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How Should the Education System Approach Children with Special Needs?

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ABSTRACT

Education is about supporting children to develop in all aspects of their lives, spiritual, moral, cognitive, emotional, imaginative, aesthetic, social, and physical. The purpose of the study is to evaluate the effective teaching practice for children with special learning needs. Data were taken from the internet, journals. Education should be about enabling all children, in line with their abilities, to live full and independent lives so that they can contribute to their communities, cooperate with other people and continue to learn throughout their lives. Understanding the educational needs of the children in India. This research used a quantitative method to find out their special needs about education. The results showed that students are getting their education special needs with both positive and negative effects. This research paper dealt with the effective practices in Inclusive and Special Needs Education. Inclusive Education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community Why? We conclude that there are many aspects to a child's development that make up the whole child. Each child has individual strengths, personality, and experiences so particular disabilities will impact differently on individual children.

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1. INTRODUCTION

In India, many education systems are unaware of the educational need of the children and also unaware of the parents about their qualifications and educational academics. People love to say, 'Give a man a fish, and he'll eat for a day. Teach a man to fish, and he'll eat for a lifetime.' What they don't say is, 'And it would be nice if you gave him a fishing rod.'" Education can be an equivalent of the fishing rod, a tool of empowerment, an experience of freedom, a journey towards self-assertion. However, our systemic shortcomings render many children without the opportunity to have such a liberating and transforming journey. Such structural gaps are even wider when it comes to the education of Children with Special Needs (CWSN) — Plan International, a children's rights advocacy group, says CWSN are 10 times less likely to attend schools as compared to other children (Hornby, 2015).

Choices in education are hard enough normally. When you're the parent of a child with special needs, it can be tougher. Special needs education has only in the last century been seen as necessary — and with good reason. In India, there are 27 million people with special needs, with a population of 1.2 billion. This means that about 2.2% of our population has special needs (Buli-Holmberg & Jeyaprathaban, 2016).

The special education system has given children with disabilities much greater access to public education, established an infrastructure for educating them, helped with the earlier identification of disabilities, and promoted greater inclusion of these children alongside their nondisabled peers. Despite these advances, many problems remain, including the over-and under-identification of certain subgroups of students, delays in identifying and serving students, and bureaucratic, regulatory, and financial barriers that complication (Aron & Loprest, 2012).

This research study comes under descriptive research. The objectives of the study determined during the early stages of the research are included in the design to ensure that the information collected is appropriate for solving the problem.

The novelties are this research is mainly based on the special education needs of disabled and handicapped students in all schools and colleges.

2. METHODS

In this study, we used a questionnaire as a quantitative and descriptive method to 10 students randomly who are in school/college. The answers will be in short and options.

The questions are:

- (i) Name
- (ii) Do you understand the languages spoken while teaching?
- (iii) How well do you cope up with your day-to-day tasks from school/college?
- (iv) Does your school provide you all the educational needs which you wanted?
- (v) Are disabled children treated equally in your institutions or by you?
- (vi) Do you think the education system in India satisfies the children/student's needs?
- (vii) Do you think this disabled student should also get the same education benefit?
- (viii) Do you think you are taking the best education according to your needs?
- (ix) How do schools/colleges support your/your child?
- (x) Any suggestions you would like to give to the education system according to your needs?

3. RESULTS AND DISCUSSION

3.1. Results

For children from different backgrounds in India, this study observed that many schools and colleges do not treat all students equally. Differently-abled people have been and are still subject to inequality, but with time, the scenario is changing. With the necessity of education being highlighted in rural and urban areas among all classes, differently-abled people are getting the opportunity to get proper education and improve their conditions. There have been multiple differently-abled people who have achieved great feats and proved their worth to people (Figure 1).

About 4.6 million people are in the age group 10–19 years. The picture for 0–6 years is bleaker, with about 2 million in these age groups having special needs. They often have trouble with access to education. According to the Census, only 61% of children with special needs (CWSN) aged 5–19 attended educational institutions of any sort (Figure 2).

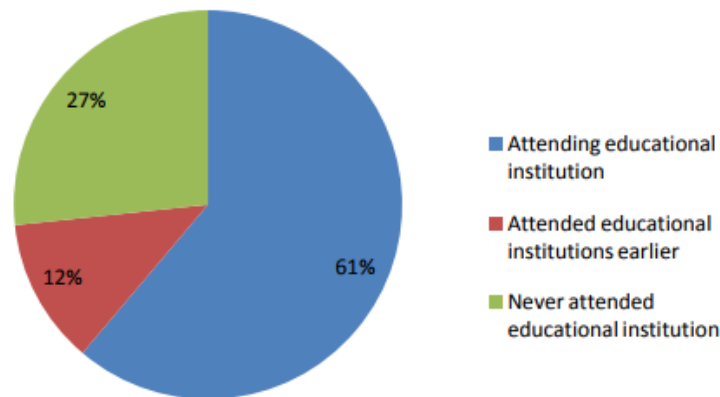


Figure 1 status of school attendance of disabled population 5-19 years in India

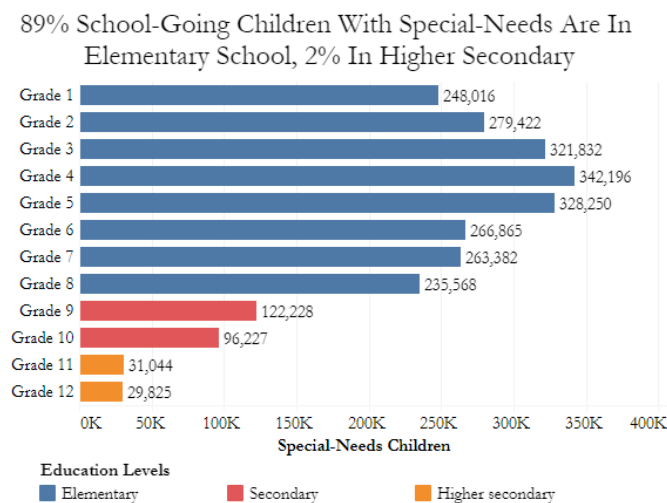


Figure 2 School going children with special needs in elementary school

The country lacks a central body to frame guidelines, leaving colleges and schools to decide for themselves. This doesn't work in favor of the children or parents. This, combined with numerous other issues, means that many special needs children do not get the education they need. While 89% are enrolled in primary school, that number drops to 8.5% in secondary school. Only 2.3% of special needs children reach higher secondary (11th and 12th).

3.1. Discussion

The primary purpose of this study was to know and examine the educational needs of children in various parts of India and how many children attend the school and what they need in their education mainly disabled students and how they are treated in the schools and colleges. The observation was interpreted with its advantages and disadvantages in view of the children with special needs. The direction special education might take in the next few decades is uncertain. Providing children with disabilities equal access to public education and protecting this important civil right should not be undone.

4. CONCLUSION

Education is about supporting children to develop in all aspects of their lives, spiritual, moral, cognitive, emotional, imaginative, aesthetic, social, and physical conditions. Data were taken from the internet, journals. Education should be about enabling all children, in line with their abilities, to live full and independent lives so that they can contribute to their communities, cooperate with other people and continue to learn throughout their lives. Understanding the educational needs of the children in India. This research used the quantitative method to find out their special needs about education. The research of the study shows that students are getting their education special needs with both positive and negative effects. We conclude that there are many aspects to a child's development that make up the whole child. Each child has individual strengths, personality, and experiences so particular disabilities will impact differently on individual children.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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