



AWARENESS AND ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS THE DYSLEXIC STUDENTS

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Abstract

The majority of students with learning disability have been suffering from one or several basic skills in teaching learning process. A learning disability is a generic term referring to difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. So, Dyslexia is also believed to be caused by both genetic and environmental factors. It often occurs in people with dynamic & Attention Deficit Hyperactivity Disorder (ADHD) and is associated with similar difficulties with numbers. It may begin in adulthood as the result of a traumatic brain injury, stroke or dementia. The underlying mechanisms of dyslexia are problems within the brain's language processing. Dyslexia is diagnosed through a series of tests of memory, spelling, vision, and reading skills. Dyslexia is separate from reading difficulties caused by hearing or vision problems or by insufficient teaching. It is a specific learning difficulty which is always associated reading disabilities. It offers itself as a big hindrance in the teaching of language. Therefore dyslexia is a serious concern for every parent and teacher. The studies also found that the awareness and attitude play vital role in diagnosing the dyslexia in children and dealing with it effectively. But the studies reflect that most teachers are unaware of dyslexia and therefore shows unconcerned attitude towards it. Many researchers have conducted study on Dyslexia; its effect on learning, awareness and attitude of people, teachers in India and abroad. But no research has been done on awareness and attitude of teachers towards dyslexic students in context of Arunachal Pradesh. Therefore, the researcher is intended to carry out research in Lower Subansiri District of Arunachal Pradesh about the awareness and attitude of teachers of primary Schools towards the dyslexia students in the district.

The present study is unique because, it investigates for the first time on awareness and attitude of teachers towards dyslexic students in Arunachal Pradesh context.

Key Words: *Awareness, Attitude, Primary School Teachers, dyslexia.*

Introduction

The majority of students with learning disability in counter problems in one or several basic skills in our country. A learning disability is a generic term referring to difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. So, Dyslexia is also believed to be caused by both genetic and environmental factors. It often occurs in people with Attention Deficit Hyperactivity Disorder (ADHD) and is associated with similar difficulties with numbers. It may begin in adulthood as the result of a traumatic brain injury, stroke or dementia. The underlying mechanisms of dyslexia are problems within the brain's language processing. Dyslexia is diagnosed through a series of tests of memory, spelling, vision, and reading skills. Dyslexia is separate from reading to learn difficulties caused by hearing or vision problems or by insufficient teaching.

Children with disabilities are also known as slow learners or children with special needs (CWSN); Generally, The teachers consider these children as mentally retarded. But that is not correct assumption. These children are not mentally retarded but these problems could be due to difficulty in expressing oneself, difficulty in attention & difficulty in concentration etc. Generally these children have normal or sometimes even above average intelligence. When someone who previously could read loses their ability, it is known as alexia. The difficulties are involuntary and people with this disorder have a normal desire. The Dyslexia is one the common issues among students with learning disabilities. Dyslexia is a specific learning disability in the area of reading and writing. The term learning disability is derived from the Greek word “dys” means poor or inadequate, and “lexis means words or language.

British Dyslexia, Association, (2000) said Dyslexia is a combination of abilities and difficulties, which affect the learning process in one or more reading, spelling and writing activities. Accompanying weakness may also be seen in speed of processing, short term memory, sequencing, auditory and visual perception, spoken and motor skills. U.S National Institutes of Health, Dyslexia is a learning disability that can hinder a person’s ability to read, write, spell, and sometimes speak. It is the most common learning disability in children, which continues throughout the life. The severity of dyslexia can vary from mild to severe. It is important to identify the problem at an early stage so that treatment could be provided. However, children with learning disability can be helped to develop to language skills at any stage. In the words of Reid (2009) “Dyslexia is a processing differences characterized by difficulty in literacy; and it can affect the cognition such as memory, speed of processing, time management, coordination and directional aspects; it can involve visual



and phonological difficulties; there are usually discrepancy in performance; it is important that the individual differences that learning styles are acknowledged; the learning and work context must be acknowledged too.

