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Change facilitation in education for special students

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Abstract
Owing to physical or mental disabilities, disabled students often come across more difficulties in learning. In an effort to improve their learning, researchers have adopted technology-supported tools to enhance disabled students adaptability to the learning environment and their learning achievement. The application of technology-supported special education has gradually increased in recent years. However, there is still a lack of investigation and analysis of the application and development trends of integrating technologies into special education. The aim of the present study was therefore to review technology-supported special education research articles by taking multiple dimensions into account, such as learning devices, learning strategies, learning domains and research issues, research subjects, types and level of disabilities, and learning environments. Based on the results, the number of studies has increased year by year, and the choice of learning devices and applications has become increasingly diverse; yet, the learning strategies still tend to be conservative since the majority of studies adopted the guided learning strategy. In addition, the application of technology has expanded to every learning domain, but is mainly focused on elementary school students and resource classrooms. Most importantly, the implementation of technology-supported special education tends not to result in teaching difficulties due to disabled students having different types and levels of disabilities. Further discussion and suggestions based on the findings can serve as a reference for teachers and researchers in special education.

Keywords: Elementary school, resource classroom, special education, integrating technologies, physical and mental disabilities

Introduction
The objective of developing infrastructure in primary education is to increase the attendance rate and increase the academic performance of students. In order to expand primary education, schools must be provided everywhere at the beginning, and also all necessary facilities must be provided to all schools. In general, the development of school infrastructure will improve internal aspects and is an integral exercise to develop in a way that contributes to the objectives of universal access, retention, equality and quality in education along with outdoor spaces. Special education is an adaptive form of education based on different needs according to ability and is adopted for disabled students with different features of disabilities when they cannot adjust to the regular educational system.
Disabled students have educational needs which differ from those of other students, with both physical and mental disabilities causing difficulty in learning.

Sarva Shiksha Abhiyan (SSA) in India
Sarva Shiksha Abhiyan (SSA) is a programme for Universal Elementary Education. This programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community -owned quality education in a mission mode. It is a response to the demand for quality basic education all over the country. Sarva Shiksha Abhiyan (SSA) is a comprehensive and integrated flagship programme of Government of India to attain Universal Elementary Education (UEE), covering the entire country in a mission mode. SSA has been launched in 2001-2002 in partnership with the State Governments and Local Self Governments. The programme aims to provide useful and relevant, elementary education to all children in the 6 to 14 age group by 2010. It is an initiative to universalize and improve quality of education through decentralized and context specific planning and a process based, time bound implementation strategy. The programme lays emphasis on bridging all gender and social category gaps at elementary education level with time bound objectives. On one hand, SSA is a programme with its own targets, norms and processes and on the other it is an umbrella programme covering other programmes like

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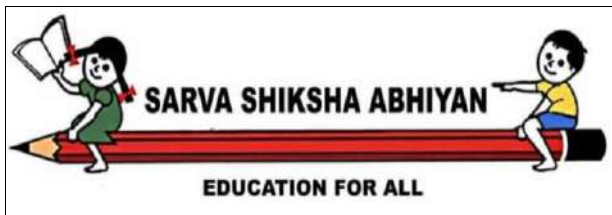Coordinator, HI Hearing
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District Primary Education Programme (DPEP), Lok Jumbish, Operational Blackboard, etc. The gigantic dimensions of the programme and the financial implications call for a meticulous planning and a rigorous appraisal.

Fig 1: Mission of 2020 Sarva Shiksha Abhiyan Education for all

Main feature of SSA
1. Programme with a clear time frame for universal elementary education.
2. A response to the demand for quality basic education all over the country.
3. An opportunity for promoting social justice through basic.
4. An expression of political will for universal elementary education across the country.
5. A partnership between the central, state and the local government.
6. An opportunity for states to develop their own vision of elementary education.
7. An effort at effective involving the Panchyati Raj Institutions, school management Committees, village and urban slum level Education Committees, parent's Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.

