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Comparative Study on Mental Health for the Visually Impaired and Ordinary Students

Mansa Verma
Course Coordinator, V.I. Department, AIRSR, Rohini

Abstract

The purpose of the study was to investigate the comparison of Mental Health between the visually impaired as well ordinary students aged 12 to 18 years. A descriptive test method is found to be suitable for research. I sampling method is the intended method of sampling and the sample size of the study is for 140 different students Kanpur special and general schools. The findings of this study show the mental health of both of them visually impaired and ordinary students show no difference. Good mental health is required social developers.

Keywords: Visually Impaired, Mental Health, Personality Path.

Introduction

There is no denying that regular physical activity is important for promoting good health and preventing disease. Numerous studies have shown that regular physical activity improves physical and mental health. However, little is known about the type of exercise people should engage in order to maximize health outcomes. In the last 15 years, it has increased interest in the health benefits of exercise in natural areas Because exposure only nature or scenes / natural objects are known to have positive effects on them especially when compared to the negative effects of exposure to cities places .It is thought that a combination of exercise and natural exercise, called "green exercise", leads to a combined health benefit. Existing research investigates the importance of this synergistic benefit and role of the various aspects of the exercise environment in relation to the development resulting from exercise in mental health. Indigenous homelessness must be developed within the context of reconciliation between Indigenous and Non-Indigenous people Canadians, coping with trauma, drug use and family separation.(Bingham et al., 2019).

When we talk about corruption, it means when you lose the ability to do something. Visual disability means loss of vision, in whole or in part. It may even continue to use a contact lens, glasses and after surgery. The research theme supports that Visual Damage also has an impact lower the quality of life and mental health and overall well-being. There are certain mental health problems that can be solved with the help of proper guidance. Parents, teachers and peer pressure can transform corruption into even greater success. The review reveals a lack agreeing on all guidelines on specific issues relating to the diagnosis and management of depression during depression delivery time.(Falek et al., 2022).Visually impaired children had more report health problems compared with sighted peers.(Al Sadhan et al., 2017).

Review Literature

1. Among the homeless Canadians and the mentally ill, those Aborigines are different histories and current related requirements colonial heritage. Indigenous homelessness must be developed within the context of reconciliation between Indigenous and Non-Indigenous people Canadians, coping with trauma, drug use and family separation.(Bingham et al., 2019).
2. Mental health care is a basic need of women and should be included throughout Medicaid state health benefit packages. These benefits should be non-discriminatory compared to medical benefits (i.e., equity), other than financial requirements that impede proper clinical access treatment.(American Psychological Association; Women's Programs Office, 1998).

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3. With the persisting health, social and systemic inequities for First Nations people, the COVID-19 pandemic has brought upon increased stress and accompanying symptoms of anxiety and depression, as we found for people in this First Nations community. Additional individual and community supports and services, including for mental health, should be considered for First Nations in the context of COVID-19 public health measures, to foster overall resilience.(Lee et al., 2022).
4. While there has been consensus on key steps in the care approach, the review reveals a lack agreeing on all guidelines on specific issues relating to the diagnosis and management of depression during depression delivery time. Physicians can use these recommendations to guide their performance, but they should be careful limitations of the evidence supporting these guidelines and remain vigilant in new evidence. There is a clear need for researchers and policy makers to prioritize this area for the development of evidence-based management guidelines perinatal depression.(Falek et al., 2022).
5. There is a significant need to change the traits of teens who are mentally ill and suicidal worldwide. Ensuring that young people have access to services that meet their individual needs and are easily accessible a important. Real stakeholder involvement in the development of a mental health system is essential to ensure that the capacity of the programming will likely succeed within these complex areas. There are limited books that describe interaction processes performed by research teams in the use and planning of a mental health system. The protocol describes the methods that will be used to engage local communities using systematic scientific methods to integrate knowledge and action to strengthen adolescent mental health services.(Freebairn et al., 2022).
6. Although the mental health status of most people in low- and middle-income countries is unsatisfactory, there is a renewed obligation to focus on mental health population and the development of responsive mental health services the needs of the mental health service. There is a general agreement that job promotion must be based on evidence and that the effectiveness of those jobs must be assessed. If these requirements are merit should be noted that it will be important to strengthen national power in order to be carefully monitored and evaluation of project development projects and showing sustainable benefits people.(Minas, 2009).
7. The link between mental illness and the workplace nature is complex and multifaceted. CMDs have negative impact on productivity at work and negative working areas are associated with the top increase in CMDs. Studies so far have focused on this mental health promotion and treatment interventions CMDs in the workplace, especially in developed countries.(Chopra, 2009).
8. Visually impaired children had more report health problems compared with sighted peers. Poor OHI scores, high PI scores, and high GI points are observed among visually impaired children compared with the visual cohort. They also visit the dentist and often practice toothpaste. In addition, the observing group found additional information about the mouth health than children with poor eyesight.(AlSadhan et al., 2017).
9. General practitioners and hospital physicians are great caregivers, as well as teaching methods can be considered for proper transmission. Investigators identified many barriers and opportunities in the study methods. The recruitment of additional mental health professionals and advocacy for better mental health, community awareness programs and school education strategies has been suggested to improve appropriate mental health care.(Gupta et al., 2021).
10. Stigma means humiliation, humiliation, and humiliation for a person because of symptoms or the qualities they possess. Often, discrimination leads to social stigma such as

