

**SUPPORT SERVICES PROVIDED IN SPECIAL EDUCATION CENTRES
IN AIZAWL: A CRITICAL STUDY**

**A Dissertation Submitted in Partial Fulfillment for the degree of Master of
Philosophy in Education**

By

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JULY, 2017

DECLARATION

I, Vanlallawmkimi hereby declare that this dissertation entitled ‘Support Services Provided in Special Education Centres in Aizawl: A Critical Study’ is a record of work done by myself, that the work contained herein is my own except where explicitly stated otherwise in the text, and that this work has not been submitted for any other degree or professional qualification except as specified.

This dissertation is being submitted to Mizoram University, Aizawl for the award of Master of Philosophy in Education

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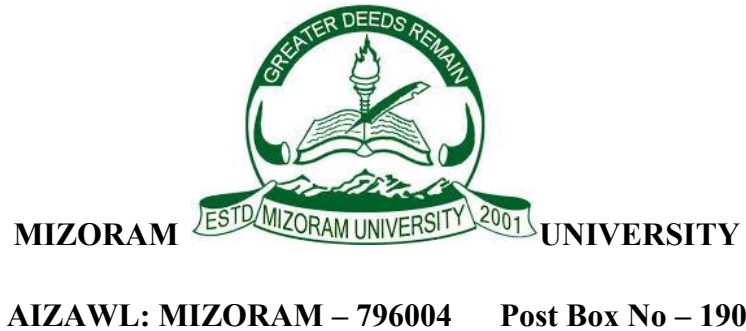
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This is to certify that the work incorporated in this Dissertation entitled **Support Services Provided in Special Education Centres in Aizawl: A Critical Study** is a bonafied research work carried out by **Vanlallawmkimi** under my supervision for her M.Phil. Degree and the same have not been submitted previously for any degree.

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CHAPTER- I

INTRODUCTION

1.01: PROLOGUE

Disability does not strike upon a person; someone may be born with it or is the result of an accident. It catches up in due course of time on account of various causes. The dominating feature in the history of the disabled people has always been in their isolation and exclusion. The concept of integration has brought about the basic ideal that the disabled persons have the right to their family and to a natural social environment. At the same time, it was obvious that disabled persons would need training and preparation to support them to be able to cope with the difficulties that they are facing in the open society. Therefore, the so called 'differently abled' children/persons require a special service to develop to their full potential as per the others.

As a kind of special service, it requires basic elements such as trained professionals which includes teachers, counsellors, therapists, physicians, social worker, etc. as well as adjusted curriculum which is to be flexible, special methods of teaching which should be according to the special needs of the children and a special facilities which can include a special type of building, instruments, learning aids, etc. A special support services is required for them to be able to cope with certain difficulties they are facing. Thus, special education and its support services were inseparable means to help the differently abled persons for their well-being.

There is a common concern that disabled persons are among the most excluded ones in the development process of the country. For an effective and efficient policy intervention for the improvement of the disabled persons, it is of utmost importance to get a clear idea of the dimension of disability. Although government and the public sector would have to play a key role in this area, it may be neither feasible, nor desirable for them to do it all. Further, there are wide

differences in the situation and the policy requirements of different groups of disabled persons in India. There are major differences in social attitudes to different types of disability, coupled with variations due to gender, class, place of residence (rural / urban) etc.

The constitution of India provides the right to education to all citizens including the disabled. It ensures equality, freedom, justice and dignity to all people and it implicitly mandates an inclusive society for all including the persons with disability. A list of Articles of the Indian Constitution which concerned with the differently abled persons was discussed below.

Article 15(1) in The Constitution of India 1949 states that, “The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them”.

Article 15(2) in The Constitution Of India 1949 states that: No citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to

[\(a\)](#) Access to shops, public restaurants, hotels and palaces of public entertainment;
or

[\(b\)](#) The use of wells, tanks, bathing Ghats, roads and places of public resort maintained wholly or partly out of State funds or dedicated to the use of the general public

[Article 21A](#) of the Indian Constitution reads as follows: “Right to education- The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine”.

Article 23 in The Constitution of India 1949 reads as: Prohibition of traffic in human beings and forced labour

[\(1\)](#) Traffic in human beings and beggar and other similar forms of forced labour are prohibited and any contravention of this provision shall be an offence punishable in accordance with law

(2) Nothing in this article shall prevent the State from imposing compulsory service for public purpose, and in imposing such service the State shall not make any discrimination on grounds only of religion, race, caste or class or any of them

Article 29(2) in The Constitution of India 1949 states that, “No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them”. It provides that no citizen shall be denied admission to any educational institution to maintain by the state or receiving aid out of State fund (Govt. of India, 2007). This also means that every child has the right to receive education in an educational institution. This also implies that every child with a disability has the right to receive education in inclusive setting and the authority concerned cannot deprive the child of his right unless there are compelling results to do so.

