

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

Phalguni Bhattacharya^{1*}

ABSTRACT

Purpose: The present study examined the right to education of mentally challenged children in special schools and government schools to compare educational facilities and availability of special educators. **Method:** Sample of 40 special schools mentally challenged children and 40 Government schools under inclusion education system mentally challenged children of both gender participated. Similarly 10 teachers of five special school and 10 teachers of five govt. school under inclusion education system. Measures used were self-made questionnaire. **Result:** Percentage revealed that Governmental facilities and availability of special educators significantly differ between special schools and Governmental schools under inclusion education structure. **Contribution of the Research:** After implementation of right to education act, education becomes the fundamental right of each and every child. Article 21-A included disabled children in this act. The contribution of the study is to betterment of Governmental facilities for all mentally challenged children of both schools and maintain proper ratio in class between special educator and mentally challenged children. Therefore the study enlightens more awareness among society about inclusion education system for mentally challenged children.

Keywords: *Mentally Challenged Children, Right To Education Act, Inclusion Education.*

Mental retardation (MR) is a developmental problem manifested during a child's years of development (i.e. 0-18 years old). It is a condition whereby a child's intelligence and adaptability are significantly below the average level of his peers.

Causes of Mental Retardation:

A. **Genetic factors:** Sometimes disability is caused by abnormal genes inherited from parents' errors when genes combine, or other reasons. The most prevalent genetic conditions include Down syndrome, Klinefelter's Syndrome, and Fragile X Syndrome etc.

¹ Dept. of (Human Development) Home Science, University of Calcutta, Kolkata

*Responding Author

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

B. Hereditary factors or chromosomal abnormalities: in the rarest cases, abnormalities with the X or Y chromosomes may also cause disability. 48 XXXX and 49 XXXX syndromes affect a small number of girls worldwide, while boys may be affected by 47 XYY, 49 XXXXY or 49 XYYYY.

C. Pregnancy and birth factors: intellectual disability can result when the fetus does not develop properly and misuse of drugs or excessive alcohol intake during pregnancy results complication of birth or prematurity

D. Infancy and childhood Infections and brain injuries, e.g. meningitis, brain trauma, etc.

E. Unknown factors:

I: Iodine deficiency: it is affecting approx 2 billion people worldwide, is the leading preventable cause of intellectual disability in areas of the developing world where iodine deficiency is endemic.

II: Malnutrition: it is common cause of reduced intelligence in parts of the world affected by famine, such as Ethiopia.

Diagnosis of Mental Retardation:

The diagnosis of MR should be made through professional assessment by psychologists and proper IQ Test.

Grades of Mental Retardation:

According to the prevailing international classification system, MR can be classified into the Following grades according to its severity:

I. Mild: Mildly retarded individuals constitute by far the largest number of those diagnosed as mentally retarded. Within the educational context, people in this group are considered “Educable” and their intellectual levels as adults are comparable to those of average 8 to 11 years old children. Mildly retarded children have poor learning ability and they forget things quickly. They have a slow rate of responding. The IQ level of EMR children is 60-85.

II. Moderate: Moderately retarded individuals are quickly to fall in the educational category of “Trainable” which means that they are presumed able to master certain routine skills such as cooking or minor journal work if provided specialized instruction in these activities. In adult’s life, individuals classified as moderately retarded attain intellectual levels similar to those of average year old. The IQ level of moderately retarded persons’ is 30-59.

III. Severe: Severely retarded individuals are sometimes referred to as “Dependent retarded”. In these individuals, motor and speech development are severely retarded and sensory defects and

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

motor handicaps common. They can develop limited levels of personal hygiene and self-help skills, which somewhat lesser their dependency, but they are always dependent on other for care. The IQ level of these individuals is below 25-39.

IV. Profound: The term “Life-support retarded” is sometimes used to refer to profoundly retarded individuals. Most of these people are severely deficient in adaptive behavior and unable to master any but the simplest tasks. The IQ level of these persons’ is below 25.

A “three-tier system” is normally used in Hong Kong for operational Classification, i.e. MR is classified into “mild”, “moderate” and “severe” (Including severe and profound) grades for the provision of special educational and training services.

The general achievements of persons with Mental Retardation:

Pre-school phase (0-5 years old)

School age phase (6-15 years old)

Adolescence and adulthood (16 years old or above)

Mild Mentally Retarded: Overall development is than peers. Developmental problems may not be easily identified until the child starts primary school. They Can master basic learning skills (e.g. writing, reading and numeracy skills) Can acquire proper pre-vocational skills. They can integrate into Community with assistance; can be employed in simple work, and lead a social life in community.

Moderate Mentally Retarded: Overall development is obviously slower than peers. They can acquire basic communication skills and simple self-care abilities. They can learn some practical skills for daily living and can live independently to a certain extent in familiar environment and with proper support. They can learn to perform simple tasks in specially designed working environment.

Severe / Profound Mentally Retarded: Significant discrepancy in overall development when compared with peers. Some children may also have physical disabilities. They have limited communication abilities and response to the environment. And delayed development in motor abilities. They can learn limited communication skills and simple self-care tasks. Possess simple communication skills. They can master limited basic self-care skills with special support.

Role of parents to help their child with Mental Retardation:

Arrange early assessment for the child so as to understand and accept his/her developmental problems. Involve in the child’s training so as to master the training methods and communicate with the instructors. Join parent self-help groups and make good use of community resources. Share feelings with others to relieve negative emotion and stress.

