

A Study on Education for Exceptional Children in India

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Abstract:

Recent trends include deinstitutionalisation, mainstreaming and integrating exceptional children in the regular system of schools where the less restricted environment supports their growth and growth. Special educational services to educate and provide care for exceptional children are offered under several categories: residential school, day school, special classes, travel teachers, the teaching of resources, usually referred to as the cascade system, based upon their distinctiveness from the mainstream. Comprehensive attention and educational readiness with community and parent participation in porting systems and pre-school programmes are envisaged. Since the early 16th and 17th centuries, efforts have begun in the West and India towards the end of the 19th century to educate, care about and rehabilitate people with disabilities. In particular, rapid progress and challenges have been achieved only in the West and in India since the middle of the twentieth century in education for extraordinary children.

Keywords: Exceptional, Children, Disability, Education, Inclusive Education, Special Education, PWD Act, RCI Act, National Trust.

Introduction:

The Sustainable Development Goals were adopted with an emphasis on the education of children and young people with disabilities, especially in the South of the world. The desire to deliver on and leave none behind the promises of education has led to the dramatic increase in the traditional children's access to schools in many nations, who are now excluded from the formal system of education [1]. This study focuses on India, a country with a rich and progressive political landscape in which the number of children with disabilities in mainstream schools has increased dramatically. Recent data showed that, compared to the poor figure of less than 2% in 2001–02, sixty-one percent of children with disabilities between 5–19 years are visiting educational institutions. But it is not clear how these developments influence pedagogic processes in the classroom, teachers' awareness of increasing diversity, and student experience.

Special education denotes carefully planned education that satisfies an extraordinary child's special educational and connected demands [2]. The programme is recognised by its special quality, something uncommon and notable from the standard educational programme intended for non-exceptional youngsters. Special materials, special training procedures, special equipment, special assistance, and perhaps certain facilities may be necessary for special types of children with specific requirements. For instance, children with vision impairments may require large print or braille reading material. Auditory instruction, lip reading, etc. can be required for children with limited hearing. Children with an orthopaedic impairment may need wheelchairs and architectural barriers removed. Children with mental retardation may require skill training. Relationship services may be needed to efficiently use specialised educations, such as customised transport, medical and psychological evaluation, physical and employment therapy, and counselling.

Inclusion means that young people and adults are included in the mainstream society with disabilities and/or learning difficulties. Even schools contribute to build communities in which everyone is equally valued and has the same participation chances.

Exceptional children:

It is a challenge to educate remarkable children. The term "exceptional kids" means kids whose needs differ greatly from most kids in society [3]. Children deviate from the ordinary youngster insofar as they cannot be taught in regular schools. Special education refers to training that has been tailored expressly for the requirements of outstanding students. It comprises the design of the physical environment for a specific type of impairment in the teaching process in the classroom. Several names were used to define the exceptionality: under-normal, disabled, special, disabled, etc.

Impairment means bodily structure and appearance anomalies and, in theory, organs or systems function arising from any reason. Disruption is an organ-level disturbance.

Disability represents the effects on the functioning and activities of the individual of the impairment. Disability refers to a disadvantage or challenge encountered by a disabled individual during interaction with the environment. In one context, but not in another, an impairment may present a disability. This disability interacts with the adoption

of the surrounding person. Risk refers to youngsters whose development is regarded to be larger than usual, even while not currently identified as having a disability [4]. The word is frequently used to mean children and pre-school children who may face developmental problems later because of the conditions surrounding their births or their family surroundings. The word also means students who have learning issues in the regular classroom and hence are in danger of failure or being designated for special education services.

Extraordinary Children Types:

- Autism
- Mental handicaps
- Comportement- Emotional impairments
- Disabled visually
- Disabled listening
- Disabled speakers and linguists
- Orthopedic deterioration
- Multiple handicaps
- Suspension of development
- Disability learning
- The dowry
- Children with social disadvantages

Special education conceptualisation:

Special training involves a specially created instructor who addresses an extraordinary child's special education and related needs. The programme is recognised for its special quality, something uncommon and notable from the standard educational programme intended for non-exceptional youngsters. Special materials, special training, technical techniques, special equipment and special assistance and unique facilities for special groups of children with special needs could be necessary [9]. For example, children with vision impairments may need materials read in big Braille print. Auditory training, lip reading etc, can be necessary for children with hearing impairment. Children with orthopaedic disabilities may need wheelchairs and architectural barrier reduction. Children with mental retardation may require skill training. For the sake of efficient specialised training, related services, such as transport, medical and psychological evaluation, physical and employment therapy and consultation, may be required.

