Chapter 1

Introduction
CHAPTER – I
INTRODUCTION

“In our national perception education is essentially for all. This is fundamental to our all-round development, material and spiritual. Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit – thus furthering the goals of socialism secularism and democracy enshrined in our constitution.” (NPE 1986, P.3)

1.1. EDUCATION IS A PROCESS OF HUMAN EMPOWERMENT

In the words of the ancient Greek Philosopher Diogenes, “The foundation of every state is the education of its youth.” In the same line of thought the Education commission (1964 – 66) has also aptly opined in its report,

“Destiny of India is being shaped in her classroom.”

Education is a process of human empowerment for the achievement of better and higher quality of life (Dave, R.H. 1996). At the National Conference of Educational Experts at New Delhi on August 16, 1996, S.R.Bommai, Minister for Human Resource Development made a fervent plea for evolving a sustainable and practical methodology of communitisation of education. He felt that though there has been a growing realization among policy makers and planners, the development would never become self-sustaining unless it was accompanied by the corresponding changes in attitudes, values, knowledge and skills of the people as a whole and that the only way this change can be accomplished is through education. He suggested that people seek and actively promote an abiding desire by which masses of people come forward and involve themselves in the promotion of education. This development of human potential depends on how well people participate in the process of national development and contribute to it.
It is an ever-agreeable fact; the imperial power of knowledge is the only factor that basically discriminates a person from his co-existing nomads and from other mortals of the worlds. The same also helps him to bring the world under his unquestionable custody. The imperative character of education for individual growth and social development is now accepted by everyone. An educated civilization is essential for the smooth functioning of a democracy and to the preservation of every citizen. It is felt by all nations that education of youth is an investment into the future of the economy and the state. Education for all by the year 2000 was adopted as a global target and a frame work of a plan of action to achieve this target was adopted by international community. The world conference an Education for All (EFA) states that every person, child, youth and adult should be able to benefit from educational opportunities designed to meet their basic learning tools and basic learning content required by human beings to be able to survive to develop their full capacities. The National policy on Education (1986, 1992) emphasizes ‘A National System of Education’ to promote its unique socio-cultural identity and to meet the challenges of time and education for equality.

The former president of India Dr. Abdul Kalam a great scientist attributes that the poverty still rampant in the nation is due to “Lack of hard work and innovative sprit... Only a nation with a sprit to think can progress. A nation with an Idle mind will fall into destruction” ["India will be developed nation in ten years", The Hindu October 3, 2001 Page 4]

1.2. PRIMARY EDUCATION IN INDIA

Primary education plays an important role in any developing country. But in India, there is no uniformity of pattern and most primary schools have five grades. A child usually enters the first grade at the age of six and continues till eleven. The old pattern is gradually changing and it has been realized that the minimum period for which the child should be in school is seven years. This would eliminate large scale wastage and stagnation at the primary level.
Gandhiji's basic scheme also envisaged seven years' compulsory schooling for all children. His Basic Education, also known as the Wardha Scheme, was to be adopted as a pattern of education, for the entire nation but so far it has not been practical for various reasons.

1.2.1 Aims of primary education in India

The general objectives of primary education are more or less the same as in other countries. It aims at giving adequate mastery over the basic tools of learning, development of the child’s personality. Preparing children for good citizenship and inculcating in them a sense of the dignity of labour. But by and large, these aims are rarely attained.

1.2.2 Curriculum for primary education in India

Curriculum in our primary schools is largely bookish and theoretical. It is narrow and confined to giving training in the basic tools of learning.

1.2.3 Administration in Primary schools of India

Primary education is administered by state governments, local bodies or private agencies. The agency for administration differs from state to state. The government Institutions and schools run by district or municipal boards are largely free, but the quality of education is the poorest in them. The private institutions which get financial support from the government or through other sources are better equipped in respect of teaching personnel and other facilities. Expenditure on primary education is met by the state government and local bodies through taxation. The government also helps by giving grants for development and improvement of existing facilities.

1.2.4 General Problems of Primary Education

- Providing equal educational opportunities.
- Minimizing wastage and stagnation
- Improving school buildings
- Improving the service conditions of school teachers
1. Increasing enrolment of girls
   Improving inspection of primary schools
   Removing administrative bottle necks
   Providing appropriate training of primary school teachers.

1.3. SPECIAL EDUCATION AND INCLUSIVE EDUCATION

Special education refers to any programme provided for handicapped children instead of or in addition to the regular classroom programme. The practice of special education has changed dramatically in recent years and is still evolving. The different views taken on special Education have ignited spark of controversies over segregating some children from the mainstream and providing them with extra opportunities. There are arguments for and against both special education and integrated education. Special education means specifically designed instruction that meets the unusual needs of special children. It requires special materials, teaching, techniques, or equipment and or facilities. Special Education, to be effective warrants related services such as special transportation, Psychological assessment, physical and occupational therapy, medical treatment and counseling. The foremost goal of special education is finding and capitalizing on special children’s abilities.