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

During adolescence and adulthood:

- i. Employment services for persons with relatively mild retardation.
- ii. Occupational performance assessment and training of the Vocational Training Council.
- iii. Selective Placement Division of the Labor Department .
- iv. Employment service of the Hong Kong Council of Social Service.
- v. Sheltered workshops of the Social Welfare Department or voluntary organizations.
- vi. Training services for persons with relatively severe retardation.
- vii. Day activity centers of the Social Welfare Department or voluntary organizations.
- viii. Preliminary Screening.
- ix. Further Assessment.
- x. Education, Treatment, Training and Follow-up.

NATIONAL ACTS AND POLICES FOR DISABLED CHILDREN

Children Act 1989: Section 17(1) of the Children Act 1989:

It places a general duty on Local Authorities to provide services to safeguard and promote the welfare of children within their area who are in need. The definition of a 'child in need' under the Children Act 1989 is as follows:

'For the purposes of this Part, a child is disabled if he is blind, deaf or dumb or suffers from mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disabilities may be prescribed; and in this part 'development' means physical, intellectual, emotional, social or behavioral development; and 'health' means physical or mental health.'

This definition is quite broad, and would usually include a child with Aspergers syndrome or Attention Deficit Hyperactivity Disorder.

The main duties of Social Services Departments to provide services for children and their families are set out in Schedule 2 of the Children Act 1989.

A Local Authority must:

1. Identify children in need in its area and provide information about services;
2. Maintain a register of disabled children;
3. Provide services for disabled children which minimize the effect of their disabilities and gives them the opportunity to lead lives as normal as possible;
4. Provide for children living with their families the following:
 - a. Advice, guidance and counseling;
 - b. Occupational, social, cultural or recreational activities;
 - c. Home help (which may include laundry facilities);
 - d. Facilities for or assistance with travel to and from home, to take advantage of services;

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

e. Assistance to enable child and family to have a holiday. The range of services available to disabled children is very wide and can include the giving of assistance in kind or, in exceptional circumstances, in cash. The Act also recognizes that the services can be provided to the child or a member of the family. For this reason, when making an assessment, social services should take into account the needs of the whole family as well as that of the individual child. The kinds of services commonly provided to disabled children and/or their families include respite care and joint-funded residential education with the Local Education Authority.

Government Guidance on Children Act 1989:

Policy guidance has been issued by the Government in relation to the Children Act. Local authorities are bound by it unless they can provide clear and adequate reasons for their decision not to. The guidance contains all the details about what local authorities are expected to do in order to fulfill their statutory obligations and is therefore extremely useful for parents.

The key guidance in England concerning the Children Act 1989 is The Framework for assessing children in need and their families 2000 Policy Guidance.

INCLUSIVE EDUCATION

Inclusive in education is also an approach once thought only necessary for educating students with special educational needs. Now it is crucial that all of teachers ensure inclusive practice for all students in their classroom and the wider school. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students. Implementation of these practices varies. Schools most frequently use them for selected students with mild to severe special needs.

Inclusive education differs from previously held notions of integration and mainstreaming, which tended to be concerned principally with disability and 'special educational needs' and implied learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Inclusion gives students with disabilities skills they can use in and out of the classroom.

Fully inclusive schools, which are rare, no longer distinguish between "general education" and "special education" programs; instead, the school is restructured so that all students learn together.

❖ Benefits of Inclusive Education

All children benefit from inclusive education. It allows them to:

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

- Develop individual strengths and gifts, with high and appropriate expectations for each child.
- Work on individual goals while participating in the life of the classroom with other students their own age.
- Involve their parents in their education and in the activities of their local schools.
- Foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.
- Develop friendships with a wide variety of other children, each with their own individual needs and abilities.
- Positively affect both their school and community to appreciate diversity and inclusion on a broader level.

Q&A's

❖ Importance of Inclusion Education:

It's important because as Canadians, we value our diverse communities. These communities start at school, where all students learn to live alongside peers. They learn together; they play together; they grow and are nurtured together.

❖ Expanses of Inclusion Education:

However, individual needs may mean that some students need to spend time out of regular class for a particular purpose. There are always exceptions, but they are in fact EXCEPTIONS: if needed, they are individualized in the student's community school.

REVIEW OF LITERATURE

Reininger E.Ruth (1956) a curriculum for the Educable Mentally Retarded preadolescent: for many years most the educable mentally retarded children have been attending school and sitting in our regular classrooms. Teachers and principals were aware of them chiefly as discipline problems and sources of difficulty in regard to promotion policies, marking systems and achievement test results. The harassed teacher with 35 children of assorted mental ages found little time to spare for these difficult cases no matter how much he desired to meet individual needs in learning. In this article attention has been given to the educable mentally retarded preadolescent.

SmithWayne David (1957) public schools and the mentally retarded children: most of the current writing in this field assumes that the public schools are responsible for the care, training or education of the mentally retarded. However, Cruick Shank questions the responsibility of the public schools for the total problem of the mentally handicapped. He points out that in "America the historic concept holds that education involves returning something to the social organization, and the state, which provides education". He then reviews several statements of what education is, adding that education implies the presence of certain basic abilities or psychological

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

capacities. After examining the severely retarded child in light of these two concepts, he states” the severely retarded child does not as a human being organism or as a personality meet the minimum essentials which are inherent in an accepted definition of ‘education’. Smith recommends that the educable children be placed in special classes in public schools, where a special curriculum can provide for their social and vocational needs. He feels this is necessary because educable children are usually not ready to start academic work until they are 8 or 9 years.

