CHAPTER I

GENERAL INTRODUCTION AND THEORETICAL BACKGROUND OF THE STUDY
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1.1. GENERAL INTRODUCTION OF THE STUDY:
In general introduction of study, general information about research study is given.

1.1.1 INCLUSIVE EDUCATION:
Jenny Corbertt (2001) “It is not just about disability but concerns a school culture which welcomes and celebrates differences and recognizes individual needs. It is has to be something more than a ‘dump and hope model’ if it is to be successful”.

Indian Context:
Inclusive education means education of all students who are equal participant in learning and this is fundamental right given by Indian Constitution.

What is the fundamental principle behind inclusive school?

1.1.2 INCLUSIVE SCHOOL:
The fundamental principle of the inclusive school is that “Includes all children without regarding their differences and difficulties. Inclusive school maintain quality of education and high achievement of students. Inclusive schools should accept the diverse needs of their students and accommodate them through flexible curriculum, organizational changes and classroom management and appropriate teaching learning strategies.”

Inclusive education has many benefits for the students. Instructional time with non-disabled peers helps the learners to learn strategies taught by the teacher. Teachers bring in different ways to teach a lesson for disabled students and non-disabled students. All the students in the classroom benefit from this. The students can now learn from the lesson how to help each other.

Socialization in the school allows the students to learn communication skills and interaction skills from each other. Students can build friendships from these interactions. The students can also learn about hobbies from each other. A friendship in school is important for the development of learning. When a student has a friend the
student can relate to a member of the classroom. Students’ being able to relate to each other gives them a better learning environment. Involving non-disabled peers with disabled peers gives the students a positive attitude towards each other that means Social Survival skills. Inclusive classroom environment provides confidence and real world experience and allow normal as well as SEN students to communicate each other and share their ideas and opinions. Inclusive classroom provides time to SEN for participate with their normal peer. Academic and Social survival skills are needed for the students in the inclusive classroom.

Adapting above fundamental principle the ideal inclusive classroom has main four functions and this mentioned in following paragraph.

1.1.3. INCLUSIVE CLASSROOM (Smith Tom, 2010) ‘Inclusive classroom practice’ may occur in the local school or an Education Support School, Centre or Unit. Inclusive classroom practice is not about placement. It is about making sure that children are taught in ways that suits their needs.

Inclusive classroom practice is about:
1. Identifying educational needs
2. Making adjustment to suit the school context
3. Planning, teaching and reporting so that appropriate adjustments ensure success
4. Working together. This includes parents/caregivers, teachers, learning support teams, school administration, district based personnel, visiting teachers and representatives from other agencies
5. Being flexible. This means investigating creative ways to teach, organise, support and learn. Flexible resourcing is more than the appointment of additional teacher and or education assistant time. It is about identifying specific needs and then organising specific resources.

- **Ideal Inclusive Classroom:**

Inclusive classroom fosters co-operation and acceptance. Teacher always select such type of teaching method which welcome and support all student’s learning i.e. non-disabled student as well as disabled student. It is an ideological inclusive classroom
What is the difference between regular classroom and inclusive classroom?

- **Difference between Regular Classroom and Inclusive Classroom**

**TABLE 1**

<table>
<thead>
<tr>
<th>Characteristics of regular classroom: “One size fits all.”</th>
<th>Inclusive Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal Student Engagement</td>
<td>It is a basic model where both disabled and non-disabled students are educated within the same classroom. Included all students. This may include special needs children (SEN) who have emotional and/or behavioural problems.</td>
</tr>
<tr>
<td>Clear Expectations</td>
<td>SEN who are included in a regular classroom have a number of options available. They may receive indirect support. That means that their regular teacher may receive consultative services from experts outside of the classroom. These can include special education consultants, educational psychologists, and speech-language therapists.</td>
</tr>
<tr>
<td>Effective Time Management</td>
<td>The student to receive in-class assistance in the form of specialized instruction or another form of assistance and it may be delivered by a special education teacher (mobile teacher) or by a special</td>
</tr>
<tr>
<td>Positive Work Environment</td>
<td></td>
</tr>
<tr>
<td>Firm Discipline</td>
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</tbody>
</table>

Regular classroom is **teacher centred** classroom. He is the master of class. No provision of indirect support. Regular teacher may not receive consultative services from experts outside of the classroom.

The normal student to receive in-class assistance in the form of general and specialized instruction or another form of assistance. This may be for part of the day or for the full day, and it may be.
Teacher’s role is very important aspect for inclusive classroom and his knowledge, attitude and skills are differing from regular classroom teacher

1.1.4. TEACHER’S ROLE IN INCLUSIVE CLASSROOM:

Positive model is the teacher showing a good example towards both disabled and non-disabled students this will help the students to get along more

1. Accept each child for who he/she is
2. Understand his/her reality
3. Challenge him/her
4. Encourage each child to develop competency through special interests and activities
5. Recognize each child’s ability and provide opportunities for success.
6. Model constructive thinking and the conviction that life can get better.
7. A child’s protective factors are at work when they are doing well

The goal of social skills instruction is to teach socially acceptable behaviours that will help students be accepted by their classroom peers and teachers, and provide life-long skills. The goal of academic skills instruction is to teach academic achievement that will help students for construct knowledge and academic success. (Renuka, 2009)

Teacher needs some powerful tool that he has his relationship with the children Day-to-day, taken-for-granted social interactions lay the foundation for the Child’s development of sense of Academic and Social survival skills for inclusive classroom. So development of Academic and Social survival skills model is very essential which help teacher to develop Academic and Social skills of disabled students and non-disabled students for inclusive class room.

<table>
<thead>
<tr>
<th>delivered by a regular classroom teacher</th>
<th>education assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular Classroom means,</strong></td>
<td><strong>Inclusive Classroom means,</strong></td>
</tr>
<tr>
<td>• needs of “normal students”</td>
<td>• rights of ALL students</td>
</tr>
<tr>
<td>• Diagnose and remedying teaching</td>
<td>• changing the school</td>
</tr>
<tr>
<td>• benefits to the normal student</td>
<td>• benefits ALL students</td>
</tr>
<tr>
<td>• formal support</td>
<td>• informal support and the expertise of mainstream teachers</td>
</tr>
<tr>
<td>• Professional qualified teachers</td>
<td><strong>Conclusion: inclusion = good teaching for ALL</strong></td>
</tr>
<tr>
<td>which have knowledge, attitude and</td>
<td><strong>Teachers’ attitudes, available</strong></td>
</tr>
<tr>
<td>skills for regular classroom.</td>
<td><strong>instruction time, the knowledge and</strong></td>
</tr>
<tr>
<td></td>
<td><strong>skills of teachers and teaching methods</strong></td>
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<td></td>
<td><strong>and materials seem to be important</strong></td>
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<td></td>
<td><strong>prerequisites for SEN within</strong></td>
</tr>
<tr>
<td></td>
<td><strong>mainstream settings.</strong></td>
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</tbody>
</table>

A3S Model for Inclusive Classroom
Who are the students in inclusive classroom and which type of students included in special educational needs?

1.1.5. STUDENTS IN INCLUSIVE CLASSROOM:
Normal and Special Educational Needs students are enrolled in inclusive classroom

- **Special Educational Needs Student: SEN Student**
Every child is unique and different. Inclusive, learning-friendly and barrier free environments should therefore be created in every school so that all children will be enabled to develop to their full academic, social, emotional and physical potentials. To know SEN impairment, disability and handicap, these three concepts are needed to know. The World Health Organization (WHO) has defined impairment, disability and handicap as the following:

- **Impairment**
Any temporary or permanent loss or abnormality of a body structure or function, whether physiological or psychological. An impairment is a disturbance affecting functions that can be mental (memory, consciousness) or sensory, internal (heart, kidney), or external (the head, the trunk or the limbs).

- **Disability**
A restriction or inability to perform an activity in the manner or within the range considered normal for a human being, mostly resulting from impairment.

- **Handicap**
This is the result of an impairment or disability that limits or prevents the fulfilment of one or several roles regarded as normal, depending on age, sex, social and cultural factors. Because of this reason students have special educational need so called as SEN student.

Which types are included in SEN?

- **Special Educational Needs Student (SEN):**
Definitions and Types of Disability According to PWD Act, 1995
Persons with Disability Act (1995) and the National Trust Act (1999) included following in SEN
1. Blindness
2. Low vision
3. Leprosy cured
4. Hearing Impairments
5. Locomotor disabilities
6. Mental retardation
7. Autism
8. Cerebral palsy
9. Multiple disabilities

**Types of Disabilities and their Definitions** (IGNOU-MHRD, Govt. of India, 2008)

1. **Blindness** refers to the total absence of sight or visual acuity less than 6/20 or 20/200 in the better eye with correcting lenses, or limitation of the field of vision subtending an angle of 20 degrees or worse.

2. **Low vision** means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device.

3. **Leprosy cured** includes people who have been cured of leprosy but who suffer from residual disabilities caused by leprosy. These range from loss of sensation in hands or feet to physical deformities and paralysis that allow the individual to indulge in some economic activity to a state of extreme physical deformity and/or old age that make the person unfit for employment.

4. **Hearing impairment** means loss of sixty decibels or more in the better ear in the conversational range of frequencies. Hearing impairment is a generic term indicating a hearing disability which may range in severity from mild to profound. It includes both deaf and hard of hearing.

5. **Locomotor disability** means disability of the bones, joints, muscles leading to substantial restriction of the movement of the limbo or any form of cerebral palsy. Physical disabilities are those whose non-sensory physical limitations or health problems interfere with school attendance or learning to such an extent that special service, training, equipment, materials or facilities are required.

6. **Mental retardation** refers to a condition of arrested or incomplete development of the mind of a person, especially characterized by subnormal intelligence; cerebral palsy also falls under this category. Individuals who lack motor control as a result of brain injuries occurring in pre-natal (before the birth of the child), peri-natal (during the delivery of the child) or the infant period of development also come under this category.

