



Research Paper

Ethics in Designing and Framing the Curriculum for Special Education Needs With Reference To Nep – 2021.

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Introduction – This study is focussed on the ethical and moral aspects of designing and framing the curriculum for the special education needs. Special education needs different instructional needs than the regular education pattern as it invites trainers with specialised teachers, specialised therapists and also physical therapists to function parallelly than the regular pattern of teaching. It requires, beyond classroom exercises for executing the LSRW ways of teaching. The focus thrives to facilitate every learner with equal opportunities based on their adequacy and abilities. The education programme is designed to diversify the pattern of learning for children with special needs only to achieve the motto of education for all. The curriculum needs to be designed keeping the needs in mind, including the evaluation technique, which must be structured after the assessment of an average study of children with special needs. It cannot be a generic parameter, and should definitely include many sub parameters to evaluate a child. Even the most peculiar needs hold flexibility and adaptability to reach the children with variant needs.

Objectives – To study the existing curriculum pattern and suggest techniques to add for children with special needs

RM–Applied and Inductive Research along with Combination Research could prove applicable for the study.

Conclusion – It is but a myth that a qualified person can make a great teacher. It needs to be developed with time and deep efforts. Specialised teachers deliver better with the help of technology but with ethics in place, they produce an engaging session and a better society.

Key Words – Designing and Framing, Special education needs, Pedagogy for curriculum.

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I. Introduction

Education is one of the phenomenal parameters to create a better tomorrow. Not to miss, it is not just the design of the curriculum that comes under the header of education, but it includes the entire teaching umbrella which can be constructed per need. Education assists to create a similarity amidst the diversities that exist in every sphere of growth. Every child requires and seeks different things from the same classroom. Not only are their needs diverse, their ability to grasp, comprehend and produce also varies and surprisingly it helps a teacher to produce different results from the same study. It is therefore the need of the hour, to adapt to an inclusive pedagogy of educating and evaluating the children. As Albert Einstein once said, “**Everybody’s a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.**” Children with special needs are rewarded with teachers who take special interest and skills in teaching field. Experience when combined with technology and applicable pedagogy can produce remarkable results.

The very need of Special Education was derived when there were different categories of learners like people with deafness, blindness, hardness of hearing, maladjustment due to circumstantial difficulties from

inheritance, or any form of mental and physical challenges. We can therefore say that special education is the education of people who require additional assistance than the regular, in learning the same lessons.

Although the RPWD- Rights of persons with disabilities, which was passed in the year 2016, encourages education for the children with disabilities, but definitely the percentage of children who complete at-least their secondary education are just about less than 10% of the entire populace of special needs children. In the year 2018, a survey conducted by the National Statistical Office (NSO), on their 76th National Sample Survey study of persons with disability (PwD), which showed some disappointing results.

- 2.2% of total population in India are with disability
- Over the age of 15 and above of PwD category, only 19.3% completed their secondary education.
- The enrolment rate of those who went to school under PwD, between the age of 3-35 years was recorded at 62.9%
- Under the same bracket, only about 10% children went to preschool intervention program.
- In India, less than 40% schools are equipped to support the special education.

Role of NEP-2020, in designing an appropriate curriculum for SPEN

The NEP (New Education Policy) 2021 paves a better route for the successors in the same field. It just evolved as an improvement as a vision. NEP plans several measures to challenge the odds and with greater improvement plans. The policy aims at providing mechanisms of children with special needs – (CWSN).

Let us take a look at the proposed set of steps suggested by the NEP for the specially – abled.

Institutions and Government - Centric Supportive Ideas

- Teachers will be trained specifically for teaching specially-abled and it will be added to the curriculum as an integral part of education programme for educators.
- The infrastructure would try and eliminate any barriers to be able to approach both major and minor needs of the special needs children.
- NCERT – National Council of Educational Research and Training has been given a task to consult the National Institutes of DEPwD – major governing and expert body, when preparing the National curriculum framework for children with special needs.
- Educational institutes would be given all the needed resources to help the special students, so that they form a better atmospheric integration. It also integrates students better. It will include the recruitment of educators
- Government, in accordance with NEP 2020, would make sure that there is a proper integration between students and their classmates, through assistive devices, supportive technology based devices, in addition to the teaching and learning of language, which supports the integration.
- Different aspects of education like arts, sports, vocational education and other learning is made accessible to all the children for which technology based tool is helpful.
- NIOS- National Institute of Open Schooling will be creating modules for the teaching of Indian Sign Language (ISL) along with the other primary subjects as a part of their curriculum. ISL will be standardised across the nation and would be included in the state and national syllabus, so that even the children with hearing disability will have an equal access to learning.
- To assess the development of the special students from primary till higher education, and to help them take the entrance exams and to have an equitable access to education, National Assessment Centre (PARAKH) has been proposed to create the guidelines and recommendations.
- Whenever possible, an alternative school plan will be suggested to students for their easy access to education