Sriram Kumar Sravan (2014) mental retardation refers to significantly sub-average general intellectual functioning resulting in or associated with concurrent impairment in adaptive behavior and manifested during the developmental period.” Over the last few years, there have been many changes in the delivery of mental retardation services including the roles of special educator, therapist, parents and community. Integration and inclusion is turning point for mentally retarded persons to mainstream in society. There is an impending need to create a general awareness amongst the children of the regular schools about the special needs of the children with mental retardation. This awareness will help in inclusive atmosphere both in the families and in the society in general. This study will be helpful to know the extent of awareness on mental retardation among regular school children with reference to gender and severity of education. The present study will add on to research conducted on awareness on Mental Retardation among regular school children.

METHOD:

The methodology to be followed for the present investigations needs to be decided upon in advance so that the objectives of the research are fulfilled, the sample is drawn in an organized fashion from the population, the data are collected as accurately and systematically as possible as well as the accuracy of data analysis is ensured.

The objectives are as follows:

1. To find out the awareness of inclusion education system among the government and special schools teachers and parents of educable mentally retarded children.
2. To find out the different governmental facilities for educable mentally retarded children.
3. To find out the environmental and educational satisfaction in general school and special school structure for educable mentally retarded students according to parents.
4. To find out the availability of Resource room and Special Educator in general schools and special schools.

Research Hypotheses:

1. There is significant difference between awareness of inclusion education system among the government and special schools teachers and parents of educable mentally retarded children.

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

2. There is significant difference between governmental facilities for educable mentally retarded children to special schools and Government schools.
3. There is significant difference between Environmental and educational structure satisfaction in government and special school of educable mentally retarded students according to their parents.
4. There is significant difference between availability of resource room and special educators in government schools and special schools of educable mentally retarded children.

Method of Sampling: A statistical sample is a miniature picture or cross-section of the entire group or aggregate from which the sample is taken. However, it may be found impossible or impractical to include more than a small portion of the total number of class. The factors of time and cost are usually important considerations in social research. The process of selection of part of the aggregate statistical material is known as sampling. The sampling method used for this study was purposive sampling.

Purposive Sampling: A sample may be expressively chosen in the light of available evidence. A sample which is selected on the basis of individual judgment of the sample is called a purposive sampling.

Size of sampling: In this study the size of the sample is 100.

Characteristic of the sample:

The sample consists of:

1. Children ranging from 6 to 18 years.
2. Samples belonging mainly to middle-income families.
3. The samples were selected from the city of Kolkata.

Techniques used for data collection: There are different methods of obtaining information. Observation of someone's behavior, seeks to discuss his feelings or opinions orally. There are some important dimensions that observation alone is unable to tap. Self-made questionnaire has been administered to get inside into their educational/ food and health and social aspects.

Questionnaire: The questionnaire is a form prepared to obtain response to certain questions as a general rule. These questions are factual, intended to obtain information about conditions or practices of which the respondent is presumed to have knowledge.

Observation: The observation method is the most commonly used method. In way we all observe a thing around us, but this sort of observation is not scientific observation when it serves a purpose is systematically planned and recorded.

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

Interview: The interview method of collecting data involves presentation of oral-verbal and reply in term of oral-verbal responses. This method can be used through personal interview.

Personal interview method requires a person known as the interviewer asking questions generally in a face contact to the other person/s. This sort of interview may be in the form of direct personal investigation or it may be an indirect oral investigation.

Tool used:

This researcher has used self-made questionnaire to study the RIGHT TO EDUCATION FOR CHILDREN WITH EDUCABLE MENTALLY RETARDED CHILDREN. This researcher has used 2 different questionnaires, one for parents of educable mentally retarded children. Students and another one are for teachers of educable mentally retarded children. First questionnaire consists of 21 questions and second questionnaire consists of 16 questions. These are written in simple language employing words of everyday use.

Description of tools:

The questionnaire was prepared with a view to find out the right to education of educable mentally retarded children. There are 21 questions for parents and all are close-ended questions. For teachers there have 16 questions and all are close ended. There are two divisions such as personal data and educational data.

Method of administration of the tools:

First of all rapport were established with all the subjects. The subjects were given the questionnaire and asked to answer the questions honestly. After fulfilling the questionnaire, filled up questionnaire were collected, categorized, tabulated and percentage analysis were done.

Sample Selection and Composition:

- i. Random sampling technique was used for sample selection. Lottery technique was used for selection of individuals.
- ii. Size of the sample is 100. The sample includes 40 numbers of parents of E.M.R students from general schools and 40 numbers of parents of E.M.R. students from special schools. And 10 numbers of teachers from general schools and 10 number of students from special schools.
- iii. The sample comprises of girls and boys studying in reputed English and Bengali medium schools of Kolkata.
- iv. The subjects belong to middle socio-economic status families.

