



## Awareness and availability of schemes for physically challenged students at school level

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### Abstract

Special Education is an emerging discipline and an essential part of the modern education system. It includes in all aspects of education, which are necessary to successfully run the courses and training programs for abnormal students. The stream of Special Education requires specially designed courses and a particular type of instructions to be used for teaching the students are uncommon. Hence special education demands special techniques, facts and strategies to be adopted for a successful exercise. Special Education teachers need love to take up challenging tasks which common people cannot be able to deliver goods in this area. In fact special education is not a separate system and it is an integral part of the total program of education only. Indian education system has introduced many education schemes for developing in our society. The main purpose of the schemes is for developing student's knowledge and to motivate the students at all level of education. However physically challenged students cannot achieve in the education field easily. These students have been facing a lot of troubles to complete their studies from school education to higher education. Normative Survey method was adopted for this study. The sample consists of 142 physically challenged students from Salem, Erode and Dharmapuri Districts in Tamilnadu. The investigator used purposive sampling technique for selecting the sample from the population. The data were analyzed by descriptive and differential analyses. The major finding of this study revealed that the physically challenged students have average awareness and below average availability towards the special education schemes.

**Keywords:** awareness of schemes, availability of schemes, physically challenges students

### 1. Introduction

Inclusive education means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contributed and participate in all aspects of the life of the school. Inclusive education thus creates a school for all, where everybody benefits resulting to an inclusive society. When included the self esteem of the child with special needs is improved. It is also cost effective and gives equal opportunities to all children thus promoting the rights of all to education as United Nations. Inclusive education is brought about by having all children of society to become students of the school.

### 2. Definition of key terms

#### Schemes

The country has witnessed a phenomenal expansion of educational opportunities in the post-independence period. However, it has not been benefited subsequently in educational facilities. The Government of India therefore has brought the education of this group's student for special attention to achieve the goal of education for all. The objective is to help disabled and general community at all level as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The scheme was introduced with providing educational opportunities for students with disabilities in general schools and to facilitate their retention in the school system. It provides funds to get books and stationary, expanse on uniforms, transport

allowance, reader allowance, escort allowance, hostel accommodation and actual cost of equipment.

#### Awareness

Awareness is knowledge or understanding of a subject, issue or situation. Awareness is the state or ability to perceive, to feel perceive and to feel or to be conscious of events, objects or sensory patterns. In this level of consciousness, sense data confirmed by an observer without necessarily implying understanding, more broadly, it is the state or quality of being aware of something. Awareness is defined as a human's perception and cognitive reaction to a condition or event.

### 3. Objectives of the study

- To find out the level of physically challenged students have awareness on special education schemes at school level.
- To find out the level of physically challenged students have availability of special education schemes at school level.
- To find out any significant difference in awareness on special education schemes among physically challenged students at school level with respect to their following demographic variables such as Gender (Male / Female), Locality of School (Rural / Urban), Locality of Students (Rural / Urban), Parental Qualification (Literate / Illiterate), Type of Disabled (Hand / Leg), Management of School (Government / Aided / Private), Educational

Status of Students (IX / X / XI) and Students District (Salem / Erode / Dharmapuri).

- To find out any significant difference in availability on special education schemes for physically challenged students at school level with respect to their following demographic variables such as Gender (Male / Female), Locality of School (Rural / Urban), Locality of Students (Rural / Urban), Parental Qualification (Literate / Illiterate), Type of Disabled (Hand / Leg), Management of School (Government / Aided / Private), Educational Status of Students (IX / X / XI) and Students District (Salem / Erode / Dharmapuri).