7. **Autism** is a brain disorder that typically affects a child’s ability to communicate,
form relationships with others and respond appropriately to the environment (Advani & Chadha, 2003)

8. Cerebral palsy means a group of non-progressive conditions of a person characterized by abnormal motor control posture resulting from brain insult or injuries occurring in the prenatal, perinatal or infant period of development.

The main types of cerebral palsy are:

a. Spastic cerebral palsy is the most common form of cerebral palsy. Children in this type of cerebral palsy have one or more tight muscle groups which limit movement. They have stiff jerky and difficult movements because their muscles are too tight.

b. Athetoid cerebral palsy is caused by damage to the cerebellum or basal ganglia. The child develops involuntary, purposeless movements, especially in the face, arms and trunk. These movements interfere with speaking, feeding, reaching, grasping and other skills requiring coordinated movements.

c. Ataxic cerebral palsy child is very unsteady and shaky. They have disturbed sense of balance, poor coordination and depth perception. They walk unsteadily with a wide based gait and placing their feet unusually far apart.

d. Mixed cerebral palsy child have the stiffness of spastic cerebral palsy and involuntary movements of athetoid cerebral palsy child.

9. Multiple disabilities means child who has a combination of two or more disabilities (Advani & Chadha, 2003)

- Learning Barriers related to Individual and Environmental

The barriers to learning, development and participation children face will vary from one child to another. It is important that we realize that all children – both children with and without disabilities – face barriers. Children with disabilities face both environmental and individual barriers – these two forms of barriers are closely interrelated. Combined they create a set of barriers that need to be reduced, and if possible removed by schools, homes and communities in order for the children concerned to be able to develop to their fullest potential. (UNESCO, 2009)

A. Individual Barriers

1. Communication – if a child has a different first language than the majority of their peers, their teacher, and/or the learning material available in the school (this includes children who have sign language as their first language as well as those who use Braille as written language)
2. **Poor motivation** – if children have little or no motivation for learning, due to many different factors, often related to the environmental and attitudinal barriers listed above.

3. **Insecurity, low self-esteem and lack of self-confidence** – (this is likely to be the result of a combination of environmental, attitudinal, and individual barriers – some of which are listed above).

4. **Abuse** – children suffering from psychological, physical, and/or sexual abuse are likely to experience serious barriers to learning, development, and participation. These can be avoided if there is comprehensive intervention from schools and families, as well as a support system (education and health professionals). Children with disabilities (especially those living in segregated education institutions) are particularly vulnerable to abuse.

5. **Gender** – girls with disabilities experience many of the same barriers that non-disabled women and girls face, but their social isolation and dependence on their families often magnifies these barriers, and their consequences.

6. **Lack of social competence** – many children experience social difficulties, difficulties that may create barriers to learning, development and participation, and ultimately marginalization in, and exclusion from, school. Other difficulties include: interacting and playing with other children; communication; behaving in ways that are seen as socially and culturally “acceptable,” as well as difficulties in accepting boundaries (some of these are related to environmental and attitudinal barriers, as well as to impairments).

7. **Temperament** – if a child has moods and rages, is introvert and has difficulty communicating with her/his peers, parents and teachers, difficult to him to adapt new and changing situations, is easily distracted, has a short attention span, and reacts very intensely on positive as well as negative experiences (many of these temperament/behaviour patterns are related to environmental and attitudinal barriers as well as to impairments).

8. **First-generation learners** – if the child is the first in her/his family to go to school; additional support (support system) may be needed to prevent barriers to learning from emerging.

9. **Cultural, language and religious minorities** – many children belonging to a minority group will face enormous barriers to learning, development and participation. Without targeted support and an inclusive, learning-friendly environment, the barriers these children face may become permanent in nature. Children with disabilities from a
minority background will often face additional barriers, and the consequences of the barriers they face will often be more severe than for their non-disabled peers.

10. **Impairment** – many children with impairment will face specific barriers related to their impairment such as: difficulties in communication because teachers and children in the school do not know how to use sign language; the lack of books in Braille, or toilets that are not accessible for wheelchair users.

11. **Health conditions** – if a child is infected and/or affected by HIV, has epilepsy (a health condition as well as a disability), reoccurring malaria, or any other health condition that may lead to discrimination or keep the child away from school (ill at home or in hospital).

**B. Environmental (and Attitudinal) Barriers**

1. **Limited or no access to early intervention programmes** – the disabling effect of impairment will be multiplied unless there is access to quality early intervention programmes (support systems)

2. **Teachers, school administrators and school inspectors** – if they discriminate against children who are perceived to be different from the majority of their peers

3. **Legal and regulatory systems** - if these are discriminating, segregating and excluding

4. **Curricula** – if these are rigid and do not respond to diversity of abilities, needs and circumstances amongst learners

5. **Teaching approaches and teaching/learning material** – if these are not learning-friendly, nor responsive to the diversity of needs and abilities among learners

6. **Assessment and evaluation system** – whether these exclusively or primarily assess the academic level of children according to general standards, rather than individual progress - ideally the academic, social, emotional and physical development should be assessed and evaluated

7. **School and classroom environments** – when these are not inclusive, learning-friendly, or even physically accessible

8. **Social, economic and political conditions**

Considering above learning barriers for full participation and for academic, social, emotional and physical development both students need academic and social survival skills.

**What are survival skills? Which academic and social survival skills are needed for inclusive classroom?**
1.1.6. SURVIVAL SKILLS:

- **Survival (Noun)**
  1. The state or fact of surviving.
  2. An object or practice that has survived from an earlier time.

- **Skills:** The ability to do something well, expertise. (Concise Oxford Dictionary (Eleventh Edition))

**Skill is a personal quality with three key features: PES**

i. **Productive:** using skill is productive of value;

ii. **Expandable:** skills are enhanced by training and development.

iii. **Social:** skills are socially determined. (Green, F, 2011)

- **Survival Skills:**
  
  “Survival skills are techniques that a person may use in order to sustain life in any type of environment. Survival skills are often basic ideas and abilities that ancients invented and used themselves for thousands of years. Survival skills are most often self-implemented, but require many of the same skills”. (Survival Skills- Wikipedia)

Social skills have two major areas, one is “academic survival skills” and second is “peer relationship skills.”

Social skills are vital to a student’s success in school and his or her ability to get along with others. These are skills that allow the student to interact positively with the teacher and peers and to do well academically. A student without appropriate social skills will not do well in school. Social skill deficits are a root cause of many adjustment problems. The goal of social skills training is to teach students socially acceptable behaviors that will result in natural recognition and acceptance (reinforcement) from their teachers, classmates, and others. (A California Resource Guide, for Teachers and Administrators of Elementary and Secondary Schools)

- **Social skills:**

Social skills are the tools that enable people to communicate, learn, ask for help, get their needs met in appropriate ways, get along with others, make friends and develop healthy relationships, protect themselves, and generally be able to interact with the society harmoniously. (Social Skills- Wikipedia)

- **Study Skills/ Academic Skills:**

Study skills are an array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with assessments. They include
mnemonics, which aid the retention of lists of information; effective reading; concentration techniques; and efficient note taking. (Study Skills- Wikipedia)

Which are the academic and social survival skills needed to normal and special educational needs students to survive in inclusive classroom?

1.1.7. ACADEMIC SURVIVAL SKILLS AND SOCIAL SURVIVAL SKILLS (Michael, Phillip, 2012)

“Survival skills are a central part of education in emergency situations. Children must have access to the essential knowledge and skills that will enable them to cope with the emergency”

In inclusive classroom both disabled and non-disabled students needed academic and social survival skills for inclusions. Table 2 presents academic and social survival skills needed for inclusive classroom

TABLE 2

<table>
<thead>
<tr>
<th>Academic Survival Skills</th>
<th>Social Survival Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. follows directions</td>
<td>1. Obtaining teacher attention</td>
</tr>
<tr>
<td>2. understanding</td>
<td>2. shares with others</td>
</tr>
<tr>
<td>3. demonstrates</td>
<td>3. asks permission</td>
</tr>
<tr>
<td>4. Attentive listening skills</td>
<td>4. takes turns</td>
</tr>
<tr>
<td>5. Reading for meaning</td>
<td>5. invites others to participate</td>
</tr>
<tr>
<td>6. Decoding</td>
<td>6. assists others</td>
</tr>
<tr>
<td>7. Note taking</td>
<td>7. cares for physical appearance</td>
</tr>
<tr>
<td>8. Paragraph writing</td>
<td>8. gets attention appropriately</td>
</tr>
<tr>
<td>9. Memorization</td>
<td>9. has conversation skills</td>
</tr>
<tr>
<td>10. problem solves</td>
<td>10. displays control</td>
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<tr>
<td></td>
<td>11. negotiates</td>
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<td></td>
<td>12. gives and receives compliments</td>
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<td></td>
<td>13. respects personal space</td>
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<tr>
<td></td>
<td>14. displays empathy toward others</td>
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<tr>
<td></td>
<td>15. identifies and expresses emotions in self and others</td>
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<tr>
<td></td>
<td>16. uses appropriate language</td>
</tr>
</tbody>
</table>

For academic & social survival skills teacher needs to:

- Deal with attitudinal barriers
- look at role models
- challenge assumptions and perceptions
- focus on problem-solving
- promote collaborative practice
• illustrate that inclusive practice is excellent teaching.

Inclusive classroom provides an environment where all students can be engaged, learn and believe that they matter. And for that teacher needs some special strategies for development of academic as well as social skills of non-disabled and disabled students that means normal and special educational needs student.

1.1.8. SKILL ACQUISITION:

• Acquisition of cognitive skill:


In Anderson's model, learning occurs in three stages.