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

RESULT AND DISCUSSION:

Table No: 1, Awareness of inclusion education system among parents and teachers both, N=100

Q. NO	QUESTIONS	ANSWERS			
		RESPONSE IN GENERAL SCHOOL		RESPONSE IN SPECIAL SCHOOL	
		YES	NO	YES	NO
ST. NO.15 OF PARENTS	DOES THE SCHOOL PROVIDE INCLUSIVE EDUCATION SYSTEM?	40(100%)	0(0%)	0(0%)	40(100%)
ST. NO. 9 OF TEACHERS	DOES THE SCHOOL PROVIDE INCLUSIVE EDUCATIUN FOR E.M.R. CHUILDREN?	10(100%)	0(0%)	0	10(100%)

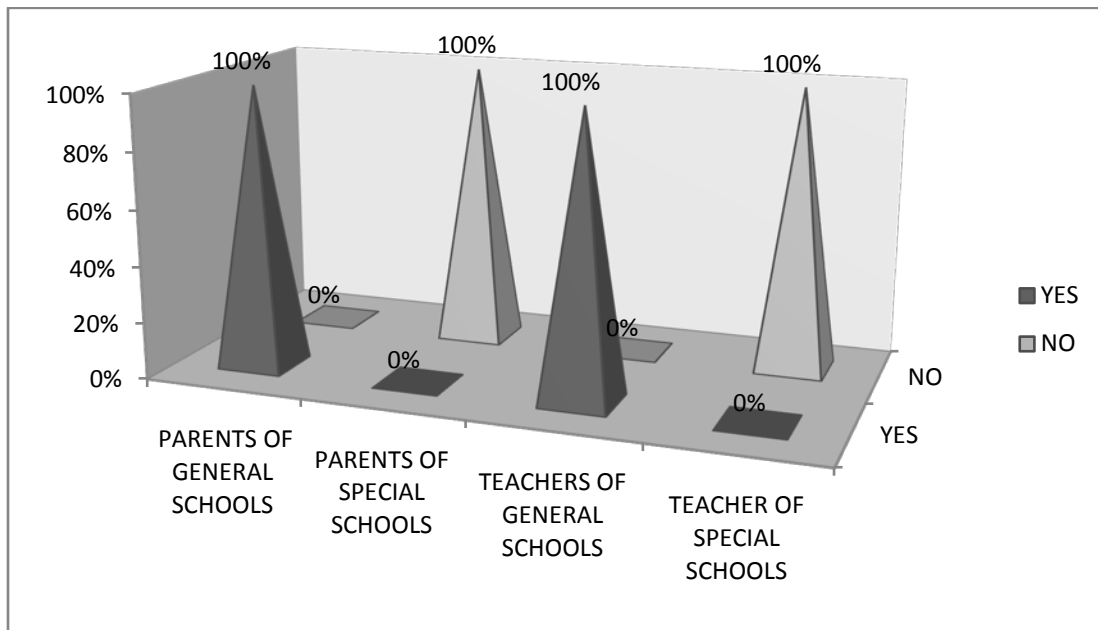


Fig. 1

DISCUSSION: From the above comparative chart it can be understood that all the parents and teachers of government schools has agreed or said yes that these government schools provide inclusive education facilities to M.R. children. But on the other side all the parents of special schools and teachers has agreed or said no that these special schools do not hve inclusive education facilities to M.R. children. So the 1st hypothesis of this research partially supports this data.

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

Table No. 2, Availability of different governmental facilities among parents and teachers of educable mentally retarded children in both schools, N=100

Q. NO	QUESTIONS	ANSWRES			
		RESPONSE IN GENERAL SCHOOL		REPOSE IN SPECIAL SCHOOL	
		YES	NO	YES	NO
PARENTS ST.12	DOES THE GOVERNMENT PROVIDE YOU VARIOUS FACILITIES FOR PROPERLY REARING YOUR CHILD THROUGH SCHOOL?	2(5%)	38(95%)	0(0%)	40(100%)
TEACHERS ST.2	DOES THE GOVERNMENT PROVIDE VARIOUS FACILITIES FOR E.M.R. STUDENTS IN THIS SCHOOL?	10(100%)	0(0%)	10(100%)	0(0%)