Dyslexia is a part of Learning Disabilities and confines to reading, writing and sound processing. Dyslexia is one among the challenges in the learning development of a child which are required to be studied in a greater level. But this type of disabilities is highly noticed among the school children particularly beginning level. Students with dyslexia have numerous situations in which they feel adequate for the demands of the situation, but many of these students feel less than capable when confronted with academic task in school. When a child is unable to learn something in a desired way, in a desired pace the experts term the situation as “learning difficulty” or a child is suffering from “learning disabilities”. Every individual is born with some amount of intelligence with which he/she is able to perceive, understand and learn new experiences. Since the degree of intelligence is not same in every individual the learning ability is also not same. Because of this some children or individual learn the things easily and some takes time to learn or even need extra time and efforts.

Learning disabilities are actually group of disorders not a single disorder. The Learning Disabilities refer to those disabilities which act as hindrance in the learning of a child because they affect the brains ability to receive, process, store, respond to and communicate information. Dyslexia, also known as reading disorder, is characterized by trouble with reading despite normal intelligence. Different people are affected to varying degrees. Problems may include difficulties in spelling words, reading quickly, writing words, "sounding out" words in the head, pronouncing words when reading aloud and understanding what one reads. Often these difficulties are first noticed at school. They are categorized by inadequate development of specific academic, language and speaking skills. Types of learning disabilities include Mathematics Disabilities (Dyscalculia), Reading Disabilities (Dyslexia), Writing Disabilities (Dysgraphia) and difficulty in remembering words (Dysnomia) and Attention Deficit Hyperactivity Disorder (ADHD).

Treatment involves adjusting teaching methods to meet the person's needs. While not curing the underlying problem; it may decrease the degree of symptoms. Treatments targeting vision are not effective. Dyslexia is the most common learning disability and occurs in all areas of the world. It affects 3–7% of the population; however, up to 20% may have some degree of symptoms. While dyslexia is more often diagnosed in men, it has been suggested that it affects men and women equally. Some believe that dyslexia should be best considered as a different way of learning, with both benefits and downsides.

Researches show that nearly 10% to 15% of children may suffer from some type of Dyslexia. In India it is expected to go up because of multilingualism as it enhances the difficulty level. The research also show that dyslexia ranges from mild to severe and is always accompanied by other specific Learning Difficulties, such as Dyscalculia, Dyspraxia or attention deficit Disorder, resulting in variation in the degree and nature of individuals' strength and weaknesses. The studies conducted by Zeinab Mihandoost (2013) A Comparison of the Reading emotional of students with and without dyslexia), Agarwal & BVLN Roa (Learning Disabilities Teaching Learning Strategies) Dolly Singh & Suchitra Deshpabhu (Handbook of special Education, Part -1) Defsere Jusufi (Dyslexia, Awareness And Discriminatory Potential. 20.14), Kamala R & Ramganes (Difficulties in identifying the Dyslexics in multilingual context 2015) Kormos, Sarkadi, &Csizer (The language learning experiences of students with dyslexia: Lessons from an interview study) Mirela, Mediha, Mensur, Emina (Teachers' Attitudes About Dyslexia: Evidence From Bosnia and Herzegovina and Montenegro), Adrian (Lay Knowledge of Dyslexia.2013), Anne Mary, Rossie, Wyn (Living With Dyslexia. 2009), Riddick Barbara (Experiences of teachers and trainee teachers who are dyslexic), Adebowale (Teachers' Knowledge of, and Attitude towards Learning Disabilities), Gevin Reid (Dyslexia. 2011), Ramaa (Dyslexia. 2000), on dyslexia reveals that it is a specific learning difficulty which is always associated reading disabilities. It offers itself as a big hindrance in the teaching of language. Therefore dyslexia is a serious concern for every parent and teacher. The studies also found that the awareness and attitude play vital role in diagnosing the dyslexia in children and dealing with it effectively. But the studies reflect that most teachers are unaware of dyslexia and therefore shows unconcerned attitude towards it.

Researchers have done number of studies on Dyslexia; its effect on learning, awareness and attitude of people, teachers in India and abroad. But no research has been done on awareness and attitude of teachers towards dyslectic students in context of Arunachal Pradesh. Therefore, the researcher is intended to carry out research in Lower Subansiri District of Arunachal Pradesh about the awareness and attitude of teachers of Primary Schools towards the dyslexic students in the district and the statement of the problem is given under:

Objectives of the Study

In view of the nature of the study and its research questions, the researcher has formulated the following objectives;

1. To study the awareness of Primary schools teachers towards dyslexia with regards to sex and category of Ziro block under lower Subansiri District Arunachal Pradesh.