**4. Hypotheses of the study**

- Physically challenged students have high awareness on special education schemes at school level.
- Physically challenged students have high availability on special education schemes at school level.
- There is no significant difference in awareness on special education schemes among physically challenged students at school level with respect to their following demographic variables such as Gender (Male/Female), Locality of School (Rural/Urban), Locality of Students (Rural/Urban), Parental Qualification (Literate/ Illiterate) and Type of Disabled (Hand / Leg).
- There is no significant difference in awareness on special education schemes among physically challenged students at school level with respect to their following demographic variables such as Management of School (Government/Aided/Private), Educational Status of School (IX/X/XI) and Students Districts(Salem/Erode/ Dharmapuri).
- There is no significant difference in availability on special education schemes for physically challenged students at school level with respect to their following demographic variables such as Gender (Male/Female), Locality of School (Rural/Urban), Locality of Students (Rural/Urban), Parental Qualification (Literate/ Illiterate) and Type of Disabled (Hand / Leg).
- There is no significant difference in availability on special education schemes for physically challenged students at school level with respect to their following demographic variables such as Management of School (Government/Aided/Private), Educational Status of School (IX/X/XI) and Students Districts(Salem/Erode/ Dharmapuri).

**5. Methodology of this study**

**Method**

Normative survey method was adopted for the study.

**Sample**

The investigator used purposive sampling technique for selecting the sample from the population. The sample consists of 142 physically challenged students from Government,

Government Aided and Private schools in Salem, Erode and Dharmapuri Districts in Tamilnadu.

**Tool**

For this study the researcher has constructed and validated the following tools. a) Questionnaire for awareness on special education schemes. b) Questionnaire for availability on special education schemes. The researcher used to split-half method was found the reliability of the tool. The reliability value of the tool awareness on special education schemes (41 items) was 0.82 and the tool availability of special education schemes (37 items) was 0.79.

**6. Data Analysis**

The collected data were analyzed by using statistical techniques both descriptive analysis (mean and standard deviation) and differential analysis (t-test and F test).

**7. Analysis and Interpretation of Data**

**Hypothesis - 1**

Physically challenged students have high awareness on special education schemes at school level.

**Table 1:** Mean score of demographic variables of physically challenged students towards awareness on special education schemes at school level Maximum Scores: 41

Demographic Variable	Sample		Mean	S.D
Gender	Male	78	19.51	8.49
	Female	64	18.64	7.18
Locality of School	Rural	53	18.65	7.02
	Urban	89	21.81	8.08
Management of School	Government	59	20.83	2.00
	Aided	46	20.60	2.14
	Private	37	22.78	1.98
Locality of Students	Rural	59	17.40	6.91
	Urban	83	22.59	7.79
Educational Status of Students	IX	62	19.80	2.33
	X	49	20.36	2.58
	XI	31	21.33	2.88
Students Districts	Salem	53	20.76	2.51
	Erode	44	20.36	2.58
	Dharmapuri	45	19.94	2.44
Parental Qualification	Literate	44	18.84	5.90
	Illiterate	98	25.06	8.30
Types of Disabled	Leg	88	19.36	8.04
	Hand	54	17.42	6.44
Total			22.06	7.29

From the table (1) it is inferred that the calculated mean value is 22.06. Consequently the physically challenged students have average awareness towards awareness on special education schemes at school level.

**Hypothesis – 2**

Physically challenged students have high availability on special education schemes at school level.

**Table 2:** Mean score of demographic variables of physically challenged students towards availability on special education schemes at school level Maximum Scores: 37

Demographic Variable		Sample	Mean	S.D
Gender	Male	78	17.51	7.43
	Female	64	18.24	7.20
Locality of School	Rural	53	17.23	5.02
	Urban	89	21.81	8.08
Management of School	Government	59	18.70	1.97
	Aided	46	19.90	2.04
	Private	37	20.18	1.87
Locality of Students	Rural	59	17.40	6.91
	Urban	83	20.19	7.59
Educational Status of Students	IX	62	19.80	2.33
	X	49	16.06	1.58
	XI	31	16.33	1.88
Students Districts	Salem	53	17.76	1.91
	Erode	44	20.36	2.58
	Dharmapuri	45	19.94	2.44
Parental Qualification	Literate	44	18.84	5.90
	Illiterate	98	23.76	7.79
Types of Disabled	Leg	88	19.76	8.04
	Hand	54	17.42	6.44
Total			17.48	5.67

From the table (2) it is inferred that the calculated mean value is 17.48. Consequently the physically challenged students have below average availability towards awareness on special education schemes at school level.

**Hypothesis – 3**

There is no significant difference in awareness on special education schemes among physically challenged students at school level with respect to their following demographic variables.

