

CHAPTER-1
INTRODUCTION

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1.0 Introduction

“Education is not about preparation for life. Education is life itself.” – John Dewey

Education is a way of life encompassing the entire life of an individual or society in a very systematic and well manner. In broad sense, it implies all the experiences that an individual gathers in social and natural environment through various interactions. It is one of the most comprehensive and complex process that brings a change in knowledge, attitude, skills, behaviour, values, etc. Education is a lifelong process, which starts at the time of birth, continues and ends at death. From the educational sociological point of view, the objective of education is to develop all kinds of social values and democratic feelings in the child which may lead to development of society, nation as well as the whole world. Whatever education is provided in educational institution is ought to be visualised through co- relation with socio-economic- cultural activities and it also helps to develop balanced personality.

1.1 Children With Special Needs (CWSN)

“Any disorder in the human faculty leads to greater dependence on others and consequently the lowering of self-esteem. So, there is a need to infuse a sense of equality into the life of these children and the way to do that would be to focus on early diagnosis, engage them in skills and train them. If a country is to become a nation of beautiful minds, I strongly feel there are three key social members who can make a difference. They are the father, the mother and the teacher.”

– Kalam

Education of every child is the concern of its nation. Every child is the future citizens of the country. Development of nation calls for the contribution of individual citizens. For this the nation is concerned with the health, happiness, achievement, contribution, safety and success of all children. The Right of children to free and compulsory Education Act (RTE Act, 2009) is one of the very recent steps towards achieving this

goal. Education is envisaged as an important tool for the socioeconomic and cultural development of an individual and acts as a catalyst for the pace of the development of the country. Keeping this in view, the Government of India has launched several programmes for the promotion of the education among the children as well as adults in the country. But, due to the mal-nutrition, superstitions, fluoride in the water, diseases like polio, etc., natural calamities and other adverse conditions some children are becoming disabled. Those children are derogatorily termed as 'Apanga', 'Pangu', 'Bikalanga', 'Handicap' and differently abled. They used to live in segregation being neglected.

"The problem is not to wipe out the differences, but how to unite with the difference intact."
– Rabindranath Tagore.

India has a very glorious past with respect to the treatment. The great Rishi (the sacred persons) as Gurus (teachers) were known to provide equal treatment to their pupils, irrespective of their social status and exceptional or non-exceptional abilities. In the Vedic Era, we have glaring example of Asthavakra (a chronic and severe case of orthopaedic impairment) for becoming a great scholar by virtue of the educational facilities available to all irrespective of their abilities or disabilities.

But consequently, the treatment, care and education of the disabled children in India, also passed through the phases or era of exclusion, extermination and abduction, ridicule and amusement, witchcraft, sympathy and asylum. There are instances of the disabled people being harassed, ridiculed and made a subject of amusement and entertainment. Practice of treating any deviation from the normal as a sign of the shadow or mark of an evil spirit was quite prevalent in the later periods of ancient Indian history. Mental illness was taken as if some evil spirit entered in the body of the affected person and consequently was treated by the coercive methods of torturing in the name of making the evil spirit leave the body of the affected person. Witchcraft was also quite in vogue in almost all the rural and tribal belts of India. The disabled people were treated as subject of sympathy, pity and asylum.

There is no evidence of any type of special provision for the disabled children during the eras of Indian history prior to the establishment of British rule. However, as a matter of record, the pattern of special school education owes its origin to the work done by the Christian Missionaries and other charitable organisations. The first school

meant for the special education of the deaf was established in Bombay in 1883. First school for blind was started at Amritsar in 1887. The first school for blind and deaf was started at Mysore in 1901. In 1906, the first Government school "The Emerson Institute for the Blind" was started at Lahore. Although the facilities in the form of psycho-medical treatment were available at Ranchi from 1934, yet the first home for the mentally retarded came up at Bombay in 1941.

In 1994, the statement of Salamanca conference begins with a commitment to education for all; recognising the necessity and urgency of providing education for all children, young people and adults within the regular education system. The conference was about "Special needs Education: access quality." It says those children with special educational needs must have access to regular schools. Also added that, every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning. It also stated that every child has unique characteristics, interest, abilities and learning needs. Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs. Those with Special Educational Need must have access to regular schools, which should accommodate them within these needs. It also recommended that regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes; creating welcoming communities, building an inclusive society and achieving education for all. Moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system.

