

# Study of Support Services for Divyang Children in Primary Schools

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**Abstract:** Sikkim, one of the States of India, which lies in Northeast region bounded by Nepal to the West and Bhutan to the East; by the Tibet Autonomous Regions of China to the North and Northeast and by the West Bengal to the South. Although the population of the State is less in comparison with other States but the value of education is increasing day by day and it is becoming more competitive. Although the population is less but it consists of different kinds of people – disabled as well as non-disabled. Therefore, in the year 2003, Human Resource Development Department (HRDD) has adopted integrated education through helping hand organization Gangtok (NGO) to make all disabled children educated in regular schools without any discrimination. Sarva Shiksha Abhiyan (SSA) is also making progress towards integrated education. Millions of the people have some type of physical, mental or emotional condition that significantly limits their ability to function successfully in our society. All children whether they are divyang or not, have the right to education in an appropriate way as they are the future citizens of the country. All children have the right to learn together and deserve the best in life. They have the right to live in a world where they have hope and opportunity. They need special care and assistance without which they cannot fully develop their potential. Children should not be declared or discriminated against by being excluded or sent away because of their disability. There is no legitimate reason to separate children for their education. Children belong together with advantages and benefits for everyone. Therefore, it is necessary to provide special supports services for divyang children to reach their full potential in school, and can make a successful transaction to adulthood and the world of further and higher education. The constitution provides the right to education to all citizens including the disabled. Every child has right to receive education in an educational institutional of his choice which is preferably the neighborhood school. This also implies that every child with a disability has the right to receive education in inclusive setting and the authority concerned cannot deprive the child of his right unless there are compelling reasons to do so. Of course, parents of disabled children may like to send their children either to special schools or to inclusive schools depending upon the facilities provided to the children. Therefore, it is very important to study divyang children and their support services and provide them education according to their needs so that they can fully develop their potential. Hence, the current work is an endeavor in this direction. The investigators tried to explore the support services in primary schools for divyang children. The findings of the study are: no instructional materials are provided for the education of divyang children, none of divyang children get specialized help through the resource rooms, teachers modify the curriculum to suit the needs of divyang children, teachers do not take personal care of special needs children, and teachers collaborate and consult with each other. It is found that teachers are of the opinion that school inspectors visit their schools only once in a year. None of the school inspectors gave any feedback to the schools. Teachers found involvement of the community and parents in the education of divyang children through participating in awareness programme.

**IndexTerms** - Divyang Children, Primary Schools, Support Services, Sikkim

## I. INTRODUCTION

Sikkim, one of the States of India, which lies in Northeast region bounded by Nepal to the West and Bhutan to the East; by the Tibet Autonomous Regions of China to the North and Northeast and by the West Bengal to the South. Although the population of the State is less in comparison with other States but the value of education is increasing day by day and it is becoming more competitive. Although the population is less but it consists of different kinds of people – disabled as well as non-disabled. Therefore, in the year 2003, Human Resource Development Department (HRDD) has adopted integrated education through helping hand organization Gangtok (NGO) to make all disabled children educated in regular schools without any discrimination. Sarva Shiksha Abhiyan (SSA) is also making progress towards integrated education. Millions of the people have some type of physical, mental or emotional condition that significantly limits their ability to function successfully in our society. All children whether they are divyang or not, have the right to education in an appropriate way as they are the future citizens of the country. All children have the right to learn together and deserve the best in life. They have the right to live in a world where they have hope and opportunity. They need special care and assistance without which they cannot fully develop their potential. Children should not be declared or discriminated against by being excluded or sent away because of their disability. There is no legitimate reason to separate children for their education. Children belong together with advantages and benefits for everyone. Therefore, it is necessary to provide special supports services for divyang children to reach their full potential in school, and can make a successful transaction to adulthood and the world of further and higher education. The constitution provides the right to education to all citizens including the disabled. Every child has right to receive education in an educational institutional of his choice which is preferably the

neighborhood school. This also implies that every child with a disability has the right to receive education in inclusive setting and the authority concerned cannot deprive the child of his right unless there are compelling reasons to do so. Of course, parents of disabled children may like to send their children either to special schools or to inclusive schools depending upon the facilities provided to the children. Therefore, it is very important to study divyang children and their support services and provide them education according to their needs so that they can fully develop their potential. Hence, the current work is an endeavor in this direction.

