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IDEAL RESEARCH REVIEW**Vol. 80, No.1****CONTENTS****DECEMBER 2024**

1. Teacher Education in NCFFS (2022)	Prof. Lalit Kumar	1
2. Analysing India-Nepal Social and Economic Integration: Opportunities & Challenges	Prof. Jitendra Rajak	6
3. Indian Middle Class and Freedom Movement	Prof. Rajeev Ranjan	10
4. A Study of Role of Teacher Development Co-ordinator in Enhancing the Efficiency of Teachers with special reference to On-line Teaching	Meenakshi Prof. Kartar Singh	13
5. Transforming Teacher Education in the light of National Education Policy-2020 and Goal of Viksit Bharat	Prof. Md. Faiz Ahmad	19
6. Integrating Leadership Strategies and Teacher Professional Development to Build Effective Classroom Environments	Dr Mohsena khalil Dr Mozaffar Islam	23
7. Sonthalia and the Sonthals and the Santal Hul of 1855 1856: A Critique of Colonial Perceptions of Edward Garnet Man	Dr. Neelam Singh Dr.Dinesh Narayan Verma	27
8. Impact of mid day meal scheme on health and Education of children	Dr. Vinita Rani	31
9. The Santal Hul of 1855-1856 and Its Heroes Sido and Kanhu Exploring the Annals of the Hul and its Heroes in Contemporary Print Media	Amisha Raj Dr.Dinesh Narayan Verma	34
10. The study of QOL in Diabetes and Hypertension patients	Manish Kumar Ranjan Kumar	39
11. Positive and negative impacts of the New Education Policy 2020: An analysis	Dr.Md.Imbesatul Haque	44
12. Role of Digital Learning in Education	Dr. Amrendra Kumar	48
13. Special Schools Assisting in Inclusive Education and Diverse Learning in Patna	Noushia Tabassum	52
14. Analytical Assessment of Indian Education Policies(NPE1968-1986)	Anjana Kumari	56
15. Equity and Inclusion in Higher Education	Md. Sadre Alam	60
16. Improvising Skill Development & Employability: Enhancing Societal Prosperity	Dr. Rashmi Sinha	66
17. Changing Dynamics of the Indo-Pacific Region: Strategic Challenges and Opportunities for India	Akshay Agrawal	70

IDEAL RESEARCH REVIEW

Vol. 80, No.1

CONTENTS

DECEMBER 2024

18. वातावरण संरक्षण के प्रति हिंदू धर्म में धार्मिक प्रथाओं का महत्व	डॉ० कुमारी सुनीता सिंह	76
19. शिक्षक शिक्षा में शिक्षण की प्रभावशीलता और आईसीटी के महत्व: एक अध्ययन	डॉ० कामरान हसन	80
20. बौद्ध दर्शन एवं मूल्य शिक्षा का अवलोकन	राकेश कुमार सिंह	86
21. शिक्षा में सृजनशीलता : नूतन दृष्टिकोण एवं विधियाँ	निष्ठा नन्दनी	91
22. स्वामी विवेकानन्द की दृष्टि में शिक्षा की प्रसांगिकता	डॉ० आनंद मौर्य	
23. समावेशी शिक्षा में शिक्षण अधिगम प्रक्रिया	प्रो० विनोद कुमार चौधरी	96
24. माध्यमिक विद्यालयों के छात्रों द्वारा की जानेवाली अनुशासनहीनता का मनोसामाजिक अध्ययन	डॉ० विनय कुमार	99
25. नयी शिक्षा नीति के अंतर्गत गुणवत्तापूर्ण विद्यालयी शिक्षा में समग्र शिक्षा अभियान की भूमिका	राजीव कुमार	104
26. उच्च माध्यमिक विद्यालयों के विद्यार्थियों में विज्ञान विषय के प्रति जागरूकता का अध्ययन	डॉ० रूद्र नारायण चौधरी	108
27. व्याकरणशास्त्रे गणपाठस्योपादेयता	कुमारी शशि	
28. युगीन वेदना की यथार्थपरक अभिव्यक्ति है 'वेदना की दास्तान'	ज्योति कुमारी	112
	डॉ० कनकलता सिंह	
	आचार्य कुन्दन कुमार:	115
	युगल किशोर प्रसाद	118

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Special Schools Assisting in Inclusive Education and Diverse Learning in Patna

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ABSTRACT

Inclusive education is a fundamental element of creating a more equitable and inclusive society. By recognizing and valuing the diversity of learners and providing the necessary support and resources, we can empower all students to reach their full potential and thrive in an inclusive learning environment. For students with special needs, inclusive education goes beyond physical inclusion in mainstream classrooms. It involves creating a supportive and accommodating learning environment that fosters their individual strengths, interests, and needs. This may include personalized learning plans, specialized instruction, assistive technologies, and ongoing support from teachers and aides. Special schools provide individualized and personal instruction to each of the students that is needed for every special needs child before admitting them to mainstream school. This study presents the role of special schools in preparing special needs students for inclusive classrooms in Patna. This aims to provide a vision and guidelines for policies, procedures, and teaching strategies that will facilitate more effective education for special needs children.

Keywords: Special School, Inclusive Education, Diverse learning, Personalized learning.

Introduction:

Inclusive education and diverse learning are essential components of a successful and effective education system. In Bihar there are many diverse cultures, communities, abilities, and languages, which makes promoting inclusive education and diverse learning in school a critical task. For "specially-able" children, early education is as necessary as the prevention and care of their disability. Management of their disabilities should start from the early years of their life. The moment the disability of the child is detected, his early education and training should be started immediately to help him out it helps him to become self-reliant and self-confident. Actually, early education is more important for disabled children than for normal children. Children have to adjust in the world ultimately, so they should be kept near to the children and everyone should behave with them as we behave with normal children. Their parents should stress upon making them self-reliant by their personal work like taking bath, eating, dressing, etc. Blind, deaf and dumb should get education in special schools but elementary education

and training should be imparted in family. These children expect more care, love and understanding from others in comparison to the normal children.

