

Communication Inventory for Infants (CII)

6 – 12 months

Madhu K

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ALL INDIA INSTITUTE OF SPEECH AND HEARING

MANASAGANGOTTHRI, MYSORE – 570 006

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CERTIFICATE

This is to certify that this dissertation entitled “*Communication Inventory for Infants (CII) 6- 12 Month*” is a bonafide work submitted in part fulfilment for the degree of Master of Science (Speech Language Pathology) of the student Registration No. 09SLP013. This has been carried out the under guidance of a faculty of this institute and has not been submitted earlier to any other university for the award of any diploma or degree.

Mysore
June, 2011

Dr. S. R. Savithri
DIRECTOR
All Institute of Speech and Hearing
Manasagangothri, Mysore – 570 006

CERTIFICATE

This is to certify that this dissertation entitled “*Communication Inventory for Infants (CII) 6- 12 Month*” has been prepared under my supervision and guidance. It is also certified that this dissertation has not been submitted earlier to any other university for the award of any diploma or degree.

Mysore

June, 2011

Dr. K. S. Prema

Guide

Professor of Language Pathology
Head- Dept. of Special Education
All Institute of Speech and Hearing
Manasagangothri, Mysore – 570 006

DECLARATION

This is to declare that this Master's dissertation entitled "***Communication Inventory for Infants (CII) 6- 12 Month***" is the result of my own study under the guidance of Dr. K. S. Prema, Professor of Language Pathology & Head- Dept. of Special Education, All India Institute of Speech and Hearing, Mysore, and has not been submitted earlier to any other university for the award of any diploma or degree.

Register No. 09SLP013

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CHAPTER I

INTRODUCTION

Communication is the process by which individuals exchange information and convey ideas (Owens, 1990). It is an active process, which involves encoding, transmitting and decoding intended message. It requires a receiver who decodes or comprehends the message. It is one of basic needs of human beings and a gift that helps to lead a better quality of life. Communication may take place wither in the verbal mode with the help of speech of in the nonverbal more through gestures, signs, symbols, body language and/or written language. Verbal mode of communication to transmit messages involves precise coordination of neuromuscular mechanism in order to produce speech sounds and linguistic units. Individuals select a mode depending on the context, their needs, the needs of the decoder and messages they wish to transmit. Messages for communication are coded by employing language system that is specific to a given community.

Language is a socially shared code, or conventional system, that represents ideas through the use of arbitrary symbols and rules that govern combinations of these symbols. There are many languages, each with its own particular symbols and rules. Language exists because language users have agreed on the symbols and rules to be used. Language is described by five domains, phonology, morphology, syntax, semantics and pragmatics. These domains can be grouped into Form (Phonology, Morphology, Syntax), Content (Semantics) and Use (Pragmatics) of language.

The form of the language comes from the sound system (phonology) and the grammar system (morphology and syntax). It is the structural aspect of the language.

While phonology is the sound system of a language, morphology is the smallest unit of language that expresses meaning and syntax is the sentence-level structure of language that marks relationships between words and ideas and semantics is the meaning system of language. It can be the meaning expressed by single vocabulary (e.g., Dog i.e., noun, animal), items of the proposition expressed by vocabulary items in combination (e.g., mommy shoe i.e., the shoe belongs to mummy; shoe mommy i.e., a request for the child's shoe). Pragmatics refers to how an individual uses the form and content of language. Pragmatic behaviors may include the intention that an utterance or gesture conveys, the way in which an individual uses and understands body language, the social appropriateness of utterances, and the process of ensuring that appropriate amount of information is provided to a listener.

Effectiveness of communication also depends on usage of paralinguistic and nonlinguistic cues. Paralinguistic cues include intonation patterns, stress, and speech rate, can signal attitudes and emotions of the speaker and alter the linguistic information. In addition to paralinguistic cues, non linguistic cues also contribute to the communication process. Nonlinguistic cues include gestures, body movements, eye contact, and facial expressions. For example, an individual who looks at the speaker and intermittently nods his or her head, indicate active involvement in the communication process. Conversely, an individual who does not make eye contact often communicates a lack of interest or involvement in the communicative interaction, and in turn may diminish communication with the listener.

In many conditions individuals can express better with nonverbal behavior than with speech. Nonverbal behaviors are right from the infancy stage of communication

development. Infancy is the stage which happens between birth to 2 years or first two years of life where an infant learns to communicate and nonverbal behaviors such as smiling, pointing to objects as well as a few paralinguistic behaviors such as different types of crying, making different intonation patterns.

1.1 Development of Communication

Stages of communication development are described in detail by Shulman and Capone (2007) as perlocutionary, illocutionary and locutionary stages. The perlocutionary stage refers to the unintentional stage of communication. During this stage, the infant produces behaviors such as burping or vocalizations that have no intended message. This stage typically occurs around 8 to 10 months of age. Typically developing infants begins to use gestures and nonlinguistic vocalizations (e.g., jargon) intentionally to communicate around 10 months which is called as illocutionary stage of communication. Around 12 months of age, an infant enters the locutionary stage of communication and produces his/her first words. This phase is characterized by intentional communication expressed with words. Some behaviors observed during the perlocutionary and illocutionary stages of communication are referred to as prelinguistic skills. They include gestures, eye contact, joint attention, and turn taking behaviors. The prelinguistic skills such as eye contact, joint attention; and taking turns during an interaction are building blocks of successful communication and language learning. Imitation is another skill that helps infants to learn language. The locutionary phase of communication development involves linguistic and metalinguistic skills. Development of language is largely completed by eight years of years (e.g., phonology), however, with a few aspects such as semantics that continue to develop through adulthood. In order to

understand the development of communication and its disorders, assessment of communication skills is done by employing checklist, tests and other such tools.

1.2 Assessment of Communication

There are different ways to assess communication skills in infants. Checklists, scales, tests and inventories are the most often employed tools in clinical and field set-up. Checklist helps to examine the presence of a few specified behaviors in an individual, where as tests are used for the purpose of diagnosis of a condition. Purpose of a language test could be either for screening to check if children have any problem with language development or for diagnosis and quantification of behavior(s) in a condition.

i) Denver Developmental Screening Test II (DDST-II) developed by William & Josiah (1984) is a performance based test that assesses children's development, between one month and six years. It assesses four areas of functioning: fine motor-adaptive, gross motor, personal-social and language skills.

ii) Receptive Expressive Emergent Language Skills, REELS (Bzoch & league, 1971) is a scale for assessment of language development that assesses verbal language ability of a child in comprehension and expression domains. It assesses a child from zero to thirty six months of age. While the first year age range is divided into one month interval, the second year with 2 months age interval and at third year with 3 month age interval periods. Each interval includes three skills in both comprehension and expression domains. It assesses the language ability in the phonology, semantic and syntactic domains only and does not consider the pragmatic or cognitive dimensions as a part of the assessment.

iii) The Rossetti-Infant Toddler Scale (Rossetti, 1990) is a scale assesses the preverbal and verbal domains of language development (interaction, attachment, pragmatics, gesture play and language development and language expression). It is designed for the children from birth to 36 months. It is administered based on a child in 3 months groupings with approximately 30 items in each group. The items are compilation of author's observation, description from developmental hierarchies of behaviors recognized and used by leading authorities in the field of infant and toddler assessment. The scale is criterion referenced and measures the child's communicative behavior on direct observations and parental reports obtained through questionnaire.

iv) The communication and symbolic behavior scale (Wetherby and Pizant, 1993) is a norm referenced standardized instrument used to assesses infants, toddlers and preschool children. It is an interactive assessment designed to provide opportunities for children to communicate non-linguistically with gestures and vocalizations during play routines with adults. It is administered on children with functional communication age of 6-24 months to 72 months. The test comprises of 22 rating scales grouped under 7 heads namely; communicative functions, gesture communicative means, verbal communicative means, vocal communicative behaviors, reciprocity, social-affective signaling and symbolic behavior.

Checklists, scales and tests includes skills related to verbal language (for example, REELS), and many tests fail to account for non verbal communication. Checklist and scales generally include critical items to decide on the presence or absence of the problem, while tests having corporate representational skills, the presence or absence of which indicate normal development of impairment. Not all tests for language account for

the other related behaviors like cognition, social communication, play behaviors, etc., since communication is strongly related to these above mentioned behaviors, it is necessary to assess development of language as well as these associated behaviors. Therefore, to overcome this problem language inventory is developed by a few investigators, one such being Mac Arthur Communication Developmental Inventory (1993).

Inventory includes items for a detailed profiling of developmental pattern under different domains. It also includes associated factors which are likely to influence communication development. Inventory helps in both assessment and in intervention. Inventory serves as a guide for goal setting, by finding hierarchy for items to develop. E.g., Mac Arthur Communication Developmental Inventory, CDI (Fenson et al, 1993). Communication Developmental Inventory is used by many investigators to study communication development in Children. Fenson, Dale, Reznick, Thal, Bates & Reilly (1993) developed a Mac Arthur communication developmental inventory. They included all the domains of communication, like reception, expression and cognition skills of communication. The age range is divided into 2 groups, 8- 18 months and 18- 24 months. Inventory is divided into three parts: the early phrases, the vocabulary and the nonverbal communication. Early phrases include the phrases which the infant understands in that age. E. g., are you hungry? Want to go out? This section assesses only comprehension ability of the child. Vocabulary section is further divided into many parts according to different lexical categories like body parts, family members, food items, etc.... In this section both comprehension and expression of lexical items are evaluated. Nonverbal communication part includes gestures, games, routines, and adult imitated activities. This

section assesses gestural communicating ability of the child. Authors have provided the normative values for each age group and separately for male and female children with which a clinician can understand whether a given child is following normal developmental pattern or not (See Appendix I for Mac Arthur's communication developmental inventory).

1.3 Assessment of Language in Indian Context

Receptive Expressive Emergent Language Skills, REELS (Bzoch & League, 1971) is main test which is to measure the language ability in Indian population. It assesses child for zero months to thirty six months. REELS was standardized on Indian population (Madhu, Deepa, Harshan, Suhas and Chengappa, 2009). Authors administered REELS test on 720 typically developing children in Karnataka and make necessary changes in REELS according to the Indian Developmental pattern.

The scales of early communication skills for hearing impaired (Moog & Geers, 1975) which measure the speech and language development of the hearing impaired children age range between 2 years to 8 years 11 months. Test divided into four sections- receptive language skills, expressive language skills, nonverbal receptive language skills and expressive language skills. There are two levels specified in receptive and expressive language skills section as A and B. 'A' level items describe the use of skills in structured situation and 'B' level items represents use skills spontaneously. The scales of early communication skills for hearing impaired was standardized on Indian population of hearing impaired by Swati (1993).

Preschool language scale (Vaidyanathan, 1984) assesses early communicative behavior of children in the domains of comprehension, expression and cognition using

questions addressed to parents or caregivers. This was specifically intended for children in the age of 9 months to 36 months. It consists of twenty seven items grouped under 9 different age groups depending on age at which the aspects of language and cognition emerge. Unlike other language scales, this emphasizes on the pragmatic aspects and enables to identify language delay/disorder and aids to plan appropriate intervention programs. The items from the preschool language scale were adapted to devise the 3 D LAT (Herleker, 1986). The task was framed as questions and rest of the frame work was similar to Vaidyanathan's scale. These scales measure the verbal language ability of children and pay no focus on the nonverbal language skills of preschool children. Assessment tools solely evaluating nonverbal language development are very limited, although, some tests have included assessment of non verbal language development along with verbal development.

Behavior Assessment Scales for Indian Children with Mental Retardation, BASIC-MR (Peshawaria and Venkatesan, 1992). A test which was developed for identification of Mentally Retarded children. This scale includes mainly 2 parts, Part A has 280 items spread over 7 skills behavioral domains and Part B has 75 items pertaining to problem behaviors. BASIC-MR focuses on older children (3-18years) than the infants, toddlers, and preschoolers. To overcome this problem Venkatesan (2002), developed a activity checklist for preschool children with developmental disabilities (ACPC-DD). It assesses the children between zero to seventy two months. The ACPC-DD consists of 400 items distributed evenly across 8 behavioral domains that are relevant to daily activities of infants, toddlers, and preschool aged children with developmental disabilities.

India is a multilingual country where we can find 5 different language families with more than 100 languages (Mallikarjun, 2002). There is another checklist which develop for multilingual children is language acquisition in multilingual children (Prema, & Geetha, 2005). It assesses children between nine months to thirty six months. Skills are classified under three domains, language domain, behavioral domain and developmental domain. Language domain includes skills with respect to communication. It considers both verbal and nonverbal language skills. Behavioral domain includes skills with respect to associated problems like learning disability, Mental retardation, Cerebral Palsy and Developmental domain skills with respect to different developmental domains like sensory, gross and fine motor and cognitive development.

Culture is a product of universal biological needs and function universal problems created to address their needs, and the context in which people live (Matsumoto, 2006). Language in a multicultural and multilingual population is diverse. Culture affects the language lexicon (Caroll, 1956; Stigler & Baranes, 1988), thought (Abel & Candel, 1998; Ervin, 1964; Hull, 1963; Matsumoto & Asser, 1992) and pragmatics [children personal narratives (Minami & McCabe, 1955), self discourse (Chen, 1995), Compliments (Barnuld & Araki, 1985) and interpersonal criticism (Nomura & Barnlund, 1983)]. Applying these tools on Indian population is not appropriate. Hence it is necessary to develop inventory for Indian population.

1.4 Need for the Study

Communication starts developing as soon as a child born with the onset of birth cry. Communication is very rapid during the early childhood. Communication development in early childhood like infancy is an indicator of a child's communication proficiency in

future (Shulman and Capone, 2007). There many assessment tools developed for toddlers and children with late childhood period than infants. There are very less number of tools available to measure communication among which majority of the tools focus on verbal language and very few on nonverbal language.

Among the available tools for language measures, there are many tests and a few Inventories which were developed for Western population. MacArthur Communication Development Inventory (CDI) is a tool which is widely used to measure both modes of communication (verbal and nonverbal) in infants (eight months to sixteen months). It can be easily adapted to other languages. It is standardized in 60 languages worldwide.

Since culture has an impact on language and communication (Hall, 1959), and India is well known for its multicultural and multilingual nature with five different language families and more than 100 languages (Mallikarjun, 2002), the available tests and tools developed for the Western context, cannot be directly employed for Indian population. Hence there is a need to develop Communication Inventory for Indian population. In view of the above need, the present study was designed with the following objectives:

1.5 Objectives of the Study

1. To develop a Communication Inventory (CII) for Infants aged 6 -12 months keeping the framework of MacArthur CDI as reference
2. Translation and adaptation of CII for infants from Kannada speaking families.

CHAPTER II

REVIEW OF LITERATURE

Communication is part of human life “Communication is the process in which individuals exchange information and convey ideas” (Owens, 1990). Communication needs two persons one is a sender and another is a receiver of message. Owens (1990) states that communication happens only when a message is conveyed between or among two or more individuals. Communication consists of speech, language, paralinguistic cues, and nonlinguistic cues.

There are two main ways of communication, verbal and nonverbal communication. Nonverbal communication can be divided into three group manual signs, symbol system, and communication aids. Speech is the verbal method of communication. Speech is one of the modes that may be used for communication. It is the oral verbal mode of transmitting messages and involves the precise coordination of oral neuromuscular movements in order to produce sounds and linguistic units. There are other modes available to communicate apart from speech. Writing, drawing, and manual signing are the other modes of communication. Individuals select a mode depending on the context, their needs, the needs of the decoder and messages they wish to transmit.

Language is a socially shared code, or conventional system, that represents ideas through the use of arbitrary symbols and rules that govern combinations of these symbols. There are many languages, each with its own particular symbols and rules. Language exists because language users have agreed on the symbols and rules to be used. Language is described by five domains: pragmatics, semantics, phonology, morphology

and syntax. These domains can be grouped into the Form (Phonology, Morphology, Syntax), Content (Semantics) and Use (Pragmatics) rules of language.

The form of the language comes from the sound system (phonology) and the grammar system (morphology and syntax). It is the structural aspect of the language. While phonology is the sound system of a language, morphology is the smallest unit of language that expresses meaning and syntax is the sentence-level structure of language that marks relationships between words and ideas and semantics is the meaning system of language. It can be the meaning expressed by single vocabulary (e.g., Dog i.e., noun, animal), items of the proposition expressed by vocabulary items in combination (e.g., mommy shoe i.e., the shoe belongs to mummy; shoe mommy i.e., a request for the child's shoe). Pragmatics refers to how an individual uses the form and content of language. Pragmatic behaviors may include the intention that an utterance or gesture conveys, the way in which an individual's uses and understands body language, the social appropriateness of utterances, and the process of ensuring that appropriate amount of information is provided to a listener.

Communication will be effective when an individual uses paralinguistic and nonlinguistic cues. E.g., the individual who looks at others as they talk and may intermittently nod his or her head, indicate active involvement in the communication process. Conversely, the individual who does not make eye contact often communicates a lack of interest or involvement in the communicative interaction in turn may hamper communication with the speaker. In other words we can call this as non verbal communication. Nonverbal Communication (NVC) is usually understood as the process of communication through sending and receiving wordless messages. Nonverbal

communication is defined as “The way in which people communicate, intentionally or unintentionally, without words; nonverbal cues include paralinguistic cues like intonation, stress, speech rate, and Nonlinguistic cues like gestures, body movements, eye contact, facial expression (Bernstein & Tiegerman, 1997; Areson, Wilson, & Akert, 2010). Paralinguistic cues can signal attitudes and emotions of the speaker and alter the linguistic information. In addition to paralinguistic cues, non linguistic cues also contribute to the communication process.

Argyle (1986) put forward the hypothesis that whereas spoken language is normally used for communicating information about events external to the speakers, non-verbal codes are used to establish and maintain interpersonal relationships. It is considered more polite or nicer to communicate attitudes towards others non-verbally rather than verbally, for instance in order to avoid embarrassing situations.

Argyle (1986) concluded there are five primary functions of nonverbal bodily behavior in human communication:

- Express emotions
- Express interpersonal attitudes
- To accompany speech in managing the cues of interaction between speakers and listeners
- Self-presentation of one’s personality
- Rituals (greetings)

Doherty and Sneddon (2003), outlined seven principles to capture the essence of communication with children. Among these, four refer to adult and the child communication and the other three principles are characteristics of adult communication.

i) Intentionality: nonverbal behavior is distinguished from nonverbal communication on the basis of its intentionality. A nonverbal behavior produced with intent would mean nonverbal communication. Most of the information derived from babies behaviors particularly in their early months are not produced intentionally. For example, crying is initially reflexive; only at around nine months, babies cry to get others attention or attain certain things. Response by the communication partner to the child's early attempts to communicate intentions fosters communication development.

ii) Visual cues: For communication, children rely mostly on visual cues. A shared visual context to interact and the nonverbal signal that the context encompasses are central to children's ability to communicate their feelings and thoughts and to understand other people. The rich repertoire of visual cues that children employ provides the communication partner a window to the child's emotional physiological and cognitive states.

iii) Communication is innate: The debate on nature-nurture argument prevails in communication development. Doherty and Sneddon (2003), outlined three evidences to support the innateness in communication. First, is the evidence of skills such as emotional facial expression in lower animals, which do not possess human like thinking abilities suggesting that the skill is innate. Second, that the skill is universal and is derived from the genetic make-up. Third, that these skills are seen in babies before they learn formal communication suggesting innateness.

iv) Communication is learned: Though children are born with genetic endowment that unfolds later to become a good communicator, their childhood experiences influence their

communication development. Children learn how best to use their nonverbal skills, the rules concerning them and read other nonverbal cues in their late childhood.

v) **Adult should be attentive:** Not much information about children's nonverbal cues can be obtained unless they are attended to effectively by the communication partners/ adults.

vi) **Responsiveness:** This is an essential feature in providing quality interaction for children. The response ought to occur within a reasonable time span and in a consistent manner to children's requests to facilitate communication.

vii) **Scaffolding:** It is the support given by an adult to the child in assisting their understanding. In order to scaffold effectively the adult should be able to judge accurately the child's ability and level of knowledge in order to provide new information and also to help at appropriate times. These principles form the basis of communication development in children.

Bruner (1981) identified three broad functions of communication that emerge during the infancy that covers the first year of life:

- a) Behavior regulation (acts used to regulate another's behavior)
- b) Social interaction (acts used to gain or maintain others attention to self) and
- c) Joint attention (acts used to direct another's attention to an entity or an event)

Infancy is the stage which happens between birth to 2 years or first two years of life where infants start learning to communicate using paralinguistic (different types of crying, making different intonation patterns) and nonlinguistic cues (smile at listener, pointing to the objects) than verbal language. Infancy stage is very critical because there

will be rapid growth in all the areas of development like speech, language, motor, cognitive and social.

2.1 Communication Development

Stages of communication development are described in detail by Shulman and Capone (2007), as perlocutionary, illocutionary and locutionary stages. The perlocutionary stage refers to the unintentional stage of communication. During this stage, the infant produces behaviors such as burping or vocalizations that have no intended message. This stage typically occurs around 8 to 10 months of age. Typically developing infants begins to use gestures and nonlinguistic vocalizations (e.g., jargon) intentionally to communicate around 10 months which is called as illocutionary stage of communication. Around 12 months of age, an infant enters the locutionary stage of communication and produces his/her first words. This phase is characterized by intentional communication expressed with words. Some behaviors observed during the perlocutionary and illocutionary stages of communication are referred to as prelinguistic skills. They include gestures, eye contact, joint attention, and turn taking behaviors. The prelinguistic skills such as eye contact, joint attention; and taking turns during an interaction are building blocks of successful communication and language learning. Imitation is another skill that helps infants to learn language. The locutionary phase of communication development involves linguistic and metalinguistic skills. Development of language is largely completed by eight years of years (e.g., phonology), however, with a few aspects such as semantics that continue to develop through adulthood. In order to understand the development of communication and its disorders, assessment of communication skills is done by employing checklist, tests and other such tools.

2.1.1: Verbal language development: Verbal communication starts as soon as the child is born with ‘birth cry’. At birth, the first vocalizations a child makes are reflexive and are sometimes called unlearned sounds. Reflexive vocalization are also referred to as vegetative sounds, sounds made by a passive, living organism (Hulit & Howard, 2002). Such sounds may include cries, coughs, gurgles, hiccups, and burps. As the child rapidly develops, different types of pre-language sounds are produced that eventually formulate meaningful utterances (Hulit & Howard, 2002; Owens, 2008). Between 2 and 3 months of age, young children often begin cooing. Cooing sounds are noncrying vowel-like productions made when the child is comfortable contented. These sounds generally include vowel-like sounds produced within a single breath that many contain brief consonant-like sounds (/k/, /g/, /h/) (Angell, 2010).

At approximately 5 to 6 months of age, children begin to babble, producing fully resonant nuclei (Hulit & Howard, 2002; Owens, 2008). These vocalizations consist of vowel-like sounds that are similar to /a/ along with consonants-like sound production made up mostly of /p/, /b/, /w/ and /m/ sounds. These utterances are random combinations of vowels and consonants. At babbling stage child appear to listen to caregivers’ speech and try to imitate intonation patterns by making experiments with the volume, pitch, and rate (Owens, 2008).

During the time babbling is produced, different types of babbling develop that bring children closer and closer to true word production. Babbling types include marginal, reduplicated, variegated, and jargon babbling (Hulit & Howard, 2002). Marginal babbling is a bridge between cooing and true babbling and consists of single-syllable productions of vowel and consonants sounds. These productions can begin with

either the consonant or the vowel sound, such as /ab/, or /ba/. Reduplicated babbling is considered the beginning of true babbling, beginning to appear at approximately 6 months of age. This type of babbling is the repeated consonant-vowel productions (e.g., /babababa/, /mamamama/). Consonant sounds used in this type of babbling are generally front-of-the-mouth utterances (e.g., /m/, /p/, /b/, /t/, /d/, and /n/).

Variegated babbling contains syllable production that is further developed, appears at 7 months of age (Angell, 2010). This form of babbling includes successive syllables of different consonant-vowel productions. Children may different patterns like CV, CVC, and VCV patterns. Example includes /badagata/, /mamgaga/, or /amatod/. Variegated babbling often includes wider variety of consonant sounds includes fricatives (/f/, /v/, /s/, /z/, /ð/, /ʒ/, /s/ and /z/), affricates (/ts/ and /dz/), liquids (/l/ and /r/), and fewer reduplicated babbling productions (Angell, 2010).

At approximately 8 months of age, children begin jargon babbling and begin to include intonation to their utterances. Intonation is the melodic patterning of adult speech utterances that includes rhythm, stress, and rote variations. As children babble reduplicated and variegated types of syllables with intonation, the utterances begin to sound more like adult speech productions. Children's utterances may often sound like questions, commands, and statements. Jargon babbling, however, is still not true language production.

Echolalia, repeating the communications of others immediately after their production by caregivers, is also common between the approximate ages of 8 to 12 months. Echolalic imitation is done without understanding of the meaning of the

utterance. During 9 to 10 months of age, transition between babbling to true language begins. At this level children produce vocables, phonetically consistent forms (PCF), performatives, or protowords. All these terms refer to vocalizations that are consistent patterns of sound used within reference to particular things or situations. These vocalizations are not true words within the native language of caregivers, but they do fit the definition of true words; consistent and meaningful utterances that are used with intention (Hulit & Howard, 2002). Children develop their first words at approximately 12 months of age. By the end of first year child's expression includes words from three lexical categories, animals, food and toys. First words include dog, cat, ball, water, food, etc., (Nelson, 1973). Action words also appear quite early in life. They describe own actions before describing the actions of others (Huttenlocher, Smiley and Charney, 1983).

2.1.2: Development of Nonverbal Communication

It is generally agreed that infants communicate before they talk (Sugarman, 1983). That means nonverbal communication develops before verbal communication. Development of nonverbal communication is a cumulative effect of the development occurring in different channels like eye gaze, gestures and facial expression. Intentionality forms a basis of communication and hence, development of intentionality plays a major role in the development of communication. The development of intentionality is linked with the development of communication too. Intentional communication occurs when the child deliberately uses the specific signal to affect another's behavior (Bates, 1976). In an attempt to order the emergence of intentionality, Carpenter, Mastergeorge and Coggins (1983) studied 6 children at monthly intervals from 8 to 15 months of age. The median age of acquisition of "protest" was less than 8 months;

for “requesting actions and objects”, “commenting on actions” was around 9.5 months and “commenting on objects” and “answering to questions” begin to emerge at 10.5 and 15 months respectively. Though this was the common trend, there were individual differences in typically developing children with respect to the order of acquisition.

Eye gaze is an important source of social communication for both child and adult. It is linking to number of aspects of social and emotional development. Eye contact and other aspects of gazing behavior play an important role in children’s mental development. As early as one month of age, baby establishes eye contact with the parents, and by three months of age, the baby smiles back to parents (Sugarman, 1983). Very young infants (3 months of age) show preferences for faces looking at them rather than looking away from them (Caron, Caron, Mustelin and Roberts, 1992). Table 1 shows the developmental milestones of facial expression.

Normal children are aware of “being seen” by the time they are around 30 months of age. Children alternate the gaze between the object and the other person as an indicator of request or comment on an object by one year of age. They begin to use gaze declaratively, accompanied by pointing gestures and head orientation by 18 months of age (Charman, Swettenhan, Baron-Cohen, Cox, Baird and Drew, 2000).

2.1.3: Development of Gestural Communication

There is abundant literature on the development of gestures and its relation to verbal communication development.

Table: 1

Developmental milestones of facial expression

Age (in months)	Developmental milestones
Birth	Babies show a number of inborn reflexive facial expressions. These include startle, crying and disgust. They smile reflexively during rapid eye movement stage of sleep.
2 – 4 months	During the second month they show ‘true smiling’; they smile when they find pleasurable. They show anger on their faces by 4 months of age.
5 – 8 months	Expression of ‘fear’ emerges around 6 months. ‘Surprise’ tends to emerge around seven or eight months but it is not accompanied by raised eye brows. Babies are increasingly adept at using facial and other expressions of emotion to fulfill their desires.
9 – 12 months	By ten months, babies began to use adult like facial expressions directed to object as a source of information about the object. At 12 months, children begin to use finer emotional expressions and learned to display the rules of their culture.
2-4years	By 2 years, children begin to recognize the main expressions of emotion. Preschool children can focus only on one feature of the facial expression.
5 years and above	They have deeper understanding of mixed emotions. Older children have the ability to use internal features of faces such as configuration of eye, mouth and nose.

(Ref: Doherty-Sneddon, 2003)

a) **“Showing off”** is reported as one of first signs that an infant gives of intentional communication (Bates, Camaioni and Voltera, 1975; Bates, Benigni, Bretherton, Camaioni and voltera, 1979). Young infants repeat behaviors that have previously been

successful in gaining adults attention. The “showing off” behaviors received the “use of objects” as a means to obtain adult attention. The “use of objects” to gain adult attention is emergence of deictic gestures (showing, giving, pointing). These are also referred as prelinguistic gestures. They are termed prelinguistic as they occur prior to the development of spoken language, but deictic gestures continue to be used throughout the development of verbal communication. Showing, giving and pointing emerge in a predictable sequence at approximately 10 months of age (Bates, Camaioni and Voltera, 1975). These behaviors show a marked increase in occurrence after 11 months as other primitive gestures decline.

b) “Ritualized request” which includes a variety of behavior such as gesturing with a open-close grasping motion, placing adult hands on object to request or pulling at an empty hand to obtain something (Bates, Benigni, Bretherton, Camaioni & voltera, 1979), occur between 9 and 13 months. Around 12 months, “recognitory gestures” emerge which are actions without an object and depict the object by means of its function. These behaviors illustrate the potential for symbolic representation which is similar to spoken language.

c) “Representational gestures” are reported to be appear at around one year in children. Most of the representation gestures are used in first half of the second year of life and is continued until a comparable word is developed (Acredolo & Goodwyn, 1988). Representational gestures emerge before the onset of 25-word milestone. They are variously termed as symbolic, iconic, empty-handed or referent gesture (Acredolo & Goodwyn, 1996; Nicoladis, Mayberry & Genesse, 1999). During toddlerhood, typically developing children prefer verbal to gestural expression. Beginning of toddlerhood is

marked by decrease in representational gestures, but on the other hand deictic gestures will increase (Iverson, Capirci, Longobardi & Caselli, 1999).

Typically developing children spontaneously produce gestures along with speech. Nonverbal and verbal language development co-occur in typically developing children. According to McNeill (1992), speech gesture coherence is possible because gesture and speech share common cognitive representation; that is, before the communication unfolds, gesture and speech are the part of a single idea. As expression developed further, message is parsed, with most information channeled into speech but some information channeled into gestures. The age at which children produce supplementary gesture speech combinations reliably predicts the age at which they produce two word utterances (Ozcaliskan and Golden-Meadow, 2005). Capirci, Iverson, Pizzuto, and volterra (1996), found that gestures and gesture-word combinations produced at 16 months of age correlated significantly with the total vocal production at 20 months of age and they also established a significant relation between the frequency of deictic or representational gesture use with the production of representational words at 16 months and total vocal production at 20 months of age. Harris, Barlow-Brown and Chasin (1995), found that the occurrence of pointing and comprehension of object name occur at nearly identical median age of 10 months; 21 days and 10 months; 22 days respectively. Gestures are related to the children's lexical and syntactic development. Firstly, most of the lexical items that each child produces initially in gesture later move to that child's verbal lexicon. Secondly, children who are first to produce gestures-plus-word combinations conveying two elements in a proposition (point at bird and say "nap") are also first to produce two-word combinations ("bird nap") (Iverson & Goldin-Meadow, 2005).

Early symbols, manual and spoken appear to share underlying cognitive abilities, so manual symbols can aid in advancing verbal language milestones and predict them to some extent. Gesture thus serves as predictors of language development and plays a vital role in normal language development. Gesture and language are developmentally linked in children with language impairments as much as they are related in typically developing children.

From the beginning of life, children develop in many ways, physically, cognitively, and socially. As the child develops across these areas, the child becomes more and more able to begin communication with others. Language development and the ability to communicate with others is an intricate process of development (Angell, 2010). In order for children to develop language abilities, skills associated with physical, cognitive, and social development must develop in a coordinated way, so that they can be integrated or combined to create meaningful connections with the child's environment. For example, once a child learns to pull to standing and begins to explore the environment, the child is exposed to new stimuli, which in turn can enhance cognitive and language development (Shulman & Capone, 2007).

2.1.4 Cognitive Development

Cognitive development refers to the progressive and continuous growth of perception, memory, imagination, conception, judgment, and reason; it is the intellectual counterpart of one's biological adaptation to the environment (Nicolosi, Harryman & Kresheck, 1989). Cognition also involves the mental activities of comprehending information and the process of acquiring, organizing, remembering, and using knowledge

(Owens, 2008). Piaget (1954) described cognitive development under four different stages. First stage is called as sensorimotor, starts at birth to 2 years of age. Second stage is preoperational stage exists between 2 to 7 years, concrete stage is the third stage, between 7 to 11 years and formal stage between 11 to 15 years. The cognitive development in sensorimotor stage is extraordinary (Shulman & Capone, 2007). Because of this Piaget further divided sensorimotor stage of cognitive development into 6 different stages. As main focus is on early cognitive and language development, it is important to look closely at these six stages, as the foundations of communication behavior are formed in this period. It helps us to know links between the various aspects of cognitive, motor, and linguistic development. Table 2 shows the stages of sensorimotor development as described by Piaget (1954).

Table: 2
Piaget's stages of sensorimotor development: Birth to 2 years of age

Stage	Age range	Features
Reflexive	Birth to 2 months	A child interacts with the environment purely through reflexes such as sucking, looking, or grasping.
Primary Circular Reaction	2 – 4 months	A child begins to coordinate sensory input and new motor patters. For example, child may accidentally suck his thumb and enjoy the sensation. He later repeats the actions
Secondary Circular Reaction	4 – 8 months	Input – output patterns (schemas) become more complex and externally focused. A child may put a toy in his mouth repeatedly to trigger a response in the environment.

Coordination Of Reaction	8 – 12 months	Intentional behavior is evident in this stage. A child will also combine schemas to achieve a desired effect. A child will imitate the behavior of others. A child recognizes the objects have particular qualities.
Tertiary Circular Reaction	12 – 18 months	A child will explore new ways to achieve purpose. For example, the child may knock over a container to access something inside. The child is usually beginning to walk, and has great access to new aspects of the environment. Words also emerge, which give the child great power and control in this stage as communication is more sophisticated.
Early Representation al Thought	18 – 24 months	Expanding language skills gives the child more ability to control the environment. The child can now talk about events and things that are not present using words.

(Ref: Shulman B. B., & Capone, 2007)

2.1.5: Motor development

Each developmental milestones is marked by intricate changes in motor and communicative skills. Motor development includes development of both gross motor and fine motor skills. Gross motor skills refers to movements involving large muscles used for sitting upright and leg muscles used for walking. Smaller muscles, such as those in the fingers or tongue, are used for fine motor tasks, such as writing or talking respectively (Shulman & Capone, 2007). WHO Multicentre Growth Reference Study Group (2006) conducted longitudinal study on more than 800 children as an international study. Results include development of motor skills from birth to 18 months. In this study author gives a

range of age in months to each skill than a specific age at which motor skills develop is given in Table 3.

Table: 3
Development of motor skills

Sl no	Motor skill	Age range
1.	Sitting with support	4-9 months
2.	Standing with assistance	5-11 months
3.	Hands-&-knees crawling	5 ½ to 13 ½ months
4.	Walking with assistance	6 to 14 months
5.	Standing alone	7 to 17 months
6.	Walking alone	9 to 18 months

2.1.6: Social Emotional Development

In order to be an effective communicator a person should have good social behavior. This is true also with infants (Shulman & Capone, 2007). Infants have a preference for faces, and it is through this preference that they establish the foundation for early social relationships with others. Children establish imitation skills by studying others in their environment. This practice begins as imitation of facial expressions (such as smile) and then develops into imitation of more complex behaviors, such as actions or objects (e.g., throwing a ball, emptying a container), specific motor patters (e.g., clapping, dancing) and eventually speech and language development.