Special education may be imparted in the regular classroom, special classroom or in a combination or both. Earlier it was primarily confined to special classes. But not a special education programme for special children is very much an integral part of general education. So the teachers have to develop an insight into the categories of special children. So that they can make their teaching reach out to all learners.

1.3.1 Special children – Concept and meaning

The study of special children is the study of differences. The special child is different in some way or the other from the average child. In very simple terms a special child is one who may have problems or special talents in thinking, seeing hearing.
A special child has a combination of special abilities of disabilities. These children are either far enough below or far enough above the average range. They need very much specialized attention, which is not provided in regular classrooms.

The study of special children is not markedly different from the average children in every way. Actually, most special children are average in more ways that they are, different. Until recently, professionals, and common people simply focused on the difference between special children and average children. They did not focus on the ways in which all children are alike. Now educationists tend to give more attention to what special children and average children have in common i.e. similarities in their characteristics, needs and ways of learning. This has made the study of special children more complex.

In the classroom, children are so distributed that most of them can be classified as average or normal. But there are some students in every classroom who deviates mentally, socially, educationally, physically or culturally from normal children. Such children need special educational care and their learning problems are to be tackled in a special manner. These children are special children and they constitute about a considerable percentage of students population. Educating these children is a challenging task in human resource development.

Special children possess specific disability or special abilities. In the case of gifted children, they have special abilities and they are so far above the average children that they are neglected in the classroom. As these children are much ahead of the average children in the classroom, the teachers do not pay due attention to these students. On the contrary, those students who have specific disability find it very difficult to cope with other children. It warrants employing special methods and means in the instruction of these special children.
Special children are those students who require special education and related services if they are to realize their full human potential. These children are in need of special education because they are markedly different from most children in the classroom in one or more of the following ways. They may have mental retardation, specific learning difficulties, emotional problems, physical disabilities hampering their learning, disordered speech or language, or special gifts or talents. So special children are those children who differ from the average to such extent that their differences warrant some type of special instruction, either within the regular classroom or in special classes.

Some special children learn to live with their disabilities or special abilities in such ways that surprise most of us. Their differences from most people do not keep them from leading full and normal lives as children or as adult. Sometimes special education plays no role in their lives because their abilities, motivation and support from the families and communities are sufficient to allow them to circumvent their deficiencies without special assistance. But this is not the case with most of the special children and they need special assistance to realize their full human potential.

The term "special" is applied to a trait or to a person possessing the trait if there is a considerable extent of deviation from the normal possession of that trait. These special children differ from the average to such an extent that their differences warrant some type of special instruction either in the mainstream or in special schools. The difference in the case of special children is only one of degree. The difference lies in learning or behaviour of the child. For example, Many students may have vision or hearing impairment, but most of these cases can be corrected with glasses and hearing aids. Only a few may require special keep like large print, magnifies, or Braille materials. Such students who need special instruction can be categorized under special children. Learning disabled children also belong to the category of special children.
1.3.2 Education of Children with Disabilities – Policy Perspective

There has been a considerable shift in the understanding of disability, from earlier medical interpretations of seeing disability as a deficit within the individual to that of viewing it in the context of a Human Rights issue.

The National Policy on Education (NPE), 1986 and the Programme of Action (1992) gives the basic policy framework for education, emphasizing the correcting of existing inequalities. It stresses on reducing dropout rates, improving learning achievements and expanding access to students who have not had an easy opportunity to be a part of the mainstream system. The NPE, 1986 envisaged measures for integrating the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

The 93rd Amendment of the Constitution of India has made education a fundamental human right for children in the 6-14 years age group thereby making it mandatory for all children to be brought under the fold of education. This includes children with disability.

India is a signatory to the Salamanca Statement and Framework for Action on Special Needs Education (1994) that emphasizes access to quality education for all. The Statement endorses the need for fundamental policy shifts required to promote the approach to inclusive education, namely enabling schools to serve all children, particularly those with special educational needs by implementing practical and strategic changes.

The Government of India has enacted the legislation Persons with Disabilities (Equal Opportunities and Full Participation) Act, 1995 (PWD Act) to achieve amongst other things, the goal of providing access to free education in an appropriate environment to all learners with disabilities till s/he attains the age
The National Curriculum Framework for School Education (NCERT, 2000) has recommended inclusive schools for learners with special educational needs by making appropriate modifications in the content, presentation and transaction strategies, preparing teachers and developing learning friendly evaluation procedures.