Stage 1, the declarative stage:

1. The learner produces a crude approximation of the skill by using general-purpose problem solving strategies to interpret facts about the skill.
2. Performance is slow, error prone, and working memory load is high because facts about the skill (e.g., the correct sequence of movements) must be actively rehearsed.

Stage 2, knowledge compilation:

Stage 2 is characterized by speedup, more seamless performance, and dropout of verbal mediation.

1. Declarative facts about the skill are converted into procedural knowledge through knowledge compilation.
2. Procedural knowledge is a collection of productions, or if-then statements that specify a cognitive condition and an action that will be performed if that condition is met.
3. Two mechanisms underlie knowledge compilation: composition and proceduralization.

a. Composition collapses successive productions into single productions, and produces speedup and more seamless performance. The extent to which composition can occur is determined by the capacity of working memory because the conditions specified in a production must be represented in working memory.

b. Proceduralization, declarative facts are instantiated in productions, thereby eliminating the need to represent declarative information in working memory.

Proceduralization is responsible for the dropout of verbal mediation.
Stage 3, procedural:
1. Tuning, search of alternate solution paths becomes more selective.
2. **Generalization, discrimination, and strengthening** are the three learning mechanisms responsible for proceduralization.

- **Mastering New Academic Skills:**
When mastering new academic skills or strategies, the student learner typically advances through a predictable series of learning stages. At the start, a student is usually halting and uncertain as he or she tries to use the target skill. With teacher feedback and lots of practice, the student becomes more fluent, accurate, and confident in using the skill. It can be very useful to think of these phases of learning as a hierarchy (See chart below). The learning hierarchy (Haring, Lovitt, Eaton, & Hansen, 1978) has four stages: acquisition, fluency, generalization, and adaptation:

**Stages of Learning (Haring, Lovitt, Eaton, & Hansen, 1978)**

1. **Acquisition.** It is first step of learning skill and student starts to learn how to do correctly but not accurate. So aim of this stage is accuracy in skill
2. **Fluency.** In this step students do well but work slowly. The student is able to complete the target skill accurately but works slowly. The aim of this step is to fluency in skill
3. **Generalization.** Now student do accurate and fluently but can’t use in different situation. So aim of this step is use skill in different situation
4. **Adaptation.** The student is accurate and fluent in using the skill. He or she also uses the skill in many situations or settings. Student is not able to modify skill to fit on demand. So aim of this step is student can adapt or modify to fit on demand.

**Above steps are important to acquiring any skills. Now how to teach a skill?**

**1.1.9. SKILL TEACHING:**

- **How to Teach a Skill:**
This how-to section addresses two important issues: (1) how to teach and (2) how to teach a skill in particular

**Teaching a Skill:** Teaching a skill is more objective and tangible in nature than, for example, trying to teach an insight. However, the focus is still on the learners; you are trying to help them gain this skill and be able to use it with a sense of comfort and confidence.
• Teaching a skill involves five basic steps.

1. Preparation:
The first step: In preparation following things needed to do,
1. Teaching a skill plan for material and necessary equipment
2. For demonstrating and teaching simulated or makeshift equipment is never adequate
3. How to teach skill-make plan and teach a skill in a way that learners to understand its usefulness and to gain the necessary experience to acquire the skill.

2. Explanation
This step has two purposes and following things needed to do,
1. Introduction of skill and their usefulness and application
2. Describe skills in simple and enthusiastic manner should create a desire to become proficient in the skill
3. The learners should be able to sense your respect for the skill and the importance of being able to perform this skill.

3. Demonstration
1. In this step you actually show that, How to do the skill.”
2. You need to demonstrate each step slowly and clearly.
3. Ensure that the learners can easily follow you and gain confidence in their own ability to acquire this skill.

4. Practice: Heart of teaching a skill to others
1. in this step, the learners actual do the skill under our guidance and careful coaching.
2. Learners should get enough opportunity to try the skill
3. You should be especially sensitive to the differential learning.

5. Application
1. This final step gives opportunity to learners to demonstrate this skill to other
2. They become the teacher.
3. You are a coach to provide help when necessary.
4. This last step should give learners the awareness that they are ready to apply this skill in actual situations.

• Time Balance in Teaching a Skill
The most important part of teaching a skill is having the participants practice it. Therefore, most of the time involved in teaching a skill should be devoted to practice.
The proper time balance is:
• Explanation (hearing): 10 percent of the time
• **Demonstration (seeing):** 25 percent of the time
• **Practice (doing):** 65 percent of the time

This teaching steps and time management is very important strategies in academic and social survival skills model.

With reference to many research Collaborative learning strategies very helpful for development of **Academic and Social survival skills of disabled and non-disabled students**.

### 1.1.10. COLLABORATIVE LEARNING: (Siddiqui, 2009)

“Collaborative learning is a process in which two or group of students work together to integrate information in order to construct knowledge”. Collaboration takes place within other activities of learning and Co-operation, of individual meaning-making and social enculturation.

Three beliefs about Collaboration learning that must be implemented in order to maximize academic and social skills for all students:

1. **It benefits all students**, 2. **It is an integral part of current school reform efforts**, and 3. **It promotes collaboration between students who have traditionally worked in isolation**.

   1. Important skills such as critical thinking, creative problem solving, and the synthesis of knowledge can easily be accomplished through Collaborative group activities in inclusive classrooms.

   2. Establishing a Collaboration Classroom Ethics for Collaborative learning to be maximally effective, it must take place within an overall context of cooperation and peer support and have positive impact on the goal of creating a safe, inclusive community.

   Because of above beliefs collaborative learning strategies are very useful for development of academic and social skills of non-disabled and disabled students. So For development of academic and social survival skills model we would use collaborative learning strategies

### 1.1.11. COLLABORATIVE TEACHING:

A definition proposed by Schrage (1990) is:

"Collaboration is the process of shared creation: two or more individuals with complementary skills interacting to create a shared understanding that none had previously possessed or could have come to on their own. Collaboration creates a shared meaning about a process, a product, or an event".

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*A3S Model for Inclusive Classroom*
In education, collaboration is intended to "promote the most effective teaching possible for the greatest number of students" (Pugach and Johnson, 1995).

- **Five Key Elements Of Collaborative Teaching:**
  1. Collaborative Presence
  2. Collaborative Planning
  3. Collaborative Presenting
  4. Collaborative Problem Solving
  5. Collaborative Processing

- **Collaborative teaching in Inclusive Classroom:**
  It is proactive and reflective. Special and general educators sharing responsibility for:
  - Assessing student needs
  - Planning regular class instruction
  - Implementing regular class instruction
  - Evaluating instruction outcomes (student performance and effectiveness of instruction)

Followed up, when necessary, by supplemental instruction in a special education classroom, designed to provide re-teaching and/or drill and practice needed by the student in spite of appropriate instruction in the regular classroom. Supported by administrators and other professional staff involved in programming and scheduling.

For development of academic and social survival skills one simplified description of process and syntax needed to implement collaborative learning, collaborative teaching and skill acquisition and skill teaching principles in inclusive classroom. Educational model elements provide such kind of description and using this elements A3S model was developed.

1.1.12. MODEL:
- **MODEL:** (noun)
  1. A particular version of a product.
  2. A simplified description, especially a mathematical one, of a system or process, to assist calculations and predictions. (Concise Oxford Dictionary (Eleventh Edition))
  1. Graphical, mathematical (symbolic), physical, or verbal representation or simplified version of a concept, phenomenon, relationship, structure, system, or an aspect of the real world. The objectives of a model include (1) facilitating understanding by eliminating unnecessary components, (2) to aid in decision making by simulating 'what if' scenarios, (3) to explain, control, and predict (WebFinance Inc., BusinessDictionary.com)
Types of model on the basis of purpose:
1. Concept model
2 Phenomenon Model,
3 Relationship Model
4 Structure Model
5 System Model/Process Model
6 Aspect of the real world Model

- DEVELOPMENT: (noun)
  1 The process of developing or being developed. 2 A new product or idea.
  3 An event constituting a new stage in a changing situation. (Concise Oxford English Dictionary, Eleventh Edition)

- MODEL DEVELOPMENT:
The process of developing simplified description of a concept, phenomenon, relationship, structure, system, or an aspect of the real world that means model development.

- PRODUCT: (noun)
  1 A result of an action or process.

- Educational Model:
The educational program of Industrial Design distinguishes itself by its focus on interactive systems, products and related services as well as by its approach, namely self-directed and competency-centred learning. In order to strengthen this foundation, needs to stimulate professional identity building, expertise building and community building, which refer to both the individual level (student and staff) and the Department level (as Industrial Design)

- Competency-centred learning gives equal weight to attitude, skills and knowledge, and stimulates you to learn by doing. A competency is defined as “an individual’s ability to select, acquire, and use the knowledge, skills, and attitudes that are required for effective behaviour in a specific professional, social, or learning context”. Therefore, the programs offer a holistic view of design, in which you integrate competencies towards the overall competency of designing. (Educational Model Retrieved From 1/5/2016, 10.25 Am)

- Survival Skills Development model includes four strategies related to teaching and learning for inclusive classroom. These are,
A) **Learning Strategy:** 1) Collaborative learning strategy 2) Skill acquiring strategy

B) **Teaching Strategy:** 1) Collaborative teaching strategy 2) Skills development (embedded with content) strategy.

Detailed description of all strategies mentioned in above paragraphs are given in chapter II

- Elements of A3s Model.
  1) Focus/Objectives 2) Syntax/Steps, 3) Social system/Role of teacher and student  
  4) Support system/Helping hand

- Conceptual Framework Of Model

![Conceptual Framework of Model](image)

- **Steps of Model:** Four Steps.
  1) **Explain and Demonstration**
     1. To describe and actually show skill stepwise/ subcategory/level wise with content in class
     2. Assign share and pair activity related to skill level with their peer and this is the start of group preparation.
  2) **Practice**
     1. Here student gets actual practice of particular skill and also becoming familiar to each other.
     2. Give opportunities to both students to accept each other how they are?
For this teacher can use “Cooperative learning techniques”

3) Application: To provide chance to inclusive students to demonstrate this skill to someone or in small group. A3S Model prefer “Teach one each one” strategy.

