## Chapter I

### INTRODUCTION

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INTRODUCTION

1.1 Background of the Problem

_Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions._

(Article 3, UNESCO 1994)

Human variations and differences are natural; they contribute to the richness of every society and must of course, be reflected in schools. In a democracy, schools are expected to provide citizens with much of the knowledge and skills they need to meet the challenges of life and to profit from the opportunities life presents them. A democratic society should assure all students the same opportunity to achieve something in school, regardless of their socio-economic background, the geographic area in which they live and study, their gender, or their disability. To be truly prepared for the 21st century, our students need schools that reflect those differences.

Classroom populations are becoming more diverse as the number of students with disparate learning needs increases. Young children need to experience an environment within which they are loved and supported for who they are. They need peers of similar age with which to interact socially and to grow emotionally, so they can successfully proceed through the necessary developmental stages. Unfortunately, many students are poorly served to succeed in both general and special education systems. Education is the only panacea for our country’s ills and evils. With more of real education, we can easily raise the general level of intelligence of its teeming millions, create, in its future generations, the habit of clear and deep thinking and of appreciating new values, and turn the acquisitive impulse of its people from its present direction to the direction of truth (Dash, 2014). Inclusion, the practice of providing programs that include children with and without special needs in the same setting, offers the best opportunity for healthy social growth and for the proper sequential development of learning skills. Inclusive education is a phenomenon that is gaining world-wide focus and attention and has been described as a social
movement against exclusion in education. It has its focus, the restructuring of mainstream schools so they are better able to respond to the diversity of all students (UNESCO, 2005).

There has been a very strong wave of Inclusive Education over the past few years. The term ‘Inclusive Education’ has become so used and abused that it has little meaning. Inclusive Education means abandoning, labeling and special resourcing for individual needs in order to cut costs in the name of equality. (Mohanty and Mohanty, 2013). Inclusive education has emerged as an international buzzword over the past two and a half decades, and is being promulgated as a means of addressing diverse needs in schools in both the majority and minority world. (Alur and Timmons, 2009). In this regard Inclusive education is not concerned with remediating perceived deficits within students. Nor is it concerned with the integration or assimilation of diverse students into regular schools. Rather, Inclusive education is concerned with overcoming the barriers to participation and learning that may be experienced by students, particularly students who have historically been excluded or marginalized from school.

The inclusive education movement has been endorsed internationally by UNESCO’s Salamanca Statement (UNESCO, 1994) and reflects the United Nation’s global strategy of Education for All (Farrell and Ainscow, 2002). Inclusive education is now seen as central to human rights and equal opportunities and a priority policy objective of liberal democracies. Inclusion challenges all those policies and practices that serve to exclude some children from their right to education. The underpinning ideal is that all children have the right to be educated together regardless of any special need or disability. Of late, a consensus has emerged among Indian intellectuals and pedagogues for adopting inclusive education in mainstream schools. The National Policy on Education (1986) has given priority on an equity basis in the field of education and recommends providing equal opportunity to all not only for access but also for success. Aiming at Education For All (EFA) it should be the priority of all concerned that all children with disabilities in the age groups (6-14 years) are identified for schooling and for this, Inclusive education will be the only positive substitute to increase the coverage. It is important that the general education
system should assume responsibility to meet the educational needs of all children with disabilities.

Inclusion is not about a place; rather it is about quality education, ensuring all children’s needs are met in a classroom. The term ‘Inclusion’ has been generally accepted as common parlance within today’s education system and indeed in wider society. Inclusion means full inclusion of children with diverse abilities in all aspects of schooling that other children are able to access and enjoy. It involves regular schools and classrooms genuinely adapting and changing to meet the needs of all children, as well as celebrating and valuing differences. (Loreman and Deppeler 2001). ‘Inclusion’ or ‘Inclusive Education’ is not another name for ‘Special needs Education’. The concept ‘Special Educational Needs’ (SEN) is replaced by the term ‘barriers to learning and participation’. Consequently, inclusion is seen to involve the identification and minimizing barriers to learning and participation and maximizing of resources to support learning and participation by children with special needs (Booth et al. 2000).