Special training involves a group of interdisciplinary professionals such as human, psychological, social and specialist educators or disability studies. The specialist instructor looks very carefully at the education of the pupils. The curriculum, that is, what is taught, differentiates special training from standard training. Even in special educational institutions that are not part of regular education, teaching self-help or training to read and write braille, for example, is a major element of the curriculum. The school system dictates the curriculum in special education for seriously disabled students. The school system dictates the curriculum in regular education.

Special education is an intervention technique that eliminates or at least reduces barriers to full and active participation in school and society by children living with impairments. Three main types of action are underway: Preventive action (restricted from possible problems from becoming a serious handicapped). Program for remediation (self-help skill through training or education). Efforts to compensate (fortified with skill what is lacking).

Special Education Principles:

The concepts of special education –

- Individual differences:

The qualities of each child are distinct. Individual differences and intra-specific differences are interwoven. In other words, some kids differ greatly from most in terms of education, and special education is needed to suit their educational demands.

- Null refuse:

Free and suitable education is required for all children with impairments. The system of schools has no option of accepting or denying a child for regular school education.

- No – discriminating assessment:

To ensure that they receive appropriate services, students who require special education must be accurately identified. Each kid must have a complete assessment before being tested for his/her cultural and language background in special education. An interval reassessment is essential to measure its progress and learning challenges.

- Education programme for individuals:

Students with particular needs need a personalised education programme in a resource room or a separate class for some part of the day in a regular school. This training must correspond to your current functional level and your particular requirements.

- Last restrictive setting:

Children with disabilities should be educated as far as feasible in the usual schoolroom alongside children who are not disabled. The ordinary classroom offers disabled children the least restricted environment.

- Owing to:

The appropriate course of action means that parents of children with disabilities have the right to assess the school system's efforts to identify and evaluate children with disabilities, to amend the school programme to meet the particular needs of those children, and to withdraw their children from school for a more effective programme, if they are not satisfied with the school programme.

- Parental involvement:

If parents actively participate in the educational programme for disabled children, special training can be made possible.

The international scenario:

The age of exclusion: the storey of an ancient society is almost guided by exclusion, i.e. the total removal and elimination by a wide variety of horrible methods, such as murder, mutilation, destruction, overrun, leave or retirement of people with disabilities from the main population. The exposure of deformed children assures they are taken into an unsure position outside the community and expire in a pit in the field or sink into a water stream. It's only a way of showing the gods. Their births represent the wrath of God.

- The age of admission to entertainment:

For beggars, prostitution and slaves, some of the handicapped children were used as merchandise. Many families and entertainment institutions such as circus firms started using the dwarfs as objects or jests for public entertainment and for other types of disabled youngsters. Under the 16th century, of a tower in the town hall, which was rightly named Idiot's Prison, those mentally delayed were detained in Hamburg, Germany. At the end of 1815, parents brought their children for public pleasure to London Bethlehem Hospital for Sunday trips, which were considered "Bedlam."

- The Age of the Ban:

The Church's rise as a religious body has contributed to a new tone in disability management and acts in the mediaeval period. In accordance with the Church, the leaders in Europe set exceedingly discriminating laws granting disabled citizens the right to heritage and prohibiting their creation, in the course of justice, of an act, a bargain, a note or a Will. Kings and priests, the biggest powers of the times, made impairing individuals nearly a subject of gross humour by banned them from taking part in civilian life.

- Sympathetic age:

In the second Christian era, disabled children were known as the unfortunate persons who were refused to live regularly because of Almighty displeasure against sin. It was a matter of pity rather than suspicion or entertainment today. The revolution of the Renaissance in Europe offered new optimism to the disabled.

- Isolated environments - special schools:

The spirit of the Renaissance led to many of the sincere measures for disabled people in special education. This formed some of the most important specific training in the late Renaissance period. Significant theories for the behaviour of various specialist education experts on the field of diverse illnesses such as audition, visual, and mental retardation have been found in Rousseau, Cadillac and Diderot. This was also concluded in successful specific training processes for education and training of the varied workforce with impairments in six distinct contexts across Europe, the United States and Canada. As a result, towards the end of the 18th century, specialist education for children with disabilities across Europe, including Canada and the US, was acknowledged as an area of educational activity, and specific educational schools were formed.