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discrimination, rejection and discrimination. When it is related to a health condition such as mental illness, stigma may affect a person illness and medical education, which includes access to appropriate and technical treatment.(Subu et al.. 2021).

Objective

- Comparing the mental health of visually impaired and ordinary students.
- Comparing the mental health of visually impaired girls with normal girls.
- Comparing the mental health of visually impaired boys with normal boys.

Hypothesis

- There is no significant difference in the mental health of visually impaired and normal students.
- There is no significant difference in the mental health of visually impaired girls and normal girls.
- There is no significant difference in the mental health of visually impaired boys and normal boys.

Research Methodology

In this research we used survey method and the Survey research is defined as the process of conducting research using surveys that researchers send to respondents. The data collected from the study was then mathematically analyzed to reach a sound research conclusion.

Sample and sampling techniques

A sample of 140 students was selected for the targeted sampling process. There were 70 regular students in various schools where 35 male students and 35 female students The remaining 70 were Blind Students from Different Blind Schools, Kanpur.

Data Analysis

HO: There is no significant difference in the mental health of visually impaired and normal students.

Here are two groups of visually impaired students and general students, the data was also sorted analysis with the help of results evaluation;

Sample	N	M	SD	Df	t-value	Significance level
Visually impaired	70	101	6.85	156	3.90	Significant
Normal students	70	105	6.35			

From the above it is clear that the value 't' 3.90 is important at the level of 0.05 per df = 156. Indicates that the ratio of MHB scores between normal and abnormal is very different. In this context iThe Null hypothesis, "There is no significant difference in the mental health of visually impaired and normal students." Accepted. It can therefore be said that mental health differences were not present in Visual Students with disabilities and ordinary people.

HO: There is no significant difference in the mental health of visually impaired girls and normal girls.

Here are two groups of visually impaired girls and normal girls, the details were sorted out and analyzed with the help of test results say;

Sample	N	M	SD	Df	t-value	Significance level
Visually impaired Girl	35	104	6.45	147	4.01	Significant
Normal Girl	35	109	5.35			

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From the above it is clear that the value 't' 4.01 is important at a level of 0.05 per df = 147.which means that the MHB points between Normal and Visual Impaired are very different. In this Null hypothesis, "There is no significant difference in the mental health of visually impaired girls and normal girls." Accepted. It can therefore be said that the difference in mental health were not among the Visual Impaired and Normal girls.

HO: There is no significant difference in the mental health of visually impaired boys and normal boys.

Here are two groups of visually impaired boys and normal boys, the data was put in tables again analysis with the help of results evaluation;

Sample	N	M	SD	Df	t-value	Significance level
Visually impaired Boys	35	101	7.45	76	1.81	Not Significant
Normal Boys	35	104	8.35			

From the above it is clear that the value 't' is 1.81 Not important at level 0.05 per df = 76.which means that MHB scores between normal and abnormal are not important. In this context Null hypothesis, "There is no significant difference in the mental health of visually impaired boys and normal boys." Rejected. It can therefore be said that mental health differences were present in Visual Students with disabilities and ordinary people.

