

# Research and Innovation: Present Scenario

## “A Study on Special Education Programme at Primary Level under SSA Schools in District Betul of M.P. State- An Evaluative Study”

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### ABSTRACT

*Over the past decade, there has been a momentous and dire increase in the incidence and prevalence of children with developmental disabilities. This has raised concerns and stirred the interest of significant people like parents/carers, teachers, doctors, allied health professionals, and all those related to the cause of improving the quality of life of these children. There has been some remarkable work in this field with increasing awareness among parents/carers, professionals and the community in general. Lot of the focus has been on developing systems and resources to enhance the process of rehabilitating these children and including them in the mainstream society. Over time, various professionals and organizations have experimented, in their own respective areas of interest and Specializations, on a variety of methodologies in a quest to find the optimal strategy of working with children to enhance their quality of life. There are presently many schools/organizations and governmental and non-governmental clinics/hospitals and various other systems that are providing undoubted quality of rehabilitation services. We are also witnessing a rapid growth in the number of institutions and organizations dedicated to the advocacy of the cause. In spite of all the goodwill, hard work and dedication of the people involved, we still seem to be inadequately equipped to support this surge. It leads a question to the society that which type of the system we need? In the specific reference of the Special Education we are trying to cope up with the child's specific need.)*

## I INTRODUCTION

Clearly, schools are not equipped to deal with the full range and impact of the problems presented by the students of the 1990s. A broad range of collaborative and coordinated services that link schools and other agencies are needed both in and beyond schools (Council of Chief State School Officers, 1989; National Commission on Children, 1991; Rigsby, Reynolds, & Wang, 1995). To facilitate access to quality education, UNESCO and Government of India proposes to set up an International Centre for Special Needs Education in New Delhi to cater to the Asia Pacific Region.

In many of the schools there is no infrastructure at all. In our country most of the population is residing in rural areas where the school facilities are in poor condition. Building, sanitation, electricity and the availability of teaching staff is also a problem.

Sarva Shiksha Abhiyan (SSA) is an effort to universalise elementary Education by community-ownership of the school system. It is a response to the demand for quality basic Education and also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality Education in a mission mode. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

The status of SSA programme in Madhya Pradesh is also not very satisfactory. The status of elementary Education in terms of major educational indicators is as-

- (a) The status of enrolment of children at primary and upper primary levels in terms of Gross Educational Rate (GER) is as follows:

Table : 1

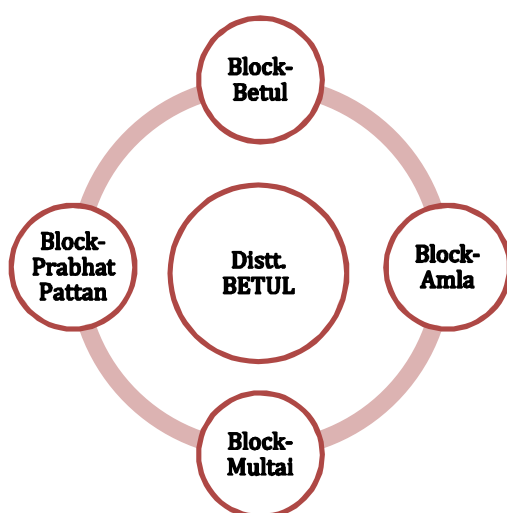
Age Group	Population (in lakhs)			Enrolment (in lakhs)			GER (in %)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5+ to 11 year	60.25	55.22	115.47	62.79	57.66	120.46	104.23	104.41	104.32
11 to 14 year	25.95	22.03	47.98	25.36	21.44	46.80	97.73	97.32	97.54
5+ to 14	86.20	77.25	163.45	88.15	79.10	167.25	102.27	102.39	102.33

(Source: IPMS)

- (b) The status of out-of-school children, which is also the target for bringing children back to school is as :

Table : 2

Age group	Out-of-school children 2006-07 (in lakhs)			Out-of-school 2007-08 (in lakhs)		
	Boys	Girls	Total	Boys	Girls	Total
5-14 years	1.49	1.48	2.97	0.92	0.89	1.81



In the light of the above data and information it is clearly stated that the SSA programme is going well in the state of Madhya Pradesh. But the question arises here is the ground level reality of the Special I Education programme under SSA. It is a question of high priority, that if the dropout rate is high as per the above data then why and how the students with Special needs come up to the school? There must be some lacuna or shortcomings in ground level reality.

Therefore, it is felt that this study needs its importance to evaluate the Special I Education programme under SSA in the selected district (s) of Madhya Pradesh. Hence, this study was selected for the study

## II OBJECTIVES OF THE STUDY

On the basis of the nature of the study, the objectives of the study were-

To study the opinion of the teachers working in the 'SSA' schools towards the facilities available in 'SSA' schools in distt. Betul of M.P. State.

## III METHODOLOGY

### (a) Design

The selected study was primarily a survey type of evaluative research involving systematic observations of variables by the use of standardized tools and systematic procedure.

It was designed that the different types of questionnaire will be used to get the data from the field. Since there was no such standardized tool available to meet the objectives of the study. It was further decided that only district Betul will be considered for the study.

### (b) Population for the study

All the SSA schools working in India were considered as a population of the study.

### (c) Sampling Design and Sample of the Study:

With the available time and resources of the researcher, coverage of all SSA Schools for selection of samples was not convenient and possible. Therefore, purposive sampling techniques were considered to shortlist the Blocks.

