

ROLE OF TEACHING PATTERNS FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AND NEED OF SPECIAL SCHOOLS

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ABSTRACT

It is obvious that learners with Special Educational Needs ought to have special teaching methods for their educational needs to get fulfilled. Special teachers, specifically, have communicated a longing for general guidelines which will be useful to them in creating and completing an instructional program for retarded students. This guide has been produced trying to address this issue. What's more, it is trusted that the guide will be of some help to nearby school administrators and that it will provide guidance and a feeling of solidarity to the broad educational program for mentally retarded pupils. As the name of the guide suggests, it's anything but a point by point, through educational modules, but instead, an asset guide which gives a general edge of reference inside which every single special teacher can work. In this article we will analyze the needs for special teaching methods for learners with special needs and the need of special schools for their education.

I. INTRODUCTION

Special education programs in prior occasions were, in this way, vigorously reliant on intentional activity. The government's (Department of Education) activities after freedom were showed in the foundation of a couple of workshop units implied principally for blind adults. These units later included individuals who were hard of hearing, physically weakened, and mentally retarded. While a few arrangements existed in the States, it was viewed as the best course to help and empower intentional associations officially working in the field [1].

II. LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

In India a learner with SEN is defined variously in different documents. For example, a child with SEN in a District Primary Education Programme (DPEP) document is defined as a child with disability, namely, visual, hearing, locomotor, and intellectual (DPEP, 2001). However, the country report in the NCERT UNESCO regional workshop report titled Assessment of needs for Inclusive Education: Report of the First Regional Workshop for SAARC Countries (2000) states that SEN goes beyond physical disability. It also refers to...

the large proportion of children in the school age belonging to the groups of child labour are, street children, victims of natural catastrophes and social conflicts, and those in extreme social and economic deprivation. These children constitute the bulk of dropouts from the school system. The SSA Framework for Implementation covers

Children with Special Needs (SN) under the section on Special Focus Groups, While isolating children with handicaps from different groups like young ladies, Scheduled Castes (SC), Scheduled Tribes (ST), and urban denied children, it makes arrangements for these children under the section on SEN [2]. The Department of Education of Groups with SN in the NCERT itself starts programs for meeting the adapting needs of the crippled and the socially impeded and minimized, for example, the SCs, STs, and minorities. The term Special Needs Education (SNE) implies educational mediation and bolster intended to address SEN. The expression "SNE" has come into utilization as a swap for the expression "Special Education". The prior term was fundamentally comprehended to allude to the education of children with inabilities that happens in special schools or organizations unmistakable from, and outside of, the foundations of the normal school and college framework. In numerous nations today a vast extent of debilitated children are in certainty taught in establishments under the general framework. In addition, the idea of children with SEN stretches out past the individuals who might be incorporated into disabled classes to cover the individuals who are flopping in school, for a wide assortment of reasons that are known to be likely obstructions to a child's ideal advancement [3].

Regardless of whether this all the more extensively characterized gathering of children is in need of extra help, relies upon the degree to which schools need to adjust their educational modules, teaching, and association or potentially to give extra human or material assets in order to invigorate productive and powerful learning for these students. Be that as it may, just in a couple of examples and archives, over the different States of the country, has SEN been acknowledged in its wide point of view. All in all, the focus has stayed on students with particular handicaps [4]. This view is upheld by the way that the draft.

III. TEACHER TRAINING

The UNESCO report of 1995 on teacher training was broken down for types of training, duration and the organizations offering them. An analysis of the accessible data uncovered that in 26 nations, general teacher training incorporated a few components of special education and that special education training is offered at the confirmation level in 7 nations, at the degree level in 15 nations, at the two levels in 3 nations. Detailed data on the accessibility of special education training programs aren't accessible. However, the criteria for turning into a special education teacher are reported by 15 nations [5]. Thirty-nine nations have reported in-service training programs on special education for both regular and special education teachers on a regular premise.

In India, the lion's shares of the teacher training programs are one-year certificate courses after secondary school education, kept running by non-governmental organizations. There are around six college-level projects in the country promoting the B.Ed. Degree after graduation. Previously, awesome varieties were noted in the substance, process and assessment of the teacher training programs kept running by the non-governmental organizations in India. The constitution of the Rehabilitation Council of India (RCI) realized a few changes in these parts of teacher training programs [6].

RCI is right now endeavoring endeavors to streamline the teacher training programs as far as syllabus, infrastructure and staff design, to guarantee the nature of training. It is currently basic that larger amount programs likewise have consistency in substance and process, as indicated by the mandates of RCI in a joint effort with the Department of Education, Ministry of Human Resource Development. People with disabilities are given education and training in various settings, for example, regular schools, special classes in regular schools, special schools, professional training focuses, CBR ventures, et cetera. Training of teachers in a solitary handicap as against multi-class incapacity is a state of discussion in numerous for a. Nonetheless, as reported in the National Policy on Education both have their benefits and negative marks. Out that non-clear cut, teacher training furnishes teachers to manage more than one handicap, which like this connects the limits between general education and special education.

