

# Application of Educational Resources in Higher Secondary School

<sup>1</sup>Dr Mohd Imran, <sup>2</sup>Dr. Poonam Devdutt, <sup>3</sup>Ms. Uma Sharma, <sup>4</sup>Dr. Preeti Garg

<sup>1,2,3,4</sup> **Shobhit Institute of Engineering and Technology (Deemed to be University), Meerut**

Email Id- <sup>1</sup>imran@shobhituniversity.ac.in, <sup>2</sup>dr.poonamdevdutt@shobhituniversity.ac.in,  
<sup>3</sup>uma.sharma@shobhituniversity.ac.in, <sup>4</sup>preeti.garg@shobhituniversity.ac.in

**ABSTRACT:** Education provides a knowledge besides an essential measure of an individual's life growth. A civilization is renowned for growth with diffusion of knowledge. So, it is extremely important for all students to receive an education, whether kids are normal, abnormal or students with special needs. . In fact, approximately 45 percent of the kids with special needs in India are literate (Census 2011). The potential of worldwide admittance to teaching through a plan of government for Education Drive which encourages free as well as compulsory education that should be provided to all students between 6 to 14 years old, students with distinct needs form major out-of-school crowd in India . All the pupils have the right to receive proper education A purposive sampling technique was useful to identify XI and XII standard students inside study location. The location of study was India County, Tamil Nadu state Salem District. The material was compiled coded in addition to summary goals of research. The statistical data was analysed using SPSS software and presented using incidence delivery tables besides percentages.

**KEYWORDS:** Educational, Higher Secondary, Instructional Facilities, Education, Student.

## 1. INTRODUCTION

It is essential to remember that a student's academic potential cannot be manufactured self-sufficiently from social, emotional in addition to physical possible, as they are symbiotic aspects of a student's growth [1]. Deprived of touch to a comprehensive support arrangement, a lot of kids with superior demands will never register a regular school, the issue is raise for how long they will remain in school, however be banned from accomplishment their entire potential. Specific provision should often be undertaken by class instructor.

India is being a developing nation, it is striving to create obligatory education and appropriate employment for children with special needs following the UNESCO motto 'Education for All' under the umbrella of inclusive education [2]. This shows that every student have the right to educate according to the kids cantered quality of inclusive education and integrated education demands a more responsive educational system. UNESCO's goal for inclusion education and special resources in the general system. Parents, government organizations and, civic society, on the whole, should comprehend educational needs.

Barrier-free environment and access to it is especially important in context of students with unique needs must be addressed. The aim of education for students with or without special needs is to educate them for a joyful, productive, and helpful civic life. Now education has become the right of every student whether able-bodied or students with unique requirements. Hence it is essential that every kid within that specific age group gets in school is responsive. To accomplish this goal, the education of all children including those with special needs is being essential. The need is given primary assistance in the regular schools. Students with unique needs need this all more to complement their particular abilities.

## 2. REVIEW OF LITERATURE

Anderson et al. examined teacher's experiences while dealing with kids with different capabilities and confidence of these instructors drive from the idea that incorporating technology may be able to change the system. Bayra et al. examined exceptional competent pupils and found that their efficacy towards education are unrepresented. They are more eager ready to study in system that have come in light after integration with current technology and design for learning. Blessing Ukpong studied vision impaired student and their resources which may be beneficial in their learning, it is discovered that their instrument used in education system are specifically made for them and are competent to use with a quicker speed in order to prevent any delay in learning process.

Bouck et al. emphasized that some kind of mechanical manipulators are utilized to give the necessary assistance to student which are not able to move their own and these manipulators may be fit in a handicapped portion or can be employed as a support medium. Chepngeno et al. assessed availability in addition to competency of learning possessions for executing inclusive schooling in public playschools. Chukwuemeka et al. presented a comparison research regarding the views of teacher in embracing the new technology for teaching and learning system.