The researcher has interpreted many of the findings of the study so we can interpret the following results that they are as follows:

In the first thought, "There is no significant difference in the mental health of visually impaired and normal students." the researcher found that they are not the main differences between them. In the second hypothesis, "There is no significant difference in the mental health of visually impaired girls and normal girls.". The researcher found that they were not the main differences between them. In the third hypothesis, "There is no significant difference in the mental health of visually impaired boys and normal boys" the researcher found that there was a significant difference between them.

Conclusion

By considering the above results the researcher was able to establish a mental health comparison between visually impaired and ordinary students. Most studies like that there is a poor mental health to watch students with disabilities, but this study found that the state of mental health is almost identical in both normal and visually impaired students. Mental health differences are more common in boys with vision problems boys. This study shows some differences from other research papers. The students were socially superior too Speaking. They were easily involved in the study. The researcher should ask one by one and complete all the questions personal data only.

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Sanchika Sharma
Student, SRM University, Delhi-NCR, Rajiv Gandhi Education City, Sonipat, Haryana, India

Sanjana Mittal
Deputy Director, Ashtavakra Institute of Rehabilitation Science and Research (AIRSR) Madhuban Chowk, Rohini, New Delhi, India

Correspondence
Sanchika Sharma
Student, SRM University, Delhi-NCR, Rajiv Gandhi Education City, Sonipat, Haryana, India

Impact of exercise on health behaviour

Sanchika Sharma and Sanjana Mittal

Abstract
The paper explores the intricate relationship between exercise and health behaviors, emphasizing how regular physical activity acts as a fundamental health behavior linked to overall well-being. Through a comprehensive review of literature and primary data collected via interviews from 16 participants aged 18 to 35, the study delves into the positive correlations and barriers associated with exercise. It discusses the enhancement of both mental and physical health through exercise, the promotion of positive health behaviors, and the challenges that impede regular engagement in physical activities. The research highlights strategies to overcome these barriers, thereby advocating for integrated approaches to promote consistent and beneficial exercise habits as a cornerstone of health behavior.

Keywords: Health behavior, exercise, physical activity, mental health

Introduction
Exercise is a subset of physical activity that is planned, structured, and repetitive. It enhances or maintains physical fitness and overall health and wellness. It generally involves the movement of the body's muscles, requiring energy expenditure above resting levels. It can take many forms, such as running, cycling, swimming, weightlifting, yoga, dancing, and team sports, among others. The World Health Organization recommends that adults engage in at least 150 minutes of moderate-intensity aerobic exercise or 75 minutes of vigorous-intensity aerobic exercise per week, in addition to muscle-strengthening activities at least two days per week. It is also essential to choose activities that you enjoy and that fit your lifestyle to increase the likelihood of maintaining a consistent exercise routine.

Types of Exercise
Exercise is n key for good health and well-being. There are various types of exercises which an individual can include in their life. Some of the exercises are following:

1. **Strength training exercises:** This is also called resistance training exercises. These help in strengthening the muscles. It is based on the principle that muscles of the body will work to overcome a resistance force when they are required to do so. Squats, push-ups, deadlift, lunges are examples of resistance training exercises.
2. **Balance exercises:** It aims to Strengthen balance control in everyday activities leading to improved fall-related self-efficacy, reduced fear of falling and increased walking speed. It improves physical function and quality of life. Some of the examples are tightrope walk, flamingo stand and Rock the boat.
3. **Aerobic exercise:** It is a structured and repetitive physical activity that uses large muscle groups. The term aerobic means "with oxygen," which summarises how the exercise works. During aerobic exercise, the heart pumps out oxygenated blood to all the working muscles, burning fat and carbohydrates. Walking, cycling, and Zumba are examples of aerobics exercises.
4. **Flexibility exercises:** Flexibility exercises are the ones that involve stretching the muscles. These exercises make it easier for your joints to move in all possible directions (Improved range of motion). Yoga, tai-chi are a few examples of flexibility exercises.

Benefits of regular exercise
Regular Body activity is one of the most important things one can do for their health. Exercise has a multitude of benefits for both physical and mental health. Some of the benefits of exercise include.

1. **Improved cardiovascular health:** Regular exercise helps to improve the health of heart and blood vessels, reducing the risk of heart disease, stroke, and high blood pressure.