Children – Centric Supportive Ideas

- Children from primary till higher education will have the complete opportunity to regular schooling
- Accommodations for children with special needs will be provided for them to be able to commute easier
- Additional safety and security will be provided to vulnerable students.
- If children wish to go to regular schools, where there are teachers with special education, they can proceed. The educators will not only provide the support but also help them rehabilitate.
- Students who are having severe disabilities, who cannot be a part of regular schooling, will be supported through home-based schooling to ensure and promote the equality and equity in education for all.
- Including parents and care takers in the process of technology based orientation programme would be one step ahead in this line.
- Technology based tools will give the special students a flexi time and flexi choice of study content for them to make the best use of their talent.

Although the suggestive ideas by NEP are brilliant, if it is implemented, then even the most vulnerable and less privileged category of students will have the access to education. It will be a big leap in the idea of inclusive

education. It will also be including parents, caregivers, and schools and allotted teachers, which in-turn will help them to have an equal opportunity to harness their talent, have a regular and respectable life.

Evaluation and Assessment Techniques for Specially Education – Assessment has a foundation role in evaluating our efforts towards the goal. Not only are the teachers trained to teach for the special children, they are also trained to evaluate the children, assessing and interpreting the data therefore provided. Formal assessments are used to judge whether students are meeting the state and national standards of progress. Teachers are also skilful about evaluating through informal methods where they consider the behavioural, skill-oriented, academic and functional strengths. As a reflective practitioner, teachers also try and evaluate the results of their own instructions, both as effect and its effectiveness. While students with special needs project immense strength in some areas, they also seek help in many areas. Their varied needs range from the requirement to be understood, to seeking attention, memory, emotional and social regulation, language, and also motivation due to various previous responses. One can say that environment factors like culture, language, socio-economic status, peers, neighbourhood and familial relations play an equally important role in the deliverable and therefore the evaluated results of the child. Finally one can say that, the teachers do their best to be knowledgeable and inclusive of families and care givers to study their various other factors like, family, culture, language and socio-economic status of every child and evaluating them per profile basis.

Some of the suggestive techniques would include

Cognitive Approach – The initial step would include to understand the IQ level of the student to place them in the appropriate bracket of learning. This would include conducting a test, which can provide a clear picture of what next to be done.

Sensory Approach – Some children who are specially-abled neither have a cognitive impairment, nor any communication impairment, but have orientation challenges. Some use lip reading, while others use sign language to communicate. One must identify the difference, and then train the trainers according to the need of the hour.

Additional need - based Approach – Not only must one study the academic need, there are several other needs which the special children are highly sensitive about. They too require sessions on soft skill training like, time management, people skills, financial discipline, motivational skills, team building and many more. So, in order to lift these children to a level where they feel they are treated and accepted equal, they must also be trained into soft skills which are required to work in any organisation.

Repeating Tasks and Tests – One very fruitful way to function with these children would be to repeat the tasks and tests. When we repeat the tasks in a session by practising more, by following up for feedback, by repeating sessions and tasks followed, it helps to reduce the exam fear, and to familiarise with the topic, even if it is new. Repeated mock exams will help to assess the cognitive understanding by a student of a particular topic and will see the graph of their comparative results over a period of time.

Encourage peer-to-Peer learning – Making a monitored peer to peer learning session would encourage a healthy group study among children. This in-turn encourages the better off children to revise and the ones who need more focus, to ask freely with their peer-mates. Additionally, the mentor students can have a format to assess their mentees from time to time.

Categorise the Topics – Categorising the topics from easy to complex and from preliminary to advanced, must be separated. This will trigger the teachers to identify innovative methods to teach the complex topics.

Conclusion – At the end, the researcher would like to mention that what has been clearly observed is many children with special needs, their parents and the caregivers themselves are not clear about the facilities and options that are available for the children. So making them aware is the initial step. Yet all these steps are important for the development of these children. Teachers are not just teachers here. They play many vital roles like a support system, counsellor, guide, a friend and also parental at the times of need. Families have a full right to receive the update about their ward and can exercise their rights to information at any given point of time. The ability to design and formulate an informative and successful curriculum, depends on the management of the institute. Adequate planning is required for a smooth operation. Many training and up-skilling programmes are needed for the teachers and trainers to be updated with the latest requirement. Once the basic level is understood by the students, the advanced level can be introduced to the children. Personal interest plays a very crucial role in achieving the institutional goals. A self-driven person can produce remarkable results and can reach the objectives of special education.