IV. PREPARATION OF SPECIAL EDUCATION TEACHERS

All school going children, regardless of whether they are impaired or not, have the privilege of education as they are the future subjects of the country. A few children with special needs may not profit by consistent classroom education because of different reasons including incapacity. In such a case, it just fits that they are furnished with education in some other significant way. This involves changes in curricular choices and classroom arrangements, provision of help and apparatuses, arrangements for accounts or more all, proper teacher preparation.

The preparation of consistent school teachers at essential and auxiliary levels is pretty much streamlined in India, while the preparation of special teachers still faces problems identified with the job of teachers in the distinctive service programs for people with incapacities, and the competency levels of teachers as far as the capacity to show children with a solitary handicap and those with various inabilities [7]. These issues are additionally connected to teaching in coordinated schools and special schools. The most critical part of this circumstance is the financial matters of growing such an extensive team of the workforce to address the issues of persons with handicaps, whose commonness is generally cited as 'one out of ten.' As indicated by the National Policy on Education, 1992, the quantity of school running children with handicaps in India is accounted for to be around 12.59 million. It is in this setting this paper examination the procedure of preparation of teachers for children with special needs.

V. STRATEGIES FOR TEACHING STUDENTS WITH INTELLECTUAL DISABILITIES

Sounds familiar? Yes, that's the famous line from the award-winning movie, "Forrest Gump." Is it 23 years ago already when it hit the theatres? Along with remarkable quotes we can still remember to today was Tom Hanks convincing portrayal of the main character. However, the film itself gained divided critics – many critics either love or totally hated the movie. But let's save criticizing the movie some other time. For now, let's discuss what

makes the "Forrest Gump" interesting! "Stupid is as stupid does." That was his famous answer when somebody asked him, "Are you stupid?" Forrest is slow-witted and has an IQ of 75.

Although Forrest is just a fictional character, in today real world he is considered suffering from intellectual disability. Children with intellectual disabilities may qualify for special education services under the Individuals with Disabilities Education Act, or IDEA. Students who are eligible for IDEA receive an Individualized Education Plan, or IEP, in which a specialized education plan is made for the child based on her educational needs [8]. Intellectual disability, formerly labelled "mental retardation," is defined by the Individuals with Disabilities Education Act (IDEA) as "significantly sub average general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behaviour and manifested during the developmental period, that adversely affects a child's educational performance."

VI. TEACHING SCHOOL CHILDREN WITH INTELLECTUAL DISABILITY

Class studies have been characterized as pursues: "Studies of actual classes for conceiving inventions and enhancements in leading classes." If a class study is seen along a period hub, a movement from the preparation and audit of educational programs direction intend to lead a class with class perception pursued by having a discussion at a survey meeting after the class is by all accounts the most widely recognized example [9]. The objective of class studies is to acquire data for class change. The data acquired is nourished back to every teacher who partook in the class study. This raises the teacher's aptitude at direction and capacity to comprehend the schoolchildren and thus prompts exercise change. In the event that classes are viewed as an intentional action led as a major aspect of the general school life, nonetheless, the substance of class studies for schoolchildren with scholarly handicap isn't to acquire data for class change yet to "give every day classes and school life more qualified to the children [10]."

In education for schoolchildren with scholarly handicap, it tends to be said that the standards of direction are learning through common and important solid involvement with learning focused on down to earth and particular exercises connected to day by day life. Basically, giving every day classes and school life more qualified to the children proposes a need to approve whether the classes without a doubt enhance the nature of school life and really sustain fundamental abilities by addressing "whether there is viable and particular movement" and "whether the children are learning through regular and vital solid experience." The education guidelines demonstrate just the substance and teaching objectives suitable for the education of children with scholarly incapacity, with little reference to the teaching strategy," on account of the constraints of the first education guidelines, and denounced against careless teaching for the sake of simply giving life-unit learning.

VIII. CONCLUSION

Specifically, evidence on the effectiveness and appropriateness of several science teaching practices and methods based on constructivist principles and hands-on activities are presented and critically discussed in the context of science education of students with intellectual disability. According to the research evidence presented, several factors related to the effective implementation of science teaching strategies are also discussed. Certain basic cognitive characteristics of people with intellectual disability are generally discussed with an emphasis on their possible impact on organizing educational interventions and, specifically in the case of science education, on selecting the appropriate teachings methods and on applying appropriate adaptations. Educational interventions could be informed by their competencies rather than be restricted to their difficulties. Dealing with the weaknesses of a child with intellectual disability and even more with his or her cognitive difficulties, instead of facing the child with intellectual disability as a person not determined only by his cognitive difficulties, might limit the benefits that inclusive education could offer. The connection of academic content to real life experiences, as well as community-based instruction, have had in most cases a positive impact on learning and new skills acquisition by children with intellectual disability.

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