



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION II

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching/internship orientation/training encompasses certain significant skills and competencies

(Documentary evidence in support of selected activities)

Submitted to

**National Assessment and Accreditation Council (NAAC)
3rd Cycle of Assessment**



2.4.2: Dealing with student diversity in classroom

Sl.No	Documentary Evidence	Page No.
1	Class on Individual difference (B.Ed)	1-3
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3	Documentary evidence on class on Individual difference (B.Ed)	10-38



ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

Awareness class on individual differences

Name of the Event	Awareness Class on 'Individual Differences'
Objectives	<ol style="list-style-type: none">1. To aware student teachers that people differ from each other and all individuals should be treated fairly and equally2. To help student teachers in identify their true potential and choosing their life goals3. To help student teachers to deal with student diversity in classrooms as prospective teachers4. To enhance the knowledge and competence of student teachers to help them excel academically and professionally
Details of Event Coordinators	St. Joseph College of Teacher Education for Women, Ernakulam
Details of Resource Person	Dr. Soya Mathew Assistant Professor (Education) St. Joseph College of Teacher Education for Women, Ernakulam
Date	2022-23(5/6/2022),2021-22(21/6/2021),2020-21(15/6/2020),2019-20(18/2/2020),2018-19(29/1/2019)
Time	11.00 AM - 12.00 PM
Duration	1 hour
Beneficiaries	Student teachers
Event Platform	Google Meet
Platform Link	https://meet.google.com/naz-hstp-uhx

Programme Report

The college organized an awareness class on the topic of 'Individual Differences' through Google Meet. The primary objective of the class was to prepare student teachers for their school-based practice by enhancing their essential skills and competencies.





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Additionally, the session aimed to instill an understanding among student teachers that every individual is unique and should be treated with equality and fairness. The target audiences for this awareness class were the student teachers. Dr. Soya Mathew, an Assistant Professor in Education at the same institution, served as the resource person for this informative session.

The session commenced promptly at 11 AM, with the resource person extending a warm welcome to all the student participants in the online forum. Sister initiated the class by providing an overview of the various characteristics that influence an individual's behavior, personality, and abilities. Throughout the session, she stressed the significance of recognizing and respecting these differences in various contexts, including social interactions, work environments, and, most notably, in education.

In the field of education, the resource person highlighted the importance of promoting inclusivity, raising awareness of intercultural education, and adopting culturally sensitive approaches to instruction. Emphasizing the value of multicultural understanding and inclusion, she emphasized that these practices not only promote acceptance but also enable students from diverse backgrounds and with varying needs to excel in an increasingly diverse world.

Furthermore, she touched upon the significance of culture in understanding individual differences. Culture plays a pivotal role in shaping psychological conditions and forming meaningful behavioral patterns that adhere to cultural norms. Individual variations are vital as they influence how individuals align or differ from a culture's ideals. Moreover, as different cultures embrace diverse organizational philosophies, individual differences hold varying degrees of importance in each context.

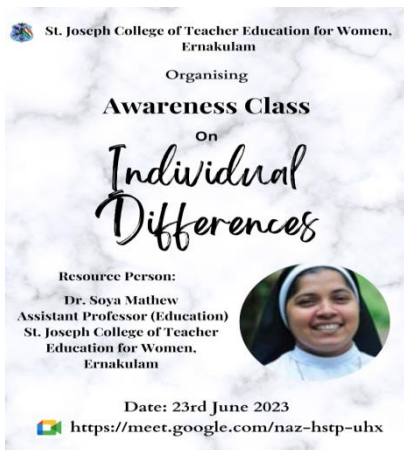




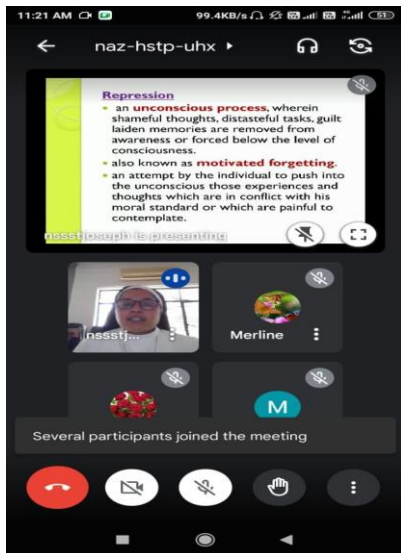
The overarching message of the session was the importance of embracing and leveraging individual differences to foster inclusivity, collaboration, and innovation. By recognizing and respecting these differences, society can promote harmonious coexistence and harness the potential of diverse perspectives and talents.