2 Circulate groups (every member gets one member of other group)

4) Evaluation

1 Individual Evaluation: To assess student’s skill with the help of skill scale and skill with content achievement test.

2 Group Evaluations:

1 To assess group on the basis of feedback form and presentation.

A3S Model includes strategy that is, “development of academic and social survival skills along with content” for this science content was used.

• Content Development:

Planning for Content: Science content

Academic and social survival skills model is developed for 6th and 7th standard inclusive classroom so for efficacy testing science subject i.e. 6th and 7th standard science textbook content is used.

• Why science subject?

A strategy used in A3S model is to develop academic and social survival skills along with content. Science is one of the subject who have holistic approach and universal characteristic and there were model developed for creating science inclusive classroom because of these characteristics for managing students with disabilities in science classroom is easy so science content is used for testing A3S Model. (Ref: Chapter two: Science education, 35 to 54) and for that 6th and 7th standard science textbooks were used.

• Why 6th and 7th Standard standard students?

In our country now inclusive education reached in second phase i.e. at secondary level and higher secondary level. The barriers to learning, development and participation children face will vary from one child to another. It is important that we realize that all children – both children with and without disabilities - face barriers so at upper primary level students needs something to survive in inclusive classroom then only they sustain in main streaming and go for secondary level for this purpose 6th and 7th standards are the foundation of secondary level so 6th and 7th standard students were selected for this project.
How to develop selected skills along with science content? Example is given in Appendix D.8.

Psychological, Sociological theories and National, International policies related to inclusive education and related to special educational needs were supported for development of A3S model. Following theories are helpful to develop academic and social survival skills model for inclusive classroom.

1.2. THEORETICAL BACKGROUND OF THE STUDY

On the basis of following theories and principles and models, academic and social survival skills model i.e. A3S Model was developed.

1.2.1. THEORIES OF INCLUSIVE EDUCATION and

1.2.2. THEORIES OF INCLUSIVE SCHOOL

### TABLE 3
Theories of Inclusive Education and Inclusive School

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Theory</th>
<th>Content</th>
<th>Principle/ Basic Ideas Which is Useful for Model Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Full Inclusion. Pudlas (2005) First proposed by Wolfensberger in 1972.</td>
<td>Inclusion is predicated on the belief that all persons should be fully functioning members of the community - regardless of their ability or lack thereof”</td>
<td>Regular classroom Teacher and students are important for successful inclusion and a sense of belonging, common ownership, and commitment to commonly held values are needed so academic as well as social survival skills are needed for full inclusion</td>
</tr>
<tr>
<td>2</td>
<td>Theories of education: 1. Special education 1. Stainback and Stainback (1996) &quot;special schools will be phased out and used as resource or in-service training centers for teacher development, community training centers or regular schools including 'normal' children and inclusive approach&quot;. 2. Burden (1995) “inclusion helps society not only become aware of the existence of disabled people, but to understand and treat them with</td>
<td></td>
<td>Special education is the type of education that was offered in special schools specifically to cater for the needs of learners with special education needs in a reserved Place. Special education centers should become resource and training centers for successful inclusive education</td>
</tr>
</tbody>
</table>

A3S Model for Inclusive Classroom
Theories on Integration

It ensures that the disabled learners as well receive quality education together with their non-disabled peers with relevant support services provided to them.

Theories on Inclusion

Inclusion in its, social, commercial, and educational context, should be viewed as a bridge between mainstream and special education.

Inclusive education versus Mainstreaming

The concept of mainstreaming was viewed as an appropriate step in eliminating discrimination of learners with special needs in education. The mainstream practices were therefore changing personality traits rather than capacitating individuals to perform to the maximum of their potential

Inclusive education:

Jenny Corbett (2001) “the emphasis on equity is closely links to recognizing different individual needs and to collaboratively working things through”.

Provide special resource room and formal support from outside experts.

Inclusive education should provide belongingness, equal membership, acceptance, and being valued

Teachers should demonstrate effective interpersonal skills.

Teacher assists every student and develops survival skills as well as skills that would make him or her productive citizen of the community

### 1.2.3. THEORIES OF INCLUSIVE CLASSROOM AND

### 1.2.5. THEORIES OF STUDENTS IN INCLUSIVE CLASSROOM

#### TABLE 4

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Theory</th>
<th>Content</th>
<th>Principle/ Basic Ideas Which is Useful for Model Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vygotsky’s Social Constructivist theory</td>
<td>Every child can learn &amp; learning strategies in the classroom to address diversity.</td>
<td>Regular classroom teacher and special education teachers are central part of inclusive classroom</td>
</tr>
<tr>
<td>2</td>
<td>Vygotsky’s (1993) as “The Dysontogenesis”</td>
<td>a positive resource oriented 1 Dysontogenesis (gr. «dys») —</td>
<td>Need of academic and social survival skills for</td>
</tr>
</tbody>
</table>

A3S Model for Inclusive Classroom
Fundamentals of Defectology”, anomaly, «ontos» — being, «genesis» — development) — deficient development compared to normal individual development approach implies a favourable societal view on children with disabilities, giving preference to strengthening and empowerment of **individual skills** rather than the traditional stress on weaknesses or deviations.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Theory/ Principle</th>
<th>Content</th>
<th>Principle/ Basic Ideas Which is Useful for Model Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Bandura’s Social learning theory (socialization)</td>
<td>Personal factors, social environmental factors, individual behaviour outcomes interact &amp; influence each other in the learning process. Personal belief factor that has a tremendous influence on peoples' behaviour in different social contexts, which He named Self efficacy</td>
<td>Teacher should adapt Cooperative learning and collaborative teaching strategies for inclusive classroom</td>
</tr>
<tr>
<td>4</td>
<td>Social Justice &amp; Equality (INCLUSIVE EDUCATION)</td>
<td>Act 45 PWD Act 1995, Inclusion is a philosophy which aims to provide a favourable setting for achieving equal opportunity and full participation for all, thus bringing children with special needs well within the preview of mainstream education</td>
<td>SEN and each and every child has fundamental right to education</td>
</tr>
</tbody>
</table>

### 1.2.4. THEORIES FOR TEACHER’S ROLE IN INCLUSIVE CLASSROOM

**TABLE 5**

Theories for Teacher’s role in Inclusive Classroom

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Theory/ Principle</th>
<th>Content</th>
<th>Principle/ Basic Ideas Which is Useful for Model Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Developing Teachers’ Social and Emotional Skills</td>
<td>There are three ways in which teachers' SEC affect students and the learning environment 1. Teachers’ Social and emotional competencies (SEC) influences the quality of teacher-student relationships. 2. Teachers model SEC for students, intentionally or not. 3. Teachers’ SEC influence classroom organization</td>
<td>Role of special teacher is important in development of academic and social survival skills</td>
</tr>
</tbody>
</table>

A3S Model for Inclusive Classroom
and management. Inclusive pedagogy refers to the totality of teaching methods, approaches, forms and principles that enhance learner participation. Student center approach

3 Reciprocal teaching Reciprocal teaching is described as rotating the position of an instructional leader between the teacher and the learner (Bender, 2008). The teacher should use scaffolding for all student's learning. Scaffolding is the process of assisting the learner to acquire new knowledge using his or her prior knowledge as a foundation (Bender, 2008). Teacher should provide scaffolding for development of student’s academic skills.

4 Universal design This is a framework used to adapt technology to the needs of all learners, for example modified keyboards, speech recognition, text speech, scalable fonts, and the virtual environment (Florian, 2007). Most teachers regard technology as a tool to aid their work and not as a replacement for the Teacher (Bender 2008). Academic and social survival skills model is a tool to teacher for inclusive classroom

### 1.2.6. THEORIES OF SURVIVAL SKILLS

**TABLE 6**

Theories of survival skills for Inclusive Classroom

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Theory/ Principle</th>
<th>Content</th>
<th>Principle/ Basic Ideas Which is Useful for Model Development</th>
</tr>
</thead>
</table>
| 1       | The Eight Survival Strategies and Appraisals | **APPRaisalS: SURVIVAL STRATEGIES**
1. Must rescue others: **Rescuing**
2. Must be rescued by others: **Attaching**
3. Must achieve goals: **Asserting**
4. Must surrender goals: **Adapting**
5. Must remove danger: **Fighting**
6. Must move from danger: **Fleeing**
7. Must obtain scarce essentials: **Competing**
8. Must create scarce essentials: **Cooperating** | In this era “cooperation strategy for survival” is play important role for survive |

---

A3S Model for Inclusive Classroom
### 1.2.7. THEORIES OF ACADEMIC SURVIVAL SKILLS AND SOCIAL SURVIVAL SKILLS:

#### TABLE 7
Theories of academic and social survival skills for Inclusive Classroom

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Theory/ Principle</th>
<th>Content</th>
<th>Principle/ Basic Ideas Which is Useful for Model Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Theory of Personal and Social Development</td>
<td>The contemporary context: 1 The risk society: people begin to see problems resulting from their own behavior rather than as a result of structures in society 2 Resilience as a Response to Risk: A logical response to the growing risks is to develop resilience and coping strategies – an important dimension in personal and social development programs</td>
<td>What conditions consider for development of social skills</td>
</tr>
<tr>
<td>2</td>
<td>social skills</td>
<td>Under this head social skills has two major areas, one is “academic survival skills” and second is “peer relationship skills”</td>
<td>Social skills are a broad umbrella concept for development of academic survival skills as well as social survival skills</td>
</tr>
</tbody>
</table>