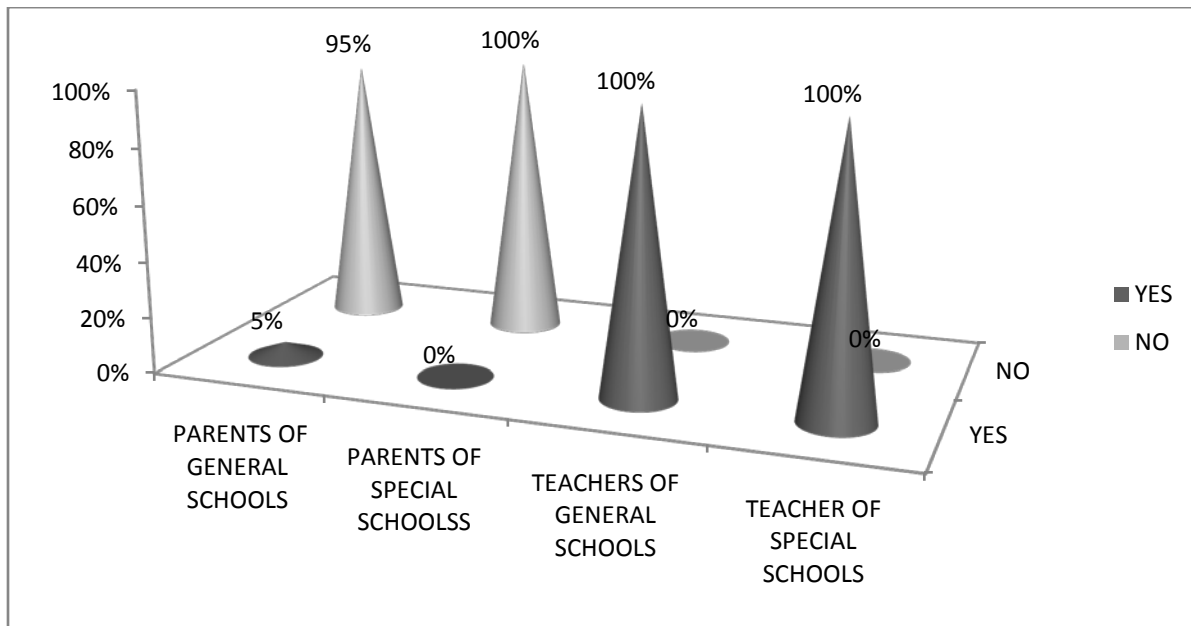


Fig. 2

DISCUSSION: From the above comparative chart it can be understood that this chart is made for to access availability of government facilities among M.R. children according to parents and teachers of both types of schools. 5% parents of government schools get governmental facilities and 95 do not get any facility. In special schools no parents of these M.R. children get any governmental facilities. So the non availability rate of governmental facilities among M.R.

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

children is high. On the other side the teacher of both types of schools has said yes that government provide facilities for M.R. children. So it is a very contradictory point. If the government provides facilities for M.R. children in both types of schools then why everyone is not getting equal facilities. It may be because of caste system or the schools only give facilities to low economic group. And the special schools get only little fund from government, and maximum get donation and fees from students. So the 2nd hypothesis of this research partially supports this data.

Table No. 3, Educational and environmental satisfaction in governmental and special schools according to parents: N=80

	QUESTIONS	ANSWERS			
		RESPONSE IN GOVERNMENT SCHOOLS		RESPONSE IN SPECIAL SCHOOLS	
		YES	NO	YES	NO
17	DO YOU HAVE ANY COMPLAIN ABOUT THE ENVIRONMENTAL AND EDUCATIONAL SYSTEM IN THIS SCHOOL?	16(40%)	24(60%)	4(10%)	36(90%)
21	AS A WHOLE ARE YOU SATISFIED WITH THE EDUCATION SYSTEM IN THIS SCHOOL?	22(55%)	18(45%)	38(85%)	2(15%)