## II. OBJECTIVES

- To study the academic support services provided to divyang children in primary schools
- To study the administrative support services given to divyang children in the primary schools
- To study the community support services given to divyang children in the primary schools
- To study the parental support services given to divyang children in the primary schools

## III. RESEARCH QUESTIONS

- What type of academic support services provided to divyang children in the primary schools?
- What type of administrative support services provided to divyang children in the primary schools?
- What type of community support services provided to divyang children in the primary schools?
- What type of parental support services provided to divyang children in the primary schools?

## IV. RESEARCH METHODOLOGY

### 4.1 Population and Sample

The present study has been undertaken in 4 (four) districts in the State of Sikkim. These four districts which have been purposively selected for the purpose of convenience are located in four different zones of the State such as North, East, West and South. The districts which are located in these districts are Mangan, Gangtok, Geylzing and Namchi respectively. All the schools located in the above-mentioned districts have been covered under the present study, their number being 10. Out of 10 schools covered under the present study 5 are located in rural areas and the rest 5 are under urban areas.

### 4.2 Data and Sources of Data

For this study primary and secondary data has been collected. To achieve the authentic, genuine and accurate information about the support services for divyang children from the teachers and headmasters of Integrated Schools, the investigator developed the two tools i.e.

- School Information Schedule (for Headmasters).
- Questionnaire for Teachers.

Framing of a good questionnaire takes a great deal of time and hard work. In order to make the study reliable and comprehensive the questionnaire was prepared by the investigator. On the basis of study of literatures i.e. books, journals, and discussion with experts, headmasters and teachers a list of items was prepared separately for each questionnaire. The investigator had prepared two tools, one for School Information Schedule i.e. for headmasters and another one for teachers. These questionnaires were sent to 9 experts. Out of 9 experts approached, 4 experts offered their views and suggestions for further refinement of the tools. Depending upon the suggestions received from the experts the tools were revised and refined. After obtaining their views the final version of the tools was prepared for use by the investigator in the research project. In the final version of School Information Schedule consisted of 15 questions and questionnaire for teachers consisted of two parts A and B. Part A consisted of General information about teachers and part B consisted of different types of support services. All the statements had two options either in yes or No. The respondents were asked to tick (✓) one of the options as per their choice. The study sought mainly to study the support services for divyang children in primary schools. The data were analyzed by calculating the frequencies and percentage item wise and keeping in view each objective of the study.

### 4.3 Statistical tools

Simple statistical techniques like percentages were used for analyzing the data keeping in view objectives of the study.

## V. RESULTS AND DISCUSSION

The results of the present study have been presented as follows:

**5.1 Analysis of Objective 1:** - Academic Support: - Availability of instructional materials in the school for the education of divyang children are shown in the table no 1. It has been observed from the below table that no instructional materials are provided for the education of special needs children.

Divyang Children	Materials Procured	Materials Developed
VI	-	-
HI	-	-
OH	-	-
LD	-	-
MR	-	-

Specialized Help through Resource Rooms: - Specialized help for divyang children through resource rooms are listed below in the table 2. It is evident from the below table that none of divyang children specialized help through the resource rooms.

Table No 2: Specialized Help	
Getting specialized help through Resource Rooms	Number of Teachers
Yes	-
No	73

Modification of Curriculum: - Modification of curriculum by the teachers according to the needs of special needs children. This is evident from the table 3. The below table shows that 86.30% teachers modify the curriculum to suit the needs of divyang children however 13.69% teachers do not modify the curriculum.

