

**A CASE STUDY OF MITRA SCHOOL MOGRI,**

**ANAND**

**A**

**DISSERTATION**

**SUBMITTED TO THE SARDAR PATEL UNIVERSITY,  
VALLABH VIDYANAGAR IN PARTIAL FULFILMENT OF  
REQUIREMENT  
OF THE DEGREE OF**

*Master of Education*

**Researcher**

**DIPTI PANDYA**

**Guide**

**DR. BHARTI RATHORE**

**Waymade College of Education  
SARDAR PATEL UNIVERSITY,  
VALLABH VIDYANAGAR, ANAND- 388120  
MARCH – 2012**

# **Certificate**

**Certified that the Work Incorporated in the Dissertation Bearing the Title**

**A Case Study of Mitra School  
Mogri, Anand**

**Submitted by**

**DIPTI PANDYA**

**Comprises the result of an independent and original investigation  
carried out by the investigator. The materials obtained (and used) from  
the other sources have been duly acknowledged in the Dissertation.**

**DATE:**

**Signature of the Research Scholar**

**PLACE**

**DIPTI PANDYA**

**Certified that the work mentioned above is carried out under my  
guidance**

**DATE:**

**Signature of the Research Guide**

**PLACE:**

**DR. BHARTI RATHORE**

# **Certificate of Approval**

**This Dissertation directed and supervised by the candidate's  
guide has been accepted by**

**Waymade College of Education,  
Sardar Patel University, Vallabh Vidyanagar, Anand.  
In partial fulfilment of the requirement  
of the degree of**

## **Master of Education**

**Title**

**A CASE STUDY OF MITRA SCHOOL**

**RESEARCHER**

**DIPTI PANDYA**

**GUIDE :**

**DR. BHARTI RATHORE**

**DATE:**

**PRINCIPAL  
WAYMADE COLLEGE OF EDUCATION  
V.V.NAGAR, ANAND-388 120**

## *Acknowledgement*

*I take this opportunity to express my appreciation to Dr. Bharti Rathore for inspiring encouraging and guiding my research work. She has always insisted to have brainstorming before I establish my argument. I have received lots of input for my work from the reservoir of her extensive knowledge*

*I extend my sincere sense of gratitude towards Dr. Sulbha Natraj, Principal, Waymade College of Education for providing me valuable guidance regarding my research. I would also like to be thankful to Dr. Shamsa Emanuel and Dr. Nandita Nagar for their love and support during the course of my study in the institute.*

*I am really grateful to Suvarna Madam, Principal, Mitra School, Mogri, who has permitted me to be at her institute for research and have been genuinely supportive throughout my research.*

*My deepest sense of debt towards Sanjeev, my husband and my parents Dr. Ravindra D. Pandya and my mom and Rainy, Prem, my children, without whose moral and warm support I could not have achieved this milestone*

*Dipti Pandya*

*Researcher*

**A CASE STUDY OF A SCHOOL**  
**MITRA SCHOOL, MOGRI, ANAND**

**A DISSERTATION SUBMITTED TO THE SARDAR PATEL  
UNIVERSITY, VALLABH VIDYANAGAR IN PARTIAL FULFILLMENT OF  
THE REQUIREMENT FOR THE DEGREE OF**

**MASTER OF EDUCATION**

**GUIDE:**

**DR. BHARTI RATHORE**

**RESEARCHER:**

**DIPTI PANDYA**

**WAYMADE COLLEGE OF EDUCATION**

**SARDAR PATEL UNIVERSITY**

**VALLABH VIDYANAGAR**

**MARCH 2012**

# **Content**

## **Chapter – 1**

### **INTRODUCTION**

|            |                                    |          |
|------------|------------------------------------|----------|
| <b>1.1</b> | <b>Introduction</b>                | <b>1</b> |
| <b>1.2</b> | <b>Statement of the Problem</b>    | <b>5</b> |
| <b>1.3</b> | <b>Operationalisation of Terms</b> | <b>5</b> |
| <b>1.4</b> | <b>Objectives of the Study</b>     | <b>6</b> |
| <b>1.5</b> | <b>Research Questions</b>          | <b>6</b> |
| <b>1.6</b> | <b>Rationale of the Study</b>      | <b>6</b> |
| <b>1.7</b> | <b>Scheme of Chapterisation</b>    | <b>6</b> |

## **Chapter – 2**

### **CONCEPTUAL FRAMEWORK**

|            |                                    |           |
|------------|------------------------------------|-----------|
| <b>2.1</b> | <b>Introduction</b>                | <b>7</b>  |
| <b>2.2</b> | <b>Types of School</b>             | <b>7</b>  |
| <b>2.3</b> | <b>Mental Handicap</b>             | <b>9</b>  |
| <b>2.4</b> | <b>Objectives of Good a School</b> | <b>18</b> |
| <b>2.5</b> | <b>Ideal School</b>                | <b>19</b> |

## **Chapter – 3**

### **REVIEW OF RELATED LITERATURE AND RESEARCHES**

|            |                                                          |           |
|------------|----------------------------------------------------------|-----------|
| <b>3.1</b> | <b>Introduction</b>                                      | <b>22</b> |
| <b>3.2</b> | <b>Studied Related with Mentally Challenged Children</b> | <b>22</b> |
| <b>3.3</b> | <b>Review of Case Studies of Schools</b>                 | <b>28</b> |
| <b>3.4</b> | <b>Review of Case Study of School Out Side of India</b>  | <b>32</b> |
| <b>3.5</b> | <b>Review of Case studies of College/Institution</b>     | <b>32</b> |
| <b>3.6</b> | <b>Conclusion</b>                                        | <b>33</b> |

## **Chapter – 4**

### **DESIGN AND PROCEDURE OF THE STUDY**

|            |                                              |           |
|------------|----------------------------------------------|-----------|
| <b>4.1</b> | <b>Introduction</b>                          | <b>34</b> |
| <b>4.2</b> | <b>Design of Present Study</b>               | <b>34</b> |
| <b>4.3</b> | <b>Type of the Research- Case Study</b>      | <b>34</b> |
| <b>4.4</b> | <b>Tools for Data Collection</b>             | <b>34</b> |
| <b>4.5</b> | <b>Preparation &amp; Validation of Tools</b> | <b>35</b> |
| <b>4.6</b> | <b>Procedure for Data Collection</b>         | <b>36</b> |
| <b>4.7</b> | <b>Data Analysis</b>                         | <b>36</b> |
| <b>4.8</b> | <b>Conclusion</b>                            | <b>36</b> |

## **Chapter – 5**

### **DATA ANALYSIS AND INTERPRETATION**

|            |                     |           |
|------------|---------------------|-----------|
| <b>5.1</b> | <b>Introduction</b> | <b>37</b> |
| <b>5.2</b> | <b>Conclusion</b>   | <b>48</b> |

## **Chapter – 6**

### **FINDINGS, SUGGESTIONS, SUMMARY AND CONCLUSION**

|            |                           |           |
|------------|---------------------------|-----------|
| <b>6.1</b> | <b>Introduction</b>       | <b>49</b> |
| <b>6.2</b> | <b>Conclusion/Finding</b> | <b>49</b> |
| <b>6.3</b> | <b>Suggestions</b>        | <b>50</b> |
| <b>6.4</b> | <b>Implications</b>       | <b>50</b> |

|  |                                      |  |
|--|--------------------------------------|--|
|  | <b>BIBLIOGRAPHY</b>                  |  |
|  | <b>APPENDICES</b>                    |  |
|  | <b>A) Questionnaire for Teachers</b> |  |
|  | <b>B) Checklist by Researcher</b>    |  |
|  | <b>C) Interview of the Parents</b>   |  |

# Chapter 1

## 1.1 Introduction

The researcher has done a case study of Anoopam Mission School. “Anupam Mission School is inspired by His Holiness Yogijimaharaj and Param pujya Jashbhai Saheb. The purpose of this education centre is to give youth the means to modify their lifestyle and to positively contribute to the community is while they live. The trust has many institutions which are mentioned below:-

**ANAND BALWADI:** Pre- school Activities

**GYANYAGNA VIDYALAYA:** primary and Secondary School.

**AKSHAR PURUSHOTTAM TECHNICAL INSTITUTE:**

Computer aided Civil and Architectural - Drafting Course.

**INFORMATION TECHNOLOGY CENTRE:**

Conducting computer science courses.

**SHARDA MANDIR:**

Primary and Pre – Primary, Secondary School at Nadiad.

**YOGIJIMARAJ MAHAVIDYALA:**

Arts and Commerce College for women at Dhari (Dist: Amreli).

However the Youngest of all s offers services through:

A) ‘Mitra’ - School for children with special needs.

(Mentally Challenged and other associated problems)

B) ‘Disha’ –Child Guidance and counselling centre.

Disha’ – Career Guidance centre

Yogi Vidyapeeth is based in ‘Mogri’, a village in Anand dist, Gujarat State (India). Mogri has an access to surrounding towns such as Vallabh Vidyanagar, Anand and adjoining places.

Although Vallabh Vidyanagar is a centre for learning, little has been done for the education of the mentally challenged. This was a formidable task for yogi Vidyapeeth to harness.

Hence on 15<sup>th</sup> July 1993, a modest Day programme was launched with only three mentally challenged children under the banner of 'Mitra' which has grown from an humble beginning into a Rehabilitation Centre catering to the needs of many mentally challenged as well as other children having special needs like physical handicaps, hard of hearing as well as Autistic children. Today with increasing awareness in Mental Health, it continues to expand and provide an invaluable Service under the banner of '**Mitra Rehabilitation Centre.**'

#### Activities of '**Mitra Rehabilitation Centre**'

The Centre provides following services:

##### A) Diagnostic Service

A multidisciplinary team comprising of

- Special educator
- Clinical psychologist
- Speech therapist and audiologist
- Psychiatrist
- Paediatrician
- Social worker Occupational Therapist
- Physio therapist

Provides diagnostic service to the children and the adolescent with

Mental handicap, emotional and behaviour problems. This service Is also provided to children with learning difficulties. Services of other experts too are provided as need be. After a through diagnostic evaluation programme or for the home bound programme.

B) Mitra Special Education Programme Mitra School provides a Day School programme for children with special needs especially for the mentally challenged having other associated disabilities. The age group of the children is from 5 to 18 years.

Following the diagnostic evaluation, the children are grouped according to their age and abilities, into pre-primary, primary, post-primary opportunity and pre-vocational groups.

The school follow an interdisciplinary approach in training and educating the children. This plays an important role in the all round development of the child. The training includes development in the following areas:

- Physical motor skills
- Self – help skills
- Communication skills
- Cognitive abilities
- Social and Emotional interactions
- Domestic and Vocational skills
- Leisure time activities

The school programme encourages a child to child approach in many activities. A functional curriculum is planned and modified, as and when necessary, on the basis of the needs of the children. Education is a human right of children in every condition, Right to Education has been given to all children. But many children cannot get Education due to various, factor such as poverty and other family problems. Many students to get not education because they are mentally retarded as they have less IQ then normal children.