The session concluded promptly at 12 PM, leaving the student participants with a deeper understanding of the multifaceted nature of human diversity and its capacity to enrich and strengthen our communities.

The awareness class was highly successful in providing valuable insights into the complexity of human diversity and its potential to create a more harmonious and productive society. Overall, it was an informative and beneficial session that left a lasting impact on the student teachers in attendance.



Event poster for the awareness class on 'Individual Differences'



Dr. Soya Mathew carrying out the awareness class on 'Individual Differences' via Google Meet





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Recognised by NCTE

Class on individual differences

Date: 05/06/2022

Sl.No	Name of the student	SUBJECT	Signature
1	AMALA ANTONY	EN	
2	ANNA ROSHNI VARGHESE	EN	
3	DEEPA P S	EN	
4	DEVIKA VENUGOPAL	EN	
5	DIVYA RADHAKRISHNAN	EN	
6	F.MERLINE RODRIGUES	EN	
7	GURUMAHIMA M V	EN	
8	HARSHA THERESA THOMAS	EN	
9	K A RABIA	EN	
10	LEATITIA JOSH Y	EN	
11	LINET JOHN	EN	
12	MEERA JOY	EN	
13	MERIZE BEN ALIAS	EN	
14	PRATIBHA S	EN	
15	SANDRA JOY	EN	
16	SANTHI M S	EN	
17	VEENA C V	EN	



Alice Joseph
Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
Education for Women,
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Class on individual differences

Date: 05/06/2022

Sl.No	Name of the student	SUBJECT	Signature
1	ALEENA ANTONY	ML	
2	ANASWARA. P S	ML	
3	ANCE BABY	ML	
4	ANISHA T	ML	
5	DIVYA RAJAN	ML	
6	JAYALAKSHMI JAYAKUMAR	ML	
7	JOBITHA JOY	ML	
8	LIYA BABY	ML	
9	MARY AMALA R.	ML	
10	NITHA ALFRED	ML	
11	PRANAYA P M	ML	
12	RIYA SABU	ML	
13	SHILPA K	ML	
14	SNEHA M M	ML	
15	SREELAKSHMI K A	ML	
16	TEENA VINCENT	ML	



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Sl.No	Name of the student	SUBJECT	Signature
1	AKSHAYA SHAJU	MT	
2	ARYA K SURENDRAN	MT	
3	ASWATHI B A	MT	
4	FREEDA K F	MT	
5	JINU JOSEPH	MT	
6	JOMOL BABU	MT	Absent
7	LEKSHMIPRIYA T S	MT	
8	MARIYA JESSNEELA	MT	
9	MELISSA XAVIER	MT	
10	PARVATHY M	MT	
11	AGATHA CYRIAC	PS	Absent
12	RESHMA FRANCIS	MT	
13	ROSE MARIA JOHN	MT	
14	ROSY ROY	MT	
15	SONA PAUL	MT	
16	SREEJA SREENIVASAN	MT	



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Sl.No	Name of the student	SUBJECT	Signature
1	AKHITHA SEBASTIAN	NS	
2	ALLAN FRANCIS	NS	
3	ANGITHA RAMACIANDRAN	NS	Absent
4	ANITA ABRAHAM	NS	
5	CAREN GRACE	NS	
6	DILHANA HUSSAIN	NS	
7	JESHMA DAS V S	NS	
8	KEERTHANA M S	NS	
9	MEERA SUSAN KURIAN	NS	
10	MERIN SHAJAN	NS	
11	POOJA MARIA JACOB	NS	
12	RANJIMA V	NS	
13	SANIYA SIMON	NS	
14	SHALINI P S	NS	
15	SHIMNA K	NS	
16	THERESA THANKACHAN	NS	Absent
17	VYSHINAVI N SARMA	NS	