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CERTIFICATE OF PUBLICATION

It is certified that the research paper of **Ms. Radha Rani Rawat,** HOD HI Dept. / Asst. Professor, Spl. Ed. (HI Dept.), AIRSR, Delhi, entitled "*Perspectives of Student Teachers' Towards Face to Face versus Online Learning as a Consequence to Covid-19 Pandemic*" has been published in our Peer Reviewed Refereed Research Journal. *Shodh Drishti* (Vol. 15, No. 2.1, February 2024) having ISSN No. 0976-6650.

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16th-18th February, 2023

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This is to certify that Ms./Mrs./Shri/Dr. MANSA DEVI VERMA CRR No. A/6503 has participated in the **CRE Programme on "Changing Dynamics and Transformation in the field of Special Education in context to New Education Policy"** approved by the Rehabilitation Council of India, a Statutory Body of the Ministry of Social Justice and Empowerment, Department of Empowerment of Persons with Disabilities (Divyangjan) Govt. of India vide approval No 7-16 (333)/2023-RCI dated 5th January 2023 conducted from 16th-18th February, 2023 at Tecnia Auditorium, Madhuban Chowk Delhi, as Participant with 06 CRE Points per day

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"Manifestation problems faced by people with low vision in mathematics"

Manoj Verma
Assistant Professor
AIISH

Abstract

In order to make visually impaired children self reliant it is important to give mathematical concepts to enable them to do basic tasks. visually impaired children should be told verbally while doing various tasks which includes basic skills measurement and to learn the number world of the person. The problems faced by an individuals while calculating and understanding the concepts in a task there are different remedial learning which act as a means to develop new mathematical skills to grow and to lift. To learn mathematics the low vision is a task as well as a support in day to day life to understand the concepts and to learn the knowledge of numbers.

Keywords

Mathematics, Vision, Visual Impairment, Early Intervention

Introduction

The concept of 'numbers' is taught in elementary classes in which they learn the sub topics of concerning numerals, how value place value etc. They become able to apply basic mathematical operations like addition, subtraction, multiplication and division during learning. The same task should be be done to understand the basic concepts of mathematics.

Mathematics in Technology - Braile

In the pre primary level all kinds of learning is done through play as we all know the importance of math's in our lives and children should have useful abilities especially those related to numbers numbers skills and because most One of the main objectives of kindergarten education in low income is high rate children need to do in formation and recognizing on a spread basis half an sample, children would be able to learn math's related and they have problems in the same way visually impaired children have many problems in life

Instead of keeping the order of numbers, it is necessary for children to learn and explore the relationship between counting and quantity through small words, here are plan and counting in which reason is required, then to compensate for this deficiency a person uses some devices, many devices have been used in the education and rehabilitation of visually impaired persons some are old times and are being done even today such as instead of keeping all kinds of old equipment in the age in the pre math's age it is necessary to work and explore in the children in small groups whether the middle of the lesson and the middle of the small quantities of this stage are not found or be careful about the unrecognized children.

Must to assess the ability to compare and classify and recognize shapes and similarities. Mathematical games, puzzles and stories help develop conversational behavior and make connections between everyday thinking and mathematics. The terms mathematics is known for its brilliance and found the technology.

Mathematics is not only calculations which is addressed to their operations shape dimension and spatial understanding the basics of patterns and data also have to be given the necessary understanding. It is seen that some students overcome the difficulties in learning mathematics as visually impaired children, requires cooperation in explaining data or graphs, charts or tables e.g. children with visual impairments should be made aware from early life that they require filled out diagrams and other types of equipment. Low disrupted children may also need verbal instruction in early life when they are mentally challenged, and lectures all kinds must be provided to overcome the numerical and abnormal math's thinking difficulties of B.T.

Visually impaired children have special needs related to mathematics such as understanding local concepts, spatial perceptions and development and understanding the relationship between spatial and current are having problems with the transformation of objects into knowledge with special symbols used in mathematics. Mathematics is a multitude of approach to life without which a child of an individual is difficult to assess and to rule in disciplined action which provides Reasoning, Thinking and problem solving. Hence Mathematics is the method of analysis, interpretation and a learned result from the given problem.

reasoning math property due to the local systems and solve such as Braille difficulties in reading and writing in mathematical language also in use.

