



ROLE OF SPECIAL EDUCATOR TEACHER SPECIAL EDUCATION FOR A SUSTAINABLE FUTURE

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Abstract- The Present research Proposal aim to investigate the role of Special educator teacher special education for a sustainable future. Special Schools : In special school students are admitted according to t in their ability, criteria of handicaps and impairment. The school impart instruction taking into view the trained and selected teachers. The system of education are feasible in residential schools. Some schools in metropolitan cities are taking this responsibility to make the children more useful for the society. Even now a days the Navodaya Vidyalaya in our country have taken a challenge in experimental basis to admit the superior children of rural and urban areas in their institutions. Besides, the visually, impared, hearing impaired, speech defectives and mentally retarded can get suitable education with the assistance of technological aids, equipments and other necessary provision. For the disabled children the physical plant of the school is made more congenial to suit the individual child with his handicaps. The education imported to the varied groups is considered from the general as well as vocational aspect to make them a more useful citizen of society. Special education is a modified programme which involves some unique tools, techniques and research efforts in improving instructional arrangements to meet the need of exceptional children. It is not a total different programme which is assigned for the normal children. But it adds a sort of design proposed to assist the gifted children, physically and mentally handicapped and socially retarded children. As it is a planned and systematically mentioned arrangement, majority of average children are not grouped into this category of education in sustainable future. Special education can be provided in general schools with some Special education can be provided in general schools with some special arrangement or in special schools the early history of special education was largely a history of separate schools; especially for children who were blind or deaf, whatever the problem, the solution was to put the child in a class with other children having similar problems. This was nothing but to exclude the handicapped from the main stream of the society. Thus separate, became only one of the meanings associated with special education. But as society's response to the handicapped began gradually to shift away from education critics of special classes, began to express doubts and there came special education. In accelerating the special education programme, extra time may be devoted by the same teacher or by an expert in the concerning field when a project is taken for a delinquent child the child may be directed 3 to attend his regular classes. He should also participate all the curricular and co-curricular activities carried out by the school. In addition to this he may be assigned with extra consultation hours in the school with the counsellor or school guidance officer or with the specific teacher to go through his special problems. The children with some difficulties may be included in this class but there is no necessity for the ordinary children to attend it With such kind of designed programmes the exceptional children achieve a great deal success in their personal and academic endeavours children with special needs.

keywords- Special education, Special school, Special class room, NPE 1986 and the Programme of Action Relating in special school, Sustainable future.

1)INTRODUCTION: children with special needs in some people claim that children with mild learning and behavioural disparities who may present some problems to some teachers in the class, as some times, it is difficult to decide, in a hairsplitting manner whether a child can not read because he was an injured brain or that he had his brain injured and that is why he might be sent to special schools or classes. The teacher may not anticipate to get a clear-cut labelling to dictate the exceptional children always but moremixed grouping rather than clear cut and perpetually isolated categories may come to his notice. In U.S.A the estimated prevalence of exceptional children for special education is approximately 13.5% of the school going children between the eyes of 5 and 19 years out of which there are estimated to be 3% gifted or creative with their superior cognitive abilities and 10.5% are handicapped children out of these 10.1/2% handicapped. The trainable and severely mentally retarded are 0.8%, 1.5% are the educable mentally retarded children 2% are the emotionally and socially disturbed or maladjusted, 3.3% have speaking and language problem, 6% are the deaf are partially deaf children, 0.1% have visual difficulties,i.e. blind or partially blind, 0.5% are psychically crippled or disabled and 1.5% are noted to have reading or writing difficulties. Out of this 10% who are educationally handicapped, 1.5% are noted to be severely disabled, out of which 0-1% are totally blind, 0.05% are socially maladjusted are 75% are severely retarded in mental capacities and 1% are noted to have severe cerebral pals palsy. In a study published by UNESCO the percentage of children receiving special education in 15 countries are given as under. 8.5% sweden, 4.67% Denmark, 3.98% U.S.A 3.47% Israel, 3.42% Canada 2.61% Netherland, 2.06% Czecho slovakia, 1.88% France 1.45% Newzealand, 1.24% Hungary, 1.15% Itally, 1.08% England, 0.8% chile, 44% U.S.S.R, By 18/4 U.S.A itself there were a million children receiving special education where as in Canada they were no teed to be 120 000 Keeping in view that human nature is the same all over the world and taking the figures of the extent of the different types of the 5 exceptional children in U.S.A. where the population is estimated to be about 24 crores and the school population of children near about 6 crores between the ages of 5 and 12 years. We in this Country where the total population is approximately 60 crores, i.e. 25 times the population in the U.S.A could think that there were 15 crores of school going children of the ages from 5 to 19. The figures of the various categories of the exceptional children in this country on the above basis then could be something as given under, although these figures are just tentative and can not be claimed to be very exact, but these figures given an idea or the extent of the problem we have of the exceptional children in this country.

