

A statistical study of support of community to CWSNs in facilitating the academic achievement in the schools of Municipal Corporation Delhi

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Abstract: *Children are the development milestone of our nation. And education plays an important role in refining their personality. Children have the right to compulsory education in India. Education does not discriminate between a normal child and especially abled child, Children with special needs also have the equal rights as that of other children in the matter of education. The concept of inclusive education is being practiced all over the nation. It costs the support from education sector, family, friends and community to fulfil the aims of inclusive education. The present paper aimed to analyse support provided by the community in attaining better academic achievements by the children with special needs of Municipal Corporation Delhi schools. Descriptive and exploratory research methods were followed to collect, analyse and represent the data collected through quantitative and qualitative methods. Simple random sampling was incorporated to extract sample from the population. The data was statistically treated with simple percentage, frequency and t-test. The paper concluded that, children with special needs do receive support from community as well as NGOs in facilitating academic achievements in schools of Delhi Municipal Corporation.*

Key Words: *Education, children with special needs, academic achievement, schools, community, MCD, etc.*

1. INTRODUCTION:

A child has special educational needs if they have a learning problem or disability that make it more difficult for them to learn than most children their age. They may have problems with schoolwork, communication or behaviour. Parents can get help and advice from specialists, teachers and voluntary organisations.

Special needs children were once seen as undesired and isolated from other children due to difficulties in understanding, educational access, and technology. The emergence of special schools was then popularised. But, in recent years, there has been a trend toward admitting CWSNs in the same schools as other students. Educators now believe that each child should be able to learn in his or her own unique way. The Salamanca Statement and the Framework for Action on Special Needs Education (1994) defined the notion of inclusive education. All governments have been advised to "implement the idea of inclusive education as a matter of law or policy, enrolling all children in ordinary schools unless there are compelling reasons to do differently," according to the report. The primary assumption is that the school should accommodate all students' educational requirements, regardless of their limitations or restrictions (Manivannan, 2000).

The only way to ensure that children with special needs become autonomous and productive members of the society in which they live is to identify their requirements and provide appropriate educational environments to meet those needs. The effectiveness of inclusive education is strongly reliant on the cohesive and productive involvement of educators, administrators, family members, typically developed classmates, and children with special needs, as well as societal acceptance, recognition and valuing of these children's needs, effective administration and education, behavioural and classroom control, and assistive special education services (Olcay & Vuran, 2015).

1.1 Need for the study

Inclusive education aims to meet the educational requirements of all children, with a particular focus on those who are at risk of marginalisation and exclusion. It entails that all learners, with or without impairments, have access to common schools and community educational settings, as well as an appropriate network of support services. This is only achievable in a flexible educational system that takes into account the demands of many types of learners and adapts to suit those needs. Therefore, the community certainly plays a vital part in the entire process of developing academic and living standards of students with disabilities and their families.

1.2 Statement of the problem

Many issues, like lack of educated teachers, coursework, resources, adequate infrastructure, awareness, a positive attitude, strategies, and policies, are obstructing the expansion of the inclusive education idea in India. Most importantly lack of communal support and educational support making it very difficult for an idea of inclusive education to succeed.

1.3 Research problem

1. Whether the parents, peers, and community are supportive of facilitating retention and academic achievement of CWSN?
2. Does the academic achievement level of the CWSN is at par with their counterparts without special needs?

1.4 Objectives of the study

1. To study the support of parents and community to facilitate retention of CWSNs in the primary schools of MCD covered under SSA
2. To study the support of community to facilitate academic achievement of CWSNs in the primary schools of MCD covered under SSA

2. REVIEW OF LITERATURE:

According to the findings of the study by (Suleymanov, 2014) kids with special educational needs can gain some academic abilities in an inclusive school. They can, however, accomplish more if the impediments are removed. Traditional teaching methods are the biggest obstacle, since they make it much harder to build an efficient inclusive environment in the classroom and add more to students' accomplishments. The goal of a study by (Dash & Rai, 2009) study is to describe the current state of integrated education for children with special needs in Sikkim. According to the report, community involvement in Sikkim is discouraged. Participating in the awareness campaign, sending out of school children to school, and encouraging handicapped students to attend the school are all examples of community involvement.

