</b>	<b>Total Scaled Score</b>

### Design Fluency Test

The participant will be asked to draw three consecutive incorrect designs, there is no right or wrong responses, start doing. Stop watch will be used to calculate the intervals

Condition-1



**Design Fluency Test**

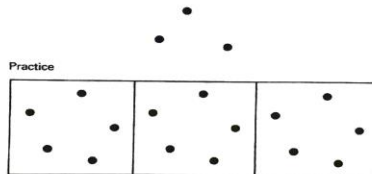
Name \_\_\_\_\_ Age \_\_\_\_\_

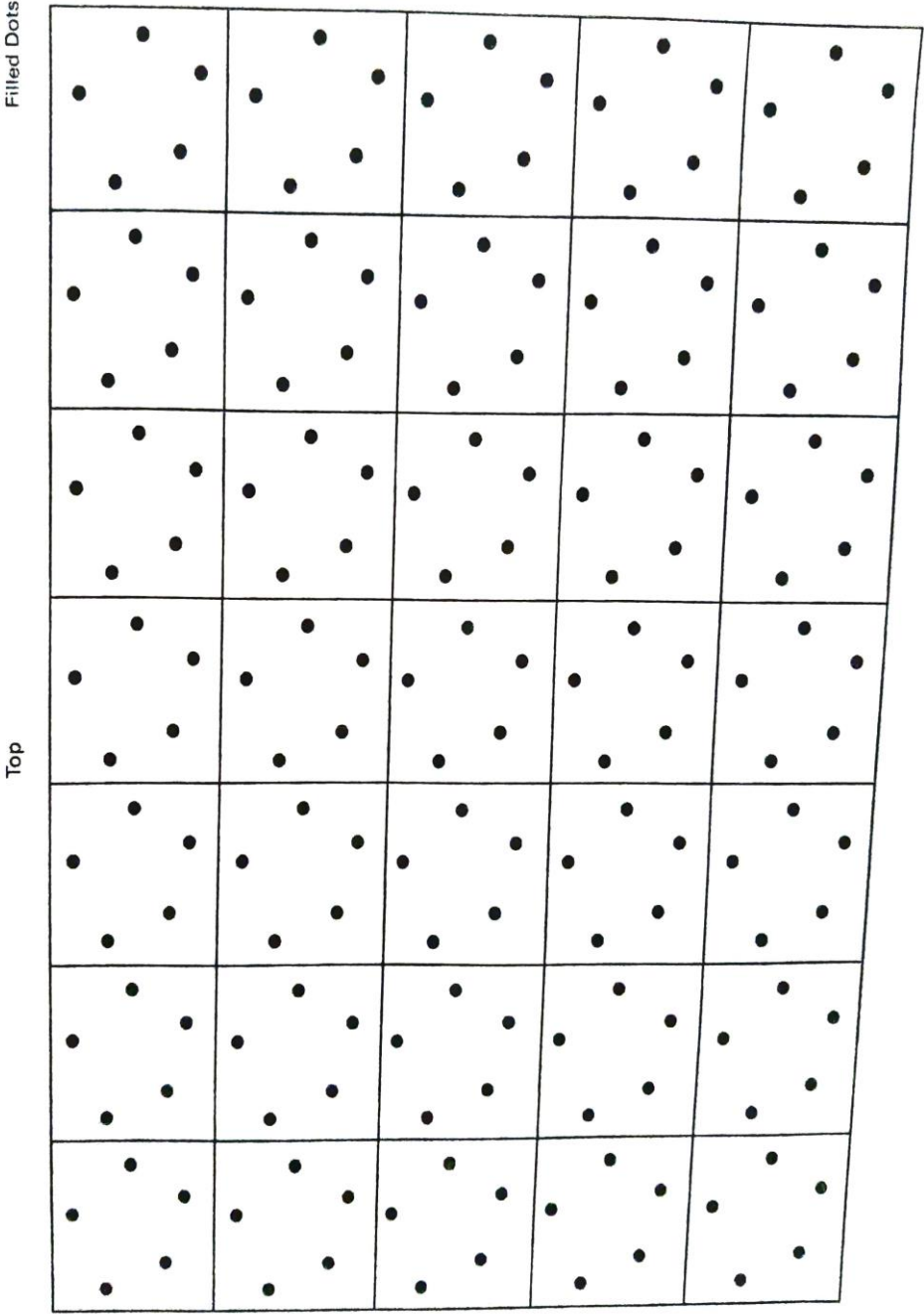
ID \_\_\_\_\_ Date \_\_\_\_\_

Examiner \_\_\_\_\_

Notes \_\_\_\_\_

**Condition 1**  
**Filled Dots**

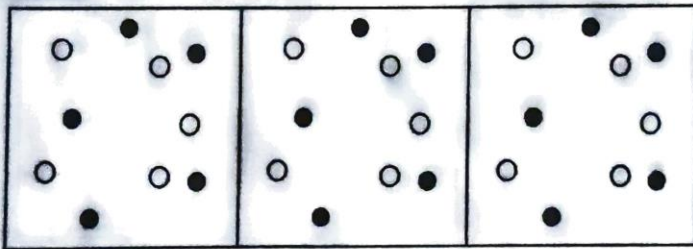




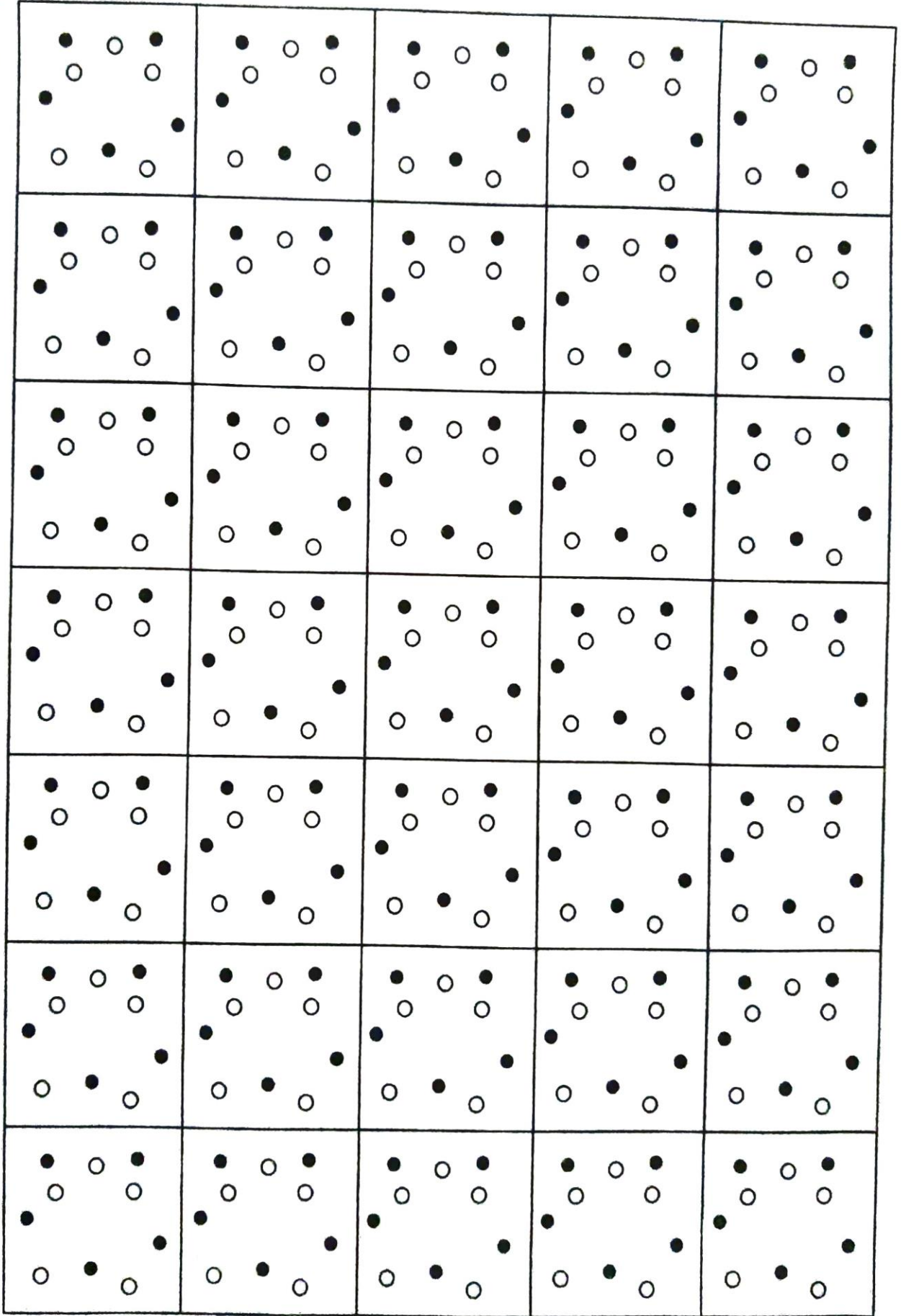
Condition-2

Condition 2  
Empty Dots Only

Practice



Empty Dots Only

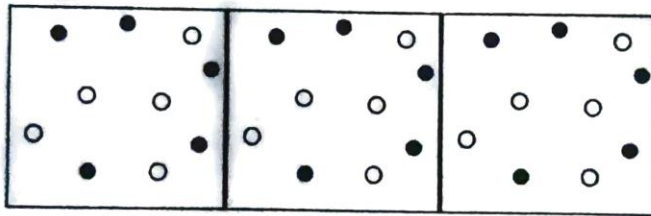


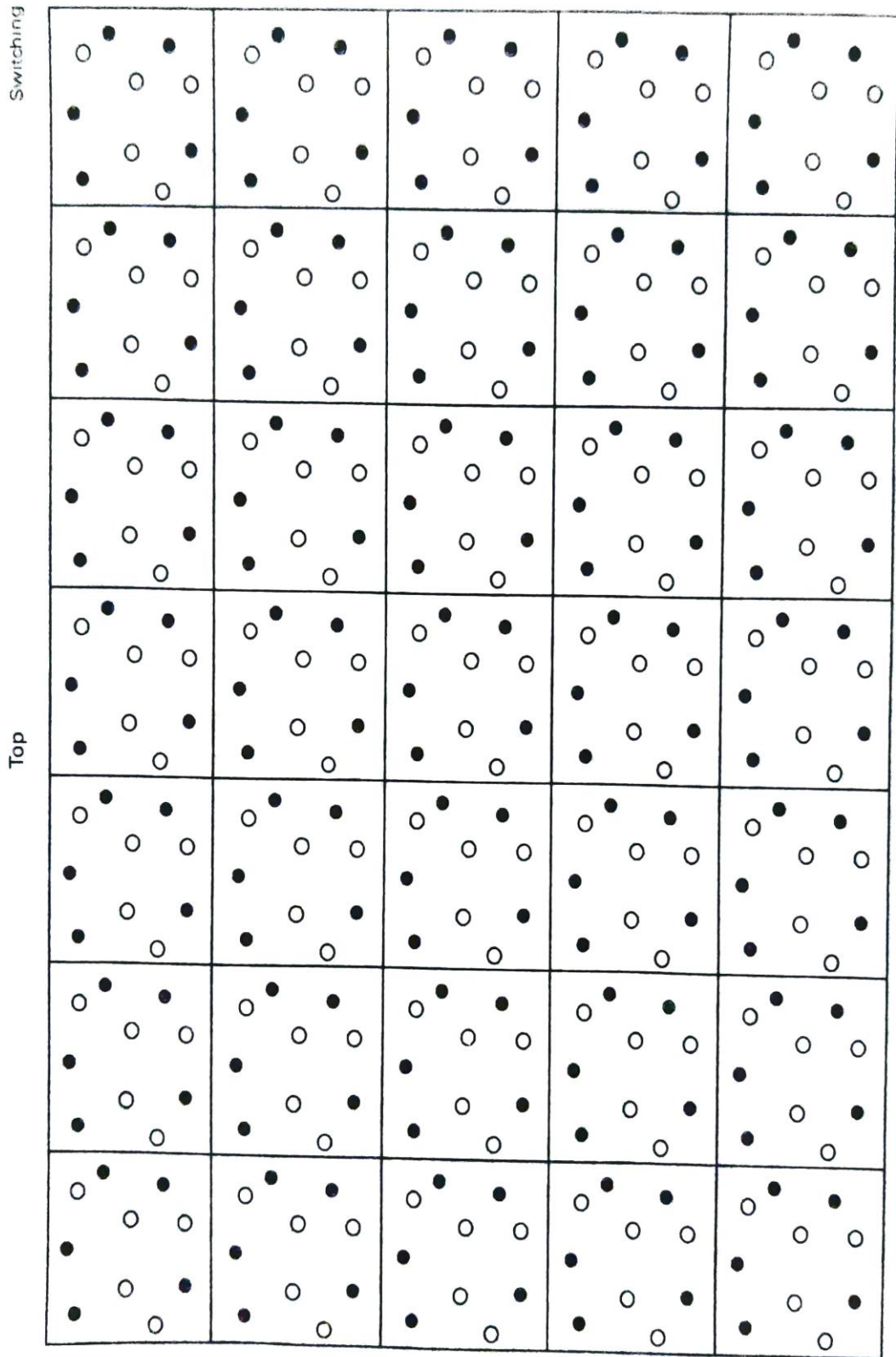
Top

Condition-3

Condition 3  
Switching

Practice





<b>Condition</b>	<b>Primary Measures</b>	<b>Raw Score</b>	<b>Scaled Score</b>
1	Filled Dots		
2	Empty Dots Only		