- Specific Settings- Special Classes period:

The early 20th century saw the beginning of a modern era in the development of exceptional/disabled schooling, characterised by the change in common and common schools from the segregated worlds in specific schools in specialised groups into the divided worlds [8]. It resulted from modern humanism paired with increasing demands on all students of conventional government-led schools for an equitable educational chance or supported and promoted by state funds, irrespective of their handicaps. The move from exclusion into integration from residential

(special institutions) children to public schools were recognised by the allies and the development of separate classes by the end of the 1920s and the promotion of permanent segregated sections in public schools.

- Included settings era – Standard classes:

The time for inclusive preparation in the standard classrooms in public schools, i.e., in exceptional or average terms, is a reflection of the new age and the newest development of special education/disability culture. At the beginning of this period, the hope might be evaporated at the time of various schools in the 1970s.

Special or divided schools for talented/disadvantaged children continue to be liable for advancing discrimination as they do in special courses.

Unable to avoid social disgrace, children in special classes. Children in particular schools may not be provided with templates to practise and even to advance the social and other behavioural changes needed for life in groups.

Different distinct class situations strengthen a culture of disability that does not tend to enhance the actions of non-disabled children against their equivalents.

Internationally, multinational organisations, such as the United Nations and the World Bank, led the way towards inclusive education. UNESCO stated that the basic human right emanating from the Universal Declaration of Human Rights (1949) and the United Nations Convention on the Rights of the Child was conventional education (1989).

In March 1990, the World Conference on Education for All (EFA) was held in Jomtien, Thailand, under the fundamental condition that everyone could read. Youth and individuals with disabilities were accorded the right to education and the right to a formal education system. A mechanism of action on special needs education was established in June 1994 at the International Conference on Special Required Education in Salamanca by the Spanish government in collaboration with UNESCO, proposing that "Education policies at all levels, from national to local, allow children with disabilities to go to school, in other words to the neighbourhood [5].

Further World Bank research and OECD studies have indicated that the implementation of dual education schemes in common and special education is substantially less effective than the implementation of a single inclusive scheme. There are more inefficient results. In most nations, children with disabilities are becoming acknowledged as being entitled to training in their local traditional schools, and several reforms are in a way to achieve that goal. There is also little need to separate the public school system from students with impairments. Instead, educational courses, to meet the demands of all kids, have to be rethought.

The Indian scenario:

- Pre-independence time:

In the Vedic period, "ASHTAVAKRA" became a famous scholar due to the educational establishments, open to everyone (a persevering and serious instance of orthopaedic insufficiency).

The Rishis were renowned for being quite careful of their students, regardless of their social status and extraordinary or non-exceptional ability. They belonged to the company and trusted the notion of karma. As a result, they thought they had sufficient opportunities to exercise self-actualisation and do well in life for the disabled, the deprived and the sufferers in order to increase their performance in the next lifetime. Autistic children have been treated, cared for and educated in India through isolation, annihilation and captivity, mocking and amusement, witchcraft, compassion and shelter [6]. Some incidents involve abusing, mocking, and amusing underprivileged people. Disabled persons and people with disabilities were treated with sympathy and sanctuary. The governors such as Ashoka the Powerful and Brutal Bardhan, who continued to preach, were popular when they established hospitals and obtained shelter for the disabled and weak.

Despite the reigns of a few Muslim emperors in India, Mughals, including normal governmental funding and philanthropic flows for crippled people, continued. No specific arrangements for children with disabilities have been established in the region during the Indian culture period before British control was established.

In 1883 the first school for the special education of the deaf was established. In 1887 Amritsar began the first blind school. In 1901 Mysore opened the first blind and deaf school. The first Lahore government school with the "Emerson Institute for the Blind" was inaugurated in 1906. Although Ranchi was offering psychometric care in 1934, Bombay founded its first facility for those who were mentally disadvantaged in 1941.

Indeed, child education, including challenged children, was relatively marginal and nonexistent in India during colonial authority. Independence became India in 1947, with just 34 deaf institutes, three blind institutions and three institutions with mental disabilities.

- Period of post-independence:

The unique terms in Article 45 given forth in India's Constitution state that: "Free, compulsory and universal primary education should be available to all children under the age of 14." However, the first Education Commission (1964-66) was set up to guide the government in 'national education as well as the general principles

and policies.' In 1963 the Kothari Commission was created to guide the government. The Committee on Education considered the current facilities to be very short supply, with the inclusion and mainstreaming of children with disabilities as there were 115 blind schools, 70 deaf schools, 25 orthopaedic schools for the disabled and 27 mentally retarded schools worldwide.

The Indian government suggested in its initial National Education Policy of 1968 'Education facilities for children with physical and mental disabilities should be extended to provide for integrated programmes enabling children with disabilities to learn in regular schools.'