Self-regulation is an important dimension in social. Development of regulatory capacity evolves from control of physiological responses to control of emotional state of attention (National Research Council & Institute of medicine, 2000). The infant's ability

to control respiration, heart rate and temperature will be less at birth, as age advances, self regulation helps to control these factors. Similar is the picture for response to different sensory stimuli like visual, auditory, tactile and with sleep-wake cycle. A strong social-emotional foundation is the key to the development of verbal language behavior. Communication development does not take in isolation but in conjunction with other developmental milestones.

Table: 4
Development of communication and social behavior

Age (months)	Communication	Socialization
0.	<ul style="list-style-type: none"> • Cries • Makes noncrying speech-like sounds (usually while eating) 	<ul style="list-style-type: none"> • Recognizes nipple • Comforted by human voice • Smiles reflexively
1.	<ul style="list-style-type: none"> • Responds to human voice • Cries for assistance • Makes pleasure sounds 	<ul style="list-style-type: none"> • Establishes eye contact • Quiets when held • Adjust body to person holding • Smiles
2.	<ul style="list-style-type: none"> • Distinguishes different speech sounds • Makes more guttural sounds 	<ul style="list-style-type: none"> • Excites when seeing people • Prefers touch and oral stimulation to social stimulation • Unselective social smile
3.	<ul style="list-style-type: none"> • Coos single syllables (CV) • Turns head towards voice • Responds vocally to others • Makes vowels (predominantly) 	<ul style="list-style-type: none"> • Visually discriminate different people and objects • Recognizes mother • Selective social smile
4.	<ul style="list-style-type: none"> • Babbles strings of consonants • Varies pitch of vocalization • Imitates tones • Smiles at person speaking to them 	<ul style="list-style-type: none"> • Pays attention to faces • Discriminate different faces • Looks in direction of person leaving room • Anticipate being lifted • Laughs when played with
5.	<ul style="list-style-type: none"> • Vocalizes to toys • Discriminate angry and friendly voices • Experiments with sounds • Imitates some sounds • Responds to name 	<ul style="list-style-type: none"> • Discriminate parents and siblings from others • Imitates some movements of others • Displays anger when some objects are taken away

	<ul style="list-style-type: none"> Smiles and vocalizes to image in a mirror 	
6.	<ul style="list-style-type: none"> Varies volume, pitch and rate of vocalization Vocalizes pleasure (squeals) Vocalizes displeasure 	<ul style="list-style-type: none"> Differentiate social responses Prefers people games (i.e. peek-a-boo) Explores face of person holding them
7.	<ul style="list-style-type: none"> Play vocally Produces several sounds in one breath Listens to vocalization of others Recognizes different tones and inflections 	<ul style="list-style-type: none"> Resists Teases (start of humor) Laugh at funny expression Raises arms to be picked
8.	<ul style="list-style-type: none"> Recognizes some words Repeats emphasized syllables Imitates gestures and tonal quality of adult speaker Echolalia 	<ul style="list-style-type: none"> Act positively towards peers Attach to parent (mother) Shouts out for attention Responds to self in the mirror May prefer to be others (not left alone)
9.	<ul style="list-style-type: none"> Produce distinct intonational patterns Imitates non speech sounds Uses social gestures Uses jargon 	<ul style="list-style-type: none"> Explores other children “Performs” for family (i. e. “so big”) Imitate play of others Plays action games May respond to name + no Attends to conversation
10.	<ul style="list-style-type: none"> Imitate adult sounds (if in repertoire) Obeys some commands 	<ul style="list-style-type: none"> Becomes aware of social approval and disapproval
11.	<ul style="list-style-type: none"> Imitates inflections, rhythms, facial expressions 	<ul style="list-style-type: none"> Seeks approval Anticipate parents goals for child’s action and tries to change it (protest or persuasion)
12.	<ul style="list-style-type: none"> Follow simple motor instructions with visual cues. Reacts to “No” Speaks one or more words Mixes word and jargon 	<ul style="list-style-type: none"> Expresses people preferences Expresses different emotions

(Angell. C., 2010)

Development of communication, although follows a regular pattern, is not uniform. Owing to certain demographical factors that could have an influence on an infant's developmental stages, there are likely to be differences in the ages and stages of development. For example, as shown in Table 4 motor development has a range because one child may start at one point and other in some other point. E.g., a child may start sitting with support at the age of 6 months and another at either earlier or later. There are lots of factors will creates the difference in development of communication. Gender, social background, education of parents, socio-economic status, birth order of a child, in addition to certain inherent factors like hearing, motor, social, cognitive skills could exert its own influence on communication development. Battin & Haug, (1970) reported that a few intrinsic and a few extrinsic factors could affect development of communication in infants and children.

Table: 5

Intrinsic and extrinsic factors for communication development

Factors within himself	Within child's environment
Adequate intelligence	Love, acceptance and security.
Near normal hearing	Healthy intrafamily relationship
Properly functioning speech mechanism	Allowance for, challenge to, and stimulation of the child to function at this age level
Average auditory memory and attention span	Allowance of the child to function within his capabilities without undue pressure or unreasonably high standards.
Freedom from chronic illness	Discipline which is appropriate and consistent
Freedom from brain injury	Sufficient time, opportunity and encouragement for self expression.
Good emotional balance.	Stimulation with rich language experiences so that the child will have something to talk about.
	Good speech standards within the family.

(Battin & Haug 1970)

Bereiter & Engleman, (1966) and Deutsch, (1967) said that children from deprived backgrounds exhibit thought processes and oral communication skills that are generally inferior to those of middle-class children. Williams (1969) reported that there are restriction and short comings in the language development of children from lower socio-economic group. Madhu, Deepa, Harshan, Suhas and Chengappa (2009) studied language development in 720 children from different regions of Karnataka (a state of India) and concluded that girls show faster development than boys, in comparison to rural children urban children had good number of vocabulary and less complex sentences. They reported even social economic background of the children will be having effect on language development. In view of the influence of demographic factors on communication development, it is necessary to examine if there are differences in communication development among such children.

2.2 Assessment of Communication

There are different ways to assess communication skills in infants. Checklists, scales, tests and inventories are the most often employed tools in clinical and field set-up. Checklist helps to examine the presence of a few specified behaviors in an individual, where as tests are used for the purpose of diagnosis of a condition. Purpose of a language test could be either for screening to check if children have any problem with language development or for diagnosis and quantification of behavior(s) in a condition.

i) Receptive Expressive Emergent Language Skills, REELS (Bzoch & league, 1971) is a scale for assessment of language development that assesses verbal language ability of a child in comprehension and expression domains. It assesses a child from zero to thirty six months of age. While the first year age range is divided into one month interval, the

second year with 2 months age interval and at third year with 3 month age interval periods. Each interval includes three skills in both comprehension and expression domains. It assesses the language ability in the phonology, semantic and syntactic domains only and does not consider the pragmatic or cognitive dimensions as a part of the assessment.

ii) Denver Developmental Screening Test II (DDST-II) developed by William & Josiah (1984). It is a performance based assesses children's development, between one month – six year. It assesses four areas of functioning: fine motor-adaptive, gross motor, personal-social and language skills.

iii) The Rossetti-Infant Toddler Scale (Rossetti, 1990) is a scale assesses the preverbal and verbal domains of language development (interaction, attachment, pragmatics, gesture play and language development and language expression). It is designed for the children from birth to 36 months. It is administered based on a child in 3 months groupings with approximately 30 items in each group. The items are compilation of author's observation, description from developmental hierarchies of behaviors recognized and used by leading authorities in the field of infant and toddler assessment. The scale is criterion referenced and measures the child's communicative behavior on direct observations and parental reports obtained through questionnaire.

iv) The communication and symbolic behavior scale (Wetherby and Pizant, 1993) is a norm referenced standardized instrument used to assesses infants, toddlers and preschool children. It is an interactive assessment designed to provide opportunities for children to communicate non-linguistically with gestures and vocalizations during play routines with

adults. It is administered on children with functional communication age of 6-24 months to 72 months. The test comprises of 22 rating scales grouped under 7 heads namely; communicative functions, gesture communicative means, verbal communicative means, vocal communicative behaviors, reciprocity, social-affective signaling and symbolic behavior.

v) *Preschool language scale-4, PLS-4, (Zimmerman, Steiner, and Pond, 2002)* is a Preschool Language Scale that is designed to identify young children from birth to 6 years 11 months old who have a language disorder or delay. It consists of two subscales for the assessments of auditory comprehension and expressive comprehension respectively. It also provides three supplemental measures, which include an articulation screener, a language sample checklist and a caregiver questionnaire.

Checklists, scales and tests includes skills related to verbal language (for example: REELS), and many tests fail to account for non verbal communication. Checklist and scales generally include critical items to decide on the presence or absence of the problem, while tests having corporate representational skills, the presence or absence of which indicate normal development of impairment. Not all tests for language account for the other related behaviors like cognition, social communication, play behaviors etc., since communication is strongly related to these above mentioned behaviors, it is necessary to assess development of language as well as these associated behaviors. Therefore, to overcome this problem language inventory is developed by a few investigators, one such being Mac Arthur Communication Developmental Inventory (1993).

Inventory includes items for a detailed profiling of developmental pattern under different domains. It also includes associated factors which are likely to influence communication development. Inventory helps in both assessment and in intervention. Inventory serves as a guide for goal setting, by finding hierarchy for items to develop. E.g., Mac Arthur's Communication Developmental Inventory CDI (Fenson et al, 1993). CDI is used by many investigators to study communication development in Children. Fenson, Dale, Reznick, Thal, Bates & Reilly (1993) developed a Mac Arthur communication developmental inventory. They included all the domains of communication, like reception, expression and cognition skills of communication. The age range is divided into two groups, eight to sixteen months and sixteen to twenty four months. Inventory is divided into three parts -the early phrases, the vocabulary, and the nonverbal communication. Early phrases include the phrases which the infant understands in that age. E. g., are you hungry? Want to go out? This section assesses only comprehension ability of the child. Vocabulary section is further divided into many parts according to different lexical categories like body parts, family members, food items, etc. In this section both comprehension and expression of lexical items are evaluated. Nonverbal communication part includes gestures, games, routines, adult imitated activities. This section assesses gestural communicating ability of the child. Authors have provided the normative values for each age group and separately for male and female children with which a clinician can understand whether a given child is following normal developmental pattern or not (See Appendix I for MacArthur Communication Developmental Inventory).

2.3 Assessment of language in the Indian Context

Receptive Expressive Emergent Language Skills, REELS (Bzoch & League, 1971) is main test which is to measure the language ability in Indian population. It assesses child for zero months to thirty six months. REELS was standardized on Indian population (Madhu, Deepa, Harshan, Suhas and Chengappa, 2009). Authors administered REELS test on 720 typically developing children in Karnataka and make necessary changes in REELS according to the Indian Developmental pattern.

The scales of early communication skills for hearing impaired (Moog & Geers, 1975) which measure the speech and language development of the hearing impaired children age range between 2 years to 8 years 11 months. Test divided into four sections- receptive language skills, expressive language skills, nonverbal receptive language skills and expressive language skills. There are two levels specified in receptive and expressive language skills section as A and B. 'A' level items describe the use of skills in structured situation and 'B' level items represents use skills spontaneously. The scales of early communication skills for hearing impaired was standardized on Indian population of hearing impaired by Swati (1993).

Preschool language scale (Vaidyanathan, 1984) assesses early communicative behavior of children in the domains of comprehension, expression and cognition using questions addressed to parents or caregivers. This was specifically intended for children in the age of 9 months to 36 months. It consists of twenty seven items grouped under 9 different age groups depending on age at which the aspects of language and cognition emerge. Unlike other language scales, this emphasizes on the pragmatic aspects and enables to identify language delay/ disorder and aids to plan appropriate intervention

programs. The items from the preschool language scale were adapted to devise the 3 D LAT (Herleker, 1986). The task was framed as questions and rest of the frame work was similar to Vaidyanathan's scale. These scales measure the verbal language ability of children and pay no focus on the nonverbal language skills of preschool children. Assessment tools solely evaluating nonverbal language development are very limited, although, some tests have included assessment of non verbal language development along with verbal development. Usha (1986) found out effectiveness of 3 D LAT on hearing impaired population, whereas Kamalini, (1986) studied Mental retardation Population using 3D LAT.

Behavior Assessment Scales for Indian Children with Mental Retardation, BASIC-MR (Peshawaria and Venkatesan, 1992). A test which was developed for identification of Mentally Retarded children. This scale includes mainly 2 parts, Part A has 280 items spread over 7 skills behavioral domains and Part B has 75 items pertaining to problem behaviors. BASIC-MR focuses on older children (3-18years) than the infants, toddlers, and preschoolers. To overcome this problem Venkatesan (2002), developed a activity checklist for preschool children with developmental disabilities (ACPC-DD). It assesses the children between zero to seventy two months. The ACPC-DD consists of 400 items distributed evenly across 8 behavioral domains that are relevant to daily activities of infants, toddlers, and preschool aged children with developmental disabilities.

India is a multilingual country where we can find 5 different language families with more than 100 languages (Mallikarjun, 2002). There is another checklist which is developed for multilingual children is, language acquisition in multilingual children

(Prema & Geetha, 2005). It assess children between nine months – thirty six months. Skills are classified under three domains, language domain, behavioral domain and developmental domain. Language domain includes skills with respect to communication. It considers both verbal and nonverbal language skills. Behavioral domain includes skills with respect to associated problems like learning disability, Mental retardation, Cerebral Palsy and Developmental domain skills with respect to different developmental domains like sensory, gross and fine motor and cognitive development. There are checklists and tests developed for assessment of communication skills in the Indian context. Table 6 shows the details of available checklists and tests.

Table 6

Summary of checklists and tests developed in Indian context

Sl No	Title of test	Authors/Year	Age range	Content areas
1.	A test for assessing syntax in Kannada	Vijayalakshmi (1981)	1-5 years	It assesses comprehension and expression of a wide spectrum of grammatical categories and sentence types.
2.	A language test in Kannada for Expression in Children	Kathyayani. 1984	5-8 years	It evaluates various concepts of expression in terms of nouns, verbs, gender, markers, tense markers.
3.	A Screening Picture Vocabulary Test in Kannada	Sreedevi, 1988	3-6 years	Helps in screening language acquisition of Kannada speaking children. Used as a clinical tool to identify comprehension deficiencies in language disordered children.
4.	A Screening Picture Vocabulary Test in Kannada	Bhuvaneshwari, 1993	3-6 years	Mainly a comprehension test. Helps in identifying children with language delay or language disorders
5.	Comprehensive language assessment tool for children (3-6 years)	Navitha, 2009	3-6 years	Assesses language abilities- reception, expression and cognition.

Communication development in an infant starts early in life. By first year of age child starts using meaningful words. There is rapid growth in development during the first year of life. Verbal and nonverbal communication develops in parallel in the early years. Communication skills develop in conjunction with development of other related skills. Among the tools that are developed to assess the development of communication, few focuses on nonverbal communication and much fewer number focus on the development of communication skills during the first year of life. Besides all these, majority of tests are developed and standardized for Western population. Owing to soci-cultural and linguistic differences use of such tests for Indian population is not appropriate. Therefore there is need to develop a tool which is descriptive and incorporates both verbal and nonverbal behaviors for Indian population.

Chapter III

METHOD

The aim of the study was to develop a communication inventory for infants in the age range 6 to 12 months. It includes prelinguistic skills, comprehension of early phrases, comprehension and expression of vocabulary and non verbal communication.

Participants were selected for the study based on the following criteria:

3.1: Inclusion criteria

- a) Infants in the age range of 6 months to 12 months
- b) Infants from the urban population who are located in Mysore city
- c) Infants without any sensory problems
- d) Infants with no other associated problems
- e) Basic metric level education in parents
- f) Infants from Kannada speaking families

3.2: Number of participants

30 infants in the age range of 6 to 12 months from Mysore city were selected as participants for the study. The participants were divided into three groups in the age range of 6-8 months, 8-10 months and 10-12 months.

Table: 7
Participants

Age range	Sample size		Total
	Male children	Female children	
6-8 months	5	5	10
8-10 months	5	5	10
10-12 months	7	5	12
Total	17	15	32

3.2.1. Tools for the study

3.2.1.1: Indian high risk register

Indian high risk register is developed by the All India Institute of Speech and Hearing (2000-2001). It includes pre- peri- and post- natal risk factors which affects communication development. The high risk register contains factors that affect hearing development, factors affecting motor development and communication development. It also includes the HRR for nonmedical professionals and medical professionals. The risk register has two parts- HRR for 0-28 days of birth and HRR for 29 days – 3 years.

3.3.2.1: Screening tools

Screening was done to rule out any sensory, motor and cognitive abnormalities and to make sure child was following normal developmental pattern. Screening includes general observation, auditory screening and visual screening.

a) A general observation was done to make sure that children do not have any physical abnormality.

b) Hearing screening was done with calibrated noise makers that include drum and bell. Drum to check hearing sensitivity in low frequency region and bell in high frequency regions. Drum produced 50 dB sound at 2 feet distance and bell produced 45 dB sound at 2 feet distance. Name calling with soft voice was also used as part of hearing screening. Behavioral responses like searching for sound source and localization to sound source were expected.

c) Screening for vision was carried out with light from torch and use of colorful objects.

Torch light was passed on the wall in front of children in dark room setup, eye tracking was done using colorful objects like ball and doll. Eye movement of the child was observed during screening.

3.3.3: Communication Inventory

Communication Inventory for Infants (CII, described in detail in the following section) developed in the study was used to measure communication skills of infants. The CII includes three sections prelinguistic skills, vocabulary section and nonverbal communication.

3.3.3.1 Development of the inventory

An inventory is prepared based on the literature on communication development and a few models chosen from the existing tools. Keeping the framework proposed by

Mac Arthur, the CII was developed with three main components that are reported be essential for communication (See Appendix II for more details).

- i. Early communication skills
- ii. Early vocabulary
- iii. Gestures and action

Section I includes early communication skills mainly the comprehension part like attention to the speech of the others, attention to music. This part is again divided into two sections: prelinguistic skills and early phrases.

The prelinguistic skills section part it includes the basic skills that help in language development such as attention to speech, intention for communication, memory skills, perception of emotions by facial expressions and variations in voice. The section on early phrases includes phrases such as ‘look here’, ‘are you hungry?’, ‘want to go out’, ‘throw the ball’, for which children develop comprehension early in life.

Section II includes vocabulary, the words which develop early in life. Lexical categories such as family members, body parts, food items, birds and animals, vehicles, toys, rooms and furniture, house hold items, dress materials, action verbs, words indicates time, questioning words, adjectives, pronouns, prepositions and others. Section II assesses both comprehension and expression.

Section III includes gestures and actions. The gestures such as indicating ‘no’, ‘yes’ define early communication characteristics in addition to a few actions and play behaviors such as ‘peek-a-boo’ using real objects and adult imitated objects.

Summary of CII developed in the study is described in the following paragraph. Communication Inventory for Infants (CII) which includes three sections. Section 1, includes few early emergent behaviors; section 2 different lexical categories; and section 3, includes nonverbal communication. Section 1 is further divided into A and B parts, Section 1 A includes prelinguistic skills and Section B includes early phrases. Section 2 includes various lexical categories like body parts, food items, vehicles, common objects, etc., Section 2 has common components for both comprehension and expression. It includes words like quantifiers, time related words and question words. Nonverbal skills in the Section 3 were divided under 4 headings, those are first communicative features; games; actions and objects and imitating adult like actions.

3.3.3.2: Translation of items from English to Kannada

As the objective of the present research includes adaptation of Mac Arthur Communicative Development Inventory for infants from Kannada speaking family, the inventory was translated to Kannada language from English language. This translated inventory was given to three native speakers of Kannada language who are qualified post graduates in speech language pathology to check for accuracy of translated items (see Appendix III for sample response sheet). The responses received from the judges showed good agreement on all the items except on /his/ and /her/ items. Modifications were made with mutual discussion with the judges and the CII was finalized.

3.3.4: Pilot study

A pilot study was conducted on two children in each age group. Inventory was given to the mothers of infants (selected for the study) to indicate the presence or absence

of communicative skills listed in the inventory. The modifications as listed in Table 8 were made after the pilot study as the majority of mothers indicated absence of development of the listed items. The items removed from the CII before finalizing the inventory are shown in Table 8.

Table 8

Modifications in sections of CII after pilot study¹

Sl. No	Sections	Number of Skills before pilot study	Skills after pilot study
1.	Part I a- Prelinguistic skill	20	19
2.	Part I b-Early phrases	31	28
3.	Vocabulary	290	244
4.	Part III - gestures & actions	44	38

3.4 Procedure

Brief history of the infant (see Appendix IV for details) that include general information of the child and parents, educational status of parents, annual income of the

(Part I a- Prelinguistic skill: sustenance of interest for upto a full minute in looking at a person or picture when named

Part I b-Early phrases: hold still, spit it out, this little dolly

Vocabulary: boy, girl, person (family members); ears, nose, teeth (body parts); curds, ice cream (food items); sparrow, squirrel, birds, donkey, frog, honey bee (animals and birds); train , airoplane (vehicles); bubbles (toys); coat, boots (dress); photos (house hold items); draw, help me (action verbs); yesterday (words about time); how much, when (question words); dry, old (descriptive words); more, another, few (quantifiers); and farm, river (other).

Part III - gestures & actions: wipe face or hands with a towel or cloth; put on necklace, bracelet or watch; talk to toy; under the heading of actions with objects. Put key in door or lock; water plants; wash dishes;

parents, family background, birth and medical history of the infant was collected in addition to information on communication skills with the help of CII.

3.4.1.: Scoring of data: Response from mothers on the CII was scored as ‘one’ for presence of the specific behavior elicited by the item and ‘zero’ for the absence of the skill in infants. Total number of skills present in each infant and all the participants in each of the three groups were calculated from the responses of mothers.

3.4.2.: Ethical procedure: A written informed consent was taken from the parents (Appendix V). A booklet of inventory was given to the mothers of the children and requested to read the whole inventory and to indicate the presence or absence of communications skills in their infant. Mothers were appraised about the different sections of the CII before collecting data on infants in order to familiarize with different items on the inventory. The data obtained was computed and coded for further analysis.

3.5: Statistical analysis

SPSS 10.0 software was used to do statistical analysis for the study. Descriptive statistics was done to find out Mean and Standard deviation of communication development in each age group. One way ANOVA was used to evaluate the group difference as well as difference, if any, in all the sections of CII across different age groups and between gender. Mann-Whitney U test was used to check for specific group differences, if any. Reliability test was administered to check for test and retest reliability using Cronbach's alpha test for reliability.

CHAPTER IV

RESULTS AND DISCUSSION

Communication includes both verbal and non verbal language. A communication inventory includes items to evaluate the development of communication with other related factors that facilitate communication development. The Communication Inventory for Infants (CII) developed in the present study includes verbal language in the form of comprehension and expression of lexical categories, nonverbal language like imitating adult activities, prelinguistic skills and play behavior related to communication development.

30 infants in the age range of 6 months to 12 months were considered as participants to the study. Participants were selected from Mysore city, part of Karnataka state. All participants were taken from Kannada speaking families. Participants were divided into three groups based on their age. The mothers were requested to compile information on the basis of presence or absence of communication behavior in their infant keeping the CII as reference. Responses obtained from mothers were tabulated and subjected to statistical analyses.

i) Descriptive statistics

Descriptive statistics was done to find out Mean and Standard deviation of communication development in each age group. Mean and standard deviation of each age group across different domains were listed below in the Table 9.

Table 9

Mean and SD across different sections of communication inventory

(Total number of items=330)

Sections	6 – 8 months		8 – 10 months		10- 12 months	
	Mean	S D	Mean	S D	Mean	S D
Section 1 A Prelinguistics (Max=19)	10.90	1.66	13.90	1.37	15.17	1.99
Section 1 B Early phrases (Max=28)	7.50	3.38	15.60	3.27	19.90	4.07
Section 2 (Max=245)						
Vocab Comp	39.80	19.50	73.00	13.85	116.92	34.98
Vocab Exp	5.70	2.16	12.50	1.84	12.92	2.90
Section 3 Nonverbal Comm (Max=38)	10.40	3.68	13.60	2.32	23.00	5.64

The Mean and SD scores indicated that the 10 – 12 month old infants showed presence of communication skills on all the sections of CII followed by 8 – 10 months group, while 6 – 8 months age group scored lowest in all domains infants was better in. In section 2 i.e., comprehension, infants Children in the 6 - 8 month age group were found to achieve around 40 words of comprehension which was lesser than the 8 – 10 months group which scored 73 in comprehension vocabulary. The 10 – 12 months age group obtained the highest score 117 words in comprehension vocabulary. Standard deviation was higher in this section. Similar pattern was followed in other sections of communication inventory. In section 2 vocabulary Expression, the 10 – 12 month age and

8 – 10 month age group was scored 12.92 and 12.50 respectively. That means these two groups were not differing in turns of mean, where as standard deviation of 10 – 12 months (2.9) was more compared to 8 – 10 months age group (1.84). The 6 – 8 month age group was last with 5.7 as expressive vocabulary. Nonverbal communication part also followed similar pattern where infants in 6-8 months, 8-10 months and 10 -12 months groups showed mean scores of 10.40, 13.60 and 23.00 respectively. Figure 1 shows the development of communication skills in infants across different sections of CII. In general, high SD score for vocabulary comprehension (section 2) suggests the possibility of other factors influencing the development of comprehension skills which is discussed in the later section under relationship among demographic factors and communication development.

ii) Analysis of variance

Variance across groups and sections of CII was analyzed by employing. One way MANOVA was used to test for significant difference across age groups. Mann-Whitney U test used as Post hoc test, to find out group differences, if any, for all sections of the communication inventory. Results show that in section I A (prelinguistic skills) and section 3 (expression), the 6-8 month group differs from the other two higher groups ($p > 0.9$) whereas in section 3 (nonverbal communication), the 10-12 month group differs from other two lower groups, the difference being statistically significant ($p > 0.9$). In section 1 B (early phrases) and section 2 (comprehension), all the three groups show significant difference ($p > 0.9$) among each other showing a clear developmental pattern. Table 10 and Table 11 show the group-wise and skill-wise differences.

Table 10

Group-wise and skill-wise differences

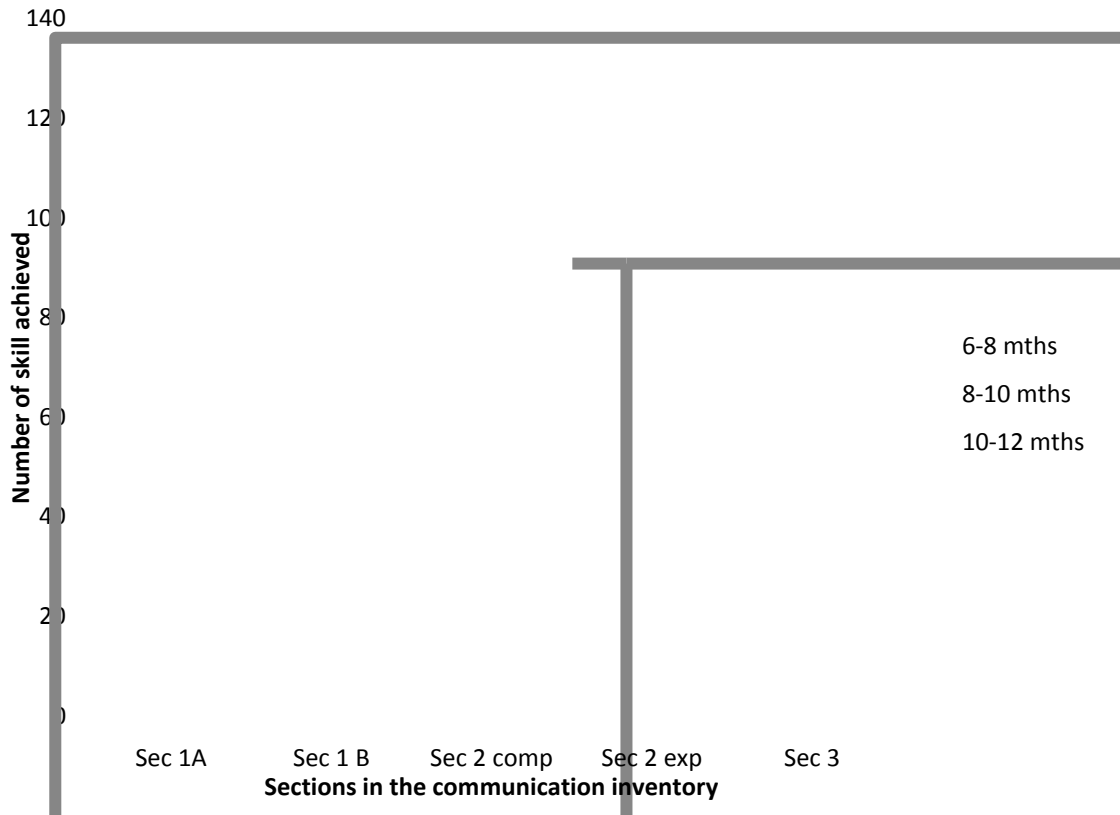
Sections	6 – 8 months	8 – 10 months	10-12 months
Section 1 A	1.00	0.10	0.10
Section 1 B	1.00	1.00	1.00
Section 2 comprehension	1.00	1.00	1.00
Section 3 expression	1.00	0.62	0.62
Section 3	0.09	0.09	1.00

Table 11

Summary of Group-wise and skill-wise differences

S.No	Sections	Significant difference noted
1.	Section 1 A	Group 1 differs from Group 2 and Group 3 (1.00)
2.	Section 1 B	All three groups are significantly different (1.00)
3.	Section 2 A	All three groups are significantly different (1.00)
4.	Section 2 B	Group 1 differs from Group 2 and Group 3 (1.00)
5.	Section 3	Group 3 differs from Group 1 and Group 2 (1.00)

Figure 1
 Communication skills in three groups of infants



iii) Test-retest Reliability Assessment

To check test retest 10 percent of the population was retested on CII. Reliability was checked after one week of first administration of communication inventory. Cronbach's alpha test was used to measure reliability. Reliability test revealed that reliability coefficient of 0.98, that means high correlation was found to first and second administration of communication inventory.

Shulman & Capone (2007) mentioned eye contact, joint attention and turn taking behaviors as the prelinguistic skills which develop during perlocutionary and illocutionary stages. Which are included in section 1 A. These are the prelinguistic skills which facilitate development of communication. As we can see above is section 1 A 6 - 8 month group differ from 8- 10 and 10-12 month age groups, where 8 – 10 and 10 - 12 month age groups did not differ with respect to acquisition of prelinguistic skills. The CII communication inventory may be either inadequate to assess the prelinguistic skills that develop in 8-10 month or 10 – 12 month age group or that the development of prelinguistic skills for communication in infants reach a plateau by this age. However, the present study does not address this question as it is designed only to develop, translate and adapt an Inventory. Section 1 B (early phrases) showed normal developmental pattern where comprehension towards phrases increased along with age. Fenson et al (1993) studied communication development and reported that comprehension towards early phrases increases with increasing in age.

As part of the communication, verbal language was divided into two parts that is comprehension and expression. In comprehension there was a growth seen with age. All the groups were differing form other groups. On an average 8 month old children comprehend 40, 10 month old children comprehend 70 and 12 month old children comprehend170. Fenson et al (1993) studied vocabulary development and reported children with age of 8 months, 10 months and 12 months acquired 37, 60 and 85 words respectively. Present study is consensus with the Fenson et al (1993) in early months that are till 8 months, after 8 months there was a difference acquisition of vocabulary. Indian children acquired vocabularies faster than children in the western countries. Cultural

differences is the one of factor for difference language acquisition (Battle,1998). India is a multilingual country where there is different type of child rearing practices compare to western population(Westby, 1994) and there is different type of language stimulation at families than western population (Freedman, 1974).

In section 2 B (expression) part, 6 – 8 month age group infants differ from 8 – 10 and 10 – 12 months, but no difference was found between 8 – 10 and 10 – 12 month old age group. Fenson et al (1993) reported there is increase in expressive vocabulary with age. As reported by Fenson et al (1993) children of 12 months produces around 12 words. Present study is in agreement with Fenson et al (1993) as the mean scores on expressive vocabulary was 12. 96, slightly higher than reported by Fenson (1993).

Section 3 was (nonverbal communication) showed clear pattern of development and there was no significant difference between the 6 - 8 month and 8 – 10 month group whereas 10 – 12 month old infants differed from the other two lower groups. Nonverbal communication is a part of social behavior and therefore, it may be attributed to exposure to society with age that facilitates nonverbal communication (Battin and Haug, 1970). This could be one of the reasons for the significant difference seen in third group. While there is an increase in comprehension and expression of verbal skills, there is also a parallel increase in nonverbal communication skills as reported by McNeil (1992). Suggesting that both complement each other.

Table 12

Gender-wise differences across infant groups and sections of CII

Age	Section 1 A	Section 1B	Section2 Comp	Section 2 exp	Section 3
6-8 mon	0.74	0.16	0.83	0.82	0.23
8-10 mon	1.00	0.66	0.83	0.16	0.19
10-12 mon	0.8	0.56	0.87	0.93	0.51

Mann-Whitney U test was administered to find significant difference between gender across all age groups in all sections. Test result showed that there was no statistically significant difference for gender across all the age groups and the sections of CII except on section 1 A (prelinguistic skills) in the 8-10 month group ($p > 0.9$) and section 2 (vocabulary expression) in 10-12 month age group ($p > 0.9$).

Fenson et al (1993) reported that there is gender difference in language acquisition. They also said that language development is faster in female children than male children. Whereas present study is not agreeing with previous studies, which showed that there is gender difference in male and female children.

As reported earlier many factors like, education of parents, age of mother, socio economic status of the family, order of the child will influence communication development. For education of the parents, participants were divided into three groups like under graduated, graduated and post gradated. In case of age of the mother, it is divided into mother with below 25 of age an mother aged more than 25 years. For socio-economic status it is divided into 3 groups income below Rs. 10,000, between Rs.10, 000 – 1,00,000 and more than Rs. 1, 00, 000. Order of the child was divided into first child and second child. Mann-Whitney U test was administered to find difference between

these groups. Results showed that there was no significant difference in any of the factors. Subgroups of each factor and number of participants were depicted in Table 13

Table 13
Subgroups in demographic parameters

Sl no	Influencing factors	subgroups	Number of participants
1.	Education level of the parents	Under graduated	14
		Graduated	14
		Post graduated	4
2.	Age of the mother	< 25 years	8
		25 years and more	26
3.	Annual income of the family	< 10,000	0
		10,000 – 1, 00,000	21
		1,00,000 and more	11
4.	Birth order of the child	First child	20
		Second child	12

Culture is communication; communication is culture (Hall, 1957). Culture has an effect on language development and intervention procedure (Battle, 1998). Many other studies reported that communication development will be influenced by many other factors like development of other skills like motor, cognitive, hearing (Boone & Plante 1993). In the present study demographic parameters did not show any effect on communication development. Reasons may include less number of participants in each group and large range of standard deviation.

iv) Item analysis of CII

Item analysis is procedure was used to measure effectiveness of individual test item. Item analysis was done to see order of emergence of different skills during developmental period. Manual analysis method is used to do item analysis. On the basis of the scores obtained for each of the item on CII, those items which derived a positive score from more than 50% of participants in each of the age group were considered for the final list. Number of items present in each age group after item analysis is shown in Table 14. (See Appendix VI for details).

