Recent Trends in Inclusive Education

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Contents

Recent Trends in Inclusive Eduaiton (2021) : 203-209
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CHAPTER - XX

FACILITIES AVAILABLE IN SCHOOLS FOR TEACHING CHILDREN WITH SPECIAL NEEDS

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Abstract

For reasons like lack of infrastructure, inadequate manpower, etc., children continue to be deprived of quality education. If school education is addressed specifically for those with special needs, the necessary services are not given. The primary purpose of this article is to highlight the schools' current infrastructure and classroom facilities. The study data was collected from 99 schools, 57 government and 42 private schools in nine districts of Nagaland. Some parameters such as common passage, approach ways to classroom, library, laboratory and school office, washroom fittings, floor transit, signage, light & ventilation, noise interference, seating arrangement, furniture and displays were identified to understand the suitability for CWSN, and significant in infrastructures and classroom. The results show that schools have very limited basic requirements for accommodating CWSN in schools. However, existing facilities have somewhat better facilities in private schools and schools situated in rural areas.

Keywords: *CWSN, infrastructure, classroom*

1. Introduction

When it discusses of school education particularly for someone with special needs, the appropriate facilities are not offered. The problem at the moment is that structures of education are not as inclusive and accessible as we would like them to be. The National Focus Group on

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1. Introduction

When it discusses of school education particularly for someone with special needs, the appropriate facilities are not offered. The problem at the moment is that structures of education are not as inclusive and accessible as we would like them to be. The National Focus Group on Education for Children with Special Needs (NCERT) discusses issues relating to provisions, procedures and curricular concerns for children with special educational needs in the year 2006. They recommended that all schools should be inclusive by examining barriers created by admission procedures (screening, identification, parental involvement, selection and evaluation), including private schools; building teachers' capacity to work in an inclusive environment; making the curriculum flexible and appropriate to accommodate the diversity of school children.

Jha M.M. in the year 2002 The barriers to access and achievement can be seen in both physical and systemic terms. But more than that, it is the curriculum, the pedagogy, the study and the methodology of the school that generate barriers. Access to all children and an expectation of achievement for all will remain a far cry if these hidden challenges were not

taken care of. At this crucial juncture, the comprehensive education movement, combined with technological advancement and a modern approach to open education, has arrived. By choosing a comprehensive approach to access and achievement, countries and school systems are more likely to succeed in achieving education for everyone.

Children continue to be deprived of quality education for reasons such as lack of infrastructure, insufficient manpower, etc. Over the years, these issues have been debated at long. But hopefully, this gap will end with NEP 2020(*New Education Policy 2020 (NEP 2020): Highlights and PDF Downloads - Noticebard*, n.d.).

For the present study, Children with Special Needs (CWSN) refer to the learners who are not able to fulfill their needs by existing system of education. During SCC Meeting 2017 it was raising an issue regarding the need of identification of CWSN in the schools of Nagaland. Only the identification of these children may not help us to plan and provide corrective measures. Therefore, it was proposed to study about the state of difficulties in learning and facilities available in the schools of Nagaland.

2. Objective

This study tried to understand the present status of facilities available for Including CWSN schools of North East India. The primary objective of the present article is to highlight the existing Infrastructural and Classroom facilities available in the schools located in nine districts of Nagaland.

3. Process

A quantitative approach was adopted for answering to the research questions. Checklist for identifying support systems for educating CWSN in schools was employed for collecting data. The purpose of the checklist is to collect information on basic requirements for providing services for CWSN in regular schools. The basic required amenities were listed as options to respond, and number of options differed from item to item. Items related to the infrastructure were focused on accessibility and suitability for educating CWSN. The items were prepared in a simple statement with common wordings and examples. Collected data were computed using SPSS 21 for further analyzation of the data to answer the research question.

4. Results

As per Census 2011, the highest percentage of disabled children never attended educational institute in India is highest in Nagaland with a record of 39% followed by Assam (35%). A total of 6134 students are enrolled in all the schools (99) varying from class I to VIII. Out of which 2306 students are enrolled in 57 Govt. schools where 3828 are enrolled in 42 private schools. Which shows the rate of enrolment is more in private schools than Govt. schools. However, the prevalence of CWSN is more in Government schools than private schools as it shows 403 CWSN in Govt. schools where 256 are in private schools. Mean comparison among Govt. schools and Private schools are shown in Table 1 and comparison of infrastructural facilities among Govt. and Private schools are presented in the Table 1 and Figure 1 respectively.

