



Journal Homepage: - [www.journalijar.com](http://www.journalijar.com)

## INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI: 10.21474/IJAR01/14111

DOI URL: <http://dx.doi.org/10.21474/IJAR01/14111>



### RESEARCH ARTICLE

#### “A SURVEY ON SPECIAL NEEDS STUDENTS OF GOVERNMENT AND PRIVATE AIDED SECONDARY SCHOOLS IN DAKSHINA KANNADA DISTRICT”

Shankaramurthy H.K<sup>1</sup> and Dr. Sushma R.<sup>2</sup>

1. Research Scholar, Rani Channamma University, Belagavi Belagavi.
2. Assistant Professor, Rani Channamma University.

#### Manuscript Info

##### Manuscript History

Received: 20 November 2021

Final Accepted: 23 December 2021

Published: January 2022

##### Key words:-

Equal Opportunity, Quality Education,  
Universalization, Special Needs

#### Abstract

India is democratic country, here every child has right to get education. They have the right to receive all type of education according to their needs and capacity, whether that capacity is small or great. Our democratic principle states that all children have equal right to learn whether they are below average, average, bright, dull, retarded, blind, deaf, crippled, delinquent and emotionally disturbed in their capacities to learn. Equal opportunity indicates two things –one equality of access to school education and second one equality of success in school. Every society has value to give social justice and is anxious to improve that lot of the common man and cultivate all available talent and potentiality must ensure progressive equal opportunity to all sections of the nation. Every class room there some different students who have some lacks in learning, they have needed extra support, helps from the teacher to learn. Teacher must try to understand special student's needs. If they are not trying to understand their needs later may they drop out from the school. As a facilitating teacher we are failure to understand the special needs of such children have been major factors of our failure to reach the target of free and compulsory and universalization of school education. UNESCO defined the concept of inclusive education “All children learn together, regardless of any difficulties they may have. Inclusive school must find out and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching methods, strategies and learning resources use.

Copy Right, IJAR, 2022., All rights reserved.

#### Introduction:-

Student with Special Needs and Disability have the need for good teaching and are entitled to provision that supports to achievement and enjoyment school. The attainment gap between pupils with SND and their peers is twice as big as the gap between pupils eligible for school education. Background Over the past 20 years or so policy and practice on the education of children with special educational needs has been aimed at placing increasing numbers of children in a mainstream school environment. Life is becoming fast with the advancement of science and technology. Though man has conquered time and space to great extent by the present level of scientific development, yet there is great threat to his/her existence. Emotional and social pressure is increasing day by day

Corresponding Author:- Shankaramurthy H.K

Address:- Research Scholar, Rani Channamma University, Belagavi Belagavi.

especially at high school level. Unrest, anxiety, due to physical problem, frustrations, dissatisfactions, less confidence, psycho-physical status of a child are occurring in all the spheres of life.

Purpose of this paper discusses the key findings from a systematic review of the literature carried out by the inclusion review group, on behalf of the Evidence for policy and practice information centre, the purpose of which was to review research evidence on whether the placement of pupils with special educational needs within mainstream schools have an impact on academic and social outcomes for pupils of CWSN.

The present education system is trying to build all these qualities equally by introducing inclusive education system. Hence, he or she is physically challenged or normal student should likely to achieve emotional maturity, emotional stability and social competency to achieve academically and to build good life skills among the special needs students. Emotion has traditionally been identified as a category different from cognition or reasoning.

Government extends integrated schools facilities to poor, special needs and rural students so that they can be provided education at schools with the general students. For this purpose, Government of Karnataka has constituted RTE act for giving education to all type of students. The main purpose behind the RTE is to identify talented students, special needs students belonging to the rural and poor background and provide them free education to help them in public education.

Many families and educators strongly advocate mainstreaming students with intellectual and physical disabilities. Mainstreaming indicates to placing children with disabilities into regular classrooms. They usually have additional supports as well. Mainstreaming allows children with intellectual disabilities. Intellectual disability to receive education alongside their non-disabled students. However, the majority of students with intellectual disabilities are not mainstreamed. Most attend schools for children with special needs. A minority are home schooled.