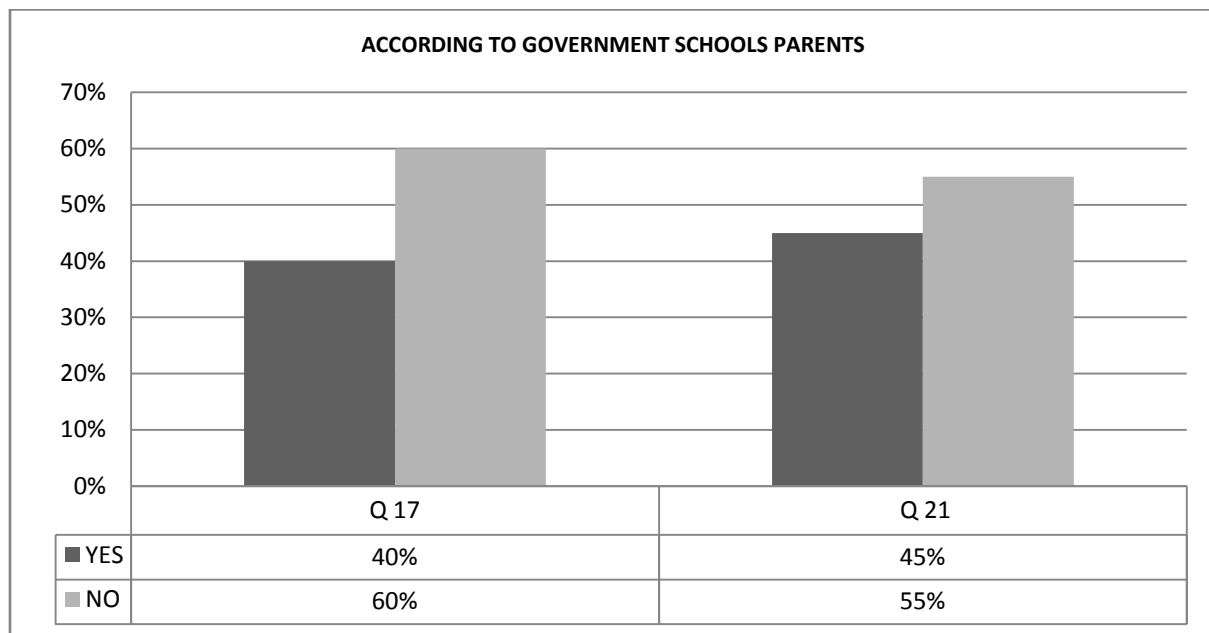


Fig. 3

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

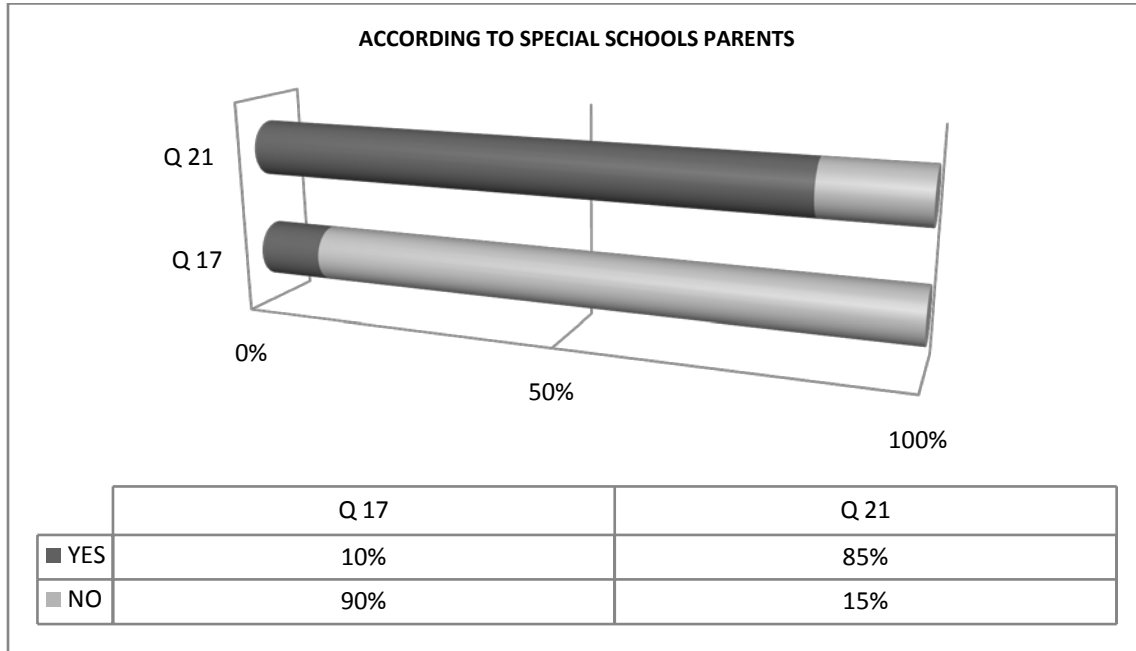


Fig. 4

DISCUSSION: From the above comparative chart and graph it can be understood that the 40% parents of government schools have complain about the education and environmental facilities in government schools. That means they are not satisfied with the educational and environmental facilities in these government schools. But 60% parents do not have any complain about these schools. So the maximum parents are satisfied. In special schools settings 10% parents have complain about the educational and environmental facilities in these schools. But 90% parents are satisfied with the educational and environmental facilities in these special schools. So as we can see that most parents are satisfied with the special schools settings. Even this rate is quite high than the government schools parents' satisfaction rated. In question number 21, 45% parents of government schools are as a whole satisfied with the education system in these schools, and 55% parents are not satisfied totally. So here we can see that the maximum parents are not satisfied with the education system in these schools. They need more improvement of education system in these schools. 85% parents of special schools are as a whole satisfied with the education system and 15% are not satisfied totally. They were complaining that these schools should look up to the education system of M.R. children. So the 3rd hypothesis of this research fully supports this data.

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

Table No. 4, Availability of resource room and special educator and teacher student's ratio in governmental schools according to teachers: N=10

Q. NO	QUESTIONS	ANSWERS	
		YES	NO
Q4	DOES THE SCHOOL HAVE SPECIAL EDUCATOR FOR E.M.R. STUDENTS?	10(100%)	0(0%)
Q5	IS THERE A RESOURCE ROOM IN THIS SCHOOL?	10(100%)	0(0%)
Q8	DOES THE TEACHER AND THE SPECIAL NEED STUDENTS RATIO IS MINIMUM IN CLASS?	2(20%)	8(80%)

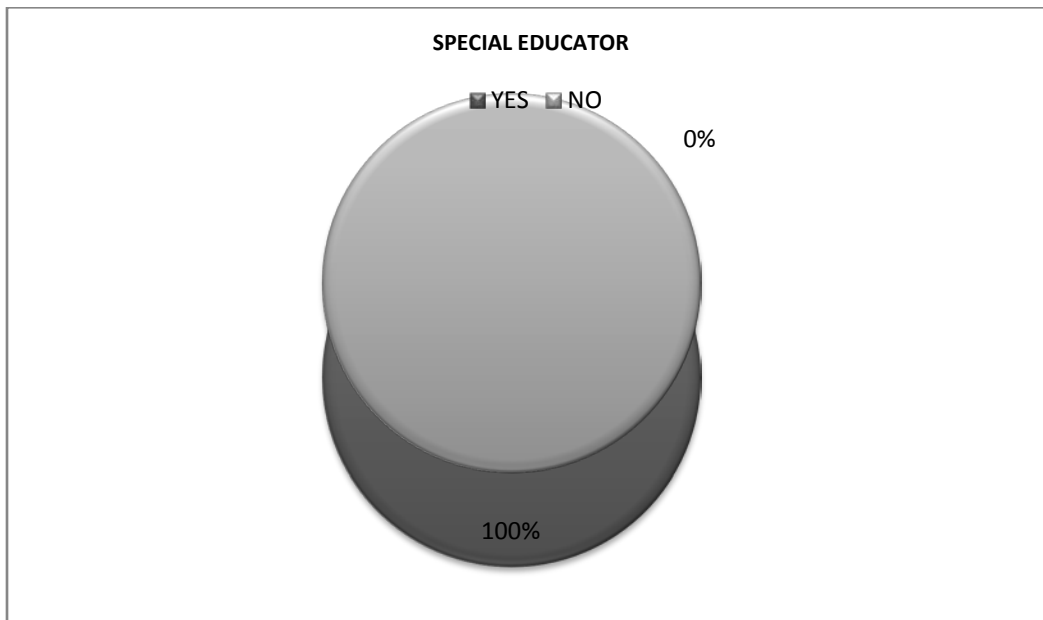


Fig. 5

DISCUSSION: From the above chart and all three graphs it can be understood that in government schools according to teachers there have resource rooms, special educators, but the teacher and M.R. children ratio is not minimum. Even the there have only one special educator in a ward. So the last or 4th hypothesis fully supports this data.

