



The Role of Arts-Based Learning in Inclusive Education: A Case Study of Completely Blind Student

Dr. Shubhangi Harihar Patil

(Associate Professor)

Priyadarshini College of Education,
 Post Graduate department of Education, Nagpur

Abstract

In the present research, a 17-year-old completely blind student is studying in an inclusive school in Nagpur. This research study has been conducted on these students. This student participated in handicraft-based activities like basket making, bag making, card making etc. in a voluntary education center. The objective of this research is to study the impact of arts-based education on the student's confidence, social participation, communication skills and academic progress.

The National Education Policy 2020 has given special importance to inclusive education and art-based education. Art-based education is considered an effective teaching method for the holistic development of students with special needs. This research is a qualitative research and the case study method has been adopted. The researcher observed the student for 15 consecutive days, and interviewed the mother, father, warden and the child at three different locations for three days. From these interviews and external observation, it was found that craft-based education increased the student's confidence, increased participation in the classroom, improved communication with friends and created a positive attitude towards learning. It was also observed that tactile perception, concentration, patience and self-reliance were also developed. This study concludes that the use of art-based activities in inclusive education promotes the holistic development of students with special needs.

Key Words: Inclusive learning arts-based education, visually impaired students, case study, self-reliance, Social interaction and confidence.

Conclusions

Arts-based education in inclusive learning is an effective medium for the holistic development of students with special needs. Observations showed that a completely blind student showed significant improvements in his confidence, classroom participation, social interaction, and positive attitude towards learning after participating in a craft-based activity.

Introduction

Inclusive education is a fundamental concept of the modern education system. According to this concept, it is considered necessary to provide equal educational opportunities to every student, taking into account his individual abilities, needs and limitations. The main goal of inclusive education is to include students with special needs in mainstream education.

The National Education Policy (NEP-2020) has given special importance to experiential, skill-based and art-based education. Art-based education is not limited to painting or music but also includes handicrafts, pottery, weaving, drama, folk art and creative activities. Such activities develop the intellectual, emotional, social and practical skills of the students. Tactile learning is of particular importance for students who are completely blind. In craft-based activities, students learn through touch, movement, and experience. This increases their confidence, develops self-reliance, and strengthens their ability to interact with society.

In the present research, a 17-year-old completely blind student has been selected. In this research study, an attempt has been made to get complete information about this student by taking complete information about what is the role of art-based education in inclusive education? This student has been selected because inclusive education and art-based education have been given more importance in the National Education Policy (NEP-2020). Since the birth of this child, arguments have started between his parents. The father loves this child very much but he cannot stay with him. He does not have a permanent job. Since his father is a dancer, he has to wander from village to village. From whatever honorarium he gets from it, he runs his business. He supports his family.

Through family observation, the researcher found that this child's father left him in the care of his grandmother and grandfather and went out for work. The mother of this child left him there as soon as the child was born and went to her maternal home. She got a government job because she had done staff nurse training before marriage, but she did not take responsibility for this child. Instead, she left her husband and son. After a few days, the two got divorced. This caused a lot of trouble for this child. After that, she got married again. Another tragedy occurred. This completely blind child was completely abandoned. When the researchers... saw him at the rehabilitation center in Nagpur and heard his story, the researcher's heart was very sad. Seeing the pitiful condition of the child, the researcher could not sleep at all for four to eight days. Tears were flowing from his eyes. How can such a heartless mother live, who made her own child as if he were dead while he was alive. As if there were no parents. Such parents have no right to live at all. For the first time, researchers have seen parents who torture a living child to death. How can such parents not feel ashamed? They are living

happily while leaving him helpless. The father is ruining his own life by drinking alcohol, while the mother has remarried and started a new life. They do not pay any attention to this child. Today, this child needs the loving companionship of his parents to stand on his own feet. He needs to achieve family and mental balance. He is completely blind, it is not his fault. He is not guilty, yet this time has come for him.

A case study of a completely blind child's participation in craft-based education in an inclusive school has been conducted. Specifically, the changes in the student's personality, social participation, and learning process due to the basket-making activity have been analyzed through this case study.

Research objectives

To study the importance of arts-based learning in inclusive education.

Understanding the impact of craft-based learning on the development of a completely blind student.

To monitor changes in the student's confidence, social participation, and academic progress.

To examine the effectiveness of art-based activities on enhancing inclusive education.

Research Methods

The present research is of qualitative research nature and the case study method has been adopted.