Table No 3: Modifications of Curriculum by Teachers		
Modifications of Curriculum	Number of Teachers	Percentage
Yes	63	86.30
no	10	13.69
Total	73	

Personal Care of Children with Special Needs: - Personal care of children with special needs by the teachers is shown in the table 4. It can be seen from the blow table that 28.76% teachers take personal care of special needs children whereas 71.23% teachers do not take personal care of special needs children.

Table No 4: Personal care by the teachers for divyang children		
Personal Care	Number of Teachers	Percentage
Yes	21	28.76
No	52	71.23
Total	73	

Teaching Learning Strategies Adopted by the Teachers: -Teaching learning strategies are adopted by the teachers are listed in the table 5. The below table depicts that 4.10% teachers are adopting traditional teaching, 5.47% teachers are adopting participatory teaching, 2.73% teacher adopting peer tutoring, 49.31% teachers are adopting cooperative learning however 38.3% teachers are adopting team teaching.

Table 5: Teaching Learning Strategies			
Solano	Teaching Learning Strategies	Number of Teachers	Percentage
1	Traditional teaching	03	4.10
2	Participatory teaching	04	5.47
3	Peer tutoring	02	2.73
4	Cooperative learning	36	49.31
5	Team teaching	28	38.3
6	Total	73	

Collaboration and Consultation among Teachers: - Collaboration and consultation among teachers for teaching children with special needs are shown in the table no 6. The below Table reveals that 42.4% teachers collaborate and consult with each other but 57.5% teachers do not collaborate among themselves.

Table No6: Collaboration and Consultation		
Collaboration and Consultation among Teachers	Number of Teachers	Percentage
Yes	31	42.4
No	42	57.5
Total	73	

Linkage between Primary Schools and Special Schools: -Linkage and liaison between integrated schools and special schools are presented in the following Table No 7. It has been revealed from the below Table that only 1 school have linkage with primary school and the rest schools do not have any linkage with special school.

Table No 7: Linkage between Integrated Schools and Special Schools		
Linkage	Number of Schools	Percentage
Yes	1	10.00
No	9	90.00
Total	10	

Teaching Strategies adopted by the Teachers to meet the needs of Children with Special Needs: - Teaching strategies adopted by the teachers to meet the needs of children with special needs and their results are presented in the Table No 8. The below table shows that 83.56% teachers adopt the teaching strategies whereas 16.43% teachers do not adopt teaching strategies for divyang children.

Table No 8: Teaching Strategies		
Teaching Strategies adopted by the Teachers	Number of Teachers Response	Percentage
Yes	61	83.56
No	12	16.43
Total	73	

Availability of Aids and Equipments in the School: - Availability of aids and equipments in the school are as follows in the Table No 9. It has been observed from the below Table that as such no aids and equipments are provided for divyang children till now in all the 10 primary schools.

Divyang Children	Table No9: Aids and Equipments		
	For individual use	For sharing within School	For sharing among School
OH	-	-	-
VI (blind)	-	-	-
VI (low vision and partially sighted)	-	-	-
HI	-	-	-
MR	-	-	-
LD	-	-	-
Others	-	-	-

### 5.2 Analysis of Objective 2: - Administrative Support

Visit of Inspector of Schools: Visit of School Inspector in the school are presented in the Table10. The below Table indicates that 58.90% teachers are of the opinion that school inspectors visit their schools only once a year whereas 41.09% teachers are of the opinion that school inspectors visits the schools twice a year.

Table No 10: Visits of School Inspector		
Visits to Schools	Number of Teachers	Percentage
Once a year	43	58.90
Twice a year	30	41.09
Total	73	

Feedback given by School Inspectors to the Schools: - Feedback given by School Inspectors in the school is listed in Table 11. It is evident from the below table that none of the school inspectors gave any feedback to the school.