### 1.2.8. THEORIES OF SKILL ACQUISITION

#### TABLE 8
Theories for Skill Acquisition

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Theory/ Principle</th>
<th>Content</th>
<th>Principle/ Basic Ideas Which is Useful for Model Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Psychology Of Skill Acquisition: R. H. Sharp,</td>
<td>Definition of skill: a complex, intentional action involving a whole chain of sensory, central and motor mechanisms which through the process of learning have come to be organized and co-ordinated in such a way as to achieve predetermined objectives with maximum certainty. (Morris &amp; Whiting, 1971). Skills have both hierarchical and sequential organization.</td>
<td>Series of activities needed for skill development and actual participation is important for skill development. “learning by doing” method should be used for development of skills</td>
</tr>
<tr>
<td>2</td>
<td>acquisition of expertise</td>
<td>Skill expatriation is long</td>
<td>A3S Model for Inclusive Classroom</td>
</tr>
</tbody>
</table>
expertise: known to takes years (Ericsson et al., 1993). the power law of practice (Heathcote et al., 2000; Haider and Frensch, 2002) and skill acquisition mechanisms: chunking, negative exponential learning can be explained by a reduction in learning opportunities (cf.Heathcote et al., 2000)

term objective so time schedule is important for skill development. So A3S Model is focused on “developing skills not focused on master of skills.” This is because of time limit. Skill development is continuous process so development stage is important after continuous practice students will be experts in that skill

1.2.9. THEORIES OF SKILL TEACHING

**TABLE 9**

Theories of Skill Teaching

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Theory/ Principle</th>
<th>Content</th>
<th>Principle/ Basic Ideas Which is Useful for Model Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6 Steps to Teach Any Skill – Knewton Blog</td>
<td>The learning process includes the following 6 steps to teach any skill: 1. Exposure 2. Application 3. Feedback 4. Correction 5. Repeat steps 2-4 until... 6. Mastery</td>
<td>This is basic way of skill development</td>
</tr>
<tr>
<td>3</td>
<td>Overview of Social &amp; ADL Skills and Direct Skills Teaching</td>
<td>Teaches Activities of Daily Living (ADL) and social skills. <strong>Direct Skills Teaching</strong> A structured method of teaching skills or behaviors that can be used to teach people a wide variety of social and ADL skills to service recipients <strong>4 Steps in Process</strong> 1. Tell</td>
<td>Activity based basic steps of skill teaching</td>
</tr>
</tbody>
</table>

A3S Model for Inclusive Classroom
How to Teach a Skill

Steps:
1. Preparation
2. Explanation
3. Demonstration
4. Practice
5. Application

These steps were included in A3S Model

1.2.10. THEORIES OF COLLABORATIVE LEARNING

TABLE 10
Theories for Collaborative Learning

<table>
<thead>
<tr>
<th>Cooperative Learning Methods</th>
<th>Time Period</th>
<th>Researcher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Together</td>
<td>Mid 1960’s</td>
<td>Johnson &amp; Johnson</td>
</tr>
<tr>
<td>TGT (Teams-Games-Tournament)</td>
<td>Early 1970’s</td>
<td>Devries &amp; Edwards</td>
</tr>
<tr>
<td>Group Investigation</td>
<td>Mid 1970’s</td>
<td>Sharan &amp; Sharan</td>
</tr>
<tr>
<td>Constructive Academic Controversy</td>
<td>Mid 1970’s</td>
<td>Johnson &amp; Johnson</td>
</tr>
<tr>
<td>Jigsaw</td>
<td>Late 1970’s</td>
<td>Aaronson &amp; Associates</td>
</tr>
<tr>
<td>STAD (Student Teams Achievement Divisions)</td>
<td>Late 1970’s</td>
<td>Slavin &amp; Associates</td>
</tr>
<tr>
<td>TAI (Team Assisted Individualization)</td>
<td>Early 1980’s</td>
<td>Slavin &amp; Associates</td>
</tr>
<tr>
<td>Cooperative Learning Structures</td>
<td>Mid 1980’s</td>
<td>Kagan</td>
</tr>
<tr>
<td>Complex Instruction</td>
<td>Early 1980’s</td>
<td>Cohen</td>
</tr>
<tr>
<td>CIRC (Cooperative Integrative Reading and Composition)</td>
<td>Late 1980’s</td>
<td>Stevens, Slavin &amp; Associates</td>
</tr>
</tbody>
</table>
### 1.2.11. THEORIES OF COLLABORATIVE TEACHING

#### TABLE 11
Theories for Collaborative Teaching

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Theory/ Principle</th>
<th>Content</th>
<th>Principle/ Basic Ideas Which is Useful for Model Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Loertscher provides two taxonomies: the Library Media Specialist Taxonomy— Levels 1–11, and The Teacher’s Taxonomy of Resource-Based Teaching and Learning—Levels 1–8.</td>
<td>Level 1 of both taxonomies reflects no involvement between SLMS (School library media specialists) and teacher, and Level 11 of the library media specialist taxonomy and Level 8 in the teacher taxonomy reflect involvement of the SLMS and teacher in curriculum development.</td>
<td>Teacher taxonomy reflects involvement of both teachers</td>
</tr>
<tr>
<td>2</td>
<td>Model A: Coordination</td>
<td>In this model people come together to help one another or to make their own work run more efficiently. Arranging schedules and making necessary adjustments in time, place, or work to avoid overlap in included in coordination (Pollard 2005).</td>
<td>For group organization and information assistant this model is useful for inclusive classroom</td>
</tr>
<tr>
<td>3</td>
<td>Model B: Cooperation/Partnership</td>
<td>The cooperation/partnership model is frequently associated with management literature (Austin 1998, 2000a; Peter F. Drucker Foundation 1996). It involves two or more entities working together by agreement on similar goals or endeavors. Cooperation and partnerships requires more of a commitment than coordination.</td>
<td>Cooperation partnership of regular classroom teacher and special education teacher</td>
</tr>
<tr>
<td>4</td>
<td>Model C: Integrated Instruction</td>
<td>Collaborators conceptualize together in addition to sharing responsibility. They are equal partners focused on integrating their expertise in meaningful learning experiences</td>
<td>Regular classroom teacher and special education teacher equal partners focused on integrating their expertise in meaningful learning experiences</td>
</tr>
</tbody>
</table>
In this model, the principal is essential. He or she is responsible for establishing a norm for the school environment in which people work together. The principal can facilitate flexible scheduling, professional development, and distribution of resources that provide time for meeting and encourage classroom and library faculty to collaborate on instruction.

Bauwens, Hourcade, and Friend (1989) suggest three co-teaching arrangements through which co-teachers can share instructional responsibilities: Complementary Instruction, Supportive Learning Activities, and Team Teaching.

Principal is central part of this type of collaboration.

### 1.2.12. THEORIES OF MODEL DEVELOPMENT

**TABLE 12**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Theory/ Principle/ Procedure</th>
<th>Content</th>
<th>Principle/ Basic Ideas Which Is Useful for Model Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Theories of instruction and Models of teaching</td>
<td>According to Gage 1.paradigm is model or pattern which is useful as way of thinking that can be helpful for developing theory. 2. A theory presents a system in which the interaction among variables is described. 3.A model is an analogy and is evaluated by its utility 4. Model of teaching based on a theory of learning is first derived. This model is then</td>
<td>Definition of model: A model is an analogy and is evaluated by its utility  Elements of Educational Model: 1) Focus/Objectives 2) Syntax/Steps, 3) Social system/Role of teacher and student 4) Support system / Helping hand</td>
</tr>
</tbody>
</table>

ASS Model for Inclusive Classroom
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Educational Model</td>
<td>The educational program of Industrial Design distinguishes itself by its focus on interactive systems, products and related services as well as by its approach, namely self-directed and competency-centred learning.</td>
</tr>
</tbody>
</table>
| 3 | Logic Model | **Logic Model Components**
1. **Inputs**: Resources that go into the program
2. **Activities**: Actual events or actions that take place
3. **Products**: Direct tangible outputs of program activities
4. **Outcomes**: Impact of the program; the sequence of effects triggered by the program, often expressed in terms of short-term, intermediate, and distal outcomes
5. **Arrows**: Depict the logical links between inputs, activities and outcomes |
| 4 | Character-Centered Teaching: Six Steps to Becoming a Model Program | **Steps:**
1. Identifying Leaders,
2. Develop Partnerships,
3. Determine Guiding Principles,
4. Establish Plans,
5. Implement Practices,
6. Evaluate the Program. |
| 5 | Problem Solving Model | A systematic approach to problem solving allows for:
- Decision making based on data
- Determining root causes of problem
- Devising permanent solutions |
| 6 | Prediction Model | Model validation: Internal validation including model specification and estimation? **Validation** |

**A3S Model for Inclusive Classroom**

Competency is defined as “an individual’s ability to select, acquire, and use the knowledge, skills, and attitudes that are required for effective behaviour in a specific professional, social, or learning context”.

A logic model will assist you in communicating the underlying theory (logic) that you have about why your activities are a good solution to the problem identified.

Character-Centered Teaching needed model

A systematic approach for model development

Validation of academic and social survival skills model i.e. Validation of A3S Model
<table>
<thead>
<tr>
<th></th>
<th></th>
<th><strong>7</strong> Process-Based Biogeo-chemical Model</th>
<th>The procedures involved in model development may be set out as a ten-step process, beginning with defining the purpose of the model and ending with evaluation of the appropriateness and utility of the completed model</th>
<th><strong>Steps:</strong> 1 Define model purpose 2 Specify modelling context: scope and resources 3 Conceptualise the system 4 Select model features (form of model) 5 Determine how model structure and parameter values are to be found 6 Choose performance criteria 7 Identify model structure and parameters 8 Verification and diagnostic testing 9 Quantification of uncertainty 10 Model evaluations</th>
</tr>
</thead>
</table>
|   |   | **8** Model Development for Inclusive Education Management: Inclusive Education Model | Three important aspects: 1) Planning for the development of each child with special needs using an Individual Education Plans (IEPs); 2) Conducting student development activities for inclusive education; and 3) Measuring and evaluating the real situation for enhanced development of individual students | Instruction Management by SMART:  
S = Select,  
M = Match,  
A = Adapt,  
R = Relevant  
T = Test. |
|   |   | **9** Models, Theories, and Frameworks: Contributions to Understanding Special Education | Salient components of twelve models revealed **three clusters:** 1) assistive technology consideration, 2) technology-enhanced developmental models which describe specific aspects use for SEN and for inclusive classroom |   |

A3S Model for Inclusive Classroom
Using above theoretical backgrounds academic and social survival skills model i.e. A3S Model was developed and this model focused on development of academic and social survival skills along with science content of 6th and 7th standard normal and special educational needs students of inclusive classroom.