According to National Curriculum Framework (NCF) 2005, inclusive education is about embracing all. Such as, taking care of disability is social responsibility, no selection procedure to be adopted for denying admission to learners with disabilities, children do not fail, they only indicate failure of the school, accept difference and diversity, inclusive is not confined to the disabled, it also means non-existence, learn human rights and conquer human wrongs, make provisions and not restrictions; adjust to the needs of the child, removal of physical, social and attitudinal barriers. It also encourages to partnership as partnership is our strength such as; school- community; school-teachers; teachers-children; children-children; teacher-parents; school system and societal system.it focuses on learning together as it is beneficial for every child. Inculcation of mutual respect and inter-dependence.

Right To Education Act (RTE Act) 2009, has made education a fundamental right, free and compulsory for children aged between 6-14 years, mandated by the 86th constitutional amendment, Article 21 A.

Time to time legislation relating to the rights of every child has been proclaimed. Such as, Universal Declaration of Human Rights (1948), Person with Disability (PWD) Act (1994) which aim to empower person with disability and promote their equality and participation by eliminating discrimination of all kinds. The sole motto of all legislations was to integrate all disabled children in general community at all levels as an equal partner to prepare them for normal development and to enable them to face life with courage and confidence.

As per 2011 census, there were 26.8 million persons with disability (Divyangjan) in India, which corresponded to 2.21% of the total population of 1.2 billion. Out of the 26.8 million Person with Disabilities (PWDs), only 14.7 million (55%) were literate and 12.2 million (45%) were illiterate.

The Integrated Educational Development of Children (IEDC) scheme provides for a wide range of incentives and interventions for the education of children with disabilities. These include preschool training, counselling for parents, allowances for books and stationery, uniform, transport, readers and escorts, hostels facilities and other assistive devices. The scheme provides one special teacher for every eight children with disabilities, community involvement and a resource room in a cluster of 8-10 schools.

1.1 Teachers' Attitude Towards Education of CWSN

The movement of inclusive education has gained momentum in recent years; a key element in the successful implementation of the policy is the views of the personnel who have the major responsibility for implementing it i.e.; the teachers. It is argued that teachers' beliefs and attitudes are critical in ensuring the success of inclusive practices since teachers' acceptance of the policy of inclusion is likely to affect their commitment to implementing it (Norwich, 1994). Teachers are perceived to be integral to the implementation of inclusive education (Haskell, 2000). Research communicates the view that teachers are the key to the success of inclusionary programs (Cant, 1994), as they are viewed as linchpins in the process of including students with disabilities into regular classes (Whiting & Young, 1995). Other studies acknowledge that

inclusive education can only be successful if teachers are part of the team driving this process (Malone, Gallagher & Long, 2001). Historically, teachers have not been favourably disposed to the policy of increased inclusion of children with special needs within the regular classroom (Forlin, 1995). Teachers' attitudes towards inclusive education appear to have important correlates with actual classroom practice, although the direction of causality is not clear. Buell, Hallam, McCormick & Scheer, (1999) reported a positive relationship between teachers' attitudes towards inclusion and their belief that they could influence the educational outcomes of children with special needs. Fritz & Miller (1995) found that inclusion was an impossible obstacle for some teachers; however, others have seen it as an opportunity for personal and professional growth while contributing to the dynamic field of education. It would appear that the attitudes of educators toward the inclusion of students with disabilities are multidimensional and complex. Positive attitudes are considered to encourage the inclusion of students with disabilities into regular classrooms, while negative attitudes support low achievement and poor acceptance of students with disabilities into mainstream settings (Beattie, Anderson & Antonak, 1997). Attitudes towards inclusion have an important role in the smooth and successful progression of inclusion and the positive outcomes. Hegarthy (1994) and Pumfrey (2000) particularly indicated the important role of teachers' attitude in the success or failure of inclusion of SEN students into mainstream classrooms because they can influence the children of their class, their colleagues or the parents of their students. Inclusion produces many benefits for CWSN in the form of their development i.e., personal, social, intellectual etc. But, the disappointing social outcomes of inclusive education raise the question why students with SEN experience difficulties in participating socially in regular education. In recent years, it has been increasingly suggested that attitudes of those directly involved (i.e., teachers, parents and typically developing students) play a role in this (Nowicki & Sandieson, 2002).

Although, social psychology describes the concept of attitude in various ways, Gall, Borg & Gall (1996) describes the attitude as "an attitude is an individual's viewpoint or disposition toward a particular 'object' (a person, a thing, an idea, etc.)". Attitudes are considered to have three components: 1) cognitive, 2) affective and 3) behavioural (Eagle & Chaiken, 1993). The cognitive component consists of the individual's beliefs or knowledge about the attitude object. Teachers' beliefs or knowledge about

educating students with SEN in inclusive settings can represent this component. Feelings about the attitude object refer to the affective component. Regarding inclusive education, this may reflect teachers' feelings about educating students with SEN. The behavioural component reflects someone's predisposition to act toward the attitude object in a particular way. This might include teachers' views on how to act with a student with SEN in his/her classroom.