According to the UNESCO report, the attitude of parents and teachers towards including children with disabilities in mainstream education is also crucial to accomplishing the goal of inclusive education, besides accessibility to physical infrastructure, processes in the school, assistive and ICT technology, and devices being essential resources.

Sarva Shiksha Abhiyan (SSA, 2000) The SSA is a government program aiming to make primary education universal. Its goal is to make education of children aged 6-14 a fundamental right. Since it aims to be inclusive, SSA has adopted a zero-rejection policy. This is due to the belief that all children are entitled to a quality education. SSA provides up to 3,000 Rs. as per Indian currency per special needs child, per year, for the use of special resources and teacher training. National Policy on Persons with Disabilities (PWD) The 2006 National Policy on

Persons with Disabilities (PWD) articulated the need for mainstreaming the persons with disabilities in the general education system through integrated education; it also emphasized the identification of children with disabilities by frequent assessments and placement in appropriate and disabled-accessible schools before their training is completed successfully.

Samagra Shiksha Abhiyan is an integrated scheme for school education covering children with special needs from classes 1 to 12 under the Department of School Education and Literacy, MHRD. The scheme is governed and regulated by the provisions of the RTE Act, 2009. The scheme fulfills various educational needs of children with disabilities, such as, identification and assessment camps, provision of aids, appliances, and assistive devices, teaching-learning materials (TLMs), ICT resources like JAWS & SAFA, Transportation, Escort and scribe allowances, and stipends for all girls with special needs.

Special School: Special education aims to support students with various disabilities like physical, cognitive, emotional, and behavioral challenges. It's all about support for all kinds of students with disabilities.

Inclusive Education: Inclusive education is a means of creating effective classrooms where the educational needs of all children, including children with disabilities, are addressed. It aims to enable both teachers and learners to feel comfortable with diversity and to see it as a challenge and enrichment in the learning environment, rather than a problem.

Diverse learning: Diverse learning refers to educational approaches that accommodate different learning styles, abilities, cultures, and experiences, fostering an inclusive environment where every student can thrive and reach their full potential.

Personalized learning: Personalized learning is an educational approach that tailors teaching methods, content, and pacing to meet each student's unique needs, interests, and goals, enabling them to learn at their own pace and style effectively.

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Statement of the Problem:

Special Schools Assisting in Inclusive Education and Diverse Learning in Patna.

Methodology: It is a qualitative study.

Review of Literature:

Sharma, V. (2020) conducted research on children with special needs in Chandigarh, a study of inclusive and segregated educational models. This study focuses on the two models of education, namely, inclusive and segregated, and strives to assess their respective advantages and limitations vis-à-vis Children with Special Needs (CWSN).

Finding the study:

The study suggests that the model advocating segregation exhibited more benefits as compared to the inclusive model. Lianchawni, E. (2018) conducted a study on A Study of Special Education Programmes for Children with Special Needs in Mizoram. The study covered only five districts of Mizoram where special schools exist. Aizawl, Kolasib, Lunglei, Saiha, and Serchhip districts. Based on the findings and implications, it can be stated that the special education programs in Mizoram for children with special needs have been quite commendable with the initiatives taken by the concerned authorities. Huraini Hurairah (2009) conducted a study on inclusive education and educational diversity: A study of Brunei Government schools. This study focuses on the factors that have influenced the development of inclusion in Brunei, the different conceptualizations of needs, the practices that have been adopted, and the views of those who are involved in shaping the Brunei education system's attempt to respond to diverse learning needs in the mainstream education system. The findings suggest that inclusive education in Brunei is regarded as the integration of children with special educational needs into the mainstream education system, and there is little consideration of how to respond to individual needs.

Present work

Children with disabilities (CWDs) have special needs. For imparting education to CWDs, it

Conclusion:

Special schools play a vital role in promoting inclusive education by offering individualized support and fostering the integration of children with special needs into mainstream learning environments. The Indian government has implemented policies like the Right to Education Act and the Sarva Shiksha Abhiyan to support the education of children with special needs. These initiatives have increased enrollment and improved access to specialized resources. However, ongoing efforts are necessary to address existing challenges and ensure that every child receives the education they deserve. Special children have diverse needs, and they need to attend special schools before being admitted to inclusive education. The challenges for the state government, the NGOs, and the various departments concerned, like the Social Welfare Department, Office of the Commissioner of Persons with Disabilities, and others, include enabling all the teachers involved with special children to be qualified to teach in different aspects, sending and training the in-service teachers, and improving the quality and effectiveness of the teachers in providing overall teacher professional development and school development.

Special schools provide tailored education for children with disabilities, addressing their unique learning needs. Many special schools prepare students to integrate into regular schools by building foundational skills and confidence. Special schools often serve as resource centers, training mainstream teachers in inclusive education methods like understanding and addressing disabilities (autism,

ADHD, visual/hearing impairments), using assistive technologies like Braille, screen readers, and speech therapy tools, and employing alternative teaching methods (sign language, sensory learning, etc.). Special schools are instrumental in supporting inclusive education and diverse learning by providing specialized services and resources for students with disabilities, collaborating with mainstream schools, and advocating for inclusive practices in education. Their efforts contribute to creating a more inclusive, equitable, and supportive learning environment for all students, regardless of their abilities or disabilities. Inclusive education thrives when special schools, mainstream institutions, and policymakers work collaboratively. These institutions not only serve as direct educational facilities but also as catalysts for systemic change toward greater inclusion.

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