The significant achievement of NPE was that it laid emphasis on research and development in the area of special education. The National Council of Educational Research and Training (NCERT), New Delhi, and other universities undertook the tasks of research and development in the area of special education. The National Institute for the Visually Handicapped, Dehra Dun, undertook many projects to conduct research in this area. The policy also recommended that both preservice and inservice teacher training programme should be initiated to prepare special teachers to cater to the educational needs of mild and moderate handicapped children in ordinary schools. The NCERT designed a Multi-category Teacher Training programme to train special teachers to help mainstream handicapped children. A number of teachers were trained through Regional Colleges of Education to work in schools where handicapped children were being mainstreamed. The Scheme of Integrated Education for the Disabled was revised in 1987 to provide more facilities to handicapped children in mainstream education (NCERT, 1988).

The National Policy on Education (1986) was reviewed and the revised programme of Action (1992) was prepared. It was estimated that about 12.59 million children with disabilities were to be provided education in the school system. Education of children with disabilities was considered a part of the general education system. The Programme of Action (1992) in India mentioned the provision of providing vocational training to the handicapped through it is
other vocational institutions. The Scheme of Integrated Education for the Disabled was also revised again in 1992 in view of the changes in the Programme of Action.

- To achieve the target of Education for All, it is imperative that integrated education for special needs children be initiated. We cannot achieve this target unless we enroll the major chunk of children with disabilities into the general education system.
- The POA (1992) suggested that a child with disability, who can be educated in a general school, be educated in a general school and not in a special school.
- Even those children were are initially admitted to special schools for getting training in plus curriculum should be transferred to general schools once they acquire daily living skills, communication and basic academic skills.
- The target will be to integrate the children with special needs in the general community at all levels as equal patterns to prepare them for normal growth and to enable them to face life with courage and confidence.

1.3.3 Definition of Inclusive Education

In its broadest and all encompassing meaning, inclusive education, as an approach, seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners, young people - with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. This is possible only in a flexible education system that assimilates the...
needs of a diverse range of learners and adapts itself to meet these needs. It aims at all stakeholders in the system (learners, parents, community, teachers, administrators, and policy makers) to be comfortable with diversity and see it as a challenge rather than a problem.

Research has shown that Inclusive education results in improved social development and academic outcomes for all learners. It leads to the development of social skills and better social interactions because learners are exposed to real environment in which they have to interact with other learners each one having unique characteristics, interests and abilities. The non-disabled peers adopt positive attitudes and actions towards learners with disabilities as a result of studying together in an inclusive classroom. Thus, inclusive education lays the foundation to an inclusive society accepting, respecting and celebrating diversity.

1.3.4 Goal of Action Plan for Inclusion

Recognizing Education for All children as a fundamental right, to ensure the inclusion of children and youth with disabilities in all available mainstream educational settings, by providing them with a learning environment that is available, accessible, affordable and appropriate to help, develop their learning and abilities.

1.4. LEARNING DISABILITIES

There is a growing concern for Children with Learning Disabilities who have extreme difficulty in learning academic and other skills despite their mental capacity for doing so. The enigma of the youngster who encounters extra ordinary difficulty in learning, however, is not new. Children with from all walks of life have experienced difficulties in learning. In fact, some of the world’s most distinguished people had unusual difficulty in certain aspects of learning. Moreover, the condition we call Learning Disability occurs in all cultures, nations and language groups.
1.4.1. Concept and Meaning

The field of learning disabilities is the newest challenging sub area of the broader field of special education. It was a parents meeting in New York city in the early 1963's that his term was proposed by Samuel Kirik as a compromise because of the confusing variety of labels that were being used then to describe the child with relatively normal intelligence who was having learning problems. In those days such a child was likely to be referred to as being minimally brain injured, a slow learner, a dyslexic or perceptually disabled (Hallahan and Kauffman, 1991). Hence this labels 'learning disabilities' was most welcome to parents who have anticipated a diagnosis of mental retardation. To those parents who were certain that their child was only unmotivated, it had a traumatic effect. And to the professionals in the field of special education it has a variety of meaning, depending on experience, perspective, or related information about the student in question.

It is learning disabilities that are the most vague and mystifying when compared to other major handicapping or disabling conditions, with the possible exception of emotional disturbances. It is only at a later date that learning disabilities were officially recognized than other handicapping conditions, with the possible exception of emotional disturbances. It is only at a later date that learning disabilities were officially recognized than other handicapping conditions and so there is all a great deal of debate as to what is meant be the term learning disabilities were officially recognized than other handicapping conditions and so there is all a great deal of debate as to what is meant by the term learning disabilities. (Friedrich, Fuller and Davies, 1984, Mercer, 1983). There are many reasons why the field learning disabilities is receiving considerable public attention persisting hope for remediation characterizes the field, stimulated by examples of those unique individuals who purportedly had severe learning disabilities in their youth yet made significant contribution to society as adults. Individuals such as Thomas Edison, George Patton, Woodrow Wilson, Albert Einstein and many other distinguished men are said to have had a learning
disability in their childhood. Even one of the world's most famous writers of children's literature, Christian Anderson had a severe reading disability.

