

RECENT TRENDS IN INTERNATIONAL INNOVATION

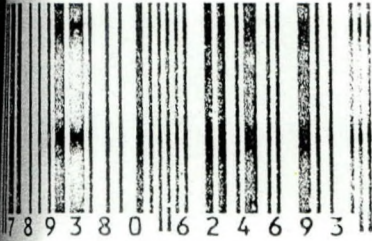
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AN INSIGHT INTO INCLUSION FOR THE INTELLECTUALLY DISABLED

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ABSTRACT

Inclusion refers to opportunity for persons with disability to participate fully in the educational, employment, recreational, community, and domestic activities that typify every society.

Intellectual disability is defined as a disability characterized by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual social and practical adaptive skills. This disability originates before the age of 18 (AAMD 2002).

The study was carried out to get an insight into inclusion for the Intellectually disabled children with 30 teachers comprised of 15 special educators and 15 general educators. A checklist was developed to collect the information on the improvement of the Intellectually disabled on functional skills and gains of normal children enrolled in Inclusive education.

The checklist pertaining to Intellectually disabled children included all the functional skills whereas the checklist pertaining to normal children comprised of skills right from societal interaction to acceptance of individual differences.

The result revealed that the inclusive education is a boon for the Intellectually disabled as well as for the normal children. Equally both the children benefited out of the programme which is evident for the zero reject policy.

INTRODUCTION:

Education is the systematic and deliberate process that equips the learner with knowledge, attainment of skills, values and attitudes which enables them to participate effectively in all spheres of life. The entire process of education is worthless if it is not as per the consideration of the learner as an individual and as a part of a big society, so classrooms should be designed to welcome the diverse learners and address their

individual needs.

In India, the number of persons with disability is estimated to be 1.8 percent of total Indian population (58th round of national sample survey). According to 2011 census 6% is estimated to have one or other form of disability. 2% of total populations i.e. 21,906,769 were reported to have Intellectual disability in India. In Tamilnadu 16 lakhs were intellectually disabled while Coimbatore had the maximum number i.e. 1.16 lakhs followed by Chennai (96,440), Vellore (84,576).

The country cannot afford to be apathic towards the educational needs of children with disabilities. To achieve the target of Education for All, operationalising an inclusive educational programme is a priority issue.

According to MHRD (2003) "inclusive education" means all learners young people with or without disabilities being able to learn together in ordinary pre-school provisions, schools and community educational settings with appropriate network of support services.

Inclusive education aimed at catering to the educational needs of all children who are vulnerable to exclusion due to their specific problems and circumstances. The national curriculum frame work for school education prepared by NCERT also recommended inclusive schools for children with special needs which includes even children with Intellectual disability.

Intellectual disability is defined as a disability characterized by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual social and practical adaptive skills. This disability originates before the age of 18(AAMD 2002).

NEED FOR THE STUDY:

The concept of inclusive education is an ideology rather than a programme that cause suddenly in the mind of policy makers and administrators. It has a concept of effective schooling to a combined group of able bodied and differently abled children studying together where teachers act as facilitator of learning process than the mere mechanical devices to provide information.

According to ILSMH (1994), inclusion refers to the opportunity for persons with disability to participate fully in all of the educational, employment, recreational, community and domestic activities that typify every society.

But how for the above said aspects are achieved by the intellectually disabled is questionable. Many people think that whatever the reforms that takes place in the field of special education is only in paper not in practice in the case of Intellectually disabled. But many researchers say that only physical integration takes place in the inclusive education rather than social and academic inclusion. Hence it is the need of the hour to know how inclusion aids both the normal and Intellectually disabled.

OBJECTIVES:

To identify the acquisition of functional skills by the persons with Intellectually disabled in the inclusive setup.

To assess the gains of normal persons enrolled in the inclusive education

METHODOLOGY:

In order to get an insight into the inclusion of the Intellectually disabled an opinionior was developed and given to both the regular and the special educators. A purposive sampling method was used for the study. The sample consists of 15 special educators and 15 general educators working in the inclusive setup. An opinionior was developed to know the benefits for Intellectually disabled and the normal children separately. Both the opinionior consist of 9 items. It is a 4 point rating scale (i.e. agrees, agree, disagree and strongly disagree).