One of the greatest problems facing the world today is the mounting number of persons who are excluded from meaningful participation in the social, economic, political and cultural life of their communities. Such a society is neither efficient nor safe. The whole tenor of Inclusive education has been founded upon a recognition that much remains to be achieved in providing schools which meet the needs of all pupils regardless of need, ability or cultural heritage. Available research suggests that inclusive programmes can have a number of positive educational and social benefits for these students. Students without disabilities also appear to benefit from inclusive programmes by developing increased sensitivity to and an awareness of the needs of people who are different from themselves, improving their own self-concept and self-identity, and sustaining social relationships with peers with disabilities.

Despite these encouraging results, concerns are raised by some researchers that the instructional practices shown to be associated with school achievement by students with disabilities are not typically employed by general education teachers. Consequently, they suggest inclusive educational programmes may prevent students with disabilities from receiving instruction to meet their unique needs. Recognition
and respect of all children have to be at the forefront while planning schools if inequalities are to be tackled. One of the fundamental principle of inclusive education is the diversity within the human community must be valued. When applied to schools, learning environments have to be created in which all students must be valued as equally treasured members of the school community. Philosophically and pragmatically, inclusive education is primarily about belonging, membership and acceptance. Regular schools with inclusive operations are the most effective means of combating discriminating attitudes, creating welcoming communities, building an inclusive society, and achieving education for all (Loreman et al., 2005). Quality inclusion is not merely determined by student placement, but rather is based on creating an environment that supports and includes all learners (Villa and Thousand 2000).

The success of inclusion lies in the hands of the classroom teacher who must plan for the success of diverse learners. The difficulty in planning for an extremely diverse group of learners has been a frequently heard concern voiced by many general educators facing teaching in an inclusive setting. Inclusive schooling is not a process of making different kids fit into exclusionary schools, within the framework of schools as they exist today. It is imperative that teachers accept, recognize and celebrate diverse learners in the class-room, that is, they must promote equity through accepting differences. ‘Inclusion cannot mean simply folding all children into the status quo of the general classroom to be fed predigested information. Acquiring knowledge is active not passive. It has to transform and this requires the learner’s participation.’ (as cited in Alur and Timmons, 2009).

Although teachers attitudes have changed over the years, due to more support and more information being available to them during their initial and in-service training, there are still negatives that they feel have to be addressed around mainstreaming. Teachers in particular worry about the impact that children with behavioural and mental difficulties will have on the class. They also worry about their abilities as teachers, with no special training in dealing with disabilities, to cope with their perceptions of increasing class sizes and increased target driven assessment as well as the added challenge of pupils with special needs. Teachers still worry about the potential for disruption that a pupil with learning difficulties can represent when
introduced to a mainstream class whether through their own inability to adjust to their educational needs, a stated skills shortage and fear of over or under compensating, or because the children in the class will welcome a new excuse to disrupt the class and treat the child with learning difficulties as a means of achieving this.

Many teachers believe that working with students with disabilities means making extensive accommodations to their instruction. While a few students with disabilities present very unique learning needs, they are by far the exception. Most students who are identified for special education share similar learning characteristics, difficulties with memory retention and retrieval, strategy use, vocabulary development, and language coding. As students transition to the middle level, the need to address these areas of difficulty grows increasingly important. By carefully designing instruction of priority areas supported by scaffolds and ample practice and review, student understanding can be maximised. In addition, by Differentiating Instruction in terms of the pace of newly introduced material, frequent monitoring of student progress, and flexible grouping, the majority of students with disabilities can access the general education curriculum meaningfully and maintain their knowledge and skills. Meeting this goal will make all the difference.

Students with learning disabilities (LD) have a way of challenging almost every general education teacher because of the learning characteristics that are displayed by many kids with learning disabilities. As every veteran teacher realizes, students with learning disabilities may be less engaged in the learning task, unable to cope with multiple instructions, and poorly organized in their thinking and work habits. When these deficits are coupled with fairly severe academic deficits, the result can be a student who is very challenging for general education teachers. Teachers are hungry for tactics and ideas that work for these challenging students. The concept of Differentiating Instruction is based on the need for general education teachers to differentiate instruction to meet the needs of diverse learners in the general education class; this includes students with learning disabilities as well as a number of other disabilities. Differentiating Instruction may be conceptualized as a teacher’s response to the diverse learning needs of a student (Tomlinson, 1999, 2001).
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As with the concepts of integration and special educational needs, the educational meanings associated with the concept of exclusion have a particular historical and cultural context. For example, in the literature around school discipline, the term exclusion has come to mean the forced removal of students from school due to serious misconduct. In England, the government introduced the term to describe the removal of a student from school either temporarily or permanently for disciplinary reasons. The emphasis then is on children’s physical absence from school. There has also been a shift towards a broader conceptualization of educational exclusion. Booth (2000) highlights some of the ways in which a student may be unofficially kept out of school. He describes such processes as ‘exclusion by default-active and passive’. That is, those students who are excluded because schools have not actively sought to include them. Thus we can see that, exclusion can happen within schools. Disabled students are not included in the learning process; they are not given the chance to exhibit their potentials. Slowly these students are in a state of exclusion by losing their self concept and most of them are also with low achievement motivation.