It is for administrative convenience and to provide a focal point for advocacy efforts that the term 'learning disabilities' came into being as a conglomerate of conditions grouped, under one label. This was much appreciated by most of the parents for they recognized that his was an essential step toward recognition and educational programming for children. The establishment of a National Advisory Committee on Handicapped Children marked the second major even in the evolution of a definition of learning disabilities. The first National Advisory Committee on Handicapped Children was headed by Samuel Krik. The first annual report of the committee was presented on January 31, 1968. The committee made ten recommendations including a definition.

1.4.2 Learning Disabilities - Definition

"Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written languages. These may be manifested in disorders of listening, thinking, reading, writing, speaking or arithmetic. They do not include learning problems which are due primarily to visual, hearing or motor handicaps, to mental retardation, emotionally disturbance, or to environmental disadvantage'. The third stem in the development of a national definition of learning disabilities came with the acceptance of a definition in relation to public law 94-142; the Education for all Handicapped Children act of 1975 in USA. The Bureau of Education for the Handicapped was instructed to find a better definition and to expound precisely how children can be identified as learning disabled. The Bureau made and extensive effort to develop more specific definition.

A generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening,
speaking, reading, writing, and reasoning abilities... Even though a learning disability may occur concomitantly with other disabling conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g., cultural differences or insufficient/inappropriate instruction) it is not the direct result of those conditions or influences. (NJCLD (1988) - National Joint Commission for Learning Disabilities)

Although originally intended as a rubric and not a diagnostic syndrome, learning disabilities is now a recognized category in special education. The current definition of learning disabilities widely used, if not embraced, is important because it relates to funding of special education programs:

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, or mental retardation, or of environmental, cultural, or economic disadvantage (Federal Register 42:163, 29 December, 1977, 65083).

Thomas Alva Edision (1987 – 1931) the American inventor of the telephone, the microphone, the phonograph and the electric light bulb, among many other things, was thought to be a dunce at school. He could never learn the alphabet or arithmetic tables by heart, and his spelling and grammar remained appalling throughout his life. Here is a sample of his writing at the age of nine.
Fig 1.1 Letter of Thomas Alva Edison

Dear mother – started store several weeks I have growed considerably I don’t look much like a boy now. How all the fold did you receive a Box of Books Memphis that the promised to send them languages.

Yours son,

Al.

It is to be noted that in the U.K. and other European countries they use the term learning difficulties in stead of learning disabilities. But the American usage ‘Learning disabilities’ has gained much ground. This may be attributed to the easy accessibility to American literature. In this study both the terms are used by the investigator though he is more inclined to the use of ‘Learning disabilities’.

1.4.3 Learning Disabilities in Indian Context

Learning Disability refers to marked difficulty in reading / writing / calculating or hyper activity in the child. (SSA).

Specific reading disabilities, in children and adults, have been known for nearly a hundred years (Hinshelwood, 1906), and went by the name of ‘dyslexia’ or ‘developmental dyslexia’ or even ‘specific developmental dyslexia’, terms that are even today used interchangeably with Learning Disabilities. The identification and description of Learning Disabilities as we know it now - as deficient general learning processes centering mostly on what we today call distractibility,
hyperactivity and visual-perceptual and perceptual-motor problems - began in the western world in the 1950s and 60s.

The major developments of the LD movement during this period centered on children who appeared normal in many intellectual skills but who also displayed a variety of cognitive limitations that seemed to interfere with their ability to read, write and learn in the classroom. LD was seen as primarily a processing disorder with difficulty in cross-modal integration. Educators, parents and mental health professionals crystallised their efforts on identifying and remediating these specific difficulties with an emphasis on diagnostic tools, specially trained professionals and special programs for the LD. The 1980s however witnessed a renewed emphasis on the association of language disturbances with Learning Disabilities.

The LD movement in India is of a much more recent origin and is today comparable with that of the western LD movement nearly half a century ago. The apparently lower incidence of these types of difficulties resulted in a relative lack of concern about LD in Asian countries like India and China. Reports of lower incidences of LD in the eastern world were attributed by western scholars to the general lack of awareness and sensitivity among educationists to the specific difficulties faced by children learning to read in overcrowded classrooms. At the same time, reports of the high incidence of problems associated with the acquisition of reading in western countries was attributed by easterners to the vagaries and complex nature of alphabetic writing systems such as English.

During the last decade or two, however, there has been an increasing awareness and identification of children with LD in India. Despite this growing interest we still have no clear idea about the incidence and prevalence of LD in India. Epidemiological studies of LD are fraught with difficulties ranging from the very definition of LD, identification, assessment, to socio-cultural factors unique to India. A brief review of definitions will amply demonstrate these difficulties.
Exclusionary definitions, such as the one given by the World Federation of Neurology (1968) are typical of the definitions of LD in the earlier period. It states, "Specific developmental dyslexia is a disorder manifested by difficulty learning to read, despite conventional instruction, adequate intelligence and socio-cultural opportunity. It is dependent upon fundamental cognitive disabilities which are frequently of constitutional origin".