Article 41 in The Constitution Of India 1949 states that,“Right to work, to education and to public assistance in certain cases The State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want”.

Article 45 of the constitution directs the State to provide free and compulsory education for all children (including the disabled) until they attain the age of 14 years. Of course parents of disabled children may like to send their children either to special schools or to inclusive schools depending upon the facilities provided to the children. Thus this type of study needs to be undertaken.

Eleventh Schedule to Article 243-G includes in entry number 26 as “Social welfare, including welfare of the handicapped and mentally retarded.”

Twelfth Schedule to Article 243-W also include “Safeguarding the interests of weaker sections of society, including the handicapped and mentally retarded” in entry number 9.

1.02: IMPORTANCE OF SUPPORT SERVICES IN SPECIAL SCHOOLS

Support services are the additional services provided for children with special needs to meet their educational needs in the Schools. Provision of support services is of great importance for the success of education of children with special needs. Within schools, children with special needs should receive whatever extra support they may require to ensure their effective education. All these special or support services made up the Special Education School which is the main difference from the normal School.

The different support services that are to be mainly stressed for this study are:

- Infrastructural support
- Academic support
- Technical support
- Health and nutritional support
- Support given to Parents

Infrastructural Support

Infrastructural support are the basic facilities or services provided for the proper functioning of the school which includes the design of the school building and class room; its size, space provided, transportation, water system and so on. Institution and infrastructure should be recognised by appropriate council i.e. Rehabilitation Council of India (RCI) as well as the special teachers is to be registered as per the norms made by RCI, the main body for regulating and monitoring services given to persons with disability. In this study, the researcher will try to find out what infrastructural support services are given to the students by the Centre.

Academic Support

Academic supports are the support services given to the school, inside a classroom. It includes the class-room environment, the teaching method, the specialized help, curriculum, the attitudes of the workers towards the students, the books provided and all the student-teacher's interaction held in the class room as well as outside which foster the learning environment. The teacher's qualification

will also support the academic performance of the children. A specially trained teacher is required to teach these children since they require a special teaching technique. Teachers also should adopt innovative method while teaching special needs children. They should try to find out their needs and necessities through interacting with them in the class in order to make them learn. They should utilise different teaching methods and techniques which is most suitable for them.

Technical Support

Technical services are the useful services provided by a hardware or software companies. In this study, the researcher will try to find out the useful academic or mechanic arts provided to the students. For e.g. visually impaired children require reading material in large print or Braille; hearing impaired children require hearing aids or instruction in sign language and some may require different software specially designed for them to learn. These aids are to be made accessible to all the needy students. Without a technical assistance, it will be difficult for them to learn since these supports are the main medium of imparting knowledge to them.

Health and Nutritional Support

Health and nutritional services includes all kinds of medical, nutritional foods, and health benefits provided to the students from the centre. These supports will help them grow physically and have a sound development mentally as well. A regular medical check up is also crucial especially for these children with special needs so as to know which area they need to be taken care of and where they shows a positive growth

Parental Support

Parental support refers to the support given to parents in times of need by the School. In this study, the researcher will try to find out whether the school provides a special support to the parents in terms of counselling or mere conversations. Parents can be ill fated and may have a negative attitude of their child's disabilities which can pose serious threat in their psychological and emotional wellbeing. Therefore, parents play an important role in their child's

optimum development; the centre too plays an important role in guiding the parents as much as they could. This service in turn enhances the community participation as parents are all a part of the community.

Thus, since only few Special Schools have been established in Aizawl, they cannot be neglected as they are the gateways of knowledge for the children with special needs in Mizoram. Not only for education, these schools also serve purposes for imparting how to take care of themselves, impart cleanliness, learning self-control, toilet training and many other basic necessities to know as a human being. All these things can be given to the children with special needs through the medium of all these supports. So, it is crucial to assess the availability of the resources which are essential to these students with disabilities.

1.03: CONCEPT OF SPECIAL EDUCATION

Special Education means a specially designed instruction that meets the unusual needs of an exceptional student viz. Physically handicapped, mentally retarded, learning disabled, emotionally disturbed, hard of hearing, visually impaired, gifted and creative children. Thus, it refers to the uncommon educational programs and practices which provide special assistance to exceptional children to develop their potentialities to the fullest. In other words, special education is a type of education for persons with special needs resulting either out of their special abilities or special disabilities.

UNESCO (1983) has provided the most comprehensive and appropriate definition of special education: “Special education is a form of education provided for those who are not achieving, or are not likely to achieve through ordinary educational provisions, the level of educational, social and other attainments appropriate to their age, and which has the aim of furthering their progress towards these levels”.

The Individuals with Disabilities Act (IDEA) defines Special Education as “Specially designed instruction, at no cost to the parents, to meet the unique needs of the child with disability.”