According the study of (Kvande, Bjorklund, Lyndersen, Belsky, & Wichstrom, 2018) Special Education had a negative impact on math achievement in fifth grade, but had no impact on reading and writing achievement or task motivation in reading, writing, or math. (Forrest, Bevans, Riley, Crespo, & Louis, 2011) interpreted that, children with special requirements were less motivated to do well in school, had more disruptive behaviours, and were more likely to be bullied. They had much inferior intellectual attainment, as evidenced by grades, standardised testing, and parental assessed academic performance.

3. RESEARCH METHODOLOGY:

3.1 Rationale of the study

Several studies have been undertaken in the past to better understand various aspects of inclusive education at the school level. Unfortunately, no study has been undertaken to date to evaluate the success of inclusive schooling in traditional schools for CWSNs and school effectiveness programmes in the framework of Universalization of Elementary Education in terms of social recognition and academic performance. As a result, it was determined to focus this research only on developing strategic interventions for the effective operation of an inclusive education programme in order to achieve the goals of Education for All and Elementary School Universalization.

3.2 Operational definition

Children with Special Needs (CWSN):

The term refers to the children who has special needs due to any disability such as physical, sensory and intellectual disabilities.

Municipal Corporation of Delhi (MCD):

MCD is an autonomous body that came into existence in April 1958 to provide civic amenities, including primary education in Delhi.

3.3 Retention:

In the present study, the term retention has been used as an opposite of drop-out, which means that the child completes his/her Primary education after being enrolled in class I and is promoted to next level after the successful completion of Class V.

3.4 Academic Achievement:

Academic achievement may refer to the acquired knowledge and proficiency in the subjects taught at school determined by the grading system or the students' marks in the formal system process of evaluation. It is considered a parameter of judging the quantity and quality of learning attained by the student in academics after a specific instruction period. In the present study, academic achievement means the score obtained in a standardized achievement test covering three subjects, i.e. Hindi, English and Mathematics.

Social Acceptance:

Social acceptance means learning, accepting, and adapting to the differences and diversity in other children or classmates. It is the acceptance of a child in a group/class. Social acceptance affects children of all sorts. If the child is accepted socially, he/she is cooperated and assisted within and outside the classroom settings.

Research design

Keeping in consideration the aim and objectives of the study, the best suited research design was followed in order to get the most authentic, quantitative and qualitative data so that the genuine results could be interpreted. The present research is descriptive in nature and it is based on the exploration principle.

Universe of the study

Primary schools affiliated with the "Municipal Corporation of Delhi" are specifically considered for the purposes of conducting our research. The main rationale for selecting these schools is that they are among the most well-known venues for giving primary education to children in Delhi. MCD is one of three local governments in charge of education, particularly for primary school children. Furthermore, at these institutions, there was a certain amount of depth arrangement or expertise into the execution of comprehensive instructions.

Population

The population of the current study consists of children with special needs enrolled in different classes (Std. I-V) in MCD primary schools in Delhi, a sample was framed out of the population. In addition to the school and the children with special needs, the study included their respective principals, educators, friends, parents, and community members.

Sampling

"A three-stage inspection technique was used," in the study. The study involves using Simple Random Sampling to identify 25 schools within the Municipal Corporation of Delhi, as well as selecting two students with specialized needs from each of these schools, for a total of 50 CwSNs studying in 25 primary schools, as well as one principal from each selected school (25 total), two teachers from each selected school (50 total), two peers of each CwSN (100 total), one parent of each CwSN (50 total), and community members.

3.5 Tools of data collection

- i. Personal interview - To obtain a comprehensive overview of community participation for accommodating, promoting and facilitating inclusion of CwSNs in MCD schools, all the concerned members of the community were interviewed including SMC members, neighborhood people, community activists, political/ public representatives, NGOs and Govt. officials.
- ii. Observation schedule – types of impairments- hearing, visual, locomotor, SL'D and down syndrome
- iii. Questionnaire - a survey was attempted to accomplish the goal of finding perspectives just as view of Teachers, guardians, & communities in general towards "retention, academic achievement and social acknowledgment of children with extraordinary requirements".
- iv. Focus group discussion – was being attempted to accomplish target of discovering opinions & impression of kids with exceptional requirements. Henceforth, the instrument was directed to kids with tactile close by train debilitations from each exploration site which were chosen for our present investigation.
- v. Checklist - In order to ascertain the infrastructural facilities and availability of aids and equipment in school to accommodate CwSNs and to promote inclusion, a checklist of resources was prepared. To draw a comprehensive picture, along with availability, accessibility of the resources to CwSNs was also determines through a checklist of facilities.