Many researchers argue that Differentiating Instruction is the way to impart quality learning in a heterogeneous classroom with students with learning disabilities. Through Differentiating Instruction, by providing varied learning tasks, at different difficulty levels, we can cater the needs of diverse students in the class. So for the success of inclusion, teachers must show willingness to incorporate principles of differentiation in his/her teaching. Teachers must employ the most effective instructional methods for increasing the academic involvement of all students in the class.

Teacher’s responsibility is like a gardener. In a garden, there are many different plants all needing different things. A gardener is an observer of his plants, watching carefully as each one grows, deciding what amount of sunlight, nutrients, and water each needs. However, unlike most gardeners, teachers are not fortunate enough to get to choose only red roses to plant in our garden. Teachers are given a landscape, of individuals with many unique gifts and many different needs. Trying to nourish all these challenging plants, with an inspired vision will bring good results in them.
1.2 Need and Significance of the Study

A policy of inclusion needs to be implemented in all schools and throughout Indian education system. The participation of all children needs to be ensured in all spheres of their life in and outside the school. Schools need to become centers that prepare children for life and ensure that all children, especially the differently abled children from marginalized sections, and children in difficult circumstances get the utmost benefit of this critical area of education. Opportunities to exhibit talents and share these with peers are powerful tools in fostering motivation and involvement among children.

It is a universal truth that all individuals are different basically from each other physically, mentally, educationally and socially up to a limit. All teachers, regardless of their experience and expertise face daily challenges from pupils who appear not to respond to their usual teaching approaches. One of the most interesting aspects of being a teacher is that new challenges appear all the time, and that this requires tenacity and professionalism in order to be successful. Teachers are needed to review continually their own work, and that the benefits of gaining new understanding and knowledge are a critical aspect of professionalism.

In our schools we tend to select some children over and over again. While this small group benefits from these opportunities, becoming more self–confident and visible in the school, other children experience repeated disappointment and progress through school with a constant longing for recognition and peer approval. Excellence and ability may be singled out for appreciation, but at the same time opportunities need to be given to all children and their specific abilities need to be recognized and appreciated. This includes children with disabilities, who may need assistance or more time to complete their assigned tasks. It would be even better if, while planning for such activities, the teacher discusses them with all the children in the class, and ensures that each child is given an opportunity to contribute. When planning, therefore, teachers must pay special attention to ensuring the participation of all. This would become a marker of their effectiveness as teachers.

Excessive emphasis on competitiveness and individual achievement is beginning to mark many of our schools, especially private schools catering to the
urban middle classes. Very often, as soon as children join, houses are allocated to them. Thereafter, almost every activity in the school is counted for marks that go into house points, adding up to an end of the year prize. Such ‘house loyalties’ seem to have the superficial effect of getting all children involved and excited about winning points for their houses, but also distorts educational aims, where excessive competitiveness promotes doing better than someone else as an aim, rather than excelling on one’s own terms and for the satisfaction of doing something well. Often placed under the monitoring eye of other children, this system distorts social relations within schools, adversely affecting peer relations and undermining values such as cooperation and sensitivity to others.

Teachers need to reflect on the extent to which they want the spirit of competition to enter into and permeate every aspect of school life performing more of a function in regulating and disciplining than in nurturing learning and interest. Schools also undermine the diverse capabilities and talents of children by categorizing them very early, on narrow cognitive criteria. Instead of relating to each child as an individual, early in their lives children are placed on cognitive berths in the classroom: the ‘stars’, the average, the below - average and the ‘failures’. Most often they never have a chance to get off their berth by themselves. The demonizing effect of such labeling is devastating on children. Schools go to absurd lengths to make children internalize these labels, through verbal name calling such as ‘dullard’, segregating them in seating arrangements, and even creating markers that visually divide children into achievers and those who are unable to perform.