2. To investigate the attitude of Primary schools teachers towards dyslexia with regards to sex and category of Ziro block under Lower Subansiri District of Arunachal Pradesh.

Hypotheses of the Study

As per the objectives of the current study, the investigator has formulated the following Null hypotheses

1. Ho₁- There is no significant difference in the awareness of Primary school teachers towards dyslexia with regard to sex.
2. Ho₂- There is no significant difference in the awareness of Primary school teachers towards dyslexia with regard to category.
3. Ho₃- There is no significance difference in the attitude of Primary school teachers towards dyslexia students with regard sex.
4. Ho₄- There is no significant difference in the attitude of Primary school teachers towards dyslexia students with regard category.

Methodology

The present chapter deals with methodology and design of the study. It includes description of research method employed for investigation, sampling used for selection of sample from population, tools developed and adapted for collection of data, procedure of collection of data, organization of data and statistical techniques used along with region of rejection (levels of significance) for testing of null hypothesis.

A system of model, procedures and techniques used to find the result of research methodology. The research problem is called a research methodology. The researcher adopted descriptive – cum –survey method to achieve the objectives of the present study. Here in this chapter the investigator wanted to highlight the details of research designed and procedure, how the investigator used the tools for the students of Government schools of Ziro block Lower Subansiri District Arunachal Pradesh for finding out the Awareness and Attitudes of the Teachers toward “Dyslexia” at Primary level. The researcher intended to highlight the procedure of data collection in the present study. The details of which are discussed in the following section.

1. Methods
2. Population & sample
3. Variables : a. Sex (Male & Female)
b. Category (Tribal & Non-Tribal)
4. Tools and techniques of study
5. Procedure of data Collection

Method of Study

In investigator used the Descriptive cum survey method is known the status of any phenomena or event. It is significant for finding out the current problems happening at international, national, local, and state issues and concerns.

In this present study, the investigator applied descriptive cum survey method in order to find the awareness and attitude of teachers about dyslexia in Lower Subansiri District of Arunachal Pradesh. The researcher adopted this method as it is the most suitable for finding out the existing status of teachers' awareness and attitude toward dyslexia.

Population and Sample

A population refers to any collection of specified group of human beings or of non-human entities. The target population of the present study consisted of Male and Female, Tribal and Non-Tribal Teachers, of Primary schools of Lower Subansiri District of Arunachal Pradesh.

In the present study a small number of samples were selected as per the representative of target population. The investigator used the Simple Random Sampling procedure for collection of data which was consisted of 100 teachers (52 Male teachers & 48 Female teachers, 72 Tribal teachers & 28 Non-Tribal) from 20 Primary schools of Lower Subansiri District of Arunachal Pradesh. Selected samples of teachers of Lower Subansiri districts have been shown in Table-1, Table-2 respectively.



Table –1: Selected Awareness Sample of Primary Schools Teachers of Lower Subansiri District of Arunachal Pradesh.

Sl. No	Name of School	Total	Gender		Race	
			M	F	T	NT
1.	GUPS, DUYU	7	4	3	4	3
2.	GMS,NITI	4	2	2	2	2
3.	GMS, TPD, ZIRO	3	3	0	2	1
4.	GHSS, HIJA	13	8	5	8	5
5.	GGSS, HAPOLI	4	0	4	4	0
6.	GMS, DUTTA	7	2	5	6	1
7.	LDS, ZIRO	1	1	0	1	0
8.	GSS, JORAM	1	1	0	0	1
9.	GHSS, ZIRO	21	14	7	17	4
10.	GSS, HILLTOP	3	1	2	3	0
11.	DBS, ZIRO	1	1	0	0	1
12.	HQS, ZIRO	2	2	0	0	2
13.	NPS, ZIRO	1	1	0	0	1
14.	GSS, SIRO	1	1	0	1	0
15.	GSS, HAPOLI	11	5	6	7	4
16.	GSS, LBS, ZIRO	5	1	4	5	0
17.	GSS, TAJANG	4	1	3	3	1
18.	GSS, HONG	6	2	4	5	1
19.	GLPS, DIIBI KAGO	3	1	2	3	0
20.	GSS, HARI	2	1	1	1	1
Total		100	52	48	72	28

Table– 2: Selected Attitude Sample of Primary Schools Teachers of Lower Subansiri District of Arunachal Pradesh.