3.6 Data analysis and statistical tools

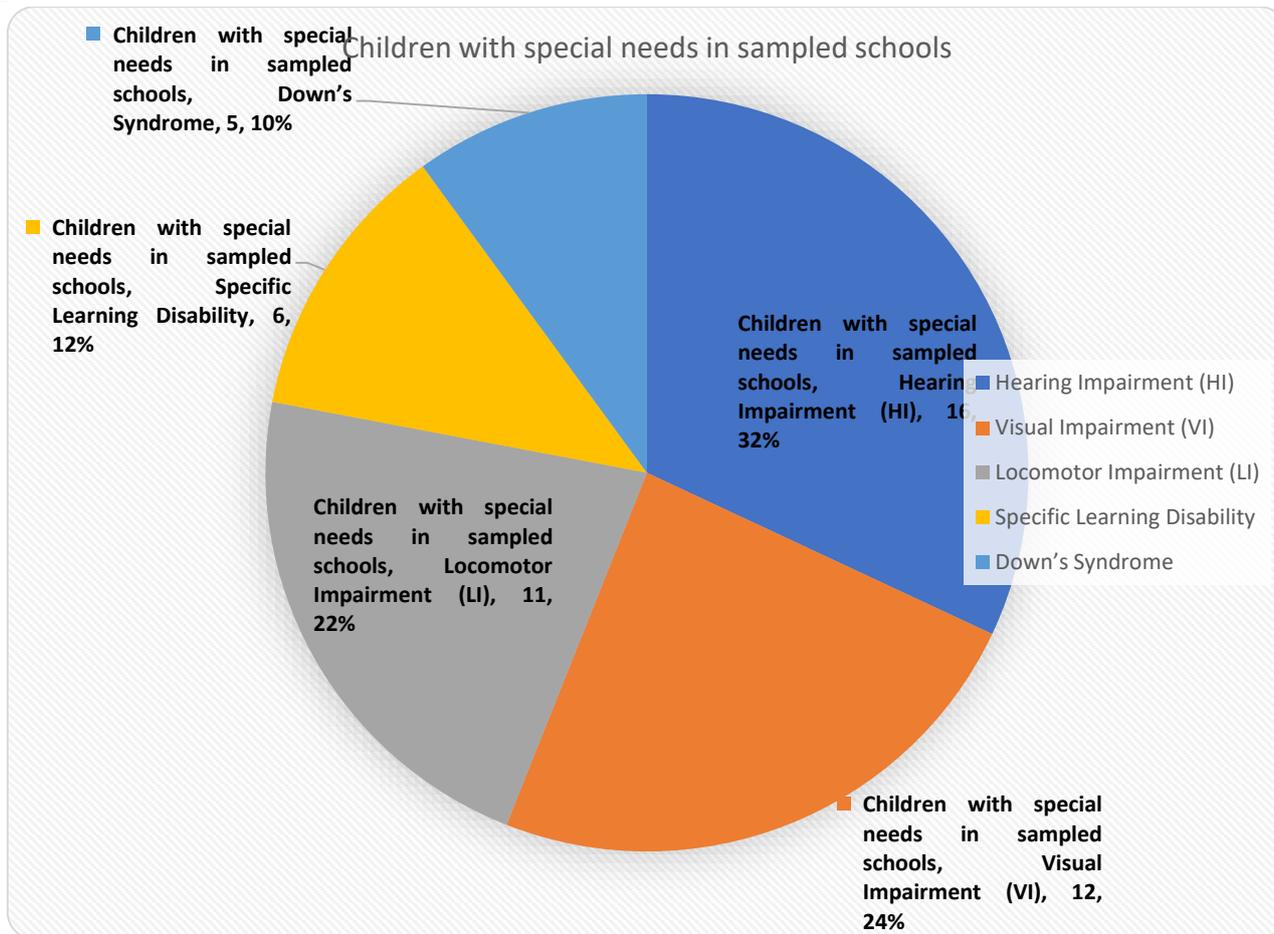
To test all of the defined hypotheses, the majority of the data was analyzed using a basic percentage method. The 't' test was used to analyses the significance level of difference in the objectives affecting academic achievement of the children, including CwSNs.

4. LIMITATIONS OF THE STUDY:

1. The present study was limited to Children with Special Needs those were enrolled under the SSA Programme only.
2. The present study was limited to Primary schools of Municipal Corporation of Delhi only.