#### **Significance Of The Study:**

In recent years, the world has renewed respect, recognizing a strong and prosperous global power. It is also a future when the fabled richness of India's art, culture, intellectual explorations and spiritual pursuits will begin to show their full radiance bringing much success to the troubled spirit of modern India. Though this seems like a dream, this can be done by the youth means adolescents of India, when they are have well balanced emotional competence, maturity, emotional stability, self-concept and social competence with good life skills and academic achievement. It can be achievable easily.

There are many studies conducted on life skills, academic achievement, self-concept, emotional maturity, emotional stability and social competence of the secondary school students,

**Abbas Mahvashe Vernosfaderani** (2014) studied about The Effectiveness of Life Skills Training on Enhancing the Self-Esteem of Hearing Impaired Students in Inclusive Schools. This research investigates the effectiveness of life skills training on enhancing the self-esteem of 8 - 16 years-old students with hearing impairment in inclusive schools.

**Cunha, Heckman, Lochner & Masterov** in their study stated that Skill formation is a life cycle process. It starts in the womb and goes on throughout life. There are many skills and abilities (inherited or acquired) which are important for individuals' success. Skill attainment in one stage of life can lead to attaining the skills in later stages

**Kaur (2001)** conducted a study on a sample of 356 adolescents and found significant relationship between emotional maturity and intelligence. However, no significant relation was observed between emotional maturity and academic achievement. Further the study revealed that no significant difference in the emotional maturity of boys and girls, adolescents of urban and rural areas but significant difference in the emotional maturity of arts and science students. **Newsome et al. (2000)** assessed 180 college students using the EQ-i as a measure of Emotional Intelligence and found no correlation between academic performance and emotional intelligence, but did find correlation between Emotional Intelligence and personality which appeared to be overlapping construct.

**Setareh Ataabadi, Zahra Yusefi, Azam Moradi (2014)** studied about Predicting academic achievement among deaf students: emotional intelligence, social skills, family communications and self-esteem.

### Objectives Of The Study:-

- 1.To find out the school type and number of secondary schools are selected in different categories administered by Karnataka government and private aided in Dakshina Kannada District for collection of data.
2. To find out school type and number of students are studying in selected government and aided secondary schools in Daksina Kannada.
3. To find out the total number of boys and girls studying in selected high school at Dakshina Kannada District.
4. To find out the school type,rural and urban, government and aided schools of boys and girls.
5. To find out the taluk- wise enrollment of special needs students studying in government and aided high schools at Dakshina Kannada District.

### Methodology:-

For the collection of data in the present study is done by descriptive-survey method. The information regarding 36 high schools which comes under Karnataka government and private aided are included in this paper. For this study, purposive sampling method is used in which all the government and private aided schools of Mangalore District which are administered by Karnataka government and previtemangement were selected. Investigators personally went and collected data from many High Schools, BRCs, BEO offices and the following libraries, such as Mangalore University Library, Alva's PG Department Library and referred various new journals, online resources and reference books to collect data/materials/information for the purpose of present investigation. The researcher collected sufficient materials on emotional intelligence, social competence, self-concept, academic achievement with respect to conceptual analysis and tools to measure them.Secondary data was collected concerning the enrollment of students in the years 201-20. The investigators also went to 36 schools and verified special needs admission register and tallied the information given by the offices and then the data was subjected to analysis and interpretation.

### Analysis And Interpretation Of Data:

The present study endeavors to access the enrollment of special needs students in government and aided high schools which are administered by Karnataka state government and previte management. The collected data was analyzed and interpreted as below.

**Objective no. 1** is to find out the school type and total number of secondary schools are selected in different categories administered by Karnataka government and private management in Dakshina Kannada District The data was subjected to analysis and the gained outcome is presented in the table no.1

**Table No. 01:-** School type and total schools are selected for data collection at Dakshina Kannada District.

Sl.No	Type of Schools	Total Schools
01	Aided Schools	24
02	Govt.Schools	12
<b>Total</b>		<b>36</b>

**Table No.01** shows that there are 24 aided and 12 government high school have been selected for data collection at Mangalore district which come under the Karnataka government and private management. Medium of instruction is these all schools are Kannada and English medium.

**Objective No.02** is to find out the school type and number of students are studying in selected government and aided secondary schools in Daksina Kannada. The data was subjected to analysis and the gained outcome is presented in the table no.2.