3	Switching		
4	<b>Design Fluency Total Responses</b>	<b>Total Raw Score</b>	<b>Total Scaled Score</b>

**Colour Word Interference Test**

Place the stimulus booklet flat on the table in a horizontal position directly in front of the examinee, so that the two practice lines are positioned at the top of the page. The participant is asked to read the names of the Colour in the given time. There is no right or wrong answers. Read it as quickly as possible.

Condition 1: **Colour Naming**

<b>Green</b>	<b>Red</b>	<b>Blue</b>	<b>Green</b>	<b>Blue</b>	<b>Red</b>	<b>Blue</b>	<b>Green</b>	<b>Red</b>		
<b>Red</b>	<b>Green</b>	<b>Blue</b>	<b>Blue</b>	<b>Red</b>	<b>Green</b>	<b>Green</b>	<b>Blue</b>	<b>Red</b>	<b>Blue</b>	<b>Green</b>

<b>Uncorrected Errors</b>	<b>Self Corrected Errors</b>	<b>Total Time</b>
---------------------------	------------------------------	-------------------

Condition 2: **Inhibition**

Place the stimulus booklet flat on the table in a horizontal position directly in front of the examinee, with the words of words printed in ink colours facing the examinee. Name the colour of the ink and do not read the words, but if a word is inside a little box, you should read the word and not name the ink colour. The participant is asked to read the names of the Colour in the given time. There is no right or wrong answers. Read it as quickly as possible.

Uncorrected Errors	Self Corrected Errors	Total Time
--------------------	-----------------------	------------

<b>Green(r)</b>	<b>Blue(g)</b>	<b>Green(r)</b>	<b>Red(b)</b>	<b>Blue(g)</b>	<b>Red(b)</b>	<b>Green(r)</b>	<b>Red(b)</b>
<b>Green(r)</b>	<b>Red(b)</b>	<b>Blue(g)</b>	<b>Red(b)</b>	<b>Green(r)</b>	<b>Red(b)</b>	<b>Blue(g)</b>	

Condition 3: **Inhibition/ Switching**

Place the stimulus booklet flat on the table in a horizontal position directly in front of the examinee, with the words of words printed in ink colours facing the examinee. Name the colour of the ink and do not read the words, but if a word is inside a little box, you should read the word and not name the ink colour. The participant is asked to read the names of the Colour in the given time. There is no right or wrong answers. Read it as quickly as possible.

Uncorrected Errors	Self Corrected Errors	Total Time
--------------------	-----------------------	------------

Green(r)	Blue(g)	Green(r)	Red(b)	Blue(g)	Red(b)	Green(r)	Red(b)
Red (r)	Red(b)	Blue(g)	Red(b)	Green(r)	Red(b)	Blue(g)	
Green(r) )	Blue(g)	(b)	Blue(g)	Blue(g)	Green(r)	Blue(g)	
Green(r)	Red(b)	Blue(g)	Green(r)	Green(r)	Red(b)	Blue(g)	

**Word Context Text**

It measures Verbal Modality, Deductive Reasoning, Integration of Multiple bits of information, hypothesis testing and flexibility of thinking.