1. Gifted children 50,000.
2. Severely mentally retarded (the idiots 75,000 and the imbeciles 11,25000) 12,00,000.
3. Monons or the mildly mentally retarded 22,50,000
4. Totally blind 15,000
5. Partially blind 1,35,000
6. Deaf 1,25,000
7. Partially deaf 13,75,000
8. Socially and emotionally mal-adjusted or delinquents 27,50,000
9. Crippled or disabled 6,00,000
10. Cerebral palsied 1,50,000
11. Language and speech defectives 5250000.

2)Objectives of the Paper- 1)To develop motivational patterns in the handicapped that will produce achievement in school. □

2) To develop a realistic self-concept in handicapped children. □

3) To reach the maximum level of effectiveness in school subjects.

3)Need and Importance of the Paper -The special educational facilities for the exceptional children should be provided make the adjusted in their personal and social lives. * Features of Need and importance : □ The special education helps both the average children and exceptional children in special classes. □ Sometimes the hearing impaired, visually impaired, orthopaedically handicapped and mentally retarded need special treatment. So special education helps them to keep pace with the academical activities are with their environment. □ Special education is not only useful the exceptional children it assist the teacher to know the leaders and their learning.

4)Features of Need and importance : 1. The special education helps both the average children and exceptional children in special classes. 2. The gifted children are not satisfied in the normal classes. They do not and scope to exercise their cognitive abilities. They also feel the tasks very easy and complete it very soon than others for which they show behavioural problems. But their talent is daly recognised and the development of skills and potentialities take their full shapes while they are included in homogenous groups with a special treatment. 3. Sometimes the hearing impaired, visually impaired, orthopaedically handicapped and mentally retarded need special treatment. So special education helps them to keep pace with the academical activities are with their environment. 4. Special education -is not only useful the exceptional children it assist the teacher to know the leaders and their learning difficulties 5. Special education stimulates the children to participate in different co-curricular activities. This type of involvement provides the children to highlight their leadership qualities and creative urges. 6. Special education tends the children to a fresh their intellectual abilities and know the various streams of knowledge, which they feel difficult in normal class situation. 7. Due to facilities including special building features special equipment and special literary materials, special education prompts the children to be more motivated. It develops readiness and cowardness in learning. 8. As the different personals like teacher educators, consultants, psychotherapists, speech therapists and others are involved in this

special education programme the learning becomes more meaningful and permanent. It wipes out the various emotional problems of the children and make them more alert and quick in their thinking process. 9. Special education helps teacher to implement new methods, procedures tools and techniques in educational situations. 10. Special education condemns the interiority complex among the children. They also get more freedom to work together and achieve their goals.

