



MODERN **SPECIAL** **EDUCATION**

BHARAT SINGH

MODERN SPECIAL EDUCATION

[For B.Ed. Course]

By
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Preface

Education is a vast discipline and Teachers' Training is a vital part of it. The responsibilities of the educationists and educators are focused on the task of providing better training to the future teachers for their better learning and proper development. Needless to say that this responsibility can only be exercised, if the trainers are equipped with the required knowledge of the subject concerned. That's why it becomes essential for making adequate provisions for each course to the student-teachers or teacher trainees. The present series is designed for providing a solid workable base for all course-papers. It has been prepared strictly according to the syllabus of the B.Ed class, prescribed by the UGC for different universities.

No doubt, there are so many other books on the subject, available in the market, written by worthy authors. However, every writer has his or her own style and way of presentation. The present work also has its own features and characteristics.

In preparation of this series of texts, the editor had to refer to the works of other authors and information sources. The editor feels a deep sense of gratitude for incorporating their ideas in the text. Hopefully, this series would serve as a 'ready to refer' tool for all teachers, teacher-students and others.

— Editor

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Introduction

The term 'Education' is commonly used. The meaning of the term is very broad. It has several meanings. It has its literary as well as technical meaning. There is separate dictionary of Education. Some important meanings of this term have been enumerated and stated in the following paragraphs.

The term 'Education' is commonly used in various fields of knowledge. The meaning of the term is very broad. It has several meanings. Therefore, it is difficult to define the term Education comprehensively. It has its literary as well as technical meaning.

1. Education as process of development.
2. Education as Teacher-training.
3. Education as independent field of study or own content or subject of study.
4. Education as an investment rather best investment.
5. Education as an instrument of social change and social control.
6. Education as a creature and creator of the society.
7. Education as filtering process in democracy.
8. Education is for future or future or futurology.
9. Education is an art as well as science and
10. Education is the positive science.

The above meanings of the term, 'Education' have been explained in brief in the following lines. The third meaning 'Education' as an independent field of study or subject is important from research point of view. In the research an independent field of study is known as discipline which is commonly denoted by term subject. The subject word is used for an individual in the research terminology.

Process of Development: The education is mainly considered as a process of human development. All the educational institutions or schools and colleges have the focus to impart the knowledge to the students for their development. In most of the institutions, education subject is not taught but these are known as educational institutions.

The educationists and philosophers have defined education as process of development. Some definitions have quoted here for this purpose.

"Education is process by which a child makes his internal and external."

Forbel

"By education I mean all round drawing the best in child and man body, mind and soul."

M.K. Gandhi

According to Gandhi, education is a process for training of hand, head and heart, i.e., 3H of child and man.

- Education is a dynamic process.
- Education is a continuous process or life long process.
- Education is tripolar process and
- Education is a purposeful or objective-oriented process.

In this way education means a process for developing child's abilities by imparting knowledge.

Teacher-training: The term 'Education' is also used for preparing teachers. i.e., teachers' education. All the teachers' training institutions are known as college of Education or Department of Education. In these colleges of Education, theory and methodology of teaching are taught to the pupil-teachers and teaching practice is organized to prepare effective-teachers. These

colleges of education were called training colleges but now the term 'training' has been replaced by the term 'Education'. Thus, the second meaning of Education is training for teachers or preparing teachers.

Independent Field of Study: The term 'Education' refers to an independent field of study or course of study like other courses or subjects, e.g., History, Geography, Psychology and Sociology, etc. It is taught at Intermediate, B.A., and M.A., level. M.A., degree in education is awarded like other subjects. There is separate faculty of education in most of the universities. B.Ed. and M.Ed. degree refer to Bachelor of Education and Master of Education respectively. In this way the third meaning of Education is the independent course of study like other courses or subjects or independent field of study.

Education as an Investment: The meaning of investment is that the return of invested money in the context, is higher than that. The product in terms of quality and quality is higher than invested cost in a particular aspect, is known as good investment.