It is known that teachers are of great influence on a child's development (Bowly, 1982), suggesting that this also includes the development of particular attitudes. Consequently, positive attitudes of typically developing students may lead to accepting students with SEN (or vice versa). It is obvious that attitudes of the directly involved are important in relation to inclusive education.

1.2 Academic Achievement of CWSN

Academic Achievement is the measurement of the educational growth of the child. It is measured by the marks obtained by the students in the regular examinations conducted by the schools. These marks or grades form the basis of getting a rank in the class, promotion from one class to higher class and getting admission into colleges or other professional institutes for higher education. Thus, it helps the educator to know about the capacities or interests of the students. A student's achievement in different levels of education in primary, secondary and higher education can be termed as his/her Academic Achievement. Academic Achievement is the systematic gathering of evidence of the pupil's development, and the extent to which students have progressed in their studies. Generally, in school situation, Evaluation is done to improve the level of achievement and proficiency through diagnosis. It is the basis and integral part of the Education system to measure the students' achievement. In this regard, teacher plays an essential part to evaluate the progress and potentialities of the individual pupil. And also, teacher can assess his or her teaching methods, strategies of the different subject matter. It helps to provide remedial teaching to students according to weakness and strength of the students in different areas of learning. Achievement of the students may depend upon some variables which include aptitude, intelligence, personality, interest, etc. achievement record of the students helps to make decision for promotion or grading, selection and placement in future educational institution.

Verma and Upadhyay in 1981 defined that achievement is the attainment or accomplishment of an individual in some particular branch of knowledge after a certain period of learning. It is also the condition for promotion to next class and an index for future success.

Academic Achievement can be termed as total outcome of the instructions that is provided to the students by the teacher in school which is determined in terms of grades or marks.

A considerable number of students from school go to colleges and institution of higher learning. It is very important to ensure that such students acquire the requisition competence so as to benefit most of out of higher education. Setting the stage for achievement of the youth is thus a fundamental obligation of educational system at school. At the school age children learn to develop and use their mental, moral and physical powers. It is the place where students get together and share various knowledge. Through various kinds of education, it shapes their behaviour, interest, attitudes and habits. When education is provided according to the needs of the students, definitely it will bring positive changes in them and helps them to achieve success in better way. It is only Education which aims in boosting the academic performance of the child. For the rapid scientific and technological advancement in modern society, the concept of intelligence is increasingly important.

Academic Achievement comprises of 2 words, i.e., Academic and Achievement which means 'scholarly accomplishment' The academic word has been derived from the term 'academy' means where special type of instructions is imparted. On the other side, Achievement means one's learning attainment, accomplishment and proficiency of performance. Academic achievement plays a major role in harmonious development of the child and it gives criteria to judge one's total capacities as well as potentialities. It enables to know about the student's ability in school subjects which is imparted through various instructions. In every educational institution, academic growth of the pupil is the most important goal of education. for that each institution should take every measure to encourage an educational and co-educational progress of the child.

English and English (1958) defined that Academic Achievement as the attained activity to perform school task. It may be general or specific to a given subject matter. The Oxford English Dictionary defines achievement as "the act of achieving,

completing, or attaining by exertion; completion, accomplishment, successful performance.” Academic Achievement is defined as the excellence in all kinds of academic discipline.

It may include both curricular as well as co-curricular activities. It is the outcome of education that student has achieved through their institutional goals. Academic Achievement is generally measured by examination or continuous comprehensive assessment or evaluation.

Stephen (1958) defined that Academic Achievement is the unique responsibility of educational institutions established by the society to promote wholesome scholastic development of the child.

Crow and Crow (1969) defined Academic Achievement as the extent to which a learner is profiting from instruction in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him.

We know that academically successful students are meant to get better opportunities in life in terms of employment and remuneration compared to the students who do not excel in their academics. The teacher can organise various programs which will promote positive educational outcome. There is individual difference in the academic performance of different individuals. It is generally found that high IQ tends to achieve high academics, and that is the reason we found sometimes that student giving less time and effort in studies achieve better result in exams. Good Academic Achievement motivates the students for their better advancement in career and earn higher grades in exam which gives them confidence to learn new topics and become a lifelong learner.

The dictionary of Education, Good (1973), defined that Academic achievement as accomplishment or proficiency of performance in a given skill or body of knowledge.

Dictionary of Education, (2003) defined that Academic Achievement means the knowledge attained or skills developed in schools usually determined by test scores or by marks assigned by teachers or both.