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

Table No. 5, Availability of resource room and special educator in governmental schools according to parents: N=40

Q. NO	QUESTIONS	ANSWERS	
		YES	NO
13	DOES THERE ANY SPECIAL EDUCATOR PRESENT IN THIS SCHOOL?	40(100%)	0(0%)
14	DOES THERE HAVE ANY RESOURCE ROOM IN THIS SCHOOL?	40(100%)	0(0%)

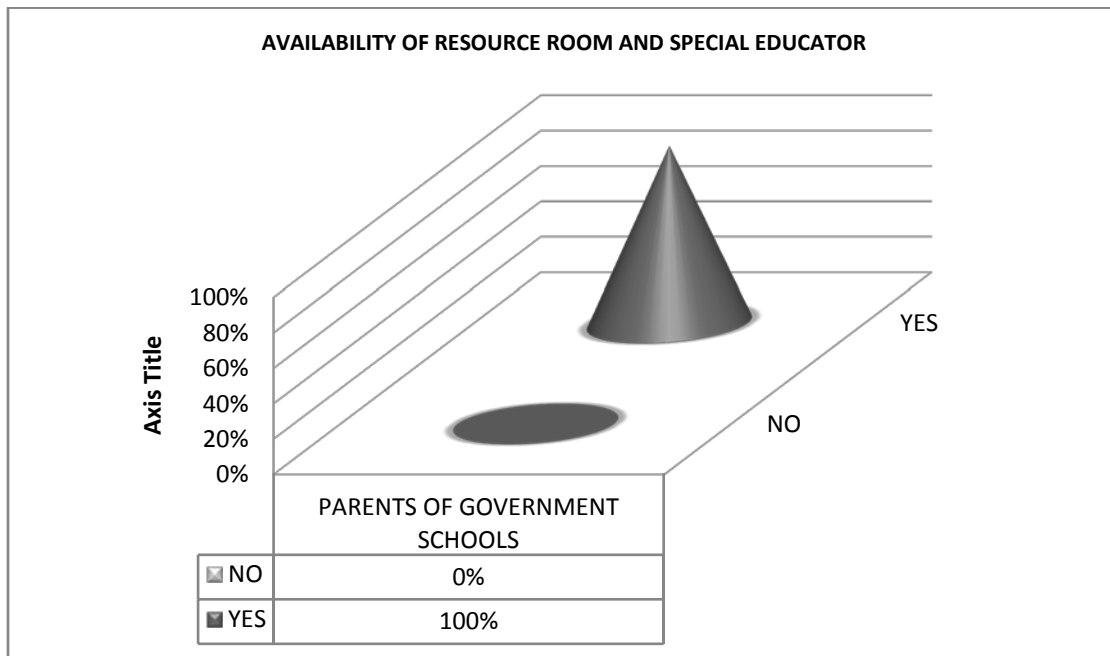


Fig. 6

DISCUSSION: From the chart and graph it can be understood that all parents of government schools have agreed that there have special educator and resource room in these schools. They talk to the special educator in resource room and discuss their problem with teachers. So the last or 4th hypothesis fully supports this data.

CONCLUSION:

Special schools most parents are satisfied with the education structure. In special schools parents' are mostly satisfied with the education system. All most every parent has said yes to maximum questions. All parents has said yes that these schools arrange counseling program for parents on regular interval and they also provides facilities to follow up training and education of these M.R. children at home. 40 parents or 100% parents have said no to question number 15 and 16. That means these schools do not provide inclusive education system and any education

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

material to these M.R. children. All the parents and teachers of government schools has agreed or said yes that these government schools provide inclusive education facilities to M.R. children. But on the other side all the parents of special schools and teachers has agreed or said no that these special schools do not have inclusive education facilities to M.R. children.

As a whole 55% parents satisfied with government school's structure of education for mentally retarded children and 35% do not satisfied. So here we can see that the satisfaction range is higher than non-satisfaction range. Availability of governmental facilities to the M.R. children according to parent and teacher of both types of school, 5% parents of government schools get governmental facilities and 95% do not get any facility. In special schools no parents of these M.R. children get any governmental facilities. So the non-availability rate of governmental facilities among M.R. children is high. On the other side the teacher of both types of schools has said yes that government provide facilities for M.R. children. So it is a very contradictory point. If the government provides facilities for M.R. children in both types of schools then why everyone is not getting equal facilities. It may be because of caste system or the schools only give facilities to low economic group. And the special schools get only little fund from government, and maximum get donation and fees from students.