The return of education is in terms of quantity and quality, is always higher than invested cost in education. Every parents intends to educate their children by investing money according to their financial conditions. The outcomes of education are both qualitative and quantitative. The qualitative outcomes are difficult to measure. Thus the fourth meaning of education is as a good investment.

Education as an Instrument of Social Change and Social Control: During ancient times the social change was brought about by social war and battle. After Mahabharat Bhishmpitamha has expected for the new change in society. But today the social change and social control are possible peacefully by changing the education. Mahatma Gandhi had tried to reform the untouchability of cast system in society but he could not succeed. Education could reform the evil of untouchability by introducing uniform system in the schools. In this way the fifth meaning of education is as an instrument of social change and social control.

Education, the Creator and Creature of the Society: The society establishes. The education institutions to create new society according to its ideals. Thus society creates education and education creates new society. It is an effective agency for developing and forming new society. In this way sixth meaning is that education is the creator and creature of the society.

Education as a Filtering Process: In India democratic form of government has been adopted. Abraham Lincoln defines the term 'democracy' as, "The government of the people, for the people and by the people." The government by the people means that such people would be prepared by the education who can provide the leadership in the various fields. In education system, there are tests at every stage – primary, secondary, college and university. The function of test is to filtering the people who can reach at the top level which may provide the leadership and will govern the people. Thus, education is a filtering process in the democracy.

Education is for Future or Futurology: The purpose of Education is to prepare people for future not for today. Those who are admitted or entered into Education at elementary stage whole come out after 16 or 20 years to enter into their lives or in society. They would be capable to adjust, acquire the place and can pace with the world. Thus, the education is given for future always. The orientation of education is towards future life situation.

Education as an Art as well as Science: The art is concerned with doing aspect of a phenomenon whereas science tries to understand its nature and structure. The science involves the observations and experiences regarding a phenomenon. The doing aspect of education is to have all round development of a child make him complete man or most civilized and cultured man, but education also tries to understand his abilities and potentialities and the requirements of society and needs of a nation. The frame of reference of the development these environment and nature of child is to evolve education process for this development. Hence education is both science as well as art.

Education as Positive Science: Education involves observation experience and understanding process of child development. The

educational process creates conducive environment—physical, biological, social and cultural for the modification of desirable behaviours which are socially acceptable. Therefore, desirable behaviours are always positive. The discipline of psychology includes both type of learning positive as well as negative whereas education is concerned with positive learning. Similarly the environment contributes in the development of man material but sometimes it has the adverse effect on man and material. Most of disciplines of the human edifice involve both type of knowledge positive as well as negative, but education discipline concerns with only positive as well negative, but education of the child and the environment. It has the clinical or remedial function for improving the environment for the desirable change of the behaviour of child.

According to Indian philosophy, Education means 'mukti' i.e., to get rid of from the cycle of death and birth, i.e., Savidya Vinarmukata. Education means to achieve the highest aim of life, truth, beauty and goodness. It is the ultimate aim of life and also the values of life.

Thus, the education has several meanings of this term. In the context of social, education means as an independent field of study or course of study like other course of study or subject content of education.

A discipline in the generally accepted sense of the word means field of study which has a well defined content and a technique of its own together with a unique system of values. It is implicit in this concept of a 'Learned discipline that it constitutes an important part of man's cultural heritage and that its pursuit results in a specific enrichment of the human mind. Most of the subjects taught in universities and college are 'discipline' in the sense. These have been traditionally accepted by the academic world and will continue to be accepted for some time to come.

When new directions of thought emerge from man's struggle and effort with life and environment or through his creative mental efforts and acquire in time a degree of stability, a new discipline but during the course of its development it evolves its own distinct characteristics and acquires status in the intellectual world.

Sometimes two or more branches of knowledge merge at their upper reaches and this merge at the highest point works downwards to the lower levels and may even alter the whole pattern of the parent discipline. The newly evolved pattern sometimes proves its validity in practice, and may become a nucleus for a new discipline.