They cannot adjust with other the students. Teachers and students make fun of them. But with little motivation and encouragement. These children can also progress in life. Generally Regular schools do not expect this type of children in their schools. But Anoopam Mission in ‘Mogri’ has started one such schools in which mentally retarded children can learn with normal children. They learn to be their self sufficient and become independent in life.

### **C) Integration Programme**

‘ Mitra’ has successfully integrated many children with special needs in the Mainstream school. This approach has encouraged children from both the school to carry out many school activities jointly. For example, they share school premises and the playground. The annual sports- meet culture programmes and the festivals are celebrated together.

Some of the children with special needs are the regular students of the Mainstream school. It encourages them to accept and understand their difference and learn to respect one another.

**Disha-** Disha child guidance and counselling centre was started on 22<sup>nd</sup> June 1997 in response to the increasing needs of the children who fail to

show satisfactory progress in learning and thereby falling slightly below the required standards. As far as their intellectual capacity is concerned, they are not mentally challenged but are unable to show satisfactory progress in their academic achievements. They face difficulties like emotional problems and the learning difficulties which prove to be a barrier in their school performance. To help the children overcome their difficulties, a multidisciplinary team of experts provide diagnostic and the therapeutic service to Disha.

A detailed evaluation of the child's ability, aptitude and the ecological set up provide and the child with necessary support. Now, Disha has also launched a new centre for career guidance which guides the adolescents and adults for their future careers.

### **E) Home Bound Programme**

A **team** of special educators and other experts provide this service to the children with special needs who cannot attend the school regularly and also to the children below the age of five years. This programme is designed to train parents to help the child at home.

### **F) Professional Training**

The centre offers a wide range of professional training. This allows professional and parents to keep abreast with the developments in this field.

In-service training takes place on a continuous basis for special teacher. Refresher courses are conducted for special teacher. A Remedial Teacher's Training Course is offered for teachers of both mainstream and special needs school. Conference, seminars and workshops are organized on a regular basis for teachers, parents and siblings.

G) Consultation and staff Training Service is provided to the organization intending to launch similar service in the rural areas. Services are also offered to schools that have integrated children with special needs with the mainstream students.

### **H) Early Detection and Intervention Programme**

A multidisciplinary team helps to evaluate infants with developmental delays and counsel the parents. Infants are evaluated on the developmental test, and if need be, an interaction cum a stimulation programme is planned for their further development. The Intervention Programme offers the parents, training and counselling to help their infants.

## **I) Library Facilities**

Teacher and parents have full access to the library which is equipped with books on mental health and various other disciplines associated with it. Books are available in English and Gujarati Language.

The library provides a good bibliography for various disciplines.

The library also maintains audio and video cassettes on various subjects related to mental handicap and mental health. Documentation services are also provided for research purpose.

## **Toy Library**

The toy Library provides vast range of toys to the children of Mitra and the mainstream school.

## **J) Parent Association**

Mitra boasts of an active parent association which has proved to be an important support network between parents. It has helped other parents facing similar difficulties, by guiding them and making them aware of the services offered by the centre. The association also actively participates in workshop and seminars, enabling them and their families to gain a more detailed understanding of their children's special needs and how to deal with them.

## **1.2 Statement of the Problem**

A Case Study of Mitra School Mogri, Anand.

## **1.3 Operationalisation of the Terms**

### **‘Case’**

The word “case” means study of a small group, single institute, study of single person or a specific “case” Case Study involves extensive research, including documented evidence of a particular issue or situation –symptoms, reactions, affects of certain stimuli, and the conclusion reached following the study.

### **School**

A school is an institution designed for the teaching of students under the care of teachers. Most countries have system of formal education, which is commonly compulsory. In these systems, students progress through a series of school. The names for these schools vary in every country, but it generally include primary for young children and secondary school for teenager who have completed primary

education. An institution where higher education is provided is commonly called University College or university.

### **Mitra School**

Mitra Special Education Programme Mitra School provides a Day School programme for children with special needs especially for the mentally challenged having other associated disabilities. The age group of the children is from 5 to 18 years.

## **1.4 Objectives of the Study**

- 1) To study the teaching learning environment of the school.
- 2) To study the activities of the school to make the child self- sufficient.
- 3) To study the academic achievement of students in past.
- 4) To study the teacher students relationship in school.
- 5) To study the infrastructure of the school.

## **1.5 Research Questions**

1. How is the teaching learning atmosphere of the school?
2. How does the school ensure development of the students?
3. What is the relationship between teacher and students?
- 4 What are the facilities provided by the school for special children?

## **1.6 Rationale of the Study**

The researcher has selected this school because when the researcher has visited many schools but the researcher has not found any good school which caters to needs of special children's. The researcher saw in this school good facility. The school has good infrastructure, big playground, good natural environment, and good teaching staff. This school provides teaching in Gujarati. The school has international standard. They try to develop the special students and they give the opportunity to students for their development. That's why the researcher has selected this school.

## 1.7 Scheme of Chapterisation

**Chapter-1: Introduction** The chapter begins with an introductory note and states the problem of the study with the explanation of key terms. It also states the objectives of the study undertaken, rationale of the study as perceived by the researcher.

**Chapter-2: Conceptual Framework** This chapter focuses on the conceptual framework or theoretical background of the study undertaken.

**Chapter-3: Review of Related Literature** The chapter begins with stating the objectives with which review of related literature is done and then presents the different studies reviewed for the present work.

**Chapter-4: Methodology of Investigation** The chapter focuses on the methodology adopted in the present study. It describes in detail about the research design selected for the present study, the tools used and the procedure adopted for data collection as well as data analysis.

**Chapter-5: Data Analysis, Interpretation and Discussion** In this chapter the collected data has been analyzed and presented in a tabular form. Interpretations based on the findings have been presented and discussed in the light of the present study undertaken.

**Chapter-6: Conclusions, Suggestions and Implications** The last chapter of the dissertation deals with the conclusions drawn from the present study. It also presents some suggestions for the future studies that can be undertaken in the field. The chapter ends with a reflective note by the researcher on the research undertaken.

## **Chapter – 2**

### **Conceptual Frame Work**

#### **2.1 Introduction**

##### **School**

The objectives of education are to be achieved through the media of school. School as an educational institute plays powerful role. Among the institutions promoting education like school is important for formal education. The objectives of education are to be achieved through the media of school. School as an education institute plays powerful role.

W. A. ANDERSON defines schools as “transmitting” agencies handing over a body of accumulated knowledge valuable for living in society.

In our society education is received by either individual himself or by some educative agency such as school. School is a social agency which controls in a measure the experiences of the child during the plastic period of infancy. School have knowledge aim, School provides opportunities for the harmonious development of all power and faculties of man. By providing equal chances, the school tries to reach maximal in education. School can help to develop moral character. The ultimate goal of education is developing the socially efficient individuals is fulfilled by the media of school. Schools by providing education help for developing social awareness and promoting genuine social culture. It is well established that the role played by school in the process of education of the child is important. The school however, is only one dimension in the total educative process. The home and general social environment remain the two other dimensions of the process.

#### **2.2 Types of School**

School can be divided on the basis of purpose, boards, duration students and medium one division of the schools can be on the basis of students enrolled in the school. This division is describe below:-

- 1) **Schools for Normal Children:** In this type of schools normal children having normal IQ and physical abilities are taught.
- 2) **School for Special Children:** In this type of school, children having mental or physical disabilities are provided education.

- 3) Inclusive Schools:** These types of schools provide education to normal students and special students. Together in the same class. Special children who are educable and trainable can be taught in this type of schools. If they have any mental or physical deficiency that can be treated outside the classroom then they are integrated in the classroom.

**There Can be One Other Division of School:**

**4) Residential School**

A residential school is one where students stay in the hostel and pursue their studies. They live in with fellow students. Some schools offer residence as an option for outstation Students. Residential schools essentially provide food and lodging for a specific fee. Varied number of students share rooms' dormitories and remain under the guidance of house Master or house mistress or matron. There are numerous residential schools across India. Following are brief description of a one of them.

The school endeavours to impart quality education and co-curricular activities to its students. The boarding house incorporates in the students the art of peaceful co-existence and love for one another. Students also pick up vital lessons on responsibility, duty and discipline. Residential school is one where students stay in the hostel and pursue their studies. They live in with fellow students. Residential School also offer residence as an option for outstation Students.

A Residential schools essentially provide food and lodging for a specific fee. Varied number of students share rooms' dormitories and remain under the guidance of house Master or house mistress or matron. There are numerous residential schools across India. Following are brief description of a one of them.

The school endeavours to impart quality education and co-curricular activities to its students. The boarding house incorporates in the students the art of peaceful co-existence and love for one another. Students also pick up vital lessons on responsibility, duty and discipline.

**5) Day School**

In this type of school children have to be there for fixed time such as 9 to 4 or 10 to 5. This type of schools are called day schools. Most of the schools are day schools. Schools play an important role in a child's life as most of the time of a child is passed in schools.

## **2.3 Mental Handicap**

The problem of a child with retarded mental development assumes considerable importance in the general programme of education. Authorities as well as teachers have to become increasingly concerned about those pupils who find it difficult to profit from the ordinary programme provided for normal children. In the absence of special provisions for the mentally handicapped, the problem becomes acute because the curriculum is not adapted to the needs of these pupils. No survey on a large scale has been in this country, much less in this state, to find the incremental deficiency. The surveys conducted so far indicate that six lakhs of children population in the country may be mentally deficient. Gokhale gives the estimate of mentally handicapped children in India at 15 to 18 lakhs. This is the most serious problem which requires serious thought and serious action by all sections of society.

Some of specific characteristics which may be noted in determining mentally handicapped children are social incompetence resulting from developmental mental arrest of constitutional (heredity or acquired) origin, the condition is essentially sometimes incurable through treatment and unremedial through training though in favourable circumstances mentally handicapped may improve.

### **Discovering the Mentally Handicapped**

Teachers may well serve as the reactions of their pupils, educationally and socially. Many teachers must first be oriented in the initial steps of critically gauging individual progress with reference to the progress of a group as a whole, individual adjustment as compared with the maturational level expected of pupils of a given age, and individual physical efficiency which should be manifest for definite pupil age groupings.

Some of the specific characteristics which may be noted in determining pupil maladjustment are as follows:

#### **Educational**

- A) He is not able to think abstractly or to handle symbolic Material
- B) He is significantly below the level of most children of his age in school efficiency.

**School**

- A) He may react to his educational inefficiency by social misbehavior.
- B) He indicates a definite immaturity by his non acceptance of personal and social responsibilities.

**Behaviour**

His slow learning may be manifested by poor coordination and lack of flexibility or adaptability. Sensory defects in the visual, auditory or metro areas may be concomitants of his slow learning ability.

**Educating the Mentally Handicapped**

The needs of the mentally handicapped children in India can be met to a great extent by legislation, by competent teachers to teach in this area and by aid of psychological and vocational services and therefore capable of dealing with this group.