5)Methodology or data Source- The NPE 1986 and the Programme of Action Relating to Special Schools,The National Policy of Education, 1986 has given emphasis on the education of the handicapped children. The following steps for he education of the handicapped are suggested in the POA. Establishment of special schools,Special schools will be established at the district and sub-district levels. It was felt that composite special schools may be established to start with. This decision is based on the geoscatter of the population oflocated at distant places, sharing of specialist staff like therapists and psychologists to support the educational efforts, utilisation of vocational centres, for pre-vocational and vocational courses of the children in school as well as for post-education rehabilitation courses, meeting the needs of multiple handicapped children and the economic viability criteria. It was however felt that in a particular district if the number of children in a particular disability becomes large enough (60-70), separate special shoos for that area of handicap can be established at later stage. In the composite special schools the children with different hancaps will be educated in different departments group class rooms.1.4.3. Training of teachers : Assuming that each special shool will require 8-10 special teachers, about 3500 4000 special teachers will be required during the current plan. Training of special teachers disability rise has to taken up immediately if the proposed special schools at district head quarters have to go functional at the suggested speed. This task of training 10 teachers is in additional to clearing the backlong of untrained teachers in special schools. Modification of curriculum : The curriculum of these schools should be modified taking into account the specific learning problems arising out of a particular handicap. For examples, limitation of blind child for science practical and limitation of the deaf child to study more than one language needs to be adjusted in the curriculum. Caurion should however be exercised that these children should not miss the curriculum component that they can, Flexibility in examinations : Flexibility in Examinations is a most severely disabled children, Evolution guides and tools for educational assessment should be made available to these schools. NCERT which has the expertise in the technology of development of such tools and the National Institutes which have the expertise in disability may collaborate to produce this material.Use of technology the use of technology in special education should receive attention. It involves unification adjustment and adation of the equipment and material and programuters so that handicapped persons also utilise the opportunities available for other children. Strengthening of existing special school the existing special schools will be strengthened for increasing enrolment (wherever possible) and for improving effectiveness (800- 1000) Grants to special schools should be given on the same basis as to regular schools with adequate provision to meet with adequate provision to meet special needs of the disabled children.

6) Special Class : In an ordinary school the special education may be given to the students through special classes. In this classes the children remain more busy than their normal classes. Because the special classes are grouped according to the mental abilities. For example and the partially blind students in their special classes can learn the use of brailled and audio aids and some difficult concepts can be taught by the resource teacher. The hearing impaired and partially hearing impaired children know how to handle the electronic devices like audiometer and hearing aids. The orthopaedically handicapped gain knowledge how to adjust with normal peers and to their environment. The special classes may not be taken only by the resource teacher, the speech correctionist the physiotherapist, the occupational therapist the recreational therapists and the other specialists should be involved to give the specific directions required for the individual child when special class is taken ofr the disabled children more than to students should not be added to take the instruction by which each student can be well understood.

7)Special coaching : The modern society is going to be expanded in its various scientific and technological avenues. The disabled children adopt certain techniques to solve their day-to-day problems and adjustment difficulties segration. In another aspect may be viewed for special coaching which will prepare the child to pace with the normal children to face different competitive examinations in state and national level the modern education system is carrying on various tests and competitions to test their abilities in the fields of games, sports, education, science. Literature, mathematics and other co-curricular activities. Hence special coaching should be provided to the students on different curricular and co-curricular activities to make their talent awaken.

8)The NPE 1986 and the Programme of Action Relating to Special Schools-Establishment of special schools ,Vocational training centre, Training of teachers ,□ Training of Professionals ,□ Training of vocational teachers ,Modification of curriculum, Flexibility in examinations,Use of technology,Types of special education,Special Schools,Special Class □ Hobby Clubs □ Special Methods □ Different Projects □ Different

informal agencies, Special coaching, Efficacy of mainstreaming or integration of special education, The follow up studies of the products of special classes show that they lead a poor life and so some better alternatives are needed to prepare them for more successful living. Special classes cost more at least twice as much, Courts hold the ability grouping which is the basis of special classes is unconstitutional..

9) Role of the School -i) The teacher should be learned trained and of high moral character. ii) The interest and abilities of the children should be emphasised by the teacher in the school. iii) The lessons taught in the school by the teacher should be interesting and fascinating. iv) There should be provision well-equipped library to provide children text books, magazines, journals, story books and news papers. v) The school should provide health recreational facilities to the children. vi) Proper co-ordination should be established between homes and special.

10) Conclusion-The special educational facilities for the exceptional children should be provided make the adjusted in their personal and social lives. Features of Need and importance : □ The special education helps both the average children and exceptional children in special classes. Sometimes the hearing impaired, visually impaired, orthopaedically handicapped and mentally retarded need special treatment. So special education helps them to keep pace with the academical activities are with their environment. Special education is not only useful the exceptional children it assist the teacher to know the leaders and their learning the whole world is talking about sustainable in special education for children with special needs. one may argue ,follows an inclusive and non discriminatory pedagogy moreover ,its may be seen knowledge training and skills to the learner to make them productive in the sense sustainable special education would allow every human being to acquire the knowledge ,skills,attitudes and value necessary to shape a sustainable future. which in would brin long term benefits and welfare to all. it is worth mentioning here that the document entitled transforming our world:the 2030 agenda for sustainable

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