Main themes/basics of above theoretical backgrounds mentioned in above tables 21 to 29 and detailed descriptions are given in chapter two.

1.3 RESEARCH RELATED POINTS:

1.3.1. STATEMENT OF THE PROBLEM:

Background of the study: For purpose of research paper researcher has taken interviews of forty inclusive teachers about Inclusive classroom, teaching-learning strategies, need of students, that time nearly all inclusive teachers said that for successful inclusion both students need survival skills related to academic and social and we need some tool for development of these skills.

Considering above experience researcher has curiosity which tool or which strategies will be helpful for development of academic and social survival skills. So following study was taken,

"To develop academic and social survival skills model by using collaborative learning strategies for development of academic and social survival skills which are needed to 6th and 7th standard normal and special educational needs students for Inclusive classroom"

1.3.2 NEED AND IMPORTANCE:

1.3.2.1. Need:

1. The barriers to learning, development and participation children face will vary from one child to another. It is important that we realize that all children – both children with and without disabilities - face barriers so at upper primary level students needs something to survive in inclusive classroom then only they sustain in main streaming.

Main stream is a long term objective it includes steps,

Enrollment—>Survive ——>Retain ——>Sustain ——>Mainstreaming

On the basis of UNESCO report enrollment of students at primary and upper primary
level is now not a problem but retention is a problem so if we provide them scaffolding for retention then they easily retain in and sustain in inclusive flow and this scaffolding means development of survival skills of both student for survive in inclusive classroom.

2. Teachers are considered to be the most important variable for students’ achievements and successful implementation of inclusive education. Inclusive education movements have brought substantial change in the policy and practice level of education in different parts of the world. Teachers need to be prepared for such change.

The journey towards inclusive education learning friendly schools is just at the beginning stage. In response to the international policy declarations, Savitribai Phule Pune University has started reforming policy and practice in education to promote inclusive education. The teacher education curriculum for the Secondary level teachers in Pune University has been revised in 2008 and 2015-16 and at M.Ed. level optional paper “Inclusive Education” has separate topic on “collaboration and co-operative learning” for inclusive classroom. Therefore, this study has scope to see the effectiveness of the collaborative learning strategies for so Academic and Social survival skills model based on collaborative learning strategies.

1.3.2.2. Importance:

Traditionally exceptional children have experienced exclusion; discrimination and segregation form the mainstream education. Only some of the exceptional children are placed in separate schools or classes. A large number of these children are not attending schools. So the general education system should be accommodate these exceptional child and accept for inclusive education.

Academic and Social survival skills model based on collaborative learning strategies for Inclusive Classroom helpful to teachers following way,

1. A3S Model provided suggestions and direction about development of Academic & Social Survival Skills of inclusive students.


3. A3S Model provided syntax to develop collaborative learning climate and to develop inclusive student’s Academic & Social Survival Skills along with Science content.

4. A3S Model provided guidance how to develop Academic & Social Survival Skills of inclusive students using Science content.

This study focused on development and checked the effectiveness of Academic and
Social survival skills model based on collaborative learning strategies for inclusive classroom, so in above aspect this study is important

1.3.3. OPERATIONAL DEFINITIONS:

1.3.3.1. INCLUSIVE CLASSROOM:

CONCEPTUAL DEFINITION:
“Inclusive classroom practice’ may occur in the local school or an Education Support School, Centre or Unit. Inclusive classroom practice is not about placement. It is about making sure that children are taught in ways that suits their needs”
(Ref: University of Richmond, Instructional Strategies for Co-Teaching & Inclusion)

OPERATIONAL DEFINITION:
The classroom has 6th and 7th standard normal and special educational needs students and identifying status of both students’ academic and social survival skills, manage classroom arrangement, and collaboration with special teachers and goal and selection of proper teaching learning strategies which suits to all students need and to develop academic and social survival skills which enable them to cope up with inclusive environment means inclusive classroom

1.3.3.2. SURVIVAL SKILLS:

OPERATIONAL DEFINITION:
Survival skill is a procedure that 6th and 7th standard normal and special educational needs students may use academic and social skills in order to sustain life in inclusive environment. Cognitive, communication, affective and cooperative abilities are survival skills for 6th and 7th standard normal and special educational needs students for inclusive classroom and following academic and social survival skills are included for inclusive classroom

A) Academic survival skills

Academic survival skill is a procedure to use academic skills to cope up with the inclusive environment for successful academic achievement. Cognitive, communication, abilities which includes following seven academic skills are academic survival skills for 6th and 7th standard normal and special educational needs students for inclusive classroom.

Seven Academic survival skills are,

1. Memorization: “To stores and remembers information. It includes symbolization, memorization, memorize the order, and recall.”
2 Understanding: “To understand something, comprehension. It includes comparing & contrasting, identifying structure, steps in a process, understanding pictures, comparing word meanings, identifying main ideas and identifying relationships.”

3 Attentive listening: “To pay full concentration on the speaker. Here we use a structured way of listening and responding to others. It includes receiving, understanding, evaluating, responding, remembering.”

4 Reading for meaning: “To comprehend the meaning of something written or print by reading and interpret this. It includes survey, question, reading, recall and review.”(SQ3R Method)

5 Note taking: “To write brief record of facts, topics, thoughts and took notes in class. It includes record, formulate questions, recite, reflect, summarize and review.”

6 Demonstrates: “To describe, explain or illustrate by examples, specimens, experiments or the like. It includes welcome, introduction, subject, hook, present new material, ensure retention and conclusion and end.”

7 Paragraph writing: “To write a distinct section of a piece, usually a group of sentences that forms a unit dealing with a single theme and indicated by a new line, indentation or numbering the concluding paragraph. It includes identified a strategy, modeling the strategy, scaffolding the strategy (topic, supporting and concluding sentences and examples), write first draft of paragraph, and rewrite/rearrange the paragraph.”

B) Social survival skills:
Social survival skill is a procedure to use social skills to cope up with the inclusive environment for successful social achievement. Affective and cooperation abilities which includes following seven social skills are social survival skills for 6th and 7th standard normal and special educational need students for inclusive classroom.

Seven Social survival skills are,

Social survival skills for Inclusive classroom

1 Conversation: “To exchange ideas, emotions & information between people. It is also the mechanism we use to establish & modify relationship. It includes conversation plan, leading conversation, assertive speaking, active listening and evaluating.”

2 Obtaining others/teacher’s attention: “To gaining someone’s attention by using non-verbal signals and open questions. It includes body language, reflecting feelings and asking open questions.”
3 Shares and Participate with others: "To share and participated emotions, experiences, ideas and information with peers and to provide sympathy. It includes getting friends attention, sharing objects, asks for opinion, listens carefully to others/peers and shares your opinion."

4 Identifies & Express emotions in self & others: "To identify and understand own and others feelings, express it in social manner it helps us understand the perspectives, needs and intention of others. It includes recognize feelings, understand feelings, regulating and manage feelings and express feeling appropriately."

5 Ask permission: "To ask for someone to do something that belongs to someone you have to do your best to be polite. It includes appropriate language, appropriate tone of voice and facing expressions, appropriate body language and eye contact.

6 Cares for physical appearance: "To think and talk positively about our body. It includes sense of self, physical appearance, body gesture and expression of body"

7 Assists others: "To provide advice, practical support and help to complete the work. It includes identifying need of others, give boost, helping hand, give help and support."

1.3.3.3. ACADEMIC AND SOCIAL SURVIVAL SKILLS MODEL (A3SModel):

CONCEPTUAL DEFINITION
"Teaching models are just instructional designs, they describe the process of specifying and producing particular environmental situations which cause the students to interact in such a way that specific change occurs in his behaviour" (Jagtap, H.N., 136)

OPERATIONAL DEFINITION:
A simplified description of collaborative teaching-learning strategies, academic and social survival skills teaching-acquisition strategies for development of seven academic and social survival skills, overall and levels of that seven academic and social survival skills along with science content of 6th and 7th standard both students which enable them to cope up with inclusive classroom and assist about focus, syntax, social system and support system. It is a three cycled validated version of a product for inclusive classroom

1.3.3.4. DEVELOPMENT OF ACADEMIC AND SOCIAL SURVIVAL SKILLS MODEL (A3SModel):

OPERATIONAL DEFINITION:
To develop a simplified description of collaborative teaching-learning strategies, academic and social survival skills teaching-acquisition strategies for development of
seven academic, social survival skills, overall seven academic, social survival skills and levels of that seven academic and social survival skills along with science content of 6th and 7th standard both students which enable them to cope up with inclusive classroom, assist about focus, syntax, social system and support system by using following phases.

Phase I: Planning, Phase II: Developments, Phase III: Product Testing: Validation of the above developed model for Inclusive classroom: two cycles and time series testing Phase, IV: Efficacy of the above developed model for Inclusive classroom: third cycle and time series testing.