**Legislation:** The states of India should enact laws making specially education provision for the mentally handicapped. The enacted legislation should provide financial assistance to welfare organizations making special provisions for mentally handicapped pupils. The financial aid is based, as in foreign countries upon contingencies that (a) qualified clinical examiners shall certify the pupils who are to be classified as mentally retarded and make the necessary recommendations for their welfare, and that (b) specially qualified teachers shall be selected to guide the education of pupils of this group.

Efforts should be made to include such provisions as (a) organization of special classes to serve all rural children (b) transportation of children classified for a special class programme to a special class centre (c) placement of children to a special class in a boarding home where transportation facilities are not available, (d) providing in service training to teaches and head masters who are interested in the education of mentally handicapped children, (e) special allowance to be paid to teaches (f) an institute of Mental Health should be established to prepare curriculum for different categories of mentally retarded pupils. This institution may also take follow up service.

**Psychological Service:** For a psychological diagnosis there are three approaches (a) The developmental history of the child from birth onwards is to be considered i.e., when did the child begin to sit, crawl, stand, walk and talk. His other behaviour, habit

formation and understanding have to be studied (b) The child's mental equipment as revealed in his behaviour and achievement in comparison with the average child of his age is to be estimated (c) But the more certain procedure is to apply objective tests of intellectual capacities or educational attainment, if the child has had some schooling.

Uday Shankar says that with regard to mentally handicapped the child should receive all possible training in practical tasks he can be trained to take care of himself from danger, and in some cases to learn some craft or do some to earn his livelihood so that he does not ever remain quote a burden to his parents or guardians. The child is to be sent to a special boarding school, because it will be most profitable to him so that he can attain as much proficiency as possible. We should follow the example of U.K. where feeble minded children or mentally retarded children or mentally handicapped children, generally when discovered are placed by the local educational authorities i special schools. In this state there should be legislation as mentioned earlier to provide such facilities as have been made obligatory by the 1944 education act in the United Kingdom.

### **Who is a Backward Child?**

Generally speaking no mother or father is easily prepared to accept that their child is mentally backward. But modern intelligence test techniques have undoubtedly established that some children are mentally backward. A backward child is more in need of assistance than one with average or above average intelligence. Hence in modern school teachers are expected to pay particular attention to the weak students in their classes. A backward child, evidently is one who has an intelligence quotient lower than the average child. In the words of Cyril Burt, "A backward child is one who, in the middle of the school career, is unable to do the work of the class below that which is normal for his age. In this way, the backward child falls far behind other children of his age in matters of study. In school, such children remain in the same class for many years, and fail to process upward. Educational psychologists have no single opinion of the intelligence quotient falls below 85.

### **Problems of Backward Children**

Children who are backward have certain problems that are peculiarly their own. Having a very low intelligence quotient, they require to be taught many things by others. A

backward child cannot lead; he is more in a position to need the help and sympathy of friends and relatives. A child who is very feeble-minded, having an intelligence quotient of 70 or less cannot obtain education in the ordinary schools, and has to be sent to special institutions. Emotional adjustment of the child is completely integrated if he fails in the same class time after time. In a class, teaching approximate to the average level of students. Hence it is only natural for the backward child to meet with failure. Failure in school leads to the assumption that he will also be a failure in life. His ambitions are destroyed and he becomes hopeless.

Backward child also faces difficulties in social adjustment. In the group he does not easily grasp even the smallest thing and rules of play have to be repeated for his benefit. His colleagues naturally heckle him. It is possible that a spark of leadership may be ignited in him if he communicates with those younger than himself but on the same intelligence level. But there he is unwelcome since other children steer clear of him because of his physical superiority. Adults pay him little or no attention; instead he is scolded from time to time. In adolescence and adulthood the position of the child does not improve. He is made the butt of every joke. Activities of the group are usually on a higher level so that he does not fit in them either.

### **Causes of Backwardness**

It is not even possible to recount all the various causes of backwardness but the main causes are the following

1. **Physical causes** – due to many physical defects and abnormalities the child lags behind other average children. Such physical conditions would be weakness of eyes, deafness or being hard of hearing, stuttering, being weak or crippled etc. This also has an adverse effect upon his social adjustment.
2. **Mental defects** – It has been indicated earlier that the backward child has a very low intelligence quotient, as compared with that of an average child. Having a low intelligence, his other mental characteristics and abilities also do not compare favorably with the average child.
3. **Educational immaturity**- Physical and mental shortcomings in the child result in educational immaturity. Putting it differently, he has not adequate maturity to grasp the teaching that is customary for his age level.

4. **Emotional factors** – The child's social adjustment is detected by his mental and physical abnormalities and he meets with successive failures. He meets with criticism on every account. Hence, it is natural for him to manifest anxiety, tension, depression and other emotional factors. Sometimes, though every other defect is absent, the child is backward in his class for no better reason than these psychological or emotional factors.
5. **Atmosphere in the home** – One reason of backwardness can also be the atmosphere in the home. Proper development of the child cannot occur in a virulent family atmosphere. Hence, he fails behind children of his age group. And among the factors that contribute to the defective atmosphere in the home are constant quarreling and fighting between parents and children, unbalanced diet, strict discipline, absence of all peace and calm, poverty etc.
6. **Lack of interest** – Sometimes, even though the child is free from all the defects and shortcomings mentioned above and even those that have not been mentioned, the child falls behind the rest of the class for the simple reason that he cannot stir any interest. Those that have not been mentioned, the child falls behind the rest of the class for the simple reason that he cannot stir any interest in the various subjects being taught. This causes repeated failure.
7. **Factors concurring the schools** – The school can be a veritable store house of factors that inhibit the child's development such as inadequate method of teaching, uneducated teachers, undesirable atmosphere, inadequate curriculum, defective time table, disgusting relations between students and teachers etc. All these causes conspire to make even the average child look backward.

Article 45 of the Indian Constitution directs that free and compulsory education should be provided to all children, including those who are physically, mentally and socially handicapped. Till now, no steps have been taken to extend the provisions of compulsory education to physically, mentally and socially handicapped children. Therefore it is our moral responsibility to see that a positive educational programme is devised under which facilities would be available for the education of these specific groups including those who are gifted.

## **Problems of Backward Children**

Children who are backward have certain problems that are peculiarly their own. Having a very low intelligence quotient, they require to be taught many things by others. A backward child cannot lead, he is more in a position to need the help and sympathy of friends and relatives. A child who is very feeble-minded, having an intelligence quotient of 70 or less, cannot obtain education in the ordinary schools, and has to be sent to special institutions. Emotional adjustment of the child is completely integrated if he fails in the same class time after time. In a class, teaching approximates to the average level of students. Hence it is only natural for the backward child to meet with failure. Failure in school leads to the assumption that he will also be a failure in life. His ambitions are destroyed and he becomes hopeless.

Backward child also faces difficulties in social adjustment. In the group he does not easily grasp even the smallest thing and rules of play have to be repeated for his benefit. His colleagues naturally heckle him. It is possible that a spark of leadership may be ignited in him if he communicates with those younger than himself but on the same intelligence level. But there he is unwelcome since other children steer clear of him because of his physical superiority. Adjusts pay him little or no attention instead he is scolded from time to time. In adolescence and adulthood, too, the position of the child does not improve. He is made the butt of every joke. Activities of the group are usually on a higher level, so that he does not fit in them either.

## **Causes of Backwardness**

It is not even possible to recount all the various causes of backwardness, but the main causes are the following:

1. **Physical causes** - Due to many physical defects and abnormalities, the child lags behind other average children. Such physical conditions would be weakness of eyes, deafness or being hard of hearing, stuttering, being weak or crippled etc. This also has an adverse effect upon his social adjustment.
2. **Mental defects** – It has been indicated earlier that the backward child has a very low intelligence quotient, as compared with that of an average child.

Having a low intelligence, his other mental characteristics and abilities also do not compare favorably with the average child.

3. **Educational immaturity** – Physical and mental shortcomings in the child result in educational immaturity. Putting it differently, he has not adequate maturity to grasp the teaching that is customary for his age level.
4. **Emotional factors** – The child's social adjustment is detected by his mental and physical abnormalities, and he meets with successive failures. He meets with criticism on every account. Hence it is natural for him to manifest anxiety, tension depression and other emotional factors. Sometimes, though every other defect is absent, the child is backward in his class for not better reason than these psychological or emotional factors.
5. **Atmosphere in the home** – One reason of backwardness can also be the atmosphere in the home. Proper development of the child cannot occur in a virulent family atmosphere. Hence, he falls behind children of his age group. And among the factors that contribute to the defective atmosphere in the home are constant quarreling and fighting between parents and children, unbalanced diet, strict discipline, absence of all peace and calm, poverty etc.
6. **Lack of interest:-** Sometimes, even though the child is free from all the defects and shortcomings mentioned above and even those that have not been mentioned, the child falls behind the rest of the class for the simple reason that he cannot stir any interest in the various subjects being taught. This causes repeated failure.
7. **Factors concerning the schools** – The school can be a veritable storehouse of factors that inhibit the child's development such as inadequate method of teaching, uneducated teachers, undesirable atmosphere, inadequate curriculum, defective time table, disgusting relations between students and teachers etc. All these causes conspire to make even the average child look backward.

### **Cyril Burt's Opinion**

Different educational psychologists have stressed different factors present in the analysis of backward children and their causes. Different factors have been considered

more or less important. Cyril Burt has allocated importance to the various factors in backwardness in the following proportions.

| Cause              | Percentage |
|--------------------|------------|
| Poverty            | 20%        |
| Home atmosphere    | 16%        |
| Educational causes | 11%        |
| Health             | 8%         |
| Neighborhood       | 3%         |

Even if this kind of guesses are not relied upon, one can still say that backwardness is considerably aggravated through the contribution of physical and mental defects, atmosphere in the home, emotional causes, back of interest in subjects of education, neighbourhood and school, etc.

#### **Selection of Backward Children**

Modern schools are led to believe that the backward children in a class should be specially and mental defects, atmosphere in the home, emotional causes, lack of interest in subjects of education, neighbouring and school etc.

#### **Selection of Backward Children**

Modern schools are led to believe that the backward children in a class should be specially attended to. Hence, the teacher must know how to distinguish and recognize a backward child. This can be done in four steps.

1. **Discovering the child's A.Q.** – Test in arithmetic, language and general knowledge can be used for discovering the child's A.Q.
2. **Discovering I.Q.**- Selective children with an intelligence quotient of below 85, their exact I.Q should then be calculated.
3. **Individual intelligence tests** - Now the result obtained from the group intelligence tests should be examined for their reliability by obtaining
4. **Rating by teachers** - obtaining results through individual intelligence tests and coinciding the two conclusions.

5. **Case history** – After all the above tests have been completed, the child's detailed life history should be prepared.