Clark et al. investigated the propensity of instructors to assist the student who are not typical. The main goal of the research is to evaluate the technology participation in education system aside from engagement of student in new design system for learning. Esomonu Chibuike reviewed studies performed in special character employed in the elementary school of visualised impaired children. Haug and Peder performed a research on adding in Norwegian institutes: student' knowledges about their learning environment. The goal of research varies groups of apprentices with unique instructional requirements knowing their knowledge environment at university in Norway, connected with other individuals.

Hill et al. performed a research on insights of somatic education instructors about application of information in classrooms. The objective of research to control views of physical instructors about accessibility to instructional technology, availability of technical assistance, in addition to particular difficulties of incorporating technology in classrooms. Hsieh and Huang investigated to utilizing a book in secondary English classroom: effects on EFL reading besides listening. The goal of research belongings of connecting e-books into instructional physical on reading also listening development among school pupils with different degrees of English ability [3].

Siregar et al. performed a research on effects of mathematical approach on apprentices with Autism: The purpose of study Mathematics is one the most exciting topics for many pupils. Various instructional methods are used by authorities to assist ASD children understand mathematics in schools. Tiernan et al. performed a research on Inclusive Education: Instructional Performs to Meet Needs of Pupils with Singular Educational Needs in Multi-Grade Settings. The goal of study versions to instructional performances utilized in multi-grade labs which enable teaching of children with SEN with peers.

Aghauche investigated accessibility of library in addition to information holdings for complete instruction of visually decreased elementary school acolytes in south east Nigeria. The education targeted at decisive availability of public library and evidence resources for education of impaired elementary university students in different education centres. Alabi

examined the study on quality of school sites and placements of Lagos state public schools. In this research, a survey on quality of school sites and locations of Lagos state public schools was carried out with particular emphasis on the degree of availability of the amenities with reference to UNESCO prescriptions for school facilities reinforced with Commonwealth Department of Education.

Baharuddin et al. talked about the shifting situation of learning at elementary educational institutions. The main point is to build a prototype for e learning platform as well as getting the feedback on the present system to make further improvement in the existing system. Chelkowski et al. examined the applicability of the mobile gadgets with the student who are confronting some kind of handicap. The aim of the research was find out the success rate of mobile devices in education with handicapped pupils [4].

Dorn examined a shifting portion of the instructors involved in instruction of the pupils who are not able to talk correctly and not able to listen properly as well. Therefore, this research emphasized on need of the new ways to educate them so that they may be able to perform regular activities in life and make a livelihood too. Gani et al. explored educational technology: relevance to a Fijian classroom. The goal of the research is instructive technology is assessed installation of appropriate tools, techniques, or procedures that allow application of thoughts, memory, in addition to reasoning to enhance instructional performances and advance learning products [5].

Gokbulut and Guneyli examined published vs microelectronic texts in comprehensive environments: judgement study on reading comprehension abilities and language learning of unique needs students. Harrison et al. performed study on consideration insufficiency hyperactivity disorders notwithstanding classroom-based interferences: efficacy, and mediators of belongings in single-case project research. The objective of research academics with consideration hyperactivity disorder suffer symptoms of inattention, impulsivity, plus hyperactivity that frequently show as theoretical impairment [6].

Mueniand Githinji performed a research check the application of mathematical model in study and learning process of the disable students as primary emphasis is to check the feasibility of new technique being accepted by the disable student and how can they learn and develop with the mathematical model. Busulwa and Bbuye investigated usage of mobile device for the teaching as well as learning activities by the students. The main aim is to make availability of the mobile device to the students and their connection with the Internet since these device are of no use without internet services. The additional emphasis on the change of pedagogy to examine in what manner it will influence the current learning and how will it promote in new ways [7].

Stetter investigated to application loaded with new technology that could be utilized in learning of the school going student who are not able to read correctly and require some help of technology as student with this issue need high incidence needs to figure out the written script. Yusuf and Fakomogbon investigated the learning pattern in special school which are created for the specialized allow youngsters. There have been various technologies that are created to help the student with disability such usage of information and communication technologies, teacher's desire to assist the students and their enthusiasm to utilize new technologies based on information technology [8].

### 3. OBJECTIVES OF THE STUDY

- To evaluate availability of instructional amenities for special needs students in secondary schools.
- To catch out degree of availability of instructional facilities in special needs pupils among upper secondary schools.
- To find out functioning of instructional amenities for special needs pupils in upper secondary schools.
- To catch out essential difference in utilization of instructional for special needs pupils in upper secondary schools with adoration to their following demographic aspects such as
  - ❖ Gender (Boys/Girls)
  - ❖ Class (XI/XII)
  - ❖ Medium of Study (Tamil/English)
  - ❖ Type of School (Boys/Girls/Co-Education)
  - ❖ Management of School (Government/Aided/Private)
  - ❖ Educational Districts (Namakkal/Salem)
  - ❖ Type of Disabilities

#### 4. METHODOLOGY

##### 4.1 Design:

The research has been used a descriptive survey technique for study. Education is playing a major role for increasing students' knowledge, interest and uniqueness within students' community. All kids are receiving instruction without difficulties except the inclusive students. Because inclusive kids face numerous difficulties in our society particularly in the school sector. Inclusion is about possession all kids in same classroom. There are certain methods to promote the new technologies and method like co teaching, build a resource room with new techniques, specifically built class room with new technique and facilities which enabled by information technology [9].

So Government offers the educational facilities to the inclusive pupils. But these facilities used to confront the challenges. The number of the instructional facilities to offer the higher education but do not reach the schools. So this research primarily focused on the inclusive pupils to find out the availability and usefulness of the amenities.

##### 4.2 Instrument:

The population of current research includes special needs children at upper secondary school level of XI<sup>th</sup> and XII<sup>th</sup> standard at Salem and Namakkal Districts of Tamil Nadu, India.

The collected data were examined by the investigator using the proper statistical methods.

- ❖ Percentile Analysis
- ❖ Descriptive Analysis (Mean and Standard Deviation).
- ❖ Differential Analysis ('t' test and 'F' test)

The collected data have been computed by MS-Excel and Statistical Package for the Social Sciences (SPSS – Version 16).

##### 4.3 Sample:

The investigator has chosen the purposive sampling method. In the current research, the sample comprises of 356 (Boys-485 and Girls-461) upper secondary school students who are studying

XI th and XII th standard with special needs children of Salem and Namakkal Districts of Tamil Nadu, India. The hypothesis for the study has been regarded as:

- The equal of availability of instructional facilities for special needs students in higher secondary schools is low.
- The level of usage of instructional facilities for special needs students in higher secondary schools is low.
- There is no significant difference in use of instructional facilities for special needs pupils in upper secondary schools with regard to their following demographic characteristics such as,
  - ❖ Gender (Boys/Girls)
  - ❖ Class (XI/XII)
  - ❖ Medium of Study (Tamil/English)
  - ❖ Type of School (Boys/Girls/Co-Education)
  - ❖ Management of School (Government/Aided/Private)
  - ❖ Educational Districts (Namakkal/ Salem)
  - ❖ Type of Disabilities (Hearing Impaired/Orthopedically Impaired/Visually Impaired/Learning Disabled)

#### *4.4 Data collection:*

A pilot research has been performed to check out the appropriateness of the test items for the inquiry. Research instruments were taken for pilot research to evaluate their relevance, meaningfulness, length of the instruments and response to the language of the instruments and to help to adopt appropriate technique of data collecting. 40 upper secondary special needs students were taken for the pilot project. After receiving their answers and recommendations, some elements have been changed, added and eliminated, and the investigator made the required changes before applying it to the main research [10].

#### *4.5 Data analysis:*

Reliability refers to stability of a collection of test notches. By utilizing the split-half technique to assess the internal consistency, the test items were divided into odd and even-numbered items. The dependability was discovered that the 'r' values are instructional facilities for special needs children (0.82). After the standardization process, the final version of the tool was made up of 25 educational facilities for special needs children (Table 1).

**Table.1: Hypothesis Testing Of Percentage Analysis**

| S.No | Instructional Facilities | N   | Yes  | No   |
|------|--------------------------|-----|------|------|
| 1    | Teaching Charts          | 356 | 98.9 | 1.1  |
| 2    | Screen readers           | 356 | 89.9 | 10.1 |
| 3    | Video Player             | 356 | 64.0 | 36.0 |
| 4    | Sign Board               | 356 | 72.8 | 27.2 |
| 5    | Computer                 | 356 | 80.1 | 19.9 |
| 6    | 3Dimensional Model       | 356 | 80.1 | 19.9 |
| 7    | Television               | 356 | 80.1 | 19.9 |

|    |   |     |      |      |
|----|---|-----|------|------|
| 8  | Educational CD                          | 356 | 63.8 | 36.2 |
| 9  | UPS                                     | 356 | 63.9 | 36.1 |
| 10 | Braille Note Taker                      | 356 | 85.2 | 14.8 |
| 11 | Printer                                 | 356 | 74.1 | 25.9 |
| 12 | Bold Line Paper                         | 356 | 69.7 | 30.3 |
| 13 | Braille Text Book                       | 356 | 71.3 | 28.7 |
| 14 | Eye Glasses                             | 356 | 73.6 | 26.4 |
| 15 | Standing Frame                          | 356 | 65.2 | 34.8 |
| 16 | Slant Board                             | 356 | 74.4 | 25.6 |
| 17 | Book Stand                              | 356 | 64.9 | 35.1 |
| 18 | Charts                                  | 356 | 65.7 | 34.3 |
| 19 | Posters                                 | 356 | 68.3 | 31.7 |
| 20 | Educational CD                          | 356 | 69.4 | 30.6 |
| 21 | Abbreviations Expanders                 | 356 | 63.2 | 36.8 |
| 22 | Paper based computer pen                | 356 | 77.2 | 22.8 |
| 23 | Electronic math work sheets             | 356 | 80.3 | 19.7 |
| 24 | Free from data base software            | 356 | 75.0 | 25.0 |
| 25 | Audio and video instructional materials | 356 | 64.9 | 35.1 |

## 5. RESULT AND DISCUSSION

From the aforementioned statistics Teaching Charts (98.9 percent ), Screen readers (89.9 percent ), Video Player (64.0 percent ), Sign Board (72.8 percent ), Computer (80.1 percent ), 3Dimensional Model (80.1 percent ), Television (80.1 percent ), Educational CD (63.8 percent ), UPS (63.9 percent ), (63.9 percent ), Braille Note Taker (85.2 percent ), Printer (74.1 percent ), Bold Line Paper (69.7 percent ), Braille Text Book (71.3 percent ), Eye Glasses (73.6 percent ), Standing Frame (65.2 percent ), Slant Board (74.4 percent ), Book Stand (64.9 percent ), Charts (65.7 percent ), Posters(68.3 percent ), (68.3 percent ), Educational CD (69.4 percent ), Abbreviations Expanders(63.2 percent ), Paper based computer pen(77.2 percent ), Electronic math work sheets(80.3 percent ), Free from data base software(75.0 percent ) and Audio and video instructional materials (64.9 percent).

The teaching Charts (98.9 percent), a high percentage of availability of instructional facilities in special needs students among higher secondary school students and Abbreviations Expanders (63.2 percent) is very low percentage of availability of instructional facilities in special needs students among higher secondary school students. The independent sample t test was performed on the data obtained from the both the groups in order to compare the mean scores. The average level mean score values of use of instructional facilities of special needs



in upper secondary school pupils. The statistical analysis of was linked no significant difference of the gender, class, medium of the study and districts wise analysis.

Education is a fundamental right as per the constitutional right of many different nations. Every kid should be given a free and obligatory basic education without creating any distinction in his social, economic or physical ability. There is a necessity to link the exceptional ability student with a regular existence and education is main and vital method to accomplish such wonderful job. As education is a way to encourage a development and growth of a kid at mental level and mental stamina is the only thing which can alter or determine the future perspective of a child about life, on the basis of children's perception his motivation and other things may be moulded in better form.

There are certain fundamental need which need to be met in order to establish a suitable environment for learning such as school building, modern class room, library, playground etc. contemporary and high technology enabled laboratories give a help to student to grasp the practical stuff much better than class room. The absence of the excellent government schools are making the issue even more worse as the private schools are fully prepared with the latest technology and innovative techniques but their expensive price is always a concern to poor kids. Moreover, in order to address this gap, many government school are doing significant effort to make the things simpler even for impoverished kids.

The school building, classrooms, playgrounds, libraries are the most significant elements of the educational environment. Well-equipped laboratories enable them to finish lab activities more fully. The private schools have profit motivations therefore they do their best to enhance the quality of their school. The quality of government schools should be enhanced very substantially since relatively, instructional facilities are better in private schools than the public school. The management committee at the school level is principal, teachers and guardians should be educated about the nature of teaching, learning and instructional, amenities of aided school so that poor and disadvantaged community student's insistence make a sufficient education from a private school.

## 6. CONCLUSION

Inclusive education is more successfully utilized in the school by the resources given, by increasing the availability of personnel and materials for all students. They have different talents learn in changed methods in addition to varied paces. Inclusive education, learning-friendly as well as barrier-free settings should be created in every school besides community via world with meaning that all students' intellectual, social, expressive, and bodily potentials to recover their potentials. There are certain implications are provided which must be implemented at learning facility.

- Proper educational facilities allow them simple and free movement among the inclusive pupils.
- Availability of additional instructional materials will enhance students' knowledge and success.
- Adoptable infrastructural amenities may vary for kids with various impairments. It should be adequately supplied. So that kids may have interest to attend to school.
- If sufficient infrastructural facilities given to the inclusive kids then the proportion of dropouts is reduced and in future years, there is a possibility of increasing school strength via the method of admission.

- Understanding the infrastructural techniques and the infrastructure facilities and beneficial for both pre-service and in-service school teacher to enhance the understanding in managing the pupils as well as their confronting problem.
- Children with established problems the physical, sensory, emotional, and behavioural other learning problems may be recognized and required facilities must be improved to tell them better in an inclusive set up.
- Defects in insufficiency of resources in these institutions are cause for stagnation and withdrawal of student's issue may be addressed.

## REFERENCES

- [1] D. Galović, B. Brojčin, and N. Glumbić, "The attitudes of teachers towards inclusive education in Vojvodina," *Int. J. Incl. Educ.*, 2014, doi: 10.1080/13603116.2014.886307.
- [2] N. Antil, "Inclusive Education: Challenges and Prospects in India," *IOSR J. Humanit. Soc. Sci.*, 2014, doi: 10.9790/0837-19958589.
- [3] L. M. Andrews, "More Choices for Disabled Kids: Lessons from Abroad.," *Policy Rev.*, 2002.
- [4] C. Brusling and B. Pepin, "Inclusion in Schools: Who is in Need of What?," *Eur. Educ. Res. J.*, 2003, doi: 10.2304/eej.2003.2.2.1.
- [5] U. Sharma and S. J. Salend, "Teaching assistants in inclusive classrooms: A systematic analysis of the international research," *Aust. J. Teach. Educ.*, 2016, doi: 10.14221/ajte.2016v41n8.7.
- [6] V. Ramachandran and T. Naorem, "What it means to be a dalit or tribal child in our schools: A synthesis of a six-state qualitative study," *Econ. Polit. Wkly.*, 2013.
- [7] M. Djukic, J. Djermanov, and M. Kosanovic, "INCLUSIVE EDUCATION SYSTEM IN SERBIA BETWEEN THEORY AND PRACTICE," 2015.
- [8] G. Bishwakarma, "Inclusive Education in Nepal: Challenges and Prospects," *IOSR J. Humanit. Soc. Sci.*, 2015.
- [9] K. Hoy, S. Parsons, and H. Kovshoff, "Inclusive school practices supporting the primary to secondary transition for autistic children: pupil, teacher, and parental perspectives," *Adv. Autism*, 2018, doi: 10.1108/AIA-05-2018-0016.
- [10] J. Adams, B. C. Luitel, E. Afonso, and P. C. Taylor, "A cogenerative inquiry using postcolonial theory to envisage culturally inclusive science education," *Cultural Studies of Science Education*. 2008, doi: 10.1007/s11422-008-9130-0.