Table No 11: Feedback given by School Inspectors	
Feedback	Number of Teachers
Yes	-
No	73
Total	73

### 5.3 Analysis of Objective 3: - Community Support

Involvement of Community in the Education of Divyang Children:- Involvement of community in the programme of education for children with special needs and their results is presented in the Table 12 .It has been observed from the below Table that 8.21% teachers found involvement of the community in education of divyang children through participating in awareness programme, 15.06% teachers say that community members involve in decision making related to their education, 42.46% teachers are of the opinion that they involve in sending out of school children to the school and the rest 23.28% teacher says that the community encourage the divyang children to send the school.

Table No 12: Involvement of community			
Sl.No	Community Support	Number of Teachers	Percentage
1	Participating in the awareness programme	06	8.21
2	Participating in the decision making related to integrated education	11	15.06
3	Sending out of school children to the school	31	42.46
4	Encouraging handicapped children to attend the school	17	23.28
5	Total	73	

5.4 Analysis of Objective 4: Parental Support: Cooperation given by the parents to the schools in the education of their divyang children are shown in the Table 13. The below Table reveals that the views of teachers towards cooperation given by the parents for the education of their special need children. 67.12% teachers are of the opinion that parents cooperate in the education of their special needs children whereas 32.87% teachers are of the opinion that parents do not co- operate them for the education of their special needs children.

**Table 13: Cooperation given by the Parents**

Cooperation given by the Parents	Number of Teachers	Percentage
Yes	49	67.12
No	24	32.87
Total	73	

## VI. MAIN FINDINGS

**6.1 Academic Support:-** It has been found that no instructional materials are provided for the education of special needs children, none of divyang children specialized help through the resource rooms, 86.30% teachers modify the curriculum to suit the needs of divyang children, 13.69% teachers do not modify the curriculum, 28.76% teachers take personal care of special needs children whereas 71.23% teachers do not take personal care of special needs children, 4.10% teachers are adopting traditional teaching, 5.47% teachers are adopting participatory teaching, 2.73% teacher adopting peer tutoring, 49.31% teachers are adopting cooperative learning, 38.3% teachers are adopting team teaching, 42.4% teachers collaborate and consult with each other but 57.5% teachers do not collaborate among themselves. Only 1 school have linkage with primary school and the rest schools do not have any linkage with special school, 83.56% teachers adopt the teaching strategies whereas 16.43% teachers do not adopt teaching strategies for divyang children. No aids and equipments are provided to divyang children in 10 primary schools.

**6.2 Administrative Support:** - It is found that 58.90% teachers are of the opinion that school inspectors visit their schools only once a year whereas 41.09% teachers are of the opinion that school inspectors visits the schools twice a year. None of the school inspectors gave any feedback to the school.

**6.3 Community Support:** - Teachers found involvement of the community in education of divyang children through participating in awareness programme, 15.06% teachers say that community members involve in decision making related to their education, 42.46% teachers are of the opinion that they involve in sending out of school children to the school and the rest 23.28% teacher say that the community encourage the divyang children to send the school.

**6.4 Parental Support:** it is revealed that 67.12% teachers are of the opinion that parents cooperate in the education of their special needs children whereas 32.87% teachers are of the opinion that parents do not co-operate them for the education of their special needs children.

## VII. CONCLUSION

Government should take measures to improve the education of divyang children by providing them instructional materials and aids and equipments in the school. More concentration should be given on administrative support. Administrator should visit schools regularly and should provide financial support for the education of special needs children. Lack of parental support is one of the main causes of failure of special needs children. Thus, Parents should provide encouragement, help and should involve in the education and provide remedial instructional material for the education of their special needs children. Teachers play an important role for the upbringing of children especially with special needs children. They should provide healthy environment, should take personal care of special needs children, and should teach them according to their needs in the school to boost the academic success of special needs children. Government should emphasis more on academic support.

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