Visually impaired community use devices to fulfill the reading of various kind. Traditional tools are used for those writing for which impaired people have awareness, abilities or availability of equipment. In other words, we can say that it is essential for visually impaired people to have knowledge of all Braille writing instruments so that they can ensure the rehabilitation techniques used.

Conclusion

Children with visual impairments should be made aware from early life that they require filled out diagrams and other types of equipment. Low disrupted children may also need verbal instruction in early life when they are mentally challenged, and lectures all kinds must be provided to overcome the numerical and abnormal thinking difficulties of B.T. Visually impaired children also have special needs related to mathematics such as understanding local concepts, spatial perceptions and development and understanding the relationship between spatial and current are having problems with the transformation of objects into knowledge with special symbols used in mathematics. Mathematics is a multitude of approach to life without which a child of an individual is difficult to assess and to rule in disciplined action which provides Reasoning, Thinking and problem solving. Hence Mathematics is the method of analysis, interpretation and a learned result from the given problem.

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Barriers Hamper Promotion of Inclusive Education

Ms. Radha Rani Rawat
Asst. Professor Spl. Ed. (HI Dept)
NIPSP

ABSTRACT

The Ministry of Social Justice and Empowerment (MSJE) is responsible for the education and rehabilitation of persons with disabilities (PwD). On the other side, the sustainable development goals (SDGs) emphasized the Quality Education which is adopted by India in 2015. As a developing nation, India has attempted to develop a quality system of education under the familiar slogan of 'Education for All'. Although in India education is one of the fundamental right and supporting this very fundamental Right, New Education 2020 chapter 6 and 14 emphasis on equity and school for higher Education level. However, success in adopting and implementing it in letter and spi... inclusive education in India, there are several obstacles, barriers and challenges. Many challenges such as lack of well-educated teachers, course curriculum, resources, good infrastructural facilities, awareness, positive attitude from parents caretakers, and communities are still lacking. Teacher's and professionals can follow several strategies for promotion of inclusive education in school. In this conceptual research article, efforts have been made to throw light on the challenges creeping in for promotion of Inclusion in India.

KEYWORDS: Quality Education, Ministry of Social Justice and Empowerment (MSJE), Education for all , New Education Policy (NEP), Sustainable Development Goals (SDG), Inclusive Education.

INTRODUCTION

As we all know that Education is a fundamental right and it plays an important role in developing nation. Taking it to consideration people of India started thinking about educating children with disabilities. However, India has diversity in terms of caste, class, creed, gender, region, language etc. and where disability has always been taken seriously out of the typical setting, discriminated and deprived (State of the Education Report for India, 2019). Although Education for children with disabilities has been taken seriously since the late 19th century and also Government of India has made several policies for promoting and supporting Inclusive Education. Inclusion is one of the most widely studied topic in teaching and learning process in educational field. Inclusion means the act of including or the state of being included in... opportunities for all people... regardless of their age, gender, ..., background. The Chinese proverb (IRC, 2006) says, "Tell me and I forget... school can provide good education to all pupils irrespective of ... their varying abilities. The government of India practice inclusive education but their implementation efforts have not resulted in an inclusive system of education, nor have they reached their goal of "education for all" across the country. It is because of various barriers which are both external and internal as well. These barriers, being faced by children with disabilities are summarized below.

CHALLENGES FOR INCLUSIVE EDUCATION

Rigid Curriculum: No special curriculum is here to fulfill the diverse needs of special students. The curriculum is one of the major obstacles or tools to facilitate the development of more inclusive system. Rigidity in curriculum does not allow the special students to learn with the non-disabled ones. As a result of the knowledge based curriculum, the examinations are also too much content oriented rather than success oriented. This is also a barrier to measure the achievement of children with special needs.

Peer Pressure: Peers of children with disabilities are sometimes thought that they are Children with disabilities are often an easy target for being teased and bullied by their non-disabled peers. This vulnerability to bullying is found across all types of disabilities. Hence, a negative peer attitude proves to be a major barrier to full social inclusion of children for students with disabilities.