### **Solution of the Problem of Backwardness**

Most of the so called backward children can be improved. In the Case of children intelligence quotients below 70, no improvement is possible through education in the ordinary schools since they need to be sent to specialized schools and instructions. In children with intelligence quotients between 70 and 85, considerable improvement is possible even in regular educational institutions. Many of these children can be raised to the level of average normality through cures so that they can find success in school and later life. If they are given some encouragement and are shown some success, they learn many simple activities. But this requires modification of the curriculum, the teacher's method of teaching and separate educational establishments are not essential as they require only special attention and periodical expert examination. But with children of intelligence quotients below 70, separate arrangements are unavoidable.

- 1) **Curriculum** – Often many children fail repeatedly in the same class for the simple reason that the curriculum does not suit them. Consequently, the teacher must modify his curriculum to meet the requirements of backward children so that it contains only those subjects. The entire curriculum should be so fashioned that when the backward child completes his course, he should be fitted to adopt some particular profession. Basic education should be emphasized in the curriculum. Children can also be trained for some specific professions and vocations.
- 2) **Method of teaching** – The sole quality of a teaching method is that student should grasp what it has to teach. Hence, there should be different methods of teaching for students on different levels. It is evident that backward children will not gain much if they are taught by a method that is found suitable for average children. For them, there should be a special method of teaching with the following characteristics.

**Special Children Having Defect of the Eye:** – school for visually challenge. Another organ of the body that has considerable importance from the educational viewpoint is the eye. It, too, is another organ that is prone to many defects in the case of children. Some defects are innate, and even hereditary, but many others are the result of excessive strain on the eye. School should provide facilities for regular periodical checks of the children eyes so that it should be possible to know of a defect as early as possible. Besides making

arrangement for any such defect cured, the teacher should also advise the students as to the proper mode of the eye care.

## **Special Children Having Defect of the Ear**

1) After of the eye defects of the eye, come the defects of the ear that Are no less harmful. Some children are born deaf, with the result that they also remain dumb since language cannot be learned without hearing.

2) Some children are afflicted by defects of speech. Such as stumbling Mispronunciation, etc. Demosthenes, a famous speaker of Greece Stuttered from birth. He made a habit of going to the sea-shore and speaking with pebbles in his mouth, Hence, teacher and parents should Take care to pronounce words correctly when speaking in to presence of children.

## **2.5 Objectives of Good a School**

- . To develop environment friendly students
- . To develop socially responsible citizen
- . To develop patriotic feeling
- . To develop 21<sup>st</sup> century skills among children technology and communication skills
- . To makes students develop their talents through co curricular activities
- . To make students self reliant
- . To prepare law abiding citizens
- . To develop positive values
- . To develop creativity among students
- . To develop feelings of sympathy, love, compassion
- . To develop selflessness among students
- . To develop such students who can cape with the problems
- . To develops problems solving skills among students.
- . To develops students in such a way that they can remain emotionally balanced even in difficult situation.
- . To develops such students who can work for their personal development as well as for the development of the society.

## **2.6 Ideal School**

As students pass most of their time at schools, a good school should have following characteristics.

### **All Round Development**

A good school should provide wide opportunities for the development of the students. The school provides stage to students all around development. It should help in search Out hidden.

### **Co-Curricular Activities**

A good school should provide opportunities for different co –curricular like yoga, Drawing, skating, Music, and also indoor games like table tennis, badminton, etc. And the outdoor games like cricket, khokho, Kabaddi, football etc provide them. The school also organize seminars, guest lectures, simulation, and quiz etc competition. For the development of the students.

### **Value Inculcation**

A good school should celebrate different festivals, i.e. Diwali, Christmas, Navratri, Janmasthan, etc. The school should also celebrate value week, and during These days students should prepare themselves for different activities which are Helpful to inculcate different values in their lives. Here in the school teacher should give directly and indirectly values education to students.

### **Opportunity for Physical Development**

A good school should also believe in the physical development of the students. The school should have big ground and gymnasium, too. The school should also have the subjects like yoga and physical education. All these are very helpful in the physical development of student.

### **Rich Library**

A good school should know that books are our best friend. A good school should have also a Big library which contains many books on different types. The school should also provide weekly and monthly educational magazines to students, i.e. Safari, Education Today, etc. The school may also provide life time library membership card for its students.

### **Good Teacher and Students Ratio**

A good school should have well qualified teachers. A good school has a good teacher and Student's ratio, It means the teacher must be able to pay individual attention to students. So the ratio should not be more than 1:40 means there should be one teacher for maximum 40 students.

### **Competent Faculty Members**

They should have in depth knowledge of their subject. Faculty of a good school should be very competent. They should use maximum technology in the education. They should adopt New trends of education for the development of students.

### **Neat and Clean Campus**

The campus of a good school should be very clean. Teacher and students should also contribute in the cleanliness. The school also have small garden and there are different trees and plants around the campus. Neatness is necessary as it checks spread of infectitious discards. Natural surrounding provide rooting atmosphere.

### **Technology**

A good school should believe in the technology based learning. Teachers should use different technology to provide teaching and learning experiences to students. The School should have computer laboratory language laboratory and science laboratory.

### **Supportive Support Staff**

The staff of a good school should be very supporting and co-operative. They should help and guide students in every problem like their guardian.

### **Good Teaching –Learning Climate**

A good school should have conducive classroom climate. Teacher should believe in learning by doing. Here teachers should provide an environment which helps students for their all around development.

### **Involvement of Parents**

A good school should involve parents as part of PTA. They should meet at last day of month and share student's problems and what

Students need for their self development and their problem in students. They also discussion on various subject in which they require improvement. A good school know the importance of parents in development of school.

### **No Harassment of Students**

A good school should focus on independent learning. School should not of the over burden the students can express themselves very freely. There should not be any scope of harassment on the part of teachers as well as students.

Thus this chapter presents conceptual frame work of this study. This chapter will be fallowed by the next chapter which is 'Review of Related Literature'.

## **Chapter 3**

### **Review of Related Literature**

#### **3.1 Introduction**

The review of related literature is an important part of the scientific research, natural or social sciences. The review literature provides the researcher the particular field of knowledge which he requires in his specialized areas. Until the researcher has learned what other have done and what remain still to be done in the selected area, the researcher cannot develop a research project that will contribute to furthering literature in any field forms the foundation upon which all future work must be built.

So the researchers made every effort to compile a thorough review of related studies before starting his research because the insights and knowledge gained by the review of related studies almost inevitably lead to a better understanding of design of the research and greatly improve the chances of obtaining important and significant result.

#### **3.2 Studies Related with Mentally Challenged Children**

**Gor U, (1982)** did his study on “A study of Adjustment of Mentally Gifted and Retarded Children.”

The objectives of the investigation were:

1. To select mentally gifted and retarded students (boys and girls) of class x on the basis of mental test.
2. to study the adjustment problems of mentally gifted and retarded boys and girls
3. To study the techniques of adjustment of both the groups in different situations.
4. To compare the adjustment level of mentally gifted and retarded boys and girls with the of average students and
5. To study the socio economic status SES level of both the ..... of students with reference of that of an average group of students.

In all, 600 boys and 400 girls from class X were selected by the stratified random sampling technique from three commissionaires of U.P Joshi's general mental ability Test was used for measuring the intelligence of students adjustment problems checklist, general Adjustment Questionnaire SES Questionnaire and Behaviour Mechanism Inventory is different adjustment situations were prepared by the investigator. Mean standard deviation and percentiles were used for data analysis.

### **The Findings of the Investigations were**

1. There was no significant difference in the intelligence scores of boys and girls
2. adjustment problems of mentally retarded students were different
3. There was a difference in the SES level of mentally gifted, average and retarded students
4. There was a difference in general adjustment ability of mentally gifted, average and retarded students
5. Different adjustment situations had different effect on the three groups of students and their reactions were also differences.

### **Ankou, S.N. (1980) did his study on Education of Mentally Retarded Children in the State of Maharashtra,**

The main objectives of the study were (i) to find out in qualitative and quantitative terms. The efforts made for the education of the mentally retarded in Maharashtra (ii) to investigate the extent to which the education needs of the mentally deficient individuals have been met (3) to ascertain the education standards and conditions existing in the special school and classes (4) To identify the problems in the field of education of the mentally handicapped. (5) To find out the extent of progress made in the area of special education (6) to study the outcomes of educations and its influence on the mentally retarded children and 6) To examine the possibilities of using education as a means for behaviour modification and rehabilitation of the mentally deficient persons.

The study was limited to children of school going age only. The survey method was used and data were collected through visits interviews schedules and opinionative. Library work, including reference to government records, was also a source of data. The data were analyzed and statistical records and tables were prepared.

The main findings of the study were: (1) The education of the mentally retarded was largely a matter of private effort in Maharashtra (2) of the total number of eighty special schools in India 31 percent were in Maharashtra. (3) The distribution of special schools in Mahan 22 were located in Bombay (4) In general, the standard of education in special schools was found to be satisfactory. (5) Seventy one mentally retarded children were also physically handicapped. (6) Only 35 per cent of the teachers in these schools were trained to handle the mentally retarded learners.7. Training facilities for the special school teachers were very meagre, with only situated in Bombay.8. Education was found to have a positive effect on retarded children.9. Social behaviour changed as a result of schooling. 10. Cognitive and the learning of vocational skills were facilitated by special school.11. The majority of the parents had positive attitudes to the problems of retardation.

**SHOKLA N.N., (1979) “Did his study on “Development and Tryout of a curriculum for mentally handicapped children.”**

The objectives of the study were to develop a curriculum (1) catering to individual abilities and interests of mentally retarded children (2) enabling mentally retarded children to be integrated into society and of a more or less uniform pattern for schools of the mentally handicapped.

There schools in Greater Bombay having Marathi and Gujarati as media were selected. The sample was selected on the basis of level of I.Q and level of achievement omitting repeaters. Subjects in the curriculum were language, arithmetic, general knowledge, hygiene and community living, physical education and music. The syllabus was analyzed into objectives, behavioural outcomes, content method and evaluation procedure. Preferably comprised oral tests on the various subjects while the post-tests comprised oral tests and wherever possible, written objective tests. A parent's opinionnaire on behavioural improvement in their children during the period, a questionnaire requiring observation of children's behaviour at various stages of teaching and individual records of each child were also used to collect data on children.

The findings of the study were (1) The Gujarati medium studies taught by the modified instructional material fared better in language and arithmetic in the first evaluation while in the second evaluation they were significantly better in all aspects.

2. Among the two groups of the Marathi – medium students there was no difference in the first evaluation while in the second evaluation those exposed to the modified syllabus fared better in arithmetic, general knowledge, community living, drawing and handicraft.

3. According to teacher's opinions regarding improvement of Gujarati medium students chi-square values were not significant. However there was significant improvement. However there was significant improvement in several aspects of some training, arithmetic, language general knowledge and health and community living among those exposed to the new curriculum while there was no improvement in handicrafts music and physical educations.

**Biswas, M, (1975) Made a “Comparative Study of the Family Conditions of Mentally Retarded and Normal Children.”**

The objectives of the study were to find out the significant association of background of factors with the incidence of mental retardation in the families. Only those cases of mentally retarded children were taken up which were reported by the child Guidance clinic, the GCM School for the mentally retarded and research project on education. Treatment and Rehabilitation of mental retardant's in Varanasi. A comparable group of seventy five normal children in the age group 6-14 was also selected the groups were matched on age, parental age and income. Both primary and secondary data were used; the primary sources were interview schedules while the secondary sources were case histories.