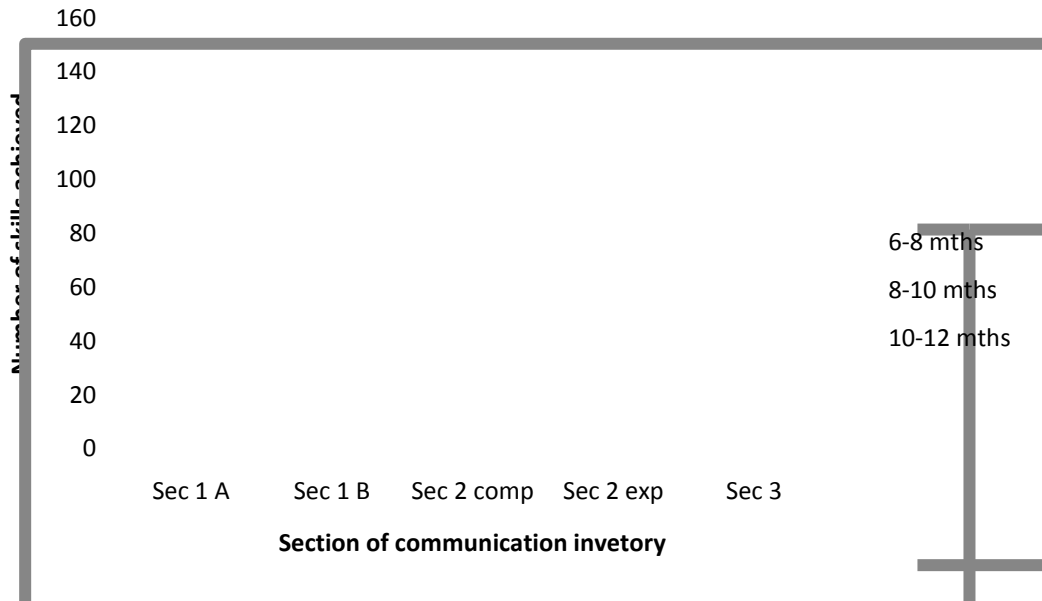
Table 14

No. of items in CII after Item Analysis

No. of items in original CII No. of items after Item analysis →	6 – 8 months	8 – 10 months	10 – 12 months
Section 1 A = 19 items	13	15	17
Section 1 B= 28 items	6	18	26
Section 2 Comp = 245 items	32	75	137
Section 2 Exp = 245 items	8	10	10
Section 3 nonverbal Comm= 38	10	22	29

Figure 2

Item analysis of CII



Chapter V

Summary

Communication is a phenomenon. When it does not happen in the oral mode, the hands, fingers and facial gestures are used for communication (Goldin-Meadow, Mordford 1985). There are two modes of communication- verbal and nonverbal. Verbal and nonverbal communication occurs simultaneously in typically developing children. Nonverbal communication is most effective in case of young children (below one year) as well as children with developmental delay. It is an area which is less researched compared to verbal communication as majority of studies are focused on verbal aspect of communication. Communication starts developing early in life i.e., as soon as the child born with birth cry and by the end of the first year a typically developing child starts verbal communication. There is a critical period for the development of communication. Studies on infants have focused on phonological development, semantic development, and on the emergence of first words.

Checklist and Tests are used to check for presence or absence of communication in children. However, these tools fail to give information on communication ability of the children. Inventory is another type of assessment tool, which gives detailed information on communication aspects of children. Most of the assessment tools focus on verbal communication skills and very few on nonverbal skills that complement communication in infants and young children. Since tools that test verbal abilities alone fail to give complete information on communication aspects of children, there is a need to incorporate component of nonverbal communication skills in any tool that is designed for

infants and young children. Besides these, majority of the tools available are developed for Infants in the Western population. Direct adaptation of such tools to the Indian population is not recommended because cultural influence on verbal and nonverbal communication necessitates designing and or adaptation of the tools for the specific population and purpose. Therefore, there is an immense need to develop Inventory for assessment which gives complete information on verbal and nonverbal communication of in infants.

Present study is focused on the development of inventory which account for verbal and nonverbal communication in 6 – 12 month old children. A communication Inventory for Infants (CII) was developed, which includes three sections. Section 1, includes few early emergent behaviors; section 2 different lexical categories; and section 3, includes nonverbal communication. Section 1 is further divided into A and B parts, Section 1 A includes prelinguistic skills and Section B includes early phrases. Section 2 includes various lexical categories like body parts, food items, vehicles, common objects, etc., Section 2 has common components for both comprehension and expression. It includes words like quantifiers, time related words and question words. Nonverbal skills in the Section 3 were divided under 4 headings, those are first communicative features; games; actions and objects and imitating adult like actions.

Study includes 32 participants form the Mysore city. Participants were divided into under three age group 6 – 8 months, 8 - 10 months and 10 – 12 months. First two include five male and five female children and third group includes 7 male and 5 female children. All the participants were screened to rule sensory, neurological and cognitive deficits. For the mother of children who passed the screening, communication inventory

was given. Mothers were instructed to indicate the presence or absence of activity in their ward for the items listed in CII. Reliability check was done on 10% of the population.

Statistical analysis with SPSS version 17.0 was carried out to see significant difference in each among the three groups as well as for different sections of CII. Descriptive statistics was done to see Mean and Standard deviation. One way MANOVA was used to see significant difference in each section across age groups under study. Mann-Whitney U test was used to find group differences if any, for all the sections and age groups.

Descriptive statistics revealed that there was a difference in mean scores across the different age groups and sections of CII. It showed a developmental pattern with mean scores increasing with increase in age, which means Mean was higher for the higher age groups than lower age groups. One way MANOVA indicated a significant difference in different section across age groups. Man-Whitney U test revealed that in Variance across groups and sections of CII was analyzed by employing. Results show that in section I A (prelinguistic skills) and section 3 (expression), the 6-8 month group differs from the other two higher groups ($p > 0.9$) whereas in section 3 (nonverbal communication), the 10-12 month group differs from other two lower groups, the difference being statistically significant ($p > 0.9$). In section 1 B (early phrases) and section 2 (comprehension), all the three groups show significant difference ($p > 0.9$) among each other showing a clear developmental pattern. Table 10 and Table 11 show the group-wise and skill-wise differences. Present study did not show any difference in a development of communication behavior across and gender, it failed to show effects of different contributing factors on communication development like socio-economic status

of the family, education of parents and order of the children. Present study highlighted assessment of communication as a whole, than parts like verbal and non verbal communication during early childhood. It also account for the other developmental aspects of children. It also focused on usage of inventory as a tool for assessment of communication than tests and checklist.

This study is clinically relevant in terms its application on both assessment and management of children below 12 months of mental age. It helps in checking the normal developmental pattern of communication, and in identifying children with delay in communication development. This also gives guidelines to select different lexical categories in hierarchy during intervention. This can be a reference guide for the parents, pediatricians, speech language pathologists and early child educators to check communication development in infants and young children.

Further Recommendations for Research

- ✍ Study may be replicated on children above 1 year and below 6 months
- ✍ Study may be carried out with larger population
- ✍ Study may be done on rural children and children with communication disorders

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Appendix I

The MacArthur Communicative Development inventories:

Words and Gestures

PART I EARLY WORDS

A. First Signs of Understanding

Before children begin to speak, they show signs of understanding language by responding to familiar words and phrases. Below are some common examples. Does your child do any of these?

1. Respond when name is called. (e.g., by turning and looking at source).
2. Respond to “no no “ (by stopping what he/she is doing, at least for a moment).
3. React to “ there’s mummy / daddy” by looking around for them.

B. Phrases

Will the child able understand these sentences.....?

Please mark (o) in front of the sentences which child seems to be understand

- | | | |
|------------------------------|------------------------|-------------------------------|
| 1. Are you hungry? | 10. Give it to | 21. Throw the ball |
| 2. Are you tired/
sleepy? | mummy | 22. Give me a kiss |
| 3. Be careful | 11. Give me a hug | 23. Daddy’s/mummy
’s home |
| 4. Clap your hands | 12. Go get_____ | 24. Change diaper |
| 5. Come on/ come
here | 13. Good girl/boy | 25. Be Quite |
| 6. Do you want
more? | 14. Hold still | 26. Time to go night
night |
| 7. Don’t do that | 15. Let’s go bye bye | 27. This little piggy |
| 8. Don’t touch | 16. Look / look here | 28. Want to go for a
ride? |
| 9. Get up | 17. Open your
mouth | |
| | 18. Sit down | |
| | 19. Spit it out | |
| | 20. Stop it | |

C. Starting to talk

1. Some children like to “ parrot” or imitate things that they’ve just heard (including new words that they are just learning, and/ or parts of sentences, for example, repeating “work now” after mother says “mummy’s is going to work now.’’). How often does your child imitate words?.....

2. Some children like to go around naming or labeling things, as though proud of knowing the names and wanting to show this. How often does your child do this?

D. Vocabulary check list.

If your child just understands the word mark (0) in front of the word. If your child understands as well as says the word then mark (✓) in front of the word.

1. Sound effects and animal sounds

Baa baa	ouch	uh oh
Choo choo	quack quack	vroom
cockadoodledoo	grrr	woof woof
mooo	meow	yum yum

2. Animal names

Animal	Donkey	Mouse
Bear	Duck	Owl
Bee	Elephant	Penguin
Bird	Fish	Pig
Bug	Frog	Pony
Bunny	Giraffe	Puppy
Butterfly	Goose	Sheep
Cat	Hoarse	Squirrel
Chicken	Kitty	Teddy bear
Cow	Lamb	Tiger
Deer	Lion	Turtle
Dog	Monkey	Turkey

3. Vehicles

Airplane	Car	Motorcycle
Bicycle	Firetruck	Train
Bus	Stroller	Truck

4. Toys

Ball	Book	Doll
Balloon	Bubbies	Pen
Block	Bubble	Toy

5. Food and Drink

Apple	Food	Candy
Banana	Ice cream	Chicken
Bread	Juice	Cookie
Butter	Meat	Cracker
Cake	Milk	Cheese
Cereal	Noodles	Pizza
Coffee	Orange	Peas
Drink	Water	Spaghetti
Egg	Carrots	Toast
Fish	Cherrios	Rasin

6. Clothing

Beads	Diaper	Pants
Bib	Dress	Shirt
Boots	Hat	Shoe
Button	Jacket	Socks
Coat	Necklace	Sweater
Dress	Pajamas	Zipper

7. Body parts

Arm	Foot	Leg
Belly	Finger	Mouth
Cheek	Hair	Nose
Ear	Hand	Tooth
Eye	Head	Toe
Face	Knee	Tongue

8. Furniture and Rooms

Bathroom	Drawer	Refridgerator
Bathtub	Garage	Rocking chair
Bed	High chair	Sink
Bedroom	Kitchen	Stove
Couch	Living room	Stairs
Crib	Oven	Table
Chair	Play pen	TV
Door	Potty	Window

9. Small House hold Items.

Blanket	Hammer	Purse
Bottle	Keys	Radio
Bowl	Lamp	Scissors
box	Light	Soap
Broom	Medicine	Spoon
Brush	Money	Telephone
Clock	Paper	Toothbrush
Comb	Penny	Towel
Cup	Pictures	Vaccum
Dish	Pillow	Watch
Fork	Plant	
Glass	Plate	

10. Outside Things and places

Backyard	Park	Snow
Beach	Party	Star
Church	Pool	Store
Flower	Rain	Sun
Garden	Rock	Swinf
Home	School	Tree
House	Shovel	Water
Moon	Sky	Work
Outside	Side	Zoo

11. People

Aunty	Grandpa	Baby sister's name
Boy	Mummy	Shopkeeper
Brother	People	Baby
Child	Person	Babysister
Daddy	Sister	Man
Girl	Teacher	Lady
Grandma	Uncle	Child's own name

12. Games and routines

Bath	Lunch	Shh/Hush
Breakfast	Night night	Thank you
Bye or Bye Bye	Nap	Wait
Dinner	No	Wanna/ Want to
Don't	Patty cake	Yes
Hello	Peekaboo	
Hi	Please	

13. Action words

Bite	Go	Say
Blow	Help	See
Break	Hit	Show
Bump	Hug	Sing
Bring	Hurry	Sleep
Clean	Jump	Smile
Close	Kick	Splash
Cry	Kiss	Stop
Dance	Look	Swim
Draw	Love	Swing
Drink	Open	Take
Drive	Play	Throw
Eat	Pull	Touch
Fall	Push	Watch
Feed	Put	Walk
Finish	Read	Wash
Get	Ride	Wipe
Give	Run	Write

14. Words about time

Day	Night	Tomorrow
Later	Now	Tonight
Morning	Today	

15. Descriptive words

All gone	Careful	Dry
Asleep	Clean	Empty
Bad	Cold	Fast
Big	Cute	Fine
Blue	Dark	Gentle
Broken	Dirty	Good
Happy	Nice	Tired
Hard	Old	Wet
Hot	Scared	Yucky
Hungry	Sick	Pretty
Hurt	Sleepy	Red
Little	Soft	
Naughty	Thirsty	

16. Pronouns

I	Me	This
It	Mine	You
Her	My	Your
His	That	

17. Questions words

How	When	Why
How many	Where	Which
What	Who	

18. Prepositions

Away	Inside	There
Back	Off	Under
Down	On	Up
In	Out	

19. Quantifiers

All	None	Same
Another	Not	Some
More	Other	

Part II Actions and Gestures

A. First communicative features

When infants are first learning to communicate, they often use gestures to make their wishes known. For each item below, mark the line (✓) that describes your child's actions right now

1. Extends arm to show you something he/she is holding.
2. Reaches out and gives you a toy or some objects that he/ she is holding.
3. Points (with arm and index finger extended) at some interesting object or event.
4. Waves bye-bye on his/her own when someone leaves.
5. Extends his/her upward to signal a wish to be picked up.

6. Shakes head “no”
7. Nods head “ yes”
8. Gestures “hush” by placing finger to lips.
9. Requests something by extending arm and opening and closing hand.
10. Blows kisses from a distance.
11. Smacks lips in a “yum yum” gesture to indicate that something taste good.
12. Shrugs to indicate “all gone” or “where’d it go”.

B.Games and routines

Does your child do any of the following?

1. Play peekaboo
2. Play patty cake
3. Play “so big”
4. Play chasing games
5. Sing
6. Dance

C.Actions with objects

Does your child do/try any of the following?

1. Eat with a spoon or fork
2. Drink from a cup containing of liquid
3. Comb or brush his/her own hair.
4. Brush teeth.
5. Wipe face or hands with a towel or cloth.
6. Put on hat
7. Put on shoe/socks
8. Put on necklace, bracelet or watch
9. Lay head on hands and squeeze eyes shut as if sleeping.
10. Blow to indicate something is hot.
11. Hold vehicle object and make it move.
12. Put telephone to ear.
13. Throw ball
14. Pour pretend liquid from one container to another
15. Stir pretend liquid in a cup or pan with a spoon.
16. Shiff flowers
17. Talk to toy.

D. Pretending to be a Parent

How are some things that young children sometimes do with stuffed animals or dolls. Please mark the actions that you have seen your child to do.

1. Put to bed
2. Cover with blanket
3. Feed with bottle
4. Feed with spoon
5. Brush/comb its hair
6. Pat or burp it
7. Push in stroller/buggy
8. Rock it
9. Kiss or hug it
10. Try to put shoe/socks/hat on it
11. Talk to it
12. Try to put diaper on it.

E. Imitating other Adult actions (using real or toy implements).

Does your child do/try any of the following?

1. Sweep with broom or mop
2. Put key in door or lock
3. Pound with hammer or mallet
4. Attempt to use saw
5. "Type" at a typewriter or computer keyboard
6. Vacuum
7. Water plants
8. Play musical instruments
9. "Drive car by turning steering wheel
10. Wash dishes
11. Write with a pen, pencil, or marker
12. Clean with cloth or duster
13. Read
14. Dig with a shovel
15. Put on glasses

F. Pretend objects

During play, children sometimes use an object as a replacement for other. For example, a child wishing to feed a teddy bear might pretend that a block is an apple. A child might pretend that a bowl is a hat. Have you seen your child make substitutions of this kind?

If yes , Please give several examples

Other comments

Appendix II

Communication Inventory for Infants - CII (6 – 12 months)

Name:

Date:

Age/sex:

DOB:

Instructions: Please tick skills which your children can able to do in section 1 A and in section 1 B please the phrases which your children able to understand. If the child is not able to do the activity keep it empty.

Section 1

A. Early skills

Sl no	Skills	Comprehends
1.	Appears to be able to distinguish general meanings of warning, anger and/or friendly voice pattern by facial and bodily gestures.	
2.	Responds with appropriate gestures to words such as “come”, “bye-bye”.....etc.	
3.	Gives some attention to music or singing.	
4.	Frequently appears to listen to whole conversation around him/her.	
5.	Regularly stops activity when his/her name called.	
6.	Reacts to loudness changes in voice of a others.	
7.	Regularly stops activity in response to “No”.	
8.	Reacts differently to familiar people and strangers.	
9.	Appears to enjoy listening to new words.	
10.	Generally able to listen to speech without being distracted by others.	
11.	Mimes when action is named. Ex. When you ask “How to eat?” Child will make action to show how to eat.	
12.	Enjoys listening stories.	
13.	Responds to rhythmic music by bodily or hand movements	
14.	Understands words like up, down.....	
15.	Feels happy when the child is praised for looks/ neat dress	
16.	Child is possessive about his/her clothes, toys.	
17.	Responds when name called. Ex. Turning back, searching for the person who called... etc.	
18.	Child get angry when her objects are taken/used or broken by someone and start fighting with them...	
19.	Child enjoy watching TV, looking at comics or listening to music.	

B. Early phrases

Sl no	Phrases	Comprehends
1.	Are you hungry?	
2.	Are you tired/sleepy?	
3.	Be quiet!	
4.	Clap your hands	
5.	Come on/ come here	
6.	Do you want more?	
7.	Don't do that	
8.	Don't touch	
9.	Get up	
10.	Give it to mummy	
11.	Give me a hug/kiss	
12.	Go get	
13.	Good girl/boy!	
14.	Let's go bye bye	

Sl no	Phrases	Comprehends
15.	Look / look here	
16.	Open your mouth	
17.	Sit down	
18.	Stop it	
19.	Throw the ball	
20.	Want to go out?	
21.	Do you want it?	
22.	Say bye bye	
23.	Sleep now?	
24.	Don't cry	
25.	Don't go outside.	
26.	Walk slowly.	
27.	This dress is not nice	
28.	Give me some	

Part 2: Early vocabulary

Instructions: Please tick items which your children can able to do. If your child is able to understand mark in comprehends part and if child uses that word/tell that word mark in expresses part. If the child is not able to do the activity keep it empty.

1. Different sound effects

Sl no	Items	Expresses
1.	Ba ba	
2.	Wa wa	
3.	Ba ba va va ta ta	
4.	Ta da va ma	
5.	ambaa ambaa	
6.	ko ko	
7.	o ho	
8.	Vroom	
9.	woof woof	
10.	umm	
11.	Ayyo	
12.	amma	

2. Family members

Sl no	Items	Comp	Exp
1.	Mummy		
2.	Daddy		
3.	Grandma		
4.	Grandpa		
5.	Brother		

Sl no	Items	Comp	Exp
6.	Sister		
7.	Uncle		
8.	Aunty		
9.	Child		
10.	People		

3. Body parts

Sl no	Items	Comprehends	Expresses
1.	Head		
2.	Eye		
3.	Mouth		
4.	Face		
5.	Hand		

Sl no	Items	Comprehends	Expresses
6.	Leg		
7.	Tummy		
8.	Cheek		
9.	Finger		
10.	Tongue		
11.	Hair		

4. Food items

Sl no	Items	Comp	Exp
1.	Rice		
2.	Mudde		
3.	Sambar		
4.	idli		
5.	Dosa		
6.	Chappati		
7.	Water		
8.	Apple		
9.	Banana		
10.	Orange		
11.	Grapes		

Sl no	Items	Comp	Exp
12.	Milk		
13.	Butter		
14.	Bread		
15.	Cake		
16.	Chocolates		
17.	Juice		
18.	Egg		
19.	Meat/ Fish		
20.	Coffee/tea		
21.	Food		

5. Animals

Sl no	Items	Comp	Exp
1.	Cat		
2.	Dog		
3.	Cow		
4.	Chicken		
5.	Crow		
6.	Sheep		
7.	Butterfly		

Sl no	Items	Comp	Exp
8.	Elephant		
9.	Animal		
10.	Monkey		
11.	Mouse		
12.	Fish		
13.	Snake		
14.	Tiger/Loin		

6. Vehicles

Sl no	Items	Comp	Exp
1.	Bus		
2.	Bicycle		
3.	Motorcycle		
4.	Car		
5.	Tempo		

7. Toys

Sl no	Items	Comp	Exp
1.	Ball		
2.	Balloon		
3.	Book		
4.	Doll		
5.	Pen		
6.	Toy		

8. Clothing

Sl no	Items	Comp	Exp
1.	Cloth/Dress		
2.	Shirt		
3.	Dothi		
4.	Pants		
5.	Nikker		
6.	Hat		
7.	Socks		
8.	Belt		
9.	Watch		

Sl no	Items	Comp	Exp
10.	Ring		
11.	Necklace/C hain		
12.	Bangles		
13.	Ear rings		
14.	Saree		
15.	Skirt		
16.	Ankle lace		
17.	Sweater		

9. Furniture and Rooms.

Sl no	Items	Comp	Exp
1.	Kitchen		
2.	Bed Bedroom		
3.	Bathroom		
4.	Cot		

Sl no	Items	Comp	Exp
5.	Chair		
6.	Door		
7.	Stairs		
8.	Table		
9.	Window		

10. House hold objects

Sl no	Items	Comp	Exp
1.	Blanket		
2.	Bottle		
3.	Bowl		
4.	box		
5.	Broom		
6.	Brush		
7.	Clock		
8.	Comb		
9.	Dish		
10.	Dustbin		
11.	Glass		
12.	Key		
13.	Lamp		
14.	Medicine		
15.	Money		
16.	Paper		

Sl no	Items	Comp	Exp
17.	Coins		
18.	Pillow		
19.	Bed		
20.	Plate		
21.	Purse		
22.	Scissors		
23.	Soap		
24.	Spoon		
25.	Towel		
26.	TV		
27.	Radio		
28.	Telephone		
29.	Fan		
30.	Plant		
31.	Umbrella		

11. Action words

Sl no	Items	Comprehends	Expresses
1.	Bite		
2.	Blow		
3.	Break		
4.	Bring		
5.	Clean		
6.	Close		
7.	Cry		
8.	Dance		
9.	Drink		
10.	Eat		
11.	Fall		
12.	Feed		
13.	Finish		
14.	Give		
15.	Go		
16.	Hit		
17.	Hug		
18.	Jump		
19.	Kick		
20.	Kiss		

Sl no	Items	Comprehends	Expresses
21.	Look		
22.	Open		
23.	Play		
24.	Pull		
25.	Push		
26.	Put		
27.	Read		
28.	Ride		
29.	Run		
30.	Say		
31.	Show		
32.	Sing		
33.	Sleep		
34.	Smile		
35.	Stop		
36.	Take		
37.	Throw		
38.	Touch		
39.	Walk		
40.	Write		

12. Descriptive words

Sl no	Items	Comp	Exp
1.	All gone		
2.	Bad		
3.	Big		
4.	Broken		
5.	Careful		
6.	Cold		
7.	Cute		
8.	Dark		
9.	Dirty		
10.	Empty		
11.	Fast		
12.	Fine		
13.	Good		

Sl no	Items	Comp	Exp
14.	Happy		
15.	Hard		
16.	Hot		
17.	Hungry		
18.	Hurt		
19.	Little		
20.	Naughty		
21.	Scared		
22.	Sleepy		
23.	Soft		
24.	Thirsty		
25.	Tired		
26.	Wet		

13. Words about time

Sl no	Items	Comp	Exp
1.	Day		
2.	Later		
3.	Morning		
4.	Night		
5.	Now		
6.	Today		
7.	Tomorrow		

14. Prepositions

Sl no	Items	Comprehends	Expresses
1.	Near		
2.	AwayFar		
3.	Back		
4.	Down		
5.	Up		
6.	Inside		
7.	Outside		

15. Pronouns

Sl no	Items	Comprehends	Expresses
1.	I		
2.	Her		
3.	His		
4.	Me		
5.	Mine		

Sl no	Items	Comprehends	Expresses
6.	My		
7.	That		
8.	This		
9.	You		
10.	Your		

16. Question words

Sl no	Items	Comprehends	Expresses
1.	How		
2.	What		
3.	Where		

Sl no	Items	Comprehends	Expresses
4.	Which		
5.	Who		
6.	Why		

17. Quantifiers

Sl no	Items	Comprehends	Expresses
1.	All		
2.	Another		

Sl no	Items	Comprehends	Expresses
3.	None		
4.	Same		

18. Others

Sl no	Items	Comprehends	Exp
1.	Bath		
2.	Flower		
3.	Garden		
4.	Home		
5.	Moon		
6.	Pool		
7.	Rock		
8.	School		
9.	Sky		
10.	Star		

Sl no	Items	Comprehends	Exp
11.	Store		
12.	Sun		
13.	Swing		
14.	Tree		
15.	Work		
16.	Mud		
17.	Wound/ Injury		
18.	Temple		
19.	Hospital/ Doctor		

Section 3.

Actions and Gestures

Instructions: Please tick activity that your child can perform. If the child is not able to do the activity keep it empty.

a. First communicative features

Sl no	Skills	Performs the activity
1.	Extends arm to show you something he/she is holding.	
2.	Reaches out and gives you a toy or some objects that he/ she in holding.	
3.	Points (with arm and index finger extended) at some interesting object or event.	
4.	Waves bye-bye on his/her own when someone leaves.	
5.	Extends his/her upward to signal a wish to be picked up.	
6.	Shakes head “no”	
7.	Nods head “ yes”	
8.	Gestures “hush” by placing finger to lips.	
9.	Requests something by extending arm and opening and closing hand.	
10.	Blows kisses from a distance.	
11.	Smacks lips in a “yum yum” gesture to indicate that something taste good.	

b. Games and routines

Sl no	Skills	Performs the activity
1.	Play peekaboo	
2.	Play chasing games	
3.	Play with a toys	
4.	Sing	
5.	Dance	

c. Actions with objects

Sl no	Skills	Performs the activity
1.	Eat with a spoon.	
2.	Drink from a cup.	
3.	Comb his/her own hair.	
4.	Brush teeth.	
5.	Put on hat	
6.	Put on sandals	
7.	Lay head on hands and squeeze eyes shut as if sleeping.	
8.	Blow to indicate something is hot.	
9.	Hold vehicle object and make it move.	
10.	Put telephone to ear.	
11.	Throw ball	
12.	Pour liquid from one container to another	
13.	Stir pretend liquid in a cup or pan with a spoon.	
14.	Kiss or hug a toy.	
15.	Put on glasses.	

d. Imitating adult like actions

Sl no	Skills	Performs the activity
1.	Sweep with broom or mop	
2.	Pound with hammer or mallet.	
3.	Read (open book and turn pages)	
4.	Try to ride bicycle.	
5.	Clean with cloth	
6.	Write with pen or pencil	
7.	Dig with any object	

ÀA^aÀ^oÀ£À vÀ¥À²Ã®Ä ¥ÀnÖ (6 – 12 wAUÀ¹/₄ÄÄ)

“sÁUÀ 1:

A. ^aÄÄAa£À ÀAYÀPÀð PË±À®âUÀ¹/₄ÄÄ

ÀÆZÀ£ÉUÀ¹/₄ÄÄ: PÉ¹/₄ÀUÉ ^aÄÄPÀ¹/₄ÄÄ ^aÄiÁqÀ§^oÄzÁAvÀ^oÀ PÉ®^aÄÄ PË±À®âUÀ¹/₄ÄÄ£ÄÄß ðÃqÀ⁻ÁVzÉ. “sÁUÀ 1 A gÀ^oè, ð^aÄÄä ^aÄÄUÄÄ ^aÄiÁqÀ§^oÄzÁAvÀ^oÀ PË±À®âUÀ¹/₄ÄÄ ^aÄÄÄÄzÉ UÄÄgÄÄvÄÄ ^oÁQ, “sÁUÀ gÄ^oè ð^aÄÄä ^aÄÄUÄÄ CxÀð^aÄiÁrPÉÆ¹/₄ÄÄ¹/₄ÄÄ ^aÄPÀâUÀ¹/₄ÄÄ ^aÄÄÄÄzÉ UÄÄgÄÄvÄÄ ^oÁQ. ð^aÄÄä ^aÄÄUÄÄ ^aÄiÁqÀ⁻ÁUÀçgÄÄ^aÀ PË±À®âUÀ¹/₄ÄÄ ^aÄÄÄÄçgÄÄ^aÀ eÁUÀ^a£ÄÄß SÁ^o ©r.

PÀæ ^a ÄÄ ÄÄÄSÉ â	^a ÄPÀâUÀ ¹ / ₄ ÄÄ	CxÀð ^a Äi Ár PÉÆ ¹ / ₄ ÄÄ ÄivÄÛz É
1.	^a ÄÄÄÄR “sÁ ^a ÄÄÄ£ÄÄß CxÀð ^a ÄiÁrPÉÆ ¹ / ₄ ÄÄÄivÄÛzÉ. (PÉÆÄ¥À, ÄAvÉÆÄµÄ)	
2.	PÉ® ^a ÄÄ ¥ÄzÄUÄ ¹ / ₄ Ä£ÄÄß CxÀð ^a ÄiÁrPÉÆÄqÄÄ ÄEPÀÛ ^a ÄzÄ ¥ÄæwQæÄiÉÄiÄÄ£ÄÄß ðÃqÄÄvÄÛ ^a É. GzÄ: “Ä, mÄ mÄ	
3.	ÄAVÄvÄPÉI UÄ ^a ÄÄ£Ä PÉÆqÄÄ ^a ÄÄzÄÄ.	
4.	C ^a Ä£Ä/C ^a Ä ¹ / ₄ Ä ÄÄvÄÛ ^a ÄÄÄvÄÛ £ÄqÉÄiÄÄÄ ^a Ä ¥ÄÇgÄ ÄÄ“sÄµÄuÉÄiÄÄ£ÄÄß D ^o zÄÄAvÉ PÄtÄvÄÛzÉ.	
5.	C ^a Ä£Ä/C ^a Ä ¹ / ₄ Ä ^o É, ÄgÄ£ÄÄß PÄjzÄUÄ ^a ÄiÁqÄÄwÛgÄÄ ^a Ä PÉ® ^a ÄÄ£ÄÄß ð ^o è, ÄÄvÄÛzÉ.	
6.	zsÄéðÄiÄÄ ^o è£Ä ^a ÄÄvÄÄÄ, ÄÄ£ÄÄß CxÀð ^a ÄiÁrPÉÆ ¹ / ₄ ÄÄÄivÄÛzÉ.	
7.	“ÉÃqÄ JAzÄÄ ^o ÉÄ ¹ / ₂ zÄgÉ ^a ÄiÁqÄÄ ^a Ä PÉ®, ÄÄ£ÄÄß ð ^o è, ÄÄvÄÛzÉ.	
8.	¥ÄjavÄgÄÄ ^a ÄÄvÄÄÛ C¥ÄjavÄgÉÆÄçUÉ “ÉÄgÉ “ÉÄgÉÄiÄiÄV ¥ÄæwQæ ⁻ Ä, ÄÄvÄÛzÉ.	
9.	^o ÉÆ, Ä ¥ÄzÄUÄ ¹ / ₄ Ä£ÄÄß PÉÄ ¹ / ₄ Ä®Ä GvÄi ^o Ä vÉÆÄjzÄAvÉ PÄtÄvÄÛzÉ.	
10.	“ÉgÉÄiÉÄqÉUÉ UÄ ^a ÄÄ£Ä ^o Äj, ÄzÉ ^a ÄiÁvÄ£ÄÄß ¥ÄÇtð ^a ÄV PÉÄ ¹ / ₄ ÄÄÄvÄÛzÉ.	
11.	PÉ®, ÄÄ£ÄÄß ^o ÉÄ ¹ / ₂ zÄUÄ C®ü£Ä ⁻ Ä ¹ vÉÆÄj, ÄÄvÄÛzÉ. GzÄ; Hl ^a ÄiÁqÄÄ ^a ÄÄzÄÄ ^o ÉÄUÉ?	
12.	PÄvÉ PÉÄ ¹ / ₄ Ä®Ä RÄ¶ ¥ÄqÄÄvÄÛzÉ.	
13.	ÄAVÄvÄPÉI ^a ÉÄÉ PÉÉ ZÄ ^o 1 ¥ÄæwQæ ⁻ Ä, ÄÄvÄÛzÉ.	
14.	^a ÉÄÄ ⁻ É, PÉ ¹ / ₄ ÄUÉ (ÄÛ ¹ / ₄ ÄzÄjvÄ) ¥ÄzÄUÄ ¹ / ₄ Ä£ÄÄß	

	CxÀð ^a AiÁrPÉÆ¼ÄÄîvÀÛzÉ.	
15.	ZÉÈÀßV PÁtÄwçÄÄiÄÄ JAzÄÄ °ÉÄ½zÁUÀ RÄ¶ÄqÄÄvÀÛzÉ.	
16.	vÄÈÄß ^a ÄÄÄÜUÄ¼ÄÈÄÄß °ÉÄgÉAiÄÄ ^a ÄjUÉ ©IÄÖPÉÆqÄÄ ^a ÄÄç®è.	
17.	°ÉÄgÄÄ PÄgÉzÁUÄ ¶ÄæwQæ¬ÄÄÄvÀÛzÉ GzÄ: wgÄÄV £ÉÆqÄÄ ^a ÄÄzÄgÄ ^a ÄÄÆ®PÄ, PÄgÉzÄ ^a ÄÄQÛUÁV °ÄÄqÄÄPÄÄ ^a ÄÄzÄgÄ ^a ÄÄÆ®PÄ.....	
18.	°ÉÄgÉAiÄÄ ^a ÄgÄÄ vÄÈÄß ^a ÄÄÄÜUÄ¼ÄÈÄÄß vÉUÉzÄÄPÉÆAqÁUÄ, G¶ÄAiÉÆV½zÁUÄ CxÄ ^a Ä °Ä¼ÄÄ ^a ÄiÁrzÁUÄ PÉÆÄ¹PÉÆ¼ÄÄîvÀÛzÉ/ dUÄ¼ÄÄ ^a ÄqÄÄvÀÛzÉ.	
19.	°ÄqÄÈÄÄß PÉÄ¼Ä®Ä, n. « £ÉÆÄqÄ®Ä RÄ¶ÄqÄÄvÀÛzÉ.	

B: °ÉÆzÄ®^aÄPÄÄUÄ¼ÄÄ

PÄæ ^a ÄÄ ÄAS Éä	^a ÄPÄÄUÄ¼ÄÄ	CxÀð ^a AiÁr- PÉÆ¼ÄÄîv ÄÛzÉ
1.	°Ä¹ ^a ÄUÄÄwÛzÉ AiÉÄÄ?	
2.	æzÉæ §gÄÄwÛzÉAiÉ Ä?/ ÄÄ, ÄÛVzÉAiÄ Ä?	
3.	±Ä§Ý ^a ÄiÄqÄ°ÉÄqÄ	
4.	ZÄ¶Ä¼É °ÉÆr	
5.	°Ä E°è	
6.	E£ÄÄß °ÉÄPÉÄ?	
7.	CzÄÈÄÄß ^a ÄiÄqÄ°ÉÄqÄ/ ÄÄ ^a ÄÄærgÄÄ	
8.	^a ÄÄÄIÖ°ÉÄqÄ	
9.	K¼ÄÄ ^a ÉÄÄ-É	
10.	C ^a ÄÄææUÉ PÉÆqÄÄ	
11.	£Ä£ÄUÉÆAzÄ Ä ^a ÄÄÄvÄÄÛ	

PÄæ ^a ÄÄ ÄAS Éä	^a ÄPÄÄUÄ¼ÄÄ	CxÀð ^a AiÁr- PÉÆ¼ÄÄîv ÄÛzÉ
12.	PÉÆqÄÄ °ÉÆÄV vÉUÉzÄÄPÉÆA qÄÄ °Ä	
13.	eÄt °ÄÄqÄÄUÄ/°ÄÄ qÄÄV	
14.	£Ér °ÉÆUÉÆÄt mÄ mÄ	
15.	E°è £ÉÆqÄÄ	
16.	°Ä-Ä vÉV	
17.	PÄÄ½vÄÄPÉÆ	
18.	æ°èÄÄ	
19.	ZÉAqÄÈÄÄß J¹	
20.	°ÉÆgÄUÉ °ÉÆÄUÄ °ÉÄPÄ?	
21.	æ£ÄUÉ °ÉÄPÄ?	
22.	mÄ mÄ °ÉÄ¼ÄÄ	
23.	FUÄ ^a ÄÄ®UÄÄ	
24.	C¼Ä°ÉÄqÄ	

25.	°ÉÆgÀUÉ °ÉÆÁUÀ~ÉÃqÀ	
26.	ɾzÁfÁ ^a ÁV fÁr	
27.	F §mÉÖ ZÉfÁBV@è	

28.	fÁfÁUÉ ,Áé@à PÉÆqÀÄ	
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°sÁUÀ 2 : °ÄÄÄAa fÀ ¥ÀzÀ¥ÀnÖ

ÄÆZÄfÉUÀ¼ÄÄ: PÉ¼AUÉ PÉÆnÖgÄÄ^a ¥ÀzÀUÀ¼ÄfÄÄß ɾ^aÄÄä^a ÄÄUÄÄ CxÄð^aÄiÁrPÉÆAqÀ^è, CxÄð^aÄiÁrPÉÆ¼ÄÄivÀÛzÉ JA§^èÄiÄÄÄ; °ÉÄ¼ÄÄwÛzÄÝgÉ, °ÉÄ¼ÄÄvÀÛzÉ JA§^è UÄÄgÄÄvÄÄ °ÁQ. ɾ^aÄÄä^a ÄÄUÄÄ^a ÄiÁqÀ⁻ ÁUÄçgÄÄ^a PË+À@âUÀ¼Ä^a ÄÄÄÄçgÄÄ^a eÁUÄ^a ÄfÄÄß SÁ^è ©r.

