

A Study on Special Education for Exceptional Children's

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Abstract – Education is simply a part of the overall education framework and progressive schools dedicated to an equal education for everybody are given. It is a versatile and independent child care scheme for special needs. This article presented a brief historical advancement of education for extraordinary children, preceded by the advancement, of Indian constitution, of many acts to educate and rehabilitate physically impaired children.

Identifying the interests of individuals with special needs and organizing suitable educational environments to take into consideration their needs is the best way for them to become independent and active citizens in their communities. There are numerous educational environments such as special education classes, special schools and mainstream classrooms in which students with special needs fulfil their educational needs. In standard schools, also known as comprehensive schooling, the schooling of children with special needs is the most common activity in this respect.

Keywords – Disability, Children with Disabilities, Special Schools

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INTRODUCTION

Every child has a right to education in a democratic country like ours. No child should be refused an education suitable to him / her irrespective of whether he / she is competent or otherwise competent. Both children should be welcome in the education system to address their diverse needs. Individual variations occur between children because of varying development or development stages. The bulk of the children decline in growth and development in the average or typical category, but these children vary markedly from the total or average population of children. These children are referred to as Extraordinary children or special needs children. In this unit we will address first of all an outstanding boy, the forms and the different training services for exemplary children. This is accompanied by unique training services provided to these children on the basis of their extraordinary existence. Finally, we will explore the principles of diversity and inclusion of the curriculum of all children with special needs. This unit then includes a segment on the outstanding kid in school as how be treated etc.

EXCEPTIONAL CHILD

A child who deviates so greatly from the usual or ordinary child physically , mentally , emotionally and socially, that the child does not achieve the greatest value from the standard school curriculum and needs improvement in school activities and facilities, or

needs special education services or alternative education and services to allow it to grow to the child's wife. A child starts to show exceptionality from birth or during the stages of development, since the child runs ahead of others or lags behind as regards the development and growth of various scales, including physical , behavioral, emotional, social and moral issues, in the academia, in the school, in the comportment and in the advertisement setting. An extraordinary child has some needs such as those of the average child, and has certain additional needs, which are important to the specific category of exceptionality of the child. Because the infant has such medical needs, it is sometimes considered a child with special needs.

TYPES OF EXCEPTIONAL CHILDREN

All children experience variations in their physical characteristics (e.g. shorter, stronger) and learning ability (e.g., some easily understand and can remember and use the learning in different circumstances. Some continue to practice repeatedly, and struggle retaining and generalizing recently learned awareness and skills.

However, the physical characteristics and/or instructional skills of certain kids vary considerably from the average, either below or beyond, that an individualized special education curriculum and

associated resources are required to allow full use of education.

The word "extraordinary boy" encompasses both those children with academic disabilities, as well as those with such superior success that it is important to change the programme, technique and teaching to help them reach their potential.

Exceptional children are an expansive word for kids with learning and/or behavioral difficulties, for kids with physical challenges or sensory disabilities, and for children with an academic ability or a special talent. The phrase autistic students are more limited than gifted pupils, since it does not involve talented children. Learning several similar meanings descriptions can make you grasp the extraordinary principle deeper.

Though the words impairment, inability and inactivity are used interchangeably often, they are not interchangeable.

Impairment relates to the absence or diminished function of a single body part or organ (for example, missing limb). A disorder occurs where an illness reduces the potential of an individual to conduct such activities in the same manner as other individuals, for example by driving, hearing, adding a row of numbers. A disabled person is not recognized as being disabled whether or otherwise impairment contributes to educational, family, social, occupational or other issues. For example, if a child who loses his / her leg learns to use a prothesis limb and therefore performs without difficulties in and out of school, she is not disabled, at least for her working circumstances in the physical world.

Disability applies to a difficulty or a limitation that an impaired individual faces as he / she communicates with the world. In one area, but not in another, an impairment can pose an impairment. When the kid with a prothesis limb is playing against non-disabled basketball players, they may be disabled (i.e. disadvantaged) but they may not have an impairment in the school room. People with disabilities often face disabilities which have little to do with their disabilities but who arise from derogatory behaviors and misbehavior by those that unfairly limit their participation and their opportunity to engage entirely in classes, employment or group events.