The fear of not having the right answer keeps many children silent in the classroom, thus denying them an equal opportunity to participate and learn. Equally paralyzed by the fear of failure are the so called achievers, who lose their capacity to try out new things arising from the fear of failure, doing less well in examinations, and of losing their ranks. It is important to allow making errors and mistakes to remain an integral part of the learning process and remove the fear of not achieving ‘full marks’.

The school needs to send out a strong signal to the community, parents who pressurize children from an early age to be perfectionists. Instead of spending time in
tuitions or at home learning the ‘perfect answers’, parents need to encourage their children to spend their time reading storybooks, playing and doing a reasonable amount of homework and revision. Instead of looking for courses on stress management for their pupils, school heads and school managements need to de-stress their curricula, and advice parents to de-stress children’s life outside the school.

Schools that emphasize intense competitiveness must not be treated as examples by others, including state-run schools. The ideal of common schooling advocated by the Kothari Commission four decades ago continues to be valid as it reflects the values enshrined in our Constitution. Schools will succeed in inculcating these values only if they create an ethos in which every child feels happy and relaxed. This ideal is even more relevant now because education has become a fundamental right, which implies that millions of first-generation learners are being enrolled in schools. To retain them, the system, including its private sector, must recognize that there are many children that no single norm of capacity, personality or aspiration can serve in the emerging scenario. School administrators and teachers should also realize that when boys and girls from different socio-economic and cultural backgrounds and different levels of ability study together, the classroom ethos is enriched and becomes more inspiring.

Teachers are all aware that in order to know how best to teach, motivate or discipline a child, they must first get to know what makes them tick. Teachers listen to what children say, observe them in the classroom and talk to them about their behaviour. The more a teacher does this then more closely they can match the curriculum and the classroom to the needs of that child. For children with special needs, those with learning difficulties and particularly those with behavioural problems, this ‘finding out what makes them tick’ is particularly important. These are the children who often seem to respond differently to teachers’ strategies. They are also children who often have a poor image of themselves and low self-esteem.

A child has special educational needs if she/he has difficulty in learning. This may require special educational provision to be made for him or her. A child may have learning difficulty because of a disability which hinders her/him from making use of the existing educational facilities provided for all other children of her class. A
child may have learning difficulty because of some other reasons too. Unlike other
disabilities, such as visually, auditory, and physically impairedness, a learning
disability is a hidden handicap. A learning disability doesn’t disfigure or leave visible
signs that would invite others to be understanding or offer support. Learning Dis ability is a disorder that affects people’s ability to either interpret what they see
and hear or to think information from different parts of the brain. These limitations
can show up in many ways—such as specific difficulties with spoken and written language,
coordination, self control or attention. Such difficulties extend to school work and can
impede learning to read or write, or to do mathematics.

Although many students are able to learn to study on their own, this is not true
for those with learning disabilities. Yet students with learning disabilities rarely
receive instruction in how to study. Most teachers who work with students with
learning disabilities quickly realize that the students have little idea of what to study,
when to study or how to study. The learning disabled find it difficult to keep pace
with normal children. The educational programme for the learning disabled should be
in accordance with their level of capability. When one finds difficulty in an area, it
demands more effort to ensure proper balance. There is always a wide gap between
one’s potential and the level of achievement expresses through performance. In
learning disabled students the gap in the scientific skills is wider than the normal
students due to their deformities. To be successful in school, these students must be
taught in a way that suits their learning profile. A major goal of teachers of children
with learning disabilities is to assist these students to become independent learners.
To achieve this, teachers must provide these students with strategies they can use on
their own to master a variety of learning tasks across a range of instructional settings.
Teaching the learning disabled to use study strategies effectively is an important step
in transforming dependent learners into independent learners.