5. RESULTS AND DISCUSSION:

Figure no. 01 Present status of children with special needs alongside various impairments in primary schools of MCD

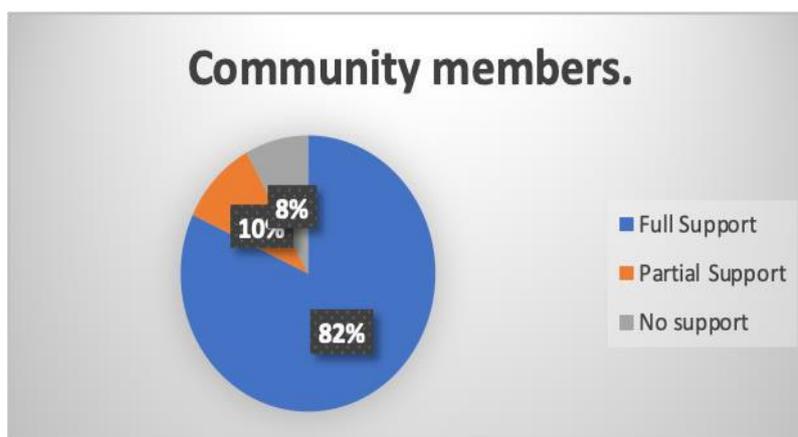


In these 25 primary schools surveyed 50 children with special needs and impairment were there. Amongst them, 32% children had hearing impairment, followed by 24% kids having visual impairment, while 22% kids having locomotor impairment. Similarly, it was also identified that, 12% of total kids had SLD, while 10% of them suffered from Down Syndrome, respectively.

It is also evident that no children with speech impairment, emotional or social maladjustments were found in these classes of surveyed primary schools. Hence it may be concluded that without a disability certificate no child is being listed in the category of CwSNs. Besides it may also be inferred those teachers and principal are unable to identify the children with special needs other than the one who are visible to be disabled.

Table no. 01 Community members' behavior in supporting facilitating of retention, academic achievement & social acceptance of CwSN in primary schools of MCD

Respondents	Sample	Full Support	Partial Support	No support
Community members	50	41 (82%)	5 (10%)	4 (8%)



It is apparent from provided table that 82% community members showcased full support towards facilitation of retention, academic achievement and social acceptance of CwSN, while 8% of them showcased no support, & on a likely manner, 10% of those community members showcased partial support for same.

Table no. 02 Extent of support the school obtain from specialized organization for inclusion of CwSNs

Respondents	Sample	Obtain	Partially Obtain	Not Obtain
Principals	25	4(16%)	4(16%)	17(68%)
Teachers	50	8(16%)	9(18%)	33(66%)

The Table reveals that only 16% principals and teachers agree that they are supported by specialized organizations like hospitals, physiotherapy laboratory's, NGO's regarding CwSNs whereas majority of the principals 68% and teachers 66% were not acquiring any support and 16% principals and 18% teachers were acquiring only partial support from specialized organizations for inclusion of those kids.

Table no. 03 Interview Schedule for Assessing Support by Community members in facilitating Retention of CwSNs

S. No	Components	SMC members	Neighborhood People	Community Activists	Political/ Public Representatives	NGOs	Govt. Officials
1.	Encourages and facilitates CwSNs to attend the school regularly	8 (16%)	17 (34%)	11 (22%)	4 (8%)	6 (12%)	4 (8%)
2.	Facilitates roads and civic amenities so that CwSNs may assess barrier free environment	18 (36%)	3 (6%)	5 (10%)	2 (4%)	20 (40%)	2 (4%)
3.	Encourages parents of CwSNs to send their wards regularly to the school	2 (4%)	30 (60%)	7 (14%)	3 (6%)	5 (10%)	3 (6%)
4.	Facilitates government concessions and facilities available for CwSNs	12 (24%)	5 (10%)	3 (6%)	15 (30%)	1 (2%)	14 (28%)

As per the above observed table, it is being ascertained that community members played a crucial role in facilitating retention of Children with Special Needs. From the table it is observed that, four components were being taken into consideration towards making judgements about support received by CwSN, from which it is ascertained that in case of 1st component, 34% of neighborhood people equivalent to 17 members, were concerned about encouraging to CwSNs to attend their classes in schools regularly, thereby constituting the highest number, while only 8% of government officials and public representatives, equivalent to 4 members each, were being concerned about providing encouragement to these kids, in order to ensure their retention in schools, constituting the lowest support.

