INTRODUCTION.

Introduction:
Education is a means to all-round progress of man and the prime aim of education is to make a man self-dependent. (M. K. Gandhi July 31, 1937).

Education must enable every individual to be confident and self-reliant. In this pursuit, education begins with informal education at home or in the society and then continues along with formal education in schools. Formal education in school includes learning of a set of skills and a set curriculum designed for the students of that particular age and IQ. The term curriculum often refers specifically to a planned sequence of instruction directed towards certain educational goals. It is generalized and administered to all the children in that specific grade/class room. This is called as main stream education and is imparted in all the schools except the special schools. The curriculum practiced in schools may vary in India, like the state board, the CICSE board, or the CBSE board. These are different educational bodies that decide on the curriculum to be administered. The researcher will limit the research to schools that impart the CBSE board education as it accounts for a sizeable proportion of the schools in the state.

The mainstream schools render fixed curriculum to all the students but every learner has unique needs. Some learners are well adjusted to the classroom environment and well adapted for the curriculum while some have profound and on-going needs and others have short-term or situation-based needs. The question that arises from this observation is what is the proportion of such students?

According to official estimates from the Census of India the number of people with disabilities in the country is 26 million, or roughly 2.1% of the total population. This includes a substantial group of students who have learning disabilities. (Government of India, 2011) The prevalence study on Learning Disability conducted at the L.T.M.G. Hospital, Sion, Mumbai, India reveals that of the total number of 2,225 children visiting the hospital for certification of any kind of disability, 640 were diagnosed as having a Specific Learning Disability. These children came from the lower, middle and upper middle socioeconomic strata of society. Referral was due to their poor school performance (LTMG, 2006). A study conducted among an equal number of
boys and girls. Of the 200 students, 50 were from CBSE schools, 50 from state board, and an equal number from Anglo-Indian and matriculation schools. They were all from English-medium schools, and all took Tamil as the second language. Global standards peg the prevalence of learning disabilities at 12%, and estimates put it at 10% across India. An on going study in city schools estimates that 16% to 20% of children have learning disabilities. But, the state's data for this year shows a strikingly low rate of prevalence in government and aided schools across India. (Aug 2014)

With such large proportion of students with difficulty in learning, we need to understand the condition learning disabled. Learning disabilities, or learning disorders or Special Educational needs, are an umbrella term for a wide variety of learning problems. A learning disability is not a problem with intelligence or motivation but a problem with ability to learn and understand like others children in the class room. It may present as difficulty in reading, difficulty in comprehension, difficulty in writing, difficulty in spellings etc. There are a large proportion of such children in our mainstream schools who face these problems. They could be presented as low scorers or sometimes labelled by their peer as dumb children.

Teaching in a classroom which has such children could be a difficult task. Some teachers try to help these children with their own experiences but lack of formal training to deal with these children. This is sometimes a big stumbling block in learning for the learning disabled. It is also observed that not many educators are even aware of these difficulties.

In such a scenario the solution may seem to be to increase awareness about the condition among educators and segregate these children and aid their education by employing a remediator, or a specialist who is trained in practices to help these children. This may seem a probable solution but this may also alienate them from the mainstream (schools that include the all the children). This could also impact their social skills.

Educationists are of the opinion that if children with learning disability are taught in an inclusive set up they benefit more than, if they are taught separately. Inclusive education implies educating all the children of different educational needs in the same class room set up. Right to Education Act -RTE(2009) Act, it says that a child with 'disability', as defined by the Persons with Disability Act 1995 and the National Trust Act, has the right to free and compulsory education as per the provisions of Ch V of the PWD Act. It means that education now is an human right and
all children up to the age of 14, irrespective of their disabilities deserve compulsory education in mainstream schools.

But are the schools able to meet the needs of these children? Is it possible for a teacher to teach different students differently? The researcher plans to seek answers to these questions and if possible devise tools to help the learning disabled students to learn with the other students of the class. The study will also seek parents support in seeking the effectiveness of the tools devised. The researcher will also take into account the practical problems that may arise while administering the tools as well as the cost effectiveness of the tools.

The researcher shall limit her study to disability to read, spell, write and comprehend English as her work is done in English medium schools where the primary language in which education is imparted is English. She believes that if there is difficulty in reading, spelling and comprehending as well as reproducing thoughts in English it will impact all other subjects taught.