The word "disabled" is meant to be the product of a game that requires a "cap in the side," which has the contemporary sense to offer additional weight (a handicap) to stronger players to "level" a field of play and to raise wager. Sadly, the term conjures up the negative picture of a street-boggling individual with disabilities. In certain situations, nowadays, "the individual with impairment" instead of using the word "handicapped" is the preferred term.

Risk refers to children that have a more than normal chance of contracting an illness but who are not actually classified as having a disorder. The word is also used by babies and pre-school children who may be presumed to undergo behavioral difficulties at a later point owing to birth and home circumstances. The word is often used to apply to children that have academic disabilities in a normal classroom and either face regression or are classified for special education services.

Any excellent children share similar facial features and/or behavioral habits. These functions fell into the following extraordinary categories:

- Mental pause (developmental disability)
- Disabilities of literacy
- Disorders of emotion and behavior.
- Autism
- Disorders of expression (speech and language)
- Defects in listening
- Vision limitations
- Impairments of physical and health
- Traumatic brain injuries
- Multiple handicaps
- Special talents and talents

As previously mentioned, each infant varies in its specific characteristics across a spectrum. Exceptional children vary greatly from average children who need an individually structured educational curriculum. In other terms, special treatment is required if treatment is to be taken maximum advantage of.

It is a fallacy to assume that there are two distinct kinds of adolescents, namely outstanding adolescents and normal children. Exceptional kids are more like most kids than different. Nevertheless, an outstanding kid varies from his autistic peers in essential respects. And if we understand these variations and how we react to them can profoundly affect the progress of the child at school and beyond. Remember these important points when reading and talking about the extraordinary children mentioned in this text and the unique services that support them.

The word "Exceptional" actually is an umbrella term that incorporates several separate classes of children and each category has different standards of abilities. These are the styles of extraordinary or deviant children's classes.

- Doubled, artistic community
- Mentally or neurologically, with or without a physical or orthopedic disability.
- Handicapped auditory (visual and hearing)
- Disabled voice.
- Impaired physically.
- Economically poor or (disadvantaged)
- Disabled literacy.
- Late learners or backward academically.
- Impaired physically.

The mentally exceptional children comprise two broad categories, each with distinct characteristics. On the one side, children with strong academic capacity are intellectually superior and on the other, children who are referred to as slow-motioned learners and mentally handicapped or mentally disabled children.

THE INTERNATIONAL SCENARIO

The age of Exclusion: The history of the care of impairment / exceptionality in ancient society is almost governed by the theory of exclusion, i.e. Totally remove and eradicate individuals with disabilities from the general populace with a variety of horrendous steps such as murdering, mutilating, destroying, exceeding, leaving or withdrawing from the scene. The exposure of deformed children ensures that they are brought beyond the community to an uncertain position and expire in a pit in the field or sink in a stream of water. It is just a means to show them to the gods. Their births are the symbol of gods' wrath.

The age of acceptance as a subject to Amusement: Some of the disabled children were used for beggars, prostitution and slaves as goods. Many families and entertainment institutions like circus companies started to use the dwarfs as objects or jesters for public entertainment and other kinds of children with deformities and disabilities. In the 16th century, mentally retarded people in Hamburg (Germany) were imprisoned in a tower in the town hall, correctly called Idiot's Prison. Even at the end of 1815, parents brought their children to the London Bethlehem Hospital for Sunday trips, regarded as "Bedlam," for public enjoyment.

The age of Prohibition: In the mediaeval era, the emergence of the Church as a religious entity contributed to new tones in the management and actions of disabilities. In accordance with the Church, the rulers in Europe have laid down very discriminatory laws that grant disabled individuals

their right to a heritage and prohibit them from creating an act, a deal, a note or a will in the course of justice. The greatest powers of the times, kings and clerics, made impaired people almost a matter of coarse humor by forbidding them to have a part in civil life.

The age of Sympathy: In the second era of Christian times, children with disabilities were known as the wretched people who were refused the ability to live regular lives because of the Almighty's indignation at committing sins. They were now rather a question of sympathy than of suspicion or entertainment. The Renaissance Revolution in Europe gave the disabled people the new age of optimism.