1. ««zÀ jÄwAiÄÄ ±À§ÝUÀ¼ÄÄ

PÄæ ^a Ä ÄÄSÉ ä	¥ÀzÀUÀ¼Ä Ä	°ÉÄ¼ÄÄvÀÛz É
1.	°Ä °Ä	
2.	^a Ä ^a Ä	
3.	°Ä °Ä ^a Ä ^a Ä ^a vÄ vÄ	
4.	vÄ zÄ ^a Ä ^a ÄÄ	
5.	CA°Ä CA°Ä	

9.	PÉÆ PÉÆ	
PÄæ ^a Ä ÄÄSÉ ä	¥ÀzÀUÀ¼Ä Ä	°ÉÄ¼ÄÄvÀÛz É
10.	M °ÉÆ	
11.	qÄ giæ giæ giæ	
12.	Gÿsì Gÿsì	
13.	C ^a Äiir	
14.	CAiÉÆÄ	

2. PÄÄIÄÄ§ ,ÄzÀ,ÄägÄÄ

PÄæ ^a ÄÄ ÄÄSÉä	¥ÀzÀUÀ¼Ä Ä	CxÄð ^a ÄiÁr PÉÆ¼ÄÄ ÄivÀÛzÉ	°ÉÄ¼ÄÄ ÄvÀÛzÉ
1.	C ^a ÄÄä		
2.	CÿÄä		
3.	CfÓ		
4.	CdÓ/vÄvÄ		
5.	CtÚ/vÄ ^a Ää		
6.	CPÄI/vÄAV		
7.	^a ÄiÁ ^a Ä/aPÄI ¥Äà/ zÉÆqÀØ¥Ä		

	à		
8.	CvÉÛ/aPÄI ^a ÄÄä/ zÉÆqÀØ ^a Ä Ää		
9.	^a ÄÄUÄÄ/¥ Ä¥ÄÄ		
10.	dÉÄ		

3. zÉÄ^èÄzÀ °sÁUÀUÀ¼ÄÄ

PÄæ ^a ÄÄ ÄÄSÉä	¥ÀzÀUÀ¼ÄÄ ÄÄ	CxÄð ^a ÄiÁr PÉÆ¼ÄÄivÀÛzÉ	°ÉÄ
1	vÄ ⁻ É		
2.	PÄtÄÚ		
3.	°Ä ⁻ Ä		
4.	^a ÄÄÄR		

5.	PÉÊ		9.	°ÉgÀ¼ÄÄ		
6.	PÁ®Ä		10.	£Á°UÉ		
7.	°ÉÆmÉÖ		11.	PÄÆzÄ®Ä		
8.	PÉ£Éß					

4. Hl/wAr

PÄæªÄÄ ÄASÉä	¥ÄzÄU¼ÄÄ	CxÄð ªÄiÄrPÉÆ¼ÄÄ ÄÄivÄÛzÉ	PÄæªÄÄ ÄASÉä	°ÉÄ¼ÄÄ ÄÄivÄÛzÉ	CxÄð ªÄiÄrPÉÆ¼ÄÄ ÄÄivÄÛzÉ
1.	C£Äß		12.	°Á®Ä	
2.	ªÄÄÄzÉÝ		13.	°ÉuÉÚ	
3.	ÄÄ§gi/ÄgÄÄ		14.	°ÉæqÄÄØ	
4.	Erè		15.	PÉÄPi	
5.	zÉÆÄÉ		16.	ZÉÆPÉÆÄÉÄmi	
6.	ZÄ¥Äw		17.	dÄä,ï	
7.	ªÄgÄÄ		18.	ªÉÆmÉÖ	
8.	ÉÄ§Ä		19.	ªÄiÄÄÄ	
9.	°Ä¼É°ÄtÄÚ			/«ÄÄ£ÄÄ	
10.	QvÄ¼É°ÄtÄÚ		20.	PÄü/nÄ	
11.	zÄæQè°ÄtÄÚ		21.	Hl	

5. ¥ÄætÄ ¥ÄQèU¼ÄÄ

PÄ æªÄ Ä Ä SÉä	¥ÄzÄU ¼ÄÄ	CxÄð ªÄiÄrPÉÆ¼ÄÄ ÄÄivÄÛzÉ	°ÉÄ¼ÄÄ ÄÄivÄÛzÉ
1.	°ÉPÄÄ Ì		
2.	£Ä¬ªª ÄÄj		
3.	°ÄÄÄ		
4.	PÉÆÄ ½ªªj		
5.	PÄUÉ		
6.	PÄÄj		
7.	amÉÖ		

PÄ æªÄ Ä Ä SÉä	¥ÄzÄU ¼ÄÄ	CxÄð ªÄiÄrPÉÆ¼ÄÄ ÄÄivÄÛzÉ	°ÉÄ¼ÄÄ ÄÄivÄÛzÉ
8.	D£É		
9.	¥ÄætÄ		
10.	PÉÆÄ w		
11.	E°		
12.	«ÄÄ£Ä Ä		
13.	°ÄªÄÄ		
14.	°ÄÄ°/¹ A°Ä		

5. ^aÁ°À£ÀUÀ¼ÄÄ

PÀæ ^a ÄÄ ÄASÉä	¥AzÀUÀ¼ÄÄ	CxÀð ^a ÄiÁrPÉÆ¼ÄÄivÀÛzÉ	°ÉÄ¼ÄÄvÀÛzÉ	°ÉÄ¼ÄÄvÀÛzÉ	CxÀð ^a ÄiÁrPÉÆ¼ÄÄivÀÛzÉ	°ÉÄ¼ÄÄvÀÛzÉ
1.	§, ÄÄi		ÄASÉä			
2.	ÉÉPÀ ¯i		4.	PÁgÄÄ		
3.	ÄÆllgi/ÉÉPï		5.	mÉAYÉÇ		

6. DlzÀ ,^aÄiÁ£ÄÄUÀ¼ÄÄ

PÀæ ^a ÄÄ ÄAS Éä	¥AzÀU À¼ÄÄ	CxÀð ^a ÄiÁrPÉÆ¼ÄÄivÀÛzÉ	°ÉÄ¼ÄÄ vÀÛzÉ
1.	ZÉAqÄÄ		
2.	ÄÄ/ §@Æ£ ÄÄ		
3.	¥ÄÄ,Ä		

	ÛPÀ		
PÀæ ^a ÄÄ ÄAS Éä	¥AzÀU À¼ÄÄ	CxÀð ^a ÄiÁrPÉÆ¼ÄÄivÀÛzÉ	°ÉÄ¼ÄÄ vÀÛzÉ
4.	UÉÆA ·É		
5.	¥É£ÄÄ ß		
6.	CnPÉ		

9. PÉÆoÄr^aÄÄvÄÄÛ ÄÄmÉÆÄ¥ÄPÀgÄt

PÀæ ^a ÄÄ ÄASÉä	¥AzÀUÀ¼ÄÄ	CxÀð ^a ÄiÁr PÉÆ¼ÄÄivÀÛzÉ	°ÉÄ¼ÄÄ vÀÛzÉ
1.	CqÄÄU ÉÄÄ£É		
2.	^a ÄÄ@UÄÄ ÄÄÄ PÉÆÄuÉ		
3.	ÄÄ£Äz ÄÄÄ£É		
4.	^a ÄÄAZÄ		

5.	PÄÄað		
PÀæ ^a ÄÄ ÄASÉä	¥AzÀUÀ¼ÄÄ	CxÀð ^a ÄiÁr PÉÆ¼ÄÄivÀÛzÉ	°ÉÄ¼ÄÄ vÀÛzÉ
6.	·ÄV@ÄÄ		
7.	^a ÉÄnÖ@ ÄÄ		
8.	^a ÉÄÄdÄ/ mÉÄ§¯i		
9.	QIQ		

10. GqÄÄUÉ vÉÆqÄÄUÉ

PÀ æ ^a À Ä ÀA SÉâ	YÀzÀUÀ ¼ÄÄ	CxÀð ^a ÀiÁ r PÉÆ¼ÄÄ îvÀÛzÉ	°ÉÄ¼ÄÄ vÀÛzÉ
1.	§mÉÖ		
2.	µÀmïð		
3.	YÀAZÉ		
4.	YÀâAmï		
5.	ɹPÀlgi		
6.	mÉÆÄ!		
7.	PÁ®Ä aÃ®		
8.	¨É ⁻ iÖ		
9.	PÉËUÀr AiÀiÁgÀ / ^a ÁZÀÄ		
PÀ	YÀzÀUÀ	CxÀð ^a ÀiÁ	°ÉÄ¼ÄÄ

æ ^a À Ä ÀA SÉâ	¼ÄÄ	r PÉÆ¼ÄÄ îvÀÛzÉ	vÀÛzÉ
10.	GAUÄÄ gÄ		
11.	ÀgÄ		
12.	§¼É		
13.	Q« N ⁻ É		
14.	¹ÄgÉ		
15.	®AUÄ		
16.	PÁ ⁻ ÉËÉ Ó		
17.	Éélgï		

10. ^aÄÄ£ÉAiÄÄ°è EqÀ§°ÄÄzÁAvÀ°Ä ^aÄ, ÄÄÛUÄ¼ÄÄ

PÀ æ ^a À Ä ÀA SÉâ	YÀzÀUÀ¼ÄÄ	CxÀð ^a Ài Ár PÉÆ¼ÄÄ ÄîvÀÛzÉ	°ÉÄ¼ÄÄ ÄvÀÛz É
1.	°ÉÆçPÉ/PÀ A§½		
2.	¹Ä ₃ É/¨ÉÆÄ mÉ ⁻ i		
3.	§iÖ®Ä		
4.	qÀ§â		
5.	YÉÇgÀPÉ		
6.	§æµi		
7.	UÀrAiÀiÁg À		
8.	¨ÁZÀuÉUÉ		
9.	YÀvÉæ		
10.	PÀ, ÀzÀ §ÄnÖ		
PÀ æ ^a À Ä ÀA SÉâ	YÀzÀUÀ¼ÄÄ	CxÀð ^a Ài Ár PÉÆ¼ÄÄ ÄîvÀÛzÉ	°ÉÄ¼ÄÄ ÄvÀÛz É
11.	UÁè, i		
12.	®ÄUÄzÀ		

	PÉË		
13.	çÄYÀ		
14.	OµÄzÀ		
15.	zÄÄqÄÄØ		
16.	PÁUÄzÀ		
17.	PÁ, ÄÄ/£Ät â		
18.	çA§Ä		
19.	°Á ¹ UÉ		
20.	vÀmÉÖ		
PÀ æ ^a À Ä ÀA SÉâ	YÀzÀUÀ¼ÄÄ	CxÀð ^a Ài Ár PÉÆ¼ÄÄ ÄîvÀÛzÉ	°ÉÄ¼ÄÄ ÄvÀÛz É
21.	PÉËaÃ®/Y À, ïð		
22.	PÁwæ		
23.	ÉÆÄYÀÄ		
24.	ZÄ ^a ÄÄZÀ		
25.	l ^a Ä ⁻ i		
PÀ æ ^a À Ä	YÀzÀUÀ¼ÄÄ	CxÀð ^a Ài Ár PÉÆ¼ÄÄ	°ÉÄ¼ÄÄ ÄvÀÛz É

AA SÉã		ÄivÄÛzÉ	
26.	n. «		
27.	gÉÄrAiÉÆ Ä		

28.	ŸÉÇÄ£ÄÄ		
29.	ŸsÄâ£i		
30.	VqÄ/Ä¹		
31.	bÄwæ		

11. QæAiÄiÁ ŸÄzÄUÄ¼ÄÄ

PÄ æªÄ Ä ÄA SÉã	ŸÄzÄUÄ¼ÄÄ	CxÄð ªÄiÄr PÉÆ¹¼ÄÄ ÄivÄÛzÉ	°ÉÄ¼ÄÄ ÄvÄÛz É
1.	PÄZÄÄÑ		
2.	HzÄÄ		
3.	ªÄÄÄj		
4.	vÉUÉzÄÄ PÉÆAqÄÄ ªÄ		
5.	±ÄÄa ªÄiÄqÄÄ		
6.	ªÄÄÄZÄÄ Ñ		
7.	C¼ÄÄ		
8.	PÄÄtÄ		
9.	PÄÄr		
10.	w£ÄÄß		
11.	©Ä¼ÄÄ		
12.	wßÄÄ		
13.	ªÄÄÄV,Ä Ä		
14.	PÉÆqÄÄ		
15.	°ÉÄÄUÄÄ		
16.	°ÉÄr		
17.	vÄ©äPÉÆ		
18.	£ÉV		
19.	Mç		

PÄ æªÄ Ä ÄA SÉã	ŸÄzÄUÄ¼ÄÄ	CxÄð ªÄiÄr PÉÆ¹¼ÄÄ ÄivÄÛzÉ	°ÉÄ¼ÄÄ ÄvÄÛz É
20.	ªÄÄÄwÛq ÄÄ		
21.	£ÉÆÄqÄÄ		
22.	vÉUÉ		
23.	DqÄÄ		
24.	J½		
25.	vÄ¼ÄÄÄf		
26.	EqÄÄ		
27.	NzÄÄ		
28.	Nr,ÄÄ		
29.	NqÄÄ		
30.	°ÉÄ¼ÄÄ		
31.	vÉÆÄj,ÄÄ		
32.	°ÄqÄÄ		
33.	ªÄÄ®UÄÄ		
34.	£ÄUÄÄ		
35.	ª°è,ÄÄ		
36.	vÉUÉçPÉ Æ		
37.	J¹		
38.	ªÄÄÄIÄÖ		
39.	£Är		
40.	§j		

12. PÄ® ,ÄÆavÄ ŸÄzÄUÄ¼ÄÄ

PÀæ ªÄ Ä SÉä	¥ÄzÄU Ä¼ÄÄ	CxÄð ªÄiÄrPÉÆ¼ ÄÄîvÄÛzÉ	°ÉÄ¼Ä ÄvÄÛzÉ
1.	°ÄUÄ ®Ä		
2.	gÁwæ		
3.	¨É½UÉ Î		
4.	DªÉÄÄ -É		

PÀæ ªÄ Ä SÉä	¥ÄzÄU Ä¼ÄÄ	CxÄð ªÄiÄrPÉÆ¼ ÄÄîvÄÛzÉ	°ÉÄ¼Ä ÄvÄÛzÉ
5.	FUÄ		
6.	EªÄvÄ ÄÛ		
7.	£Ä¼É		

13. ¥Äæ±ÁβxÀðPÄ ¥ÄzÄUÄ¼ÄÄ

PÄ æªÄ Ä Ä SÉä	¥ÄzÄU Ä¼ÄÄ	CxÄð ªÄiÄrPÉÆ¼ ÄÄîvÄÛzÉ	°ÉÄ¼Ä ÄvÄÛz É
1.	°ÉÄUÉ		
2.	K£ÄÄ		
3.	J°è		
PÄ	¥ÄzÄU	CxÄð	°ÉÄ¼Ä

æªÄ Ä Ä SÉä	Ä¼ÄÄ	ªÄiÄrPÉÆ¼ ÄÄîvÄÛzÉ	ÄvÄÛz É
4.	AiÄiÄª ÄÄzÄÄ		
5.	AiÄiÄg ÄÄ		
6.	KPÉ		

14. «ªÄgÄtvÄäPÄ ¥ÄzÄUÄ¼ÄÄ

PÄæª ÄÄ ÄAS Éä	¥ÄzÄUÄ¼ ÄÄ	CxÄðªÄiÄ r PÉÆ¼ÄÄ îvÄÛzÉ	°ÉÄ¼Ä ÄvÄÛz É
1.	J®è °ÉÆAiÄÄ ÄÛ		
2.	PÉIÖzÄÄ		
3.	zÉÆqÄØ		
4.	ªÄÄÄjzÄ		
5.	°ÄÄµÄgÄ Ä/ eÄUÄgÄ ÆPÄ		
6.	vÄtÜUÉ		
7.	ªÄÄÄzÄV		
8.	PÄvÄÛ® Ä		
9.	PÉÆ¼É		

10.	PÄ°		
11.	ªÉÄUÄªÄ V/ÉÄUÄ £É		
12.	ZÉ£ÁβV		
PÄæª ÄÄ ÄAS Éä	¥ÄzÄUÄ¼ ÄÄ	CxÄðªÄiÄ r PÉÆ¼ÄÄ îvÄÛzÉ	°ÉÄ¼Ä ÄvÄÛz É
13.	M¼ÉiÄiÄ Ä		
14.	RÄ²		
15.	UÄnÖ		
16.	©¹		
17.	°Ä¹ªÄÄ		
18.	£ÉÆªªÄÄ		
19.	Äé®ä		
20.	vÄgÄ-É		
21.	°ÉzÄjzÄ		
22.	βzÉæAiÄ		

	Ä ^a ÄÄÄÿÄg ÄÄ		
23.	^a ÄÄËzÄÄ ^a ÁV		
24.	¨ÄÄiÄÄjP		

	É		
25.	ÄÄ,ÄÄÛ		
26.	°Ä ¹		

15. ^uÄ^aÄðÉÄ^aÄÄ

PÄæ ^a ÄÄ ÄÄ SÉä	ÿÄzÄU Ä ¹ / ₄ ÄÄ	CxÄð ^a ÄiÄrPÉÆ ¹ / ₄ ÄÄîvÄÛzÉ	°ÉÄ ¹ / ₄ Ä ÄvÄÛzÉ
1.	£Ä£Ä Ä		
2.	C ^a Ä ¹ / ₄ Ä		
3.	C ^a Ä£Ä		
4.	£Ä£Ä UÉ		
5.	£Ä£Äß		

PÄæ ^a ÄÄ ÄÄ SÉä	ÿÄzÄU Ä ¹ / ₄ ÄÄ	CxÄð ^a ÄiÄrPÉÆ ¹ / ₄ ÄÄîvÄÛzÉ	°ÉÄ ¹ / ₄ Ä ÄvÄÛzÉ
	zÄÄ		
6.	£Ä£Äß		
7.	CzÄÄ		
8.	EzÄÄ		
9.	¤Ä£Ä Ä		
10.	¤£Äß		

16. ÿÄæ^aÄiÄuÄzÄjvÄ ÿÄzÄUÄ¹/₄ÄÄ

PÄæ ^a ÄÄ ÄÄ SÉä	ÿÄzÄU Ä ¹ / ₄ ÄÄ	CxÄð ^a ÄiÄrPÉÆ ¹ / ₄ ÄÄîvÄÛzÉ	°ÉÄ ¹ / ₄ Ä ÄvÄÛzÉ
1.	J@è		
2.	E£ÉÆß AzÄÄ		
PÄæ	ÿÄzÄU	CxÄð	°ÉÄ ¹ / ₄ Ä

^a ÄÄ ÄÄ SÉä	Ä ¹ / ₄ ÄÄ	^a ÄiÄrPÉÆ ¹ / ₄ ÄÄîvÄÛzÉ	ÄvÄÛzÉ
3.	E@è		
4.	CzÉÄ		

17. ^uÄÛ¹/₄ÄzÄjvÄ ÿÄzÄUÄ¹/₄ÄÄ

PÄæ ^a ÄÄ ÄÄ SÉä	ÿÄzÄU Ä ¹ / ₄ ÄÄ	CxÄð ^a ÄiÄrPÉÆ ¹ / ₄ ÄÄîvÄÛzÉ	°ÉÄ ¹ / ₄ Ä ÄvÄÛzÉ
1.	°ÄwÛg Ä		
2.	zÄÆg Ä		
3.	»AzÉ		
4.	PÉ ¹ / ₄ Ä		

PÄæ ^a ÄÄ ÄÄ SÉä	ÿÄzÄU Ä ¹ / ₄ ÄÄ	CxÄð ^a ÄiÄrPÉÆ ¹ / ₄ ÄÄîvÄÛzÉ	°ÉÄ ¹ / ₄ Ä ÄvÄÛzÉ
	UÉ		
5.	^a ÉÄÄ ⁻ É		
6.	M ¹ / ₄ Ä UÉ		
7.	°ÉÆgÄ		

	UÉ		
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18. ΕρβvÀgÉ

PÀæ ªÄÄ ÀÄ SÉã	ΥÀzÀUÀ¼ ÄÄ	CxÀðªAi Ár PÉÆ¼À ÄivÀÛzÉ	ºÉÄ¼À ÄvÀÛzÉ
1.	ḂβξÀ		
2.	ºÄÆªÄÄ		
3.	vÉÆÄI		
4.	ªÄÄξÉ		
5.	ZÄAzÄæ		
6.	ªÄÄ¼É		
7.	PÀ®Äè		
8.	±Á-É		
9.	DPÁ±À		
PÀæ ªÄÄ ÀÄ	ΥÀzÀUÀ¼ ÄÄ	CxÀðªAi Ár PÉÆ¼À	ºÉÄ¼À ÄvÀÛzÉ

SÉã		ÄivÀÛzÉ	
10.	ξÁPÀèvÀ æ		
11.	CAUÀr		
12.	ḂÆEiÄÄ ð		
13.	GÄiÄÄª- É		
14.	ªÄÄgÀ		
15.	PÉ®Ä		
16.	ªÄÄtÄÜ		
17.	UÄAiÄÄ		
18.	zÉÄªÄ®A iÄÄ		
19.	qÁPÀÖgi/ D,ÄävÉæ		

·sÁUÀ 3: ḂξÉBªÄÄvÄÄÛ QæAiÉÄUÀ¼ÄÄ

ḂÆZÀξÉUÀ¼ÄÄ: PÉ¼AUÉªÄPÀ¼ÄÄªÄiÁqÀ§ºÄzÁAvÀºÄPÉ®ªÄÄ
PË±À®ãUÀ¼ÄÄξÄÄB βÄqÀ-ÁVzÉ. βªÄÄªÄÄUÄÄªÄiÁqÀ§ºÄzÁAvÀºÄ
PË±À®ãUÀ¼ÄÄªÄÄAzÉUÄÄgÄÄvÄÄºÄQ. βªÄÄªÄÄUÄÄ
ªÄiÁqÀ-ÁUÄçgÄÄªÄÄPË±À®ãUÀ¼ÄÄªÄÄAçgÄÄªÄÄeÁUÄªÄξÄÄB SÁºÄ®r.

a.ªÉÆzÀ®ḂÄYÀPÀðzÀgÄÆYÀ/®PÄëtUÀ¼ÄÄ

PÀæªÄÄ ÀÄSÉã	ªÁPÀãUÀ¼ÄÄ	ªÄiÁqÄÄvÄÄÛzÉ
1.	Cª¼ÄÄ/CªÄξÄÄ »rçgÄÄªÄªÄ,ÄÄÛªÄξÄÄB PÉÊ ZÄa vÉÆÄj,ÄÄªÄÄzÄÄ.	
2.	Cª¼ÄÄ/CªÄξÄÄ »rçgÄÄªÄªÄ CnPEªÄÄÄÛªÄξÄÄB PÉÆqÀ®Ä βªÄÄäqÉUÉ §gÄÄªÄzÄÄ	
3.	Cª½UÉ/CªÄªUÉ CÄQÛ-ÄgÄÄªÄªÄ ªÄ,ÄÄÛ«ξÉqÉUÉ ·Ég¼ÄÄªÄªÄiÁr vÉÆÄj,ÄÄªÄÄzÄÄ.	
4.	Cª¼ÄÄ/CªÄξÄÄ PÉÊªÉÄÄ-É JwÛ Cª¼ÄÄξÄÄB/CªÄξÄÄξÄÄB JwÛPÉÆ¼ÄÄªÄªÄvÉ ḂÆa,ÄÄªÄzÄÄ.	
5.	"E®è" JA§AvÉvÄ-É C-Áèr,ÄÄªÄzÄÄ.	
6.	"ºÉzÄÄ" JA§AvÉvÄ-É Dr,ÄÄªÄzÄÄ.	
7.	·Ég¼ÄÄξÄÄB vÄÄnAiÄÄªÉÄÄ-É EIÄÖ	

	“±i(±A±šY)” JAšAvÉ vÉÆĀj, ĀĀĀĀzĀĀ.	
8.	JfĀfĀβzĀgĀĀ PĒĀ¼Ā®Ā PĒĒAiĀĀfĀĀß °ÉÆgĀ ZĀa vÉUÉzĀĀ °ĀĀĀaÑ °ĀiĀqĀĀĀĀzĀĀ.	
9.	zĀÆgĀzĀ °ègĀĀĀ °ĀĀQŪUE °ĀĀĀvĀŪfĀĀß UĀ½AiĀĀ °è HzĀĀĀĀzĀĀ.	
10.	C °Ā, ĀĀŪ gĀĀaAiĀiĀVzÉ JAzĀĀ vĀĀnAiĀĀfĀĀß »AzÉ °ĀĀĀAzÉ °ĀiĀr vÉÆĀj, ĀĀĀĀzĀĀ.	

b. DIUĀ¼ĀĀ °ĀĀvĀĀŪ çfĀZĀj

PĀæĀĀ ĀASÉĀ	DIUĀ¼ĀĀ	°ĀiĀqĀĀvĀŪzÉ
1.	PĀ¼ĀĀ §AzĀ PĀ¼ĀĀ	
2.	°ÉfĀβnŌ °ÉÆĀUĀĀĀ DIUĀ¼ĀĀ	
3.	UÉÆA °É E±βvĀgĀ °Ā, ĀĀŪUĀ¼Ā eÉÆvÉ DqĀĀĀĀzĀĀ	
4.	°ĀqĀĀĀĀzĀĀ	
5.	°ĀrUÉ °ÉeÉŌ °ĀPĀĀĀĀzĀĀ	

c. °Ā, ĀĀŪUĀ¼ÉÆAçUÉ °ĀiĀqĀĀĀ PÉ®, ĀUĀ¼ĀĀ

PĀæĀĀ ĀASÉĀ	°ĀPĀĀUĀ¼ĀĀ	°ĀiĀqĀĀvĀŪzÉ
1.	PĒĒ¬ĀAzĀ/ZĀĀĀZĀçAzĀ wfĀĀßĀĀzĀĀ	
2.	UĀè±AzĀ PĀĀrAiĀĀĀĀĀzĀĀ	
3.	°ĀZĀtĀUÉ¬ĀAzĀ vĀ °É °ĀZĀĀĀĀzĀĀ	
4.	§æ±AzĀ °Ā®Āè GdĀŌĀĀzĀĀ	
5.	mÉÆĀ! °ĀQ PĒĒ¼ĀĀĀĀĀzĀĀ	
6.	ZĀŸĀ° °ĀQPĒĒ¼ĀĀĀĀĀzĀĀ	
7.	PĀtĀŪ °ĀĀĀaÑ ±zÉæ §AzĀĀgĀAvÉ °ĀĀ®UĀĀĀĀzĀĀ	
PĀæĀĀ ĀASÉĀ	°ĀPĀĀUĀ¼ĀĀ	°ĀiĀqĀĀvĀŪzÉ
8.	°Ā°fĀUĀ¼ĀfĀĀß »rzĀĀPĒĒ¼ĀĀĀĀzĀĀ °ĀĀvĀĀŪ ZĀ° ĀĀĀĀAvÉ °ĀiĀqĀĀĀĀzĀĀ.	
9.	ŸÉÇĀfĀfĀĀß Q«AiĀĀ §½ »rzĀĀ °ĀiĀvĀfĀqĀĀĀĀĀgĀAvÉ fĀn ĀĀĀĀzĀĀ	
10.	©¹AiĀiĀVzÉ JAzĀĀ ĀÆa, Ā®Ā HzĀĀĀĀzĀĀ	
11.	ZÉAqĀfĀĀß J, ÉAiĀĀĀĀĀzĀĀ	
12.	MAzĀĀ ŸĀvÉæ¬ĀAzĀ °ĀĀvÉÆŪAzĀĀ ŸĀvÉæUÉ ±ĀgĀĀ, ĀĀjAiĀĀĀĀĀzĀĀ	
13.	ŸĀvÉæAiĀĀ °è CxĀĀĀ °ÉÆĀlzĀ °è ±ĀgĀfĀĀß ZĀĀĀZĀçAzĀ wgĀĀV, ĀĀzĀĀ	
14.	UÉÆA °ÉUÉ °ĀĀĀvĀĀŪ PĒĒqĀĀĀĀzĀĀ CxĀĀĀ vĀ®PĒĒ¼ĀĀĀĀĀzĀĀ	
15.	PĀfĀβqĀPĀ °ĀQ PĒĒ¼ĀĀĀĀĀzĀĀ	

d. zÉÆqÀØªÀgÀ jÃwAiÀÄ PÉ® ,ÀUÀ¼ÀÈÀÄß C£ÀÄ ,Àj ,ÀÄªÀÄzÀÄ

PÀæªÄÄ ÀASÉä	ªAPÀãUÀ¼ÄÄ	ªAiÁqÄÄvÀÛzÉ
1.	¥ÉÇgÀPÉ-ÄAzÀ £É® UÄÄr ,ÄªªÄzÄÄ CxÀªÀ PÀ ,À °ÉÆqÉAiÀÄªªÄªÄzÄÄ	
2.	PÀ®Äè CxÀªÀ ,ÄÄwÛUÉ-ÄAzÀ ZÀZÀÄÑªÄªzÄÄ	
3.	NzÀªªÄªzÄÄ (¥ÄÄ ,ÀÛPÀªÀ£ÄÄß vÉgÉzÄÄ ¥ÄÄIUÀ¼ÀÈÄÄß wgÄªªPÄªªÄzÄÄ)	
4.	,ÉÈPÀ -i °ÉÆqÉAiÀÄ®Ä ¥ÄæAiÀÄvÄß ªAiÁqÄÄªÄzÄÄ	
5.	§mÉÖ-ÄAzÀªAgÉ ,ÄªªÄzÄÄ	
6.	¥É£i/¥É¤i -i/E¤ßvÄgÉªÄ ,ÄÄÛ«¤AzÀ §gÉAiÀÄªªÄªzÄÄ	
7.	AiÀiÁªªÄzÄzÄgÄÄªÄ ,ÄÄÛªªÄ¤AzÀ UÄÄAr vÉUÉAiÀÄ®Ä ¥ÄæAiÀÄwß ,ÄªªÄzÄÄ	

Appendix III

Content validity Scoring sheet

Communication Inventory for Infants ,ÀA^aÀ^oÀ£À vÀ¥À²Ã®Ä ¥ÀnÖ

Instructions: Please compare communication inventory of Kannada language with Inventory if English and tick in appropriate column. If the translation work is proper mark in ,Àj EzÉ column, if the translation is not proper please mark it ,Àj E®è and if you think translation is happened properly and changes need please mark in ¨sÁUÀ±ÀB ,Àj

¨sÁUÀ 1:

A. ^aÀÄÄAafÀ ,ÀA¥ÀPÀð PË±À®âUÀ¼ÄÄ

PÀæ ^a ÄÄ ÀASÉâ	^a ÀPÀâUÀ¼ÄÄ	,Àj EzÉ	,Àj E®è	¨sÁUÀ±ÀB ,Àj
1.	^a ÀÄÄR ¨sÁ ^a À ^a À£ÄÄB CxÀð ^a ÀiÁrPÉÆ¼ÄÄîvÀÛzÉ. (PÉÆÄ¥À, ,ÀAvÉÆÄµÀ)			
2.	PÉ® ^a ÄÄ ¥ÀzÄUÀ¼ÄÄÄÄB CxÀð ^a ÀiÁrPÉÆAqÄÄ ,ÀÆPÀÛ ^a ÄzÄ ¥ÀæwQæAiÉÄAiÄÄ£ÄÄB ¸ÄqÄÄvÀÛ ^a É. GzÀ: ¨Á, mA mA			
3.	,ÀAVÄvÀPÉI UÀ ^a ÄÄ£Ä PÉÆqÄÄ ^a ÄÄzÄÄ.			
4.	C ^a À£Ä/C ^a À¼ÄÄ ,ÀÄvÀÛ ^a ÄÄÄvÀÛ £ÄqÉAiÄÄÄ ^a À ¥ÀCgÄ ,À¨sÁµÀuÉAiÄÄ£ÄÄB D ^o zÄAvÉ PÁÄvÀÛzÉ.			
5.	C ^a À£Ä/C ^a À¼ÄÄ °É, ÀgÀ£ÄÄÄB PÀjzÁUÀ ^a ÀiÁqÄÄwÛgÄÄ ^a À PÉ®, À ^a À£ÄÄÄB ¸ ^o è, ÀÄvÀÛzÉ.			
6.	zsÄé¸AiÄÄ ^o è£ÄÄ ^a ÀävÁâ, À ^a À£ÄÄÄB CxÀð ^a ÀiÁrPÉÆ¼ÄÄîvÀÛzÉ.			
7.	¨ÉÄqÀ JAzÄÄ °ÉÄ¼zÄgÉ ^a ÀiÁqÄÄ ^a À PÉ®, À ^a À£ÄÄÄB ¸ ^o è, ÀÄvÀÛzÉ.			
8.	avÀæzÄ(¥sÉÇÄmÉÆ)°ègÄÄ ^a À ^a ÀâQÛAiÄÄ£ÄÄB °É, Àj ¹ zÁUÀ MAzÄÄ ¸«ÄµÀUÀ¼ÄÄ PÁ® D avÀæzÉqÉUÉ UÀ ^a ÄÄ£ÄÄ °Àj, ÀÄvÀÛzÉ. GzÀ; EzÄÄ C¥Àà£ÄÄ ¨sÁ ^a ÀavÀæ (¥sÉÇÄmÉÆ)			
9.	¥ÀjavÀgÄÄ ^a ÀÄvÄÄÛ C¥ÀjavÀgÉÆAçUÉ ¨ÉÄgÉ ¨ÉÄgÉAiÄiÁV ¥ÀæwQæ¬Ä, ÀÄvÀÛzÉ.			
10.	°ÉÆ, À ¥ÀzÄUÀ¼ÄÄ£ÄÄB PÉÄ¼ÄÄ®Ä GvÁi ^o À vÉÆÄjzÄAvÉ PÁÄvÀÛzÉ.			
11.	¨ÉgÉAiÉÄqÉUÉ UÀ ^a ÄÄ£ÄÄ °Àj, ÀzÉ ^a ÀiÁvÀ£ÄÄÄB ¥ÀCtð ^a AV PÉÄ¼ÄÄÄvÀÛzÉ.			
12.	PÉ®, À ^a À£ÄÄÄB °ÉÄ¼zÄUÀ C®ü£ÄÄ¬Ä ¹ vÉÆÄj, ÀÄvÀÛzÉ. GzÀ; HI			

	^a AiÁqÄÄ ^a ÄZÄÄ °ÉÄUÉ?			
13.	PÄvÉ PÉÄ¼Ä®Ä RÄ¶ ¥ÄqÄÄvÄÛzÉ.			
14.	ÄAVÄvÄPÉI ^a ÉÄÉ PÉÉ ZÄ ^{o1} ¥ÄæwQæ¬Ä ÄÄvÄÛzÉ.			
15.	^a ÉÄÄ ⁻ É,PÉ¼ÄUÉ (,ÄÜ¼ÄZÄjvÄ) ¥ÄzÄUÄ¼Ä£ÄÄß CxÄð ^a ÄiÄrPÉÆ¼ÄÄÄivÄÛzÉ.			
16.	ZÉ£ÄßV PÄtÄwçÄÄiÄÄ JÄzÄÄ °ÉÄ¼zÄUÄ RÄ¶¥ÄqÄÄvÄÛzÉ.			
17.	vÄ£Äß ^a Ä,ÄÄÜUÄ¼Ä£ÄÄß ÉÄgÉÄiÄÄ ^a ÄjUÉ ©IÄÖPÉÆqÄÄ ^a ÄÄç®è.			
18.	°É,ÄgÄÄ PÄgÉzÄUÄ ¥ÄæwQæ¬Ä ÄÄvÄÛzÉ GzÄ: wgÄÄV £ÉÆqÄÄ ^a ÄÄzÄgÄ ^a ÄÄÆ®PÄ, PÄgÉzÄ ^a ÄÄQÜUÄV °ÄÄqÄÄPÄÄ ^a ÄÄzÄgÄ ^a ÄÄÆ®PÄ.....			
19.	ÉÄgÉÄiÄÄ ^a ÄgÄÄ vÄ£Äß ^a Ä,ÄÄÜUÄ¼Ä£ÄÄß vÉUÉzÄÄPÉÆAqÄUÄ, G¥ÄÄiÉÆV¼zÄUÄ CxÄ ^a Ä °Ä¼ÄÄ ^a ÄiÄrzÄUÄ PÉÆÄ¼PÉÆ¼ÄÄÄivÄÛzÉ/ dUÄ¼Ä ^a ÄqÄÄvÄÛzÉ.			
20.	°ÄqÄ£ÄÄß PÉÄ¼Ä®Ä, n. « £ÉÆÄqÄ®Ä RÄ²¥ÄqÄÄvÄÛzÉ.			

