

AVAILABILITY OF STUDENT SUPPORT SERVICES FOR INCLUSIVE EDUCATION IN GOVT. AND NON GOVT. SCHOOLS

Mrs. Neetu khokhar

(Assistant Professor), Tika Ram College of Education, Sonipat

Abstract

The purpose of present investigation is to study the availability of student support services for inclusive education in govt. and non govt. schools. The study was conducted on 50 schools of both types in sonipat distt.of Haryana. Self constucted questionnaire was used for this investigation. t-two tail test assuming equal variances was used for the purpose of anagnosis the data the difference between the availability of student support services(physical /infrastructure, madical, teching and evaluation) in govt and non-govt schools is found to be significant.



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Introduction:-

UNESCO Defines 'Inclusive Education' as "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, culture, and communities and reducing exclusion within and from education. It involves changes and modification in content, approaches, structures and strategies with a common vision which cover all children of the appropriate age range and a conviction that it is the responsibility of the state of educate all children."

(Barton, 1997), Inclusive Education does not simply refer to the placement of children with special needs into normal schools, but it is also concerned with the conditions under which we can educated all children effectively. The project of Integrated Education for disabled (PIED) under the ministry of HRD was one of the land mark project for all children, which shifted then from segregated education towards inclusive education.

Policy Research on the Impact of General and special education Reforms (2000), the Division of learning Disability (1998) emphasized that teachers working in inclusive classrooms needs reduced class sizes, special supports, training and adequate instructional and curriculum material. Lagon & Vesper (2000), Trender at. al. (2000) put light on the idea that successful inclusive efforts are associate with administrative support, adequate planning of time, adequate material and resources and disability specific teaching skills. Manish

Mohd. Ali, Ramlee Mustapha (2006), examined that collaboration between the mainstream and special children is important and it minimized negative stereotypes on special need children.

Supports for inclusive education can be of resource support, medical support, evaluation support, teaching and technical support etc Resource support consists of providing a consumer with tangible material. Technical support refer to offering concrete strategies, methods and approaches. Whereas medical supports means facility of medicines, doctors, first aid etc. The evaluation support, refers to assistance in determining the impact of support an students, families and professionals,.

Significance of the Study:

Education for children having special needs is a big challenge now-a- days. Approximately every school system throughout the world is fighting with this challenge. This challenge is more serious in the context of developing and undeveloped countries where due to backwardness education is lacking. In these countries, education for special needs children is thought to be served the children in general class settings due unawareness and unavailability of support services in schools. In the present study, the main focus is laid on the availability of types of support services provided to children in govt. and non govt. schools.

Objectives:

The study was conducted with the following objectives:

- 1- To compare the availability of student support services in govt. and non govt. schools.
- 2- To compare the availability of physical/infrastructure services for inclusive education in govt. and non govt. schools.
- 3- To compare the availability of medical services for inclusive education in govt. and non govt. schools.
- 4- To compare the availability of teaching and evaluative support services for inclusive education in govt. and non govt. schools.

Hypotheses:-

- 1- There is no significant difference between the availability of student support services for inclusive education in govt. and non govt. schools.

- 2- There is no significant difference between the availability of physical/infrastructure services for inclusive education in govt. and non govt.schools.
- 3- There is no significant difference between the availability of medical support services in Govt. and Non Govt. schools.
- 4- There is no significant difference between the availability of teaching and evaluative support services for inclusive education in govt. and non govt. Schools.

Plan and Procedure:-

Method:

This study was planned to be undertaken as a descriptive survey method to know the availability of student support services for inclusive Education in Govt. and Non Govt. schools. Survey is non-experimental descriptive research method and can be useful when a researcher wants to collect data on a phenomenon that can not be directly observed.

Sample:-

The sample consisted of 50 senior secondary schools of govt. and non govt. school from Sonapat district of Haryana.

Tool Used:-

In the present study a self constructed questionnaire was used for measuring the availability of student support services. Questionnaire is further categorized into three parts.

- 1- Physical and infrastructure support services.
- 2- Medical support services.
- 3- Teaching and evaluative support services.

Analysis and Interpretation of Data:-

- 1- There is significant difference between the availability of student support services in Govt. and non Govt. schools.

Table- I

t-test : Two sample assuming equal variances

Student support services

	Non Govt. Schools	Govt. Schools
Mean	15.8518	18.418
Variance	93.4387	58.0797
Observation	27	27
Df	52	
T -Two Tail value	2.166	

The t-Two Tail value shows that there is significance difference between the availability of student support services in govt. and non govt. schools. In non govt. schools facilities are more for special need children.

2) There is significant difference between the availability of physical/infrastructural student support services in govt. and non govt. schools.

Table II

t-test :- Two sample assuming equal variances

Physical/Infrastructure support services		
	Non Govt. Schools	Govt. Schools
Mean	20.18	17.4
Variance	49.56	104.2
obesrvation	11	11
Df	20	
t-two tail value	.4745	

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This table shows that there is less availability of physical/infrastructure support services in govt. schools as compare to non govt. schools. In non govt. schools proper gate, sitting arrangement, park etc. is available.

3- There is significant difference between the availability of medical services in govt and non govt. schools.

Table –III

t-Test:- Two sample assuming equal variances.

	Non Govt. Schools	Govt. Schools
Mean	14.25	11.25
Variance	140.25	72.916
Obseravation	4	4
Df	6	
t two tail value	0.6953	

In govt. schools service of a doctor is not provided within the school campus. Besides of this, facility of a dispensary is also not provided.

4- There is significant difference in the availability of teaching and evaluative support services in govt. and non govt. schools.

Table –IV

t-test:- two sample assuming equal variances.

Teaching and evaluative support services

	Non Govt. Schools	Govt. Schools
Mean	19	17.66
Variance	43.4545	101
Observation	12	12
df	22	
t -Two tail value	0.6856	

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Above table states that there is a difference between the services provided for teaching and evaluative support in govt. and non govt. schools. In this regard govt. schools are lacking very behind. These schools does not put effort to meet the parents and the families of special need children and as a result does not get any type of suggestions and feedback.

Conclusion:-

In the collection of data, it was found that govt. schools have approximately all facilities but they were not properly maintained for exp:

- (a) Schools have safety support but not maintained properly due to that safety becomes only a piece of show.
 - (b) Classes have space but sitting arrangement is not proper.
 - (c) Schools have toilets but not properly cleaned.
- 2) Govt. schools have very less availability of proper games and sports material for special need children.
 - 3) Disabled friendly furniture was very less available booth in govt. and non govt. schools.
 - 4) Govt. schools have very very less availability of dispensary or doctor in school campus.
 - 5) Govt. schools have poor availability of modern teaching facilities like projector, smart classes, T.V. screen etc.
 - 6) Teacher have not any knowledge to tackle with medical emergency in govt. as well as non govt. schools.
 - 7) Life skills and vocational education of senior level was seen rarely in govt. and non govt. schools.

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Suggestions:-

- 1- Efforts should be taken for promoting co-ordination between different support services like education, medical, teaching and evaluation.
- 2- Mechanism of funding for inclusive education in govt. schools should be improved.
- 3) Policies that aim to promote quality of inclusive education should be flexible so that they can meet to local level needs.
- 4) There is a need of awareness to educate the disabled children from both sides, from family side and from the school side.
- 5) Special schools only for disabled children should be opened to promote the education of these children
- 6) There should be one legal framework for all educational sectors working for disabled.

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