

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

Noushia Tabassum

Research Scholar, Aryabhata Knowledge University, Patna

## *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 society ultimately, so they should be kept near to the normal children and everyone should behave with them as we behave with normal children. Their education should stress upon making them self-reliant regarding their personal work like taking bath, eating, getting dressed, 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.

### 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. Lianchhawani, 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

needs to take a different approach considering their special needs. Different approaches have been adopted for educating the CWDs. Two major approaches are special education and integrated education. However, a third approach, the Inclusive Education Approach, has also emerged and is gaining acceptance all over the world. To make the life of disadvantaged children comfortable, it is necessary to take special care of them.

Special schools play a crucial role in promoting inclusive education and supporting diverse learning needs. These schools cater to students with a wide range of disabilities and special needs, providing them with tailored support, resources, and interventions to help them succeed academically and socially. Special schools serve as a safe and inclusive environment where students with disabilities can receive individualized attention and specialized instruction that meets their unique learning requirements. They provide a comprehensive range of services, including therapy, assistive technology, and educational programs that are specifically designed to address the diverse needs of their students. In addition to serving as a specialized educational setting for students with disabilities, special schools also contribute to inclusive education by collaborating with mainstream schools and educators. They work together to develop inclusive practices, share resources, and provide training and support for teachers to effectively accommodate students with special needs in mainstream classrooms. By bridging the gap between special and mainstream education, special schools help promote a more inclusive and diverse learning environment for all students. They play a key role in advocating for the rights and needs of students with disabilities, raising awareness about inclusive education, and fostering a culture of acceptance, respect, and understanding for diversity in the educational setting. Despite an estimated 2,500 special education schools across India, many institutions face challenges such as inadequate infrastructure, insufficiently trained staff, and limited resources. These issues are more pronounced in rural areas,

where families may struggle to find suitable educational facilities for their children. In November 2023, the Department of School Education and Literacy (DSEL) introduced home-based schooling for students with severe disabilities. This initiative involves itinerant resource teachers visiting students' homes to provide personalized guidance, aiming to help them achieve necessary learning levels before transitioning to regular schooling. Tamana (Delhi), Shraddha Rehabilitation Foundation (Maharashtra), Amar Jyoti Charitable Trust (Delhi), and Spastic Society of Karnataka (Bangalore) are some of the famous special schools in India that help children with special needs transition to inclusive schools. Special education in Bihar has experienced notable advancements, with several institutions dedicated to supporting children with diverse needs. There are several special schools in Bihar that cater to the needs of children with special needs. Bihar's inclusive education efforts encompass rehabilitation programs and supportive resources like Braille libraries and audio materials, aiming to enhance accessibility for visually impaired students.

Some of the special schools in Patna are Aasra Foundation, Navjyoti Centre, Samarth, Autism Care Centre, Prerna Special School, Mainstream School for Autism, and Special Care Foundation, etc. These special schools in Patna work towards providing a nurturing and inclusive environment for children with special needs, offering specialized educational programs, therapy services, and support to help them reach their full potential. They play a critical role in promoting inclusive education and supporting diverse learning needs in the region. Furthermore, Bihar Chief Minister Nitish Kumar has assured that 'special teachers' will continue in their current schools without transfers, reinforcing the state's commitment to maintaining stability and quality in special education. These developments reflect Patna's ongoing commitment to enhancing educational opportunities for children with special needs, striving for a more inclusive and supportive learning environment.

**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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