Wheeler's inclusionary definition (1979) specifies, "Dyslexia is experienced by children of adequate intelligence as a general language deficit which is a specific manifestation of a wider limitation in processing all forms of information in short term memory, be they visually or auditorily presented. This wide limitation exhibits itself in tasks requiring the heaviest use and access to short term memory, such as reading, but particularly spelling".

Key terms such as adequate intelligence, appropriate instruction and socio-cultural factors are present in nearly all definitions of LD, whether exclusionary or inclusionary. The implication of these terms for an identification of children with LD in a pluralistic society such as ours is immense and cannot be easily handled. Note also that the "constitutional / neural" origin of LD is as yet only presumed and not unequivocally documented. These inherent complexities of the notion of LD are further complicated by a near total lack of teacher awareness and a lack of clear cut assessment procedures or indigenous tools for identification of processing deficits, intelligence testing and testing for proficiency in reading and writing.

The multilingual social context in India, where children often have to learn to study through the medium of a language not their own, is an added complexity. The language issue is further compounded by factors such as age of enrolment in school, preschool exposure to literacy and literacy support at home during the school years. Consequently, defining "adequate instruction" and "social opportunity" for children varying in backgrounds - from an urban Indian
child enrolled in preschool at age $2^{1/2}$ years with early and sustained support from upwardly mobile, middle class parents, to a rural child attending school for the first time at age $6^{1/2}$ years with no additional literacy support of any kind - is a tremendous challenge.

If this is true of identification and assessment, the challenges that we face with respect to remediation and management are no less daunting. Our educational system with its overwhelming emphasis on knowing rather than learning, theory rather than application, is ill-suited for the child with NJCLD (1988) - National Joint Commission for Learning Disabilities.

The overwhelming influence of western thought with a lack of indigenous research has led to a situation where even our strengths are turned into liabilities - the phonemecisation of the Indian scripts under the influence of the phonic method of the West, for instance. The near total lack of alternate systems of education and the social premium for a handful of vocational courses with an utter disregard for all other vocational training are other major hurdles in the 'education' of the child with Learning Disabilities. These are but some of the issues faced by the individual and the family of the Learning Disabled, to date in India.

1.4.4. Types of Learning Disabilities

Learning Disabilities notice among children can be broadly classified into various categories depending upon the major problem experience by them. Learning Disabilities rarely exists in isolation. Different types of Learning Disabilities are:

2. Reading disability.
3. Writing disability and
Under oral language disabilities there are two types namely dysphasia and Aphasia. Dysphasia refers to the partial inability to comprehend the spoken word and to speak. Aphasia is the inability to comprehend manipulates or expresses words in speech and writing or gestures. Reading disabilities are divided into dyslexia and alexia. Partial inability to read or to understand what one reads is known as dyslexia. Alexia is the inability to read written or printed language.

Writing disabilities are divided into dysgraphia and agraphia. Dysgraphia is the partial inability to write. Agraphia refers to total inability to write. Revisualization problem refers to inability to revvisualise the image of the letters or words. Formulation and syntax disorder is the inability to organize the ideas into a clear concise pattern of words.

Arithmetic disability is the inability to identify isolated or serious of numerals. This is further divided into dysscalculia and acalculia. Dysscalculia is the partial inability to perform calculations. Acalculia is the total inability to perform calculations.

1.4.5 Causes of Learning Disabilities

It is very difficult to specify the cause of ‘Child’s Learning Disability’. In most cases the cause of a Child’s Learning Disabilities remains mystery possible causes fall into three general categories organic and biological genetic and environment.

- **Organic and Biological Factors**: Many professionals believe that children with Learning Disabled have central nervous system dysfunction. Their brains malfunction in some way. Although some authorities in this field are reluctant to favour the notion of organic or biological causes of learning disabilities, there is an ever increasing body of research indicating that learning disabled children, especially those with severe learning difficulties have neurological abnormalities. Early research linking organic
factors and learning disabilities was based on relatively crude technological measures but today’s researchers are able to harness advanced technology to assess brain activity more precisely.

- **Genetic Factors:** There has been ever increasing evidence that indicates that learning disabilities tend to run in families. There are adequate studies implicating heredity as a cause of learning disabilities, in some children. Studies of twins indicate that when one twin has a reading disability the other is also more likely to have a reading disability if he or she is an identical (monozygotic from the same age) rather than a fraternal (dizygotic two eggs) twin.

- **Environmental Factors:** It is very difficult to document environmental causes. There is much evidence indicating that environmentally disadvantaged children are more prone to exhibit learning problems. Another possible environmental cause of learning disabilities is poor teaching. Some of authorities (Hallahan and Kauffman, 1991) are of the firm opinion that if teachers were better prepared to tackle the special learning problems of children in the early school years, some learning disabilities could be avoided.