**Table No. 02:-** School type and number of students are studying in selected government and aided secondary schools in Daksina Kannada.

Sl,No	Type of Shoools	Number of Students
01	Aided Schools	78
02	Govt.schools	82
<b>Total</b>		<b>160</b>

**Table No.02** shows that there are 78 special needs students have selected from the private aided high schools and 82 students from the government high schools at Dakshina Kannada District. Total 160 samples are selected for research purpose.

**Objective No.03** is to find out the total number of special needs boys and girls studying in selected government and aided secondary schools at Dakshina Kannada District. The data was subjected to analysis and the gained outcome is presented in the table no.03

**Table No. 03:-** School type and number of girls and boys have selected government and aided secondary schools in Dakshina Kannada.

Sl.No	Type of Schools	Number of Students
01	Aided School Boys	44
02	Aided School Girls	35
03	Govt.School Boys	49
04	Govt.School Girls	39
	<b>Total</b>	<b>160</b>

**Table No. 3** shows that there are 78 special needs students have selected from the private aided schools. Here 44 aided school boys, 35 aided schools girls and 82 students from the government schools. Here 49 Govt.School Boys, 39 Govt.School Girls at Dakshina Kannada District.

**Objective no.04** is to find out the school type, rural and urban, government and aided schools of special needs boys and girls studying in selected government and aided secondary schools at Dakshina Kannada District. The data was subjected to analysis and the gained outcome is presented in the table no.04.

**Table No. 04:-** School type, rural and urban, Government and Aided schools special needs boys and girls have selected government and aided secondary schools in Dakshina Kannada.

Sl.No	Type of Schools	Number of Students
01	Aided School Boys(Rural)	22
02	Aided School Girls(Rural)	11
03	Aided School Boys(Urban)	22
04	Aided School Girls(Urban)	24
05	Govt.School Boys(Rural)	37
06	Govt.School Girls(Rural)	30
07	Govt.School Boys(Urban)	05
08	Govt.School Girls(Urban)	09
	<b>Total</b>	<b>160</b>

**Table No. 4** shows that there are 160 special needs students have selected from the private aided and Government high schools at Dakshina Kannada District. Above mentioned data represents total population in different type of the high schools. Here Aided School Boys(Rural)-22, Aided School Girls(Rural)-11, Aided School Boys(Urban)-22, Aided School Girls(Urban)-24, Govt.School Boys(Rural)-37, Govt.School Girls(Rural)-30, Govt.School Boys(Urban)-05, Govt.School Girls(Urban)-09 have been selected as sample.

**Objective No.05** is to find out the taluk- wise enrollment of special needs students studying in government and aided high schools at Dakshina Kannada District. The data was subjected to analysis and the gained outcome is presented in the table no.05.

**Table No. 05:-** Taluk- wise enrollment of special needs students studying in selected government and private aided high schools at Dakshina Kannada District.

Sl.No	Taluks	No.ofStudents
01	Sulya	06
02	Bantwala	27
03	Mangalore	58
04	Moodbidri	25
05	Bantwala	14
06	Putthur	30

**Table No. 05** shows that there are 06 Taluks in Dakshina Kannada District have been selected for data collection. Sulyataluk 06 students, Bantwala 27 schools, Mangalore 58 schools, Moodbidre 25 schools, Bantwala 14 schools and Putthur 30 schools have been selected for research work.

In modern era, the schools are replaced by integrated schools. To achieve 100% literacy, it is important to teach the special needs and marginalized section of the society. There are many children from this section of society who are first time learners. India is a developing country with literacy rate according to 2011 is 75.36%. This is not enough, as there are large sections of society who are still uneducated. Therefore the Karnataka government is giving more importance to universal and free and compulsory education in Karnataka. These schools were commissioned to provide qualitative education to special needs, talented SC, ST, and BC rural students.