The findings revealed (1) A significant relationship existed between social class and mental retardation (2) The marital status of the parents of retarded children was not healthy as compared to that of the parents of normal children. (3) Mental retardations were

neither the specific cause nor same outstanding factor in crime and delinquency. (4) Most of the mentally retarded were unwanted and rejected by parents. (5) There was inverse relationship between joint families and the level of intelligence as many as 65-33 per cent of mentally retarded belonged to joint families where tensions and quarrels existed, while the correspondence figure for normal's was 24 percent 6) Premature death of one or both parents was most frequent among the mentally retarded. Probably resulting in mental retardation while among the normal's the incidence was as low as 1.33 percent.(7) From among the sample of mental retardation twenty seven were first born eighteen second born and eleven third born.

**SINGH, G.K. “(1982) did his study on a Study of Adjustment of Mentally Gifted and Retarded Children.”**

The objectives of the investigation were (i) to select mentally gifted and retarded students (boys and girls) of Class X on the basis of mental test, (ii) to study the adjustment problems of mentally gifted and retarded boys and girls (iii) to study the techniques of adjustment of both the groups in different situations (iv) to compare the adjustment level of mentally gifted and retarded boys and girls with that of average students and (v) to study the socio economic status SES level of both the groups of students with reference to that of an average group of students.

In the 600 boys and 400 girls from Class X were selected by the stratified random sampling technique from three commissionaires of U.P. Joshi's General Mental Ability Test was used for measuring the intelligence of students. Adjustment problems checklist, General Adjustment Questionnaire, SES Questionnaire and Behaviour Mechanism Inventory in Different adjustment situations were prepared by the investigator. Mean, standard deviation and percentiles were used for data analysis.

The findings of the investigation were: (i) there was no significant difference in the intelligence scores of boys and girls. (ii) Adjustment problems of mentally retarded students were different (iii) There was a difference in the SES level of mentally gifted average and retarded students (iv) There was a difference in general adjustment ability of mentally gifted, average and retarded students (v) Different adjustment situations had different effect on the three groups of students and their reactions were also different.

**JAISWAL, A.N., (1978) did his study on “Personality Patterns of Educable Mentally Retarded Children,”**

The objectives of the investigation were (i) to determine the developmental personality pattern of educable mentally retarded (EMR) children on six age levels of middle childhood, (ii) to determine the extent of significance of difference between the EMR and normal age matched children on and developmental age level of middle childhood, (iii) to determine the personality patterns of the two extreme groups of EMRs, (iv) to observe the differences in the developmental trends on each personality factor, separately between the EMR and the normal group of children, (v) to develop the Early School Personality Questionnaire's profiles for EMR and normal children on each age level, and (vi) to determine a comparative estimation of personality problems of EMR children.

The Intelligence Scale for Indian Children (Malin), the Early School Personality Rating Scale were employed for data collection. The study was conducted on samples of 300 EMRs and 100 normally intelligent children of 69 years of age. The subjects in both the samples were grouped in six age groups starting from six to nine years with an interval of six months. The ratio of 3:1 for each developmental age was maintained between the EMR and the normal children. The I.Q. of the EMRs ranged from 50 to 70. The EMR group was further divided into two groups, bright (I.Q. range 70-65) and backwards (I.Q. range 55-50), for finding out the differences and similarities in their personality pattern. The data were analysed by using the t-test of significance of differences between means and profile matching. The main findings of the study were: (i) Socio-economic deprivation, cultural impoverishment and familial problems had equal impact on the EMR and the normal children with respect to age. (ii) Personality trait position in the third age group (7 years to months – 8 years) suggested personality changes likely to take place in the age group for both the EMR and the normal sample. (iii) In respect to developmental trends on the personality. In respect of developmental trends on the personality. Factor A (reserved is outgoing), the EMR children in their initial stages of scoring appeared to be less responsive than the normal's. Due to the process of socialization and schooling they tended to attune themselves to other normal children. (iv) on factor B (less intelligent more intelligent), the EMR group regressed in the intellectual functions but the normal children progressed in the early part of the middle childhood schooling. in the later stages of development (8-9 years) both the groups of children reverted to their former intellectual levels. (v) Developmental trend on Factor C (emotional instability vs. stability) suggested that socialization through schools apparently did not add emotional stability among the EMRs. (vi) The EMRs were significantly more inactive and study than the normal's (vii)

Developmental trends on Factor E (submissive vs. dominant) showed similarity in initial stages, regression in EMRs in middle stages and reversion to their original scores on this factor in the later stages of development. (viii) The nature of profiles on Factors O (placid vs apprehensive) and Q4 (relaxed vs tense), which reflected the state of mental heat suggested that the EMR children got relaxation by schooling in their initial stages, but as the process of socialisation progressed they increasingly suffered stress. The EMRs leaned towards frustration and tension but the normal ones remained unfrustrated (ix) On the whole, on the basis of their personality profiles the EMR children were a little detached (A-) and emotionally less stable (C-) and they exhibited tendencies of self depreciation (F-) possessed weaker spar ego strength (G-), were sensitive and withdrawn (H-) and also appeared to be reflective, sentimental, depressive (O+) and frustrated (Q<sub>4</sub> +), (X) comparative profiles of all six age levels proved of a heterogeneous mass of children who did not seem to be consistent in matters of their socialization, education growth and development.

**ISHITAQ, K, (1973)** studied “Moderately Mentally Retarded Urban Children.

The major objective of the inquiry was to conduct a socio psychological study of moderately mentally retarded urban children and to compare these children with normal children.

The sample for the study was drawn from three schools for mentally retarded children and some primary schools all located in Lucknow. Three hundred children belonging to various institutions constituted the total sample. The criterion groups were determined on the basis of scores on intelligence tests. Children with I between 36 and 52 were designed as moderately retarded children. The final sample comprised 93 moderately mentally retarded children and 107 normal children. All were in the age group 6-10 years. Tools used draw – a man tests and an interview schedule. The chi square test was used to test the significant of the difference between the two groups.

The major findings were (1) moderately mentally retarded and normal children different in the educational status of their families. (2) Moderately mentally retarded children belonged to joint families with an income of Rs. 300 per month whereas a majority of normal children came from unitary families with monthly income between Rs. 301 and Rs. 750. 3) Most of the parents of retarded children did not show favourable attitude towards their children whereas the reverse was the case with respect to normal children. (4) The parents of moderately mentally retarded children were found to be quarrelling among themselves more frequently than the parents of normal children.

**EMBAR P. (1973)** did his study on “Psychometric and experimental investigation of social, emotional and learning problems of mentally retarded children.”

The aim of the study was 1) to find out the possibility of improvement in the trainable mentally retarded children by instituting a special training programme, and 2) find out whether institutionalized training was more beneficial than non institutionalized training.

The study was an experimental one. At the time of the final assessment the sample in the experimental groups happened to be thirteen and ten trainable mentally retarded children. Each of these experimental groups was matched with a mentally retarded control group wise a normal chronological age control group and a normal mental age control group. The experimental group I was given institutionalised training. The children of experimental group V were given facilities to attend the special, school is day scholars. The duration of training was one academic year. The programme in general covered the areas of general behaviour and sense training play activities, manipulative activities, general knowledge and drama and music. Present and post testing was conducted in the areas of intelligence, social development and behavioural and emotional problems by using the Binet Kamath Test and the Seguin from Board Test the Vineland Social Maturity scale and the Sala Wolff's Behaviour respectively. The t-test and the chi-square test were used to analyse the data. The major findings of the study were: The children of group I showed significant improvement in social development. They showed significantly less number of emotional and behavioural problems. The gain shown in their mental ages was not significant. Group V also behavioural and improvement was not significant. A training programme adjusted to the level of the trainable mentally retarded child benefited him in learning and in better social, emotional and behavioural adjustment.

### **3.3 Review of Case Studies of Schools**

**Smt. Legit M.H. (1997)** “A Study of History and Growth and Development of Indian Petrochemicals Corporation Limited (IPCL) School Baroda”.

The main findings of the study were as under:

- IPCL school is in true sense one of the best leading schools
- The functioning of the IPCL School is fairly good in various aspects like curriculum, teaching methods, guest lectures, seminars and workshops etc. for the professional growth of the teachers.
- The services rendered to the students were fair and excellent.
- The kind of personality with school wants to develop is an all round one.

- The school emphasizes on moral and character formation and peer group relation formation.
- The scholastic performance or excellence is price worthy.
- The moral performance in the scene of internationalization of norms and values of the school, with reference to relationship with students and teachers is price worth.

**Chauhan. (1997)** touched different areas in the study titled Education in Jawaharnagar Asharamshala.

He collected data using information schedules and structured interviews. The major findings of the study are:

The school building does not have enough space and the rooms are over crowded, because the school gets recurring grant for 180 students but non recurring grant was provided for 120 students of the government enrolment of girls is lower than that of the boys sufficient numbers of teaching aids are not available in the school, however her study revealed that in the school curricular and co curriculum activities are given equal importance and agricultural education is found to be more popular than other subjects.

**Kum. Madani T.C. (1988)** “A Study of the History and Growth of Sindhi Medium Secondary School of Baroda city”.

The main findings of the study were as under.

- There are three schools, manage by a trust. All the three schools operate in their own buildings which are educationally ideal.
- All the schools have adequate fund and are able to meet with regular maintenance as well as expansion.
- Out of three, two schools have good library facilities and a quite good number of books, journals and periodicals are available.
- In one school, there are books but there is no library. Also there is no trained librarian.

- All the schools prepare their for S.S.C exam and obtain average results.
- Science laboratory equipment and teaching aids are sufficient in all schools.
- Out of three two schools have a big auditorium.
- Co curricular activities are organized from time to time. The pupils participate with great zeal in them.
- The pupils learn various qualities such as leadership, discipline, sportsmanship etc. in the school.
- It was found that job satisfaction of teachers is average. I.E. partly they are satisfied and partly not.
- His relationship between students and teachers if fairly satisfactory.
- There is no hostel arrangement.

**Joshi B.Y (1987) “A Study of History and Development of the Maharani Chimanabhai High School Baroda”.**

The main findings of the study were as under:

- The school has development into progressive educated institution.
- The organization and administration of the school are noteworthy.
- The organization and administration of the school are noteworthy.
- The co-curricular activities of the school are praise worthy.
- The M.C. high school played an important role in spreading secondary and higher secondary education in Marathi Medium.
- It is noteworthy that the parents are also taking keen interest offering donations to bright students.
- On a modest calculation, about 5000 student have passed S.S.C exam from the school so far are now working in various fields like law education, medicine and business. Many of them have been occupying position of importance India and abroad.
- The institution is feeling hard pressed because of lake of a number of amenities chief among them being (i) an extensive assembly hall (ii) additional classroom (iii) a well furnished ladies room (iv) an expensive play ground.