The period of Isolated Settings – Special

Schools: The Renaissance spirit gives rise to much of the sincere steps in special education for the persons with disabilities. This has formed some of the prominent special education in the late Renaissance era. The key propagators of this trend, Rousseau, Cadillac and Diderot, offered important theories for the behavior of several special education leaders in the area of multiple disorders, such as auditory, visual and mental retardation. This also culminated in successful special training procedures across the six different environments throughout Europe, USA and Canada for education and training of the diversified workforce of disabilities. As a consequence, towards the end of the 18th century, special education was recognized as an education field and specific educational schools were developed for the various classes of children with disabilities across Europe, including Canada and the USA.

The period of segregated Settings- Special

Classes: With the dawn of the 20th century, a modern period in the development of exceptional / disabled schooling started, formed by the change from the segregated worlds in special schools to the divided worlds in special groups in common and standard schools. It was a product of a modern humanism combined with the increasing demands for an equitable educational opportunity for all children in the normal government-run colleges, or subsidized and sponsored by public funds, regardless of their handicaps. The transition from exclusion to integration for students with disabilities from residential (special institutions) to public school – dated around 1910 with the promotion of permanent segregated classes in public schools, the emergence of segregated classes was enthusiastically accepted, and by the end of 1920s, it tended to meet these needs.

The period of Inclusive Settings – Regular

Classes: The time of inclusive preparation, i.e. for all citizens, be it extraordinary or average, in the standard classes in public schools reflects the new age and the latest evolution in special education /

disability culture. The beginning of this period can be dated back to the 1970s with the evaporation of optimism around the period of different schools.

Divided or unique schools for gifted / disadvantaged students remain in the same manner liable for the advancement of discrimination as they do in special classes.

Children who enter special classes cannot avoid societal shame. In special schools, children may not have templates to practice and to advance even the desired social and other behavioral change required for life in group environments.

Different unique class cases reinforce a culture of disabilities that do not tend to make desirable improvements to the actions of non-disabled children against their disabled equivalents.

Internationally, the road to inclusive schooling was under the guidance of international organizations such as the UN and the World Bank. UNESCO argued that conventional schooling is a fundamental human right deriving from the Universal Declaration of Human Rights (1949) and the United Nations Convention on the Rights of the Child (1989).

In March 1990, in Jomtien, Thailand, the World Education for All Conference (EFA) was organized on the basic premise that all should have the ability to read. The right to education and the right to be part of the formal education system were given to adolescents and people with disabilities. The World Conference on Special Required Education in Salamanca, hosted in June 1994 by the Spanish Government in cooperation with UNESCO, introduced a mechanism for action on special needs education by proposing that "Education policies at all levels, from national to local, should allow for children with disabilities to go to the neighborhood school, that is, to school.

'Further studies by both the World Bank and the Organization for International Cooperation and Development (OECD) has found that the implementation of dual ordinary and special education schemes is much more inefficient than the implementation of a single inclusive scheme. In most countries the right of disabled children to undergo instruction in their local conventional school is gradually recognized, and various reforms are in progress to accomplish this aim. In addition, there is little need to divide children with disabilities from the public-school system. Instead, school programmes must be rethought to address the demands of all pupils.

THE INDIAN SCENARIO

Pre-Independence Period:

In the Vedic period "ASHTAVAKRA" (a persistent and serious case of orthopedic insufficiency became a great scholar because of the education facilities which are open to everyone regardless.

8 The great Rishis as teachers (gurus), regardless of their social standing and exceptional or non-exceptional capacity, were known to give fair care to their pupils. They belonged to the firm and trusted in Karma principle. Consequently, they were of the opinion to offer disabled, deprived and sufferers enough chances to practice the art of self-actualization and to do well in life in order to boost their performance in their next life span. The treatment, care and schooling of autistic children have gone through stages or times of isolation, extermination and capture, mockery and entertainment, witchcraft, compassion and asylum in India. There are cases in which disadvantaged persons are abused, mocked and amused. The handicapped and the disabled were handled with sympathy and asylum. A significant element in encouraging humane care for Lord Buddha and Mahavira, the propagators of the Buddha and Jayna doctrines. The rulers like Ashoka the Mighty, Brutal Bardhan, who pursued their preaching achieved great popularity while setting up hospitals and receiving asylum to the handicapped and weak.

