

**Name of the Scholar:** Dhananjay Vishnu Deshmukh

**Name of the Supervisor:** Dr. Eram Nasir

**Department:** Department of Teacher Training and Non-formal Education (IASE)

**Title of the study:** Development of Universal Design for Learning (UDL) Based Module for Language Skills of Students in Inclusive Setup

### **Findings**

**Keywords:** *Universal Design for Learning (UDL), Reading Difficulties, Inclusive Education, Learning Disabilities.*

The investigator analyzed the data collected and data revealed that, students face different types of reading difficulties. Difficulties are studied from Pre-reading Level to 5<sup>th</sup> class. There was difference in difficulties faced by students at each level i.e. from pre-reading level to 5<sup>th</sup> class. At pre-reading level students faces difficulties in recognition same capital letter from another group of letter i.e. difficulties faced by students are Matching letter with letter, objects with objects and other. Students of 1<sup>st</sup> class faced the difficulties in reading B instead of D and N instead of M and are finding difficulty in matching word with small alphabet having similar structure. They are reversing the alphabet. The difficulties faced by students in this stage is reversibility in reading. 2<sup>nd</sup> class students are facing the difficulties in filling the a,e,i,o,u at appropriate place with the help of pictures. Students are mixing the alphabets and finding difficulty in matching word with pictures. They are filling the blanks randomly. This indicates that students are facing reading difficulties such as misplacement, guessing, and distorting the words.

At class 3<sup>rd</sup> investigator increased the difficulty level of statements. Students faced different difficulties. The students were to write, 'Students are playing on play-ground', 'Virat Kohli is The King of Cricket, 'An Elephant is Silent animal', 'The cat is under the table and a wonderful butterfly' and so many others. This indicates that students are facing difficulties in copying sentence which includes more words, copying the sentence from given material, identifying pictures with the help of sentence reading.

Class 4 students faced difficulties in identifying and writing an appropriate alphabet on blank place, and filling the blank with alphabets. Some students faced difficulty in comprehending the paragraphs and give the answers with respect to paragraph, examples are - What is the color of Maganbhai's shirt? purple / pink, What has Salim in his hand? bucket / basket. Also some of them faced difficulty in copying the sentences and paragraphs.

5<sup>th</sup> class students face the difficulties identification, recognition, matching and separation among the words. This indicates students in private school and government school are facing same difficulties at 5<sup>th</sup> class level in task 2. Students find difficulty in reading pictures and comprehension of pictures. Students were not able to prepare the sentence on the basis of picture reading means students were not able to comprehend the picture and prepare the sentence. Both picture comprehension and sentence formation difficulties are faced by students. Comprehension was the difficulty faced by students at this level.

It was observed that at initial classes i.e. pre-reading, 1<sup>st</sup> class and 2<sup>nd</sup> class, students faced the difficulties in identification, matching, recognition and other reading difficulties. 3<sup>rd</sup> class students face the mixed type reading difficulties i.e. identification, matching and comprehension. 4<sup>th</sup> and 5<sup>th</sup> class students were facing reading, copying and comprehension difficulties. After the observation it was found that, girls and boys were facing the same reading difficulties. Government school students and private school students were facing same difficulties which were mentioned under 1<sup>st</sup> and 2<sup>nd</sup> objectives.