Table 1:

t-test Results Comparing Government and Private schools on Infrastructural Facilities required for Inclusive Education.

School	N	Mean	SD	df	*t*-value	Remarks
By Government	57	33.31	30.44	97	.255	p = .677
By Private	42	35.44	29.9			

From the Table 1, it is observed that mean value in infrastructural facilities of Govt. school is 33.31 with SD 30.44 where 35.44 is Mean and 29.9 is SD in Private schools. Also, the calculated t-value is smaller than the table value at df 97. Also, t-value shows that the infrastructural facilities among Govt. and Private schools are not different significantly. However, clear distinction is observed in the Figure 1 which shows the comparison among Govt and Private schools across the parameters i.e. common passage (including school entry, ramp, corridor, etc.), approach to the classroom, library, lab and office room, washroom fittings, floors transit, and signage. It is revealing that facilities in washroom fittings, approach ways to library and lab, and signage are more appropriate in private schools than Govt. schools. From the data, it is revealed that abound 41% and 38% in common passage, 35% and 39% in approach ways to the classroom, 35% and 36% in approach ways to the school office, 54% and 31% in floor transit are appropriate both in Govt. and Private schools respectively. In a larger difference, around 16% in washroom fittings, 17% in approach ways to library, 21% in approach ways to lab and 14% in signage is appropriate in government schools, whereas in private schools around 28% in washroom fittings, 33% in approach ways to library, 38 % in approach ways to lab and 35% in signage are appropriate.

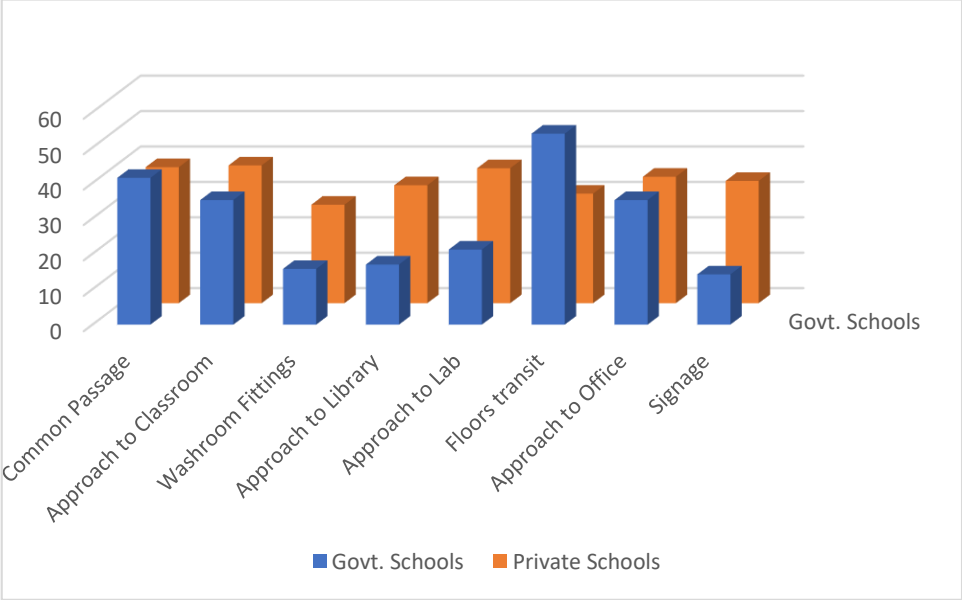

Figure 1: Comparison of Infrastructural Facilities among Government and Private Schools

From Table 2 and Figure 2, it is observed that mean value is 32.42 in urban with SD 27.53 whereas, in rural 46.14 and 34.01 is mean and SD values respectively. Less deviation in urban schools are observed but higher mean is seen in rural schools. And, t-score shows that there is not significantly difference in the facilities provided at schools located in urban and rural.

Table 2

t-test Results Comparing Schools located in Urban and Rural areas on Building Facilities required for Inclusive Education.