1.3.3.5. UPPER PRIMARY SCHOOLS:

OPERATIONAL DEFINITION:
Upper primary schools means ZP inclusive schools from Shirur Taluka which has 6th and 7th standard normal and special educational needs students

1.3.4 OBJECTIVES OF THE STUDY: Every Objective has sub-objectives
1. To know the status of Academic and Social survival skills of normal and special educational needs students which required for survival in Inclusive classroom
   1.1. To know about which academic and social survival skills are needed for 6th and 7th standard normal and special educational needs students for Inclusive classroom
   1.2. To check the status of academic and social survival skills of 6th and 7th standard normal and special educational needs students of inclusive classroom

2 To develop Academic and Social survival skills model (A3SModel) on the basis of above status of academic and social survival skills of 6th and 7th standard normal and special educational needs students of Inclusive classroom.
   2.1. To know about which strategies are needed for development of above skills for inclusive classroom and included in academic and social survival skills model for inclusive classroom
   2.2. To study related literature by using literature analysis method for development of academic and social survival skills model for inclusive classroom
   2.3. To develop academic and social survival skills model by using collaborative learning strategies for development of deficient academic and social survival skills which are needed for 6th and 7th standard normal and special educational needs students for Inclusive classroom

3 To establish the efficacy of the above developed model for Inclusive classroom.
3.1 To establish efficacy of academic and social survival skills model by using three cycled time series for validation and to check the efficacy of the academic and social survival skills model for development of deficient academic and social survival skills which are needed for 6th and 7th standard normal and special educational needs students for inclusive classroom

1.3.5. RESEARCH QUESTIONS:
1. What is the status of academic and social survival skills of 6th and 7th standard normal and special educational need students for inclusive classroom?
2. Is A3S Model effective for development of academic and social survival skills of 6th and 7th standard normal and special educational need students for inclusive classroom?

1.3.6. HYPOTHESES:
1.3.6.1. Research Hypothesis:
1. Academic and social survival skills model will be effective for development of academic and social survival skills of 6th and 7th standard normal and special educational needs students of inclusive classroom

1.3.6.2. Null Hypothesis:
A. Related to academic and social survival skills scale
1. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of academic survival skills in academic survival skills scale
Under this main hypothesis 62 sub hypotheses were tested related to seven academic survival skills, each level of seven academic survival skills, and overall academic survival skills

1.1. Academic Survival Skill: Memorization:
There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Memorization in academic survival skills scale

1.1.0. Levels of Memorization
1.1.1. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Symbolization- memorization in academic survival skills scale

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1.1.2. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Memorize-memorization in academic survival skills scale

1.1.3. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Making a list-memorization in academic survival skills scale

1.1.4. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Memorization the order-memorization in academic survival skills scale

1.1.5. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Repeat-memorization in academic survival skills scale

1.1.6. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Associations-memorization in academic survival skills scale

1.1.7. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Recalls-memorization in academic survival skills scale

1.2. Academic Survival Skill: Understanding

There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Understanding in academic survival skills scale

1.2.0. Levels of Understanding

1.2.1. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Comparing & Contrasting-understanding in academic survival skills scale

1.2.2. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Identifying structure-understanding in academic survival skills scale

1.2.3. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Steps in a process-understanding in academic survival skills scale
1.2.4. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Understanding pictures - understanding in academic survival skills scale

1.2.5. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Comparing word meaning - understanding in academic survival skills scale

1.2.6. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Identifying main ideas - understanding in academic survival skills scale

1.2.7. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Identifying relationship - understanding in academic survival skills scale

1.3. Academic Survival Skill: Attentive Listening

There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Attentive Listening in academic survival skills scale

1.3.0. Levels of Attentive Listening

1.3.1. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Receiving- Attentive Listening in academic survival skills scale

1.3.2. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Understanding - Attentive Listening in academic survival skills scale

1.3.3. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Evaluating - Attentive Listening in academic survival skills scale

1.3.4. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Non-verbal communications- Attentive Listening in academic survival skills scale

1.3.5. There is no significant difference between mean scores of pre academic survival
skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Responding- Attentive Listening** in academic survival skills scale

1.3.6. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Remember - Attentive Listening** in academic survival skills scale

1.3.7. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **construct Structures - Attentive Listening** in academic survival skills scale

1.3.8. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Concept mapping- Attentive Listening** in academic survival skills scale

**1.4. Academic Survival Skill: Reading for Meaning**

There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Reading for Meaning** in academic survival skills scale

**1.4.0. Levels of Reading for Meaning**

1.4.1. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Survey - Reading for Meaning** in academic survival skills scale

1.4.2. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Skimming - Reading for Meaning** in academic survival skills scale

1.4.3. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Question - Reading for Meaning** in academic survival skills scale

1.4.4. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Scanning - Reading for Meaning** in academic survival skills scale

1.4.5. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Topic sentence/ Main ideas - Reading for Meaning** in academic survival skills scale
1.4.6. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Details and Supportive examples - Reading for Meaning** in academic survival skills scale

1.4.7. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Concept mapping - Reading for Meaning** in academic survival skills scale

1.4.8. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Analyses - Reading for Meaning** in academic survival skills scale

1.4.9. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Interpretations - Reading for Meaning** in academic survival skills scale

1.4.10. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **themes - Reading for Meaning** in academic survival skills scale

1.4.11. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **summaries - Reading for Meaning** in academic survival skills scale

1.5. **Academic Survival Skill: Note Taking**

There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Note Taking** in academic survival skills scale

1.5.0. **Levels of Note Taking**

1.5.1. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Record - Note Taking** in academic survival skills scale

1.5.2. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Reading - Note Taking** in academic survival skills scale

1.5.3. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Abbreviations - Note Taking** in academic survival skills scale
1.5.4. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Flow chart - Note Taking in academic survival skills scale

1.5.5. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Concept Map - Note Taking in academic survival skills scale

1.5.6. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Question - Note Taking in academic survival skills scale

1.5.7. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Recite - Note Taking in academic survival skills scale

1.5.8. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Reflect - Note Taking in academic survival skills scale

1.5.9. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Summarize - Note Taking in academic survival skills scale

1.5.10. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Review - Note Taking in academic survival skills scale

1.6. Academic Survival Skill: Demonstrates

There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Demonstrates in academic survival skills scale

1.6.0. Levels of Demonstrates

1.6.1. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Appropriate language - Demonstrates in academic survival skills scale

1.6.2. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of Voice and accent - Demonstrates in academic survival skills scale

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1.6.3. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6\(^{th}\) and 7\(^{th}\) standard students of **Gesture - Demonstrates** in academic survival skills scale.

1.6.4. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6\(^{th}\) and 7\(^{th}\) standard students of **Interaction method - Demonstrates** in academic survival skills scale.

1.7. **Academic Survival Skill: Paragraph writing**

There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6\(^{th}\) and 7\(^{th}\) standard students of **Paragraph writing** in academic survival skills scale.

1.7.0. **Levels of Paragraph writing**

1.7.1. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6\(^{th}\) and 7\(^{th}\) standard students of **Identifying the strategy - Paragraph writing** in academic survival skills scale.

1.7.2. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6\(^{th}\) and 7\(^{th}\) standard students of **Modelling the strategy - Paragraph writing** in academic survival skills scale.

1.7.3. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6\(^{th}\) and 7\(^{th}\) standard students of **Scaffolding the strategy - Paragraph writing** in academic survival skills scale.

1.7.4. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6\(^{th}\) and 7\(^{th}\) standard students of **Topic sentence - Paragraph writing** in academic survival skills scale.

1.7.5. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6\(^{th}\) and 7\(^{th}\) standard students of **Supporting sentence and examples - Paragraph writing** in academic survival skills scale.

1.7.6. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6\(^{th}\) and 7\(^{th}\) standard students of **Concluding sentence - Paragraph writing** in academic survival skills scale.
There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of rewrite/rearrange the paragraph - paragraph writing in academic survival skills scale.

1.8. Overall Academic Survival Skills
There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of overall academic survival skills in academic survival skills scale.

There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of social survival skills in social survival skills scale.

Under this main hypothesis 52 sub hypothesis were tested related to seven social survival skills, each level of seven social survival skills, and overall social survival skills.

2.1. Social Survival Skill: Conversation
There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of Conversation in social survival skills scale.

2.1.0. Levels of Conversation
2.1.1. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of preparing a conversation plan - conversation in social survival skills scale.

2.1.2. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of leading conversation - conversation in social survival skills scale.

2.1.3. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of assertive conversation - conversation in social survival skills scale.

2.1.4. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of response - conversation in social survival skills scale.

2.1.5. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of active listening - conversation in social survival skills scale.
2.1.6. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of Evaluating - Conversation in social survival skills scale

2.2. Social Survival Skill: Obtaining others /teachers attention

There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of Obtaining others /teachers attention in social survival skills scale

2.2.0. Levels of Obtaining others /teachers attention

2.2.1. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of Body language- Obtaining others /teachers attention in social survival skills scale

2.2.2. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of Reflecting feelings- Obtaining others /teachers attention in social survival skills scale

2.2.3. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of Asking open questions- Obtaining others /teachers attention in social survival skills scale

2.3. Social Survival Skill: Shares and Participate with others

There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of Shares and Participate with others in social survival skills scale

2.3.0. Levels of Shares and Participate with others

2.3.1. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of Getting friends’ attention- Shares and Participate with others in social survival skills scale

2.3.2. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of Non-verbal - Shares and Participate with others in social survival skills scale

2.3.3. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of Sharing Objects - Shares and Participate with others in social survival skills scale

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2.3.4. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of **Ask open questions - Shares and Participate with others** in social survival skills scale

2.3.5. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of **shares own notes - Shares and Participate with others** in social survival skills scale

2.3.6. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of **Ask for opinion- Shares and Participate with others** in social survival skills scale

2.3.7. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of **Share information - Shares and Participate with others** in social survival skills scale

2.3.8. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of **Listen carefully to others - Shares and Participate with others** in social survival skills scale

2.3.9. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of **Share your opinion in proper way - Shares and Participate with others** in social survival skills scale

2.4. **Social Survival Skill: Identifies & Express emotions in self & others**

There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of **Identifies & Express emotions in self & others** in social survival skills scale

2.4.0. **Levels of Identifies & Express emotions in self & others**

2.4.1. There is no significant difference between mean scores of social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of **Deal with self - Identifies & Express emotions in self & others** in social survival skills scale

2.4.2. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of **Deal with others- Identifies & Express emotions in self & others** in social survival skills scale

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2.4.3. There is no significant difference between mean scores of pre social academic survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of **Identifies impact of our emotions - Identifies & Express emotions in self & others** in social survival skills scale.