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Date: 05/06/2022

Sl.No	Name of the student	SUBJECT	Signature
1	AGIYA COSMOS M C	PS	
2	AKSHAYA K S	PS	
3	ALIDA SAJU	PS	
4	ANILA SHAJU	PS	
5	ANU P.THOMAS	PS	
6	APARNA S	PS	
7	FATHIMATHUZUHRA	PS	Absent
8	JESNA GEORGE	PS	
9	MARIYA DAS	PS	
10	NEETHU J A	PS	
11	RAVEENA K RAMESH	PS	Absent
12	ROSHINA RAHIM	PS	
13	VANDANA S	PS	
14	VINNY PAPPACHAN	PS	



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Date: 05/06/2022

Sl.No	Name of the student	SUBJECT	Signature
1	AKSHITHA BHASKARAN	SS	<i>Akshitha</i>
2	ANAGHA T	SS	<i>Anagha</i>
3	ANCY ABRAHAM	SS	<i>Ancy</i>
4	ANJALY A C	SS	<i>Anjaly</i>
5	ANUPAMA SREEDHAR	SS	<i>Anupama</i>
6	CELENE PAUL	SS	<i>Celene</i>
7	DIVYAMOL P D	SS	<i>Divyamol</i>
8	DONA K JOSE	SS	<i>Dona</i>
9	KRISHINAPRIYA K	SS	<i>Absent</i>
10	MARY RINU K F	SS	<i>Mary Rinu</i>
11	MEREENA JOY	SS	<i>Absent</i>
12	MINU JOY	SS	<i>Minu</i>
13	REGINA TEENA DCOSTA	SS	<i>Regina</i>
14	RIYA DAVIS	SS	<i>Riya</i>
15	ROSE MARY PAUL	SS	<i>Rose Mary</i>
16	VARSHA K V	SS	<i>Varsha</i>



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CRITICAL ANALYSIS
OF EXCEPTIONAL
CHILDREN IN THE
SCHOOL



INTRODUCTION

School children are normally distributed into below average and above average. But there are a few children who may be found to deviate mentally, socially, physically and educationally from the normal children. These deviated children like other children need security, love, affection and satisfaction of their urges. These children who are deviated are designated as exceptional children.

When the exceptional children are denied the satisfaction of their social and emotional needs, due to some reason or the other they become emotionally disturbed and suffer from adjustment problems. As a result they fail to pay required attention to their studies and thus become educationally subnormal. Learning become futile, they can become conscious of their inferiority complex and socially they feel isolated.

There by, their achievement seems to be less when compared to normal children. Therefore they need careful attention. Such children distinctly require special education care in a specialized manner. In addition to their problems specially in relation to the adjustments have to be considered.

The exceptional child will differ so much from his or her peer group in respect to physical, social, mental and educational characteristics so that these children will be unable to develop his or her fullest potential under normal conditions in the ordinary classrooms.

LEARNING DISABILITY

Learning disabilities or learning disorders are umbrella terms for a wide variety of learning problems. A learning disability occurs due to genetic and or neurobiological factors that alter brain functioning in a manner which affects one or more cognitive processes related to learning. It is also a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities.

Learning disabilities include learning problems that result from perceptual disabilities, brain injury and minimal brain dysfunction but exclude those that result from visual impairment or hearing loss; intellectual disability; emotional disturbance; or environmental, cultural or economic factors. It is very important to realize that learning disabilities can affect the lives of children beyond academics and can even impact their relationship with family and friends. It cannot be cured or fixed as it is a life long challenge. However with appropriate support and intervention, people and children with learning disabilities can achieve success in school, in relationships and in community.

CAUSES OF LEARNING DISABILITIES

* Genetics :

Genetics, a branch of biology concerned with the study of genes and heredity, can play a role when it comes to learning disabilities. Children are more likely to have a learning disorder if their first degree relatives like a parent or a sibling also suffered from the same.

* Psychological Trauma :

The risk of learning disability can be increased if one has experienced psychological trauma or abuse early in their childhood which may have a negative impact on the development of their brain.