B. ^aÉÆzÄ®^aÄPÄÄUÄ¼ÄÄ

PÄæ ^a ÄÄ ÄASÉä	^a ÄPÄÄUÄ¼ÄÄ	Äj EzÉ	Äj E®è	ÄsÄUÄ±ÄB Äj
1.	°Ä ^a ÄUÄÄwÛzÉÄiÉÄÄ?			
2.	æzÉæ §gÄÄwÛzÉÄiÉÄ?/ ÄÄ,ÄÜVzÉÄiÄÄ?			
3.	±Ä§Ý ^a ÄiÄqÄ ^a ÉÄqÄ			
4.	ZÄ¥Ä¼É °ÉÆr			
5.	Ä E®è			
6.	E£ÄÄß ÉÄPÉÄ?			
7.	CzÄ£ÄÄß ^a ÄiÄqÄ ^a ÉÄqÄ/ÄÄ ^a ÄÄäçgÄÄ			
8.	^a ÄÄÄIÖ ^a ÉÄqÄ			
9.	K¼ÄÄ ^a ÉÄÄ ⁻ É			
10.	C ^a ÄÄäçUÉ PÉÆqÄÄ			
11.	£Ä£ÄUÉÆAzÄÄ ^a ÄÄÄvÄÄÛ PÉÆqÄÄ			
12.	°ÉÆÄV vÉUÉzÄÄPÉÆAqÄÄ Ä			
13.	eÄt °ÄÄqÄÄUÄ/°ÄÄqÄÄV			
14.	E£ÄÄß Äé®ä°ÉÆvÄÄÛ °ÄUÉ »rçPÉÆ			
15.	£Ér °ÉÆUÉÆÄt mÄ mÄ			

16.	E°è £ÉÆqÄÄ			
17.	¨Á¬Ä vÉV			
18.	PÄÄ½vÄÄPÉÆ			
19.	°ÉÆgÄUÉ GV			
20.	¤°è ÄÄ			
21.	ZÉAqÄ£ÄÄB J¹			
22.	F aPÄÌ UÉÆA¨É			
23.	°ÉÆgÄUÉ °ÉÆÄUÀ¨ÉÄPÁ?			
24.	¤£ÄUÉ¨ÉÄPÁ?			
25.	mÁ mÁ °ÉÄ¼ÄÄ			
26.	FUA ºÄÄ@UÄÄ			
27.	C¼Ä¨ÉÄqÄ			
28.	°ÉÆgÄUÉ °ÉÆÄUÀ¨ÉÄqÄ			
29.	¤zÄ£ÄªÄV £Är			
30.	F §mÖÖ ZÉ£ÄBV@è			
31.	£Ä£ÄUÉ Äé@à PÉÆqÄÄ			

¨sÁUÀ 2 : ºÄÄÄAafÄ ¥ÄzÄ¥ÄnÖ

1. ««zÄ jÄwAiÄÄ ±Ä§YUÄ¼ÄÄ

2. PÄÄIÄÄ§ ÄzÄÄägÄÄ

PÄæª ÄÄ ÄAS Éä	¥ÄzÄUÄ ¼ÄÄ	Ä j Ez É	Ä j E ®è	¨sÁUÄ ±ÄB Äj
1.	¨Á¨Á			
2.	ªÁªÁ			
3.	¨Á¨ÁªÁ ªÁvÄvÄ			
4.	vÄzÄªÁ ªÄÄ			
5.	CA¨Á CA¨Á			
6.	ZÄÆ ZÄÆ			
7.	UÄgiæ			
8.	«ÄAiÄÄ Aªi			
9.	PÉÆ PÉÆ			
10.	M °ÉÆ			

11.	qÄ giæ giæ giæ			
12.	G¥si G¥si			
13.	CªÄii			
14.	CAiÉÆÄ			

PÄæ ªÄÄ ÄAS Éä	¥ÄzÄUÄ¼Ä ÄÄ	Ä j E z É	Ä j E ® è	¨sÁUÄ ±ÄB Äj
1.	CªÄÄä			
2.	C¥Ää			
3.	CfÓ			
4.	CdÓ/vÄvÄ			
5.	CtÜ/vÄªÄÄ ä			
6.	CPÄÌ/vÄAV			
7.	ªÄiªÄªÄ/aPÄ			

	ÿÄà/ zÉÆqÀØ¥À à			
8.	CvÉÛ/aPÄÏ ^a ÄÄä/ zÉÆqÀØ ^a À Ää			

9.	°ÄÄqÄÄUÄ			
10.	°ÄÄqÄÄV			
11.	^a ÄÄUÄÄ¥ Ä¥ÄÄ			
12.	^a ÄÄ£ÄÄµÄ â ^a ÄâQÛ			
13.	d£Ä			

3. zÉÄ°ÄzÄ ¨sÄUÄUÄ¼ÄÄ

PÄæ ^a ÄÄ ÄASÉä	¥ÄzÄU Ä¼ÄÄ	Ä j E z É	Ä j E ® è	¨sÄUÄ ±ÄB Äj
1.	vÄ-É			
2.	PÄtÄÚ			
3.	Q«			
4.	^a ÄÄÆU ÄÄ			
5.	¨Ä-Ä			
6.	^a ÄÄÄR			
7.	PÉÉ			
P Ä æ ^a Ä	¥ÄzÄU Ä¼ÄÄ	Ä j E z	Ä j E ®	¨sÄUÄ ±ÄB Äj

Ä Ä A S É ä	É	è		
8.	PÄ®Ä			
9.	°ÉÆmÉ Ö			
10.	°Ä®Äè			
11.	PÉ£ÉB			
12.	¨ÉgÄ¼Ä Ä			
13.	£Ä°UÉ			
14.	PÄÆzÄ ®Ä			

4. Hl/wAr

PÄæ ^a ÄÄ ÄAS Éä	¥ÄzÄUÄ¼Ä ÄÄ	Ä j Ez É	Ä j E ®è	¨sÄUÄ ±ÄB Äj
1.	C£ÄB			
2.	^a ÄÄÄzÉÝ			
3.	ÄÄ§gi/Äg ÄÄ			
4.	Erè			
5.	zÉÆÄÄÉ			
6.	ZÄ¥Äw			

7.	αÄgÄÄ			
8.	ÉÄ§Ä			
9.	¨Ä¼É°ÄtÄ Ú			
10.	QvÄÛ¼É° ÄtÄÚ			
11.	zÄæQë °ÄtÄÚ			
12.	°Ä®Ä			
13.	^a ÉÆÄgÄÄ			
14.	¨ÉuÉÚ			
15.	¨ÉæqÄÄØ			
16.	PÉÄPi			
17.	ZÉÆPÉÆÄ -ÉÄmi			
18.	LÄj QæÄ ^a Äii			

19.	dÄä, i			
20.	°ÉÆmÉÖ			
21.	°ÄiÄÄ, Ä /«ÄÄÆÄÄ			
22.	PÄ'ü/ nÄ			
23.	HI			

6. ¥ÄætÄ ¥ÄQëUÄ¼ÄÄ

PÄæ ^a ÄÄ ÄAS Éä	¥ÄzÄUÄ¼Ä ÄÄ	Ä j Ez É	Ä j E ®è	°sÄUÄ ±ÄB Äj
1.	°ÉPAÄi			
2.	£Ä-Ä ^a ÄÄj			
3.	°Ä, ÄÄ			
4.	PÉÆÄ½ ^a Ä Äj			
5.	PAÜÉ			

5. °Ä°ÄÆÄUÄ¼ÄÄ

PÄæ ^a ÄÄ ÄA SÉä	¥ÄzÄUÄ¼Ä ÄÄ	Äj Ez É	Äj E® è	°sÄU Ä±Ä B Äj
1.	§, ÄÄi			
2.	ÉÉPA ⁻ i			
3.	ÄÆIlg ⁻ É ÉPi			
4.	PAgÄÄ			
5.	gÉÉ®Ä			
6.	«°ÄiÄÆÄ/K gÉÆÄ¥ÉèÄ fi			
7.	mÉA¥ÉÇ			

7. DlzÄ, Ä^aÄiÄÆÄÄUÄ¼ÄÄ

PÄæ ^a ÄÄ ÄAS Éä	¥ÄzÄUÄ¼Ä ÄÄ	Ä j Ez É	Ä j E ®è	°sÄUÄ ±ÄB Äj
1.	ZÉAqÄÄ			
2.	!Ä'/§®Æ£Ä Ä			
3.	¥ÄÄ, ÄUP			

6.	UÄÄ§äaÄN			
7.	PAÄj			
8.	amÉÖ			
9.	C½®Ä			
10.	D£É			
11.	¥ÄQë°ÄQI			
12.	¥ÄætÄ			
13.	PAvÉÜ			
14.	PA¥Éä			
15.	PÉÆÄw			
16.	E°			
17.	«ÄÄÆÄÄ			
18.	eÉÄ£ÄÄ°Ä Ä¼ÄÄ			
19.	°Ä ^a ÄÄ			
20.	°ÄÄ°/Ä°Ä			

4.	Ä °ÉÆmiÖ/U ÄÄ¼ÄÉi			
5.	UÉÆA°É			
6.	¥É£ÄÄß			
7.	CnPE			

8.
9. GqÄÄUÉ vÉÆqÄÄUÉ

PA æ ^a Ä Ä ÄA SÉä	¥ÄzÄUÄ¼Ä ÄÄ	Ä j Ez É	Äj E®è	°sÄU Ä±Ä B Äj
1.	µÄmið			
2.	¥ÄAZÉ			
3.	¥ÄÄAmi			
4.	αPAIgi			
5.	PÉÆÄÄ			
6.	mÉÆÄ!			
7.	PA®Ä aÄ®			
8.	§Æmi			
9.	°É ⁻ iÖ			
10.	PEÜUÄrAiÄ iÄgÄ/			

	^a ÁZÄÄ			
11.	GAUÄÄgÀ			
12.	ÄgÀ			
13.	§¼É			
14.	Q« N ⁻ É			
15.	¹ ÄgÉ			
16.	®AUÄ			
17.	PÄ ⁻ ÉleÉÓ			
18.	Éelgi			
19.	§mÉÖ			

9. PÉÆoÄr^aÄÄvÄÄÛ
lÄmÉÆÄÏÄPÄgÄt

PÄæ ^a ÄÄ ÄAS Éä	ÏÄzÄUÄ¼ ÄÄ	Ä j Ez É	Ä j E ®è	“sÄUÄ ±ÄB Äj
1.	CqÄÄUE ^a ÄÄ£É			
2.	^a ÄÄ®UÄ Ä ^a Ä PÉÆÄuÉ			
3.	Äß£ÄzÄ ^a ÄÄ£É			
4.	^a ÄÄAZÄ			
5.	PÄÄað			
6.	“ÄV®Ä			
7.	^a ÉÄnÖ®Ä			
8.	^a ÉÄÄdÄ/ mÉÄ§ ⁻ i			
9.	QIQ			

10. ^aÄÄ£ÉAiÄÄ^{°è} EqÄ§[°]ÄÄzÄAvÄ[°]Ä
^aÄÄÄÄÛUÄ¼ÄÄ

PÄæ ^a ÄÄ ÄAS Éä	ÏÄzÄUÄ¼ ÄÄ	Ä j Ez É	Ä j E ®è	“sÄUÄ ±ÄB Äj
1.	[°] ÉÆçPÉ/P ÄÄ§½			

12. QæAiÄiÄÄ ÏÄzÄUÄ¼ÄÄ

2.	¹ Ä ^É / ⁻ ÉÆ ÄmÉ ⁻ i			
3.	§IÖ®Ä			
4.	qÄ§â			
5.	ÏÉÇgÄPÉ			
6.	§æµi			
7.	UÄrAiÄiÄÄ gÄ			
8.	“ÄZÄuÉU É			
9.	ÏÄvÉæ			
10.	PÄÄzÄ §ÄnÖ			
11.	UÄè ⁻ i			
12.	©ÄUÄzÄ PÉÊ			
13.	çÄÏÄ			
14.	OµÄzÄ			
15.	zÄÄqÄÄØ			
16.	PÄUÄzÄ			
17.	PÄÄÄ/£Ä tä			
18.	avÄæUÄ¼ ÄÄ			
19.	çÄ§Ä			
20.	[°] Ä ¹ UÉ			
21.	vÄmÉÖ			
22.	PÉÊaÄ®/Ï Ä ⁻ ið			
23.	PÄwæ			
24.	ÉÆÄÏÄÄ			
25.	ZÄ ^a ÄÄZÄ			
26.	l ^a Ä ⁻ i			
27.	n. «			
28.	gÉÄrAiÉÆ Ä			
29.	ÏÉÇÄ£ÄÄ			
30.	ÏsÄÄf ¹ i			
31.	VqÄ/ ⁻ Ä ¹			
32.	bÄwæ			

PÀæ ÀÄ ÀAS Éâ	¥ÀzÀUA¼À Ä	À j E z É	À j E ® è	“sÀUA ±ÀB Àj
1.	PÀZAÄÑ			
2.	HZAÄ			
3.	^a ÀÄÄj			
4.	vÉUÉzÀÄP ÉÆAqÀÄ “Á			
5.	±ÀÄa ^a ÀiÁqÀÄ			
6.	^a ÀÄÄZAÄÑ			
7.	C¼ÄÄ			
8.	PÄÄtÄ			
9.	awæ, ÄÄ			
10.	PÄÄr			
11.	wfÄÄß			
12.	©Ä¼ÄÄ			
13.	wß, ÄÄ			
14.	^a ÀÄÄV, ÄÄ			
15.	PÉÆqÀÄ			
16.	°ÉÆAUÄÄ			
17.	À°ÁAiÄÄ ^a ÀiÁqÀÄ			
18.	°ÉÆr			
19.	vÀ©âPÉÆ			
20.	fÉV			

12. PÀ® , ÀÆavÀ ¥ÀzÀUA¼ÄÄ

PÀæ^a ÀÄ ÀAS Éâ	¥ÀzÀUA ¼ÄÄ	À j Ez É	À j E ®è	“sÀUA ±ÀB Àj
1.	°ÀUA®Ä			
2.	gÁwæ			
3.	“É½UEÎ			
4.	D ^a ÉÄÄ-É			
5.	FUA			
6.	E ^a ÀvÄÄ Û			
7.	fÁ¼É			
8.	fÉfÉß			

PÀæ ÀÄ ÀAS SÉâ	¥ÀzÀUA¼À Ä	À j E z É	À j E ® è	“sÀUA ±ÀB Àj
21.	Mç			
22.	^a ÀÄÄwÛqÀ Ä			
23.	fÉÆÄqÀÄ			
24.	vÉUÉ			
25.	DqÀÄ			
26.	J½			
27.	vÀ¼ÄÄî			
28.	EqÀÄ			
29.	NzÀÄ			
30.	Nr, ÄÄ			
31.	NqÀÄ			
32.	°ÉÄ¼ÄÄ			
33.	vÉÆÄj, ÄÄ			
34.	°ÁqÀÄ			
35.	^a ÀÄ®UAÄ			
36.	fÀUAÄ			
37.	æ°è, ÄÄ			
38.	vÉUÉçPÉÆ			
39.	J¹			
40.	^a ÀÄÄIÄÖ			
41.	fÄr			
42.	§j			

13. ¥Àæ±ÀßxÀðPÀ ¥ÀzÀUA¼ÄÄ

PÀæ^a ÀÄ ÀAS Éâ	¥ÀzÀUA ¼ÄÄ	À j Ez É	À j E ®è	“sÀUA ±ÀB Àj
1.	°ÉÄUE			
2.	KµÄÄÖ			
3.	KfÄÄ			
4.	AiÄiÁ ^a Ä UA			
5.	J°è			
6.	AiÄiÁ ^a Ä ÄzÄÄ			
7.	AiÄiÁgÄ Ä			
8.	KPÉ			

14. «^aÁgÁtvÀäPÀ ¥ÀzÀUÀ¼ÄÄ

PÀæ ^a ÄÄ ÄÄ SÉä	¥ÀzÀUÀ¼ÄÄ Ä	À j E z É	À j E ® è	“sÁUÀ ±ÀB Äj
1.	J®è °ÉÆAiÄÄÄ Û			
2.	PÉIÖzÄÄ			
3.	zÉÆqÄØ			
4.	^a ÄÄÄjzÄ			
5.	°ÄÄµÁgÄÄ/ eÁUÄgÄÆP Ä			
6.	vÄtÜUÉ			
7.	^a ÄÄÄzÁV			
8.	PÄvÄÛ®Ä			
9.	PÉÆ¼É			
10.	MtV			
11.	PÁ°			
12.	^a ÉÄUÄ ^a ÄV/ ÉÄUÄÆÉ			
13.	ZÉÆÁBV			
14.	M¼ÉiAiÄÄ			
15.	RÄ ²			
16.	UÄnÖ			
17.	© ¹			
18.	°Ä ^{1a} ÄÄ			
19.	£ÉÆÄ ^a ÄÄ			
20.	Äé®ä			
21.	vÄgÄ ⁻ É			
22.	°Ä¼ÉAiÄÄ			
23.	°ÉzÄjzÄ			
24.	±zÉæAiÄÄ ^a ÄÄÄ¥ÄgÄ Ä			
25.	^a ÄÄÉzÄÄ ^a Ä V			
26.	“ÄAiÄÄjPÉ			
27.	ÄÄÄÄÛ			
28.	°Ä ¹			

15. À^aÀðfÁ^aÄÄ

PÀæ ^a ÄÄ ÄÄS Éä	¥ÀzÀUÀ ¼ÄÄ	À j Ez É	À j E ®è	“sÁUÀ ±ÀB Äj
1.	£Á£ÄÄ			
2.	C ^a Ä¼Ä			
3.	C ^a Ä£Ä			
4.	£Á£ÄUÉ			
5.	£Á£ÄßzÄ Ä			
6.	£Á£Äß			
7.	CzÄÄ			
8.	EzÄÄ			
9.	±Ä£ÄÄ			
10.	±£Äß			

16. ¥Áæ^aÄiÄuÄzÄjvÄ
¥ÀzÀUÀ¼ÄÄ

PÀæ ^a ÄÄ ÄÄS Éä	¥ÀzÀUÀ ¼ÄÄ	À j Ez É	À j E ®è	“sÁUÀ ±ÀB Äj
1.	J®è			
2.	E£ÉÆßA zÄÄ			
3.	eÁ ¹ Û			
4.	E®è			
5.	“ÉÄgÉ			
6.	CzÉÄ			
7.	PÉ® ^a ÄÄ			

17. ÀÜ¼ÄzÄjvÄ ¥ÀzÀUÀ¼ÄÄ

PÀæ ^a ÄÄ ÄÄS	¥ÀzÀUÀ ¼ÄÄ	À j Ez	À j E	“sÁUÀ ±ÀB Äj

Éâ		É	®è	
1.	°AwÛgÀ			
2.	zÀÆgÀ			
3.	»AzÉ			
4.	PÉ¼ÀUÉ			

5.	°ÉÄÄ-É			
6.	M¼ÀUÉ			
7.	°ÉÆgÀU É			

18. ΕρβvÀgÉ

PÀæ ^a ÄÄ ÄAS Éâ	ÿAzÀUÀ¼ ÄÄ	À j Ez É	À j E ® è	¨sÁUA ±ÀB Àj
1.	ÀBÉÀ			
2.	°ÉÆ®/UÀz ÉÝ			
3.	°ÀÆ ^a ÄÄ			
4.	vÉÆÄI			
5.	^a ÄÄÉÉ			
6.	ZÀAzÀæ			
7.	£Àç/PÉÆ¼ À			
8.	^a ÄÄ¼É			
9.	PÀ®Àè			
10.	±Á-É			

PÀæ ^a ÄÄ ÄAS Éâ	ÿAzÀUÀ¼ ÄÄ	À j Ez É	À j E ® è	¨sÁUA ±ÀB Àj
11.	DPÀ±À			
12.	£ÀPÀèvÀæ			
13.	CAUÀr			
14.	ÀÆAiÄÄð			
15.	GAIÄÄ ^a -É			
16.	^a ÄÄgÀ			
17.	PÉ®À			
18.	^a ÄÄtÄÜ			
19.	UÄAiÄÄ			
20.	zÉÄ ^a Ä®Ai ÄÄ			
21.	qÁPÀÖgi/D ÀvÉæ			

¨sÁUA 3: À£ÉB ^aÄÄvÄÄÜ QæAiÉÄUÀ¼ÄÄ
^aÉÆzÀ® ÀAÿÀPÀðzÀ gÀÆÿÀ/®PÀètUÀ¼ÄÄ

PÀæ ^a ÄÄ ÄASÉâ	^a ÁPÀâUÀ¼ÄÄ	Àj EzÉ	Àj E®è	¨sÁUA±ÀB Àj
1.	C ^a ¼ÄÄ/C ^a À£ÄÄ »rçgÄÄ ^a A ^a À ÄÄÛ ^a À£ÄÄß PÉÊ ZÁa vÉÆÄj, ÄÄ ^a ÄÄzÄÄ.			
2.	C ^a ¼ÄÄ/C ^a À£ÄÄ »rçgÄÄ ^a A CnPE ^a À ÄÄÛ ^a À£ÄÄß PÉÆqÀ®Ä ª ^a ÉÄäqÉUÉ §gÄÄ ^a ÄÄzÄÄ			
3.	C ^a ½UÉ/C ^a ÀªUÉ C ÀQU-ÄgÄÄ ^a A ^a À ÄÄÛ«£ÉqÉUÉ ¨ÉgÀ¼ÄÄ ^a ÄiAr vÉÆÄj, ÄÄ ^a ÄÄzÄÄ.			
4.	C ^a ¼ÄÄ/C ^a À£ÄÄ PÉÊ ^a ÉÄÄ-É JwÜ C ^a ¼ÄÄÀ£ÄÄß/C ^a À£ÄÄÀ£ÄÄß JwÜPÉÆ¼ÄÄ ^a ÄÄvÉ ÀÆa, ÄÄ ^a ÄÄzÄÄ.			
5.	"E®è" JA§AvÉ vÄ-É C-Àer, ÄÄ ^a ÄÄzÄÄ.			

6.	"°ÉzÄÄ" JA§AvÉ vÄ-É Dr,ÄÄaÄÄzÄÄ.			
7.	°ÉgÄ¼Ä£ÄÄß vÄÄnAiÄÄ °ÉÄÄ-É EIÄÖ "±i(±Äâ§Ý)" JA§AvÉ vÉÆÄj,ÄÄaÄÄzÄÄ.			
8.	J£Ä£ÄßzÄgÄÄ PÉÄ¼Ä®Ä PÉÉAiÄÄ£ÄÄß °ÉÆgÄ ZÄa vÉUÉzÄÄ °ÄÄÄaÑ °ÄiÄqÄÄaÄÄzÄÄ.			
9.	zÄÆgÄzÄ°ègÄÄa °ÄÄQÜUE °ÄÄÄvÄÛ£ÄÄß UÄ¼ÄiÄÄ°è HzÄÄaÄÄzÄÄ.			
10.	C °Ä,ÄÄÛ gÄÄaAiÄiÄVzÉ JAzÄÄ vÄÄnAiÄÄ£ÄÄß »AzÉ °ÄÄÄAzÉ °ÄiÄr vÉÆÄj,ÄÄaÄÄzÄÄ.			

DIUÄ¼ÄÄ °ÄÄvÄÄÛ ç£ÄZÄj

PÄæÄÄ ÄASÉä	DIUÄ¼ÄÄ	Äj EzÉ	Äj E®è	°sÄUÄ±ÄB Äj
6.	PÄ¼ÄÄ §AzÄ PÄ¼ÄÄ			
7.	°É£ÄßnÖ °ÉÆÄUÄÄ°Ä DIUÄ¼ÄÄ			
8.	UÉÆA °É EßvÄgÄ °Ä,ÄÄÛUÄ¼ÄÄ eÉÆvÉ DqÄÄaÄÄzÄÄ			
9.	°ÄqÄÄaÄÄzÄÄ			
10.	°ÄrUÉ °ÉeÉÖ °ÄPÄÄaÄÄzÄÄ			

°Ä,ÄÄÛUÄ¼ÄÄÆAçUÉ °ÄiÄqÄÄaÄÄ PÉ®,ÄUÄ¼ÄÄ

PÄæÄÄ ÄASÉä	°ÄPÄÄUÄ¼ÄÄ	Äj EzÉ	Äj E®è	°sÄUÄ±ÄB Äj
1.	PÉÈ-ÄAzÄ/ZÄ°ÄÄZÄçAzÄ w£ÄÄß°ÄÄzÄÄ			
2.	UÄè¹AzÄ PÄÄrAiÄÄÄ°ÄÄzÄÄ			
3.	°ÄZÄtÄUÉ-ÄAzÄ vÄ-É °ÄZÄÄaÄÄzÄÄ			
4.	§æ¶¹AzÄ °Ä®Äè GdÄÖ°ÄÄzÄÄ			
5.	PÉÈ PÄ®Ä/°ÄÄÄR°Ä£ÄÄß I°Ä-¹AzÄ MgÉ,ÄÄaÄÄzÄÄ			
6.	mÉÆÄ! °ÄQ PÉÆ¼ÄÄÄ°ÄÄzÄÄ			
7.	ZÄ¥Äà °ÄQ PÉÆ¼ÄÄÄ°ÄÄzÄÄ			
8.	ÄgÄ, PÉÈ UÄrAiÄiÄgÄ °ÄQ PÉÆ¼ÄÄÄ°ÄÄzÄÄ			
9.	PÄtÄÛ °ÄÄÄaÑ ±zÉæ §AzÄÄgÄAvÉ °ÄÄ®UÄÄaÄÄzÄÄ			
10.	©¹AiÄiÄVzÉ JAzÄÄ,ÄÆa,Ä®Ä HzÄÄaÄÄzÄÄ			
11.	°Ä°Ä£ÄUÄ¼ÄÄ£ÄÄß »rzÄÄPÉÆ¼ÄÄÄ°ÄÄzÄÄ °ÄÄvÄÄÛ ZÄ°ÄÄÄAvÉ °ÄiÄqÄÄaÄÄzÄÄ.			
12.	¥ÉÇÄ£ÄÄß Q«AiÄÄ §½ »rzÄÄ			

	^a AiÁvÀ£ÁqÄÄ ^a Ä ^a AgÄAvÉ £Än,ÄÄ ^a ÄÄzÄÄ			
13.	ZÉÄqÄ£ÄÄß J,ÉAiÄÄÄ ^a ÄÄzÄÄ			
14.	MAzÄÄ ¥ÄvÉæ¬ÄAzÄ ^a ÄÄvÉÆÜÄzÄÄ ¥ÄvÉæUÉ ¢ÄgÄÄ,ÄÄjAiÄÄÄ ^a ÄÄzÄÄ			
15.	¥ÄvÉæAiÄÄ ^è CxÄ ^a Ä ^è ÉÄÄlzÄ ^è ¢ÄgÄ£ÄÄß ZÄ ^a ÄÄzÄÄ¢AzÄ wgÄÄV,ÄÄzÄÄ			
16.	UÉÆÄ ^è ÉUÉ ^a ÄÄvÄÄÜ PÉÆqÄÄÄ ^a ÄÄzÄÄ CxÄ ^a Ä ^v ÄÄ©ÄPÉÆ¼ÄÄÄ ^a ÄÄzÄÄ			
17.	UÉÆÄ ^è ÉAiÉÆÄ¢UÉ ^a AiÁvÀ£ÁqÄÄ ^a ÄÄzÄÄ			
18.	PÄ£ÄßqÄPÄ ^è ÄQ PÉÆ¼ÄÄÄ ^a ÄÄzÄÄ			

zÉÆqÄØ^aÄgÄ jÄwAiÄÄ PÉ©,ÄUÄ¼Ä£ÄÄß C£ÄÄ,Äj,ÄÄ^aÄÄzÄÄ

PÄæ^aÄÄ ÄASÉä	^aÄPÄäUA¼ÄÄ	Äj EzÉ	Äj E©è	ÄsÄUÄ±ÄB Äj
1.	¥ÉÇgÄPÉ¬ÄAzÄ £É© UÄÄr,ÄÄ ^a ÄÄzÄÄ CxÄ ^a Ä ^v ÄÄ ^è ÉÆqÉAiÄÄÄ ^a ÄÄzÄÄ			
2.	PÄ©Äè CxÄ ^a Ä ^v ÄÄwÜUÉ¬ÄAzÄ ZÄZÄÄN ^a ÄÄzÄÄ			
3.	©ÄUÄzÄ PÉÉAiÄÄ£ÄÄß ©ÄUÄPÉÌ ^è ÄPÄÄ ^a ÄÄzÄÄ			
4.	NzÄÄ ^a ÄÄzÄÄ (¥ÄÄ,ÄÜPÄ ^a Ä£ÄÄß vÉgÉzÄÄ ¥ÄÄIUÄ¼Ä£ÄÄß wgÄÄ ^a ÄPÄÄ ^a ÄÄzÄÄ)			
5.	VqÄUÄ½UÉ ¢ÄgÄÄ ^è ÄPÄÄ ^a ÄÄzÄÄ			
6.	ÉÉPÄ ^è ÉÆqÉAiÄÄ©Ä ¥ÄæAiÄÄvÄß ^a AiÁqÄÄ ^a ÄÄzÄÄ			
7.	¥ÄvÉæ vÉÆ¼ÉAiÄÄÄ ^a ÄÄzÄÄ			
8.	§mÉÖ¬ÄAzÄ ^a ÄgÉ,ÄÄ ^a ÄÄzÄÄ			
9.	¥É£i/¥É¢ ^è ¬i/E¢ßvÄgÉ ^a Ä,ÄÄÜ«¢AzÄ §gÉAiÄÄÄ ^a ÄÄzÄÄ			
10.	AiÄiÄ ^a ÄÄzÄzÄgÄÄ ^a Ä,ÄÄÜ ^a ÄÄ¢AzÄ UÄÄAr vÉUÉAiÄÄ©Ä ¥ÄæAiÄÄwß,ÄÄ ^a ÄÄzÄÄ			

Appendix IV

Demographic information form

Name of the child:

age/sex:

Date of birth:

	Name	Age	Education	Occupation
Father's				
Mother's				

Annual income of the family:

Consanguinity:

Family status:

Total no of persons in the family:

Family history: (of Mental retardation, psychological problem, congenital deformity, handicapped, and any neurological problem):

Speech and language stimulation at home:

Sibling history

no. of siblings:

	Name	Age/Sex	Education
I sibling			
II sibling			

Prenatal complications:

Perinatal complications:

Postnatal complications:

Developmental pattern:

Motor:

Speech and language:

Any congenital abnormalities:

Any sensory abnormalities:

Vision:

Hearing:

Screening result:

Hearing:

Vision:

Psychological test:

Appendix V

Communication inventory for 6 – 8 months infants

Section 1 Early Communication Skills

Section 1 A, Prelinguistic skills

1. Appears to be able to distinguish general meanings of warning, anger and/or friendly voice pattern by facial and bodily gestures.
2. Responds with appropriate gestures to words such as “come”, “bye-bye”.....etc.
3. Gives some attention to music or singing.
4. Frequently appears to listen to whole conversation around him/her.
5. Regularly stops activity when his/her name called.
6. Reacts to loudness changes in voice of a others.
7. Sustain interest for up to a full minute in looking at person or picture, if they are named. Ex “look this is your daddy’s picture”
8. Reacts differently to familiar people and strangers.
9. Appears to enjoy listening to new words.
10. Responds to rhythmic music by bodily or hand movements
11. Understands words like up, down.....
12. Responds when name called. Ex. Turning back, searching for the person who called... etc.
13. Child enjoys watching TV, looking at comics or listening to music.

Section 1 B, Early Phrases

1. Are you hungry?
2. Clap your hands
3. Come on/ come here
4. Get up
5. Look / look here
6. Want to go out?

Section 2 vocabulary

Comprehension

Family members: Mummy, Daddy, Grandma and Grandpa

Food items: Rice, Mudde, Water, Apple and Milk

Vehicles: Motorcycle and Car

Toys: Doll and Toy

Rooms and Furniture: Kitchen, Bedroom, Bathroom and Cot

Dress: Cloth/Dress

Common objects: Blanket, Bottle, Bowl, Lamp, Medicine, TV, Telephone and Fan

Action verbs: Bite, Drink and Eat

Other words: Bath and Home

Expression:

Different sound effects: Ba ba, Wa wa, Ba ba va va ta ta, Ta da va ma, ambaa ambaa, choo choo and amma.

Family members: mummy

Section 3 nonverbal communication

First communicative features

1. Waves bye-bye on his/her own when someone leaves.
2. Blows kisses from a distance

Games and routines

1. Play peekaboo
2. Play chasing games
3. Play with a toys
4. Sing
5. Dance

Actions with objects

1. Drink from a cup.
2. Hold vehicle object and make it move.
3. Kiss or hug a toy.

Communication inventory for 8-10 months infants

Section 1 Early Communication Skills

Section 1 A, Prelinguistic skills

1. Appears to be able to distinguish general meanings of warning, anger and/or friendly voice pattern by facial and bodily gestures.

2. Responds with appropriate gestures to words such as “come”, “bye-bye”.....etc.
3. Gives some attention to music or singing.
4. Frequently appears to listen to whole conversation around him/her.
5. Regularly stops activity when his/her name called.
6. Reacts to loudness changes in voice of a others.
7. Regularly stops activity in response to “No”.
8. Reacts differently to familiar people and strangers.
9. Appears to enjoy listening to new words.
10. Generally able to listen to speech without being distracted by others.
11. Enjoys listening stories.
12. Responds to rhythmic music by bodily or hand movements
13. Child is possessive about his/her clothes, toys.
14. Responds when name called. Ex. Turning back, searching for the person who called... etc.
15. Child enjoys watching TV, looking at comics or listening to music.

Section 1 B, Early Phrases

- | | |
|---------------------------|----------------------|
| 1. Are you hungry? | 10. Look / look here |
| 2. Are you tired/ sleepy? | 11. Open your mouth |
| 3. Be quiet! | 12. Sit down |
| 4. Clap your hands | 13. Stop it |
| 5. Come on/ come here | 14. Want to go out? |
| 6. Don't do that | 15. Say bye bye |
| 7. Don't touch | 16. Sleep now? |
| 8. Give me a hug/kiss | 17. Don't cry |
| 9. Let's go bye bye | 18. Don't go outside |

Section 2 vocabulary

Comprehension

Family members: Mummy, Daddy, Grandma and Aunty

Body parts: Eye and Hand

Food items: Water and Milk.

Animals: Dog

Vehicles: Bicycle, Motorcycle and Car

Toys: Ball, Book, Doll, Pen and Toy.