Sr. no	Block	No. of Villages	No. of Primary schools	No. of Govt. Schools	No. of Private schools	No. of SSA schools
3	Prabhat pattan	9	17	8	9	4
5	Multai	13	17	9	8	7
8	Amla	13	21	10	11	6
9	Betul	19	37	17	20	13
	Total	54	92	44	48	30

Considering the evaluative nature of the study and systematic observations of the opinions of teachers, it was planned to select 25 Govt. Primary and Private Primary SSA schools from the Blocks Betul, Amla, Multai and Prabhat Pattan of District Betul randomly.

Randomization of the sample was adopted only to choose the blocks for the study and all the schools under these blocks were considered for the study.

All the teachers working under the selected SSA schools and the parents of all the beneficiaries were taken as a sample of the study.

### (d) Tools and Approach

For the purpose of current study no standardized tests were available but some suitable tools were taken into consideration and adopted for the study. Mainly they are teacher/researchers made tests. The tools taken for the study are as under-

- (i) Teachers Opinion on the Facilities available in Special Schools (TOFAS-2) adopted by Rana (2009) developed by Sharma (2005) was taken into consideration for evaluating some of the aspect in the study.
- (ii) To study the opinion of the teachers towards the facilities in the schools, a questionnaire adopted by Sharma and Mahapatra (2009) was taken into consideration.

(iii) The weightage of the various items of the scale has been assigned according to the relative importance of the factors considered in the scale and only those items were selected in the scale which was found empirically suitable for the purpose of the study.

- 5= Not at all
- 4= Very Little
- 3= up to some extent
- 2= A lot
- 1= Can't Say

**(e) Information about TOFAS-2**

Each scale has its own selected items. This has to be responding in 5 point rating 5, 4, 3, 2 and 1. Researcher herself went to the field and handed over the scale and the questionnaire to the 34 teachers and 88 parents available in 3 blocks among the 4 selected.

The questionnaire was distributed to the teachers of the selected blocks for the study. The following table shows the status of the teachers taken for the study.

Table 3 : Blockwise distribution of Distt Betul

Samples	No. Of samples taken	No. Of samples filled the questionnaire	Excluded sample's questionnaires (half filled and partially filled)	Actual filled questionnaire	Numbers of filled in questionnaire taken
Teachers	57	45	11	34	34

Table : 4 Blockwise responds for TOFAS-2

Blocks selected for study	Blocks responds for TOFAS-2	Participation of teache per block
Betul	Yes	12
Prabhat pattan	Yes	10
Multai	Yes	12
Amla	No	00

The researcher helped the teachers to understand the items of the scale, wherever needed. The completely filled up questionnaire were taken up for the study and the half filled and blanked (more than 50% part) were dropped out from the scoring.

**(f) Scoring**

After getting the responses of the subjects the responses are scored in the manner. In the questionnaire of the opinion of the parents towards the facilities available in the ASHA Special School, five grades have been decided to the responses as 5,4,3,2 and 1. All of the grades are shown as following-

**(g) Information Schedule (I.S.) of evaluating the facilities in SSA schools:**

The schedule containing most of the common factors to be considered for the evaluation of the facilities available at the school campus. The schedule was develop to cover most of the factors as under-

Sr. No	Items/Factors	Details coverage
1	Schools	1. 25 schools each from all of the 4 selected blocks
2	Age	1. 6-8 yrs 2. 9-12 yrs 3. 13-16 yrs
3	Sex	1. Boys 2. Girls
4	Disability conditions of the children	1. Orthopaedic handicapped 2. Hearing impaired 3. Visually handicapped 4. Mental retarded
5	Status of the Assistive Devices/Aids and Appliances	1. Allotted 2. Not allotted
6	Types of the aid/appliances	1. Crutches/tri-cycle/ wheel chair 2. Hearing aids 3. Braille kit/blind kit 4. Educational kit 5. No aids
7	Year	1. 2007-08 session 2. 2008-09 session
8	Class of enrolment	1. First 2. Second 3. Third 4. Fourth 5. Fifth
9	Enrolment status	Enrolment status per session as decided for the study
10	Drop out status	Drop out status per session as decided for the study
11	Barriers present in the school campus	1. Physical barriers 2. Accessibility barriers
12	Facilities present in the school campus	1. Physical facilities 2. Accessibility facilities

**(h) Scheme of Data Analysis**

Data collected through the sources were analyzed by using both parametric and non parametric statistical techniques. Information collected through questionnaire from the beneficiaries had been analyzed accordingly. Percentage and Chi-square techniques were applied on the questionnaires to analyze the data.

#### **IV OBJECTIVE WISE OVERALL FINDINGS**

Analysis of the opinion of the Teachers of children with Special needs towards facilities/Barriers available in 'SSA' schools

(a) A 70%-80% of the teachers of the SSA schools were found satisfied with the facilities available in the schools and there was no significant difference found between their opinions on the facilities. Most of the teachers reacts that a healthy and sustainable environment of working is found in these SSA schools.

(b) Some teachers were reacted and needs to be improve the conditions such as:

- (i) Psychological lab must be equipped and needs improvements.
- (ii) Teachers should be given chance to lead the staff meetings rather than the administrative staff and the issues related to academics should be discussed in meetings etc.

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