



Students with Differently-Abled and their Education

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ABSTRACT

The physical, mental condition and the education of the differently-abled students through special school education. The importance of special education is the same when the differently-abled reach the stage where they can do their own thing in daily life. From birth to death, the educational institutions that teach are so close to life. Through special education, we can understand how much the teacher is connected to society. Providing love, care, and happiness to differently-abled children can help reduce stress. The life of a Special Student cannot be made normal. However, to love such children must be able to stand with them.

Keywords: Differently abled, School, Teacher, Education

Introduction

Article 41 of the Constitution of India (1950) embodied in its clause the "Right to Free and Compulsory Education for All Children up to Age 14 years". There is an education that gives priority to Differently-abled rather than the regular education given to Normal Students in school. Special education has been given importance in India for many years now. Therefore, it has been many years since several schools for the mentally challenged were started in the suburbs of Mumbai, including an integrated school. The importance of special education in today's Indian society as a continuation of all that. Special education is very important in Indian education today. In India, the National Policy on Education (NPE) in 1986 stated, "the objective should be to integrate the physically and mentally challenged with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence". Differently-abled can make a big difference in their lives through study and other training. Differently-abled can live a special school life by combining learning with extracurricular activities and providing child-centered education to alleviate mental stress. That is what is meant by special education.

Through the study, activities that seemed to be a solution to the mental and physical problems of differently-abled students led to many changes. Differently-abled means a "condition of arrested or incomplete development of mind of a person which is specially characterized by sub-normality of intelligence" (PWD Act, 1995). If differently-abled can be put aside and such differently-abled pupil can be made happy for at least a short period of time that is what we need to do through education and through each and every one of us.

It is important to reduce the amount of mental stress from physical growth. Students should always be approached with what is relevant to them rather than adapting to the exact life situation. Because they have no knowledge or perspective on life. Rather, they are cared for and with true love.

If the physical and mental development of any unborn child is not done properly, then for some reason the child will end up living with differently-abled till the end of life. God's hands are on every living thing. Therefore, human beings, including the recognizable teacher, need to protect differently-abled children.

Differently-abled refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour, and manifested during the developmental period (H. Grossman, 1983). The teacher can do a lot to reduce the stress in the classroom for differently-

abled students. The role of the teacher is very important in children who devote a part of their time to learning. As well as influencing mother and father, the teacher becomes more valuable in education as well as in life. Therefore, differently-abled find great influence and interest in the teachers and peers who stand by their work.

Importance of Special Education for Differently-abled Students

Through the study, activities that seemed to be a solution to the mental and physical problems of Differently-abled led to many changes. Differently-abled means a "condition of arrested or incomplete development of mind of a person which is specially characterized by sub-normality of intelligence" (PWD Act, 1995). If mental and physical disabilities can be put aside and such children can be made happy for at least a short period of time that is what we need to do through education and through each and every one of us.

If the physical and mental development of any unborn child is not done properly, then for some reason the child will end up living with mental disabilities till the end of life. God's hands are on every living thing. Therefore, human beings, including the recognizable teacher, need to protect Differently-abled with Differently-abled.

Differently-abled are those who live through a lot of mental stress. Differently-abled is a disability characterized by significant limitations, both in intellectual functioning and in adaptive behavior, as expressed in conceptual, social and practical adaptive skills, the disability originating before the age of 18 years (PWD Act 1995). Lack of ability to interact with society, inattention, and inability to adapt to the situation are major problems for children with Differently-abled. Therefore, social life is not successful. However, Differently-abled need to be given mental happiness rather than learning. That is what is important. Innovative interdisciplinary interventions in special schools play a vital role in providing physical and mental relaxation to such children.

Differently-abled is also sometimes known as cognitive disability. An outdated and now offensive term for this condition was "mental retardation." Differently-abled means, "Significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behaviour and manifested during the developmental period that adversely effects a child's educational performance" (IDEA). We can understand that Differently-abled children in general are always plagued by mental disorders that affect their intellectual functioning. A condition in which one is unable to focus or recognize exactly one thing. Differently-abled cannot do activities that involve extra time in learning. However, it is possible to provide child-centered education with an emphasis on extracurricular activities.

We need to understand such children living in society and get closer to them. A teacher must have such a duty to his students. This is because we need to interact closely with differently-abled children, both physically and mentally, to understand all of their issues and find solutions. It's a great way to get to know the community. Education packages from the government, the commissions must provide a learning life and everything for differently-abled children. In today's society, many differently-abled children are born and more and more children go to special schools. It is a virtue to see such children and to cooperate with them for whatever reason.

