

ACCESS TO TEACHING LEARNING MATERIALS AMONG THE GENERAL AND SPECIAL EDUCATION TEACHERS IN THE SCHOOL SYSTEM: A STUDY

Dr. S. K. Panneer Selvam

Abstract

Teachers are innovating and developing TLM according to the needs of the learners. Learners should be the center of instruction and learning. The role of teachers is to help learners to learn. Teachers have to follow the curriculum and provide, make, or choose materials. They may adapt, supplement, and elaborate on those materials and also monitor the progress and needs of the students. Materials include textbooks, video and audio tapes, computer software, and visual aids. They influence the content and the procedures of learning. The choice of deductive vs inductive learning, the role of memorization, the use of creativity and problem solving, production vs. reception, and the order in which materials are presented are all influenced by the materials. Teaching materials is a generic term used to describe the resources teachers use to deliver instruction.

Key words: Innovation, Instruction, Curriculum, Creativity, Influence.

INTRODUCTION

Teaching Learning Materials (TLM) are the supportive sources for the learners to learn the contents. Some of the TLMs are customized where as others are readily available in the markets. Teaching materials can support student learning and increase student success. Ideally the teaching materials will be tailored to the content in which they are being used to the students and the teacher in the class. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning. Teaching materials here refers to teaching aids used when teachers carryout their activities in class room such as chalk, writing board, charts, apparatus, specimens, concrete materials, photographs, pictures, maps, globes, cassettes, video recording, transparencies, projectors and computers. Every learning material we develop will be an asset for us. An investment of time or money in good teaching materials is an investment in good teaching. This study will focus on magnitude of availability and accessibility of teaching learning materials with the teachers who are interacting with the students including children with special needs.

OBJECTIVES

- To find out the availability of teaching and

learning materials in the class room for general and special education teachers.

- To find out the accessibility of teaching learning materials in the class room to teach the children.
- To find out the incidence of using the teaching learning materials in the class room by general and special education teachers.

METHOD

Survey method was adopted in this study.

SAMPLES

Purposive sampling 149 teachers consisting of 82 General Education Teachers from 5 different schools and 67 Special Education Teachers working in SSA Projects up to secondary level were selected for this study.

MEASURE

A questionnaire consisting of 28 teaching learning materials widely used in general education and special education programme is constructed and administered with the guidelines of scoring each items on Available and used frequently (2) Available but used rarely (1) Not available (0).

PROCEDURE

The tool was constructed and administered on the general and special education teachers working in public school by indicating their choice on each

items of Teaching Learning Material in the following manner Available and used frequently (2) Available but used rarely (1) Not available (0). The confidentiality on their response is promised by the author.

RESULT AND DISCUSSION

After collecting information from the teachers the scores were tabulated and interpreted for the study. It is learnt that the materials of Chalk and board, Chart & flash cards models, work book, poster and text are commonly available and frequently used by both general and special education teachers. Computer, laptop is available and frequently used by

the general education teachers where as ABL materials, mobility aids and sign languages are frequently used by the special education teachers. Pictures/Icons, graphics are rarely used materials by the general education teachers where as video, TV, tape, laptop, signature guide; adapted pencils are used rarely by the special education teachers. Braille, Abacus, mobility cane, sign language and ABL materials are not used by general education teachers. Whereas Computers, laptop, animation, graphics, film and slides are not used by the special education teachers. Films and graphics are not used by general and special education teachers respectively.

Table I: Access to TLM among the general and special education teachers Frequency distribution:

S. no	variable	Access to TLMs by the Educators			Access to TLMs by Special Educators			Total
		Not used	Rarely used	Frequently used	Not used	Rarely used	Frequently used	
1	Chalk board	0	3	79 96%		2	65 97%	149
2	Chart and flash card	6	0	76 92%	1	7	59 88%	149
3	Models	6	11	65 79%	9	19	39 58%	149
4	Video	71	5	6 7%	16	42	9 13%	149
5	Television	73	5	4 4%	16	32	19 28%	149
6	Film	77	5	0	39	22	6 8%	149
7	audio	58	10	14 17%	20	29	18 26%	149
8	Slide	67	4	11 13%	35	26	6 8%	149
9	Tape	51	15	16 19%	19	29	19 28%	149
10	Work Book	12	7	63 76%	9	18	40 59%	149
11	Poster	19	12	51 62%	29	22	16 23%	149
12	Text	10	01	71 86%	16	15	36 53%	149
13	Braille	57	04	21 25%	29	30	08 11%	149
14	Abacus	63	03	16 19%	27	24	16 23%	149
15	Mobility Can	75	02	05 6%	25	29	13 19%	149
16	Sign language	64	03	15 18%	12	23	32 47%	149
17	ABL	46	08	28 34%	09	08	50 74%	149
18	Mobility Aid	60	06	16 19%	23	18	26 38%	149
19	Book rest	47	08	27 32%	25	28	14 20%	149
20	Signature guide	19	28	35 42%	29	23	15 22%	149
21	stencils	40	22	20 24%	27	23	17 25%	149
22	Tripod pencil or pen	20	16	46 56%	23	23	20 29%	149
23	Computer	14	16	52 63%	25	23	19 28%	149
24	Adapted key board mouse	27	17	38 44%	35	19	13 19%	149
25	laptop	31	25	26 31%	28	28	11 16%	149
26	animation	36	30	16 19%	36	25	06 8%	149
27	Pictures/ Icon	20	41	21 25%	28	21	18 26%	149
28	Graphics	29	38	15 18%	60	7	0	149

RECOMMENDATION

Teachers working in the public school system need to understand the shift from using traditional materials to the innovated materials according to the needs of children with diversified in nature. The materials need to be explored by the teachers and the students as well to optimize the learning. Use of computer should be practiced by the special education teachers for successful mainstreaming. The management may give the liberty to explore and innovate the materials according to the needs of the diversified group of learning. In-service training may be organized to innovate and develop TLM to cater the diversified group of learners. There is a need to conduct more study in this area to innovate and develop appropriate TLM which is access to all categories of learners and the teachers.

CONCLUSION

Majority of the TLM which is used in the public schools are traditionally prepared in natures which are used regularly. The innovated materials which are available in the public school to teach the students with diversified needs are minimal and used rarely. Use of computer for teaching and

learning is more common with the general education teachers than the special education teachers.

REFERENCES

- Allwright, R. L. (1990). *What do we want teaching materials for?* In R. Rossner and R. Bolitho, (Eds.), *Currents in language teaching*. Oxford University Press
- HalilEksi (2008). A case study on the use of materials by classroom teachers, KasimYildirim *Educational Sciences Theory and Practice* 8(1) January 2008, 305-322
- Pisha and Coyne (2001). *Incorporating Universal Design for learning principles in to the class room design*.
- Prema P (2009). *Instructional and nurturant effect of Activity Based Learning An impact study in selected districts of Tamil Nadu*. SSA TN Report
- Santhanam.P (2005). *Remedial programmers for children with learning difficulties*. SSA TN Report.

■