The Integrated Curriculum for Disadvantaged Children (IEDC) programme was launched in December 1974 under the old social welfare department to combine the National Policies on Education of 1968.

Education for persons with disabilities:

An exceptional child has some particular, peculiar needs that can only be fulfilled through special training as part of regular education [7]. That would be included.

- Instruction specially designed.
- Curriculum special.
- Installations specific.
- Sonderdienstleistungen.

- Special Directions:

A special baby can require special materials, training techniques, equipment or services; for example, large print or braille reading materials can be necessary for visually disabled youngsters. Hearing impairment includes education/learning tools for signature equipment. Talented children will need access to varied resources and the care of professionals, while they will require smaller and more organised groups to be psychologically unstable.

- Curriculum Special:

A specific curriculum has been developed for children with various sectors of excellence, such as mental retardation, docility, sordidness, disability, orthopaedic disabilities, cerebral paralysis, and cognitive and social issues.

Educational retrograde girls, disabled and gifted persons need unique facilities to optimise their growth. Specific educational facilities are needed to meet the personal and social needs of remarkable children.

Senior children should be given the opportunity to work as they can. A smart child is disregarded and uncompromising in a regular class. He retains his place in the class with little effort.

- Other types of equipment:

Services such as specific building characteristics, research materials and equipment are necessary for certain extraordinary youngsters. Special classrooms or all the special education are provided in the conventional classroom. Special lessons are crucial for backwards children since they need specific techniques of instruction.

- Special services: Special services:

These may be suitable for some good kids. Examples include physical activities, workplace rehabilitation, and continual treatment for youngsters with orthopaedic diseases. Routine vision and hearing examinations may be required for blind and deaf youngsters. Excellent children should regularly examine their success in learning through assistance.

The trainer will have difficulty establishing a learning technique suitable for all children of a daily type, including physically and mentally impaired children, talents (tall and high), and ordinary children.

These remarkable pupils enjoy not only special education but also benefit daily teachers

Education is the most powerful mechanism for improving social and economic capacity. All children with disabilities shall be supported by, at least, free and obligatory education of at least 18 years of age, in conformity with the spirit of Article 21a of the Constitution guaranteeing human rights education and Article 26 of the Persons with Disabilities Act 1995. 51 per cent of disabled people became illiterate, according to the 2001 Census. There is a fairly large percentage. The integration of persons with disabilities into the general education system is vital through comprehensive education.

- The Sarva Shiksha Abhiyan Government aims to ensure that by 2010, 6-14 years of age are available for all teenagers, including disabled children, to enjoy 8 years of primary education. The IEDC Scheme provides children with impairments between the ages of 15 and 18 years with free education.
- Under the SSA, disabled students offer a variety of educational possibilities, learning aids and resources, accessible aid, social programmes, etc. This incorporates online and online education through a method of curriculum, hybrid classrooms, distant learning, special schools, in-home education, a model for itinerant professors, corrective training, part-time courses, CBRs and vocational education as required.
- The EIDC system was introduced in various 12 institutions, including special educational services, books and paperwork, uniforms, travel, visually disabled reading allowances, hostel allowances, cost of equipment,

removal/modification of building barriers and financial support. • The EIDC scheme is provided by state governments, autonomous institutions and charitable organisations.

- The State would work together to recognise children with impairments properly through routine inquiries and to enrol and maintain them in the necessary schools before their schooling is completed efficiently. The government would strive to give the correct kind of learning material and books to children with disabilities, competent and responsive teachers, and welcome and open schools.

- The Indian government offers post-secondary students with impairments scholarships. The government will continue to finance and enhance its bursary coverage.

- Technical and skilled education facilities designed to instil and upgrade skills related to various production models are encouraged by adapting established institutes or rapidly establishing institutions in our regions. NGOs are invited to offer training programmes as well.

- Persons affected would have connections to universities, colleges, schools and other higher education institutions.

Conclusions:

The aim should be to integrate physically and mentally disabled persons as equal partners with the general community, to make them prepare for normal growth and to enable them to confront life with courage and trust. In this connection, the following actions will be taken:

i) The education of children with motor disabilities and other moderate disabilities is common to that of others wherever feasible.

ii) as much as practicable, special schools with hostels for the severely disabled children shall be provided at district headquarters.

iii) adequate measures would be taken to provide disabled people with vocational training.

iv) teacher training programmes, especially for primary school teachers, will be reoriented to address disabled children's distinctive challenges;

(v) Voluntary effort shall be encouraged in all available ways to educate the impaired.

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