CONTENTS

Chapters	Title	Page. No
	Student declaration	i
	Certificate	ii
	Acknowledgement	iii – v
	Contents	vi - xi
	List of Tables	xii – xxv
1	Introduction	1 - 98
	1.1 A conceptual framework of children with	4
	learning difficulties in Pune city	4
	1.1.1. Concept of child development	4
	1.1.2. Concept of learning difficulties in children	4
	1.1.3. Types of learning difficulties	6
	1.1.4. Causes of learning difficulties	16
	1.1.5. Assessment of learning difficulties	20
	1.1.6. Assessments in India	23
	1.1.7. Co-morbidity of ld and ADHD	24
	1.1.8 Prevention and Intervention	24
	1.1.9. Historical perspective	28
	1.1.10. The situation in India	32
	1.1.11. Government and policies	33
	1.2 Developmental and socialization theories	34
	1.2.1. Role of parenting	34
	1.2.2. Definition of socialization	35
	1.2.3. Family as an institution	36
	1.2.4. Theory of parenting style - Psychologist	37
	Diana Baumrind	
	1.2.5. Stages of psychosocial development-	40
	Psychologist Erik Erikson	
L	1.2.6. Maslow's hierarchy of needs theory	42

1.2.7. Cognitive development theory – Jean Piaget	44
1.2.8. Family system theory	47
1.2.9. Definition of the Situation	49
1.2.10. Social issues, socio economic rehabilitation,	50
human resource development	50
1.2.11. Role of stake holders	54
1.2.12. Important aspect of parenting – positive	59
attitude	57
1.2.13. Effects of urbanization on Indian education	61
system	01
1.2.14. Modernization of education in India:	63
problems	05
1.2.15. Impact of globalization on Indian education	64
1.3.The Indian education system and social &	64
ethical values	0.
1.3.1. Meaning of education and its philosophy	64
1.3.2. Education concept defined by renowned	66
personalities	00
1.3.3. Types of Education	67
1.3.4. Traditional Education: An Introduction	68
1.3.5. An overview of the modern school education	69
system in India	07
1.3.6. Education in India	70
1.3.7. Convention on rights of the child	72
1.3.8. Importance of learning in education	72
1.3.9. Learning	73
1.3.10. Types of learning styles	74
1.3.11. The Right to Education act and Learning	75
Problems	10
1.3.12. The quality of education imparted	76
1.3.13. Guidelines to avail concessions for the	77
students with learning disorders	, ,

	1.3.14. Education for all	80
	1.3.15. The role of national institute of open	82
	schooling (NIOS)	02
	1.4. Profile of Pune city and the school system	85
	1.4.1. Pune city map especially study area of the	07
	school	85
	1.4.2. Origin and history of Pune city	85
	1.4.3. Pune in independence period	87
	1.4.4. Geography of Pune city	87
	1.4.5. Location and population in Pune	88
	1.4.6. Climate of Pune	88
	1.4.7. Transportation in Pune	89
	1.4.8. Culture of Pune	89
	1.4.9. Pune - smart city	90
	1.4.10. PMPML	91
	1.4.11. Education in Pune	91
	1.4.12. Different Educational Board	91
	1.4.13. Schools covered as a study area	93
2	Review of literature and field experiences	99 - 146
	Review of merutare and new experiences	<i>77</i> • 140
	2.1. Review of literature	99
	-	
	2.1. Review of literature	99
3	2.1. Review of literature 2.1.1. Studies based on theoretical framework	99 99
	2.1. Review of literature 2.1.1. Studies based on theoretical framework 2.2. Experiences during field work	99 99 144
	2.1. Review of literature 2.1.1. Studies based on theoretical framework 2.2. Experiences during field work Research methodology	99 99 144 147 - 158
	2.1. Review of literature 2.1.1. Studies based on theoretical framework 2.2. Experiences during field work Research methodology 3.1. Introduction	99 99 144 147 - 158 147
	2.1. Review of literature 2.1.1. Studies based on theoretical framework 2.2. Experiences during field work Research methodology 3.1. Introduction 3.2. Statement of the problem	99 99 144 147 - 158 147 148
	2.1. Review of literature 2.1.1. Studies based on theoretical framework 2.2. Experiences during field work Research methodology 3.1. Introduction 3.2. Statement of the problem 3.3. Ethical concerns	99 99 144 147 - 158 147 148 150
	2.1. Review of literature 2.1.1. Studies based on theoretical framework 2.2. Experiences during field work Research methodology 3.1. Introduction 3.2. Statement of the problem 3.3. Ethical concerns 3.4. Significance of the study	99 99 144 147 - 158 147 148 150 151
	2.1.Review of literature2.1.1.Studies based on theoretical framework2.2.Experiences during field workResearch methodology3.1.Introduction3.2.Statement of the problem3.3.Ethical concerns3.4.Significance of the study3.5.Scope of the study	99 99 144 147 - 158 147 148 150 151 152
	2.1.Review of literature2.1.1.Studies based on theoretical framework2.2.Experiences during field workResearch methodology3.1.Introduction3.2.Statement of the problem3.3.Ethical concerns3.4.Significance of the study3.5.Scope of the study3.5.1.Geographical scope	99 99 144 147 - 158 147 148 150 151 152 152