* Prenatal and Neonatal Risks :

Prenatal risks are a number of dangers that can pose a potential risk to the growing fetus during pregnancy. Neonatal risks are those which can affect a newborn.

A complication during the prenatal or neonatal stage can increase the risk of learning disability. Exposure to substances like alcohol, drugs during pregnancy, pre mature birth, inadequate growth in the uterus and low birth weight can increase the risk of learning disability in children.

* Physical Trauma

Physical trauma is defined as a body wound

produced by sudden physical injury from impact, violence or accident. Physical trauma can also increase the possibility of learning disability

* Exposure to Toxic Environments

If a child has been exposed to high levels of toxins like lead, then it may play a role in the development of a learning disability.

CHARACTERISTICS OF LD

The following is a list of common characteristics of an LD student. Conditions must be persistent over a long period of time.

Reading Skills:

- Poor decoding skills
- Poor reading fluency
- Slow reading rate
- Lack of self-monitoring reading skills
- Poor comprehension or retention.
- Difficulty identifying important ideas in context.
- Extreme difficulty building ideas and images.
- Difficulty integrating new ideas to existing knowledge.
- Weak vocabulary
- Difficulty understanding words or grammar.
- Difficulty recognizing high frequency words.
- Oral comprehension is noticeably stronger than reading comprehension.



Spelling skills :

- Phonological awareness is noticeably stronger than spelling ability
- Frequent spelling errors of high frequency words.
- No understanding of common spelling rules.
- Inadequate understanding of phonics even with instruction
- No understanding of the relationship of phonics to written language.

Written Expression Skills :

- Poor writing fluency
- Unable to compose, complete grammatical sentences.
- Difficulty organizing written information
- Poor handwriting
- Extremely poor alignment.
- Inability to take notes or copy information from a book or the board.
- Extremely weak proofreading skills.

Oral language skills :

- Inability to hear small differences between sounds.
- Difficulty articulating thoughts or ideas orally
- Difficulty pronouncing words.
- Inability to blend sounds together to form words.
- Difficulty listening and responding to a series of directions.
- Disorganized recall of facts or details.



Mathematical Skills:

- Poor mathematical fluency.
- Difficulty identifying and memorizing multiples.
- Poor basic calculation skills.
- Difficulty understanding word or application problems.
- Poor understanding of mathematical concepts.
- Inability to use basic facts within more complex calculations.

Memory Skills:

- Extremely weak ability to store and retrieve information efficiently.
- Extremely weak ability to hold information for immediate use.

Reasoning Skills:

- Extremely weak ability to solve problems, particularly when information or procedure is unfamiliar.
- Extreme difficulty recognizing, transforming or using specific information to reach general conclusions.

IDENTIFICATION OF CHILD WITH LEARNING DISABILITY

Use of Checklist:

Checklist can be constructed by the teacher and used to identify and assess the child with learning difficulty. The checklist contains child's

name, class, age, sex and various items against which the extent of learning difficulty can be checked.

Observation:

Observation by teachers, counsellors and special educators is very important. It can be tied up with the checklist because a teacher or counsellor can more confidentially check what he has observed rather depend on secondary source. If possible visits can be done to find out what the child does at home.

Use of Tests:

Standard psychological tests can be used to ascertain the extent of learning disability.

Face to face interview:

The teacher can conduct face to face interview with children suspected to have learning difficulty. The teacher can ask the child to tell a story, to read a passage, to narrate about achievements and his relationship with other children. During face to face discussion, several problems can be identified.

TYPES OF LEARNING DISABILITIES

* Dyscalculia:

A specific learning disability that affects a person's ability to understand numbers and learn math facts.



* Dysgraphia :

A specific learning disability that affects a person's handwriting ability and fine motor skills.

* Dyslexia :

The disability that affects reading and related language-based processing skills.

* Non-verbal Learning Disabilities :

Has trouble interpreting nonverbal cues like facial expressions or body language and may have poor coordination.

* Oral/written language disorder and specific reading comprehension deficit :

Learning disabilities that affect an individual's understanding of what they read or of spoken language. The ability to express one's self with oral language may also be impacted.