The conventional state finance and charitable flow for disabled survives in mediaeval India despite the regimes of several Muslim kings, including Mughals. During the period of Indian culture, there is no proof of any special arrangement for disabled children before the establishment of British rule in the region.

The first school was set up in 1883 for the special education of the deaf. The first blind school was started at Amritsar in 1887. The first blind and deaf school in Mysore opened in 1901. The first government school in Lahore opened in 1906 with the "Emerson Institute for the Blind." Though psychometrical care facilities at Ranchi became available in 1934, Bombay's first home for the mentally retarded was established in 1941.

In fact, under colonial rule, the education of children, including disabled, was quite marginal and negligible in India. In 1947, India became independent; we had just 34 deaf institutions, 32 blind institutions and 3 mentally disabled institutions.

Post- Independence Period:

In India's constitution, the special conditions laid down in Article 45 that "all children under the age of 14 should be provided with free, compulsory and universal primary education." Nevertheless, the first Education Commission was established in 1964: Kothari Commission (1964-66), which was established to guide the government "in terms of national education and of general values and policies." As there were 115 blind schools, 70 deaf

schools, 25 orthopedic schools for the impaired and 27 mentally retarded schools in the entire world, the Education Commission thought that the current facilities were very in short supply and thus proposed playing with the inclusion and mainstreaming of the disabled students.

In its first National Education Policy of 1968, the Government of India proposed "Education facilities for physically and mentally disabled children should be expanded and efforts should be made to establish integrated programmes which enable children with disabilities to learn at regular schools."

In an effort to incorporate the 1968 National Policies for Education, the Integrated Curriculum for Disadvantaged Children (IEDC) initiative for accepting children with disabilities in normal schools was initiated in December 1974, under the former Department of Social Welfare.

EDUCATION FOR PERSONS WITH DISABILITIES

An exceptional child has some special and unusual needs which can be met only through special education as part and parcel of the general education. This would involve.

- Specially designed instruction.
- Special curriculum.
- Specific facilities.
- Special services.

Special Instructions

Specific materials, instruction methods, appliances or services may be required for an extraordinary infant, as for example, visually handicapped children may need large print or braille reading materials. Hearing deficiency includes instruction / learning aids in signing devices. The mentally unstable will require smaller and more organized groups, whereas talented and creative children will need access to different resources and may need the supervision of professionals.

Special Curriculum

A special programme is tailored for children with diverse fields of exceptionality such as mental retardation, docility, sordidness, disability, orthopedic handicaps, cerebral paralysis, cognitive and social difficulties.

Educationally backward girls, people with disabilities and gifts require specialized facilities for their optimum growth. Specific teaching facilities needed to

accommodate outstanding children's personal and social needs.

Superior children should be offered the chance to work according to their abilities. In an ordinary class a brilliant kid feels overlooked and demotivated with no commitment. With minimal effort he will retain a place in the class.

Other Types of Facilities

For some exceptional children, such services such as special building features, research materials and equipment will be needed. In the standard classroom, special classroom or in combination of all the special education will be provided. For backward children special classes are important since they need particular teaching methods.

Special Services

These may be appropriate for certain excellent children. For example: children with orthopedic disorders include physical activity, occupational therapy and continuous health treatment. Blind and deaf children can need routine vision and hearing tests. Any outstanding children ought to review their success in learning by intervention on a periodic basis.

The instructor will have trouble in designing a learning approach appropriate for all in a daily class of various types of children including handicapped (physically and mentally), talented (high and high) children and ordinary children.

Special education not only benefits these extraordinary students, it also benefits everyday teachers

Education is the most powerful social and economic capacity-building vehicle. In compliance with the spirit of Article 21a of the Constitution, providing education as a human right and Article 26 of the Persons with Disabilities Act, 1995, all children with disabilities shall be supported with free and compulsory education up to the age of 18, at least. According to the 2001 Census, 51% of individuals with disabilities became illiterate. There is a rather big proportion. The mainstreaming of disabled people in the general education system by comprehensive education is important.

