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## STUDY OF CURRICULAR PRACTICES OF CEREBRAL PALSIED CHILDREN IN LUCKNOW CITY



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More than 500 million population in the world and around 100 million in India are debarred from full participation in their families, communities and societies due to their disabilities. The lack of physical access to facilities, transportation and information are circumscribes them from enjoying equal opportunities in housing, employment and health care (karna,2000)

The National Policy on education, 1986, advocates integrated education in general schools for the locomotors impaired and mildly disabled children and special education for the severely handicapped children .Also orientation and preservice training for general teachers on disability management and a prolusion for vocational training. The prime objective of the policy is to integrate the mentally and physically handicapped children into the general community, thus preparing them to live confident, independent life. Education of children with special needs in an area of concern in India only million out of 12 million disabled children attend school.

This study is an effort towards the study of present educational system and curriculum adopted for cerebral palsied children in Lucknow city and suggestion for improvement in curriculum for more self dependent. Cerebral palsy in India as reported by spastic society of Bombay is 0.2 percent or one child per thousand. Thus estimated population of Cerebral palsy in Lucknow is approximate 5000. There are very few institutes in Lucknow for disabled students and out of which there are only one or two institute providing education for the children suffering from Cerebral palsy .Thus there is a need to study the curriculum practices

being followed at these institute and to give suggestions to bring necessary change, if required, to fit the curriculum as per the need of hour. In Lucknow city for students suffering from any disability and more specifically one or two institutes are providing education for the children suffering from Cerebral palsy. Chetna and Jyotikiran are such institutes where the study hasbeen carried out as these institutes are also providing the special education for children suffering from cerebral palsy.

### Review of related literature:

Various studies have been done for various abnormal and handicapped students from time to time. A comparative study of the mental makeup & educational facilities for physically handicapped and normal children was conducted by **M.Bala. 1985**. The researcher decided to study physically handicapped and normal children with respect to personality traits, values & self respect. The study find out some common characteristics of personality of physically handicapped children and concluded that they were; reserved stiff, detached emotionally lies suitable, submissive, with weak super ego, withdrawn, dependent, more shy and apprehensive. The study has its implications for all those concerned with education of handicapped as it brought out the need to apply special methods and techniques for developing personality values adjustment of the handicapped.

**K.Lata(1985)**, studied the impact of parental attitude on social, educational and vocational adjustment of normal and handicapped students. The

research aimed at finding out the dissimilarity of parental attitude towards the normal and handicapped students. It also tried to discover the difference of adjustment between normal & handicapped children i.e. social, emotional & vocational education.

**Abha, 1985** conducted a comparative study of the adjustment problem regarding Level of aspiration, self concept and academic achievement of crippled children and normal children. The resources aimed to compare the house adjustment, health adjustment and total adjustment of crippled and normal children. There is no significant difference in academic achievement of crippled children boys and girls while about 20 to 84% of the crippled children were found to be confronting various educational problems. To understand adjustment problems level of aspiration, self concept and academic achievement of handicapped children. This comparative study is of really immense help.

**A.S. Andit(1987)** undertaken an investigation into assessing the relevance and effect of training rural based parents from Wai Taluka to manage and educate their mentally retarded children. The major goals of study were setting up the services and whether they participated in the programme of services. The study given us an understanding of willingness and readiness of parents of mentally retarded children (rural based) to accept training and managing programmes for their children.

**Shyamala Chengappa (1989)**, aimed to study address the problem of speech and language patterns of cerebral palsied children. This study highlighted various deficiencies and deviances in terms of speech and language behavior of cerebral palsied children.

#### **Methodology**

The nature of the research is qualitative and follows direct observation method. The sample of the two institutes Chetna and Jyotikiran of Lucknow has been taken, which are active in providing education to Cerebral palsy children, hence the sampling technique used in the study is purposive in nature.

This study has used a questionnaire as a tool and thus an observation table has been prepared to note down the information after collecting the data from these institutes. The questionnaire has also prepared

in such a way that one can know how the transaction of curriculum is been done.

#### **Finding and Suggestions:**

It has found through collected information that curriculum for these children is less than the normal children. And it is felt that the curriculum is heavy for these children. The teacher feels that syllabus needs improvement even though they find the present syllabus partially successful in making the Cerebral palsy child adjusted. Co-curricular activities and cultural programme are the essential part of the curriculum of these children suffering with Cerebral palsy. Language- English and Hindi, math, science and drawing are the main subjects taught to the elementary level student. The most important thing to be noticed that educational task in every class is different for different student matching with their needs and abilities. Function, in which Cerebral palsy children performs are also organized for the common public. Such programme helps in the emotional and social adjustment of these children. Such programme also creates awareness among the common man toward the abilities of these children.

Co-curriculum activities are planned in such a way which not only motivate them but also make them feel self confident for example fish catching game, in which some fishes of iron are kept in water and stick with a magnet on one side is given to the child and asked to catch the fish. The magnet attracts the iron fish and child feels that he has caught the fish and feeling develops in him that he too perform task with the perfection. It has been observed and found these institutes are open to accept their criticism in healthy way. To bring improvement in the curriculum they accept suggestion of the teacher and parents also.

It has emerged from the study that the curriculum of these children is same for everyone but it can be molded according to the abilities of Cerebral palsy children. The admission in these institute are given to those Cerebral palsy children who has fail in mild to moderate category irrespective of their age . Thus in same class there may be big age differences between any two children. The training of Cerebral palsy children of keeping themselves clean, drinking ,eating ,behaving in socially acceptable manner and guiding

the parents to handle these children with the same patience and in the same they are handled in the institute ,plays a vital role in developing a child as a self-dependent. Every act cleaning, eating, drinking and behaving in socially acceptable manner is a part of day to day life. The subject like language Hindi, English, Math, Drawing and G.K. are very useful in. Language helps them in understanding other.

If they can express themselves knowledge of math will help them in dealing effectively in society where nobody can cheat them economically. General knowledge makes them aware of everything. Drawing may also develop a sense of appreciation for the beautiful and colorful things. Co-curricular activities and cultural activities like singing, dancing etc. keep them in touch will art and society and develop their aesthetics sense. They can enjoy the latest songs and interact with other on its various aspects.

#### SUGGESTIONS REGARDING CURRICULUM

1. Curriculum should be more objective and precise to make it qualitatively improved. 2. Curriculum should

be in accordance with limitations of the Cerebral palsy .children. 3. Hobby courses should also be introduced, keeping in view the varied interests of the c.p. children 4. Content in the books should be presented in attractive manner viz colorful printing, colourful pictures 5. Content should be presented in logical and psychological sequence. 6. Language of the content should simple and easily understandable to these children. 7. Supplementary manual regarding the curriculum practices to the teachers should also be provided. 8. Curriculum should be flexible enough to make adjustable with the classroom requirements.

Instrument and aids are essential part of curriculum which may be include for better education for c.p.

1. Attractive and colorful teaching aids e.g. overhead projector, video, audio, cassette player etc. should be in schools and teachers should also be made acquainted with its user. 2. A big/sufficiently big playgrounds must be the school premises. 3. Various types of equipments necessary for facilitating the learning of Cerebral palsy children should also be here in the school.

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