**Table 3:** ‘t’ value of demographic variables of physically challenged students towards awareness on special education schemes at school level

Demographic Variables	Sample	Mean	S.D	‘t’ Value
Gender	Male	78	19.51	8.49
	Female	64	18.64	7.18
Locality of School	Rural	53	18.65	7.02
	Urban	89	21.81	8.08
Locality of Students	Rural	59	17.40	6.91
	Urban	83	22.59	7.79
Parental Qualification	Literate	44	18.84	5.90
	Illiterate	98	25.06	8.30
Type of Disabled	Leg	88	19.36	8.04
	Hand	54	17.42	6.44

@ - Not Significant at 0.05 level, \* - Significant at 0.05 level

From the table (3), it is noted that the calculated ‘t’ values 0.66 and 1.59 which are lower than tabulated value 1.96 at 0.05 level. Consequently, the null hypothesis is accepted for gender and type of disabled. Therefore it is inferred that there is no significant difference between male and female students and disabled wise analysis disabled in leg and disabled in hand of physically challenged students awareness on special education schemes at school level. The remaining demographic variables (Locality of School, Locality of Students and Parental Qualification) inferred that the calculated ‘t’ values 2.50, 2.56

and 5.08 which are higher than the tabulated value 1.96 at 0.05 level. Consequently the null hypothesis is not accepted for above mentioned demographic variables. Therefore it is concluded that there is significant difference between rural and urban school, rural and urban area students and literate and illiterate parents students awareness on special education schemes at school level.

**Hypothesis – 4**

There is no significant difference in availability on special education schemes among physically challenged students at school level with respect to their following demographic variables.

**Table 4:** ‘t’ value of demographic variables of physically challenged students towards availability on special education schemes at school level

Demographic Variable	Sample	Mean	S.D	‘t’ Value
Gender	Male	78	17.51	7.43
	Female	64	18.24	7.20
Locality of School	Rural	53	17.23	5.02
	Urban	89	21.81	8.08
Locality of Students	Rural	59	17.40	6.91
	Urban	83	20.19	7.59
Parental Qualification	Literate	44	18.84	5.90
	Illiterate	98	23.76	7.79
Type of Disabled	Leg	88	19.76	8.04
	Hand	54	17.42	6.44

@ - Not Significant at 0.05 level, \* - Significant at 0.05 level

From the table (4), it is noted that the calculated ‘t’ values 0.51 and 1.39 which are lower than tabulated values 1.96 at 0.05 level. Consequently, the null hypothesis is accepted for gender and type of disabled wise analysis. It is concluded that there is no significant difference between male and female students and disabled in leg and disabled in hand of physically

challenged students towards availability of special education schemes at school level. The remaining demographic variables (Locality of School, Locality of Students and Parental Qualification) showed that the calculated ‘t’ values 2.14, 2.39 and 4.78 which are higher than the tabulated value 1.96 at 0.05 level. Consequently the null hypothesis is not accepted for above mentioned demographic variables. Therefore it is concluded that there is significant difference between rural and urban school, rural and urban area students and literate

and illiterate parents’ students towards availability of special education schemes at school level.

**Hypothesis – 5**

There is no significant difference in awareness on special education schemes at school level among physically challenged students with respect to their following demographic variables.

**Table 5:** ‘F’ value of demographic variables of physically challenged students towards awareness on special education schemes at school level

Demographic Variables		Sample	Mean	Standard Deviation	‘F’ Value
Management of School	Government	59	20.83	2.00	3.78*
	Aided	46	20.60	2.14	
	Private	37	22.78	1.98	
Educational Status of Students	IX	62	19.80	2.33	3.89*
	X	49	20.36	2.58	
	XI	31	21.33	2.88	
Students District	Salem	53	20.76	2.51	4.67*
	Erode	44	20.36	2.58	
	Dharmapuri	45	19.94	2.44	

\* - Significant at 0.05 level

From the table (5), it is noted that the calculated ‘F’ values 3.78, 3.89 and 4.67 which are higher than the tabulated value 3.00 at 0.05 level. Consequently the null hypothesis is not accepted. Therefore it is concluded that there is significant difference in awareness on special education schemes at school level among physically challenged students with respect to their management of school, educational status of

students and students’ district.