<b>1. EAT</b>			<b>6. FILL</b>		
Examinee's Response	Correct Response		Examinee's Response	Correct Response	
1	Yes	No	1	Yes	No
2			2		
3			3		
4			4		
5			5		
<b>2. DANCE</b>			<b>7. MOTOR, ENGINE</b>		
Examinee's Response	Correct Response		Examinee's Response	Correct Response	
1	Yes	No	1	Yes	No
2			2		
3			3		
4			4		
5			5		
<b>3.VOICE</b>			<b>8. TOOTH,TEETH</b>		
Examinee's Response	Correct Response		Examinee's Response	Correct Response	
1	Yes	No	1	Yes	No
2			2		
3			3		
4			4		
5			5		
<b>4.HORSE</b>			<b>9. WORD</b>		
Examinee's Response	Correct Response		Examinee's Response	Correct Response	
1	Yes	No	1	Yes	No
2			2		
3			3		
4			4		
5			5		
<b>5.MAKE</b>			<b>10. CURTAIN</b>		
Examinee's Response	Correct Response		Examinee's Response	Correct Response	
1	Yes	No	1	Yes	No
2			2		
3			3		
4			4		
5			5		
<b>Total Correct Response</b>			<b>Raw Score</b>	<b>Scaled Score</b>	

ANNEXURE-V

Institutional Human Ethics Committee

INSTITUTIONAL HUMAN ETHICS COMMITTEE



*Avinashilingam*

Institute for Home Science and Higher Education for Women

*University*

(Estd. u/s 3 of UGC Act 1956)

**Chairman**

Dr. S. Ramalingam  
Principal, PSG Institute  
of Medical Sciences  
& Research, Coimbatore

**Member Secretary**

Dr.S.Uma Mageshwari  
Professor,  
Dean Student Affairs,  
Department of Food Service  
Management & Dietetics

**Members**

Dr.P.R.Padma  
Mr. K.Arulmoli (Legal Expert)  
Dr. N.S. Rohini  
Dr.Subhashini K. Sripathi  
Dr.A. Saraswathy  
Ms.D.Kavitha  
Dr.S. Muthulakshmi  
Dr.G.Victoria Naomi  
Dr. Judith Justin  
Dr.AnithaSubash

10<sup>th</sup>September 2018

To  
Ms. S. Yogeswarie,  
Department of Psychology  
Avinashilingam Institute for Home Science and  
Higher Education for Women  
Coimbatore – 641 043

Dear S. Yogeswarie,

Ref: Your presentation of the proposal No. IHEC/17-18/PSY/15  
entitled "Enhancement of Cognitive Abilities among  
Learning Disabled Children"-Full House Presentation on 13<sup>th</sup>  
August 2018

The approval for the above study has been kept pending due to the  
following reasons / suggestions of the Institutional Human Ethical  
Committee:

1. Borderline disabilities are to be considered for  
research.

We request you to kindly make the revisions in the proposal /  
work plan and submit the same (one hard copy and one soft copy) to  
the IHEC, at the earliest, so that the proposal may be approved.

Regards,

*S. Uma Mageshwari*  
Dr.S.Uma Mageshwari  
Member Secretary



**ANNEXURE VI**  
**PLAGIARISM CHECK REPORT**




**Avinashilingam Institute for Home Science and Higher Education for Women**  
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3 of UGC Act 1956)  
Re-accredited with 'A+' Grade by NAAC. Recognised by UGC Under Section 12 B  
Coimbatore - 641 043., Tamil Nadu, India

**PLAGIARISM CHECK REPORT (THESES)**

1.	Name of the Research Scholar	S. Yogeswarie
2.	Roll No. and Year of Registration	17PHCPP003, 2017
3.	Department	Psychology
4.	Name of the Research Guide	Dr. S. Gayathridevi
5.	Title of the Thesis / Dissertation	Enhancement of Cognitive abilities among Learning Disabled
6.	Similarity Content (%) Identified	<b>8 %</b> (Excluding Review of Literature)
7.	Software Used	Turnitin
8.	Date of Verification	03/08/2021

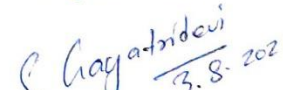
Checked by :

