



ENHANCING VOCATIONAL SKILLS: NEED OF THE LEARNERS WITH SPECIAL NEEDS

Prof. Manjiri Dhere & Prof. Vishakha Hendre

Asst. Prof. MIT School of Education & Research, Kothrud, Pune



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

Introduction:

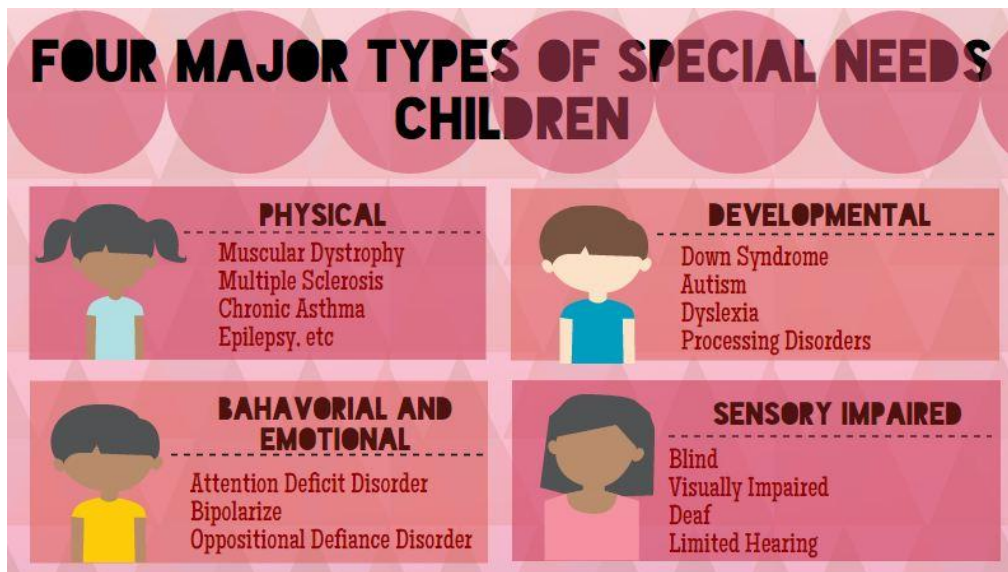
Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-special needs students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities.

Implementation of these practices varies. Schools most frequently use the inclusion model for selected students with mild to moderate special needs. Fully inclusive schools, which are rare, do not separate "general education" and "special education" programs; instead, the school is restructured so that all students learn together.

Inclusive education differs from the 'integration' or 'mainstreaming' model of education, which tended to be concerned principally with disability and special educational needs, and learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child.

A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Feeling included is not limited to physical and cognitive disabilities, but also includes the full range of human diversity with respect to ability, language, culture, gender, age and of other forms of human differences. Richard Wilkinson and Kate Pickett wrote, "student performance and behaviour in educational tasks can be profoundly affected by the way we feel, we are seen and judged by others. When we expect to be viewed as inferior, our abilities seem to diminish".

Types of Learners with Special Needs :



There are various types of the learners with special needs. Although they are learning with the ordinary learners, in order to fulfil their needs and make them to be self-dependant and confident, vocational education should be provided to them along with other subjects.

The training of vocational courses will differ from individual to individual according to their abilities, interests, skills and needs. But providing vocational education along with other school subjects is the need of the learners with special needs.

Objectives of Inclusive Education :

To develop life skills among the learners with special needs and integrating them within society by means of employment and to make them economically independent.

Skill based pre-vocational training should be provided to the learners with special needs in the schools.

Aimed at developing life skills within these children, should be directed at integrating them within the society by means of employment and to make them economically independent. In a first at the elementary level, they should be provided the skill based training to the differently abled students. This will help to initiate a beginning towards ensuring greater employability for them at later stages of life."

The pre-vocational courses will help the students identify their interests at an early stage and be able to pursue them further when they get out of the school.

Possible vocational programmes for Learners With Special Needs –

For the learners with special needs various areas can be identified including computer training, art and craft, safety skills and healthcare, and paper bag making, binding, stitching, suing, pottery, gardening, carpentry, cooking, weaving, jewellery making, greeting cards,

lantern making, typing etc. according to the learners' abilities and interests. Trained vocational trainers can be recruited to work in coordination with other teachers.

Expected Outputs

Skills development is central in enabling people with special needs to take part in the labour force. Those who have had the opportunity to acquire marketable skills are more likely to obtain decent and productive work, and demonstrate their potential to earn a living and contribute in the world of work. Yet access to appropriate skills training is not available to a significant number of learners with special needs for differing reasons. Access to general skills development programmes is often limited, with little encouragement or accommodation of the participation of the learners with special needs. Where training is provided in dedicated centres, catering only to the learners with special needs the training curriculum and equipment are frequently outdated and is less likely than the general training programmes to reflect the requirements of labour market or self-employment opportunities. Learners with special needs in developing countries mainly attend training programmes in such centres, or do not attend any training at all, resulting for many in social exclusion and in poverty. The result is a loss of potential, with implications for individuals and for societies.

Recommendations :

- Laws and policies, programmes and services relating to inclusion of the learners with special needs in inclusive vocational training should be reviewed.
- Knowledge and good practices by social partners of inclusive vocational training in the region should be shared.
- Steps required to improve access by the learners with special needs to general skills development programmes should be identified.

Conclusion :

It is needed to run vocational programmes in the schools. Due to these programmes the human resources will be utilized and the hidden talent will be channelized properly. Individual will get the opportunity to contribute in the social and national development.