**Mrs. Tailor (1982)** “A study of Growth and Development of the M.S. University Experimental High School. Baroda”

The main findings of the study were as under:

The school was started by M.S. University with two main objectives. It will serve as a practicing school for its faculty of education and psychology as well as centre for conducting experiments in the fields of education.

- The equipments are sufficient but as the needs change more equipment should be brought.
- Regarding educational standards it is clear that s.s.c exam. Results are very good in comparison with other schools.
- The other activities curricular and co-curricular have been successful to show a greater impact on the students, which can be seen from the attainment of the students of various competitions and examinations.
- The school is financed by the university and hence greater control is established by it.
- It also seems that the faculty school relations are limited to the planning of demonstration lesson and criticism lesson.
- The researcher has observed that students are very much enthusiastic in any type of activities.
- The school has not its own building
- The teachers are not using different technique of teaching.
- Free discipline sometimes becomes indiscipline of the school.
- There is no parents and teachers association.
- Teachers work load is more.

**Desai et.al., (1981)** “Studies Under Curricular Co-curricular Activities of the Ashram Schools and the Teachers and the Students Reactions in this Connection.

**The Main Findings of the Study were as under:**

From their study in this area showed that teaching methods used in the Ashram schools under study were mainly reading the lessons and using lecture method, black board work was just minimum, teaching and other creative methods of teaching were not used, student were found to be weak in language and general knowledge. Agriculture education was

providing in most of the Ashram schools, those Ashram schools were not happy about the facilities provided to improve life style of the SC/ ST children and they found it difficult to teach specially to the beginners. One of the very important findings of the study was that, the attitude of the teachers, who belong to the more tribal communities, was not positive towards tribal education.

**Nanavati R.J. (1976)** the Study of Growth and Development of Smt. N T Pate Vidyalaya Kailas Ashram, Rajupura, Ta. Savali, Dist. Baroda.

The main findings of the study were as under:

- The school has constructed its own building however there is a shortage of space.
- The school possesses a huge play ground.
- The agricultural model farm of the school has adequate dimensions.
- The furniture and equipments as well as the audio / visual aids are sufficient.
- The organization and administration of samagra gram seva mandal is a model one for others to follow.
- Samagra gram seva mandal has played very important role in spreading secondary education and popularizing educational activities in Rajupura.
- Smt. N.T.Patel Vidyalaya has rendered great service to the region by providing a boarding house.
- The school stands as an ideal institution working according to the ideal of Indian life and culture.
- Sometimes the problem has been raised due to the difficulty in administration and finance.
- The school has not established the old student association.

**Patel M.S. (1975): “Growth and development of Aryakanya Maha Vidyalaya Baroda M.S. University”.**

The main findings of the study were as under:

- There is no separate high school for boys and there is no co education
- Ashram is a unique and peerless example for saving the people keeping ideas with an Indian life and Indian society.
- Technical education was not paid due attention by the institution

- The physical education is paid due attention
- Art education is sound
- The nationalism of the Arya Samaj revived the Vedic ideals of ancient Indian education system. The interest in learning Sanskrit was revived.
- The bold and challenging experiment in the revival of the Gurukul pattern of education began in modern times.
- The researcher in Vedic literature received a fillip.
- A new distinct current of national educational began to flow in the powerful stream of western education.

### **3.4 REVIEW OF CASE STUDIES OF SCHOOL OUT SIDE INDIA**

**Nongnuj P.M.K,(1978)** did her study on “Nahachula Buddhist University of Thailand”.

The main findings of the study were as under:

- The affairs of the university are administered under the control of the board of governors which is headed by the president
- The board decides the general policies of the university has power to appoint and dismiss the administrative staff and has control over it.
- The operation of the university’s activities depends on financial support given by benevolent.
- Here the full time teachers are mostly monks; whereas part time teachers are lay scholars.
- At the state university in Thailand on the average the teacher student’s ratio is 1:17.
- The teaching methods followed are lecture, seminar, practice teaching, audio visual room, and museum and meditation practice.
- The examination system is of the semester system under which the exam is organized twice a year of the end of each semester.

### **3.5 Review of Case Ctudies of Colleges/Institutions**

**Smt. Deota p.p. (1978)** Studied of the Origin and Development of the College of Indian Music, Dance and Dramatic M.S. University of Baroda”

**The main findings of the study were as under**

- The old Baroda state has done a great pioneering work in many directions, it is its early encouragement to music by introducing it as a subject in school curriculum, and the education plan of the state included the study of fine arts and music as far back as 91 years ago.
- In the year 1886 an institution called the school of music was established to promote the art.
- Since, the school has done very valuable work, it has helped in cultivating a taste for music among the educated people.
- The courses are so designed as to provide a broader outlook on art and life by integrating the specialisation courses with general courses.
- The institution has been working to promote the art education in its three dimensions of teaching research and extension.
- To improve teaching and bring it to the level of general stream of university education the syllabi have been upgraded and modernized
- Suitable facilities have been upgraded and modernized.
- The college disseminates its news on music education by giving performances of local, state and national level.

The researcher of the college participate in extra moral activities and expert from outside are also invited for the performance to spread the classical.

### **3.3 Conclusion**

Review of related literature is important as it provides knowledge about the previous studies done in research. After acquiring the theoretical basis for her study, the researcher decided his research design and tools which are described in the next chapter.

## **Chapter- 4**

### **Research Methodology**

#### **4.1 Introduction**

Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for perfect information on a specific topic. Research is an art of scientific investigation. Research is an academic activity and as such the term should be used in a technical sense. Research is, thus an original contribution to the existing stock of knowledge making for its advancement in short, searches for knowledge through objectives and systematic approach concerning generalization and the formulation of a theory is also research.

#### **4.2 Design of the Present Study**

The present study is a Descriptive study.

#### **4.3 Type of the Research – Case Study**

A Case Study means description of an actual administrative situation involving a decision to make or a problem to be solved means a study of a person, a small group, a single college, School, institute, or specie “Case” means Case Study. It involves extensive research, including documented evidence of a particular issue or situation, reaction, affects of certain stimuli, and the conclusion research following the study, For her study, the researcher has selected a particular school to find out strengths, achievements academic and co curricular development etc.

In her Case Study the researcher has tried to find out all the important components and strengths of the school selected by the researcher. The researcher took the responses of students, parents, and teachers.

#### **4.4 Tools for Data Collection**

##### **Tools Used**

- 1) Questionnaire
- 2) Checklist
- 3) Observation
- 4) Interview

## **Questionnaire for Teachers**

The researcher used questionnaire for the teachers. The researcher used fifteen questions in her questionnaire. This questionnaire was open ended. The researcher wants to know which type of method teachers use to teach the student, how they behave with the students. the researcher wants to know about the students that how the students behave with normal students.

## **Checklist**

The researcher used Checklist to check the infrastructure & other facilities of the school. The researcher prepared nine questions for Checklist.

## **Observation Schedule**

The researcher used Observation schedule as a tool. Researcher mainly observed infrastructure provided for teaching learning process, sanitation and facilities for co curricular activities.

## **Interview**

The researcher used interview schedule as a tool. The researcher took interviews of students parents at school.

## **Field Dairy**

Beside this, the researcher also noted down her day to day observation in dairy.

## **4.5 Preparation & Validation of Tools**

**Step 1** - The researcher prepared fifteen questions for teachers and the researcher also prepared interview schedule for the student's parents. For this the researcher read books, Journals and consulted her friends.

**Step 2** - The guide checked researchers questionnaire, checklist, observation schedule and interview schedule and she gave her suggestions for the questionnaire, checklist observation schedule and interview schedule.

**Step 3** - Then researcher modified her questionnaire, checklist, observation schedule and interview schedule and got them checked from experts. The experts gave some suggestion for questionnaire, checklist, observation schedule and interview schedule.

**Step 4** – The researcher modified her questionnaire, checklist, observation schedule and interview schedule and her tools were ready to data collection.

## **4.6 Procedure for Data Collection**

-The researcher went to the 'Mitra School' Mogri, Anand and got permission of the school principal. After getting permission the researcher gave the questionnaire to the teachers. She told them to fill the questionnaire.

-The researcher also checked infrastructure of 'Mitra School' by using Check-list.

-The researcher Observed the ten sessions of classes in 'Mitra School'.

The researcher also used Interview schedule for student's parents.

The researcher wrote down in her diary day to day activities of the school.

## **4.7 Data Analysis**

The collected Data was analyzed using content analysis method and percentage analysis.

## **4.8 Conclusion**

Thus, in this chapter the researcher has presented how she planned questionnaire and interview and how she collected information from the teachers and parents. The next chapter deals with the analysis and interpretation of data collected through various tools.

## **Chapter – 5**

### **Data Analysis and Interpretation**

#### **5.1 Introduction**

This chapter deals with analysis and interpretation of the collected data. In this chapter data obtained through step- by- step procedure mentioned in the previous chapter is analyzed. The responses of teachers on each question of the questionnaire are presented in separate tables followed by the interpretation of each table. The researcher has also analysed observation Schedule, Interview Schedule and her Diary. The tables are presented along with data analysis and data interpretation.

| <b>Questionnaire for Teachers</b> |                                                                              |                                                                              |                                        |
|-----------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------|
| <b>Sr. No.</b>                    | <b>Questions</b>                                                             | <b>Response</b>                                                              | <b>Percentage of Teachers Response</b> |
| 1                                 | How are the children in this school different from children of other school? | Mental & Physically Different                                                | 100%                                   |
| 2                                 | How do you manage your class?                                                | By Individual Attention                                                      | 16%                                    |
|                                   |                                                                              | Through Activity                                                             | 81.25%                                 |
|                                   |                                                                              | With Love                                                                    | 12.5%                                  |
| 3                                 | How many children are there in one class?                                    | Depending on the extent of problems, different classes have different ratio. | 100%                                   |
| 4                                 | What method and techniques do you use while teaching the special children?   | Use of flash card, painting and daily items.                                 | 12.5%                                  |
|                                   |                                                                              | Discussion, B. B work                                                        | 16%                                    |
|                                   |                                                                              | Puzzles, needs based activity.                                               | 81.52%                                 |
| 5                                 | How do you understand the problems of the special children?                  | Through observation, Experience and behaviour.                               | 100%                                   |
| 6                                 | What extra care is taken by you while teaching these children?               | Play , Discussion                                                            | 18.75%                                 |
|                                   |                                                                              | Use of Instruction according to individual needs                             | 43.75%                                 |
|                                   |                                                                              | love and care is used to teach them.                                         | 12.5%                                  |
|                                   |                                                                              | Guidance for future life given                                               | 16%                                    |
|                                   |                                                                              | Help in doing daily activities Provided.                                     | 18.75%                                 |
| 7                                 | How do special children and normal children interact with each other?        | Special children interact with facial expression and words.                  | 100%                                   |