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Attitude of Regular Teachers: There are two general attitudes of regular teachers which affect their acceptance and commitment to implementing inclusion. Firstly, regular teachers consider children with disabilities as the responsibility of the resource teachers. Secondly, they feel children with disabilities to be a 'disturbance' to the class and as causing distractions which delayed course completion. Therefore, they choose to ignore their presence and concentrate on execution of their lesson plans.

Buildings and Infrastructure: Children with disabilities face barriers if the building has not been constructed with their mobility needs in mind. Most school buildings don't respond to the requirement of the learners properly. The students with special needs cannot access all the places in the compound such as playgrounds, washrooms, library, doors, passageways, stairs and steep ramps, recreational areas, etc.

REVIEW OF LITRATURE

Sonam Dorji, Revealed that there should be cooperation among teachers, students and parents and educate the public to dispel the negative attitude towards disabilities, providing trainings to instill skills required in inclusive classrooms and revising curriculum to make it flexible enough to respond to the different needs of the students.

Mitika, Alemu and Semahegn (2014), found that there are several obstacles and challenges related to teacher preparation and to promote inclusive education. It is not possible to attain success in inclusive education in country through effective teacher preparation strategies, so to make inclusive appropriate teacher preparation for inclusive education must be made compulsory in all teacher education programme irrespective of elementary or secondary level furthermore qualitative resources, facilities, faculties must be supplied to each teacher education institution to make inclusive education programme successful. Major findings of this study were:

1. Attitude of teachers and parents towards disable children
2. Lack of attention from education institution
3. Lack of educational materials
4. Problem is to create a good effective and competent teachers who can lead and practice inclusive education adequately.
5. Large class size.
6. Lack of skilled manpower
7. Schools do not conduct scientific way of identification and assessment process to identify and assess the special child.
8. Schools do not have eligibility criteria to admit students with special needs.
9. Teachers do not prepare individualized educational plan (IEP) for disable child.
10. Teachers do not have extra time to complete their activities.
11. Testing procedure is not modified according to need of special child.
12. Visually impaired students are not placed or positioned according to their need to accommodate all stationary and other material.

According to Linklater & Florian (2010), although inclusive education has received global attention, it's viewed as major challenge in the educational system around the world. Similarly, in Bhutan, implementing the policy is key challenge of the policy. While implementing the policy, teachers are encountered with various challenges which hinders the success of inclusive education. Introduction of inclusive education has exposed teachers to challenges while discharging their normal duties (Gandiya, 2002).

Sarao (2016), Revealed in a study of obstacles and challenges in inclusive education in India with special reference to teacher preparation.' that many problem such as lack of well educated teachers, curriculum, resources, good infrastructural facilities awareness, positive attitude, plans, policies are creating hurdles for extending the concept of inclusive education in India.

Thwala (2015), revealed that majority of teachers were not trained on how to teach in an inclusive classroom, however [illegible] indicates that with proper training and resources [illegible] can be practical and effective learning environment [illegible] disable child. This study also revealed that mainstream teachers generally lack confidence as they attempt to include students with disabilities in the classes so this study suggests that there should be holding of special need class courses, workshops and conferences for teachers only then they can get acknowledge with the different needs of special child and only then they can manage them in a normal classroom.

DISCUSSION

Inclusive education aims at strengthening the Indian Education System so that it reaches every child and provide them opportunities for academic and social achievement. Inclusive education believes that all children, regardless of the nature of their disability, should be educated in general schools alongside non-disabled children. Since change is the only constant, changing the mindsets of communities, schools, and governments toward people with disabilities by ensuring that they embrace socially inclusive policies is a key step toward creating a disabled-friendly India.

A socially inclusive community needs to provide disabled people with the skills, tools, and support they need to make a living and live independently. In recent years, people's access to technology platforms and the internet has made it simpler to learn, adapt, and up-skill digitally. It has created more [illegible] and new options for disabled people [illegible] discrimination, such as the ability for a disabled person to listen

Rabsel Dorji

to an audio book and learn. As citizens of the modern community, we should support people with disability to interact with other children to be active citizens.

Inclusive learning and teaching look at how schools, classrooms, programs, and lessons are arranged so everyone can be a part of them. By considering a wide range of needs, inclusive teaching guarantees that everyone has an equal chance to learn. This allows teachers to access students who are often left out of the school system.

