
ACCESS TO TEACHING LEARNING MATERIALS (TLM) AMONG THE GENERAL AND SPECIAL EDUCATION TEACHERS IN THE SCHOOL SYSTEM

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Abstract: 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. Teachers are innovating and developing TLM according to the needs of the learners. The intension of this study is to find out the availability and accessibility of TLM with general and special education teachers in the school system. This study reveals that the customized materials are access to both general and special education teachers. The specific TLM or supportive materials are access to Special education teachers. The use of high technology like computer and laptops are access to the general education teachers.

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. 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. 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.

Materials in the typical general Education Classroom tend to be limited. Text books, work books and work sheets are the materials commonly available in the class room. Globe, Videos, soft ware and internet resources are rarely available with many of the class rooms. Braille texts, large print texts, CDs with Audio output, sign and symbols are the materials required

for children having certain limitations to learn the subjects. Universally Design Learning Materials gives students the multiple means of representation of concepts and multiple means of expression for the students to demonstrate what they have learned. Instruction is flexible and provides accessibility for all students.

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.

Review of Literature: HalilEksi (2008) conducted a case study on the use of materials by classroom teachers at primary education level. They stated that they carryout various activities for an efficient and effective education and teaching, the teachers use different materials in lesson in order to create a multi learning setting for students. They face many problems while using the materials. They also reported that the newly adapted education programme requires more material use. They also reported that the insufficient materials will create problem in future.

Nelson(2006) reported that every student needs and has the right to access the curriculum regardless of disabilities or differentiated learning styles.

Pisha and Coyne (2001) identified an approach called "Smart from the start" that is Universally Designed Learning Materials (UDL) should be part of the Curriculum Learning Environments and assessments

Prema P (2009) Conducted an impact study on instructional and nurturing effect of Activity Based Learning on selected districts in Tamil Nadu and reported that the ABL method of learning influences the children's overall academic performance , improvement in reading ,writing and numerical skills Rose Meyer &Hitchcock ,(2006) reported that the Alternative formats of basic materials can also be provided for students with disabilities. Such as Braille

text for students with Visual Impairments , large print text for students with low vision , and CD s with audio output for students with dyslexia

Santhanam.P (2005) conducted a study on remedial programmers for children with learning difficulties in Chennai ,Thiruvallur and Kancheepuram District of Tamil Nadu and reported that the intellectual capacity of the children with learning ability is significantly higher than those with learning disability. The children with learning disability show better academic performance after remedial programme. Awareness on remedial programme about learning disabilities to be conducted through print and electronic media

Aim and Objective: The main aim is to find out the accessibility of teaching learning materials to the general and special education teachers

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

Method: Survey method.

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.

Tool: 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) Refer - Appendix (A)

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. Refer Table I

From the table 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.

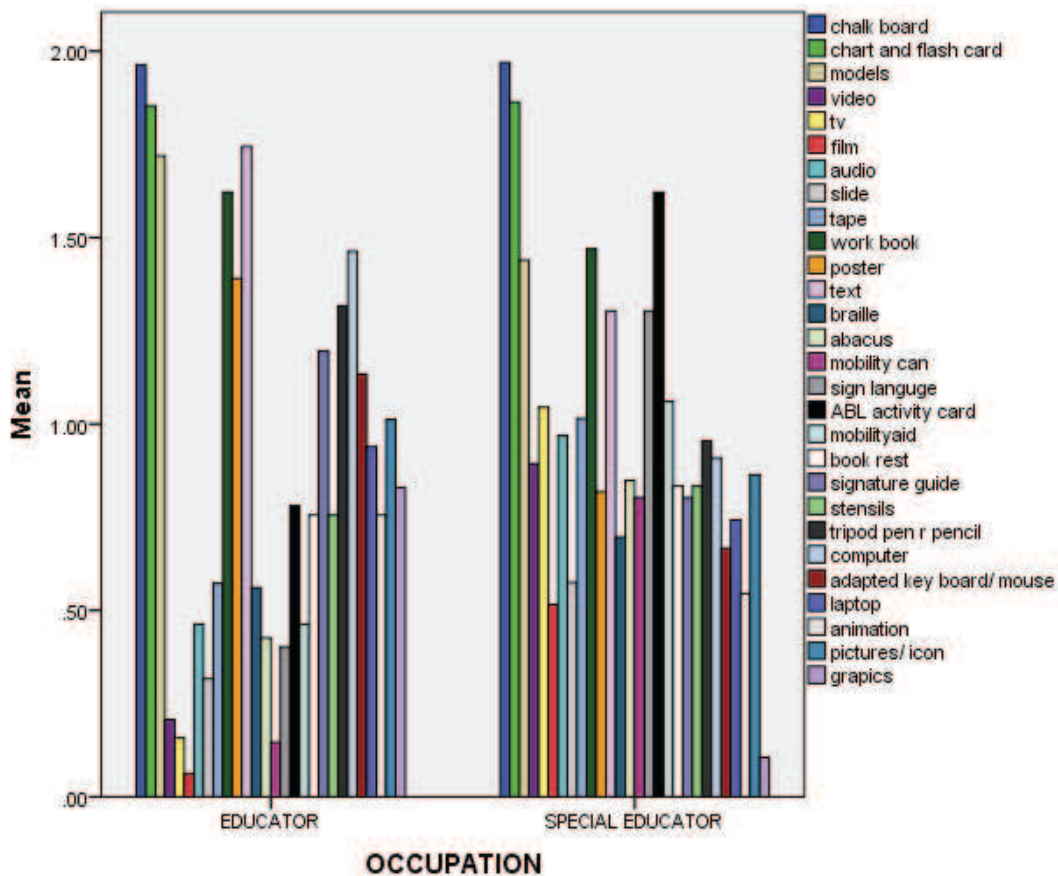
Braille, Abacus, mobility cane, sign language and ABL materials are not used by general education teachers. Whereas Computers, laptop, animation, graphics, film and slides are not used by the special education teachers. Films and graphics are not used by general and special education teachers respectively