|    |                                                                                                                                 |                                                                                                |        |
|----|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------|
| 8  | How do you encourage special children to participate in class activities?                                                       | By giving reinforcement / motivation                                                           |        |
|    |                                                                                                                                 | By using interesting activity                                                                  | 37.5%  |
| 9  | Do you believe that special children and normal children should study at different classes? If yes than why and if no than why? | Yes, because both are different                                                                | 75%    |
|    |                                                                                                                                 | No, they can be integrated to some extent.                                                     | 12.5%  |
|    |                                                                                                                                 | They can be integrated.                                                                        | 12.5%  |
| 10 | Do you believe that special children should be integrated with normal children? If yes why?                                     | No,                                                                                            | 43.75% |
|    |                                                                                                                                 | Yes,                                                                                           | 56.25% |
| 11 | What skills do you want to develop in special children?                                                                         | Development of mental, physical social aspects daily like skills and some language development | 81.25% |
|    |                                                                                                                                 | Development of emotional Quotient Leisure activity                                             | 18.75% |
| 12 | How far are you successful in developing their skills?                                                                          | 60 to 70%<br>Level of success different according to children<br>50 to 55%<br>55%              |        |
| 13 | Do you feel satisfaction in teaching special children? If yes why/                                                              | Yes,                                                                                           | 93.75% |
|    |                                                                                                                                 | No,                                                                                            | 16%    |
| 14 | Do you feel irritated in teaching special children? If yes why?                                                                 | No                                                                                             | 93.75% |
|    |                                                                                                                                 | Yes                                                                                            | 16%    |
| 15 | Why have you decided to teach in this school?                                                                                   | Institute is of International Standard.                                                        | 37.5%  |
|    |                                                                                                                                 | New teaching methods used.                                                                     | 18.75% |
|    |                                                                                                                                 | Get satisfactions teaching these children.                                                     | 12.5%  |
|    |                                                                                                                                 | To make the children-self dependent                                                            | 18.75% |
|    |                                                                                                                                 | Inst. Provides love & affection.                                                               | 12.5%  |

## **Data Interpretation of the Table 1**

### **Question 1 How are children in this school different from children of other school?**

According to 100% teachers children of this school are mentally & physical different from children of other schools.

### **Ques. 2 How do you manage your class?**

According to 16% teachers individual attention is given in the class.

According to 81.25% teachers students learn through activity.

According to 12.5% teachers they teach children with love.

### **Ques.3 How many children are there in one class?**

According to teachers ratio between teachers students is from 1:3 to 1:14.

### **Ques. 4 What method and techniques do you use while teaching the special children.**

According to 12.5% teachers method and techniques used are flash card, paintings,

Daily items, field trip while teaching the special children.

According to 16% teachers method and techniques used are discussion, in teaching the special children.

According to 81.25% teachers method and techniques used are puzzles, activity and need based activity while teaching the special children.

### **Ques. 5 How do you understand the problems of the special children?**

According to 100% teachers they understand through observation, expression and behaviour the problem of the special children.

### **Ques. 6 What is extra care taken by you while teaching these children?**

- 1) According to 18.75% teacher extra care is taken while teaching these children.
- 2) According to 43.75% teachers extra care is taken in instruction according to individual needs.

- 3) According to 12.5% teachers extra care is taken by providing with love & care while teaching these children.
- 4) According to 16% teacher extra care is taken by providing them guidance for future life while teaching these children.
- 5) According to 18.75% teachers extra care is taken by helping them activities.

**Ques. 7 How do special children and normal children interact with each other?**

According to 100% teacher special children use expression and facial expression while taking with other children.

**Ques. 8 how do you encourage special children to participate in class activities?**

According to 62.5% teachers special children should be encouraged to give encouragement & motivation in classroom activity.

According to 37.5% teachers by using sensory games, play, interesting activities in classroom activities.

**Ques. 9 Do you believe that special children and normal children should study at different classes? If yes than why and if no than why?**

100% teachers believe the special children and normal children should study at different classes because both are different.

**Ques. 10 Do you believe that special children should be integrated with normal children? If yes why?**

According to 43.75% teachers, special children should be integrated with normal children.

According to 56.25% teachers special children should not be integrated with normal children.

**Ques. 11 What skills do you want to develop in special children?**

According to 81.25% teachers they want to develop mental& physical and social aspects daily life skills, language, and emotional quotient.

**Ques. 12 How far are you successful in developing their skills?**

According to 100% teachers they, are able to develop students' skills.

**Ques. 13 Do you feel satisfaction in teaching special children? If yes why?**

According to 93.75% teachers they, feel satisfaction in teaching special children.

According to 16% teachers they do not feel satisfaction in teaching special children.

**Ques. 14 Do you feel irritated in teaching special children? If yes why?**

According to 93.75% teachers they do not feel irritated in teaching special children.

According to 16% teachers they feel irritated in teaching special children.

**Ques. 15 why have you decided to teach in this school?**

According to 100% teachers they have decided this because institute is of international standard, new teaching methods are used, and get satisfactions teaching these children, to make children self dependent and Institute provides love & affection.

**Table: 2 – Checklist used by Researcher**

|   | <b>Checklist</b>                                                                    | <b>YES</b> | <b>No</b> |
|---|-------------------------------------------------------------------------------------|------------|-----------|
| 1 | The school has proper facilities for the special children.                          | Yes        |           |
| 2 | The school has equipments to teach the special children.                            | Yes        |           |
| 3 | The school has qualified and trained teachers to deal with these types of children. | Yes        |           |
| 4 | The school has good ratio of teacher and learners.                                  | Yes        |           |
| 5 | The teachers pay special attention to the special children.                         | Yes        |           |
| 6 | The teachers are loving and caring.                                                 | Yes        |           |
| 7 | The teachers are patient in teaching these children.                                | Yes        |           |
| 8 | The school has children friendly infrastructure.                                    | Yes        |           |
| 9 | The school some provision to take the students to hospital for check- up.           | Yes        |           |

## As is observed from Table no - 2

It was found by the researcher that the school had all the facilities/amenities / resources for which the checklist was prepared namely the school had proper facilities for the special children. The school has equipments to teach the special children. Teachers are qualified and trained teachers to deal with these types of children. Also school has good ratio of the teacher and learners. The teachers pay special attention to the special children. The teacher are loving and caring with children. The teachers are patient in teaching these children. The school has children friendly infrastructure. The school some provision to take the students to hospital for check-up.

**Table: 3 Interview of the Parents**

|   | Questions                                                         | Response                          | Percentage of Response |
|---|-------------------------------------------------------------------|-----------------------------------|------------------------|
| 1 | Why have you admitted your child here?                            | Mentally & physically development | 40%                    |
|   |                                                                   | Self work                         | 40%                    |
|   |                                                                   | Good work & Good teachers         | 20%                    |
| 2 | Are you satisfied by the way your children are treated here?      | Yes                               | 100%                   |
| 3 | If your child has learnt some skills here? Please tell in detail? | Paintings                         | 80%                    |
|   |                                                                   | Motor and sensory skills          | 20%                    |
| 4 | What is your opinion about teachers?                              | Helping nature                    | 60%                    |
|   |                                                                   | Loving & caring                   | 40%                    |
| 5 | Do you feel school is doing good work?                            | Good work                         | 100%                   |

### **Data interpretation of the Table 3**

- 1) According to 40% parents, their children for mental & physical development.
- 2) According to 40% parents children learn self work.
- 3) According to 20% parents it is a good school to learn and has good teachers.
- 4) According to 100% parents they are satisfied by their children are treated there.
- 5) According to 80% parents children learn here through activity.
- 6) According to 20% parents children learn motor and sensory skills.
- 7) According to 60% parents teachers have helping nature.
- 8) According to 40% parents teachers are loving & caring.
- 9) According to 100% parents school is doing good work.

### **Dairy writing :**

**The researcher visited the school daily and noted the distinct features of the school in diary. It is as fallows:**

- 1) On the first day of visit to the school the researcher found that the behaviour of some students aggressive. Some were shy to interact with others. They were not able to grasp what is said to them, easily. But the teachers were very patient with the children and their behaviour was very loving & caring. There were two teachers for eleven students. Teachers used the techniques like play way method storytelling and demonstration of toys and movies for teaching. For developing skills in the students, they were involved in playing and dancing and Clapping and there was special toy room. Special children were not mixing with normal children easily and were somewhat aggressive. And the support of school and teachers among the parents was good. Parents were also helping the teachers to handle the students.
- 2) On the second day in pre-vocational class, the researcher found that special children were having problems in their speech, in working and also in eye co-ordination. Teachers were very loving & caring and patient with the children. There were three teachers under twelve students. Students were taught painting, embroidery and clay painting by the teacher. For developing their finger

movement, painting method was used and sticking was used for their mental development. There was a workshop for children to use materials, and beads the parents were also helping the teachers to handle their children i e students.

- 3) On the 3<sup>rd</sup> day the researcher noticed the behaviour of students and saw that some were aggressive while some were cool. Activity level of some was comparatively low so they have less attention span. They were having difficulty in interaction also. Teacher's behaviour was loving & caring towards students and there was one teacher for the 11 students. Students were taught through demonstration method and teacher asked question. To the students and listened to their answers and corrected them. For development of listening skills of children different types of bird's voice were used by the teachers. There was computer room, playground drawing room, library for students.
  
- 4) Some students were aggressive, enthusiastic and attention seeking. Special children interacted normally with normal children. For cognitive development of brain, students were involved in readings, writing children were told to look and write and were given knowledge about vowels. Teachers were loving & caring with students. Motor development of children was taught and students were involved in paper cutting etc. There was 1 teacher for 15 under students. Special room is Toy room was used. Computer room, library and proper furniture were there in the class. All the students in the class were special children and parents support help not taken.
  
- 5) The behaviour of students was aggressive and some were having attention seeking behaviour. The behaviour of the special children with normal children was good. There was 1 teacher for 14 students. Children were taught by play way method charts and storytelling techniques were used. For motor development students were involved in chart making and paper cutting, drawing. Computer lab and. Drawing rooms were used for special children.

- 6) On 6<sup>th</sup> day, the researcher students were aggressive and slow learners according to our 6<sup>th</sup> day visit's observation. Some of the special children mixed well with the normal children while some special children were aggressive and did not mix up with normal students. The teacher's behaviour was loving & caring. Method and techniques used were clay painting, storytelling, showing movie and toys were used. For development of various skills chart, pictures and dancing was being used by the teachers.
- 7) On the 7<sup>th</sup> day the researcher observed that some of the children. While interacting with normal children some special children were not mixing up with them easily. Still the teachers were loving and caring towards the students. There was painting and other activities for motor skills development. Students were making charts and pictures. Library room, computer lab, drawing room playground etc were used by special children. The support of parents was taken whenever needed.
- 8) On the 8<sup>th</sup> visit it was observed that the behaviour of some students was aggressive and some behaved normally. Some of the special children mixed well and interacted well with normal students while some didn't mix up with normal children. Behaviour and attitude of teacher was loving and caring. For teaching they showed cartoon films, told story, showed movie and draw the pictures to the students. For sensory and motor development students were made to dance, clap and make various finger movements. There was computer room was used for the special children. There was 1 teacher for 12 students.
- 9) On 9<sup>th</sup> day of observation the researcher found some students were aggressive, while interacting with normal children. Some special children mixed up well and nicely with the normal children while some did not interact well. Special children were taught through demonstration and playing also. The teachers were loving & caring with children in spite of their aggressive behaviour. There was 1 teacher for 3 student's. For development of various skills children were playing, dancing and doing other activity. There was drawing workshop and playground for special children.
- 10) On 10<sup>th</sup> day of visit the researcher found some special children were slow learners. Some special children mixed up with the normal children while some were

indifferent. Teachers were questioning the students and were listening to their answer.