Unlike in many countries, the special education teachers are not appointed in
our schools for co-teaching, collaboration and consultation rather than for direct
teaching. Very limited numbers of private management schools are kept a permanent
Special education teacher. But in most of the schools the help rendered by these
teachers are very much limited. Most of them are resource teachers, who are
appointed by the government as itinerant teachers. They can only visit a school once
in a week. Our teacher-training programme does not have the provision for practice in teaching the students with learning disabilities. Very few educators are knowledgeable in dealing with this group of students. Classroom teachers express concerns that adaptations and accommodations made for students with LD will be difficult to implement because other students may perceive them as unfair. (Vaughn, Schumm, Kingner, & Saumell, 1995 as cited in Mitchell, 2004). In all schools, at all stages of education, pre-primary to higher education, we come across a considerable number of children with mild to moderate level of disabilities. When closely analyze this present scenario of our schools, we can see that the inclusive teaching-learning environment is not conducive enough to properly educating these children. Majority of the teachers are not much aware of the effective inclusive teaching approaches, which helps in the proper inclusion of these children. Disabled children are suffering from some sort of exclusion. They are only physically present in the class. Their needs are not taken into consideration. Compared to other disability categories, learning disabled are the most sufferers. Since learning disability is a hidden handicap, most of the time these children neither are nor identified by the teachers. Children with specific learning disabilities are smart and intelligent. They function like their peers in all aspects except academics. These children are often misunderstood. They are always been the subject of criticism and negligence. Not only they find themselves victims of criticisms putting them into embarrassed conditions, they are also lead to further deficiencies and maladjustment. Great majority of the teachers are not showing interest to adopt a proper strategy to involve them into the teaching-learning process. Students with learning disabilities often become unmotivated and pessimistic about their potential for academic success. It is in this context that there is an urgent need to study an alternative to improve the academic achievement of children with learning disabilities. Even though several alternative steps are being undertaken by our government in the form of special education training programme in the teachers training courses and in-service training to all regular teachers, none of these help much for the proper inclusion of learning disabled students.

Disability has multi-dimensions and arises out of multi-causalities. It is often initiated and precipitated by environmental conditions. An environment which is
unreliable, unjust and cruel thwarts the handicapped person’s free use of his energies and undermines his self concept and self reliance. Such person’s individuality, his way of life, his security and his opportunity to develop and to make free use of his resources and his potentialities for growth depends on the adults who have not given him the care. Disability affects the child’s development as a person. Developing adequate self concepts and achievement motivation are important aspects affecting the child’s response to education. It is important for the disabled to develop realistic and healthy achievement motivation.

As inclusive placements become an increasingly common standard of practice, particularly for students with learning disabilities, the need for assisting general educators to establish inclusive classrooms becomes a major priority. A significant challenge has been establishing classroom learning environments which are conducive to the effective implementation of inclusion. In an inclusive classroom setting, a teacher must instruct students with a wide and diverse range of learning abilities. One way to address achievement gaps between students with disabilities and their non-disabled peers is through Differentiating Instruction. Differentiating Instruction is a model of teaching designed to present a curriculum suitable for all students by focusing their unique needs. It requires the teachers to actively plan for students by allowing them to work at their individual academic level and at their own pace, and offers student choices in ways of displaying their own learning. (Tomlinson, 1999).

When children and young people encounter barriers to their participation and learning at school, they experience exclusion. Educationalists have already conducted experiments to find out the effectiveness of inclusive education in improving the academic performance of disabled students. Research studies shows that implementation of Differentiating Instruction is an effective strategy in western schools. But in the area of Differentiating Instruction as an efficient way for managing an inclusive class, the studies conducted are very rare, especially in our state. In this backdrop, the Investigator deemed it very essential to study the effectiveness of select inclusive Differentiating Instructional approaches in overcoming the exclusion of learning disabled within the normal inclusive classes. Within this context, the Investigator put forward the following research questions:
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• Do the teacher educators at upper primary level exhibits the necessary dispositions and skills for inclusion?

• How can the diverse students at upper primary level be made to include in the teaching-learning environment without suffering from any sort of exclusion?

• What kind of Differentiating Instructional strategies has the greatest potential to include children with learning disability?

• How far the selected Differentiating Instructional strategies are effective in improving the academic achievement, self concept and achievement motivation of students in an inclusive class?

1.3 Statement of the Problem

Classroom populations are becoming more diverse as the number of students with distinct learning needs increases. While inclusive education is concerned with making schools more responsive to all students, differently abled students are reported to be the largest group of students excluded and marginalized from quality education in the world today. (UNESCO, 2005). It appears therefore that differently abled students are experiencing many barriers to their presence, participation and learning at school. Increasingly, pupils with Learning Disabilities (LD) are receiving their education within general education classroom settings. Perhaps the greatest barrier to their success in the general education classroom has been lack of appropriate instruction that yields adequate progress. Compared to other disability categories, pupils with LD are the most sufferers and they are always been the subject of criticism and negligence. In this stance, the Investigator attempted to study whether select Inclusive Differentiating Instructional Approaches (IDIA) are feasible in the Upper Primary school context to overcome the exclusion of pupils with LD within the Inclusive classes by enhancing their Academic Achievement, Self Concept and Achievement Motivation and to measure its relative effectiveness with Existing Activity Method of Instruction (EAMI). The study of this problem may provide more information as to what instructional methods can help the pupils with LD. This
study may also provide information that can be used by General as well as Special teachers at all levels, school counselors and alternative education programmers.