* ADHD

Attention-Deficit Hyperactivity Disorder (ADHD) is a learning disability that includes difficulty staying focused and paying attention, difficulty controlling behaviour and hyperactivity.

* Auditory Processing disorder.

The children have difficulty processing sounds. They may confuse with the order of sounds or be unable to filter different sounds.

* Visual motor deficit.

Individuals exhibit poor hand-eye coordination, often lose their places when reading and difficulty with motor activities. They may also confuse similar looking letters, have trouble navigating surroundings, or unusual eye activity during reading.

ASSESSMENT OF LD

A comprehensive assessment is needed for diagnosis and for planning an appropriate intervention program. Assessment includes a variety of activities and procedures intended to ensure a comprehensive set of data for determining an individual's status and needs. The assessment should include procedures to determine levels of performance in the following domains: motor, sensory, cognitive, communication and behaviour. When a learning disability is suspected the following areas suspected should be assessed: listening, speaking, reading, writing, reasoning, mathematics and social skills. Data from case history, interviews and direct observations are important sources of information especially when provided by parents, educators and the individual with the suspected learning disability. The information helps to evaluate signs, symptoms and behaviours in a historical perspective. Only through collecting data through a variety of approaches (observations, interviews, tests, curriculum based assessment, etc) and from various sources such as parents, teachers, peers, adequate



picture be obtained of the child's learning disability

Though increasingly controversial, most assessments for LD include standardized tests. There are two types of tests - criterion referenced tests and norm referenced tests. Criterion referenced tests are scored according to a standard, or criterion decided by the teacher, the school or the test publisher. Norm referenced test scores are not interpreted according to an absolute standard or criterion but, on how the student's performance compares with that of the norm group. This helps evaluators determine whether the child is performing at a typical level, below, or above that expected of a given ethnicity, age, or grade.

LD IN OUR SCHOOLS

Only a decade ago, the term "learning disability" was virtually absent from the educational system in India. Although there has not been an exhaustive study, the incidence of LD in India is likely at least between 10 and 12 percent of the school going population. This roughly means that in an Indian classroom there are at least four children with learning disability.

Students labeled as learning difficult or disabled is of below average intellectual level,



and often are from lower socio-economic and deprived backgrounds. This makes identifications of LD's even more complex in Indian context. India relies on the projections made by sample surveys, as no population-based study has been conducted at national level to provide authentic data on the prevalence and incidence of learning disability. Most of regular teachers feels that they are not equipped to address individual differences in learning abilities in classrooms. In such a situation, continuing with the term "LD" makes little sense for school programmes. Instead, schools, educators and researchers need to clearly address each type of LD individually to arrive at flawless definitional statement and a articulate understanding of etiology, identification, prevention and management.

PROBLEMS OF LD STUDENTS

Behavioural problems & Emotional problems

Emotional and behavioural problems among children with learning disabilities are, thinking problems, poor concentration, attention deficit, less of activity, lack of interaction, lack of a sense of self-confidence, reduce the value of self, sadness, emotion confusion, emotional distractions, fidgety, aggression, hyperactivity delinquency, phobia, sleep for short periods,

continuing changes in sitting and so on. The differences exist in emotional and behavioural problems among children according to the type of learning disability they possess.

Social Problems

Learning disabilities cause various impacts on the overall interpersonal communication abilities of children. Some of the reasons that make social interactions challenging are slow cognitive processing, low confidence, self-consciousness, falling short of words and so on.

Academic Problems

A child with learning disability may have difficulties in reading, writing, speaking, listening, understanding mathematical concepts and with general comprehension.

Problems at personal level

Students with learning disability can feel high level of loneliness, experience feelings of failure, lack of acceptance among the peers and so on.

HELPFUL SCHOOL PRACTICES AND PROVISIONS

A continuum of education placements, including regular education classroom, must be available to



all students with learning disabilities and must be flexible enough to meet their changing needs in schools.

Specialized instructional strategies, materials and appropriate accommodations will help the child with learning disability.