- 11) The researcher observed that the principal of the school is very active patient and caring. She herself takes care of the children.
- 12) Through interaction through the teachers, the researcher came to know about Six Month Course to teach the special children offered at the school.
- 13) The researcher observed that some of the alumni having some deficiency are employed in the school.

### **Analysis of Diary Writing**

|    |                                   |   |                                 |
|----|-----------------------------------|---|---------------------------------|
| 1. | <b>Day – 1</b>                    |   | <b>Day – 2</b>                  |
| 1  | Some students aggressive          | 1 | Teachers patient, loving &      |
| 2  | Some shy                          | 2 | Clay paintings, embroidery used |
| 3  | Some interactive                  | 3 | Some aggressive                 |
| 4  | Teachers patient, loving & caring | 4 | Develop their finger movements  |
| 5  | Techniques used                   | 6 | Sometimes parents supported     |
| 6  | Special toy room used             |   |                                 |
|    | <b>Day - 3</b>                    |   | <b>Day - 4</b>                  |
| 1  | Some aggressive                   | 1 | Some aggressive                 |
| 2  | Some interactive                  | 2 | Play way method                 |
| 3  | Teacher Loving & caring           | 3 | Motor skills developed          |
| 5  | Listening skills                  | 4 | Teachers Loving & caring        |
| 6  | Proper furniture for special      | 5 | cognitive development is done   |
|    | <b>Day - 5</b>                    |   | <b>Day 6</b>                    |
| 1  | Some aggressive                   | 1 | Some students aggressive        |
| 2  | Play way method used              | 2 | Some mixing                     |
| 3  | Motor skills developed            | 3 | Teachers Loving & caring        |
| 4  | Loving & caring                   | 4 | Different Techniques used       |
| 5  | Cognitive development is done     | 5 | Slow learners                   |
|    | Techniques used                   |   |                                 |

|   |                                    |   |                                |
|---|------------------------------------|---|--------------------------------|
|   | <b>Day 7</b>                       |   | <b>Day 8</b>                   |
| 1 | Some do not mix                    | 1 | Some aggressive                |
| 2 | Motor skills developed             | 2 | Some mixing                    |
| 3 | Special room                       | 3 | Sensory and motor skills       |
| 4 | Support of parents taken           | 4 | Teachers Loving & caring       |
| 5 | Some students interacting          | 5 | Special rooms for special room |
|   | <b>Day 9</b>                       |   | <b>Day 10</b>                  |
| 1 | Some aggressive                    | 1 | Slow learners                  |
| 2 | Some mixing                        | 2 | Some aggressive                |
| 3 | Demonstration technique used       | 3 | Some students mixing           |
| 4 | Drawing workshop                   | 4 | Teachers Loving & caring       |
| 5 | Special rooms for special children | 5 | Motor skills developed         |

## 5.2 Conclusion

According to the objectives set the researcher prepared tools in consultation with the guide. A systematic data collection procedure was adopted to procure data from all sources. A detailed discussion on analysis and major findings of the study derive from the data is given in the next chapter.

## **Chapter – 6**

### **Conclusion/Findings, Suggestions, Summary and Conclusion**

#### **6.1 Introduction**

In this the researcher has dealt with the findings which are received after data analysis

#### **6.2 Conclusion/ Findings**

Teaching special children is a real social work. It requires lots of patience, love and affection as the special children have multiple problems: After analysing the data, the researcher came to following conclusion:

- The teachers use love & care to teach these children. This is observed by the researcher and supported by the answers of teachers.
- The school has appropriate facilities for special children.
- The school has many apparatus and equipments to help the special children.
- The school has children friendly infrastructure.
- Teachers of the school use different techniques like to teach the children.
- Teachers also take the help of parents of students to help the children.
- Teachers are patient and qualified to handle such children.
- The school runs a course also for teaching special children.
- The school has dedicated principal who is devoted to the cause of helping such type of children.

10) The school has some classes where special children are treated separately but there are also some classes where special children are integrated with normal children. The children who have less intensity of problem are integrated with normal children. These children are given special treatment for some time and often words they are integrated. This improves their self confidence and helps in learning social skills.

11) Students are taught self help skills. They learn to manage their day- to –day activities.

12) Students learn craft work and other skills which make them employable in their later life. Some students are employed by the school itself.

13) Parents of the children are happy as they feel students are taught by teachers with love and care and their motor and sensory skills are developed.

In short, this school is doing a great social service and life of many such children changed. Parents, who find it very hard to handle such type of children alone, come and learn the skills to handle such type of children.

### **6.3 Suggestions**

The researcher has studied the pace setting activities of Anoopam mission “Mitra School”. This school is doing a marvellous work and social service by training and teaching the special children and to make them self reliant and self sufficient. Actually these special children do not need our sympathy but require over empathy and whole hearted support. There are many schools which provide education to different types of special children but this school is really a model for all such schools.

The researcher suggests that there should be more studies on such types of schools so that one could learn about innovativeS methods, techniques, teaching, instruments involved in teaching this type of children. There should also be studies on the values and skills involved in teaching this type of children.

It is felt that if properly used, these children can prove important human resource.

### **6.4 Implications**

Case Study of this School has many Implications.

- 1) If treated with love & care and patience, special children learn self help skills.
- 2) With patient training, they can learn some craft also. That can make them commonly in depended in their later life.
- 3) Students having minor handicap can easily mix up with normal children.
- 4) Parents and teachers both should co-operate each other to help the children.
- 5) Parents should practice with children whatever is told in the school.
- 6) Society has also a great role to play in helping such type of children.

Thus the Case Study of the School proved a very enriching experience for the researcher.

## Bibliography

**Ankou, S.N. (1980).** *A Survey of the Education Mentally Retarded Children in the State of Maharashtra*, Ph.D. Thesis in Education, Bombay University. In M.B.Buch (Ed). Third Survey, in Education, New Delhi: NCERT P.No.108

**Biswas, M. (1975).** *Comparative Study of the Family Conditions of Mentally Retarded and Normal Children*, Ph.D.Thesis in Education. M.B. Buch (Ed). Third Surv in Education , New Delhi: NCERT, P.No.114

**Chauhan , (1997).** *Education in Jawaharnaga Asharamshala*. Unpublished Dissertation CASE M.S. University of Baroda.

**Deota, P. P. (1978).** *“A study of the Origin and Development of the College of India Music Dance and Dramatic* M.S University of Baroda.”

**Desai ,et. al. (1981).** *Studies under Curricular Co-curricular Activities of the Ashram Schools and the Teachers and the Students Reactions in this connection*. Unpublished Dissertation, CASE M.S. University of Baroda.

**Embar, P. (1973).** *Psychometric and Experimental Investigation of Social, Emotional and Learning Problems of Mentally Retarded Children*. Indian Petrochemicals Corporation Limited (IPCL) School Baroda. In M.B. Buch,(Ed). Third Survey, in Education,New Delhi: NCERT P.No.351

**Ishitaq,K.A (1973).** *Moderately Mentally Retarded Urban Children*, Ph.D.Thesis ,.Luc. University.(In M.B.Buch,(Ed). Third Survey, in Education, New Delhi: NCERT, P.No.137

**Jaiswal, A.N. (1978).** *Personality Patterns of Educable Mentally Retarded Children*, Ph.D.Thesis Kashi Vidyapith, Varanasi.(In M.B Buch,(Ed). Third Survey, in Education, New Delhi: NCERT,Page.No.656

**Joshi, B.Y (1987).** *A Study of History and Development of the Maharani Chimanabhai High School Baroda.* Unpublished Dissertation, CASE M.S. University of Baroda.

**Madani, T.C. (1988).** *A Study of the History and Growth of Sindhi Medium Secondary School of Baroda city.* CASE M.S. University of Baroda.

**Nongnuj, P.M.K (1978).** *Did her Study on “Nahachula Buddhist University of Thailand* Unpublished Dissertation, CASE M.S. University of Baroda.

**Patel, M.S. (1975).** *Growth and development of Aryakanya Maha Vidyalaya Baroda.* Unpublished Dissertation, CASE M.S. University of Baroda.

**Shokla, N. N. (1979).** *Development and Tryout of a Curriculum for Mentally Handicapped Children* Gujarat Research Society,(NCERT-Financed)In M.B. Buch Third Survey, in Education, New Delhi: NCERT, P.No. 566

**Singh, G.K. (1982).** *A Study of Adjustment of Mentally Gifted and Retarded Children.* Unpublished Dissertation. (In M.B. Buch(Ed). Third Surveyin Education, New Delhi: NCERT,P.No.465

**Tailor, (1982).** *A Study of Growth and Development of the M.S. University experimental high school. Baroda.* Unpublished Dissertation CASE M.S. University of Baroda.

## **Appendix 1**

### **Questionnaire for Teachers**

Ques.1) How are the children in this school different from children of other school?

Ques.2) How do you manage your class?

Ques.3) How many children are there in one class?

Ques.4) What method and technique do you use while teaching the special children?

Ques.5) How do understand the problems of the special children?

Ques.6) What is extra care taken by you while teaching these children?

Ques.7) How do special children and normal children interact with other?

Ques.8) How do you encourage special children to participate in class?

Ques.9) Do you believe that special children and normal children should at different classes?

If yes than why and if no than why?

Ques. 10) Do you believe that special children be integrated with normal children? If yes why?

Ques. 11) What skills do you want to develop in special children?

Ques. 12) How far are you successful in development their skills?

Ques.13) Do you feel satisfaction in teaching special children? If yes why?

Ques.14) Do you feel irritated in teaching special children? If yes why?

Ques.15) Why have you decided to teach in this school?

## **Appendix -2**

### **Checklist used by the researcher**

Ques.1) The school has proper facilities for the special children.

Ques.2) The school has equipments to teach the special children.

Ques. 3) The school has qualified and trained teachers to deal with these type of children.

Ques. 4) The school has good ratio of teachers and learners.

Ques.5) The teachers pay special attention to the special children.

Ques.6) The teachers are loving and caring.

Ques.7) The teachers are patient in teaching these children.

Ques.8) The school has children friendly infrastructure.

Ques.9) The school some provision to take the students to hospital for check-up.

## **Appendix- 3**

### **Interview of the Parents**

Ques.1) Why have you admitted your child here?

Ques.2) Are you satisfied by the way your children treated here?

Ques.3) If your child has learnt some skills here? Please tell in detail?

Ques.4) What is your opinion about teachers?

Ques.5) Do you feel school is doing good work?