2.4.4. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of **Identifies others emotions - Identifies & Express emotions in self & others** in social survival skills scale.

2.4.5. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of **Assertiveness - Identifies & Express emotions in self & others** in social survival skills scale.

2.4.6. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of **Regulating & Manage negative remark - Identifies & Express emotions in self & others** in social survival skills scale.

2.4.7. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of **Know self-strength and weaknesses - Identifies & Express emotions in self & others** in social survival skills scale.

2.4.8. There is no significant difference between mean scores of pre academic survival skills scale and post academic survival skills scale obtained by 6th and 7th standard students of **Leading group responsibility - Identifies & Express emotions in self & others** in academic survival skills scale.

2.4.9. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of **Flexibility - Identifies & Express emotions in self & others** in social survival skills scale.

2.4.10. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of **Positiveness - Identifies & Express emotions in self & others** in social survival skills scale.
2.5. Social Survival Skill: Ask permission
There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of Ask permission in social survival skills scale

2.5.0. Levels of Ask permission
2.5.1. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of Appropriate language- Ask permission in social survival skills scale
2.5.2. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of Appropriate tone of voice- Ask permission in social survival skills scale
2.5.3. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of Appropriate words- Ask permission in social survival skills scale
2.5.4. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of Gesture- Ask permission in social survival skills scale
2.5.5. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of Eye contact- Ask permission in social survival skills scale

2.6. Social Survival Skill: Cares for physical appearance
There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of Cares for physical appearance in social survival skills scale

2.6.0. Levels of Cares for physical appearance
2.6.1. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of Sense of self- Cares for physical appearance in social survival skills scale
2.6.2. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of Sense of Physical appearance- Cares for physical appearance in social survival skills scale
2.6.3. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of \textbf{Sense of body gesture - Cares for physical appearance} in social survival skills scale

2.6.4. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of \textbf{Positive things of Physical appearance - Cares for physical appearance} in social survival skills scale

2.6.5. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of \textbf{Negative things of Physical appearance - Cares for physical appearance} in social survival skills scale

2.6.6. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of \textbf{Expression of body- Cares for physical appearance} in social survival skills scale

2.7. Social Survival Skill: Assists others

There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of \textbf{Assists others} in social survival skills scale

2.7.0. Levels of Assists others

2.7.1. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of \textbf{Identify need of others- Assists others} in social survival skills scale

2.7.2. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of \textbf{Give a boost - Assists others} in social survival skills scale

2.7.3. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of \textbf{Helping hand - Assists others} in social survival skills scale

2.7.4. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of \textbf{Give help- Assists others} in social survival skills scale

2.7.5. There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6\textsuperscript{th} and 7\textsuperscript{th} standard students of \textbf{Give support - Assists others} in social survival skills scale

\begin{center}
\textbf{A3S Model for Inclusive Classroom}
\end{center}
2.8. Overall Social Survival Skills
There is no significant difference between mean scores of pre social survival skills scale and post social survival skills scale obtained by 6th and 7th standard students of overall social survival skills in social survival skills scale

B. Related to achievement test along with academic and social survival skills

1. There is no significant difference between mean scores of pre achievement test along with academic survival skills and post achievement test along with academic survival skills obtained by 6th and 7th standard students of overall academic survival skills in achievement test along with academic survival skills

Under this main hypothesis 7 sub hypothesis were tested related to seven academic survival skills, overall academic survival skills

1.1. Academic Survival Skill: Memorization

There is no significant difference between mean scores of pre achievement test along with academic survival skills and post achievement test along with academic survival skills obtained by 6th and 7th standard students of Memorization in achievement test along with academic survival skills

1.2. Academic Survival Skill: Understanding

There is no significant difference between mean scores of pre achievement test along with academic survival skills and post achievement test along with academic survival skills obtained by 6th and 7th standard students of Understanding in achievement test along with academic survival skills

1.3. Academic Survival Skill: Attentive Listening

There is no significant difference between mean scores of pre achievement test along with academic survival skills and post achievement test along with academic survival skills obtained by 6th and 7th standard students of Attentive Listening in achievement test along with academic survival skills

1.4. Academic Survival Skill: Reading For Meaning

There is no significant difference between mean scores of pre achievement test along with academic survival skills and post achievement test along with academic survival skills obtained by 6th and 7th standard students of Reading for Meaning in achievement test along with academic survival skills
1.5. Academic Survival Skill: Note Taking
There is no significant difference between mean scores of pre achievement test along with academic survival skills and post achievement test along with academic survival skills obtained by 6th and 7th standard students of Note Taking in achievement test along with academic survival skills

1.6. Academic Survival Skill: Demonstrates
There is no significant difference between mean scores of pre achievement test along with academic survival skills and post achievement test along with academic survival skills obtained by 6th and 7th standard students of Demonstrates in achievement test along with academic survival skills

1.7. Academic Survival Skill: Paragraph writing
There is no significant difference between mean scores of pre achievement test along with academic survival skills and post achievement test along with academic survival skills obtained by 6th and 7th standard students of Paragraph Writing in achievement test along with academic survival skills

2 There is no significant difference between mean scores of pre achievement test along with social survival skills and post achievement test along with social survival skills obtained by 6th and 7th standard students of overall social survival skills in achievement test along with social survival skills
Under this main hypothesis 7 sub hypothesis were tested related to seven social survival skills, overall social survival skills

2.1. Social Survival Skill: Conversation
There is no significant difference between mean scores of pre achievement test along with social survival skills and post achievement test along with social survival skills obtained by 6th and 7th standard students of Conversation in achievement test along with social survival skills

2.2. Social Survival Skill: Obtaining others /teachers attention
There is no significant difference between mean scores of pre achievement test along with social survival skills and post achievement test along with social survival skills obtained by 6th and 7th standard students of Obtaining others /teachers attention in achievement test along with social survival skills

2.3. Social Survival Skill: Shares and Participate with others
There is no significant difference between mean scores of pre achievement test along with social survival skills and post achievement test along with social survival skills
obtained by 6th and 7th standard students of Shares and Participate with others in achievement test along with social survival skills

2.4. Social Survival Skill: Identifies & Express emotions in self & others

There is no significant difference between mean scores of pre achievement test along with social survival skills and post achievement test along with social survival skills obtained by 6th and 7th standard students of Identifies & Express emotions in self & others in achievement test along with social survival skills

2.5. Social Survival Skill: Ask permission

There is no significant difference between mean scores of pre achievement test along with social survival skills and post achievement test along with social survival skills obtained by 6th and 7th standard students of Ask permission in achievement test along with social survival skills

2.6. Social Survival Skill: Cares for physical appearance

There is no significant difference between mean scores of pre achievement test along with social survival skills and post achievement test along with social survival skills obtained by 6th and 7th standard students of Cares for physical appearance in achievement test along with social survival skills

2.7. Social Survival Skill: Assists others

There is no significant difference between mean scores of pre achievement test along with social survival skills and post achievement test along with social survival skills obtained by 6th and 7th standard students of Assists others in achievement test along with social survival skills

1.3.7 ASSUMPTIONS:

1 Academic and Social survival skills can be developed.
(Ref: Brigman, Greg, Lane, Devi petals and etals: Teaching children school success skills)

2 Collaborative learning facilitates Academic learning and affords opportunity for important social learning
(Ref: University of Richmond, Instructional Strategies for Co-Teaching& Inclusion)
1.3.8 SCOPES, DELIMITATIONS, LIMITATIONS:

1.3.8.1 Scope:
1 The scope of the present study is all Upper primary inclusive schools from Shirur Taluka and their 6th and 7th standard normal and special educational needs students
2 This study is related to Academic and Social survival skills required for Inclusive classroom
3 This study is related to development of Academic and Social survival skills Model i.e. A3S Model for Inclusive classroom
4 The present study is helpful to inclusive teachers to innovative ways of teaching model for Inclusive classroom.

1.3.8.2 Delimitations:
1 This research is delimited only Academic and Social survival skills for 6th and 7th standard inclusive classroom.
2 This research is delimited to Shirur Taluka of Pune.
3 This research is delimited to Science subject and Science teachers of inclusive classroom and special teachers.
4 This research is delimited to Upper primary inclusive schools that means 6th, 7th standard inclusive students
5. This research is delimited to seven academic and seven social survival skills
6. This research is delimited to development and to check effectiveness of Academic and Social survival skills model for inclusive classroom

1.3.8.3 Limitations:
1 The success of present study depended on responses given by inclusive students and opinions and teaching skill of subject teachers and special teachers from inclusive schools.
2 Responses of inclusive students are depends upon maturation, age, interest, mental state.
3 Responses of subject teachers and special teachers are depends on attitude, belief and mental state.

1.3.8.4 Significance of the Study:
After this study researcher knew, How to develop Academic and Social survival skills of inclusive students for survive in inclusive classroom
1 A3S Model is useful for inclusive classroom
2 A3SModel is useful for creation of collaborative learning environment
3 A3SModel is useful for creation of social environment
4 A3SModel is useful for development of group oriented approach in inclusive students which is one of the item of Mental Health
5 A3SModel is useful for create constructivism climate.
6 A3SModel is useful for development of academic and social survival skills of inclusive students and these skills are part of life skills

Review of related literature and related research is given in chapter