Aims of SSA
1. To provide useful and elementary education for all children in the 6-14 age group by 2010.
2. To bridge social, regional and gender gaps with the active participation of community in the management of schools.
3. To allow children to learn about and master their natural environment in order to develop their potential both spiritually and materially.
4. To inculcate value-based learning this allows children an opportunity to work for each other's wellbeing rather than to permit mere selfish pursuits.
5. To realize the importance of Early Childhood Care and education and looks at the 0-14 age as a continuum.

Objectives of SSA
1. All children in school. Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003.
2. All children complete five years of primary schooling by 2007.
3. All children complete of elementary schooling by 2010.
4. Focus on elementary education of satisfactory quality with emphasis on education for life.
5. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
6. Universal retention by 2010.
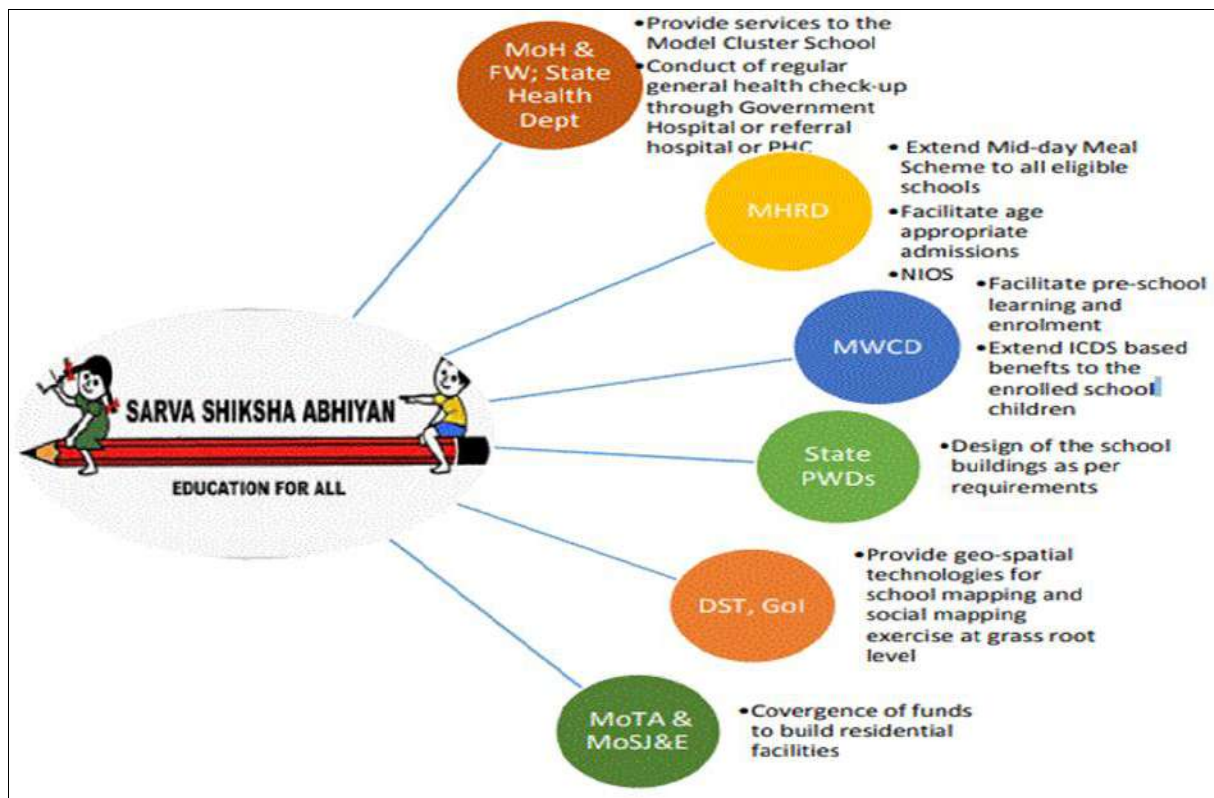
Fig 2: Convergence of sub-Saharan Africa and programmers from other Ministries

Rastriya Madhyamic Shiksha Abhiyan (RMSA) in India
Rastriya Madhyamic Shiksha Mission (RMSM), a mission exclusively for secondary education, was formulated on realization that secondary education is not a mere continuation of elementary education, but a force to empower students capable of competing in the global

market for a successful life by the age of eighteen years. The prime minister of India, in the independence speech 2007, mentioned on such a scheme namely Scheme for Universalisation of Access for Secondary Education (Success).