### 1.4.6 Characteristics of Children with Learning Disability


- **Specific academic skills deficits.** For example, the children may have trouble with basic reading skills, reading comprehension, writing, written expression, spelling, mathematical calculation, and mathematical reasoning. Perceptual-motor impairments. The children may have trouble distinguishing shapes and sizes. He or she may
have also difficulty with fine motor activities, such as writing, coloring and cutting. They may lack established handedness and may make letter, word, and/or number reversals.

- **Memory and thinking disorders.** The children may be deficient in the use of strategies for memorization and haphazard in their approaches to learning. They may have poor language skill, which hinder memory, difficulty with short-term auditory and visual memory, and a lack of awareness of skills and strategies needed to solve problems and perform tasks.

- **Lack of organizational and study skills:** Time management difficulties (consistently late to class, late assignments, poor planning on exams, missing classes, etc.). Slow to start and/or complete assignments (procrastination). Repeated inability to recall what has been taught. Difficulty following oral and written directions. Lack of overall organization in written notes and composition. Short attention span during lectures. Inefficient use of campus resources (library, tutorials, etc.).

- **Speech and language disorders.** The children may have difficulty with the grammar (syntax), meaning (semantics), or social use (pragmatics) of language.

- **Attention disorders:** The children may have difficulty concentrating and remaining "on task". He or she rarely finishes what is started, frequently jumps from one activity to another, and is easily distracted by competing stimuli.

- **Hyperactivity.** The child has difficulty sitting still, is constantly in motion, is fidgety, and seems driven by an "inner motor."

- **Impulsiveness.** The child often acts without thinking, has poor planning and organizational skills, responds quickly and makes many errors, and lacks self-regulation skills.

- **Emotional liability.** The child is moody and often isolated or rejected by his or her peers. He or she may have low self-esteem and is more
likely to violate social norms. He or she may exhibit inappropriate ways of getting attention, elicits more negative reactions from others, and be lacking in social cognition skills. Also, he or she may have difficulty with reading nonverbal social cues and with motivation. He or she may be passive, rather than active learners.

- **General coordination deficits.** The child may be uncoordinated and have difficulty with fine and/or gross motor skills (e.g. tying shoes, running, hopping, skipping), and depth perception.

- **Neurological soft signs.** Poor fine motor coordination, balance, and tactile discrimination. The child may have strabismus and poor visual-motor coordination.

1.4.7 Case Study

Young children with special needs often do not get these needs addressed or, worse, may be traumatized by conventional educational processes and so need attention in the form of constructive intervention.

A typical profile of a child with special needs is afforded by Siddharth, a child with pronounced learning disabilities. It was a case which stood in patent need of constructive intervention suggested by a careful analysis of the situation. The child was seen to be deficient in the basic skills of communication and social interaction. He was just four years old at the time and the school, through a discussion with his mother, was able to piece together his background. His language acquisition had been retarded and his problems compounded by persistent bouts of ill-health. His grasp of spoken language allowed him to just understand what was spoken to him, without permitting him to express his wants. His inadequacy possibly fuelled his restlessness and made him quite unmanageable. His mother was evidently relieved at his being accepted in a special preschool programme after he had been rejected by some others and was hoping for further understanding and support from his school.
Identification of pre-school children with learning disabilities and provision of correct remedial measures for them are the strengths of contemporary educational procedures (Lerber, 1988; Shearer & Moni, 1987). If carried out early enough, such intervention might deliver children from the trauma of failure in a more conventional academic programme.

1.5. LEARNING FOR DEVELOPMENT

A decent education is a passport to a good, comfortable and secured life. It should provide hope and open avenues for a secured future, for intelligent, hard working and productive men and women of human society. It should enable youngsters to become contributing members of the society through knowledge, skills and character development, provide access to first rate training for people of all ages and backgrounds and make it possible for them to compete in a global economy. Education has to play a crucial role in the programme of National Development.

Education is not mere imparting or acquiring of knowledge in a particular subject. It should be training in logical thinking and help arrive at right conclusion besides imparting knowledge. It should make the children think. They should become active learners – not passive listeners, who store information in their memory and reproduce it at the time of examination. They should understand every bit of information they have received, examine whether it is true or false based on facts. They should digest the facts in such a manner that they can recall them any time. Education is provided for bringing out the internal potentialities in a pupil. It is the process of helping the child to adjust to the changing world. Education, for all at all levels plays a vital role.

1.6 TECHER AND INSTRUCTION

Researchers have shown that the mental status of the teacher and children plays an important role with learning process and by image construction and verbal representation the learner liberally transforms information into knowledge, Since children intensely resist new information, the process of
turning information into knowledge through learning process is not so easy. In such circumstances, instead of meaningful learning, the students are tempted to follow rote learning. This necessitates innovative approaches to be followed in education.