All teachers in these special schools have said yes to all questions. That means they all agree that their schools environment is properly suitable for M.R. children. All teachers have said no, which means they are agreed that these special schools settings do not give inclusion education facilities to M.R. children. According to these teachers the special schools only made for special children so it is not possible for them to provide inclusive education system. This researcher asked that whether they arrange any program for these M.R. children where they can perform with normal children, but all said no they do not arrange any program like this. They arrange inter school program where they perform with other special children like autistic, cerebral palsy etc. so this is a only drawback of these special schools settings. These children should meet with other normal children and should face the world.

In general schools teachers have agreed that the government schools' setting is suitable for studying M.R. children. They said that these government schools provide proper education environment for M.R. children. They said that government provides various facilities for M.R. children. According to these teachers there have special educator and resource room in every schools. But this researcher noticed that there has only one special educator in a ward. This is not sufficient for teaching M.R. children. In question number 3, all teachers have said no that means they have accepted that these government schools do not have special classroom with special setting for this M.R.

In special schools parents of these M.R. children get any governmental facilities. So the non-availability rate of governmental facilities among M.R. children is high. On the other side the teacher of both types of schools has said yes that government provide facilities for M.R. children.

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

So it is a very contradictory point. If the government provides facilities for M.R. children in both types of schools then why everyone is not getting equal facilities. It may be because of caste system or the schools only give facilities to low economic group. And the special schools get only little fund from government, and maximum get donation and fees from students. The 40% parents of government schools have complained about the educational and environmental facilities in government schools. That means they are not satisfied with the educational and environmental facilities in these government schools. But 60% parents do not have any complain about these schools. So the maximum parents are satisfied. In special schools settings 10% parents have complain about the educational and environmental facilities in these schools. But 90% parents are satisfied with the educational and environmental facilities in these special schools. So as we can see that most parents are satisfied with the special schools settings. Even this rate is quite high than the government schools parents' satisfaction rated. In question number 21, 45% parents of government schools are as a whole satisfied with the education system in these schools, and 55% parents are not satisfied totally. So here we can see that the maximum parents are not satisfied with the education system in these schools. They need more improvement of education system in these schools. 85% parents of special schools are as a whole satisfied with the education system and 15% are not satisfied totally. They were complaining that these schools should look up to the education system of M.R. children.

The parents and teachers of government schools has agreed or said yes that these government schools provide inclusive education facilities to M.R. children. But on the other side all the parents of special schools and teachers has agreed or said no that these special schools do not have inclusive education facilities to M.R. children.

Parents of government schools have complain about the education and environmental facilities in government schools. That means they are not satisfied with the educational and environmental facilities in these government schools

The maximum parents are satisfied. In special schools settings 10% parents have complain about the educational and environmental facilities in these schools. But 90% parents are satisfied with the educational and environmental facilities in these special schools.

Government schools according to teachers there have resource rooms, special educators, but the teacher and M.R. children ratio is not enough. Even there have only one special educator in a whole area of particular ward no. of municipality of Kolkata.

All parents of government schools have agreed that there have special educator and resource room in these schools. They talk to the special educator in resource room and discuss their problem with teachers.

Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

BIBLIOGRAPHY

- Guskin L. Samuel L et.al (between 1960- 1967) Educational research in mental retardation, *Elementary School journal*,. 69, , 456.(5/5/2015,12.20pm)
- Heller A. Kirby. , et. al,(1975) Effects of special education placement on educable mentally retarded children, *National Academic Press*,. 94,142.(19/5/2015,1.15pm)
- Madden A. Nancy, et. al,(1983) Mainstreaming students with mild handicaps: academic and social outcomes, *sage journals*, review of educational research winter 1983, 53, 519-569.(29/5/2015,3.10pm)
- Abnormal Psychology, Carson, Butcher, Mineka and Hooley, Pearson, 13th Edition
- Education of Exceptional Children, K.C. Panda, Bikashayan publication, 3rd reprint, 2007.
- Reininger E. Ruth(10TH march, 1956), A curriculum for the Educable Mentally Retarded Pre-adolescent, Hamilton Township Schools, The Chicago University Press, New Jersey, *The Elementary School Journal*,. 56, 310.(23/2/2015,8.18pm)
- SmithWayne David (April, 1957), Public schools and the mentally retarded children, University of Arizona, *Chicago Journal*, University of Chicago press,. 57, , 375-378.(21/4/2015,11.30am)
- Dr. Stanley R.J. (Feb 16, 1963) Education and training of mentally retarded children, University of Birmingham, *NCBI, PMC*, 1 (5328), 457.(15/5/2015, 11.10am)
- Yoshida, et. Al(August, 1975), Effects of labeling as educable mentally retarded on teachers expectancies for change in a student's performance, *Journal of Educational Psychology*,67/4,521-527. (23/2/2015,9.21pm)
- Levine G.Harold et. al(November 1985), The nature and functions of teacher talk in a classroom for mentally retarded children, *The elementary school journal*, The university of Chicago press,86, 185-198.(31/3/2015,2.15pm)
- Handen BL, et. al, (June 1994), Classroom behavior and children with mental retardation: comparison of children with and without ADHD, pubmed.gov, *Abnormal Child Psychology*, 22, 267-280.(31/3/2015,12.42pm)
- Sriram Kumar Sravan (December 2014),A Study on Awareness about Mental Retardation among Regular School Children, *International Journal of Education and Psychological Research (IJEPR)* 3, 4.(5/5/2015,1.32pm)
- www. education.com(27/5/2015)