The items in the tool A and tool B are equally distributed.

Tool A consist of 9 items which included right from motor skills to time concept which is arranged in the hierarchical order. It also included behaviour manifestation, on the whole it gives the holistic picture of the Intellectually disabled in the inclusive setup.

Tool B consist of 9 items which is to measure the gains of normal children. It includes the skills right from societal interaction knowing the responsibility to acceptance of individual differences.

RESULTS AND DISSCUSSION:

TABLE 1:

Indicates the improvement in the functional skills development of persons with Intellectually disabled in the inclusive setup.

N=30

| NO | ITEMS | AGREE | | STRONGLY | | AGREE | | DISAGREE | | STRONGLY DISAGREE | |
|----|-----------------------------|-------|----|----------|----|-------|----|----------|---|-------------------|---|
| | | N | % | N | % | N | % | N | % | N | % |
| 1 | Motor | 22 | 73 | 8 | 27 | | | | | | |
| 2 | Daily living skills | 18 | 60 | 12 | 40 | | | | | | |
| 3 | Language | 22 | 73 | 8 | 27 | | | | | | |
| 4 | Social | 25 | 83 | 5 | 17 | | | | | | |
| 5 | Communication | 16 | 53 | 14 | 47 | | | | | | |
| 6 | Functional academics | 16 | 53 | 12 | 40 | 2 | 7 | | | | |
| 7 | Extra curricular activities | 19 | 63 | 7 | 23 | 4 | 13 | | | | |
| 8 | Bahaviour manifestation | 21 | 70 | 9 | 30 | | | | | | |
| 9 | Time concept | 10 | 33 | 14 | 47 | 6 | 20 | | | | |

The above table reflects the improvement of intellectually disabled in the inclusive setup. Inclusive education is the source for socialization. Followed by language and motor skills. Above all the child also tends to exhibit appropriate

behaviour which is the time consuming process otherwise with regard to functional academics most of the teachers expressed that they are able to acquire the same to a certain extent. Only very few teachers disagree that it is very difficult for a child to acquire functional academics, extra-curricular activities and time concept. On the whole it is evident that the inclusive education is the suitable setting for children with mildly intellectually disabled.

TABLE 2:

Shows the gains of normal children enrolled in the inclusive education.

| ITEMS | AGREE | | STRONGLY AGREE | | DISAGREE | | STRONGLY DISAGREE | |
|--|-------|-----|----------------|-----|----------|---|-------------------|---|
| | N | % | N | % | N | % | N | % |
| Social interaction | 25 | 83 | 5 | 17 | | | | |
| Sharing | 28 | 93 | 2 | 7 | | | | |
| Caring | 30 | 100 | | | | | | |
| Respect individual difference | 8 | 27 | 22 | 73 | | | | |
| Peer tutoring | 4 | 13 | 26 | 87 | | | | |
| Responsibility | 5 | 17 | 25 | 83 | | | | |
| Acquisition of skills | 6 | 20 | 24 | 80 | | | | |
| Helping tendency | 0 | 0 | 30 | 100 | | | | |
| Understanding the individual differences | 1 | 3 | 29 | 97 | | | | |

Cent percent of normal children tend to exhibit the caring behaviour towards the children with Intellectual disability. More than 25 teachers expressed that the normal children came forward by themselves for peer tutoring and took the responsibility of taking care of these children. The above finding co-related with the acquisition of skills and helping tendency. This shows that the peer groups were able to understand the individual difference which is prevailing among the groups.

CONCLUSION:

The finding reflects that the inclusion is boon for both the disabled as well as for the normal children which coincided with the result of Bysse and Bailey (1993). If this approach is implemented properly and practiced in all walks of life. Zero reject policy can be enforced successfully which will indirectly aid in development of our nation.

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