Hence the topic selected for this purpose is entitled as “OVERCOMING EXCLUSION THROUGH INCLUSIVE APPROACH: AN EXPERIMENTAL STUDY”.

1.4 Definition of Key Terms

Overcoming

Means to win a victory over (or) succeed in dealing with a problem or difficulty. (Compact Oxford Dictionary Thesaurus & Word power Guide, 2004).

Operational definition:

By the word ‘Overcoming’ here the Investigator means succeed in dealing with the problem of exclusion of pupils with LD from the teaching-learning environment of the Inclusive Classrooms.

Exclusion

The term exclusion stands for a deliberate act of omission or the act or practice of excluding. In the literature around school discipline, the term exclusion has come to mean the forced removal of students due to serious misconduct. In the Inclusive education Literature, exclusion is used to mean the opposite of inclusion. If a student is not being included (or is not present, participating and learning) at school, they are experiencing exclusion.

Booth (1996) defines exclusion as “the process of decreasing the participation of pupils in the cultures and curricula of mainstream schools”

Operational Definition:

For the present study, exclusion means a deliberate act of decreasing the participation of pupils with LD from accessing curriculum, friendships and other experiences considered as ordinary.
Inclusive Approach

Inclusive approach is the successful mainstreaming of pupils with special educational needs who traditionally have been placed in special school (Lovenz, 2002).

It is a process of interaction of disabled children and normal children in the same setting. It is an education system in which children with a diversity of learning needs and abilities share instructional space and all staff members who are responsible for providing support work together to benefit all the students in the class. A variety of services are provided and a variety of student needs are met inside the regular class room.(Loreman and Deppler 2001).

Operational Definition:

For the present study, by the term Inclusive Approach, the Investigator means the successful mainstreaming of pupils with LD and normal students in the same setting without experiencing exclusion from accessing curriculum, friendships and other experiences considered as ordinary within school.

1.5 Hypotheses of the Study

The following Hypotheses were formulated for the study.

1. Significant difference exists in the association between Dispositions towards Inclusion and Specialization of General and Special Teacher’s at Upper Primary Level

2. Significant difference exists in the association between Knowledge & Skills for Inclusion and Specialization of General and Special Teachers at Upper Primary Level

3. Inclusive Differentiating Instructional Approaches (IDIA) namely Learning Stations/Centers, Tiered Lessons and Graphic Organizers are effective than the Existing Activity Method of Instruction (EAMI) in enhancing the Academic Achievement in General Science of Pupils at Upper Primary Level based on (a) Total sample
(b) Ability Groups (LD/Struggling, Grade Level, Advanced Level)
(c) Learning Styles (Visual, Auditory, Kinesthetic)
(d) Types of Disability (Reading, Writing, Arithmetic)

4. Inclusive Differentiating Instructional Approaches (IDIA) namely Learning Stations/Centers, Tiered Lessons and Graphic Organizers are effective than the Existing Activity Method of Instruction (EAMI) in improving the Self Concept of Pupils at Upper Primary Level based on
   (a) Total sample
   (b) LD/Struggling Pupils
   (c) Types of Disability (Reading, Writing, Arithmetic)

5. Inclusive Differentiating Instructional Approaches (IDIA) namely Learning Stations/Centers, Tiered Lessons and Graphic Organizers are effective than the Existing Activity Method of Instruction (EAMI) in augmenting the Achievement Motivation of Pupils at Upper Primary Level based on
   (a) Total sample
   (b) LD/Struggling Pupils
   (c) Types of Disability (Reading, Writing, Arithmetic)

6. Inclusive Differentiating Instructional Approaches (IDIA) namely Learning Stations/Centers, Tiered Lessons and Graphic Organizers are effective in enhancing the Continuous Academic Performance of Different Categories of pupils with LD at Upper Primary Level

1.6 Objectives of the Study

The study mainly focused on attaining the following objectives:

1. To analyze the Dispositions towards Inclusion of Upper Primary School Teachers.

2. To compare the association between the Dispositions towards Inclusion and Specialization of Upper Primary School Teachers.
3. To analyze the Knowledge & Skills for Inclusion of Upper Primary School Teachers.