Location	**N**	**Mean**	**SD**	***df***	***t*-value**	**Remarks**
Urban	44	32.42	27.53	76	1.599	p = .214
Rural	34	46.14	34.01			

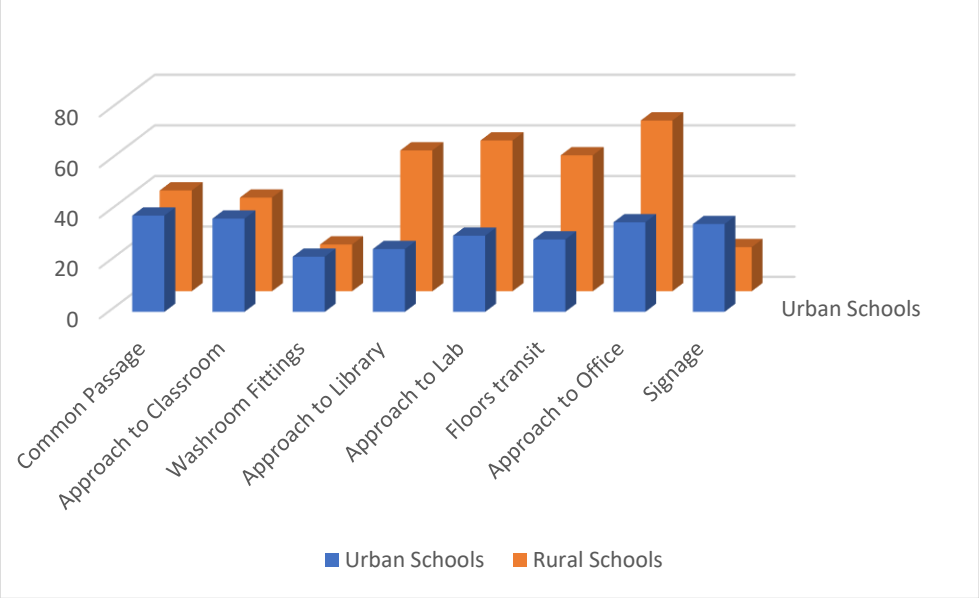

Figure 2: Comparison of Infrastructural Facilities among Urban and Rural Schools.

Figure 2 demonstrated the comparison of facilities and its appropriateness in the schools situated in urban and rural areas. Approach ways to library, lab and school office, and floor transits are more appropriately available in rural schools where other parameters are not showing much different with schools in urban. Around 56% in approach ways to library, 60% in approach ways to lab, 54% in floor transit and 68% in approach ways to school office are appropriate in schools situated in rural areas whereas 22% in washroom fittings, 25% in approach ways to library, 30% in approach ways to lab, 36% in approach ways to school office and 29% in floor transit are appropriate in schools located in urban areas. Common passes and approach ways to classroom are not showing much difference i.e. 38% and 40% in common

passage, 37% and 37% in approach ways to classroom in schools located in urban and rural areas respectively.

Table 3

t-test Results Comparing Government and Private schools on Classroom Facilities required for Inclusive Education.

School	N	Mean	SD	*df*	*t*-value	Remarks
By Government	57	41.9	34.35	97	.689	p = .903
By Private	42	54.77	35.54			

Comparison on classroom facilities between government and private schools and schools located in urban and rural areas are given in Table 3 and Figure 3 respectively. From the table it is observed that 41.9 & 54.77 are mean scores and 34.35 & 35.54 are standard deviations in the appropriateness of the classroom facilities in government and private schools, and schools situated in urban & rural areas respectively. From the mean comparison, it is found that there is no significant differences among the classroom facilities provided in schools run by government & private and located in urban and rural areas. Further, from the Figure 3 it is reveal that the light and ventilation facilities in the classroom are very poor in government schools (17%) where around 62% are appropriately provided in private schools. However, 46% and 62% in low noise disturbance, 67% & 67% in seating arrangement, 67% & 93% in furniture are appropriately provided in government and private schools respectively. Facilities for displaying teacher and student works are equally poor i.e. 32% & 33% in government & private schools respectively.