Research Type: - Qualitative Research

Research Method: - Case Study

Sample: - 17-year-old completely blind student in an inclusive school

Observation period: - 15 days

Data collection tools: - Direct observation, informal communication, interviews, and observation of educational activities

Data Analysis: - Descriptive Analysis

In this research, the personal identity of the student has been kept confidential and research ethics have been followed.

Detailed description of the case (Case Description)

A 17-year-old completely blind student studying in class 12 in an inclusive school has been selected for this research. The student's name has been referred to as "Student A" to keep the student's identity confidential. The student was regular in his studies. However, his participation in classroom activities was initially limited. He spoke little and was hesitant to participate in new activities. He regularly participated in craft-based activities organized at

the voluntary education center. These activities included basket making, tactile identification of various objects, hand-eye coordination, and creative activities.

The student's active participation was evident in the entire process, from touching the materials used to make the basket to understanding their shape, texture, and use, to weaving them correctly and completing the object he had made himself. Initially, he needed the help of the instructor; but within a few days, he started completing many of the steps himself.

Observations and Analysis

Increase in confidence

During the 15 days of observation, a significant positive change was observed in the student. Initially, he used to take frequent guidance before doing any work. Later, he started taking decisions on his own with more confidence and started trying to complete the activities. Seeing the basket he had made himself, he felt a sense of satisfaction and increased confidence.

Class Participation

After participating in art-based activities, the student's participation in the class increased. He started answering questions asked by the teacher with more enthusiasm and his willingness to participate in various educational activities increased. This showed a positive change in his learning process.

Social Interaction

Initially, the student had limited interaction with friends. His interaction with other students increased as he worked in groups in craft activities. His social skills improved due to cooperation, mutual assistance, and exchange of ideas.

Development of self-reliance

During the process of making baskets, the student learned about material selection, weaving techniques, and work planning through touch. As a result, his confidence and self-reliance in daily tasks also increased, according to observations.

Creativity and Concentration

Consistently working on the craft activity increased the student's concentration. He developed a desire to maintain accuracy in his work and a passion for creating objects in a creative way.

Discussion

The present case study illustrates that arts-based education is not only a medium for developing creativity but also an effective educational tool for the holistic development of students with special needs.

Tactile craft activities are particularly useful for students who are completely blind. Such activities help students develop fine motor skills, problem-solving skills, self-confidence, and social participation. The goals of inclusive education require that every student be given the opportunity to learn according to their abilities. In this case, art-based learning helped the student develop confidence in their own abilities and a positive attitude toward learning.

This research study also shows that the regular inclusion of crafts, music, drama, folk art, and other arts-based activities in inclusive schools can greatly boost the academic and social development of students with special needs.

Conclusions

The present case study makes it clear that,

Arts-based education in inclusive learning is an effective medium for the holistic development of students with special needs.

Observations showed that a completely blind student showed significant improvements in his confidence, classroom participation, social interaction, and positive attitude towards learning after participating in a craft-based activity.

Tactile activities like basket making not only gave the student the opportunity to learn new skills, but also helped him realize his own potential. This process increased his self-reliance and allowed him to interact more confidently with other students. Such activities can more effectively achieve the fundamental goal of inclusive education—equal participation and holistic development of every student.

Although this case study is limited to one student, it highlights the importance of arts-based teaching methods in inclusive education. Therefore, schools, teachers, and NGOs need to incorporate such activities regularly.

Recommendations

Arts-based education should be routinely included in inclusive schools.

Tactile crafts, pottery, music, and other sensory activities should be developed for visually impaired students.

Teachers should be given special training in arts-based teaching and inclusive education.

Necessary educational materials and resources should be made available in schools.

Regular communication between parents and teachers should be maintained to evaluate the student's progress.

NGOs and educational institutions should jointly organize skill development programs.

Students with special needs should be encouraged in the field of arts and crafts according to their interests.

Table 1: Observed improvements in students due to arts-based learning

Sr. No.	Observation factor	Before the event	After 15 days
1	Confidence	Less Increased	Increased
2	Class participation	Limited Active	Active
3	Communication with friends	Less effective	more effective
4	Interest in learning	Medium Increased	Increased
5	Self-reliance	Depending on guidance	Able to perform many task independently
6	Concentration	Less	Better

Limitations of the Study

This study is based on only one completely blind student. Since the observation period was 15 days, long-term effects have not been studied. Because the research is qualitative in nature, the findings may not necessarily apply exactly to all students.

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