The educational, social and emotional needs of students with learning disabilities change over time, systematic and ongoing review of the student's progress and need is essential to make appropriate judgments in school environment.

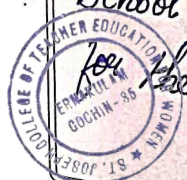
Learning depends on the quality of the programs and services provided, systematic and ongoing evaluation of programs and their effectiveness in producing long-term outcomes is essential.

Due to the chronic nature of learning disabilities and the changes that occur across the life span of the individual, coordinated educational and vocational planning are required. Therefore, provisions must be made to facilitate transitions that occur at all major junctures in the student's education.

Social acceptance has a significant impact upon self-esteem of students with learning disabilities. Social acceptance of these students requires the sensitivity on entire school community.

SPECIAL SCHOOL PRACTICES FOR LD STUDENTS

Teachers of St. Teresa's Convent Girls' Higher secondary school has adopted various techniques and strategies for the students with learning disabilities.



The characteristics of individuals with learning disabilities and the ways in which they interact with curriculum are understood by the school personnel. Adequate support services such as guidance and counselling along with remedial teaching is made available for the students with learning disabilities. School also conducts various awareness classes for students that helps in the mental growth and development of students. Students with learning disabilities are given appropriate materials that suits them along with planned assessments. Teachers also communicate with parents to facilitate the development and implementation of effective programs for students with learning disability.

NEED AND SCOPE FOR THE STUDY

Schools, and more specifically educators have an important role to play in identifying children with learning disability. As student teachers, it is very relevant to understand about different learning disabilities present among students in a class because it will give a clear picture about the challenges faced by LD students and will also help when we become professional teachers. By understanding about the different types of learning disorders and their signs, teachers can pinpoint



the specific challenges that child faces and to find a treatment program that works. It can also help to improve children's opportunities to maximise their developmental potential by appropriate intervention. The study thus focuses to identify the students with learning disability and also to understand the various areas in which the LD students face challenges.

METHODOLOGY

Tools and Techniques

The students with learning disabilities face different problems and it can cause significant disturbance and hindrance in child's academic and overall development. Along with learning difficulties in academia these students can face social, emotional and cognitive malfunctioning. The tool used for identifying the LD was checklist. Checklist included various statements and the students were expected to answer the statements in Yes or No format and scoring technique was used in initial study to identify LD students. For the further study among LD students another checklist was used to identify the particular areas in which LD students find difficulties and problems.

Questionnaire :

a) Self assessment questionnaire.

A self assessment questionnaire were provided to the students to reflect on their own learning process.

b) Interview questionnaire.

Interview questionnaire was focused on identifying different areas that the students with learning disability struggles.

PROCEDURE

The data was obtained from the students studying in various divisions of class 8th of St. Teresa's Convent Girls' Higher Secondary School, Ernakulam. The total number of students taken for the initial study was 197 students. A self-assessing questionnaire was provided to 197 students and they were asked to mark the columns given corresponding to the statements that are related with learning disability. The students with LD was identified from 197 students and rest of the study was conducted in students with learning disability. The children with LD are those who scored more than 20 marks in the checklist given to them.

The second level of evaluation was conducted for the specification of LD type. The interview questionnaire included seven areas that the LD child may find difficulty, such as motor skills, language, reading, written language, attention, mathematics, social and emotional areas. 3 students were selected for second level of evaluation and opted personal interview method.

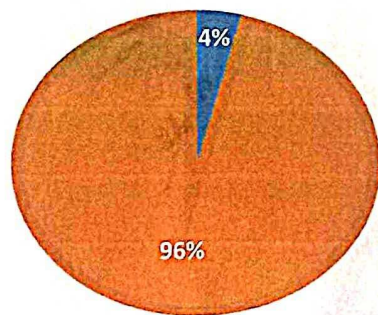
DATA COLLECTED

Sample consists of 197 students from three divisions of standard 8th of St. Teresa's Convent Girls' Higher Secondary School Ernakulam. The total number of students with learning disability was identified with the help of a self assessment questionnaire.