There may be a social and professional activity which on account of its importance becomes an area of application for several disciplines, and this common area in course of time may come to be recognized as an independent field of study. Examples of such bodies of knowledge developing round and important professional or social activity are medical science growing round the art of healing, agriculture growing round the farmer's occupation, technology developing from craft and education growing round teaching.

The important thing to realize is that the necessary conditions for the growth of discipline are:

Freedom to Develop : New ideas or new thinking; New synthesis and analysis; New horizons and new field.

Increasing Opportunities to Experiment with Them : When a number of disciplines converge into an important field of social activity, this activity gives a new meaning to a two-way-flow of ideas and resulting in the enrichment of both. It is an inter-disciplinary approach in different disciplines.

The Characteristics: Every discipline has some specific features. It may be distinguished from other disciplines on the basis of these features. Every discipline has the following characteristics:

1. Every discipline has its own specific content or subject-matter or course of study at different levels of teaching.
2. It is related to some professional and social activity. For example, agriculture is related to 'farming'; psychology deals with the 'behaviour'; chemistry is related to 'matter'.
3. Every discipline has its own method of study. For example, physics and chemistry's content matter is

studied through laboratory or experiment method. History requires another method such as library method.

4. Each discipline has its own field of investigation For example, researches of botany are concerned with plants and zoology with animals.
5. Each discipline has its own method of investigation. Science subjects employ the experimental method whereas social sciences employ survey method.
6. Scholars of every discipline have unique ideas and horizons of thinking and have impact of the discipline on their life style.
7. Every discipline has its own conduct.

Mainly two criteria can be used to examine that Education is the full-fledged discipline in edifice of human knowledge: (1) General criteria and (2) Specific criteria. The details are as follows.

General Criteria: These criteria are of three types- (i) Preservation, (ii) Transmission, and (iii) Advancement of the content.

- (i) The preservation of content of each discipline is being done in the social and institutional libraries. In each type of library, we have separate section of Educational books, Journals, Hand-books, Encyclopaedia etc.
- (ii) The transmission of content of each discipline is being done in the schools, colleges and universities. There are B.Ed., M.Ed. and M.Phil. classes for teaching Education content. The content of Education is taught at two levels professional at B.Ed. M.Ed. levels and as academic subject at Inter, B.A. and M.A. levels.
- (iii) In every discipline content is not only preserved and transmitted but also enriched or advanced through research work. The research works are being done in education at individual level for Ph.D. D Phil. and D. Litt. degrees. The N.C.E.R.T. is an organization at national level to conduct research work and provides financial help for research projects.

In most of the Indian universities, there is separate Education faculty because its nature is both theoretical as well as practical. Therefore it can not be placed in Science faculty nor Arts faculty, hence separate faculty.

Specific Criteria: The following are the main types of the criteria:

- (i) Education has its own independent content like other disciplines. Education includes: Aims of education, Theory of education, Curriculum, Teaching method, Co-curricular activities, Teacher and students, Discipline, Text-books examination, Teaching theory, Teaching models, Teacher behaviour, Teacher education, Educational administration and organization, etc. The main areas are schools and classroom teaching.
- (ii) The whole content of Education is directly or indirectly related to 'Teaching activities'. Teaching is both social as well as professional activity. It is science as well as art. Therefore, education has its own faculty at university level.
- (iii) Education content is both theoretical and practical. Therefore its methods are scientific as well as descriptive. A student of education has to prepare theory and he has to practise in classroom teaching situation.
- (iv) Education has its own field of investigation. A scholar of education has to select a problem from school and college or teaching learning situation. The purpose of educational research is to contribute new knowledge which can be applied to the development work of teaching.
- (v) Education has its own methods of research. Scientific and non-scientific methods are employed in educational researches. The experimental survey and historical methods are used in educational research.
- (vi) Education has its unique impact on student and research workers. They have the main concern of developmental process.

It is evident on the basis of above criteria that Education is also a full-fledged discipline of human knowledge, though it is an emerging discipline. But persons do not admit it as discipline, because Education content mainly includes : Educational psychology, educational philosophy, educational sociology, economics of education etc. Thus, education has borrowed the contents of other disciplines. Secondly education refers to a teacher education programme in which teachers are trained for their profession of teaching.