Physical and mental difficulties in Differently-abled students

A learner who learns from within many physical and mental limitations. When he arrives at school he can see that it is difficult to adapt to his difficulties and study. The main reasons for this are age, mood and other physical characteristics. In each case, they have seized it, despite obstacles we can scarcely imagine. "As a result, the child ends up learning.

The federal (IDEA) definition of multiple disabilities is concomitant impairments (such as Differently-abled-blindness or Differently-abled-orthopedic

impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness. Mental ability is a major problem affecting the learning of gifted students. Mental development and physical development are less in such children. It affects the learning of such children who suffer from physical disabilities. Physical disabilities cause a lot of adverse conditions in life. However, an example of this can be seen in the fact that it provides learning to learners who have difficulty writing with adapted pen, an adapted material. Adapted wheelchairs are very helpful for students with physical disabilities.

Special School Atmosphere

The school environment is a very important factor for the gifted learner. The environment, school building, other infrastructure, playground, bench, chairs, wheel chairs and classroom are very important for children with disabilities. This includes the attitude and behaviour of the teacher in the school. Differently-abled cannot comprehend even the slightest difficulties created by the school atmosphere. Often such people are ready in their own world. Find a solution and bring the child into the school environment closest to the community. But the learner who is not able to adapt to the school environment is reluctant to study later or do any other training activities. This will increase the extent of his disability.

The role of the classroom in learning is important. However, by providing adapted materials such as Adapted Chair, Bench and Visual Aid to gifted learners, children can get some relief from physical and mental stress.

Special Teacher -Teaching Methods in Classroom

The teacher is an important figure in the student's school life. Here the teacher assumes the co-operation of the child. What's that? The teacher can understand what the child needs, what abilities the child has, how to nurture it, to understand everything about his difficulties, disability level, method, diseases, family, background, social / economic environment and how to treat him accordingly.

But the teacher who teaches normal children often fails to understand or educate such children accordingly. Unable to inspire. In the future, even if the revelation is done, it will create a situation where time will not run out. The teacher seeks the help of a resource teacher to remedy this. These children later become isolated in their own classroom or in the corners of the resource room. These exclusions often lead to the transfer of such children to other schools, denying them the consideration and encouragement they deserve from their own teacher.

The teacher should act as a Role Model for the children in the classroom etiquette, hygiene and responsibilities in general and stand with the children. Communication Skill and Social Skill The teacher should be able to provide the necessary training and encouragement along with learning or activities to enhance the skills.

The Barriers of children with Differently-abled

Differently-abled has been traditionally classified into 4 categories based on their learning. Differently-abled are classified into 4 categories based on their academic IQ: Mild, Moderate, Sevier and Profound. Of these, only the Mild and Moderate sections can accurately utilize learning in a normal school. Mild IQ 50-55 to 70 students in this group may have some or less of the same abilities as normal students, depending on their IQ level. Similarly moderate gifted students' IQ level (35-40) to (50-55). Here, such people have lower IQ than Mild. So they live with a little more difficulty and crisis. But giving them a normal school education also helps them to make some learning progress. Mild shows moderate students some behaviours and behavioural characteristics according to their IQ level. In this, Normal School education helps Mild Differently-abled to some extent to prevent them from being excluded from society.

The difficulties experienced by Differently-abled in learning the subjects need to be adapted and taught step by step or in the mother tongue in a way that they can easily understand. The teacher should try to include them in the group of other children by giving them encouragement and help when they face difficulties in doing learning activities. Similarly, since Differently-abled cannot understand things accurately, it is better to teach them in any language they can understand. Therefore, learning and training will be easier if it becomes the mother tongue. As a result of enabling Differently-abled to be enlightened, they will be able to understand their position in society, love, consideration and recognition and act accordingly. Or can do their own needs without the help of someone else.

Conclusion

Special school education is essential for the physical and mental development of differently-abled students. Educating such children is essentially about providing mental happiness in a way that does not harm the mood. It is a good thing that such children, who are not able to know anything about anything, can be given happiness even for a short time. The Special School teacher is like the parents. These are very good for the physical and mental development of the children. Special education is mainly focused on, children who are friendly education and allied to it and life skills. Normal schooling this is very difficult and difficult for such learners. However, their learning in the special school system is precisely for extracurricular activities through training of such children for the mental state it is possible to bring about a change at least a little. When the teachers who give love and care and the parents who stand by them accordingly are all together for children who are differently-abled. They believe that learning can bring a lot of joy and change in their lives.

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