Mission Approach

The approach was prepared on the basis of population projection studies that the number of students in the age group of 14 – 18 will be 9.70 crores by the year 2011. The GER of students in the age of 14 – 18 in 2005 – 06 at secondary level is only 41.49%. The successful accomplishment of SSA (100% enrolment at elementary level) in 2010 impelled considerable enhancement of GER at secondary level. The vision of RMSA is "to make good quality education available and accessible and affordable to all young persons in age group of 14 – 18 barriers free". The following activities are proposed to realize the vision.

- To provide a secondary school within a reasonable distance of any habitation, which should be 5 kilometer for secondary schools and 7 -10 kilometers for higher secondary schools.
- Ensure universal access of secondary education by 2017 (GER of 100%), and
- Universal retention by 2020,
- Providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM)

Four guiding principles are formulated to achieve the vision of universalization of secondary education. The guiding principles in this regard are;

- Universal Access,
- Equality and Social Justice,
- Relevance and Development and
- Curricular and Structural Aspects.

Objectives of RMSA

1. To ensure that all secondary schools have physical facilities, staffs and, supplies at least according to the prescribed standards through financial support.
2. To improve access to secondary schooling to all young persons' according to norms – through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms) / efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. Preferably residential schools may be set up in hilly areas.
3. To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers.
4. To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
5. To ensure that all students pursuing secondary education receive education of good quality
6. Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System. Common school system signifies uniform nature of education to students of all sections of the society in all types of institutions including government, aided and unaided schools.

Equity

'Unity in diversity', is the landmark of Indian community, where RMSA visualized to provide equity in education through the following

- Free lodging/ boarding facilities for students belonging to SC,ST,OBC and minority communities
- Hostels/ residential schools, cash incentive, uniform, books, separate Toilets for girls
- Providing scholarships to meritorious/ needy students at secondary level
- Efforts will be made to provide all necessary facilities for the differently abled children in all the schools.
- Expansion of Open and Distance Learning needs to be undertaken, especially for those who cannot pursue full time secondary education, and for supplementation/ enrichment of face-to-face instruction.

The Information and Communication Technology (ICT) in schools

The Information and Communication Technology (ICT) in schools have been subsumed in the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Now ICT in Schools is a component of the RMSA. The Scheme is a major catalyst to bridge the digital divide amongst students of various socio economic and other geographical barriers. The Scheme provides support to States/UTs to establish computer labs on sustainable basis.

Conclusion

Sarva Shiksha Abhiyan requires regular supervision of the exercises. In a perfect world, CRC, MRC and DIET have been developed to allow audit exercises. Inspection groups are sometimes established by the national / state strategy manager once in a period. Likewise, these control visits include the explicit identification of the assets of the States, including the investigation and control task in this State/TU. It also accepts open visits to topics other than general visits. The perception of the study room by the assets will be corrected. States, Sarva Shiksha Abhiyan agreed taking into account the availability of assets in accordance with the accepted standards for this type of monitoring / verification / validation exercise and the research plan will be developed. In each case, there will be two three-day visits at the national/state level in each program area in each decisive year. These monitoring groups are initially established by the States and the National Strategic Union. In this way, states form their own control groups. Each monitoring group consists of four people, two of them from the strategic state and two from the indispensable nation-state. Agents from national foundations, open research organizations and university teaching are encouraged to take care of the care group. The aim universalisation of secondary education definitely demands for universalisation of higher education in the near future, hence it is time for preparatory activities of the same. Establishing institutions of higher education with adequate quality and attract students form India and abroad can be done, which will be a new identity to our nation as a quality higher education centre of the world, so as to reestablish the great Indian tradition at the age of Nalanda and Takshila.

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