Clothing: Cloth/Dress, Hat and Bangles.

Rooms and furniture: Kitchen, Bedroom, Bathroom and Cot.

Common objects: Broom, Medicine, Money, Paper, Bed, Plate, Spoon, Telephone and Fan.

Action verbs: Dance, Drink, Eat, Go, Hug, Kiss, Look and Take.

Descriptive words: All gone, Hot, Hungry, and Tired.

Others: Bath, Flower, and Hospital/ Doctor

Expression

Different sound effects: Ba ba, Wa wa, Ba ba va va ta ta, Ta da va ma, Choo choo, Vroom, woof woof and umm

Family members: Mummy and Daddy.

Section 3 Nonverbal communication

First communicative features

1. Reaches out and gives you a toy or some objects that he/ she is holding.
2. Points (with arm and index finger extended) at some interesting object or event.
3. Waves bye-bye on his/her own when someone leaves.
4. Extends his/her upward to signal a wish to be picked up.
5. Shakes head “no”
6. Blows kisses from a distance.

Games and routines

6. Play peekaboo
7. Play chasing games
8. Play with a toys
9. Sing
10. Dance

Actions with objects

1. Eat with a spoon.
2. Drink from a cup.
3. Put on hat
4. Hold vehicle object and make it move.
5. Put telephone to ear.
6. Throw ball
7. Pour liquid from one container to another

8. Kiss or hug a toy.

Imitating adult like actions

1. Sweep with broom or mop
2. Read (open book and turn pages)
3. Write with pen or pencil

Communication inventory for 10-12 months infants

Section 1 Early Communication Skills

Section 1 A, Prelinguistic skills

16. Appears to be able to distinguish general meanings of warning, anger and/or friendly voice pattern by facial and bodily gestures.
17. Responds with appropriate gestures to words such as “come”, “bye-bye”etc.
18. Gives some attention to music or singing.
19. Frequently appears to listen to whole conversation around him/her.
20. Regularly stops activity when his/her name called.
21. Reacts to loudness changes in voice of a others.
22. Regularly stops activity in response to “No”.
23. Reacts differently to familiar people and strangers.
24. Appears to enjoy listening to new words.
25. Generally able to listen to speech without being distracted by others.
26. Mimes when action is named. Ex. When you ask “How to eat?” Child will make action to show how to eat.
27. Enjoys listening stories.
28. Responds to rhythmic music by bodily or hand movements
29. Feels happy when the child is praised for looks/ neat dress
30. Child is possessive about his/her clothes, toys.
31. Responds when name called. Ex. Turning back, searching for the person who called... etc.
32. Child enjoys watching TV, looking at comics or listening to music.

Section 1 B, Early Phrases

- | | |
|---------------------------|-----------------------|
| 19. Are you hungry? | 42. Don't cry |
| 20. Are you tired/sleepy? | 43. Don't go outside. |
| 21. Be quiet! | 44. Give me some??? |
| 22. Clap your hands | |
| 23. Come on/ come here | |
| 24. Do you want more? | |
| 25. Don't do that | |
| 26. Don't touch | |
| 27. Get up | |
| 28. Give it to mummy | |
| 29. Give me a hug/kiss | |
| 30. Go get | |
| 31. Good girl/boy | |
| 32. Let's go bye bye | |
| 33. Look / look here | |
| 34. Open your mouth | |
| 35. Sit down | |
| 36. Stop it | |
| 37. Throw the ball | |
| 38. Want to go out? | |
| 39. Do you want it? | |
| 40. Say bye bye | |
| 41. Sleep now? | |

Section 2 vocabulary

Comprehension

Family members: Mummy, Daddy, Grandma, Grandpa, Sister, Aunty and Child.

Body parts: Head, Eye, Mouth, Hand and Leg.

Food items: Rice, Idli, Dosa, Chappati, Water, Apple, Banana, Milk and Food items.

Animals: Cat, Dog, Cow, Crow and Animal

Vehicles: Bus, Bicycle, Motorcycle, Car and Auto

Toys: Ball, Balloon, Book, Doll, Pen and Toy.

Clothing: Cloth/Dress, Nikker, Hat, Necklace/Chain, Bangles, Ear rings, Ankle lace and Sweater.

Rooms and furniture: Kitchen, Bedroom, Bathroom, Cot, Chair, Door and Stairs.

Common objects: Blanket, Bottle, Bowl, Box, Broom, Comb, Dish, Glass, Key, Lamp, Medicine, Money, Paper, Bed, Plate, Purse, Soap, Spoon, TV, Telephone, Fan and Plant.

Action verbs: Bite, Bring, Close, Cry, Dance, Drink, Eat, Fall, Feed, Finish, Give, Go, Hit, Hug, Kiss, Look, Open, Play, Pull, Push, Put, Say, Show, Sing, Sleep, Smile, Take, Throw, Touch and Walk.

Question words: what, who and why.

Descriptive words: All gone, Dark, Empty, Fast, Fine, Happy, Hard, Hungry, Hurt, Sleepy and Tired.

Pronouns: I, Me, That, This and You.

Quantifiers: none

Others: Bath, Flower, Home, Moon, Store, Mud, Temple and Hospital/ Doctor

Expression

Different sound effects: Ba ba, Wa wa, Ba ba va va ta ta, Ta da va ma, ko ko, woof woof and umm

Family members: mommy, daddy, grandpa.

Section 3 Nonverbal communication

First communicative features

1. Extends arm to show you something he/she is holding.
2. Reaches out and gives you a toy or some objects that he/ she is holding.
3. Points (with arm and index finger extended) at some interesting object or event.
4. Waves bye-bye on his/her own when someone leaves.
5. Extends his/her upward to signal a wish to be picked up.
6. Shakes head “no”
7. Nods head “ yes”
8. Blows kisses from a distance.

Games and routines

1. Play peekaboo
2. Play chasing games
3. Play with a toys
4. Sing
5. Dance

Actions with objects

1. Eat with a spoon.
2. Drink from a cup.
3. Comb his/her own hair.
4. Brush teeth.
5. Put on hat
6. Hold vehicle object and make it move.
7. Put telephone to ear.
8. Throw ball
9. Pour liquid from one container to another
10. Kiss or hug a toy.

Imitating adult like actions

1. Sweep with broom or mop
2. Read (open book and turn pages)
3. Try to ride bicycle.
4. Clean with cloth
5. Write with pen or pencil

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Appendix I

The MacArthur Communicative Development inventories:

Words and Gestures

PART I EARLY WORDS

A. First Signs of Understanding

Before children begin to speak, they show signs of understanding language by responding to familiar words and phrases. Below are some common examples. Does your child do any of these?

1. Respond when name is called. (e.g., by turning and looking at source).
2. Respond to “no no “ (by stopping what he/she is doing, at least for a moment).
3. React to “ there’s mummy / daddy” by looking around for them.

B. Phrases

Will the child able understand these sentences.....?

Please mark (o) in front of the sentences which child seems to be understand

- | | | |
|------------------------------|------------------------|-------------------------------|
| 1. Are you hungry? | 10. Give it to | 21. Throw the ball |
| 2. Are you tired/
sleepy? | mummy | 22. Give me a kiss |
| 3. Be careful | 11. Give me a hug | 23. Daddy’s/mummy
’s home |
| 4. Clap your hands | 12. Go get_____ | 24. Change diaper |
| 5. Come on/ come
here | 13. Good girl/boy | 25. Be Quite |
| 6. Do you want
more? | 14. Hold still | 26. Time to go night
night |
| 7. Don’t do that | 15. Let’s go bye bye | 27. This little piggy |
| 8. Don’t touch | 16. Look / look here | 28. Want to go for a
ride? |
| 9. Get up | 17. Open your
mouth | |
| | 18. Sit down | |
| | 19. Spit it out | |
| | 20. Stop it | |

C. Starting to talk

1. Some children like to “ parrot” or imitate things that they’ve just heard (including new words that they are just learning, and/ or parts of sentences, for example, repeating “work now” after mother says “mummy’s is going to work now.’’). How often does your child imitate words?.....

2. Some children like to go around naming or labeling things, as though proud of knowing the names and wanting to show this. How often does your child do this?

D. Vocabulary check list.

If your child just understands the word mark (0) in front of the word. If your child understands as well as says the word then mark (✓) in front of the word.

1. Sound effects and animal sounds

Baa baa	ouch	uh oh
Choo choo	quack quack	vroom
cockadoodledoo	grrr	woof woof
mooo	meow	yum yum

2. Animal names

Animal	Donkey	Mouse
Bear	Duck	Owl
Bee	Elephant	Penguin
Bird	Fish	Pig
Bug	Frog	Pony
Bunny	Giraffe	Puppy
Butterfly	Goose	Sheep
Cat	Hoarse	Squirrel
Chicken	Kitty	Teddy bear
Cow	Lamb	Tiger
Deer	Lion	Turtle
Dog	Monkey	Turkey

3. Vehicles

Airplane	Car	Motorcycle
Bicycle	Firetruck	Train
Bus	Stroller	Truck

4. Toys

Ball	Book	Doll
Balloon	Bubbies	Pen
Block	Bubble	Toy

5. Food and Drink

Apple	Food	Candy
Banana	Ice cream	Chicken
Bread	Juice	Cookie
Butter	Meat	Cracker
Cake	Milk	Cheese
Cereal	Noodles	Pizza
Coffee	Orange	Peas
Drink	Water	Spaghetti
Egg	Carrots	Toast
Fish	Cherrios	Rasin

6. Clothing

Beads	Diaper	Pants
Bib	Dress	Shirt
Boots	Hat	Shoe
Button	Jacket	Socks
Coat	Necklace	Sweater
Dress	Pajamas	Zipper

7. Body parts

Arm	Foot	Leg
Belly	Finger	Mouth
Cheek	Hair	Nose
Ear	Hand	Tooth
Eye	Head	Toe
Face	Knee	Tongue

8. Furniture and Rooms

Bathroom	Drawer	Refridgerator
Bathtub	Garage	Rocking chair
Bed	High chair	Sink
Bedroom	Kitchen	Stove
Couch	Living room	Stairs
Crib	Oven	Table
Chair	Play pen	TV
Door	Potty	Window

9. Small House hold Items.

Blanket	Hammer	Purse
Bottle	Keys	Radio
Bowl	Lamp	Scissors
box	Light	Soap
Broom	Medicine	Spoon
Brush	Money	Telephone
Clock	Paper	Toothbrush
Comb	Penny	Towel
Cup	Pictures	Vaccum
Dish	Pillow	Watch
Fork	Plant	
Glass	Plate	

10. Outside Things and places

Backyard	Park	Snow
Beach	Party	Star
Church	Pool	Store
Flower	Rain	Sun
Garden	Rock	Swinf
Home	School	Tree
House	Shovel	Water
Moon	Sky	Work
Outside	Side	Zoo

11. People

Aunty	Grandpa	Baby sister's name
Boy	Mummy	Shopkeeper
Brother	People	Baby
Child	Person	Babysister
Daddy	Sister	Man
Girl	Teacher	Lady
Grandma	Uncle	Child's own name

12. Games and routines

Bath	Lunch	Shh/Hush
Breakfast	Night night	Thank you
Bye or Bye Bye	Nap	Wait
Dinner	No	Wanna/ Want to
Don't	Patty cake	Yes
Hello	Peekaboo	
Hi	Please	

13. Action words

Bite	Go	Say
Blow	Help	See
Break	Hit	Show
Bump	Hug	Sing
Bring	Hurry	Sleep
Clean	Jump	Smile
Close	Kick	Splash
Cry	Kiss	Stop
Dance	Look	Swim
Draw	Love	Swing
Drink	Open	Take
Drive	Play	Throw
Eat	Pull	Touch
Fall	Push	Watch
Feed	Put	Walk
Finish	Read	Wash
Get	Ride	Wipe
Give	Run	Write

14. Words about time

Day	Night	Tomorrow
Later	Now	Tonight
Morning	Today	

15. Descriptive words

All gone	Careful	Dry
Asleep	Clean	Empty
Bad	Cold	Fast
Big	Cute	Fine
Blue	Dark	Gentle
Broken	Dirty	Good
Happy	Nice	Tired
Hard	Old	Wet
Hot	Scared	Yucky
Hungry	Sick	Pretty
Hurt	Sleepy	Red
Little	Soft	
Naughty	Thirsty	

16. Pronouns

I	Me	This
It	Mine	You
Her	My	Your
His	That	

17. Questions words

How	When	Why
How many	Where	Which
What	Who	

18. Prepositions

Away	Inside	There
Back	Off	Under
Down	On	Up
In	Out	

19. Quantifiers

All	None	Same
Another	Not	Some
More	Other	

Part II Actions and Gestures

A. First communicative features

When infants are first learning to communicate, they often use gestures to make their wishes known. For each item below, mark the line (✓) that describes your child's actions right now

1. Extends arm to show you something he/she is holding.
2. Reaches out and gives you a toy or some objects that he/ she is holding.
3. Points (with arm and index finger extended) at some interesting object or event.
4. Waves bye-bye on his/her own when someone leaves.
5. Extends his/her upward to signal a wish to be picked up.

6. Shakes head “no”
7. Nods head “ yes”
8. Gestures “hush” by placing finger to lips.
9. Requests something by extending arm and opening and closing hand.
10. Blows kisses from a distance.
11. Smacks lips in a “yum yum” gesture to indicate that something taste good.
12. Shrugs to indicate “all gone” or “where’d it go”.

B.Games and routines

Does your child do any of the following?

1. Play peekaboo
2. Play patty cake
3. Play “so big”
4. Play chasing games
5. Sing
6. Dance

C.Actions with objects

Does your child do/try any of the following?

1. Eat with a spoon or fork
2. Drink from a cup containing of liquid
3. Comb or brush his/her own hair.
4. Brush teeth.
5. Wipe face or hands with a towel or cloth.
6. Put on hat
7. Put on shoe/socks
8. Put on necklace, bracelet or watch
9. Lay head on hands and squeeze eyes shut as if sleeping.
10. Blow to indicate something is hot.
11. Hold vehicle object and make it move.
12. Put telephone to ear.
13. Throw ball
14. Pour pretend liquid from one container to another
15. Stir pretend liquid in a cup or pan with a spoon.
16. Shiff flowers
17. Talk to toy.

D. Pretending to be a Parent

How are some things that young children sometimes do with stuffed animals or dolls. Please mark the actions that you have seen your child to do.

1. Put to bed
2. Cover with blanket
3. Feed with bottle
4. Feed with spoon
5. Brush/comb its hair
6. Pat or burp it
7. Push in stroller/buggy
8. Rock it
9. Kiss or hug it
10. Try to put shoe/socks/hat on it
11. Talk to it
12. Try to put diaper on it.

E. Imitating other Adult actions (using real or toy implements).

Does your child do/try any of the following?

1. Sweep with broom or mop
2. Put key in door or lock
3. Pound with hammer or mallet
4. Attempt to use saw
5. "Type" at a typewriter or computer keyboard
6. Vacuum
7. Water plants
8. Play musical instruments
9. "Drive car by turning steering wheel
10. Wash dishes
11. Write with a pen, pencil, or marker
12. Clean with cloth or duster
13. Read
14. Dig with a shovel
15. Put on glasses

F. Pretend objects

During play, children sometimes use an object as a replacement for other. For example, a child wishing to feed a teddy bear might pretend that a block is an apple. A child might pretend that a bowl is a hat. Have you seen your child make substitutions of this kind?

If yes , Please give several examples

Other comments

Appendix II

Communication Inventory for Infants - CII (6 – 12 months)

Name:

Date:

Age/sex:

DOB:

Instructions: Please tick skills which your children can able to do in section 1 A and in section 1 B please the phrases which your children able to understand. If the child is not able to do the activity keep it empty.

Section 1

A. Early skills

Sl no	Skills	Comprehends
1.	Appears to be able to distinguish general meanings of warning, anger and/or friendly voice pattern by facial and bodily gestures.	
2.	Responds with appropriate gestures to words such as “come”, “bye-bye”.....etc.	
3.	Gives some attention to music or singing.	
4.	Frequently appears to listen to whole conversation around him/her.	
5.	Regularly stops activity when his/her name called.	
6.	Reacts to loudness changes in voice of a others.	
7.	Regularly stops activity in response to “No”.	
8.	Reacts differently to familiar people and strangers.	
9.	Appears to enjoy listening to new words.	
10.	Generally able to listen to speech without being distracted by others.	
11.	Mimes when action is named. Ex. When you ask “How to eat?” Child will make action to show how to eat.	
12.	Enjoys listening stories.	
13.	Responds to rhythmic music by bodily or hand movements	
14.	Understands words like up, down.....	
15.	Feels happy when the child is praised for looks/ neat dress	
16.	Child is possessive about his/her clothes, toys.	
17.	Responds when name called. Ex. Turning back, searching for the person who called... etc.	
18.	Child get angry when her objects are taken/used or broken by someone and start fighting with them...	
19.	Child enjoy watching TV, looking at comics or listening to music.	

B. Early phrases

Sl no	Phrases	Comprehends
1.	Are you hungry?	
2.	Are you tired/sleepy?	
3.	Be quiet!	
4.	Clap your hands	
5.	Come on/ come here	
6.	Do you want more?	
7.	Don't do that	
8.	Don't touch	
9.	Get up	
10.	Give it to mummy	
11.	Give me a hug/kiss	
12.	Go get	
13.	Good girl/boy!	
14.	Let's go bye bye	

Sl no	Phrases	Comprehends
15.	Look / look here	
16.	Open your mouth	
17.	Sit down	
18.	Stop it	
19.	Throw the ball	
20.	Want to go out?	
21.	Do you want it?	
22.	Say bye bye	
23.	Sleep now?	
24.	Don't cry	
25.	Don't go outside.	
26.	Walk slowly.	
27.	This dress is not nice	
28.	Give me some	

Part 2: Early vocabulary

Instructions: Please tick items which your children can able to do. If your child is able to understand mark in comprehends part and if child uses that word/tell that word mark in expresses part. If the child is not able to do the activity keep it empty.

1. Different sound effects

Sl no	Items	Expresses
1.	Ba ba	
2.	Wa wa	
3.	Ba ba va va ta ta	
4.	Ta da va ma	
5.	ambaa ambaa	
6.	ko ko	
7.	o ho	
8.	vroom	
9.	woof woof	
10.	umm	
11.	ayyo	
12.	amma	

2. Family members

Sl no	Items	Comp	Exp
1.	Mummy		
2.	Daddy		
3.	Grandma		
4.	Grandpa		
5.	Brother		

Sl no	Items	Comp	Exp
6.	Sister		
7.	Uncle		
8.	Aunty		
9.	Child		
10.	People		

3. Body parts

Sl no	Items	Comprehends	Expresses
1.	Head		
2.	Eye		
3.	Mouth		
4.	Face		
5.	Hand		

Sl no	Items	Comprehends	Expresses
6.	Leg		
7.	Tummy		
8.	Cheek		
9.	Finger		
10.	Tongue		
11.	Hair		

4. Food items

Sl no	Items	Comp	Exp
1.	Rice		
2.	Mudde		
3.	Sambar		
4.	idli		
5.	Dosa		
6.	Chappati		
7.	Water		
8.	Apple		
9.	Banana		
10.	Orange		
11.	Grapes		

Sl no	Items	Comp	Exp
12.	Milk		
13.	Butter		
14.	Bread		
15.	Cake		
16.	Chocolates		
17.	Juice		
18.	Egg		
19.	Meat/ Fish		
20.	Coffee/tea		
21.	Food		

5. Animals

Sl no	Items	Comp	Exp
1.	Cat		
2.	Dog		
3.	Cow		
4.	Chicken		
5.	Crow		
6.	Sheep		
7.	Butterfly		

Sl no	Items	Comp	Exp
8.	Elephant		
9.	Animal		
10.	Monkey		
11.	Mouse		
12.	Fish		
13.	Snake		
14.	Tiger/Loin		

6. Vehicles

Sl no	Items	Comp	Exp
1.	Bus		
2.	Bicycle		
3.	Motorcycle		
4.	Car		
5.	Tempo		

7. Toys

Sl no	Items	Comp	Exp
1.	Ball		
2.	Balloon		
3.	Book		
4.	Doll		
5.	Pen		
6.	Toy		

8. Clothing

Sl no	Items	Comp	Exp
1.	Cloth/Dress		
2.	Shirt		
3.	Dothi		
4.	Pants		
5.	Nikker		
6.	Hat		
7.	Socks		
8.	Belt		
9.	Watch		

Sl no	Items	Comp	Exp
10.	Ring		
11.	Necklace/C hain		
12.	Bangles		
13.	Ear rings		
14.	Saree		
15.	Skirt		
16.	Ankle lace		
17.	Sweater		

9. Furniture and Rooms.

Sl no	Items	Comp	Exp
1.	Kitchen		
2.	Bed Bedroom		
3.	Bathroom		
4.	Cot		

Sl no	Items	Comp	Exp
5.	Chair		
6.	Door		
7.	Stairs		
8.	Table		
9.	Window		

10. House hold objects

Sl no	Items	Comp	Exp
1.	Blanket		
2.	Bottle		
3.	Bowl		
4.	box		
5.	Broom		
6.	Brush		
7.	Clock		
8.	Comb		
9.	Dish		
10.	Dustbin		
11.	Glass		
12.	Key		
13.	Lamp		
14.	Medicine		
15.	Money		
16.	Paper		

Sl no	Items	Comp	Exp
17.	Coins		
18.	Pillow		
19.	Bed		
20.	Plate		
21.	Purse		
22.	Scissors		
23.	Soap		
24.	Spoon		
25.	Towel		
26.	TV		
27.	Radio		
28.	Telephone		
29.	Fan		
30.	Plant		
31.	Umbrella		

11. Action words

Sl no	Items	Comprehends	Expresses
1.	Bite		
2.	Blow		
3.	Break		
4.	Bring		
5.	Clean		
6.	Close		
7.	Cry		
8.	Dance		
9.	Drink		
10.	Eat		
11.	Fall		
12.	Feed		
13.	Finish		
14.	Give		
15.	Go		
16.	Hit		
17.	Hug		
18.	Jump		
19.	Kick		
20.	Kiss		

Sl no	Items	Comprehends	Expresses
21.	Look		
22.	Open		
23.	Play		
24.	Pull		
25.	Push		
26.	Put		
27.	Read		
28.	Ride		
29.	Run		
30.	Say		
31.	Show		
32.	Sing		
33.	Sleep		
34.	Smile		
35.	Stop		
36.	Take		
37.	Throw		
38.	Touch		
39.	Walk		
40.	Write		

12. Descriptive words

Sl no	Items	Comp	Exp
1.	All gone		
2.	Bad		
3.	Big		
4.	Broken		
5.	Careful		
6.	Cold		
7.	Cute		
8.	Dark		
9.	Dirty		
10.	Empty		
11.	Fast		
12.	Fine		
13.	Good		

Sl no	Items	Comp	Exp
14.	Happy		
15.	Hard		
16.	Hot		
17.	Hungry		
18.	Hurt		
19.	Little		
20.	Naughty		
21.	Scared		
22.	Sleepy		
23.	Soft		
24.	Thirsty		
25.	Tired		
26.	Wet		

13. Words about time

Sl no	Items	Comp	Exp
1.	Day		
2.	Later		
3.	Morning		
4.	Night		
5.	Now		
6.	Today		
7.	Tomorrow		

14. Prepositions

Sl no	Items	Comprehends	Expresses
1.	Near		
2.	AwayFar		
3.	Back		
4.	Down		
5.	Up		
6.	Inside		
7.	Outside		

15. Pronouns

Sl no	Items	Comprehends	Expresses
1.	I		
2.	Her		
3.	His		
4.	Me		
5.	Mine		

Sl no	Items	Comprehends	Expresses
6.	My		
7.	That		
8.	This		
9.	You		
10.	Your		

16. Question words

Sl no	Items	Comprehends	Expresses
1.	How		
2.	What		
3.	Where		

Sl no	Items	Comprehends	Expresses
4.	Which		
5.	Who		
6.	Why		

17. Quantifiers

Sl no	Items	Comprehends	Expresses
1.	All		
2.	Another		

Sl no	Items	Comprehends	Expresses
3.	None		
4.	Same		

18. Others

Sl no	Items	Comprehends	Exp
1.	Bath		
2.	Flower		
3.	Garden		
4.	Home		
5.	Moon		
6.	Pool		
7.	Rock		
8.	School		
9.	Sky		
10.	Star		

Sl no	Items	Comprehends	Exp
11.	Store		
12.	Sun		
13.	Swing		
14.	Tree		
15.	Work		
16.	Mud		
17.	Wound/ Injury		
18.	Temple		
19.	Hospital/ Doctor		

Section 3.

Actions And Gestures

Instructions: Please tick activity that your child can perform. If the child is not able to do the activity keep it empty.

a. First communicative features

Sl no	Skills	Performs the activity
1.	Extends arm to show you something he/she is holding.	
2.	Reaches out and gives you a toy or some objects that he/ she in holding.	
3.	Points (with arm and index finger extended) at some interesting object or event.	
4.	Waves bye-bye on his/her own when someone leaves.	
5.	Extends his/her upward to signal a wish to be picked up.	
6.	Shakes head “no”	
7.	Nods head “ yes”	
8.	Gestures “hush” by placing finger to lips.	
9.	Requests something by extending arm and opening and closing hand.	
10.	Blows kisses from a distance.	
11.	Smacks lips in a “yum yum” gesture to indicate that something taste good.	

b. Games and routines

Sl no	Skills	Performs the activity
1.	Play peekaboo	
2.	Play chasing games	
3.	Play with a toys	
4.	Sing	
5.	Dance	

c. Actions with objects

Sl no	Skills	Performs the activity
1.	Eat with a spoon.	
2.	Drink from a cup.	
3.	Comb his/her own hair.	
4.	Brush teeth.	
5.	Put on hat	
6.	Put on sandals	
7.	Lay head on hands and squeeze eyes shut as if sleeping.	
8.	Blow to indicate something is hot.	
9.	Hold vehicle object and make it move.	
10.	Put telephone to ear.	
11.	Throw ball	
12.	Pour liquid from one container to another	
13.	Stir pretend liquid in a cup or pan with a spoon.	
14.	Kiss or hug a toy.	
15.	Put on glasses.	

d. Imitating adult like actions

Sl no	Skills	Performs the activity
1.	Sweep with broom or mop	
2.	Pound with hammer or mallet.	
3.	Read (open book and turn pages)	
4.	Try to ride bicycle.	
5.	Clean with cloth	
6.	Write with pen or pencil	
7.	Dig with any object	

ÀA^aÀ^oÀ£À vÀ¥À²Ã®Ä ¥ÀnÖ (6 – 12 wAUÀ¼ÄÄ)

“sÁUÀ 1:

A. ^aÄÄAa£À ÀAYÀPÀð PË±À®âUÀ¼ÄÄ

ÀÆZÀ£ÉUÀ¼ÄÄ: PÉ¼AUÉ ^aÄÄPÀ¼ÄÄ ^aÀiÁqÀ§°ÄZÁAvÀ°À PÉ®^aÄÄ PË±À®âUÀ¼ÄÄ£ÄÄß ðÃqÀ-ÁVzÉ. “sÁUÀ 1 A gÀ°è, ð^aÄÄä ^aÄÄUÄÄ ^aÀiÁqÀ§°ÄZÁAvÀ°À PË±À®âUÀ¼ÄÄ ^aÄÄÄAZÉ UÄÄgÄÄvÄÄ °ÁQ, “sÁUÀ gÄ°è ð^aÄÄä ^aÄÄUÄÄ CxÀð^aÀiÁrPÉÆ¼ÄÄÄ^aÀ ^aÁPÀâUÀ¼ÄÄ ^aÄÄÄAZÉ UÄÄgÄÄvÄÄ °ÁQ. ð^aÄÄä ^aÄÄUÄÄ ^aÀiÁqÀ-ÁUÀçgÄÄ^aÀ PË±À®âUÀ¼ÄÄ ^aÄÄÄAçgÄÄ^aÀ eÁUÀ^aÀ£ÄÄß SÁ° ©r.

PÄ ^a ÄÄ ÄASÉä	^a ÁPÀâUÀ¼ÄÄ	CxÀð ^a ÀiÁrPÉÆ¼ÄÄÄvÄÜzÉ
1.	^a ÄÄÄR “sÁ ^a Ä ^a Ä£ÄÄß CxÀð ^a ÀiÁrPÉÆ¼ÄÄÄvÄÜzÉ. (PÉÆÄ¥À, ÄAvÉÆÄµÄ)	
2.	PÉ® ^a ÄÄ ¥ÄZÀUÀ¼ÄÄ£ÄÄß CxÀð ^a ÀiÁrPÉÆÄqÄÄ ÄÆPÀÜ ^a ÄZÀ ¥ÄæwQæAiÉÄAiÄÄ£ÄÄß ðÃqÄÄvÄÜzÉ. GzÄ: “Á, mA mA	
3.	ÄAVÄvÄPÉÏ UÄ ^a ÄÄ£Ä PÉÆqÄÄ ^a ÄZÄÄ.	
4.	C ^a Ä£Ä/C ^a Ä¼ÄÄ ÄÄvÄÜ ^a ÄÄÄvÄÜ £ÄqÉAiÄÄÄ ^a Ä ¥ÄÇgÄ ÄÄ “sÁµÄüÉAiÄÄ£ÄÄß D°¼ZÄAvÉ PÁtÄvÄÜzÉ.	
5.	C ^a Ä£Ä/C ^a Ä¼ÄÄ °É ÄgÄ£ÄÄß PÄjzÁUÄ ^a ÀiÁqÄÄwÜgÄÄ ^a À PÉ®, Ä ^a Ä£ÄÄß ð°è, ÄÄvÄÜzÉ.	
6.	zsÁéðAiÄÄ°è£Ä ^a ÄÄvÄÄÄ ^a ÄÄ£ÄÄß CxÀð ^a ÀiÁrPÉÆ¼ÄÄÄvÄÜzÉ.	
7.	“ÉÃqÄ JAZÄÄ °ÉÄ½zÄgÉ ^a ÀiÁqÄÄ ^a À PÉ®, Ä ^a Ä£ÄÄß ð°è, ÄÄvÄÜzÉ.	
8.	¥ÄjavÄgÄÄ ^a ÄÄvÄÄÜ C¥ÄjavÄgÉÆAçUÉ “ÉÄgÉ “ÉÄgÉAiÄiÁV ¥ÄæwQæ-ÄÄÄvÄÜzÉ.	
9.	°ÉÆ, Ä ¥ÄZÀUÀ¼ÄÄ£ÄÄß PÉÄ¼ÄÄ®Ä GvÄi°Ä vÉÆÄjzÄAvÉ PÁtÄvÄÜzÉ.	
10.	“ÉgÉAiÉÄqÉUÉ UÄ ^a ÄÄ£Ä °Äj, ÄzÉ ^a ÀiÁvÄ£ÄÄß ¥ÄÇtð ^a ÄV PÉÄ¼ÄÄÄvÄÜzÉ.	
11.	PÉ®, Ä ^a Ä£ÄÄß °ÉÄ½zÁUÄ CÜü£Ä-Ä¹ vÉÆÄj, ÄÄvÄÜzÉ. GzÄ; HI ^a ÀiÁqÄÄ ^a ÄZÄÄ °ÉÄÜÉ?	
12.	PÄvÉ PÉÄ¼ÄÄ®Ä RÄ¶ ¥ÄqÄÄvÄÜzÉ.	
13.	ÄAVÄvÄPÉÏ ^a ÄÄÉ PÉÉ ZÄ°¹ ¥ÄæwQæ-ÄÄÄvÄÜzÉ.	
14.	^a ÉÄÄ-É, PÉ¼AUÉ (ÄÜ¼ÄZÁjvÄ) ¥ÄZÀUÀ¼ÄÄ£ÄÄß CxÀð ^a ÀiÁrPÉÆ¼ÄÄÄvÄÜzÉ.	
15.	ZÉ£ÄBV PÁtÄwçÄAiÄÄ JAZÄÄ °ÉÄ½zÁUÄ	

	RÄ¶¥ÄqÄÄvÄÛzÉ.	
16.	vÄ£Äß ºÄ, ÄÄÛUÄ¼Ä£ÄÄß ºÉÄgÉAiÄÄªÄjUÉ ©IÄÖPÉÆqÄÄªÄÄç®è.	
17.	ºÉ, ÄgÄÄ PÄgÉzÁUÄ ¥ÄæwQæ¬Ä, ÄÄvÄÛzÉ GzÄ: wgÄÄV £ÉÆqÄÄªÄÄzÄgÄ ºÄÄÆ®PÄ, PÄgÉzÄ ªÄÄQÜUÄV ºÄÄqÄÄPÄÄªÄÄzÄgÄ ºÄÄÆ®PÄ.....	
18.	ºÉÄgÉAiÄÄªÄÄgÄÄ vÄ£Äß ºÄ, ÄÄÛUÄ¼Ä£ÄÄß vÉUÉzÄÄPÉÆAqÁUÄ, G¥ÄAiÉÆV¹zÁUÄ CxÄªÄ ºÄ¼ÄÄªÄÄiÄrzÁUÄ PÉÆÄ¹PÉÆ¼ÄÄîvÄÛzÉ/ dUÄ¼ÄÄqÄÄvÄÛzÉ.	
19.	ºÄqÄ£ÄÄß PÉÄ¼Ä®Ä, n. « £ÉÆÄqÄ®Ä RÄ¶¥ÄqÄÄvÄÛzÉ.	

B: ºÉÆzÄ® ºÄPÄâUÄ¼ÄÄ

PÄæª ÄÄ ÄAS Éä	ªÄPÄâUÄ¼ÄÄ	CxÄªªÄiÄr- PÉÆ¼ÄÄîv ÄÛzÉ
1.	ºÄ¹ªÄUÄÄwÛzÉ AiÉÄÄ?	
2.	æzÉæ §gÄÄwÛzÉAiÉÄ ?/ ,ÄÄ, ÄÛVzÉAiÄ Ä?	
3.	±Ä§Ý ªÄiÄqÄ ºÉÄqÄ	
4.	ZÄ¥Ä¼É ºÉÆr	
5.	ºÄ Eºè	
6.	E£ÄÄß ºÉÄPÉÄ?	
7.	CzÄ£ÄÄß ªÄiÄqÄ ºÉÄqÄ/ ,ÄÄªÄÄæægÄÄ	
8.	ªÄÄÄIÖ ºÉÄqÄ	
9.	K¼ÄÄªÄÄ ºÉÄÄ ºÉ	
10.	CªÄÄææUÉ PÉÆqÄÄ	
11.	£Ä£ÄUÉÆAzÄÄ ªÄÄÄvÄÄÛ PÉÆqÄÄ	
12.	ºÉÆÄV	

	vÉUÉzÄÄPÉÆA qÄÄ ºÄ	
13.	eÄt ºÄÄqÄÄUÄºÄÄ qÄÄV	
PÄæª ÄÄ ÄAS Éä	ªÄPÄâUÄ¼ÄÄ	CxÄªªÄiÄr- PÉÆ¼ÄÄîv ÄÛzÉ
14.	£Ér ºÉÆUÉÆÄt mÄ mÄ	
15.	Eºè £ÉÆqÄÄ	
16.	ºÄ¬Ä vÉV	
17.	PÄÄ½vÄÄPÉÆ	
18.	æºè, ÄÄ	
19.	ZÉAqÄ£ÄÄß J¹	
20.	ºÉÆgÄUÉ ºÉÆÄUÄ ºÉÄPÄ?	
21.	æ£ÄUÉ ºÉÄPÄ?	
22.	mÄ mÄ ºÉÄ¼ÄÄ	
23.	FUÄ ºÄÄ®UÄÄ	
24.	C¼Ä ºÉÄqÄ	
25.	ºÉÆgÄUÉ ºÉÆÄUÄ ºÉÄqÄ	
26.	æzÄ£ÄªÄV £Är	
27.	F §mÉÖ	

	ZÉÉÁßV®è	
28.	£À£ÀUÉ ,Àé@à	

	PÉÆqÄÄ	
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“sÁUÀ 2 : ^aÄÄÄAa£À ¥ÀzÀ¥ÀnÖ

ÀÆZÀ£ÉUÀ¼ÄÄ: PÉ¼AUÉ PÉÆnÖgÄÄ^aÀ ¥ÀzÀUÀ¼Ä£ÄÄß ^aÄÄä ^aÄÄUÄÄ CxÀð^aÄiÁrPÉÆAqÀ°è, CxÀð^aÄiÁrPÉÆ¼ÄÄivÀÛzÉ JA§°èAiÄÄÄ; °ÉÄ¼ÄÄwÛzÀÝgÉ, °ÉÄ¼ÄÄvÀÛzÉ JA§°è UÄÄgÄÄvÄÄ °ÁQ. ^aÄÄä ^aÄÄUÄÄ ^aÄiÁqÄ - ÁUÀçgÄÄ^aÀ PË±À®âUÀ¼Ä ^aÄÄÄAçgÄÄ^aÀ eÁUÀ^a£ÄÄß SÁ° ©r.