- The Government's Sarva Shiksha Abhiyan (SSA) aim is to provide all adolescents, including children with disabilities, with 8-year primary schooling by 2010, for 6-14 years of age. The Integrated Education for Disabled Children (IEDC) Scheme provides free education to children with disabilities aged 15 and 18 years of age.

- Under SSA, students with disabilities offer a range of instructional opportunities, learning aids and resources, accessibility assistance, social programmes, etc. This involves education by way of an online and online curriculum method, hybrid classrooms, distance education, special schools, home-centered education, a model of itinerant teachers, remedial training, part-time courses, Community based recovery (CBR), and technical education when necessary.
- The IEDC scheme introduced by State governments, Autonomous bodies and charitable organizations offers 100% funding to different 12 establishments such as special teaching services, books and paper, uniforms, travel, visually disabled reading allowances, hostel allowances, equipment expenses, removal / modification of building obstacles, buying help financial assistance.
- The Government would strive together to properly recognize children with disabilities through routine surveys, enrolling in relevant schools and maintaining them before their schooling is effectively completed. The Government would endeavor to provide children with disabilities, qualified and responsive teachers, open and welcoming schools with the right kind of learning material and books.
- The Government of India offers scholarships for post-school students with disabilities. The government will continue to fund and extend its coverage of scholarships.
- Facilities for technical and skilled education aimed at instilling and upgrading skills relevant to different styles of production operations are being promoted through the adaptation of established institutes or through the rapid establishment of institutions in unserved / unserved regions. NGOs are also encouraged to provide vocational programmes.
- Affected individuals would have links to higher and vocational colleges, educational schools and other institutions of higher learning

ISSUES IN SPECIAL EDUCATION

In view of these considerations, we propose that a variety of challenges, which experience and studies in other areas of the world indicate may affect the effectiveness of efforts to render education systems more egalitarian, be considered. This is the following.

Legislation

Efforts ought to be taken to ensure the obligation to adapt to pupil diversity is emphasized in all education laws. Examples from active countries should be considered, not least since certain regulatory methods in some countries have proven to be unsuccessful. Particularly attempts to pursue more egalitarian policies should be mirrored in the overall curriculum and appraisal policies, as in the changes under way in Hungary at the moment. It is also crucial that policies are implemented which explain the potential roles of people who function in specialized contexts and services. Otherwise, the odds of certain groups behaving in ways that deform or even obstruct potential changes are high.

Practice

Pilot studies demonstrating how schools can be built to target students with various characteristics were found to be helpful in promoting creativity and can also help train individuals who can then use themselves to guide the implementation efforts. It is beneficial that these programmes take instances of local public practice as a starting point. The goal is to develop schools in general, which will help all children by linking the ideas of equality and excellence in the way the Salamanca Declaration implies. It may also be responsive here to align responses for children with disabilities with other vulnerable people, not least children from the different minority groups, in current arrangements.

Teacher education

The belief that educational changes of every type are focused on the teachers' ability and trust in bringing ideas into their classrooms is firmly endorsed. Simply stated, until teachers became political creators in their classrooms. Consequently, non- and in-service teacher instruction has an important part to play in promoting change. The research findings indicate more specifically the significance of school staff development, including arrangements for "peer coaching" between teachers who promote experimentation with new classroom practices. Such methods could be fresh for certain countries in the area and may need a solid implementation plan.

Support

Given what we know about the challenges emerging in attempting to reform education processes, mobilizing all available aid capital behind all proposed developments is critical. Experience in other parts of the world points to the value of community involvement, particularly parent involvement. It is therefore important to provide preparation and resources for people who are likely to lead those programmes, including psychiatrists and speech therapists, whose practice has a significant effect on the availability of child services.

CONCLUSION

Where appropriate, the education of children with motor disabilities and other minor delays would be common to that of others. For seriously handicapped students, special schools and hostels would be given, as far as practicable at the district headquarters. Adequate plans would be made to provide the disadvantaged with technical training. Teacher preparation systems will be reoriented, especially for primary school teachers, to resolve disabled children's unique challenges and volunteer work in order to educate disabled children will be supported in any possible way.

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