**Hypothesis – 6**

There is no significant difference in availability of special education schemes at school level among physically challenged students with respect to their following demographic variables.

**Table 6:** ‘F’ value of demographic variables of physically challenged students towards availability of special education schemes at school level

Demographic Variables		Sample	Mean	Standard Deviation	‘F’ Value
Management of school	Government	59	18.70	1.97	3.54*
	Aided	46	19.90	2.04	
	Private	37	20.18	1.87	
Educational Status of Students	IX	62	19.80	2.33	3.87*
	X	49	16.06	1.58	
	XI	31	16.33	1.88	
Students District	Salem	53	17.76	1.91	3.98*
	Erode	44	20.36	2.58	
	Dharmapuri	45	19.94	2.44	

\* - Significant at 0.05 level

From the table (6), it is noted that the calculated ‘F’ values 3.54, 3.87 and 3.98 which are higher than the tabulated value 3.00 at 0.05 level. Consequently the null hypothesis is not accepted. Therefore it is concluded that there is significant difference in availability of special education schemes at school level among physically challenged students with respect to their management of school, educational status of students and students District.

availability towards schemes at school level.

From the statistical analysis showed that the result were the Gender wise analysis shows that male physically challenged students are better than female physically challenged students towards awareness of schemes. The result from the awareness of urban school physically challenged school students is higher than rural school physically challenged students towards schemes. From the analysis private school physically challenged Students awareness are greater than Government and Aided schools physically challenged Students towards schemes. Urban physically challenged Students awareness are superior than rural physically challenged Students awareness towards schemes. Educational status of students of XI standard physically challenged students awareness is better than IX and X standard physically challenged Students awareness towards schemes. The students Districts wise

**8. Conclusion**

In the present study the investigator has focused on “Awareness of Schemes for Physically Challenged Students at School Level” in various districts. The hypothesis is tested statistically and the results are presented. Physically challenged students have average awareness towards schemes and physically challenged students have below average

analysis awareness of physically challenged students of Salem are higher than remaining districts Erode and Dharmapuri physically challenged students towards schemes. The result from the Educational Qualification of illiterate parents of physically challenged Students awareness are superior to literate parents of physically challenged students awareness towards schemes. From the analysis disabled in leg students awareness are greater than disabled in hand students awareness towards the schemes.

The gender wise analysis shows that male physically challenged students are better than female physically challenged students towards schemes. The result from the availability of urban school physically challenged students is greater than rural school physically challenged school students towards schemes. From the analysis private physically challenged Students availability are higher than other Government and Aided type of physically challenged Students availability towards schemes. Urban physically challenged Students availability are superior to rural physically challenged Students availability towards schemes. Educational Qualification of XI standard physically challenged Students availability are better than other standard IX and X physically challenged Students availability towards schemes. The Districts wise analysis availability of physically challenged students of Erode district are higher than remaining districts Salem and Dharmapuri physically challenged students towards schemes. The result from the Educational Qualification of illiterate parents of physically challenged Students availability are superior to literate parents of physically challenged students availability towards schemes. From the analysis leg disabled students availability are higher than hand disabled Students availability towards the schemes. Education schemes play an important role for developing the students' knowledge, curiosity and novelty among the students community. The Government of India and State governments have launched many educational schemes, scholarships and programs to raise the levels of participation of the marginalized in school education. These aims at decreasing dropout rate, reducing gender gap, motivating students for pursuing higher education and promoting equity. The Central Government has introduced Programs for special students, which focuses other things, enhancing opportunities through improved access to school education and scholarships for meritorious students from special students communities. The schemes are very useful to enhance the students for continuing education in the school and higher education level. All students are getting education without difficulty except the physically challenged students. Physically challenged students have average awareness towards schemes and have below average availability towards schemes at school level. The investigator identified that Salem District is higher in awareness of physically challenged students towards schemes in District level. Then Erode District is higher in availability of physically challenged students towards schemes in District level. Hence the Government of India and Tamil Nadu led to introduce and implement the new policies, programmes and schemes for physically challenged.

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