4. To compare the association between Knowledge & Skills for Inclusion and Specialization of Upper Primary School Teachers.

5. To compare the effectiveness of select Inclusive Differentiating Instructional Approaches (IDIA) namely Learning Stations/Centers, Tiered Lessons and Graphic Organizers with the Existing Activity Method of Instruction (EAMI) in enhancing the Academic Achievement in General Science of Pupils at Upper Primary Level based on:
   (a) Total sample
   (b) Ability Groups (LD/Struggling, Grade Level, Advanced Level)
   (c) Learning Styles (Visual, Auditory, Kinesthetic)
   (d) Types of Disability (Reading, Writing, Arithmetic)

6. To compare the effectiveness of select Inclusive Differentiating Instructional Approaches (IDIA) namely Learning Stations/Centers, Tiered Lessons and Graphic Organizers with the Existing Activity Method of Instruction (EAMI) in improving the Self Concept of Pupils at Upper Primary Level based on:
   (a) Total sample
   (b) LD/Struggling Pupils
   (c) Types of Disability (Reading, Writing, Arithmetic)

7. To compare the effectiveness of select Inclusive Differentiating Instructional Approaches (IDIA) namely Learning Stations/Centers, Tiered Lessons and Graphic Organizers with the Existing Activity Method of Instruction (EAMI) in augmenting the Achievement Motivation of Pupils at Upper Primary Level based on:
   (a) Total sample
   (b) LD/Struggling Pupils
   (c) Types of Disability (Reading, Writing, Arithmetic)
8. To analyze the worthiness of each of the Inclusive Differentiating Instructional Approaches (IDIA) namely Learning Stations/Centers, Tiered Lessons and Graphic Organizers in enhancing the Continuous Academic Performance of Different Categories of pupils with LD at Upper Primary Level.

1.7 Methodology in Brief

The present study attempted to overcome the exclusion of pupils with LD with select IDIA based on Learning Stations, Tiered Lessons and Graphic Organizer. For attaining the set objectives of the investigation both quantitative and qualitative methodology were adopted by the Investigator for the study. The Quasi-Experimental design with Pre-test Post test non-equivalent group design was employed for the quantitative segment and survey for the qualitative segment of the present study.

1.7.1 Research Population and Sample Selected

The sample of the study primarily comprised of 467 Upper Primary school Pupils in which 72 are pupils with LD from three schools coming under Thrissur District of Kerala. A sample of General and Special education teachers [N=100] and a select sample of B.Ed and M.Ed Teachers, Experts in the field of LD [N=36] were included under the purview of study.

1.7.2 Data Gathering tools used in the study

The tools and materials employed for the present study were:

1. Scale of Dispositions and Knowledge & Skills for Inclusion.
2. Judgment Schedule for IDIA Lesson Transcripts
3. Check lists for Reading, Writing and Arithmetic Difficulties
4. Screening Schedule for Learning disabilities
5. Raven’s Matrices for Intelligence.
6. Learning Style Inventory
7. IDIA Lesson Transcripts based on Learning Stations/Centers
8. IDIA Lesson Transcripts based on Tiered Lesson
9. IDIA Lesson Transcripts based on Graphic Organizers
10. EAMI Lesson Transcripts.
11. Achievement test in General Science
12. Self Concept Scale
13. Achievement Motivation Scale
14. Curriculum Based Assessments in General Science

1.7.3 Statistical procedures employed

The statistical procedures employed for analysis of data were:

- Descriptive Statistics
- Analysis of Variance
- Analysis of Covariance
- Estimation of adjusted means by using Scheffe multiple comparison (Post hoc Test)
- The Mann-Whitney U Test
- The Friedman Test