Table 1: The table denoting the percentage and number of students with LD

Class	Total number of Students	Number of students with Learning disability	Percentage of students with LD
VIII	197	8	4%

Figure 1: The percentage of students with learning disability



- Students with LD
- Students without LD.

With the help of interview questionnaire the various areas in which the students with LD finds difficulty were identified.

Table 2 : Table showing the specification of LD type.

Specific areas	Number of students with specific problem	Total number of students with LD in class VIII	Percentage of students with specific problem
Motor skills	0	8	-
Language	2	8	25%
Reading	4	8	50%
Written language	4	8	50%
Attention	2	8	25%
Mathematics	6	8	75%
Social and Emotional	0	8	-

ANALYSIS OF DATA

With the help of self assessment questionnaire the number of students with LD was identified i.e., 8 students. With the interview questionnaire the specific areas that the child finds problems



was also analysed.

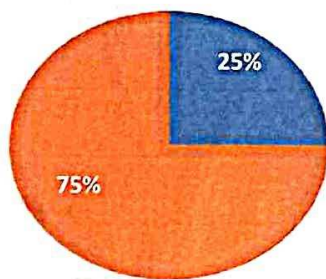
Motor Skills:

Based on the data collected among the 8 students with LD, none of the students showed or reported problems with their motor skills.

Language:

Out of 8 students, 2 students face issues in language. The children with these difficulty has trouble grasping instructions, pragmatic skill, modulating voice and so on. They shows limited interest in books and stories. They even use vague, imprecise language and has limited vocabulary.

Figure 2 : Percentage of students with LD having problems in the area of language.

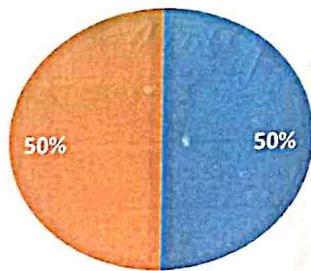


Twenty five percentage of students have issues with the language.

Reading :

Out of 8 students, 4 students shows difficulty in reading. They get confused with similar-looking words and letters. They show slow reading ability. They have poor retention of vocabulary and frequently loses place while reading. They even has problem associating letter and sounds and understanding difference between sounds in words or blending sound into words.

Figure 3 : Percentage of students with LD having problem in the area of reading.



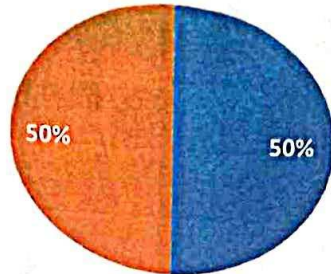
50% of students shows difficulty in reading areas.

Written language :

About half of the students with LD faces problems in written language i.e, 50% students. They show difficulty in proofreading and self correcting work. They may express written ideas in disorganized manner. They even frequently

spells poorly, frequently reverses letters or numbers etc.

Figure 4: Percentage of students with LD having problem in the area of written language.

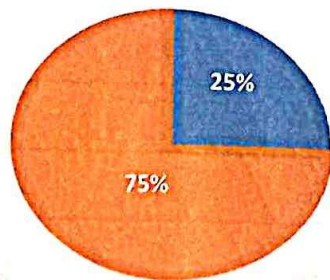


50% of students faces issues with written language.

Attention:

Only 2 students among 8 shows problem in the areas of attention. They find difficulty in organizing tasks or activities. They loses things like books, pencils, assignments etc. They may not even follow instructions and fail to finish school works on time.

Figure 5: Percentage of students with LD having attention issues.



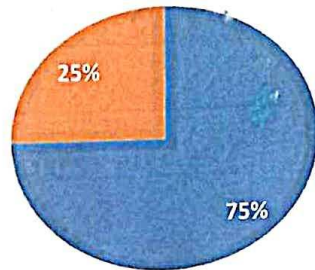
25% of children have attention problems.



Mathematics :

6 students out of 8 struggles with mathematics. They have difficulty in mastering number knowledge, basic addition, subtraction, counting rapidly, interpreting graphs, comparisons and so on.

Figure 6 : Percentage of students with LD having difficulty in the area of mathematics.



75% of students shows difficulty in the field of mathematics among LD students.