The teacher occupies an important place in the process of education and a great responsibility, therefore, evolves upon the teacher. According to Binning, “Teaching is a progressive occupation and the teacher must ever be a student.” Dr. Radhakrishnan has rightly remarked, “The teachers place in society is of vital importance, He / she acts as the pivot for the transmission of intellectual traditions and technical skill from generation to generation and helps to keep the lamp of civilization burning.”

The Kothari Commission 1964-66 stated that, "Of all the different factors which influence the quality of education and its contribution to national development. The quality, competence and character of teachers are undoubtedly the most significant. The teacher has important place in the whole education system because children are heavily influenced by people with whom they are in close personal contact. Teachers are like pillars that strengthen the educational structure and have many functions to perfume within the classroom and school atmosphere.

i. What is a teacher?

(He) is one who helps children to relate their environment in knowing ways; one who makes it possible for a child to reach out beyond any thing he has know and done before and find the shine, the infinite verity and the wonder within the universe; one who is sensitive to the ebb and flow of feeling in a child and responds with feeling; one who is alert to that which is affecting the child and moves to create new opportunities for affiliation and achievement”.

-Doreen B. Gamboon
According to Rabindranath Tagore, the main objective of teaching is not to explain the meaning but to knock the door of the mind. In his opinion the word “Teacher” refers to a person who is truthful (T), energetic (E), affectionate (A), cooperative (C), humble (H), efficient (E) and resourceful (R).

A teacher should bear in mind that nothing is taught till it is learnt so a conscientious and responsible teacher should ensure that what has been communicated has been grasped by the children. Further it should be his aim not only to make the children think but to make them think right (Amrik Sing, 1996).

In the opinion of Retired Air Vice Marshal J.Mariados (The Hindu Feb 18, 1997) the word education itself can be considered as a acronym of

E – Enlightenment
D – Dedication
U – Understanding
C – Curiosity
A – Affection
T – Tolerance
I – Intelligence
O – Organisation
N – Nobility

The teacher in the eastern scheme of things stands on a very high pedestal. He is called the Guru. The significant personal characteristics of a good teacher are: appreciates child’s problems; articulate; accessible to children; avoids mannerisms in the classroom; believes in the potential of each student; caring; clarity in speech; committed to the teaching profession; communicates effectively; concern for student learning; conducts practical experiments wherever necessary; creates good learning environment for children; creative; dedicated; desire to teach; develops student-centered classroom; displays exceptional people skills; does more than just teach; does not belittle children.
before others, or otherwise; dynamic model of contagious enthusiasm; effective interaction with all children; effective techniques; employs different teaching methods to suit the subject and the pupils; encourages interdisciplinary approach; ensures interaction of pupils, and not keep them as passive listeners; ensures pupil participation in lecture classes through questioning techniques; evaluates student assignments in time, points out errors, and offers corrections; excellent communication skills; gets feedback from children on classroom performance in order to improve; gives practical examples for illustrating concepts; gives the details of the syllabus in the beginning of the academic year; good academic qualifications; innovative; instills mutual respect among teacher and pupil; interacts with parents; joy and pride in teaching; knowledge of different learning styles; knows his subject thoroughly; lifelong learner; links the lesson with the pupils’ everyday experience and kindles their interest; maintains a spirit of research; maintains punctuality and discipline through his own example; passionate in teaching; has a positive relationship with children; prepares well before each class; presents himself / herself as part of “real people”; promotes hands-on student learning; provides clear expectations for assignments; provides frequent feedback to children on their performance; provides the relevance of information to be learned; respects individuality of children; responsible; role model to children; seen and heard well in the classroom; sense of humour; sensitive to cultural differences; speaks in a lucid style; employs special methods to handle difficult subject areas; spends extra time with children; states lesson objective and lesson summary; strong work ethics; student-centered approach; suggests good textbooks, reference books, and websites; takes constructive criticism; tries to know children; uses appropriate teaching aids; wide knowledge and experience in teaching techniques and willingness to learn from children and other teachers. One may doubt whether one individual can have all these attributes. This indeed is possible. Many trained teachers have acquired all these through deliberate effort.
1.7. RATIONALE FOR THE STUDY

National Policy on Education (1986) of the Government of India emphasized universal enrolment and universal retention of children and substantial improvement in the quality of education. Revised National Policy in Education (1996) also envisaged launching of National Mission for achieving universalization of education and quality of Education. They have provided all the facilities Curriculum enrichment, infrastructural facilities, provision for using instructional aids, supply of audiovisual aids etc., for quality improvement of learning process of education. All these facilities are not utilized properly. Achievement levels are low and the wastage is considerable.