The content of education is being enriched through inter-disciplinary approach. The above content is the contribution of this approach. The approach of inter-disciplinary is being employed in other disciplines also e.g., Bio-chemistry, Geo-physics, Economic-Geography, Agriculture-Botany, Econometrics, Social-psychology, Industrial-psychology, etc. This approach has been discussed and illustrated in the following paragraphs.

This is a recent approach for advancing new knowledge in the edifice of any discipline. This approach is now being used in teaching as well as research activity. The term 'Inter-disciplinary approach' refers to the interaction of two or more disciplines.

In the present time our social and professional problems are too complex. They cannot be solved by the experts of one discipline. It requires that the experts of various disciplines should work jointly to provide workable solution of the problems. The solution of the problem will be common contribution of the disciplinary which have worked together.

This approach can be understood by an example in the field of behavioural sciences. After independence education has been made compulsory for all. An expert of sociology has pointed out that the mass education has created a problem as a result of social change. The young generation is leaving their parental profession after acquiring education. In this way social process would be distributed. The expert of Sociology refers this problem to the educationists to find out the solution of the problem. The experts of education have included a new vocational aim of education.

The vocational institutions are preparing the personnel for various jobs : engineers, doctors, mechanics, teachers, etc. The mechanical engineers are working in the factories of Bata and Tata. This knowledge will be considered as sociology of education. It will be included in both disciplines: Sociology and Education.

Another example which illustrates the interaction of three disciplines in the area of behavioural sciences. The education is for both boys and girls and they would like to serve in any department. Thus, husband and wife both are in job who will look after their children during office time. This problem has been identified by an expert of sociology and refers to an educationist to provide the solution. He has proposed a new ladder to the system of education. There should be pre-primary education, it is meant for 2 to 6 years children. A child psychologist can suggest the method, content and technique to deal with 2 to 6 years children. Thus, the experts of three disciplines : Education, Sociology and Psychology are interacting on this problem. The solution of the problem will be the new knowledge of these disciplines. It will be termed 'social psychology of education and special education.'

The financial aspects of these problems can be suggested by the expert of Economics. The Nursery and KG. schools have been started. These are self-supporting institutions. The parents can afford to pay fees. This knowledge is termed as economics of education.

The education has its foundation on other disciplines. The aims of education are given by philosophy and methods of teaching and techniques are devised by psychology.

Integration is another expression used to mean mainstreaming. Integration cannot be reduced simply to an educational issue or employment issue. Its achievement will require the successful coordination of a whole series of transitions for the handicapped, ranging from early identification, to early intervention, to school programme to community, jobs and finally to community living.

An approach to integration that takes the individual needs of the special child into full consideration may result in one or more of following:

Physical Integration : Planning for the location of special programmes in school buildings with regular education programmes.

Social Integration : Planning for regular personal interactions between students who are handicaps and those who do not.

Academic Integration : Planning to ensure students with an without handicaps simultaneously use school resources.

Societal Integration : Planning designed to enable students with moderate and severe handicaps to work, live, and spend issuer time with their fellow non-handicapped citizens.

Meaning of Integration

The term 'integration' means:

1. Providing special services within the regular schools.
2. Supporting regular teachers and administrators.
3. Taking parents' concerns seriously.
4. Having students with disabilities follow the same schedule as non-disabled students.
5. Involving disabled students in as many academic classes and extra-curricular activities as possible including music, art, field trips, assemblies and exercises.
6. Arranging for disabled students to use library, playground, and other facilities at the same time as non-disabled students.
7. Encouraging helper and buddy relationships between disabled and non-disabled students.
8. Arranging for disabled students to receive their education in regular community environments when appropriate.
9. Teaching all children to understand and accept human differences.
10. Enrolling disabled children in the same schools they would attend if they did not have disabilities.
11. Providing an appropriate individualised programme.