Similarly, considering the 2nd component, it can precisely be observed that, around 40% of NGO's, equivalent to 20 members were concerned about laying stress on making barrier free environment for such kids through ensuring proper amenities provided to these kids, so as for ensuring their retention in schools, while only 4% of government officials and public representatives, equivalent to 2 members each, were being concerned about providing barrier free environment, thereby establishing a belief that their support to ensure retention of CwSN were not focused by such measure.

As in case of 3rd component, its being portrayed that, 60% of neighborhood people equivalent to 30 members, were concerned about encouraging parents of CwSNs to send their kids in schools regularly, thereby constituting the highest number, while only 4% of SMC members, equivalent to 2 members, were being concerned about providing encouragement to parents of such kids, so as for ensuring their retention in schools, constituting the lowest support.

Lastly, on taking a look at the 4th component, we ascertained that 30% as well as 28% of political representatives & Government officials respectively, equivalent to 15 & 14 members respectively, constituted the highest support in facilitating retention of CwSNs, by making arrangements and application of concession schemes of government, while on the lowest side, only 2% of NGO's member were being concerned about government concessions, for ensuring retention of CwSNs, as they were practically more inclined towards other measures for ensuring the retention of such kids, which also included measures not taken by government.

Table no. 04 Interview Schedule for Assessing Support by Community members in facilitating better academic achievement of CwSNs

S.No	Components	SMC members	NeighbourhoodPeople	Community Activists	Political/ Public Representatives	NGOs	Govt. Officials
1.	Arranges academic enrichment programmes for children including CwSNs	20%	NIL	20%	12%	80%	100%
2.	Arranges community based resource support for all children such as library, books, computer aided learning, special teachers etc.	20%	NIL	10%	0	64%	92%
3.	Arranges academic competitions for all children such as debate, drawing,	12%	NIL	80%	52%	92%	100%

	painting, sports etc.						
4.	Encourages participation of children including CwSNs in community based vocations	8%	12%	52%	12%	80%	80%

As per the above observed table, it is being ascertained that community members played a crucial role in facilitating academic achievement of Children with Special Needs. From the table it is observed that, four components were being taken into consideration towards making judgments about support received by CwSN.

Therefore, it is ascertained that in case of **1st component**, none of the neighborhood people were concerned about organizing academic enrichment programs for CwSN, while only on the contrary, 100% of government officials, 80% of NGOs, 12% of public representatives, alongside 20% of SMC members and community Activists showed their support in order to ensure academic achievement of CwSNs through their inclusion in Sample Schools.

Similarly, considering the **2nd component**, it can precisely be observed that, around 64% of NGO's, 92% of government officials, 10% of community Activists, and 20% of SMC members showed their support in arranging community-based resources such as libraries, books etc., for ensuring proper academic achievement of Children in schools of MCD.

As in case of **3rd component**, its being portrayed that, 100% of government officials, 92% of NGO's, 80% of community Activists, and 52% of public representatives including 12% of SMC members, supported CwSNs by arranging competitions for all children such as that of- debates, drawing, painting, sports and other activities as well.

Lastly, on taking a look at the **4th component**, we ascertained that 80% of NGO's as well as 80% of Government officials showed their support towards encouraging participation of children including CwSNs in community-based vocational programs, for ensuring better academic achievement. Further, 52% of community Activists, 12% of public representatives as well as neighborhood people, with 8% of SMC members also showed their support in relation to similar approach, subsequently.

6. CONCLUSION:

The study was undertaken to analyse role of community support in academic achievements of Children with special needs in an inclusive education system. Data was collected from members of the community as well as from the voluntary organisations which work in hand with schools.

It is apparent from provided analytics that, around 82% community members showcased full support towards facilitation of retention, academic achievement and social acceptance of CwSN, while 8% of them showcased no support, & on a likely manner, 10 % of those community members showcased partial support for same.

In light of consequences of the work in past section, it was explicitly demonstrated that 16.67% principals close by 16.11% instructors concurred that they were being upheld by particular associations like "clinics, physiotherapy research facilities, and NGOs" in regards to kids with unique requirements, though lion's share of administrators 66.67% and educators 67.22% were not procuring any help. Consequently, "UNICEF (2003)", in their work found that local area association and organizations amongst govt. authorities & NGOs had been instrumental in advancing comprehensive schooling.

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