  
3/8/21  
**Information Scientist**

  
03.08.2021  
**Assistant Librarian**

Date: 03-08-2021

  
03.08.2021  
**Research Scholar**

  
3.8.2021  
**Research Guide**



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Submission author: Yogeswarie S  
 Assignment title: Plagiarism Checking New  
 Submission title: Enhancement of Cognitive abilities among Learning Disabled  
 File name: Enhancement\_of\_Coginitive\_abilities\_among\_Learning\_Disab...  
 File size: 377.4K  
 Page count: 94  
 Word count: 25,913  
 Character count: 149,087  
 Submission date: 03-Aug-2021 04:03PM (UTC+0530)  
 Submission ID: 1627302280

CHAPTER I  
 INTRODUCTION

*"People with disabilities are valuable because of the many barriers that they face: attitudes, physical and financial. Addressing these barriers will unlock the potential of a million people with no match elsewhere in the world. Governments everywhere can no longer overlook the hundreds of millions of people with disabilities who are denied access to health, education, support, education and employment and never get the chance to shine."*

*Stephen Hawking*

**Definition of Learning Disability**

Learning Disability was considered as a retardation during 1980's. Learning Disabled children experience development delay in speaking skill, writing skill, reading skill, and mathematical problems because of dysfunction in the cerebellum, they also experience disturbances in socially and behavioral.

In the ICD-10 the category of "Specific Developmental Disorders of Scholastic Skills" includes Specific Reading Disorder, Specific Spelling Disorder, Specific Disorder of Arithmetic Skills, Mixed Disorders of Scholastic Skills, other Developmental Disorders of Scholastic Skills unspecified. According to ICD-10, "Specific Developmental Disorders of Scholastic Skills refers to disorders in which the normal patterns of skill acquisition are disturbed from the early stages of development. This is not simply a consequence of a lack of opportunity to learn or of an early result of mental retardation, and it is not due to any form of acquired brain damage or disease."

Ortiz (2007) defined learning disability as "a persistent condition of pronounced neurological dysfunction which may also exist with other disabling conditions. Despite getting an early intervention in the early stages of the diagnosis, the degree does not diminish."

"Learning Disabled" does not mean "in a single disorder. There are no precise and clear definitions of Learning Disability, but there is some factor and other several names experts have described learning disability with few descriptions:

- Learning Disabled have difficulties in progressing and achieving academically.

## Enhancement of Cognitive abilities among Learning Disabled

### ORIGINALITY REPORT

<b>8%</b>	<b>6%</b>	<b>5%</b>	<b>2%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

### PRIMARY SOURCES

<b>1</b>	rehabcouncil.nic.in Internet Source	<b>1%</b>
<b>2</b>	www.jssodisha.com Internet Source	<b>1%</b>
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<b>4</b>	docplayer.net Internet Source	<b>&lt;1%</b>
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<b>8</b>	Submitted to University of Leeds Student Paper	<b>&lt;1%</b>
<b>9</b>	www.mentalhelp.net Internet Source	<b>&lt;1%</b>

**ANNEXURE VII****DETAILS OF RESEARCH PUBLICATIONS**

**Avinashilingam Institute for Home Science and Higher  
Education for Women**

(Deemed to be University under Category A by MHRD, Estd . u/s 3 of  
UGC Act 195 6) Re-a ccredited with A + Gra de by NAAC.  
Recognised by UGC Under Section 12 B

Coimbatore - 641 043, Tamil Nadu, India

**ANNEXURE L2****(ITEM NO 5 OF CHECK LIST)**

S.No	Article	Journal	Other Details Vol/No/PageNo/Year	Published in UGC-CAM / Scopus Indexed/ Oleh of science (*List of Journals in that category including the particular Journal to be attached)
1	Efficacy of Thoppukaranam and Yoga for the enhancement of Verbal analogy among Learning disabled and Normal Girl Children	<i>Sambodhi</i>	43 (4), 104-114	UGC CARE
2	Enhancement Of Cognitive Abilities Among Learning Disabled and Normal Girl Children Through Thoppukaranam And Yoga	<i>Indian Journal of Adult Education</i>	81(4), 01-10	UGC CARE

\*Proof of list of Journals from Internet to be attached along with copies of reprints.

Scholar:

Supervisor

Checked By HOD: