



**SERVICES OFFERED IN THE SPECIAL SCHOOLS FOR THE STUDENTS WITH
INTELLECTUAL DISABILITIES IN KARNATAKA STATE**

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ABSTRACT

The purpose of the study was to explore the services offered in the special schools for the students with intellectual disabilities (ID) in Karnataka State. The study adopted descriptive research method. The sample of the study was 42 special schools for the students with intellectual disabilities selected by using purposive random sampling technique. The data was collected by using an Interview Schedule developed by the investigator and analyzed qualitatively by computing the percentage of special schools offering various services. From the results, it was found out that (a) 83.3% of special schools for the students with intellectual disabilities are recognized by RCI. (b) 80% of students with mild and moderate ID studying in the special schools have valid IQ certificate from authorized institution. (c) 67.9% of special schools offer daily living, personal social and occupational skills. (d) 84.2% of male and 85.4% of female special educations are qualified. (e) 42.1% of male and 51% of female special educators have below 10 years of experience; 47.4% male and 27.4% of female special educators have 10 - 20 years of experience; 10.5% male and 21.6% of female special educators have above 20 years of experience. About 84%, 68%, 78.9% and 100% of special schools offer various types of facilities like medical, psychological, physiotherapy and academics respectively. All the special schools for SwID offer prevocational training. whereas, 40% of special schools do not offer vocational training. Hence, the study suggested that all the special schools for SwID should offer all the skills, facilities and vocational training. These ultimately empower students with intellectual disabilities for their independent living.

Keywords – Students with Intellectual Disabilities (SwID), Special Schools.

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INTRODUCTION

The status of disability in India, particularly in the provision of education and employment for persons with ID, as a matter of need and above all, as a matter of right, has had its recognition only in recent times, almost after the enactment of the Persons with Disabilities Act (PWD), 1995. Article 41 of the Constitution of India (1950) embodied in its clause the “Right to Free and Compulsory Education for All Children up to Age 14 years”. Special schools started for those who could not meet the demands of the mainstream schools. The first residential

home for persons with ID was established in Mumbai, then Bombay (Children Aid Society, Mankhurd, 1941) followed by the establishment of a special school in 1944. Notwithstanding this obligatory clause on children’s mainstream education, more and more special schools also being set up by nongovernmental organizations (NGOs) in an attempt to meet the parents’ demands.

The following table 1 shows the number of special schools for the students with ID in the country since independence.

Table 1 - Establishment of Special Schools in the Country

Year	Number of Special Schools for the students with ID
1950	10
1960	39
1970	120
1980	290
1990	1100
2007	3000

Source: <http://www.rehabcouncil.nic.in/writereaddata/mr.pdf>

The following table 2 shows the number of special schools working in the country for the students with ID (State-wise) as on 30th April 2007.

Table 2 State wise Number of Special Schools for the Students with ID

Name of the State	No. of Schools	Name of the State	No. of Schools
Andaman & Nicobar Islands	18	Manipur	4
Andhra Pradesh	248	Meghalaya	4
Assam	12	Mizoram	3
Bihar	33	New Delhi	61
Chandigarh	6	Orissa	56

Name of the State	No. of Schools	Name of the State	No. of Schools
Goa	12	Pondicherry	24
Gujarat	112	Punjab	12
Haryana	24	Rajasthan	27
Himachal Pradesh	10	Tamilnadu	258
Karnataka	110	Tripura	4
Kerala	162	Uttar Pradesh	54
Madhya Pradesh	48	West Bengal	69
Maharashtra	178	TOTAL	1579

Source: <http://www.rehabcouncil.nic.in/writereaddata/mr.pdf>

In these special schools offer various services to the students with ID. Mehra (2011) had done an investigation on the status of vocational training of persons with ID at organisations in Hyderabad. Study found that 15 organisations were offering 93.3% vocational assessment, 90% vocational training, 86.57% placement and 93% follow-up services for persons with ID. The highest mean percentage was in vocational assessment and lowest in placement.

Studies conducted in other countries, found that special schools for the students with ID were also offer various services. McCuller, Moore and Salzberg (1990) had done investigation on programming for vocational competence in sheltered workshops in Utah, Idaho, and Nevada. The results of the study revealed that Utah had the highest proportions of facilities in which non-production vocational competencies were taught (100%), followed by Idaho (75%), and Nevada (36%). These vocational competencies were taught by production supervisors, staff members,

program coordinators, group home operators, or work adjustment coordinators.

Fontana and Lari (2001) conducted a survey among special school head teachers about the curriculum followed in schools in Pakistan. The study found out that nine out of 10 schools were catering for the SwID. These schools were following specially adopted curriculum on the acquisition of life skills and self-maintenance skills. Thus, study revealed wide variations in the special school curriculum.

Katsiyannis and et al. (2005) examined data from the National Longitudinal Transition Study-2 regarding the transition planning for the students with ID. The major findings of the study indicated that (a) nearly 60% of students with ID had their transition planning begun by age 14. (b) Students with ID were less involved in their transition planning (about 10% did not participate at all), less likely to provide input (less than half of those participating), and more likely to report no

progress towards transition goals. (c) General educators' involvement in transition planning of students with ID was minimal though related service personnel was more involved. (d) A small percentage of students with ID had post-secondary education as a transition goal, while more of them had sheltered and supported employment as a transition goal. (e) Students with ID were more likely to have other agency personnel involved in transition planning.

Kleinert, Miracle and Jones (2007) conducted an online statewide survey of teachers of students with moderate and severe ID. From the majority of teachers' response, it was found that largest single category was social activities related to school with peers (65.1%), followed by school clubs, choir, school sports and 4-H activities (agriculture with a focus on leadership, citizenship and life skills). Most frequently reported students' participation was in community related activities.

These are the studies conducted across the countries, whereas very limited studies were

conducted at the State level, especially Karnataka state. So the investigator was interested to explore services offered in the special schools for the students with ID in Karnataka State.

METHODOLOGY OF THE STUDY

Research Design:

Descriptive research method was used for this study.

Population of the Study:

The population of the study comprised of all the 110 special schools for ID in Karnataka State from the following districts- Bangalore, Mysore, Mandhya, Kodagu, Hassan, Udupi, Dakshina Kannada, Kolar, Ramanagara, Koppal, Davangeri, Gadag, Haveri, Dharwad, Raichur, Belgaum.

Sample of the Study:

From the population of 110 special schools, 42 special schools from six districts were selected as sample by using purposive random sampling technique. The district wise distribution of the special schools is given in Table 3.

Table.3 Distribution of Special Schools

District	No. of Special Schools	District	No. of Special Schools
Bangalore	27	Hassan	1
Mysore	7	Udupi	3
Kodagu	1	Dakshina Kannada	3
Total		42	

Table. 4 Tools and Techniques of the Study

Variable	Informant/ Source of Data	Method of Data Collection	Tool used
Services offered in the special schools for the students with intellectual disabilities	Heads of special schools	Interview	An Interview Schedule, was developed with the help of experts services offered in the special schools for the students with intellectual disabilities-

Description of the Tool

The interview schedule aimed to collect information of the special schools related to its recognition; facilities offered; professional working; academics offered; pre-vocational and vocational training offered; number of students with only mild and moderate intellectual disabilities and their age range; qualification and experience of special educators.

Procedure of Data collection

Investigator visited the special schools for the SWID and obtained prior consent from the Heads of the special schools. The objectives and need for the study were explained to them prior to the study. Later, interview conducted with the Heads of the special schools and the investigator herself noted the information.

ANALYSIS OF DATA:

The analysis was done qualitatively by computing the percentage of special schools offering various services.

RESULTS AND DISCUSSIONS:

The results and discussion of the present study are as follows,

(a) Percentage of recognized Special schools for the students with intellectual disabilities

From the study, it was found that among sample, 9.5% of special schools do not exist and 7.2% of special schools changed their location. Remaining 83.3% of special schools were recognised by the Department for the Empowerment of Differently Abled and Senior Citizens, Government of Karnataka.

(b) Percentage of students with mild and moderate ID studying in the special schools with valid IQ certificate from authorized institution

Among recognised special schools, 17.1% of special schools were exclusively for the students with severe and profound ID. Further, 2.9% of special schools changed from SwID to students with other types of disabilities. Remaining 80% of special schools were for the students with mild and

moderate ID. The present study found that all the students with mild and moderate ID studying in these special schools had valid IQ certificate from authorized institution. Head of the special schools revealed that for admission to special school, ID card of the students is mandatory, for this reason, all the students with ID had valid IQ certificate from authorized institution.

(c) Percentage of special schools offering daily living, personal social and occupational skills

Among the special schools with mild and moderate ID, 14.2% did not offer all the skills and 17.9% changed to other programmes (e.g., early intervention). Remaining 67.9% were offering all the skills. There are various studies conducted across the world focusing on educational programmes for the students with ID. A study by Kleinert, Miracle and Jones (2007) found that students with ID are included across a wide range of both school and community extracurricular and community activities. Lin (2008) found out that nearly 94.8% of students had individualized curriculum developed based on their needs, and 96.1% of students taught based on the individual education program (IEP) and individual transition plan (ITP) in

Taiwan. Sajjad, Joubish and Khurram (2010) found that there was no standard curricula that effects on relatively low level of training courses results inadequate preparation of students for work in Karachi. Bouck and Joshi (2012) found out from analyzing the National Longitudinal Transition Study-2 (NLTS2) database that majority of students had academic skills 60.1% and basic academic skills 19.2% outside of functional curriculum, almost 75% students received life skills including social skills at schools. Naz and Sulman (2012) found out that all the special schools for children with disabilities (including ID) were regularly providing sports and recreational services; 97% were educating to children in Karachi.

(d) Percentage of special educators with qualification and experience

According to Rehabilitation Council of India, minimum qualification for special educators is SSLC/PUC with certificate course in Special Education for pre-primary level, D. Ed. Special Education (ID) for primary level, B. Ed. Special Education (ID) for secondary level. The special educators with this qualification termed to be 'qualified' and without this qualification termed to be 'non-qualified'.

Table 5 Percentage of Qualified and Non-Qualified Special Educators

Qualified		Non-Qualified	
Male	Female	Male	Female
84.2%	85.4%	15.8%	14.6%

Table 6 Percentage of Experience of Special Educators

Year	<10		10-20		20	
Gender	Male	Female	Male	Female	Male	Female
Percentage of Experience	42.1%	51%	47.4%	27.4%	10.5%	21.6%

It can be observed from the above table 5 and 6 that among 19 special schools, there were more qualified special educators and experienced.

Whereas Vijayalakshmi. M., & Jayanthi. N. (1991) emphasized on the current scenario in India that not all the departments of special education have suitably qualified staff and some have positions that have been vacant for

a long time due to non-availability of trained persons. Studies conducted in Pakistan also show that there are untrained vocational trainers and duration of training is not sufficient to mastery the skills (Sajjad, Joubish and Khurram, 2010). Naz and Sulman (2012) found out that 82% of special schools for children with disabilities (including ID) were having trained and qualified teaching staff in Karachi.

Table 7 Facilities offered in the Special Schools

Percentage of Special Schools (N=19)	Facilities offered	Number of Professionals working	
		Part timers	Full timers
84.2%	Medical	16	-
68.4%	Psychological	12	1
78.9%	Physiotherapy	10	5
100%	Academics	-	19

(e) Percentage of special schools offering various types of facilities: It can be observed from the above table 7 that among the sample, maximum special schools were offering necessary facilities. Similar condition prevails in Pakistan. Naz and Sulman (2012) found that there were trained psychologist

(72%), followed by physiotherapy (60%), speech therapy (37%), occupational therapy (28%), music therapy (25%) and medical treatment (20%) in the special schools of Karachi. Only a very few schools have services like audiology (15%), psychiatric treatment (8%) and specialist for ENT (7%).

Table 8 Number of Special Schools offering Pre-Vocational and Vocational Training

Percentage of Special Schools (N=19)	Facilities offered
100%	Pre- vocational training
42%	Vocational training

(f) Percentage of Special Schools offering Pre-Vocational and Vocational Training:

It can be observed from the above table 8 that among the 19 special schools, maximum special schools were offering pre-vocational and few were offering vocational training. In Karachi, Sajjad, Joubish and Khurram (2010) found that most of the special schools (including ID) were offering pre-vocational training programs and very few were

providing vocational training (39%). In Hyderabad, Mehra (2011) studied that the status of vocational training was very good. In Karachi, Naz and Sulman (2012) found that 55% of special schools for children with disabilities (including ID) were providing vocational education; and 10% were providing an opportunity in locating jobs and employment.

CONCLUSION:

From the present study, it was found out that (a) 83.3% of special schools for the students with intellectual disabilities are been recognized. (b) 80% of students with mild and moderate ID are studying in the special schools with valid IQ certificate from authorized institution. (c) 67.9% of special schools offer daily living, personal social and occupational skills. (d) 84.2% of male and 85.4% of female are qualified special educators. (e) 42.1% of male and 51% of female have below 10 years of experience; 47.4% male and 27.4% of female have 10 - 20 years of experience; 10.5% male and 21.6% of female above 20 years of

experience. About 84%, 68%, 78.9% and 100% of special schools are also offering various types of facilities like medical, psychological, physiotherapy and academics respectively. All the special schools for SwID are offering prevocational training, whereas, 40% of special schools are not offering vocational training.

Thus, it can be concluded that majority of special schools for SwID are recognized with qualified and experienced special educators. The SwID studying in these special schools have valid IQ certificate from authorized institution. 30% of special schools are not

offering all the skills such as daily living, personal social and occupational skills as well as psychological facilities. Above 60% of special schools is not offering vocational training.

The daily living skills, personal-social skills, occupational skills, psychological facilities

and vocational training are utmost needed for the SwID. Hence, the study suggested that all the special schools for SwID should offer all the skills, facilities and vocational training. This ultimately empower students with intellectual disabilities for their independent living.

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