Social and Emotional :

Based on the information collected none of the students showed issues in social and emotional areas.

FINDINGS OF THE STUDY

The major findings of the study are
★ Among 197 students only 8 students showed learning disability i.e; 4% of the students have learning disability problems.

- * Majority of the students with LD has issues in the areas related to mathematics. Around 75% of students face problems in the field of maths.
- * Half of the students finds difficulty in reading and written language areas which is around 50% students.
- * None of the LD students in the class struggles with motor, social and emotional areas.
- * Language and attention problems was shown by only two students with LD.

INTERPRETATION AND RESULT

The study conducted among 197 students reveals that only 8 of them shows the problems with learning disabilities. The self assessment questionnaire given to the students had around 13 statements and they were given appropriate options to put tick mark against the statements. The students who were identified with LD are the ones with highest scores selected from the three divisions of class VIII. Students with LD have difficulty in solving math problems, difficulty in expressing ideas in writing or saying words and remembering. They also take more time in studying than normal students. Some of the students come



from a family background who have received special education help. The study shows that 4% of students have learning disabilities in VIIIth standard.

The second evaluation was to understand the LD specification and it was conducted among the 8 students with issues of LD. The study was conducted using another interview questionnaire with seven sections that had questions related to areas such as motor skills, language, reading, written language, attention, mathematics, social and emotional area. The study revealed that around 75% of LD students in the class struggles with the mathematics subject. They find difficulty to understand, learn and perform math and number based operations. Among the 8 students with LD, half of them faces problems in reading and written languages. They find difficulty in recognizing words, slow-reading, gets confused with letters and numbers, frequently losing place while reading and so on. The LD students shows poor writing skills due to weak sensory-motor integration. 25% of LD students in the class have issues related to attention and language skills. The children with attention problems find difficulty in doing and organising certain tasks or activities.



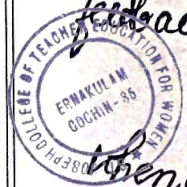
loses things and even show reluctance in performing school works. Language and communication learning disability involve the inability to understand or produce spoken language. They have weakness in verbal language skills such as ability to retell a story, fluency of speech and the ability to understand the meaning of words, directions and the like.

SUGGESTIONS

The study reveals that only few students face learning disabilities in the class VIII. Teachers can play a major role in identifying and helping students with LD.

The teacher can make necessary changes in the classroom to ease the child with LD. Provide oral instruction for students with reading disabilities. Present text and reading materials in an oral format so the assessment is not unduly influenced by lack of reading ability. Provide learning disabled students with frequent progress checks and let the students know how well they are progressing toward an individual or class goal. Teachers should give immediate and appropriate feedback to LD students.

Make activities for them concise and short whenever possible. Long, drawn-out projects or activities



are particularly frustrating for an LD child. The children may have difficulty learning abstract terms and concepts. Whenever possible, teachers should provide them with concrete objects, events or items. Teachers must praise the LD students for their achievements in frequent manner.

When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, teachers should ensure that LD children utilize as many of their modalities as possible. Teachers must give a special attention for these students and must make a good relationship with them.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The present study was beneficial to understand and to identify the students with learning disabilities. It is desirable for teachers to be fully aware of all academic and behavioural development of the students. Teachers should participate in accurate and early identification of learning difficulties faced by any student in the class so that it could greatly reduce these issues among learners who are at risk and appropriate intervention and support to students will

be very helpful. The proper screening and adequate teaching strategies employed by the educators can improve their level of academic achievement.

CONCLUSION

Education is supposed to provide skills and competencies to all learners to enhance their lives and promote life long learning. This calls for assessment practices that enable teachers to identify learners' present level of performance, their strengths and needs, as well as monitoring their progress and evaluate their achievement. However, this may not be so for children with learning disabilities which is referred to as an 'invisible disability' and is not easily identifiable compared to other disabilities. The students with LD do not learn in the same way or at the same speed as their peers. Teachers can take action when they suspect a learner who has LD. In order to support them teachers could design appropriate remediation strategies based on the type of learning disability they face. Teachers must find time to give individualised programmes for the learners and to assist in addressing their learning needs.



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