1.8 Scope of the Study

The prime focus of the study was to practice certain effective Inclusive Strategies to overcome the exclusion of pupils with LD from decreasing the participation from accessing curriculum, friendships and other experiences considered as ordinary. So the present study examines the relative effectiveness of IDIA namely Learning Stations, Tiered Lessons and Graphic Organizers over EAMI on the Academic Achievement, Self Concept and Achievement Motivation of pupils with LD and Non-Disabled Pupils in an Inclusive Classroom. The study also checks the worthiness of the selected practices by monitoring the Continuous Academic Performance of pupils with Learning Disabilities. The present study based on IDIA intends to formulate appropriate learning methods for overcoming the
exclusion of students in Inclusive Classrooms both disabled and non-disabled. The findings of the study reveal that the instructional modalities stemmed from Differentiating Instructional practices could help the pupils with LD as well as Non Disabled learners to acquire the skills for actively getting included in the teaching – learning process in the Inclusive classroom setting. It is hoped that the findings of the study will be useful to the learners, teachers, trainers and curriculum designers. Such studies should help to create pedagogically sound learning strategies suitable for Inclusive Classrooms.

Inclusive Differentiating approaches namely, Learning Stations, Tiered Lessons and Graphic Organizers will open new perspectives for the education and training of pupils with LD and Non-Disabled pupils in regular classrooms. In our schools normally teachers are creating the same teaching learning environment for all learners. Differentiating Instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of Differentiating Instruction is to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting in the learning process.

Designing learning materials based on Differentiating Instruction is a highly sensitive, complicated and time consuming process; but if prepared in the pedagogically sound way, it is able to offer quickly accessible information to students of all learning abilities in an interesting way. Differentiating Instruction is an instructional process that has excellent potential to positively impact learning by offering teachers a means to provide instruction to a range of students in today's classroom situations. This will help the students to learn according to their pace and allow them to become better learners, without losing their Self Concept. Though, there are certain challenges and restraints in practicing the Differentiating Instruction, the benefits it would bring in the Inclusive Classroom is equally good for pupils with LD and Non-Disabled students.

1.9 Delimitations of the Study

Though the present study was conducted in a better comprehensive manner, it has got the following delimitations. The Investigator made frequent visits to the schools for the purpose of conducting survey and during the visits the Investigator had
seen that the teachers were struggling with pupils with LD than with any other special need category students and these students are in effect suffering from some sort of exclusion. Hence the Investigator felt that there is an urgent need of some effective pedagogical mechanisms to include these students in the Inclusive classrooms. Hence the study is delimited to include only pupils with LD as the special need category in the inclusive set up. Learning disability in a child usually diagnosed when a child enters primary school and is aggravated in higher classes when the focus of instruction is less on basic skills and more on content information. Children who are at risk for learning disabilities can benefit from help at the earliest possible moment. So the study was delimited to Upper Primary level and so the Investigator was very particular in selecting schools which includes pupils with LD as Struggling Pupils along with Non Disabled Pupils. Among the various researches based strategies for practicing Differentiating Instruction, only three strategies namely Learning Stations, Tiered Lessons and Graphic Organizers have been taken into account as the Investigator deemed them to be the most effectual and feasible strategies in properly including the pupils with LD in the inclusive environment. The practice domain of the study was confined to General science learning and the content selected to the study is delimited to a single unit of general science subject at grade level six as the Investigator is a teacher educator in Science and has expertise in the same discipline. The selection of the sample of the study was restricted to 467 Upper Primary Pupils of Thrissur District only. The results of the study can be more generalized if more students from different districts are included in the sample. The study is delimited to State Syllabus of Kerala.

In spite of these delimitations, the Investigator feels that a sincere attempt has been made to study all the salient aspects of the problem as far as possible and believes that the findings of the investigation will be useful to implement in the Inclusive Classrooms for properly including the pupils with LD.

1.10 Organization of the Report

The research report consists of six chapters.
Chapter I: Introduction

This chapter consists of a general introduction highlighting the background of the study, its need and significance; hypotheses formulated, objectives and finally scope and delimitations of the study.

Chapter II: Theoretical Overview.

This chapter deals with the theoretical underpinnings of Inclusive Education, Learning Disability, Differentiating Instruction, and successful strategies of Differentiating Instruction

Chapter III: Review of Related Studies

A brief review of related studies as well as scholarly works done by researchers with more proximity to the present one is included in this chapter.

Chapter IV: Methodology

It discusses about the methodology adopted for the study including the variables used, design of the study, and selection of sample, preparation of materials and tools used for the study and statistical procedures adopted.

Chapter V: Analysis and Interpretation of Data

It deals with the analysis and interpretation of data collected during the course of study.

Chapter VI: Summary, Conclusions and Suggestions

This chapter presents the summary of the procedures adopted for the study followed by conclusions, educational implications and suggestions for further research.