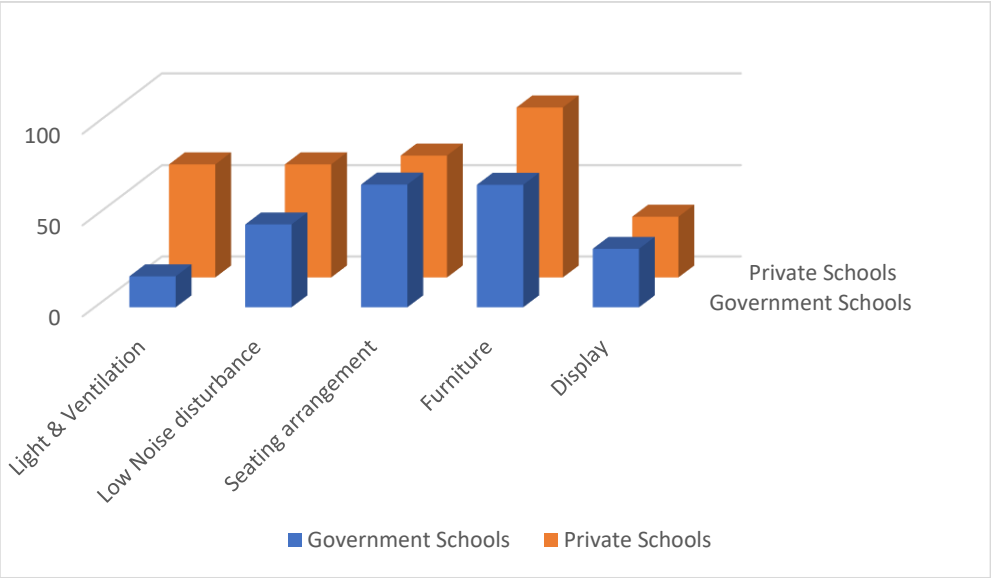

Figure 3: Comparison of Classroom Facilities among Government and Private Schools.

Table 4

t-test Results Comparing Schools located in Urban and Rural areas on Classroom Facilities required for Inclusive Education.

Location	N	Mean	SD	*df*	*t*-value	Remarks
Urban	44	50.01	33.14	76	.680	p = .858
Rural	34	61.74	31.35			

Comparison of facilities provided in the classroom required for CWSN is shown in Table 4 and Figure 4. From the table it is observed that 50.01 & 61.74 is mean and 33.14 & 31.35 is standard deviation in the schools of urban and rural areas respectively. Further, it is also found that t-value is .680 at df 76 which resulted of no significant different between the schools located in urban and rural areas. In the classroom, around 48% & 35% in light and ventilation, 50% & 59% in low noise disturbance, 68% & 65% in seating arrangement, 84% & 76% in furniture and 33% & 66% in displaying facilities are provided appropriately in the schools of urban and rural areas respectively.

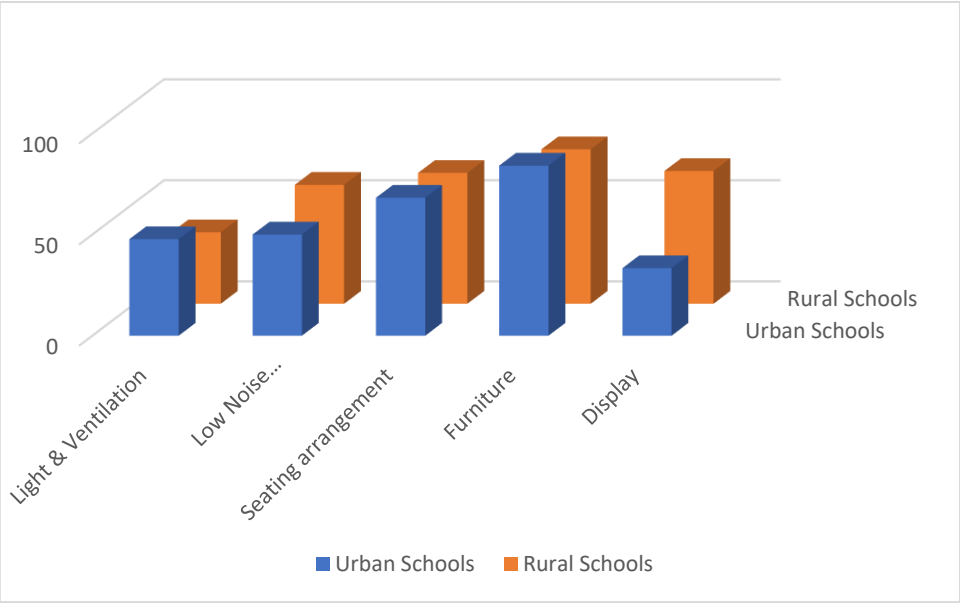

Figure 4: Comparison of Classroom Facilities among Urban and Rural Schools.

Conclusion

It is clear from the above findings that schools in the state have very limited basic requirements to accommodate CWSN. In comparison, facilities exist in private schools and schools located in rural areas have somewhat better facilities. These, however, are not adequate to accommodate them in schools. It is very necessary to improve the facilities through new installation, modification or adaptation, and to modify the basic specifications to build a barrier-free environment.

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