Sl. No	Name Of School	Total	Gender		Race	
			M	F	T	NT
1.	GUPS, DUYU	7	4	3	4	3
2.	GMS,NITI	4	2	2	2	2
3.	GMS, TPD, ZIRO	3	3	0	2	1
4.	GHSS, HIJA	13	8	5	8	5
5.	GGSS, HAPOLI	4	0	4	4	0
6.	GMS, DUTTA	7	2	5	6	1
7.	LDS, ZIRO	1	1	0	1	0
8.	GSS, JORAM	1	1	0	0	1
9.	GHSS, ZIRO	21	14	7	17	4
10.	GSS, HILLTOP	3	1	2	3	0
11.	DBS, ZIRO	1	1	0	0	1
12.	HQS, ZIRO	2	2	0	0	2



13.	NPS, ZIRO	1	1	0	0	1
14.	GSS, SIRO	1	1	0	1	0
15.	GSS, HAPOLI	11	5	6	7	4
16.	GSS, LBS, ZIRO	5	1	4	5	0
17.	GSS, TAJANG	4	1	3	3	1
18.	GSS, HONG	6	2	4	5	1
19.	GLPS, DIIBI KAGO	3	1	2	3	0
20.	GSS, HARI	2	1	1	1	1
Total		100	52	48	72	28

Tools Used

The investigator used a self developed awareness and attitude scale to measure the Primary school teachers' awareness on dyslexia and attitude toward dyslexic.

The awareness scale consisted of 20 questions and the responses were to be made in terms of closed ended form. Before using the test in the actual study the investigator adopted the test standardization procedure and the content validity was established with consultation of the subject experts. The initial draft of the test was having 30 items which were administered on one school for sample teachers of Primary schools after tried out of the test, the investigator decided to reject ten numbers of items on the basis of item analyses through the item difficulty procedure and discrimination power of the items. By rejecting 10 items another 20 numbers of item were kept for the final try-out and again it was re-administered on same numbers of teachers and it was found that no item was felt more difficulty and easier. All the items were considered to be moderate in difficulty level, which established a high content validity of the test items. Therefore in the present study the investigator decided to keep a 20 items finally in the awareness on dyslexia which was used in the field on the concerned sample at the time of data collection.

Similarly, for the assessment of attitude and awareness of Primary school teachers towards the dyslexic learners the researcher also used a self developed Likerts-5 point's attitude scale having two sections. This scale includes 20 items (20 each for teachers) related to several dimension on attitude about dyslexia.

This attitude scale is popularly known as Likert- 5 point scale developed by the investigator by adopting the procedure suggested by Likert (1932) for the construction and administration of the scale and some of the important steps are described as under.

Procedure of Data Collection

In this step the investigator collected various aspects/dimensions and statements from different sources of literature relating to the content and aspects of attitude. These aspects or dimensions were discussed with some measurement experts and researcher on all 30 statements. All these statements were assessed and examined by both the content and language experts. Among these 30 statements 10 numbers of statements were rejected after thorough revision or review. Remaining 20 were kept in the initial draft (preliminary draft) of the attitude scale. It is important to be noted here that the language experts edited the statements in view of principles adopted for test construction and standardization according to the Thurston and Chare (1929), Wang (1932), Bird (1940), Edward Kilpatrick (1948), etc.

Statistical Techniques Used

Analysis of data for the investigator was made in conformity with the objectives and hypothesis as formulated by the investigator. The main purpose of the study was to find out the awareness and attitude of Primary school teachers on dyslexia. For this the investigator used t-test. The researcher used the given below formulas for analysis. The 't' values obtained were compared against table values at 0.05 and 0.01 levels of significance to retain or reject null hypotheses.