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

Sl.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	44%	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	7186%	16	15	3653%	149
13	Braille	57	04	2125%	29	30	08 11%	149
14	Abacus	63	03	1619%	27	24	1623%	149
15	Mobility Can	75	02	056%	25	29	13 19%	149
16	Sign language	64	03	1518%	12	23	3247%	149
17	ABL	46	08	2834%	09	08	5074%	149
18	Mobility Aid	60	06	1619%	23	18	2638%	149
19	Book rest	47	08	27 32%	25	28	14 20%	149
20	Signature guide	19	28	3542%	29	23	15 22%	149
21	stencils	40	22	2024%	27	23	17 25%	149
22	Tripod pencil or pen	20	16	4656%	23	23	20 29%	149
23	Computer	14	16	5263%	25	23	1928%	149
24	Adapted key board mouse	27	17	3844%	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	2125%	28	21	1826%	149
28	Graphics	29	38	15 18%	60	7	0	149

Graph: Showing the result of access to TLM in the class room by General and Special education teachers.



The study shows that there is no significant difference in Accessing the TLM among the general and special education teachers except the use of signature guide.

Conclusion: Majority of the TLM which is used in the public schools are traditionally prepared in nature 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 assistive devices are found to be more common with special education teachers than the general education teachers

Use of computer for teaching and learning is more common with the general education teachers than the special education teachers.

Recommendation: Teachers working in the public school system need to understand the shift from

References:

1. 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
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Appendix: A

Accessibility of Teaching – Learning materials among the General and Special Education teachers in the school system.

Name of the school: Type Govt/Aided/ Management Class: No of Students:

Location: Urban/ Semi Urban/ Slum/Rural

Subjects: Tamil /English /Mathematics / Science/Social studies /Functional curriculum

Given below is the questionnaire to identify the accessibility of teaching and learning materials used in the class room for the purpose of study. Kindly go through the items and give 2 if the material is available and used frequently, give 1 if the material is available but used rarely and give 0 if the material is not available. There is no right or wrong in scoring the items. This information will be kept confidential

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

Sl No	Name of the Teaching Learning Material	Available and used frequently(2)	Available and used rarely(1)	Not Available (o)
1	Chalk Board			
2	Chart &Flash cards			
3	Models			
4	Video			
5	TV			
6	Film			
7	Audio			
8	Slide			
9	Tape			
10	Work book			
11	Poster			
12	Text			
13	Braille			
14	Abacus			
15	Mobility cane			
16	Sign language			
17	ABL activities Cards			
18	Mobility Aids			
19	Book rest			
20	Signature guide			
21	Stencils			
22	Tripod pencil /pen			
23	Computer			
24	Adapted key board /mouse			
25	Laptop			
26	Animation			
27	Pictures/Icons			
28	Graphics			

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