Every year many special needs students are admitted to the government and aided schools and are provided not only nutritious food but also other facilities like books, notebooks, uniform, shoes etc. With education, special attention is paid toward co-curricular activities as the main aim of these schools is to develop overall personality of a child

**Findings:**

1. There are 36 government and private aided schools which are exclusively for boys and girls. As each government and private aided schools have the different capacity of the students. Only three schools are exclusively meant for girls, one school is special school and other schools are co-educational institutions, therefore the enrolment of boys should have been quite high but despite this we see that in year 2019-20, the number of girls are more than number of boys in class 9th and 10th.
2. The number of students in government high schools are high compare to private aided schools.
3. There are more students in class 9th in comparison to class 10th.
4. Enrolment of students belonging to upper category is extremely low.
5. There are more number of students in rural schools comparison to urban area schools.

**Recommendations:-**

1. Government should increase the facility of present schools. Instead of taking 50 to 60 students in each class the capacity should be decreased to 30 to 40 in inclusive setup.
2. Government should open separate schools exclusively for special needs students, as it has been seen that many parents hesitate to send their children to general schools.
3. Government should also open training colleges at all district of Karnataka for who are teach in integrated schools.
4. Special classes should be arranged for the weak special needs students studying in secondary schools. Children should be taught to manage their time effectively.
6. Teachers should be given special training to deal with the students of special needs. Many children are unable to adjust to new atmosphere of schools. Special psychological classes or workshops should be held to train teachers to manage these children efficiently. Teachers should also be given special training in guidance and counseling.
7. The curriculum should be supplemented with life skills such as computer literacy, SUPW, critical thinking, creativity, health literacy and effective communication.

**Conclusion:-**

Central government and state governments are doing its best to educate the all type of the students belonging to special needs and marginalized section of the society. It is not only seeks to provide academic environment to the special needs students but also to develop their overall personality and give proper root to their future life. There are many schemes and programmes are implemented in Karnataka to give equal education to all type of students. In the present world, things are changing very fast in education sector. New innovations, new methodology of teaching, management, planning everywhere we can see a lot of changes. Therefore, government should keep up with the latest development in this sector and reevaluate its rule and regulations regularly and make certain changes if required to achieve universal education. This will help the central and state governments in achieving its aims of providing qual education to the special needs and marginalized section of the society.

**References:-**

1. **Advani L. (2002)** "Education: A Fundamental Right of Every Child Regardless of His/Her Special Needs". Journal of Indian Education; Special Issue on Education of Learners with Special Needs. New Delhi: NCERT.

2. **Agbenyega Joseph (2007)** Examining Teachers' Concerns and Attitudes to Inclusive Education in Ghana International Journal Of Whole schooling Vol 3 No 1. 2007.
3. **Alur M. (2002b)** Introduction, in Hegarty, S & Alur M (eds) (2002) Education and Children with Special Needs: from Segregation to Inclusion, New Delhi: Sage Publications.
4. **Balboni G. & Pedrabissi, L. (2000)** Attitudes of Italian teachers and parents toward school inclusion of students with mental retardation: the role of experience, Education and Training in Mental Retardation and Developmental Disabilities, 35, 148–159.
5. **Beresford B Rabiee P. and Sloper, P (2007)** Priorities and Perceptions of Disabled Children and Young People and Their Parents Regarding Outcomes from Support Services. Social Policy Research Unit, University of York.
6. **Das, A. K., Kuyini A. B and Desai I. P. (2013).** Inclusive Education in India: Are the Teachers Prepared? International Journal of Special Education.28(1).<http://www.internationaljournalofspecialeducation.com/articles.cfm?y=2013&v=28&n=1>.
7. **Ellen R. Browing** Teaching students with severe emotional and learning impairments; Allyn and Bacon, Inc;1986.
8. **Giffard-Lindsay K. (2007)** 'Inclusive Education in India' Interpretation, Implementation and Issues. Sussex: The Consortium for Educational Access, Transitions and Equity, Available Online at [http://www.create-rpc.org/pdf\\_documents/PTA15.pdf](http://www.create-rpc.org/pdf_documents/PTA15.pdf)
9. **Lokesh Koul (2003)** Methodology of Education Research, Third Revised Edition, Delhi, Vikas Publishing Pvt, Ltd.
10. **M. Dash** Education of exceptional children 'Atlantic Publications and Distributors Page no:42-109.
11. **R.Rath** Congnitive abilities and school achievements of the socially disadvantaged children primary schools; Allied publishes;197.