Discussion of the Results

Regarding the awareness of teachers of Primary Schools of Lower Subansiri District of Arunachal Pradesh, it is to be noted that there is no significant difference found in the attitude of teachers on dyslexia. The present study revealed that there is no variation in the awareness and attitude of Primary teachers towards dyslexia. The teachers are getting more time in observing



and assessing the dyslexia children. Moreover, the teachers are better in terms of training and specialization. The other possible factor might be that teachers are more exposed to the knowledge about dyslexia in course of their service period. In respect to the general understanding that all teachers are having more awareness and attitude towards dyslexia. The calculated 't' value also reflected that there is not significantly different in the awareness and attitude about dyslexia among these two variables i.e. Sex and Category of Primary teachers. The occurrence of this similarity may be because of well trained and qualified teachers. Apart from this the teachers get more opportunity to mingling with the students and know each and every students and their family, social and economic background of the students. With these factors there is more possibility to notice dyslexic features among the children who are really affected with it.

In case of the awareness on dyslexia among male and female teachers it is found that there is no significant difference. Both the male and female teachers of the Lower Subansiri District had shown equality in their awareness towards dyslexia through responding the questionnaires on it. But when mean value of male and female teachers of the Lower Subansiri District is compared, it is revealed that mean of the female teacher is little bit higher than the male teachers. This implies that female teachers of Primary schools of Lower Subansiri Districts have little higher in the awareness on dyslexia, but the difference is ignorable as the mean of male teachers is 34.74 whereas female's is 37.37. There is difference of only 2.63 which is quit ignorable.

So it proves that there is equality in the awareness of dyslexia among the Tribal and Non-Tribal Primary Teachers of Lower Subansiri District of Arunachal Pradesh. But again when we compare the mean value of both Tribal and Non-Tribal Primary Teachers a minor difference is found in the awareness about the dyslexia. The mean of Tribal Primary Teachers is 36.19 whereas the mean of Non-Tribal Primary Teachers is 35.5. This implies that the level of awareness is among Tribal Primary Teachers is little higher than the Non-Tribal Primary Teachers but this difference is negligible.

The attitude on dyslexia among Male and Female Primary Teachers is found not significant. This proves that both the Male and Female Primary Teachers of the Lower Subansiri District had shown equality in their attitude towards dyslexia through responding the questionnaires. But when the mean value of both male and female teachers of the Lower Subansiri District is revealed than we find male teacher is little bit higher than the female teachers. This implies that male teachers of Primary schools of Lower Subansiri Districts have little higher attitude on dyslexia, but the difference is ignorable as the mean of male teachers is 64.90 whereas female's is 62.79. There is difference of only 2.11 which is quit ignorable.

It reveals that there is equality in the attitude of dyslexia among the Tribal and Non-Tribal Primary Teachers of Lower Subansiri District of Arunachal Pradesh. But the mean value of both Tribal and Non-Tribal Primary Teachers is slight difference. The mean of Tribal Primary Teachers is 63.76 whereas the mean of Non-Tribal Primary Teachers is 64.21. So, the level of attitude of Non-Tribal Primary Teachers is slight higher than the Tribal Primary Teachers but this difference is negligible.

Thus, after going through the above findings and results it can be concluded that all the Null Hypotheses were accepted. There is no higher significant difference found in the awareness and attitude on dyslexia in Lower Subansiri District of Arunachal Pradesh. The overall mean scores of 100 Primary teachers of Lower Subansiri District came out to favourable and good. From this it is interpreted that Primary teachers are well aware and having positive attitude towards dyslexia.

Major Findings of the Study

Following are the main findings of the present study as per the data interpretations results: The above Table no- 4.01 and its computed overall awareness mean score came out to be 36.00 and the awareness scale of possesses minimum Two ($10 \times 2 = 20$) marks and maximum 30 ($10 \times 3 = 30$) marks, therefore, the average score of the used awareness scale was taken as 25.00 ($\frac{20+30}{2} = 25$) marks. Therefore, The computed awareness mean score of 100 Primary Teachers was found to be 36.00.

which is higher than the mean score (25.00) of the awareness scale, therefore, it is interpreted that a large numbers of Primary teachers have shown good and favourable awareness towards Dyslexia in Lower Subansiri District of Arunachal Pradesh.

The above Table no - 4.04 reveals that the computed t-value came out to be 1.75 which is lesser than the criterion t-value (1.98) at .05 level of confidence for 98 df. Therefore, the computed t-value (1.75) has been considered not significant and the formulated. Hypothesis: "There is no significant difference in the awareness of Primary school teachers towards dyslexia with regard to sex. ." got accepted from this, it is interpreted that the male and female Primary teachers do not differ in their awareness on dyslexia.