	2.9 Accumultions of the study	152
	3.8. Assumptions of the study	153
	3.9. Hypothesis of the study	154
	3.10. Key variables	154
	3.11. Research methodology	154
	3.11.1. Items of information in the study	154
	3.11.2. Research design	155
	3.11.3. Study method	155
	3.11.4. Selection of the sample for the study	155
	3.11.5. Methods and technique to draw sample	156
	3.11.6. Selection of respondents	156
	3.12. Source of data collection	157
	3.12.1. Primary sources	157
	3.12.2. Secondary sources	157
	3.13. Method of data collection	157
	3.14. Tool of data collection	157
	3.15. Analysis plan	157
4		1
4	Interpretation of data	159 – 288
4	Interpretation of data 4.1. Data interpretation	159 – 288 159
4	-	159
4	4.1. Data interpretation	
4	4.1. Data interpretation4.2 Academic performance of the children from	159
4	 4.1. Data interpretation 4.2 Academic performance of the children from parents' perspective 	159 177 187
4	 4.1. Data interpretation 4.2 Academic performance of the children from parents' perspective 4.3 Parents perception about their children 	159 177
4	 4.1. Data interpretation 4.2 Academic performance of the children from parents' perspective 4.3 Parents perception about their children 4.4 Parents perspective about remedial teaching 	159 177 187 221
4	 4.1. Data interpretation 4.2 Academic performance of the children from parents' perspective 4.3 Parents perception about their children 4.4 Parents perspective about remedial teaching of the children 	159 177 187
4	 4.1. Data interpretation 4.2 Academic performance of the children from parents' perspective 4.3 Parents perception about their children 4.4 Parents perspective about remedial teaching of the children 4.5 Parents awareness about learning difficulties 	159 177 187 221 233
4	 4.1. Data interpretation 4.2 Academic performance of the children from parents' perspective 4.3 Parents perception about their children 4.4 Parents perspective about remedial teaching of the children 4.5 Parents awareness about learning difficulties of the child 	159 177 187 221
4	 4.1. Data interpretation 4.2 Academic performance of the children from parents' perspective 4.3 Parents perception about their children 4.4 Parents perspective about remedial teaching of the children 4.5 Parents awareness about learning difficulties of the child 4.6 Parents perception with the concern areas of 	159 177 187 221 233 249
4	 4.1. Data interpretation 4.2 Academic performance of the children from parents' perspective 4.3 Parents perception about their children 4.4 Parents perspective about remedial teaching of the children 4.5 Parents awareness about learning difficulties of the child 4.6 Parents perception with the concern areas of the child 	159 177 187 221 233
4	 4.1. Data interpretation 4.2 Academic performance of the children from parents' perspective 4.3 Parents perception about their children 4.4 Parents perspective about remedial teaching of the children 4.5 Parents awareness about learning difficulties of the child 4.6 Parents perception with the concern areas of the child 4.7 Feedback given by the parents of the children 	159 177 187 221 233 249
	 4.1. Data interpretation 4.2 Academic performance of the children from parents' perspective 4.3 Parents perception about their children 4.4 Parents perspective about remedial teaching of the children 4.5 Parents awareness about learning difficulties of the child 4.6 Parents perception with the concern areas of the child 4.7 Feedback given by the parents of the children with learning difficulties 	159 177 187 221 233 249 266
	 4.1. Data interpretation 4.2 Academic performance of the children from parents' perspective 4.3 Parents perception about their children 4.4 Parents perspective about remedial teaching of the children 4.5 Parents awareness about learning difficulties of the child 4.6 Parents perception with the concern areas of the child 4.7 Feedback given by the parents of the children with learning difficulties 4.8 Case studies 	159 177 187 221 233 249 266 275

5	Findings and suggestions	289 - 322
	5.1. Findings	289
	5.2. Findings based on academic concerns of	291
	children	291
	5.3. Feedbacks based on parents perception at	293
	emotional level	293
	5.4. Findings related to remediation facilities that	298
	children avail	290
	5.5. Findings related to cross table co-relation	299
	5.6. Findings based on parents feedbacks about	202
	their children with learning difficulties	302
	5.7. Findings related to case studies	304
	5.8. Findings based on testing of Hypothesis	305
	5.9. Conclusions	307
	5.10. Recommendations	309
	5.11. Contribution to Knowledge in present and	210
	future studies	312
	5.12. Proposed area of social work	313
	5.12.1. Child welfare	314
	5.12.2. Creating awareness and impact through	217
	social welfare programmes	317
	5.13. Methods of social work	317
	5.13.1. Social case work	318
	5.13.2. Social group work	318
	5.13.3. Social community work	318
	5.13.4. Social action	318
	5.13.5. Social welfare research	318
	5.13.6. Social welfare administration	319
	5.13.7. Implications of social work strategies at	210
	school level	319
<u> </u>	5.14. Sensitization towards child	320
<u> </u>	5.14.1. Family and community sensitization and	320
L		

	support	
	5.14.2. Family support	320
-	5.14.3. Community responses	320
-	5.15. Perspective and innovations	321
-	5.15.1. System Approach	321
	5.15.2. Welfare approach	321
	5.15.3. Integrated approach	322
	5.15.4. Innovations	322
	Bibliography	323 - 351
	Appendices 1: List of school in Pune city	352 - 354
	Appendices 2: Types of learning style	355 - 355
	Appendices 3: Dyslexic brain and normal brain	356 - 357
	Appendices 4: Renowned personalities with learning	358 - 359
	difficulties	
	Appendices 5: Few sample sheet of writing of	359 - 360
	children with learning difficulties.	
	Questionnaire used for Ph.D. Research work	361 - 370