Children with Learning Disabilities drop out of school at a higher rate than children without disabilities. Social alienation is significantly higher in Children with Learning Disability than in students who completed school. To achieve the target of Education for all, it is imperative that integrated education for special needs children be initiated. Innovation is the very foundation of special education. Therefore, the initiative taken by RCI needs to be followed up with other innovative ideas to improve the quality of life and education to children with special needs. To impart good education to special needs children there has to be combination of appropriate technology, techniques and teaching-learning material. Teachers need training to address the special needs of children. Neither preservice nor inservice teacher preparation adequately addresses basic pedagogic skills in literacy (Rajakumar, et al., 2005). Therefore, teachers are unable to design appropriate learning experiences to suit their students' diverse learning needs, since they lack preparation in various instructional models and differentiated instruction (Tomlinson, 2003). The authors talked with a school principal and a school counselor in Mumbai, who expressed concern that teacher certification programs are short of sufficient courses in special education to prepare general education teachers for inclusive classrooms, and so creativity and trial and error guide the course of remediation (Sundaram, N. 2006).
Preservice and inservice teacher training programs must offer courses in special education and provide training in remedial teaching strategies and differentiated instruction with sound pedagogical knowledge (Rajakumar et al., 2005).

Research studies show that a lot of research is being done in India relating to special education in general and learning disability in particular. Learning disability is an emerging area of special education and there is a lot of scope for qualitative research but most of them are done in psychological factors relating to the learner. In order to bring out the effective improvement in the quality of education it is necessary to focus attention on the classrooms – what teachers and children do in the classroom to attain academic achievement.

Ten percent of the school going children has Learning Disability. In the traditional classrooms, most of them are isolated because of their failure leading to shyness, depression or negative attitude towards learning and academic achievement in an inclusive class.

A teacher must take maximum effort to accommodate individual students' needs. There are diverse students in every class and so every teacher must make maximum effort to meet the needs of individuals who may differ in some way from the average student in his or her classroom. Teachers are often at a loss how to help such students. What can be done with children with different levels of attainment? What could be the remedial activities for helping children who have not attained? Hence an attempt has been made by the investigator to conduct an in-service training programme for primary teachers in order to train them in select techniques which will help the children with learning disability to understand the concepts which in turn will enhance their academic achievement.
1.8. SIGNIFICANCE OF THE STUDY

This study may direct teachers in organizing classroom activities, giving opportunity to make the children learn not by rote but doing and experiencing which leads to better understanding. This techniques may Give opportunity to the Children with Learning Disability to learn at their own pace and according to their own style of learning. It also gives opportunities to experiment discover create and construct their own knowledge, which will develop a more sustained interest in learning and strengthen their learning. This in turn will enhance their academic achievement.

Each child has his own distinct potentials and limitations; the final extent of realization of his possibilities depends on the richness of the child’s environment. The variety and scope of a child’s achievement depend upon both the quality and kind of his experience. The training provided by the investigator will enable the teacher to guide the children through a variety of selected experience towards the attainment of the minimum level of competencies set by the National Policy on Education (NPE) thus promoting learner development. This will provide equal opportunities for all the children in every educational setting. The study will be helpful in fulfilling the dream of achieving Universalisation of Elementary Education (UEE), at the same time realizing the goals of Sarva Shiksha Abhiyan (SSA) combining quality with equality, which is the top concern of the Indian educationists today. The study will be a valuable contribution to DTERT and District Institute of Education and Training (DIET) in improving the quality of Teacher training especially for its in-service branch in providing scope for empowering Elementary teachers, to reduce dropout and stagnation and thereby achieving the target of SSA. It will also give an exposure to the primary teachers about the current Inclusive Education for Disabled (IED) approach emphasized in National Policy on Education (NPE).
1.9. CHAPTERISATION

The thesis has been organized in six chapters as given below:

Chapter I INTRODUCTION – deals with introductory part of the thesis.

Chapter II REVIEW OF RELATED LITERATURE – deals with related literature, on Learning Disability which is classified into Studies on children with Learning Disability and Studies on Remedial Measures and Achievement; it encompasses both published and unpublished researches done in India and abroad.

Chapter III CONCEPTUAL FRAMEWORK – deals with the concepts which are closely linked with the present study; learning process, Domains of learning, Developing the child as a learner, Learning procedure of the children with disability, How Young Children Learn About Science, The Teacher's Role in Supporting Science Learning, Learning and instruction, Criteria for choosing an appropriate teaching learning strategy, need for innovative approach and selection of techniques.

Chapter IV PLAN AND PROCEDURE – Summarises the methodology adopted; provides the details and the validation procedures of the tools used.

Chapter V DATA ANALYSIS – provides the statistical analysis of the collected data.

Chapter VI SUMMARY AND FINDINGS – deals with summary, findings, educational implications, discussion, conclusion and suggestions for further research.
BIBLIOGRAPHY – provides a list of Books, Journals, Reports, Dissertations and International Abstracts, which helped the investigator to conduct this research.

APPENDICES - gives complete information about the tools and training module.

The forth coming chapter deals with the Review of Related Literature.