The above Table no- 4.07 indicates that the computed t-value came out to be 0.41 which is smaller than the criterion t-value (1.98) at .05 level of confidence for 98 df. Therefore, the computed t-value (1.75) considered to be not significant and the formulated. Hypothesis: “There is no significant difference in the awareness of Primary school teachers towards dyslexia with regard to category.” is accepted from this, it is interpreted that the Tribal and Non-Tribal teachers do not differ in their awareness on dyslexia.

The above Table no- 4.08 and its computed attitude mean score came out to be 63.55 and the attitude scale of possesses minimum One (20x1=20) marks and maximum 100 (20 X 5=100) marks, therefore, the average score of the used attitude scale was taken as 60.00 ($\frac{20+100}{2} = 60$) marks. Therefore, The computed attitude mean score of 100 Primary Teachers was found to be 63.55. which is greater than the mean score (60.00) of the attitude scale, therefore, it is interpreted that a large numbers of Primary teachers have shown good and favorable attitude towards Dyslexia in Lower Subansiri District of Arunachal Pradesh.

The above Table no- 4.09 indicates that the computed t-value came out to be 1.75 which is lesser than the criterion t-value (1.98) at .05 level of confidence for 98 df. Therefore, the computed t-value (1.75) has been considered not significant and the formulated. Hypothesis: “There is no significance difference in the attitude of Primary school teachers towards dyslexia students with regard sex.” got accepted from this, it is interpreted that the Male and Female teachers do not differ in their awareness on dyslexia.

The above Table no- 4.10 reveals that the computed t-value came out to be 0.32 which is very lesser than the criterion t-value (1.98) at .05 level of confidence for 98 df. Therefore, the computed t-value (0.32) has been considered not significant and the formulated. Hypothesis: “There is no significant difference in the attitude of Primary school teachers towards dyslexia students with regard category.” Is accepted from this, it is interpreted that the Tribal and Non-Tribal teachers really do not differ in their attitude, both the groups of Primary school teachers have same attitude towards dyslexia.

Educational Implications of the Study

The investigator has recommended some of the following pertinent educational implications in reference to the awareness and attitudes of Primary teachers towards dyslexia as under:

1. Since the present study was conducted in order to test the awareness and attitude of teachers about dyslexia in Ziro-I block under lower Subansiri District of Arunachal Pradesh. It has revealed that though there is no or less significant difference in their awareness and attitudes but their mean scores depict slight differ. Therefore this study would help the teachers to develop more awareness about dyslexia.
2. Teachers have to participate actively in orientation programs, workshops, RCI training programs and symposia for acquiring competencies to deal children with dyslexia in teaching learning process.
3. The study would spread awareness among the parents and teachers that dyslexia, if diagnosed earlier can be corrected with special strategies in dealing with them.
4. Teachers have to be well informed with latest techniques and technologies through in-service teacher education programs for teaching to dyslexic children.
5. It would help the teacher to use appropriate techniques and teaching aids in the teaching-learning process for the dyslexic learners.
6. Participatory research is necessary to the teachers in the field of specific learning disabilities, so that the teachers can develop intervention programmes for better progress of the dyslexics in their reading styles.
7. Since dyslexia is a disability related to language learning, the study would help the language teacher to have more insightful nature into the problem of dyslexia.
8. The study would help the curriculum framer to frame special curriculum for the dyslexic students.
9. RCI, NCERT, NCTE have to take initiation to conduct various seminars/conferences and special education courses to bring awareness attitudinal change among the teachers.

Conclusion

The present study was intended to establish the degree of awareness and attitude of parents and Primary school teachers of Lower Subansiri District of Arunachal Pradesh. In total four objectives and eight Null Hypotheses were formulated in order to find out the target of the study. The researcher used descriptive cum survey method of educational research to carry out the study successfully. So far the sampling procedure was concerned the investigator used stratified random sampling for the collection of data. One hundred numbers of Primary school teachers of Ziro – I, block Lower Subansiri District of Arunachal Pradesh were selected and tested. Inferential statistics technique was used for analyzing the collected data.



Thus the present study signifies that there need improvement in the awareness and attitude of teachers towards dyslexia and dyslexic learner .So, that these children can be diagnosed and appropriate measure could be taken up to improve the performance in their learning.

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