1. ««zÀ jÃwAiÄÄ ±À§ÝUÀ¼ÄÄ

PÄæ ^a Ä Ä ÄASÉâ	¥ÀzÀUÀ¼Ä Ä	°ÉÄ¼ÄÄvÀÛz É
1.	“Á “Á	
2.	^a Á ^a Á	
3.	“Á “Á ^a Á ^a Á vÄ vÄ	
4.	vÄ zÄ ^a Ä ^a ÄÄ	
5.	CA“Á CA“Á	

9.	PÉÆ PÉÆ	
PÄæ ^a Ä Ä ÄASÉâ	¥ÀzÀUÀ¼Ä Ä	°ÉÄ¼ÄÄvÀÛz É
10.	M °ÉÆ	
11.	qÄ gÄæ gÄæ gÄæ	
12.	GÝsi GÝsi	
13.	C ^a Äii	
14.	CAiÉÆÄ	

2. PÄÄIÄÄ§ ,ÄzÀ,ÄägÄÄ

PÄæ ^a ÄÄ ÄÄ ÄÄ SÉâ	¥ÀzÀUÀ¼Ä Ä	CxÀð ^a Äi Ár PÉÆ¼ÄÄ ÄivÀÛzÉ	°ÉÄ¼ÄÄ vÀÛzÉ
1.	C ^a ÄÄä		
2.	C¥Äà		
3.	CfÓ		
4.	CdÓ/vÄvÄ		
5.	CtÚ/vÄ ^a ÄÄä		
6.	CPÄI/vÄÄV		
7.	^a ÄiÁ ^a Ä/aPÄI ¥Äà/ zÉÆqÄØ¥Ä à		
8.	CvÉÛ/aPÄI ^a ÄÄä/ zÉÆqÄØ ^a Ä		

	Ää		
9.	^a ÄÄUÄÄ¥ Ä¥ÄÄ		
10.	d£Ä		

3. zÉÄ°ÄzÀ “sÁUÀUÀ¼ÄÄ

PÄæ ^a ÄÄ ÄÄSÉâ	¥ÀzÀUÀ¼ÄÄ ÄÄ	CxÀð ^a ÄiÁr PÉÆ¼ÄÄivÀÛzÉ	°ÉÄ¼ÄÄ
1	vÄ -É		
2.	PÄtÄÚ		
3.	“Á -Ä		
4.	^a ÄÄÄR		
5.	PÉÉ		
6.	PÄ®Ä		
7.	°ÉÆmÉÖ		
8.	PÉ£Éß		
9.	“ÉgÄ¼ÄÄ		
10.	£Ä°UÉ		
11.	PÄÆzÀ®Ä		

4. Hl/wAr

PÀæ ^a ÄÄ ÄASÉä	ŸÄzÄU ^{1/4} ÄÄ	CxÄð ^a ÄiÄrPÉÆ ^{1/4} ÄÄivÄÛzÉ	PÀæ ^a ÄÄÉÄŸÄÄUÄÉÄÄ	CxÄð ^a ÄiÄrPÉÆ ^{1/4} ÄÄivÄÛzÉ
1.	CfÄß		12.	°Ä®Ä
2.	^a ÄÄÄzÉÝ		13.	¨ÉuÉÚ
3.	ŸÄÄ§gi/ŸÄgÄÄ		14.	¨ÉæqÄÄØ
4.	Erè		15.	PÉÄPi
5.	zÉÆÄÉ		16.	ZÉÆPÉÆÄÉÄmi
6.	ZÄŸÄw		17.	dÄä, i
7.	æÄgÄÄ		18.	^a ÉÆmÉÖ
8.	ÉÄ§Ä		19.	^a ÄiÄÄÄ
9.	¨Ä ^{1/4} É°ÄtÄÜ			/«ÄÄ£ÄÄ
10.	QvÄÜ ^{1/4} É°ÄtÄÜ		20.	PÄü/ nÄ
11.	zÄæQè °ÄtÄÜ		21.	Hl

5. ŸÄætÄ ŸÄQèUÄ^{1/4}ÄÄ

PÀæ ^a ÄÄ ÄASÉä	ŸÄzÄU Ä ^{1/4} ÄÄ	CxÄð ^a ÄiÄrPÉÆ ^{1/4} ÄÄivÄÛzÉ	°ÉÄ ^{1/4} ÄÄ vÄÛzÉ
1.	¨ÉPÄÄI		
2.	£Ä-Ä ^a ÄÄj		
3.	°ÄÄÄ		
4.	PÉÆÄ 1/2 ^a ÄÄj		
5.	PÄUÉ		
6.	PÄÄj		
7.	amÉÖ		
PÀæ ^a ÄÄ ÄASÉä	ŸÄzÄU Ä ^{1/4} ÄÄ	CxÄð ^a ÄiÄrPÉÆ ^{1/4} ÄÄivÄÛzÉ	°ÉÄ ^{1/4} ÄÄ vÄÛzÉ

ÄÄ SÉä		ÄÄivÄÛzÉ	
8.	D£É		
9.	ŸÄætÄ		
10.	PÉÆÄ w		
11.	E°		
12.	«ÄÄ£Ä Ä		
13.	°Ä ^a ÄÄ		
14.	°ÄÄ ^{°/1} A°Ä		

5. ^aÄ°Ä£ÄUÄ^{1/4}ÄÄ

PÀæ ^a ÄÄ ÄASÉä	ŸÄzÄUÄ ^{1/4} ÄÄ	CxÄð ^a ÄiÄrPÉÆ ^{1/4} ÄÄivÄÛzÉ	1. °ÉÄ ^{1/4} ÄÄÄÄÄÄÄÄ		
			2. ¨ÉPÄÄI		

3.	ÄÄÏlgi'ÉËPi		ÄÄSÉä			^a ÄiÄrPÉÆ¼ÄÄîvÄÛÉ	
			4.	PÄgÄÄ			
PÄæ ^a ÄÄ	ÄÄzÄUÄ¼ÄÄ	CxÄð	5.	°ÉÄ¼ÄÄ	ÄÄîvÄÛÉ		

6. DlZÄ Ä^aÄiÁ£ÄÄUÄ¼ÄÄ

PÄæ ^a ÄÄ ÄÄSÉä	ÄÄzÄUÄ¼ÄÄ	CxÄð ^a ÄiÄrPÉÆ¼ÄÄîvÄÛÉ	°ÉÄ¼ÄÄ vÄÛÉ
1.	ZÉAqÄÄ		
2.	ÄÄ §® Æ£ÄÄ		
3.	ÄÄÄÄÄ ÛPÄ		
PÄæ ^a ÄÄ	ÄÄzÄUÄ¼ÄÄ	CxÄð ^a ÄiÄrPÉÆ¼ÄÄîvÄÛÉ	°ÉÄ¼ÄÄ vÄÛÉ

ÄÄSÉä		ÄÄîvÄÛÉ	
4.	UÉÆÄÄ É		
5.	Æ£ÄÄ ß		
6.	CnPÉ		

9. PÉÆoÄr^aÄÄvÄÄÛÄÄmÉÆÄÄPÄgÄt

PÄæ ^a ÄÄ ÄÄSÉä	ÄÄzÄUÄ¼ÄÄ	CxÄð ^a ÄiÄr PÉÆ¼ÄÄîvÄÛÉ	°ÉÄ¼ÄÄ vÄÛÉ
1.	CqÄÄUÉ ^a ÄÄ£É		
2.	^a ÄÄ®UÄÄ ÄÄÄ PÉÆÄuÉ		
3.	ÄÄß£ÄzÄÄ ^a ÄÄ£É		
4.	^a ÄÄAZÄÄ		

5.	PÄÄÄð		
PÄæ ^a ÄÄ ÄÄSÉä	ÄÄzÄUÄ¼ÄÄ	CxÄð ^a ÄiÄr PÉÆ¼ÄÄîvÄÛÉ	°ÉÄ¼ÄÄ vÄÛÉ
6.	ÄÄV®ÄÄ		
7.	^a ÉÄnÖ® ÄÄ		
8.	^a ÉÄÄdÄ/ mÉÄ§Äi		
9.	QIQ		

10. GqÄÄUÉ vÉÆqÄÄUÉ

PÄæ ^a ÄÄ ÄÄSÉä	ÄÄzÄUÄ¼ÄÄ	CxÄð ^a ÄiÄrPÉÆ¼ÄÄîvÄÛÉ	°ÉÄ¼ÄÄ vÄÛÉ
1.			
2.			
3.			

1.	§mÉÖ		
2.	µÄmïð		
3.	ÄÄAZÉ		

4.	¥ÁãAmĩ		
5.	ɾPÀlgi		
6.	mÉÆÁ!		
7.	PÁ®Ä aÃ®		
8.	¨É-ïÖ		
9.	PÉËUÀr AiAiÁgÀ/ ªÁZÄÄ		
PÀæ ªÄÄ ÄÄ	¥ÁzÀUÀ¼ÄÄ	CxÀðªAiÁ r PÉÆ¼ÄÄi vÀÛzÉ	ªÉÄ¼ÄÄ ÄvÀÛzÉ

SÉã			
10.	GAUÄÄg À		
11.	ÄgÀ		
12.	§¼É		
13.	Q«N-É		
14.	¹ÁgÉ		
15.	®AUÀ		
16.	PÁ-ÉÍeÉ Ó		
17.	ÄÉlgi		

10.ªÄÄfÉAiÄÄªè EqÀ§ªÄÄzÁAvÀªªªÄÄÜUÀ¼ÄÄ

PÀ æªÄ ÄÄ ÄÄ SÉã	¥ÁzÀUÀ¼ÄÄ	CxÀðªAiÁ r PÉÆ¼ÄÄi vÀÛzÉ	ªÉÄ¼ÄÄ ÄvÀÛzÉ É
1.	ªÉÆçPÉ/PÀ A§½		
2.	¹ÄÉ/ÉÆÄ mÉ-ï		
3.	§IÖ®Ä		
4.	qÁšâ		
5.	¥ÉÇgÀPÉ		
6.	šæµĩ		
7.	UÀrAiAiÁg À		
8.	¨ÁZÄuÉUÉ		
9.	¥ÁvÉæ		
10.	PÀÄzÀ §ÄnÖ		
PÀ æªÄ ÄÄ ÄÄ SÉã	¥ÁzÀUÀ¼ÄÄ	CxÀðªAiÁ r PÉÆ¼ÄÄi vÀÛzÉ	ªÉÄ¼ÄÄ ÄvÀÛzÉ É
11.	UÁè,ĩ		
12.	©ÄUÄzÀ PÉÊ		
13.	çÄ¥Ä		
14.	QµÄzÀ		
15.	zÄÄqÄÄØ		
16.	PÁUÄzÀ		

17.	PÄÄÄ/£Át ã		
18.	çA§Ä		
19.	ªÁ¹UÉ		
20.	vÄmÉÖ		
PÀ æªÄ ÄÄ ÄÄ SÉã	¥ÁzÀUÀ¼ÄÄ	CxÀðªAiÁ r PÉÆ¼ÄÄi vÀÛzÉ	ªÉÄ¼ÄÄ ÄvÀÛzÉ É
21.	PÉÊaÄ®/¥Ä Ä,ïð		
22.	PÄwæ		
23.	ÄÉÆÄ¥ÄÄ		
24.	ZÄªÄÄZÄ		
25.	lªÄ-ï		
PÀ æªÄ ÄÄ ÄÄ SÉã	¥ÁzÀUÀ¼ÄÄ	CxÀðªAiÁ r PÉÆ¼ÄÄi vÀÛzÉ	ªÉÄ¼ÄÄ ÄvÀÛzÉ É
26.	n. «		
27.	gÉÄrAiÉÆ Ä		
28.	¥ÉÇÄfÄÄ		
29.	¥sÄãfi		
30.	VqÄ/Ä¹		
31.	bÄwæ		

11. QæAiÀiÁ ¥ÀzÀUÀ¼ÄÄ

PÀ æ ^a Ä Ä ÄÄ SÉâ	¥ÀzÀUÀ¼Ä Ä	CxÀð ^a ÄiÁrPÉÆ ¼ÄÄivÀÛz É	°ÉÄ¼ÄÄ ÄvÀÛz É
1.	PÄZÄÄÑ		
2.	HzÄÄ		
3.	^a ÄÄÄj		
4.	vÉUÉzÄÄ PÉÆÄqÄ Ä ¨Ä		
5.	±ÄÄa ^a ÄiÁqÄÄ		
6.	^a ÄÄÄZÄÄ Ñ		
7.	C¼ÄÄ		
8.	PÄÄtÄ		
9.	PÄÄr		
10.	w£ÄÄß		
11.	©Ä¼ÄÄ		
12.	w²ÄÄ		
13.	^a ÄÄÄV,Ä Ä		
14.	PÉÆqÄÄ		
15.	°ÉÆÄUÄÄ		
16.	°ÉÆr		
17.	vÄ©âPÉÆ		
18.	£ÉV		
19.	Mç		

PÀ æ ^a Ä Ä ÄÄ SÉâ	¥ÀzÀUÀ¼Ä Ä	CxÀð ^a ÄiÁrPÉÆ ¼ÄÄivÀÛz É	°ÉÄ¼ÄÄ ÄvÀÛz É
20.	^a ÄÄÄwÛq ÄÄ		
21.	£ÉÆÄqÄÄ		
22.	vÉUÉ		
23.	DqÄÄ		
24.	J½		
25.	vÄ¼ÄÄî		
26.	EqÄÄ		
27.	NzÄÄ		
28.	Nr,ÄÄ		
29.	NqÄÄ		
30.	°ÉÄ¼ÄÄ		
31.	vÉÆÄj,Ä Ä		
32.	°ÄqÄÄ		
33.	^a ÄÄ©UÄÄ		
34.	£ÄUÄÄ		
35.	²°è,ÄÄ		
36.	vÉUÉçPÉ Æ		
37.	J ¹		
38.	^a ÄÄÄIÄÖ		
39.	£Är		
40.	§j		

12. PÄ©,ÄÆavÀ ¥ÀzÀUÀ¼ÄÄ

PÀæ ^a ÄÄ ÄÄ SÉâ	¥ÀzÀU Ä¼ÄÄ	CxÀð ^a ÄiÁrPÉÆ¼ÄÄ ÄivÀÛzÉ	°ÉÄ¼ÄÄ vÄÛzÉ
1.	°ÄUÄ ©Ä		

2.	gÁwæ		
3.	¨É½UÉ î		
4.	D ^a ÉÄÄ -É		
PÀæ	¥ÀzÀU	CxÀð	°ÉÄ¼ÄÄ

^a ÄÄ ÄÄ SÉä	Ä¼ÄÄ	^a ÄiÄrPÉÆ¼Ä ÄivÄÜzÉ	vÄÜzÉ
5.	FUÄ		
6.	E ^a ÄvÄ		

	ÄÜ		
7.	£Ä¼É		

13. ¥Äæ±ÁβxÀðPÄ ¥ÄzÀUÄ¼ÄÄ

PÄæ ^a ÄÄ ÄÄ SÉä	¥ÄzÀUÄ ¼ÄÄ	CxÄð ^a ÄiÄrPÉÆ¼Ä ÄivÄÜzÉ	°ÉÄ¼ÄÄ vÄÜzÉ
1.	°ÉÄÜÉ		
2.	K£ÄÄ		
3.	J [°] e		
PÄæ ^a ÄÄ ÄÄ	¥ÄzÀUÄ ¼ÄÄ	CxÄð ^a ÄiÄrPÉÆ¼Ä ÄivÄÜzÉ	°ÉÄ¼ÄÄ vÄÜzÉ

SÉä			
4.	AiÄiÄ ^a ÄÄzÄÄ		
5.	AiÄiÄg ÄÄ		
6.	KPÉ		

14. «^aÄgÁtvÄäPÄ ¥ÄzÀUÄ¼ÄÄ

PÄæ ^a ÄÄ ÄÄS Éä	¥ÄzÀUÄ¼Ä Ä	CxÄð ^a ÄiÄrPÉÆ¼Ä ÄivÄÜzÉ	°ÉÄ¼Ä ÄÄvÄ ÜzÉ
1.	J@è °ÉÆAiÄÄ ÄÜ		
2.	PÉiÖzÄÄ		
3.	zÉÆqÀØ		
4.	^a ÄÄÄjzÄ		
5.	°ÄÄµÄgÄ Ä/ eÄUÄgÄ ÆPÄ		
6.	vÄtÜÜÉ		
7.	^a ÄÄÄzÄV		
8.	PÄvÄÜ@ Ä		
9.	PÉÆ¼É		
10.	PÄ [°]		
11.	^a ÉÄUÄ ^a Ä V/ÉÄUÄ £É		
12.	ZÉ£ÁBV		

PÄæ ^a ÄÄ ÄÄS Éä	¥ÄzÀUÄ¼Ä Ä	CxÄð ^a ÄiÄrPÉÆ¼Ä ÄivÄÜzÉ	°ÉÄ¼Ä ÄÄvÄ ÜzÉ
13.	M¼ÉiAiÄ Ä		
14.	RÄ ²		
15.	UÄnÖ		
16.	© ¹		
17.	°Ä ^{1a} ÄÄ		
18.	£ÉÆÄ ^a ÄÄ		
19.	Äé@à		
20.	vÄgÄ ⁻ É		
21.	°ÉzÄjzÄ		
22.	æÉæAiÄ Ä ^a ÄÄÄ¥Äg ÄÄ		
23.	^a ÄÄÈzÄÄ ^a ÄV		
24.	ÄÄiÄÄjP É		
25.	ÄÄÄÄÜ		
26.	°Ä ¹		

5.	ZÄAzÄæ		
6.	^a ÄÄ¼É		
7.	PÄ®Äè		
8.	±Á ⁻ É		
9.	DPÁ±Ä		
PÄ æ ^a Ä Ä Ä Ä SÉä	YÄzÄUÄ¼Ä Ä	CxÄð ^a ÄiÄrPÉÆ ¼ÄÄivÄÜz É	^o ÉÄ¼Ä ÄvÄÜz É
10.	£ÄPÄëvÄ æ		
11.	CAUÄr		
12.	ÄÆAiÄÄ		

	ð		
13.	GÄiÄÄä ⁻ É		
14.	^a ÄÄgÄ		
15.	PÉ®Ä		
16.	^a ÄÄtÄÜ		
17.	UÄÄiÄÄ		
18.	zÉÄ ^a Ä®Ä iÄÄ		
19.	qÄPÄÖgi/ DÄävÉæ		

·sÄUÄ 3: ÄÆÉB ^aÄÄvÄÄÜ QæAiÉÄUÄ¼ÄÄ

ÄÆZÄÆÉUÄ¼ÄÄ: PÉ¼ÄUÉ ^aÄÄPÄ¼ÄÄ ^aÄiÄqÄ§^oÄÄzÄAvÄ^oÄ PÉ^oÄÄ
PÉ±Ä®äUÄ¼ÄÄÆÄÄB rÄqÄ⁻ÄVzÉ. r^aÄÄä ^aÄÄUÄÄ ^aÄiÄqÄ§^oÄÄzÄAvÄ^oÄ
PÉ±Ä®äUÄ¼ÄÄ ^aÄÄÄzÉ UÄÄgÄÄvÄÄ ^oÄQ. r^aÄÄä ^aÄÄUÄÄ
^aÄiÄqÄ⁻ÄUÄçgÄÄ^aÄ PÉ±Ä®äUÄ¼ÄÄ ^aÄÄÄÄçgÄÄ^aÄ eÄUÄ^aÄÆÄÄB SÄ^o ©r.

a. ^aÉÆzÄ® ÄÄYÄPÄðzÄ gÄÆYÄ/®PÄëtUÄ¼ÄÄ

PÄæ ^a ÄÄ ÄASÉä	^a ÄPÄäUÄ¼ÄÄ	^a ÄiÄqÄÄvÄÜzÉ
1.	C ^a Ä¼ÄÄ/C ^a ÄÆÄÄ »rçgÄÄ ^a Ä ^a ÄÄÄÜ ^a ÄÆÄÄB PÉÉ ZÄa vÉÆÄjÄÄ ^a ÄÄzÄÄ.	
2.	C ^a Ä¼ÄÄ/C ^a ÄÆÄÄ »rçgÄÄ ^a Ä CnPE/ ^a ÄÄÄÜ ^a ÄÆÄÄB PÉÆqÄ®Ä r ^a ÉÄäqÉUÉ §gÄÄ ^a ÄÄzÄÄ	
3.	C ^a Ä½UÉ/C ^a ÄrUÉ CÄQÜ ⁻ ÄgÄÄ ^a Ä ^a ÄÄÄÜ«ÆÉqÉUÉ ·ÉgÄ¼ÄÄ ^a ÄiÄr vÉÆÄjÄÄ ^a ÄÄzÄÄ.	
4.	C ^a Ä¼ÄÄ/C ^a ÄÆÄ PÉÉ ^a ÉÄÄ ⁻ É JwÜ C ^a Ä¼ÄÄÆÄÄB/C ^a ÄÆÄÄÄB JwÜPÉÆ¼ÄÄÄ ^a ÄÄvÉ ÄÆaÄÄ ^a ÄÄzÄÄ.	
5.	"E®è" JA§AvÉ vÄ ⁻ É C ⁻ ÄèrÄÄ ^a ÄÄzÄÄ.	
6.	" ^o ÉzÄÄ" JA§AvÉ vÄ ⁻ É DrÄÄ ^a ÄÄzÄÄ.	
7.	·ÉgÄ¼ÄÄÆÄÄB vÄÄnAiÄÄ ^a ÉÄÄ ⁻ É EIÄÖ “±i(±Ää§Y)” JA§AvÉ vÉÆÄjÄÄ ^a ÄÄzÄÄ.	
8.	JÆÄÆÄzÄgÄÄ PÉÄ¼ÄÄ®Ä PÉÉAiÄÄÆÄÄB ^o ÉÆgÄ ZÄa vÉUÉzÄÄ ^a ÄÄÄaÑ ^a ÄiÄqÄÄ ^a ÄÄzÄÄ.	
9.	zÄÆgÄzÄ ^o égÄÄ ^a Ä ^a ÄäQÜUÉ ^a ÄÄÄvÄÜÆÄÄB UÄ¼ÄÄiÄÄ ^o è HzÄÄ ^a ÄÄzÄÄ.	
10.	C ^a ÄÄÄÜ gÄÄaAiÄiÄVzÉ JAzÄÄ vÄÄnAiÄÄÆÄÄB	

	»AzÉ ^a ÄÄÄAzÉ ^a ÄiÄr vÉÆÄj,ÄÄ ^a ÄÄzÄÄ.	
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b. DIUÄ¼ÄÄ^aÄÄvÄÄÛ çÆÄZÄj

PÄæ ^a ÄÄ ÄASÉä	DIUÄ¼ÄÄ	^a ÄiÄqÄÄvÄÛzÉ
1.	PÄ¼ÄÄ §AzÄ PÄ¼ÄÄ	
2.	·ÉÆÄßnÖ °ÉÆÄUÄÄ ^a Ä DIUÄ¼ÄÄ	
3.	UÉÆA·É EßvÄgÄ ^a Ä,ÄÄÛUÄ¼Ä eÉÆvÉ DqÄÄ ^a ÄÄzÄÄ	
4.	°ÄqÄÄ ^a ÄÄzÄÄ	
5.	°ÄrUÉ °ÉeÉÓ °ÄPÄÄ ^a ÄÄzÄÄ	

c. ^aÄ,ÄÄÛUÄ¼ÉÆAçUÉ^aÄiÄqÄÄ^aÄ PÉ®,ÄUÄ¼ÄÄ

PÄæ ^a ÄÄ ÄASÉä	^a ÄPÄäUÄ¼ÄÄ	^a ÄiÄqÄÄvÄÛzÉ
1.	PÉÊ¬ÄAzÄ/ZÄ ^a ÄÄZÄçAzÄ wÆÄÄß ^a ÄÄzÄÄ	
2.	UÄè¹AzÄ PÄÄrÄiÄÄÄ ^a ÄÄzÄÄ	
3.	·ÄZÄtÄUÉ¬ÄAzÄ vÄ ⁻ É·ÄZÄÄ ^a ÄÄzÄÄ	
4.	§æ¶AzÄ °Ä®Äè GdÄÓ ^a ÄÄzÄÄ	
5.	mÉÆÄ¹ °ÄQ PÉÆ¼ÄÄÄ ^a ÄÄzÄÄ	
6.	ZÄ¥Äà° °ÄQPÉÆ¼ÄÄÄ ^a ÄÄzÄÄ	
7.	PÄtÄÜ ^a ÄÄÄaÑ çzÉæ §AzÄ ^a ÄgÄÄvÉ ^a ÄÄ®UÄÄ ^a ÄÄzÄÄ	
PÄæ ^a ÄÄ ÄASÉä	^a ÄPÄäUÄ¼ÄÄ	^a ÄiÄqÄÄvÄÛzÉ
8.	^a Ä°ÄÆÄUÄ¼ÄÆÄÄß »rzÄÄPÉÆ¼ÄÄÄ ^a ÄÄzÄÄ ^a ÄÄvÄÄÛ ZÄ° ÄÄ ^a ÄÄvÉ ^a ÄiÄqÄÄ ^a ÄÄzÄÄ.	
9.	¥ÉÇÄÆÄÄß Q«ÄiÄÄ §½ »rzÄÄ ^a ÄiÄvÄÆÄqÄÄ ^a ÄÄgÄÄvÉ fÄn,ÄÄ ^a ÄÄzÄÄ	
10.	©¹ÄiÄiÄVzÉ JAzÄÄ ÄÆa,Ä®Ä HzÄÄ ^a ÄÄzÄÄ	
11.	ZÉAqÄÆÄÄß J,ÉÄiÄÄÄ ^a ÄÄzÄÄ	
12.	MAzÄÄ ¥ÄvÉæ¬ÄAzÄ ^a ÄÄvÉÆUÄzÄÄ ¥ÄvÉæUÉ çÄgÄÄ ÄÄjÄiÄÄÄ ^a ÄÄzÄÄ	
13.	¥ÄvÉæÄiÄÄ°è CxÄ ^a Ä ⁻ ÉÆÄlzÄ°è çÄgÄÆÄÄß ZÄ ^a ÄÄZÄçAzÄ wgÄÄV,ÄÄzÄÄ	
14.	UÉÆA·ÉUÉ ^a ÄÄÄvÄÄÛ PÉÆqÄÄ ^a ÄÄzÄÄ CxÄ ^a Ä vÄ®ÄPÉÆ¼ÄÄÄ ^a ÄÄzÄÄ	
15.	PÄfÄßqÄPÄ °ÄQ PÉÆ¼ÄÄÄ ^a ÄÄzÄÄ	

d. zÉÆqÄØ^aÄgÄ jÄwÄiÄÄ PÉ®,ÄUÄ¼ÄÆÄÄß CÆÄÄ,Äj,ÄÄ^aÄÄzÄÄ

PÄæ ^a ÄÄ ÄASÉä	^a ÄPÄäUÄ¼ÄÄ	^a ÄiÄqÄÄvÄÛzÉ
1.	¥ÉÇgÄPÉ¬ÄAzÄ fÉ® UÄÄr,ÄÄ ^a ÄÄzÄÄ CxÄ ^a Ä	

	PÀ,À °ÉÆqÉAiÀÄÄªÄÄzÄÄ	
2.	PÀ®Äè CxAªÄ ÄÄwÛUÉ-ÄAzÄ ZÄZÄÄÑªÄÄzÄÄ	
3.	NzÄªÄÄzÄÄ (¥ÄÄ,ÄÛPAªÄ£ÄÄß vÉgÉzÄÄ ¥ÄÄIUÄ¼Ä£ÄÄß wgÄªÄÁPAªÄÄzÄÄ)	
4.	ÉËPÄ ¯i °ÉÆqÉAiÄÄ®Ä ¥ÄæAiÄÄvÄß ªÄiÄqÄÄªÄÄzÄÄ	
5.	§mÉÖ-ÄAzÄªÄgÉ,ÄÄªÄzÄÄ	
6.	¥É£i/¥É¤i ¯i/E¤ßvÄgÉªÄ,ÄÄÛ«¤AzÄ §gÉAiÄÄªÄªÄzÄÄ	
7.	AiÄiÄªÄzÄzÄgÄÄªÄ,ÄÄÛªÄÄ¤AzÄ UÄÄAr vÉUÉAiÄÄ®Ä ¥ÄæAiÄÄwß,ÄÄªÄzÄÄ	

Appendix III

Content validity Scoring sheet

Communication Inventory for Infants ,ÀA^aÀ^oÀ£À vÀ¥À²Ã®Ä ¥ÀnÖ

Instructions: Please compare communication inventory of Kannada language with Inventory if English and tick in appropriate column. If the translation work is proper mark in ,Àj EzÉ column, if the translation is not proper please mark it ,Àj E®è and if you think translation is happened properly and changes need please mark in "sÁUÀ±ÀB ,Àj

"sÁUÀ 1:

A. ^aÀÄÄAafÀ ,ÀA¥ÀPÀð PË±À®âUÀ¼ÄÄ

PÀæ ^a ÄÄ ÀASEâ	^a ÀPÀâUÀ¼ÄÄ	,Àj EzÉ	,Àj E®è	"sÁUÀ±ÀB ,Àj
1.	^a ÀÄÄÄR "sÁ ^a À ^a À£ÄÄÄB CxÀð ^a ÀiÀrPÉÆ¼ÄÄîvÀÛzÉ. (PÉÆÄ¥À, ,ÀAvÉÆÄµÀ)			
2.	PÉ® ^a ÄÄ ¥ÀzÄUÀ¼ÄÄÄÄÄB CxÀð ^a ÀiÀrPÉÆÄqÄÄ ,ÀÆPÀÛ ^a ÄzÀ ¥ÀæwQæAiÉÄAiÀÄ£ÄÄÄB ñÄqÄÄvÀÛzÉ. GzÀ: "Á, mÁ mÁ			
3.	,ÀAVÄvÀPÉI UÀ ^a ÄÄ£Ä PÉÆqÄÄ ^a ÄÄzÄÄ.			
4.	C ^a À£Ä/C ^a À¼ÄÄ ,ÀÄvÀÛ ^a ÄÄÄvÀÛ £ÄqÉAiÀÄÄ ^a À ¥ÀÇgÀ ,ÀÄ"sÁµÀuÉAiÀÄ£ÄÄÄB D ^o zÀAvÉ PÁÄvÀÛzÉ.			
5.	C ^a À£Ä/C ^a À¼ÄÄ °É,ÀgÀ£ÄÄÄB PÀjzÁUÀ ^a ÀiÀqÄÄwÛgÄÄ ^a À PÉ®,À ^a À£ÄÄÄB ¬è,ÀÄvÀÛzÉ.			
6.	zsÀé¬AiÄÄ ^o è£Ä ^a ÀävÁâ ,À ^a À£ÄÄÄB CxÀð ^a ÀiÀrPÉÆ¼ÄÄîvÀÛzÉ.			
7.	"ÉÄqÀ JAzÄÄ °ÉÄ¼zÄgÉ ^a ÀiÀqÄÄ ^a À PÉ®,À ^a À£ÄÄÄB ¬è,ÀÄvÀÛzÉ.			
8.	avÀæzÀ(¥sÉÇÄmÉÆ)°ègÄÄ ^a À ^a ÀâQÛAiÀÄ£ÄÄÄB °É,ÀjzÁUÀ MAzÄÄ ¬«ÄµÀUÀ¼ÄÄ PÁ® D avÀæzÉqÉUÉ UÀ ^a ÄÄ£Ä °Äj,ÀÄvÀÛzÉ. GzÀ; EzÄÄ C¥Àà£ÄÄ "sÁ ^a ÀavÀæ (¥sÉÇÄmÉÆ)			
9.	¥ÀjavÀgÄÄ ^a ÀÄvÄÄÛ C¥ÀjavÀgÉÆÄçUÉ "ÉÄgÉ "ÉÄgÉAiÀiÁV ¥ÀæwQæ¬Ä,ÀÄvÀÛzÉ.			
10.	°ÉÆ,À ¥ÀzÄUÀ¼ÄÄ£ÄÄÄB PÉÄ¼ÄÄ®Ä			

	GvÁi°À vÉÆAjzAAvÉ PÁtÄvÀÛzÉ.			
11.	¨ÉgÉAiÉÄqÉUÉ UÀªÄÄ£À °Aj,ÄzÉ ªAiÁvÄ£ÄÄß ¥ÀCtðªÁV PÉÄ¼ÄÄvÀÛzÉ.			
12.	PÉ®ªÄÄ£ÄÄß °ÉÄ½zÁUÀ C®ü£Ä¬Ä¹ vÉÆAj,ÄÄvÀÛzÉ. GzÀ; HI ªAiÁqÄÄªÄÄzÄÄ °ÉÄUÉ?			
13.	PÄvÉ PÉÄ¼ÄÄ®Ä RÄ¶ ¥ÄqÄÄvÀÛzÉ.			
14.	ÄAVÄvÀPÉIªÉÄÉ PÉÉ ZÄ°¹ ¥ÄæwQæ¬Ä,ÄÄvÀÛzÉ.			
15.	ªÉÄÄ¬É,PÉ¼ÄUÉ (,ÄÜ¼ÄzÁjvÄ) ¥ÄzÀUÄ¼Ä£ÄÄß CxÄðªAiÁrPÉÆ¼ÄÄÄivÀÛzÉ.			
16.	ZÉ£ÄßV PÁtÄwçÄÄAiÄÄ JAzÄÄ °ÉÄ½zÁUÀ RÄ¶ ¥ÄqÄÄvÀÛzÉ.			
17.	vÄ£ÄßªÄ,ÄÄÜUÄ¼Ä£ÄÄß ¨ÉAgÉAiÄÄªjUÉ ©IÄÖPÉÆqÄÄªÄÄç®è.			
18.	°É,ÄgÄÄ PÄgÉzÁUÄ ¥ÄæwQæ¬Ä,ÄÄvÀÛzÉ GzÀ: wgÄÄV £ÉÆqÄÄªÄÄzÄgÄªÄÄÆ®PÄ, PÄgÉzÄ ªÄÄQÜUÁV °ÄÄqÄÄPÄÄªÄÄzÄgÄ ªÄÄÆ®PÄ.....			
19.	¨ÉAgÉAiÄÄªgÄÄ vÄ£Äß ªÄ,ÄÄÜUÄ¼Ä£ÄÄß vÉUÉzÄÄPÉÆAqÄUÄ, G¥ÄAiÉÆV½zÁUÄ CxÄªÄ °Ä¼ÄÄªAiÁrzÁUÄ PÉÆÄ¹PÉÆ¼ÄÄÄivÀÛzÉ/ dUÄ¼ÄªÄqÄÄvÀÛzÉ.			
20.	°ÄqÄ£ÄÄß PÉÄ¼ÄÄ®Ä, n. « £ÉÆÄqÄ®Ä RÄ¶ ¥ÄqÄÄvÀÛzÉ.			