1.3 Statement of the Problem

Pallahara, under Angul district in Odisha, is a tribal dominated, educationally backward and underdeveloped block. It consists of 142 villages. 241 elementary

schools and 33 secondary schools are there under Pallahara block. According to Child Monitoring System, OPEPA of the year 2019-20, total 74 CWSN students including all types of disabilities were identified at secondary level. Lack of awareness, meaningful access to education for CWSN students is a major concern in Pallahara. Though educational facilities have brought increase in enrolment of CWSN students in recent years, their real problems have not been addressed. So, this research paper will make an attempt to analyse the problems of CWSN children for academic achievement and suggest the measures to improve the condition of education of these vulnerable section of students in secondary schools in Pallahara block.

The proposed problem for the present study stated here is- **A Study on Academic Achievement at Secondary School CWSN students in Pallahara Block.**

1.4 Importance of the study

The choice of problem for study in Pallahara is based on following facts;

Many studies have been conducted on different aspects of CWSN which have revealed the educational developments of CWSN by quantitative indicators like access, enrolment, attention, attendance, retention, stagnation, dropout. Education is a vital tool for empowerment, mainstreaming CWSN in society and bring about socio-economic changes in the society, which is with all, development all (Sabka saath, sabka Vikash). This marginal section of society is grossly neglected being deprived of their right to quality education. Various Government initiatives, schemes have been introduced but much remains to be done for CWSN in grassroot level like an underdeveloped block Pallahara of Angul district, Odisha. Lack of public awareness, superstitions, conservative outlook, illiteracy hinder the path of inclusive education in this educationally backward block. Government provisions for education of CWSN have not been effective due to lacuna in administration machinery, lack of proper monitoring, coordination and evaluation. A part from these issues like poverty, health and sanitation, weak resource base, low socio-economic status, lack of motivation, callous attitude of educational institutions deprived of CWSN from affirmative, participative, quality inclusive education.

Right to education with respect to CWSN has been openly violated. The constitutional obligation to provide free and compulsory education to all, with and without disability students have not been yet materialised due rampant unidentified CWSN, merge access

for identified poor attendance, huge drop out and low achievement. This research will analyse and suggest improving policies and practices. Moreover, in this paper the researcher will investigate the root causes of CWSN related problems affecting academic performance.

1.5 OPERATIONAL DEFINITION OF KEY TERMS

1.5.1 CWSN

Children who have been determined to require special attention and special necessities that other children do not. Special Need is a term used in clinical diagnostic and functional development to describe individuals who require assistance for disabilities that may be medical, mental, or psychological. The term CWSN addresses all those students who permanently or temporarily may need special educational responses on the part of the teacher, the institution, and the system, because of their physical, mental or multiple impairments, emotional condition or for reasons of situational disadvantage.

1.5.2 Academic Achievement

Academic achievement for the present study can be defined as the total marks obtained by the respective students in their monthly formative assessments.

1.6 Objectives of the study

To study the academic achievement of the CWSN students, the investigator formulated certain objectives to fulfil the aim of the dissertation.

- To study the availability of assistive technology for CWSN in secondary schools.
- To study the attitude of school teachers towards the education of CWSN students.
- To study the academic achievement of CWSN students at secondary level.

1.7 Delimitations of the Study

There were certain delimits of this study due to short of time. Those are:

- The study is limited to only class X students.
- The study is limited to secondary schools in Pallahara Block of Angul District, Odisha.

- The study is limited to only for CWSN students.
- The study is limited to only Angul District of Odisha out of 30 Districts.

1.9 CHAPTERIZATION

Chapterization shows the blueprint of the dissertation work carried by the investigator. The entire research work runs into five chapters namely; introduction, review of related literature, methodology of the study, analysis and interpretation of data and summary and conclusion.

Chapter I: Introduction

The first one is introduction that brings out the importance of the study, and states its objectives and hypothesis. It also includes limitations of the study.

Chapter II: Review of Related Literature

The review of the related literature contains previous reviews on related problems and studies carried out earlier by other researcher or history of the problem. A quick look on subjective well-being will also be carried out in chapter II.

Chapter III: Methodology of the study

Chapter III includes methodological part of the study which contains the type of research being conducted with which method, population of the study, study area, sample taken for the study and procedure of data collection and type of statistical analysis to be conducted if needed.

Chapter IV: Analysis and Interpretation of Data, Result

Analysis of collected data and interpretation is to be done during the research work is mentioned in chapter IV.

Chapter V: Summary and Conclusion

Findings, conclusion and summary of the present study, including suggestions for further research are being discussed in chapter V followed by references and appendix.