Due to the increased skill development in the following generation, the benefits of these educational approaches influence the broader community. Below are the key benefits of inclusive education or its importance in today's society

HOW INCLUSIVE EDUCATION BENEFITS SOCIETY:

It takes into account needs of student: Using inclusive and interesting teaching strategies in the classroom allows students of all ages and abilities to learn meaningfully from the lessons being taught. There is a chance for students of all abilities and backgrounds to reach their full potential because schools are open to everyone.

It's important to have the right arrangement to go to school in normal classrooms and not be separated or excluded.

It points out several types of people in society: When schools are more inclusive, they help people understand and [illegible] their differences. Children from all over the world should [illegible] together in the same classroom. As a result, it can [illegible] friendships outside of school, which can help parents, kids, and society work together and cooperate in the community.

It means no one is left out because of their identity: Inclusivity means that all students get the system when it comes to school. Because of this, there will be more involvement in co-curricular and extra-curricular activities.

By including all students in early education, school systems can give children the chance to make friends and more chances to interact with other people.

Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded not only children with disabilities, but speakers of minority languages too.

inclusive education values diversity and the unique contributions each student brings to the classroom. In a truly inclusive setting, every child feels safe and has a sense of belonging. Students and their parents participate in setting learning goals and take part in decisions that affect them.
Inclusive systems provide a better quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together.

Education that excludes and segregates perpetuates discrimination against traditionally marginalized groups. When education is more inclusive, so are concepts of civic participation, employment, and community life.

HOW TO OVERCOME BARRIERS IN THE WAY OF Inclusive Education:

Use of teaching assistants or specialists: These staff have the potential to be inclusive or divisive. For instance, a specialist who helps teachers address the needs of all students is working inclusively. A specialist who pulls students out of class to work with them individually on a regular basis is not.

Inclusive curriculum: An inclusive curriculum includes locally relevant themes and contributions by marginalized and minority groups. It avoids binary narratives of good and bad, and allows adapting the curriculum to the learning styles of children with special education needs.

Parental involvement: Most schools strive for some level of parental involvement, but it is often limited to emails home and occasional parent teacher conferences. In a diverse school system, inclusion means thinking about multiple ways to reach out to parents on their own terms.

[illegible] that educators have the training, flexibility, and resources to teach students with diverse needs and learning styles

Ensure that kindergartens and schools receive adequate and sustainable financial support so that all activities and services are fully inclusive.

Empower parents to assert their children's right to education in inclusive settings

Enable the entire community including mainstream and special educators, social workers, parents, and students to work together and participate in the design, delivery, and monitoring of education, thereby reframing inclusive education as a shared responsibility

Hold government accountable for implementing anti discrimination legislation, legal mandates for inclusion, and policies to remove barriers

CONCLUSION

In my opinion successful inclusion is a must inside the classroom. When pupils are included properly, they will equally have the same chance to achieve, learn and acquire new experiences inside their school. There are inadequate infrastructures and education facilities, sanitation facilities lack of ramps, dirty and dusty classrooms and acoustically non

treated classrooms, equipments and services; moreover, negative attitudes of teachers, lack of budget, limited professionals, lack of responsible personnel in district, zone and region education offices. Parents started to send their children to school; however, there is lack of skilled professionals who will screen and identify according to interests of learners. There is highest number of repeaters and dropouts in early schools because of unfriendly learning environment for diversified learners. The study suggested that high attention is needed from the concerned parties for the implementation of the inclusive education in India.

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Dinesh Kumar Bindal
Assistant Professor, Department of Visual Impairment, AIRSR Rohini, New Delhi, India

Correspondence
Dinesh Kumar Bindal
Assistant Professor, Department of Visual Impairment, AIRSR Rohini, New Delhi, India

Community based inclusive development

Dinesh Kumar Bindal

Abstract
As we all know that disability is not a disease but yes it is unpredictable. Person whether it is a girl or a women or a child having permanent or temporary disability find it difficult in living in society as they feel inferior in comparison to the person having no disability. CBID is a way of working that ensures persons with disabilities are respected and included their communities on an equal basis in all areas of life. But on the whole having disability is not abnormal. For making people comfortable with his or her disability Government has started an inclusive development program which is people centered, community driven and human rights based. The terms CBR and CBID are frequently used interchangeably, which can be confusing. Programs and initiatives implementing the approach, however, can be seen to be located along a continuum of work from rehabilitation services in constrained settings to multi-sectorial, rights-based programs which work with others to achieve inclusive community development. It is an approach that brings change in the lives of persons with disabilities at community level, working with and through local groups and institutions.