B. ªÉÆzÄ®ªÁPÄªUÄ¼ÄÄ

PÄæªÄÄ ÄASÉª	ªÁPÄªUÄ¼ÄÄ	Äj EzÉ	Äj E®è	¨sÁUÄ±ÄB Äj
1.	°Ä¹ªÁUÄÄwÜzÉAiÉÄÄ?			
2.	æzÉæ §gÄÄwÜzÉAiÉÄ?/ ÄÄ,ÄÜVzÉAiÄÄ?			
3.	±Ä§ÝªAiÁqÄ¨ÉÄqÄ			
4.	ZÄ¥Ä¼É °ÉÆr			
5.	¨Ä E°è			
6.	E£ÄÄß¨ÉÄPÉÄ?			
7.	CzÄ£ÄÄßªAiÁqÄ¨ÉÄqÄ/ÄÄªÄÄæægÄÄ			
8.	ªÄÄÄIÖ¨ÉÄqÄ			
9.	K¼ÄÄªÉÄÄ¬É			
10.	CªÄÄææUÉ PÉÆqÄÄ			

11.	£Ä£ÄUÉÆAzÄÄ °ÄÄÄvÄÄÜ PÉÆqÄÄ			
12.	°ÉÆÄV vÉUÉzÄÄPÉÆAqÄÄ °Ä			
13.	eÄt °ÄÄqÄÄUÄ°ÄÄqÄÄV			
14.	E£ÄÄß Äé@à°ÉÆvÄÄÜ °ÄUÉ »rçPÉÆ			
15.	£Ér °ÉÆUÉÆÄt mÄ mÄ			
16.	E°è £ÉÆqÄÄ			
17.	°Ä¬Ä vÉV			
18.	PÄÄ½vÄÄPÉÆ			
19.	°ÉÆgÄUÉ GV			
20.	¤°è ÄÄ			
21.	ZÉAqÄ£ÄÄß J¹			
22.	F aPÄI UÉÆA °É			
23.	°ÉÆgÄUÉ °ÉÆÄUÄ °ÉÄPÄ?			
24.	¤£ÄUÉ °ÉÄPÄ?			
25.	mÄ mÄ °ÉÄ¼ÄÄ			
26.	FUA °ÄÄ@UÄÄ			
27.	C¼Ä°ÉÄqÄ			
28.	°ÉÆgÄUÉ °ÉÆÄUÄ°ÉÄqÄ			
29.	¤zÄ£Ä°ÄV £Är			
30.	F §mÉÖ ZÉ£ÄBV@è			
31.	£Ä£ÄUÉ Äé@à PÉÆqÄÄ			

°sÄUÄ 2 : °ÄÄÄAafÄ ¥ÄzÄ¥ÄnÖ

1. ««zÄ jÄwAiÄÄ ±Ä§YUÄ¼ÄÄ

2. PÄÄIÄÄ§ ÄzÄÄägÄÄ

PÄæª ÄÄ ÄAS Éä	¥ÄzÄUÄ ¼ÄÄ	Ä j Ez É	Ä j E @è	°sÄUÄ ±ÄB Äj
1.	°Ä °Ä			
2.	ªÄªÄ			
3.	°Ä °ÄªÄ ªÄ vÄ vÄ			
4.	vÄ zÄªÄ ªÄÄ			
5.	CA°Ä CA°Ä			
6.	ZÄÆ ZÄÆ			

7.	UÄgÄæ			
8.	«ÄAiÄÄ Aªi			
9.	PÉÆ PÉÆ			
10.	M °ÉÆ			
11.	qÄ gÄæ gÄæ gÄæ			
12.	G¥si G¥si			
13.	CªÄiï			
14.	CAiÉÆÄ			

PÄæ	¥ÄzÄUÄ¼Ä	Ä	Ä	°sÄUÄ
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^a ÄÄ ÄAS Éä	ÄÄ	j E z É	j E ® è	±ÄB Äj
1.	C ^a ÄÄä			
2.	CÿÄà			
3.	CfÓ			
4.	CdÓ/vÁvÄ			
5.	CtÚ/vÄ ^a ÄÄ ä			
6.	CPÄI/vÄAV			
7.	^a ÄiÄ ^a Ä/aPÄ ÿÄà/			

	zÉÆqÄØÿÄ à			
8.	CvÉÛ/aPÄI ^a ÄÄä/ zÉÆqÄØ ^a Ä Ää			
9.	°ÄÄqÄÄUÄ			
10.	°ÄÄqÄÄV			
11.	^a ÄÄUÄÄÿ ÄÿÄÄ			
12.	^a ÄÄ£ÄÄµÄ â ^a ÄâQÜ			
13.	d£Ä			

3. zÉÄ°ÄzÄ "sÄUÄUÄ¼ÄÄ

PÄæ ^a ÄÄ ÄASÉä	ÿÄzÄU Ä¼ÄÄ	Ä j E z É	Ä j E ® è	"sÄUÄ ±ÄB Äj
1.	vÄ ⁻ É			
2.	PÄtÄÜ			
3.	Q«			
4.	^a ÄÄÆU ÄÄ			
5.	"Ä-Ä			
6.	^a ÄÄÄR			
7.	PÉÉ			
P Ä æ ^a Ä	ÿÄzÄU Ä¼ÄÄ	Ä j E z	Ä j E ®	"sÄUÄ ±ÄB Äj

Ä Ä A S É ä		É	è	
8.	PÄ®Ä			
9.	°ÉÆmÉ Ö			
10.	°Ä®Äè			
11.	PÉ£ÉB			
12.	"ÉgÄ¼Ä Ä			
13.	£Ä°UÉ			
14.	PÄÆzÄ ®Ä			

4. Hl/wAr

PÄæ ^a ÄÄ ÄAS Éä	ÿÄzÄUÄ¼Ä ÄÄ	Ä j Ez É	Ä j E ®è	"sÄUÄ ±ÄB Äj
1.	C£ÄB			
2.	^a ÄÄÄzÉÝ			

3.	ÄÄ§gï/Äg ÄÄ			
4.	Erè			
5.	zÉÆÄÉ			
6.	ZÄÿÄw			
7.	ɾÄgÄÄ			
8.	ÉÄ§Ä			
9.	"Ä¼É°ÄtÄ Ü			
10.	QvÄÜ¼É° ÄtÄÜ			

11.	zÁæQë °ÀtÄÜ			
12.	°Á®Ä			
13.	ªÉÆ,ÄgÄÄ			
14.	¨ÉuÉÚ			
15.	¨ÉæqÄÄØ			
16.	PEÄPi			
17.	ZÉÆPEÄÄ -ÉÄmï			
18.	L,ï QæÄªÄiï			
19.	dÄä,ï			
20.	ªÉÆmÉÖ			
21.	ªÄiÄÄ,Ä /«ÄÄ£ÄÄ			
22.	PÄ'ü/ nÄ			
23.	HI			

6. ¥ÄætÄ ¥ÄQëUÄ¼ÄÄ

PÄæª ÄÄ ÄAS Éä	¥ÄzÄUÄ¼ ÄÄ	Ä j Ez É	Ä j E ®è	¨sÄUÄ ±ÄB Äj
1.	¨ÉPÄÄI			

5. ªÁ°À£ÄUÄ¼ÄÄ

PÄæª ªÄÄ ÄA SÉä	¥ÄzÄUÄ¼ ÄÄ	Äj Ez É	Äj E® è	¨sÄUÄ Ä±Ä B Äj
1.	§,ÄÄi			
2.	¨ÉÉPÄ-ï			
3.	ÄÆIlgï/¨É ÉPi			
4.	PÄgÄÄ			
5.	gÉÉ®Ä			
6.	«ªÄiÄ£Ä/K gÉÆÄ¥ÉèÄ fi			
7.	mÉÄ¥ÉÇ			

8. GqÄÄUÉ vÉÆqÄÄUÉ

PÄæ	¥ÄzÄUÄ¼ÄÄ	,	,	¨sÄU
-----	-----------	---	---	------

2.	£Ä-ÄªÄÄj			
3.	°Ä,ÄÄ			
4.	PEÆÄ½ªÄ Äj			
5.	PÄUÉ			
6.	UÄÄ§âaÑ			
7.	PÄÄj			
8.	amÉÖ			
9.	C½®Ä			
10.	D£É			
11.	¥ÄQë/°ÄQI			
12.	¥ÄætÄ			
13.	PÄvÉÜ			
14.	PÄ¥Éä			
15.	PEÆÄw			
16.	E°			
17.	«ÄÄ£ÄÄ			
18.	eÉÄ£ÄÄ°Ä Ä¼ÄÄ			
19.	°ÄªÄÄ			
20.	°ÄÄ°/A°Ä			

7. DlzÄ,ÄªÄiÄ£ÄÄUÄ¼ÄÄ

PÄæª ÄÄ ÄAS Éä	¥ÄzÄUÄ¼ ÄÄ	Ä j Ez É	Ä j E ®è	¨sÄUÄ ±ÄB Äj
1.	ZÉAqÄÄ			
2.	!Ä/§®Æ£Ä Ä			
3.	¥ÄÄ,ÄÜP Ä			
4.	ªÉÆmiÖ/U ÄÄ¼Éi			
5.	UÉÆA¨É			
6.	¥É£ÄÄB			
7.	CnPE			
ªÄÄ ÄA SÉä		Ä j E z	Ä j E ®	Ä±ÄB Äj

		É	è	
1.	μÀmið			
2.	¥AAZÉ			
3.	¥ÁãAmi			
4.	ɁPÀìgĩ			
5.	PÉÆÁIÁ			
6.	mÉÆÃ!			
7.	PÁ®Á aÃ®			
8.	§Æmiû			
9.	¨É¬iÖ			
10.	PÉËUÀrAiÀi ÁgÀ/ªÁZÀÄ			
11.	GAUÄÄgÀ			
12.	¸AgÀ			
13.	§¼É			
14.	Q« N¬É			
15.	¹AgÉ			
16.	®AUÀ			
17.	PÁ¬ÉÍeÉÓ			
18.	¸Élgi			
19.	¸mÉÖ			

9. PÉÆoÀrªÁÄvÀÄÛ
!ÁmÉÆÃ¥ÀPÀgÀt

PÀæª	¥ÀzÀUÀ¼	¸Á	¸Á	¨sÁUÀ
ÄÄ	ÄÄ	j	j	±ÄB
¸AS		Ez	E	¸Aj
Éã		É	®è	
1.	CqÄÄUEª ÄÄ£É			
2.	ªÄÄ®UÀ ÄªÀ PÉÆÃuÉ			
3.	¸ÁB£ÄzÀ ªÄÄ£É			
4.	ªÄÄAZÀ			
5.	PAÄað			
6.	¨ÁV®Ä			
7.	ªÉÄnÖ®Ä			
8.	ªÉÄÃdÄ/ mÉÃ§¬i			
9.	QIQ			

10.ªÄÄ£ÉAiÄÄºè EqÀ§ºÄÄzÁAvÀºÀ
ªÄÄÄÛUÀ¼ÄÄ

PÀæª	¥ÀzÀUÀ¼	¸Á	¸Á	¨sÁUÀ
ÄÄ	ÄÄ	j	j	±ÄB
¸AS		Ez	E	¸Aj
Éã		É	®è	
1.	ºÉÆçPÉ/P ÄA§½			
2.	¹Á,É/¬ÉÆ ÃmÉ¬i			
3.	§iÖ®Ä			
4.	qÀ§â			
5.	¥ÉÇgÁPÉ			
6.	§æmi			
7.	UÀrAiAiÁ gÀ			
8.	¨ÁZÄuÉU É			
9.	¥ÁvÉæ			
10.	PÁ,ÁzÀ §ÄnÖ			
11.	UÁè¬i			
12.	©ÁUÄzÀ PÉË			
13.	çÁ¥À			
14.	OµAzÀ			
15.	zÄÄqÄÄØ			
16.	PAUÄzÀ			
17.	PÁ,ÄÄ/£Á tã			
18.	avÄæUÀ¼ ÄÄ			
19.	çA§Ä			
20.	ºÁ¹UÉ			
21.	vÀmÉÖ			
22.	PÉËaÄ®/¥ À,ð			
23.	PAwæ			
24.	¸ÉÆÃ¥ÄÄ			
25.	ZÄªÄÄZÀ			
26.	lªÀ¬i			
27.	n. «			
28.	gÉÄrAiÉÆ Ä			

29.	ƳÉÇǺǻǻ			
30.	Ƴsǻǻǻ			
31.	Vqǻ/ǻ¹			

32.	bǻwǻ			
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12. QǻAiǻiǻ ƳǻzǻUǻ¼ǻǻ

Pǻǻ ^a ǻǻ ǻǻ SÉǻ	ƳǻzǻUǻ¼ǻǻ ǻǻ	ǻ j E z É	ǻ j E ® è	“sǻUǻ ±ǻB ǻj
1.	Pǻzǻǻǻ			
2.	Hzǻǻ			
3.	^a ǻǻǻj			
4.	vÉUÉzǻǻP Éǻǻqǻǻ “ǻ			
5.	±ǻǻa ^a ǻiǻqǻǻ			
6.	^a ǻǻǻzǻǻǻ			
7.	C¼ǻǻ			
8.	Pǻǻtǻ			
9.	awǻ ǻǻ			
10.	Pǻǻr			
11.	wǻǻǻ			
12.	©ǻ¼ǻǻ			
13.	wǻǻ ǻǻ			
14.	^a ǻǻǻv ǻǻ			
15.	PÉǻqǻǻ			
16.	°ÉǻǻUǻǻ			
17.	ǻ°ǻAiǻǻ ^a ǻiǻqǻǻ			
18.	°Éǻr			
19.	vǻ©ǻPÉǻ			
20.	ǻÉv			

12. Pǻ® ǻǻǻǻ ƳǻzǻUǻ¼ǻǻ

Pǻǻ ^a ǻǻ ǻǻ Éǻ	ƳǻzǻUǻ ¼ǻǻ	ǻ j Ez É	ǻ j E ®è	“sǻUǻ ±ǻB ǻj
1.	°ǻUǻ®ǻ			
2.	gǻwǻ			
3.	“É½UÉǻ			

Pǻǻ ^a ǻǻ ǻǻ SÉǻ	ƳǻzǻUǻ¼ǻǻ ǻǻ	ǻ j E z É	ǻ j E ® è	“sǻUǻ ±ǻB ǻj
21.	Mç			
22.	^a ǻǻǻwǻqǻ ǻǻ			
23.	ǻÉǻǻqǻǻ			
24.	vÉUÉ			
25.	Dqǻǻ			
26.	J½			
27.	vǻ¼ǻǻǻ			
28.	Eqǻǻ			
29.	Nzǻǻ			
30.	Nr ǻǻ			
31.	Nqǻǻ			
32.	°Éǻ¼ǻǻ			
33.	vÉǻǻj ǻǻ			
34.	°ǻqǻǻ			
35.	^a ǻǻ®Uǻǻ			
36.	ǻUǻǻ			
37.	ǻ°è ǻǻ			
38.	vÉUÉçPÉǻ			
39.	J¹			
40.	^a ǻǻǻǻǻ			
41.	ǻǻr			
42.	ǻj			
4.	D ^a Éǻǻ-É			
5.	FUǻ			
6.	E ^a ǻvǻǻ ǻ			
7.	ǻǻ¼ǻÉ			
8.	ǻÉǻǻ			

13. Ƴǻǻ±ǻǻǻǻPǻ ƳǻzǻUǻ¼ǻǻ

Pǻǻ ^a	ƳǻzǻUǻ	ǻ	ǻ	“sǻUǻ
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ÀÄ ÀAS Ëä	¼ÄÄ	j Ez É	j E ®è	±ÄB Äj
1.	°ÉÄUÉ			
2.	KμÄÄÖ			
3.	KξÄÄ			
4.	AiÄiÄ ^a Ä			

	UÄ			
5.	J°è			
6.	AiÄiÄ ^a Ä ÅzÄÄ			
7.	AiÄiÄgÄ Ä			
8.	KPÉ			

14. «^aÄgÄtvÄäPÄ ¥ÄzÄUÄ¼ÄÄ

PÄæ ^a ÄÄ ÄA SÉä	¥ÄzÄUÄ¼ÄÄ Ä	Ä j E z É	Ä j E ®è	“sÄUÄ ±ÄB Äj
1.	J®è °ÉÆAiÄÄÄ Û			
2.	PÉIÖzÄÄ			
3.	zÉÆqÄØ			
4.	^a ÄÄÄjzÄ			
5.	°ÄÄμÄgÄÄ/ eÄUÄgÄÆP Ä			
6.	vÄtÜUÉ			
7.	^a ÄÄÄzÄV			
8.	PÄvÄÛ®Ä			
9.	PÉÆ¼É			
10.	MtV			
11.	PÄ°			
12.	^a ÉÄUÄ ^a ÄV/“ ÉÄUÄξÉ			
13.	ZÉξÄßV			
14.	M¼ÉiÄiÄÄ			
15.	RÄ ²			
16.	UÄnÖ			
17.	© ¹			
18.	°Ä ^{1a} ÄÄ			
19.	ξÉÆÄ ^a ÄÄ			
20.	Äé®à			
21.	vÄgÄ-É			
22.	°Ä¼ÉÄiÄÄ			
23.	°ÉzÄjzÄ			
24.	zÉæAiÄÄ ^a ÄÄÄ¥ÄgÄ			

	Ä			
25.	^a ÄÄÈzÄÄ ^a Ä V			
26.	“ÄAiÄÄjPÉ			
27.	ÄÄÄÄÛ			
28.	°Ä ¹			

15. Ä^aÄðξÄ^aÄÄ

PÄæ ^a ÄÄ ÄAS Ëä	¥ÄzÄUÄ ¼ÄÄ	Ä j Ez É	Ä j E ®è	“sÄUÄ ±ÄB Äj
1.	ξÄξÄÄ			
2.	C ^a Ä¼Ä			
3.	C ^a ÄξÄ			
4.	ξÄξÄUÉ			
5.	ξÄξÄßzÄ Ä			
6.	ξÄξÄß			
7.	CzÄÄ			
8.	EzÄÄ			
9.	zÄξÄÄ			
10.	zÄß			

16. ¥Äæ^aÄiÄuÄzÄjvÄ
¥ÄzÄUÄ¼ÄÄ

PÄæ ^a	¥ÄzÄUÄ	Ä	Ä	“sÄUÄ
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ÀÄ ÀAS Éâ	¼ÀÄ	ĵ Ez É	ĵ E ®è	±ÀB Àj
1.	J®è			
2.	E£ÉÆBA zÀÄ			
3.	eÁ¹Û			
4.	E®è			
5.	¨ÉÁgÉ			
6.	CzÉÄ			
7.	PÉ®ªÄÄ			

17. ĵÀÛ¼ÄzÁjvÀ ¥ÀzÀUÀ¼ÄÄ

18. EªβvÀgÉ

PÀæª ÀÄ ÀAS Éâ	¥ÀzÀUÀ¼ÄÄ	Ĵ ĵ Ez É	Ĵ ĵ E ®è	¨sÁUÀ ±ÀB Àj
1.	°ÀwÛgÀ			
2.	zÀÆgÀ			
3.	»AzÉ			
4.	PÉ¼ÄUÉ			
5.	ªÉÄÄ¯É			
6.	M¼ÄUÉ			
7.	°ÉÆgÀU É			

PÀæª ÀÄ ÀAS Éâ	¥ÀzÀUÀ¼ÄÄ	Ĵ ĵ Ez É	Ĵ ĵ E ®è	¨sÁUÀ ±ÀB Àj
1.	ÁB£À			
2.	°ÉÆ®/UÀz ÉÝ			
3.	°ÀÆªÄÄ			
4.	vÉÆÄl			
5.	ªÄÄ£É			
6.	ZÀAzÀæ			
7.	£Àç/PÉÆ¼Ä À			
8.	ªÄÄ¼ÄÉ			
9.	PÀ®Äè			
10.	±Ä¯É			

PÀæª ÀÄ ÀAS Éâ	¥ÀzÀUÀ¼ÄÄ	Ĵ ĵ Ez É	Ĵ ĵ E ®è	¨sÁUÀ ±ÀB Àj
11.	DPÀ±À			
12.	£ÀPÀèvÀæ			
13.	CAUÀr			
14.	ĴÆAiÀÄð			
15.	GÀiÀÄª¯É			
16.	ªÄÄgÀ			
17.	PÉ®À			
18.	ªÄÄtÀÛ			
19.	UÀAiÀÄ			
20.	zÉÄªÀ®Ai ÀÄ			
21.	qÁPÀÖgi/D ĴÀvÉæ			

¨sÁUÀ 3: Ĵ£ÉBªÄÄvÀÄÛ QæAiÉÄUÀ¼ÄÄ
ªÉÆzÀ® ĴÀ¥ÁPÀðzÀ gÀÆ¥À®PÀètUÀ¼ÄÄ

PÀæªÄÄ ÀASÉâ	ªÁPÀªUÀ¼ÄÄ	Àj EzÉ	Àj E®è	¨sÁUÀ±ÀB Àj
1.	Cª¼ÄÄ/Cª£ÄÄ »rçgÄªªªªÄÄªÄªÄÛª£ÄÄª PÉÊ ZÀª vÉÆÄj,ÄªªÄªzÄÄ.			
2.	Cª¼ÄÄ/Cª£ÄÄ »rçgÄªªªªª CnPEªªªÄÛª£ÄÄªªª PÉÆqÀ®ÄªªªÄªqÉUÉ			

	§gÄÄ ^a ÄzÄÄ			
3.	C ^a Ä½UÉ/C ^a ÄUÉ C ÄQÛ-ÄgÄÄ ^a Ä ÄÄÄÜ«ÉÉqÉUÉ "ÉgÄ¼ÄÄ ^a ÄiÄr vÉÆÄj,ÄÄ ^a ÄzÄÄ.			
4.	C ^a Ä¼Ä/C ^a ÄÈÄ PÉÈ ^a ÉÄÄ-É JwÛ C ^a Ä¼ÄÈÄÄB/C ^a ÄÈÄÈÄÄB JwÛPÉÆ¼ÄÄ ^a ÄvÉ ÄÆa,ÄÄ ^a ÄzÄÄ.			
5.	"E@è" JA§AvÉ vÄ-É C-Äèr,ÄÄ ^a ÄzÄÄ.			
6.	"ÉzÄÄ" JA§AvÉ vÄ-É Dr,ÄÄ ^a ÄzÄÄ.			
7.	"ÉgÄ¼ÄÈÄÄB vÄÄnAiÄÄ ^a ÉÄÄ-É EIÄÖ "±i(±ÄÄšÝ)" JA§AvÉ vÉÆÄj,ÄÄ ^a ÄzÄÄ.			
8.	JÈÄÈÄBzÄgÄÄ PÉÄ¼ÄÄ@Ä PÉÈÄiÄÄÈÄÄB °ÉÆgÄ ZÄa vÉUÉzÄÄ ^a ÄÄÄn ÄiÄqÄÄ ^a ÄzÄÄ.			
9.	zÄÆgÄzÄ ^o gÄÄÄ ^a ÄÄQÛUÉ ^a ÄÄvÄÛÈÄÄB UÄ½ÄiÄÄ ^o è HzÄÄ ^a ÄzÄÄ.			
10.	C ^a ÄÄÄÜ gÄÄaAiÄiÄVzÉ JAzÄÄ vÄÄnAiÄÄÈÄÄB »AzÉ ^a ÄÄÄzÉ ^a ÄiÄr vÉÆÄj,ÄÄ ^a ÄzÄÄ.			

DIUÄ¼ÄÄ^aÄÄvÄÄÛ çÈÄZÄj

PÄæÄÄ ÄASÉä	DIUÄ¼ÄÄ	Äj EzÉ	Äj E@è	"sÄUÄ±ÄB Äj
6.	PÄ¼ÄÄi §AzÄ PÄ¼ÄÄi			
7.	"ÉÈÄBnÖ °ÉÆÄUÄÄ ^a Ä DIUÄ¼ÄÄ			
8.	UÉÆÄ ^É EèßvÄgÄ ^a ÄÄÄÜUÄ¼ÄÄ eÉÆvÉ DqÄÄ ^a ÄzÄÄ			
9.	°ÄqÄÄ ^a ÄzÄÄ			
10.	°ÄrUÉ °ÉèÉ° °ÄPÄÄ ^a ÄzÄÄ			

ÄÄÄÄÜUÄ¼ÄÈÄÆÄçUÉ^aÄiÄqÄÄ^aÄ PÉ@,ÄUÄ¼ÄÄ

PÄæÄÄ ÄASÉä	ÄÄPÄÄÜÄ¼ÄÄ	Äj EzÉ	Äj E@è	"sÄUÄ±ÄB Äj
1.	PÉÈ-ÄAzÄ/ZÄ ^a ÄÄZÄçAzÄ wÈÄÄB ^a ÄzÄÄ			
2.	UÄè ^Ä ÄzÄ PÄÄrAiÄÄÄ ^a ÄzÄÄ			
3.	"ÄZÄtÄUÉ-ÄAzÄ vÄ-É "ÄZÄÄ ^a ÄzÄÄ			
4.	§æ ^Ä ÄzÄ ^o ÄÄè GdÄÖ ^a ÄzÄÄ			
5.	PÉÈ PÄ@Ä ^a ÄÄÄRÄÈÄÄB IÄÄ-ÄÄzÄÄ MgÉ,ÄÄ ^a ÄzÄÄ			
6.	mÉÆÄ ^Ä °ÄQ PÉÆ¼ÄÄ ^a ÄzÄÄ			
7.	ZÄÏÄÄ ^o °ÄQPÉÆ¼ÄÄ ^a ÄzÄÄ			
8.	ÄgÄ, PÉÈ UÄrAiÄiÄgÄ ^o ÄQPÉÆ¼ÄÄ ^a ÄzÄÄ			
9.	PÄtÄU ^a ÄÄÄÄn çzÉæ §AzÄ ^a ÄgÄÄvÉ ÄÄ@UÄÄ ^a ÄzÄÄ			
10.	©ÄiÄiÄVzÉ JAzÄÄ ÄÆa,ÄÄ@Ä HzÄÄ ^a ÄzÄÄ			

Appendix IV

Demographic information form

Name of the child:

age/sex:

Date of birth:

	Name	Age	Education	Occupation
Father's				
Mother's				

Annual income of the family:

Consanguinity:

Family status:

Total no of persons in the family:

Family history: (of Mental retardation, psychological problem, congenital deformity, handicapped, and any neurological problem):

Speech and language stimulation at home:

Sibling history

no. of siblings:

	Name	Age/Sex	Education
I sibling			
II sibling			

Prenatal complications:

Perinatal complications:

Postnatal complications:

Developmental pattern:

Motor:

Speech and language:

Any congenital abnormalities:

Any sensory abnormalities:

Vision:

Hearing:

Screening result:

Hearing:

Vision:

Psychological test:

Communication inventory for 6 – 8 months infants

Section 1 Early Communication Skills

Section 1 A, Prelinguistic skills

1. Appears to be able to distinguish general meanings of warning, anger and/or friendly voice pattern by facial and bodily gestures.
2. Responds with appropriate gestures to words such as “come”, “bye-bye”etc.
3. Gives some attention to music or singing.
4. Frequently appears to listen to whole conversation around him/her.
5. Regularly stops activity when his/her name called.
6. Reacts to loudness changes in voice of a others.
7. Sustain interest for up to a full minute in looking at person or picture, if they are named.
Ex “look this is your daddy’s picture”
8. Reacts differently to familiar people and strangers.
9. Appears to enjoy listening to new words.
10. Responds to rhythmic music by bodily or hand movements
11. Understands words like up, down.....
12. Responds when name called. Ex. Turning back, searching for the person who called...
etc.
13. Child enjoys watching TV, looking at comics or listening to music.

Section 1 B, Early Phrases

1. Are you hungry?
2. Clap your hands
3. Come on/ come here
4. Get up
5. Look / look here
6. Want to go out?

Section 2 vocabulary

Comprehension

Family members: Mummy, Daddy, Grandma and Grandpa

Food items: Rice, Mudde, Water, Apple and Milk

Vehicles: Motorcycle and Car

Toys: Doll and Toy

Rooms and Furniture: Kitchen, Bedroom, Bathroom and Cot

Dress: Cloth/Dress

Common objects: Blanket, Bottle, Bowl, Lamp, Medicine, TV, Telephone and Fan

Action verbs: Bite, Drink and Eat

Other words: Bath and Home

Expression:

Different sound effects: Ba ba, Wa wa, Ba ba va va ta ta, Ta da va ma, ambaa ambaa, choo choo and amma.

Family members: mummy

Section 3 nonverbal communication

First communicative features

1. Waves bye-bye on his/her own when someone leaves.
2. Blows kisses from a distance

Games and routines

1. Play peekaboo
2. Play chasing games
3. Play with a toys
4. Sing
5. Dance

Actions with objects

1. Drink from a cup.
2. Hold vehicle object and make it move.
3. Kiss or hug a toy.

Communication inventory for 8-10 months infants

Section 1 Early Communication Skills

Section 1 A, Prelinguistic skills

1. Appears to be able to distinguish general meanings of warning, anger and/or friendly voice pattern by facial and bodily gestures.
2. Responds with appropriate gestures to words such as “come”, “bye-bye”.....etc.
3. Gives some attention to music or singing.
4. Frequently appears to listen to whole conversation around him/her.
5. Regularly stops activity when his/her name called.
6. Reacts to loudness changes in voice of a others.
7. Regularly stops activity in response to “No”.
8. Reacts differently to familiar people and strangers.
9. Appears to enjoy listening to new words.
10. Generally able to listen to speech without being distracted by others.
11. Enjoys listening stories.
12. Responds to rhythmic music by bodily or hand movements
13. Child is possessive about his/her clothes, toys.
14. Responds when name called. Ex. Turning back, searching for the person who called... etc.
15. Child enjoys watching TV, looking at comics or listening to music.

Section 1 B, Early Phrases

- | | |
|--------------------------|----------------------|
| 1. Are you hungry? | 10. Look / look here |
| 2. Are you tired/sleepy? | 11. Open your mouth |
| 3. Be quiet! | 12. Sit down |
| 4. Clap your hands | 13. Stop it |
| 5. Come on/ come here | 14. Want to go out? |
| 6. Don't do that | 15. Say bye bye |
| 7. Don't touch | 16. Sleep now? |
| 8. Give me a hug/kiss | 17. Don't cry |
| 9. Let's go bye bye | 18. Don't go outside |

Section 2 vocabulary

Comprehension

Family members: Mummy, Daddy, Grandma and Aunty

Body parts: Eye and Hand

Food items: Water and Milk.

Animals: Dog

Vehicles: Bicycle, Motorcycle and Car

Toys: Ball, Book, Doll, Pen and Toy.

Clothing: Cloth/Dress, Hat and Bangles.

Rooms and furniture: Kitchen, Bedroom, Bathroom and Cot.

Common objects: Broom, Medicine, Money, Paper, Bed, Plate, Spoon, Telephone and Fan.

Action verbs: Dance, Drink, Eat, Go, Hug, Kiss, Look and Take.

Descriptive words: All gone, Hot, Hungry, and Tired.

Others: Bath, Flower, and Hospital/ Doctor

Expression

Different sound effects: Ba ba, Wa wa, Ba ba va va ta ta, Ta da va ma, Choo choo, Vroom, woof woof and umm

Family members: Mummy and Daddy.

Section 3 Nonverbal communication

First communicative features

1. Reaches out and gives you a toy or some objects that he/ she is holding.
2. Points (with arm and index finger extended) at some interesting object or event.
3. Waves bye-bye on his/her own when someone leaves.
4. Extends his/her upward to signal a wish to be picked up.
5. Shakes head "no"
6. Blows kisses from a distance.

Games and routines

6. Play peekaboo
7. Play chasing games
8. Play with a toys
9. Sing
10. Dance

Actions with objects

1. Eat with a spoon.
2. Drink from a cup.
3. Put on hat
4. Hold vehicle object and make it move.
5. Put telephone to ear.
6. Throw ball
7. Pour liquid from one container to another
8. Kiss or hug a toy.

Imitating adult like actions

1. Sweep with broom or mop
2. Read (open book and turn pages)
3. Write with pen or pencil

Communication inventory for 10-12 months infants

Section 1 Early Communication Skills

Section 1 A, Prelinguistic skills

16. Appears to be able to distinguish general meanings of warning, anger and/or friendly voice pattern by facial and bodily gestures.
17. Responds with appropriate gestures to words such as “come”, “bye-bye”.....etc.
18. Gives some attention to music or singing.
19. Frequently appears to listen to whole conversation around him/her.
20. Regularly stops activity when his/her name called.
21. Reacts to loudness changes in voice of a others.
22. Regularly stops activity in response to “No”.
23. Reacts differently to familiar people and strangers.
24. Appears to enjoy listening to new words.
25. Generally able to listen to speech without being distracted by others.
26. Mimes when action is named. Ex. When you ask “How to eat?” Child will make action to show how to eat.
27. Enjoys listening stories.
28. Responds to rhythmic music by bodily or hand movements
29. Feels happy when the child is praised for looks/ neat dress
30. Child is possessive about his/her clothes, toys.
31. Responds when name called. Ex. Turning back, searching for the person who called... etc.
32. Child enjoys watching TV, looking at comics or listening to music.

Section 1 B, Early Phrases

- | | |
|---------------------------|-----------------------|
| 19. Are you hungry? | 36. Stop it |
| 20. Are you tired/sleepy? | 37. Throw the ball |
| 21. Be quiet! | 38. Want to go out? |
| 22. Clap your hands | 39. Do you want it? |
| 23. Come on/ come here | 40. Say bye bye |
| 24. Do you want more? | 41. Sleep now? |
| 25. Don't do that | 42. Don't cry |
| 26. Don't touch | 43. Don't go outside. |
| 27. Get up | 44. Give me some??? |
| 28. Give it to mummy | |
| 29. Give me a hug/kiss | |
| 30. Go get | |
| 31. Good girl/boy | |
| 32. Let's go bye bye | |
| 33. Look / look here | |
| 34. Open your mouth | |
| 35. Sit down | |

Section 2 vocabulary

Comprehension

Family members: Mummy, Daddy, Grandma, Grandpa, Sister, Aunty and Child.

Body parts: Head, Eye, Mouth, Hand and Leg.

Food items: Rice, Idli, Dosa, Chappati, Water, Apple, Banana, Milk and Food items.

Animals: Cat, Dog, Cow, Crow and Animal

Vehicles: Bus, Bicycle, Motorcycle, Car and Auto

Toys: Ball, Balloon, Book, Doll, Pen and Toy.

Clothing: Cloth/Dress, Nikker, Hat, Necklace/Chain, Bangles, Ear rings, Ankle lace and Sweater.

Rooms and furniture: Kitchen, Bedroom, Bathroom, Cot, Chair, Door and Stairs.

Common objects: Blanket, Bottle, Bowl, Box, Broom, Comb, Dish, Glass, Key, Lamp, Medicine, Money, Paper, Bed, Plate, Purse, Soap, Spoon, TV, Telephone, Fan and Plant.

Action verbs: Bite, Bring, Close, Cry, Dance, Drink, Eat, Fall, Feed, Finish, Give, Go, Hit, Hug, Kiss, Look, Open, Play, Pull, Push, Put, Say, Show, Sing, Sleep, Smile, Take, Throw, Touch and Walk.

Question words: what, who and why.

Descriptive words: All gone, Dark, Empty, Fast, Fine, Happy, Hard, Hungry, Hurt, Sleepy and Tired.

Pronouns: I, Me, That, This and You.

Quantifiers: none

Others: Bath, Flower, Home, Moon, Store, Mud, Temple and Hospital/ Doctor

Expression

Different sound effects: Ba ba, Wa wa, Ba ba va va ta ta, Ta da va ma, ko ko, woof woof and umm

Family members: mommy, daddy, grandpa.

Section 3 Nonverbal communication

First communicative features

1. Extends arm to show you something he/she is holding.
2. Reaches out and gives you a toy or some objects that he/ she is holding.
3. Points (with arm and index finger extended) at some interesting object or event.
4. Waves bye-bye on his/her own when someone leaves.
5. Extends his/her upward to signal a wish to be picked up.
6. Shakes head “no”
7. Nods head “ yes”
8. Blows kisses from a distance.

Games and routines

1. Play peekaboo
2. Play chasing games
3. Play with a toys
4. Sing
5. Dance

Actions with objects

1. Eat with a spoon.
2. Drink from a cup.
3. Comb his/her own hair.
4. Brush teeth.
5. Put on hat
6. Hold vehicle object and make it move.
7. Put telephone to ear.
8. Throw ball
9. Pour liquid from one container to another
10. Kiss or hug a toy.

Imitating adult like actions

1. Sweep with broom or mop
2. Read (open book and turn pages)
3. Try to ride bicycle.
4. Clean with cloth
5. Write with pen or pencil