Keywords: Inclusion, development, approach, disability, rehabilitation, services, pre-school, programme

Introduction

CBID is introduced by Government to help people understand that disability is totally normal. Globally billions of people have different kinds of disabilities now a day. But this is totally normal. It is a positive approach that brings changes in life in a positive way. It is a key approach to realize the convention on the rights of persons with disabilities and leave no one behind in achieving the sustainable development goals. It offers opportunities to people with disabilities to join community based self-help groups which give them a sense of belonging to their livelihood possibilities despite their disabilities. It acts like a harbinger of hope in their lives. It works closely with the local partners and local governments to bring about significant changes. It includes health, education, livelihood, social and empowerment activities. Building strong communities requires a focus on equal access to good quality services and aimed at supporting and working with people with disabilities and their families and encourage them to participate the in the social, economic and political life of their communities.

It works on the principle of Convention on the Rights of Persons with Disabilities. CPRD is and international Hum an Rights Treaty of the United Nations which is intended to protect the rights and dignity of persons with dignity. It takes to a new height the movement from viewing persons with disabilities as objects of charity medical treatment and social protection towards viewing persons with disabilities as subjects with rights who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society

Aims

1. Its aim is to promote the participation and voice of people with disabilities in decision making processes at local level.
2. In high risk areas CBID programs include activities that address community preparedness and resilience for when natural and human caused disaster strike.
3. It strengthens and enhances earlier work and encourages more inclusive, responsive and accountable communities.

Features

1. This programme will create a pool of grass root rehabilitation workers at community level.
2. It will help people with disabilities to work alongside ASHA and Anganwadi workers to handle cross disability issues and to facilitate inclusion of persons with disabilities in the society.
3. This programme is designed to provide competency based knowledge and skills among the workers which will enhance their ability for successfully discharging their duties.
4. This programme will help in developing the workers who will be known as 'Divyang Mitra' which means the friends of persons with disabilities.
5. The National Board of Examination in Rehabilitation under the Rehabilitation Council of India will conduct examinations and award certificates to pass-out candidates.

Strategies for CBID

1. **Inclusive education starts in Pre School**
- Early Identification System.
- Home Based Early Education.
- Identification of Children with their learning needs in preschool.

2. **Assessment**
- Exploration of family live, the family is expert.
- Observation during classes.
- Level of development and advances.
- Individual learning profiles and objectives.

3. **Teamwork**

Itinerant teachers work together with classroom teachers to
- Developing individual programs.
- Referrals for specialized attention.
- Supporting classroom adaptation.
- Organizing support in the classroom.
- Facilitating activities of sensation and training.

4. **Solve Problems with School Resources**
- Teachers working in teams.
- Organizing structured meeting with limited time.
- Discuss alternatives and elaborate action plan based on needs of the student.
- Implementation plans to evaluate results.

5. **Activity Based learning**
- Start from life reality of the students.
- Integrate all senses.
- Movement is the door learning.
- Self-evaluation.

6. **Leaning based on interests, accepting the diversity**
- Find out common interest in classroom.
- Evaluation of what do I know, what do I want to know, what did I learn.

Conclusion

CBID is not meant only a rehabilitation/health sector; it also acts as an approach which emphasizes on cross cuts multiple sectors and subsequently requires multi-sector engagement and coordination. Community based inclusive development (CBID) practice focuses on the creation of inclusive societies where people with disability have access to social and development benefits like everyone else in their communities. This transition from CBR to CBID has not been immediate and the terms CBR and CBID are frequently used interchangeably, which can be confusing. Programs and initiatives implementing the approach, however, can be seen to be located along a continuum of work from rehabilitation services in constrained settings to multi-sectorial, rights-based programs which work with others to achieve inclusive community development. The main aim is that no one should be excluded from development for any reason, and that the inclusion of marginalized people in development processes reduces poverty, builds community resilience and benefits the whole of society. Together people analyses and address the issues that contribute to inclusive development in their community.

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