As special education is a kind of special program or service given to the needy, it includes the four following basic elements:

(i) Trained Professionals: This includes special teachers who have the appropriate degrees to teach the special children, counsellors, therapist, physicians, social workers, etc.

(ii) Adjusted Curriculum: This is a modified version of curriculum. This adjusted curriculum may be in the form of enrichment course suitable for exceptional children.

(iii) Special methods of teaching: This may be different in several different situations. Different teaching methods which are most suitable for the children like experimental, group project, individual project, etc. can be used.

(iv) Special facilities: This includes the peculiar type of building blocks for the blind, some sort of materials or instruments such as learning aids for deaf, special reading materials like Braille books for the blind, flash cards, etc.

1.04: SCENARIO OF DIFFERENTLY ABLED CHILDREN

More than 1 billion people around the world, around 15% of the global population have some form of disability (Rachel Swatman, 2015). The official estimates of disabled persons in India, obtained through the latest Population Census and National Sample Survey Organisation's comprehensive surveys on disability, put the figure as about 21 million (roughly around 2 percent of the population) at the beginning of the new millennium. However, estimates vary across sources and a new World Bank Report (People with Disabilities in India: From Commitments to Outcomes, by Human Development Unit, South Asia Region, The World Bank.) on disabled persons in India, has observed that there is growing evidence that

people with disabilities comprise between 5 and 8 per cent of the Indian population (around 55 – 90 million individuals).

The **Department for Empowerment of Persons with Disabilities (DEPwD)** in the Ministry of Social Justice and Empowerment is the nodal department for implementing various Programmes, Schemes and other initiatives for the welfare of persons with disabilities. Under this department the important initiative made is **Accessibility India campaign**. Government of India has launched Accessible India Campaign which is a flagship programme to create barrier free environment for Persons with Disabilities on 3rd December 2015. The campaign targets creation of Physical and virtual infrastructure truly accessible and inclusive for the persons with disabilities and for making public buildings, transport system and information communications technology accessible on a wide scale.

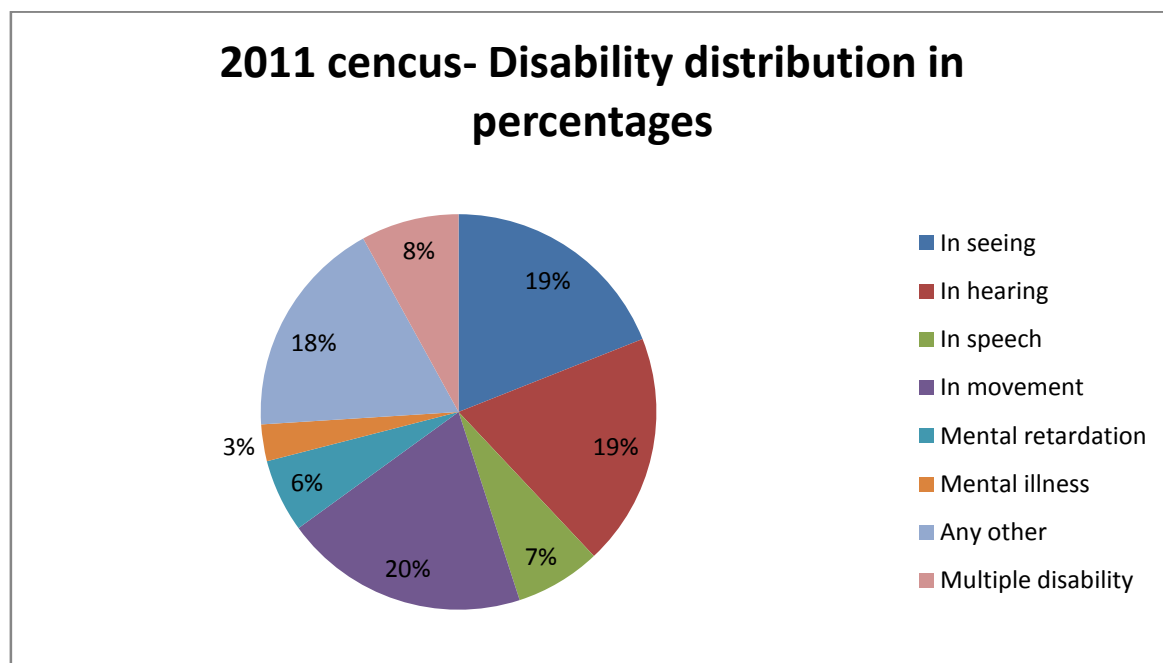
Census 2001 has revealed that over 21 million people in India as suffering from one or the other kind of disability. This is equivalent to 2.1% of the population. Among the total disabled in the country, 12.6 million are males and 9.3 million are females. The disability rate (number of disabled per 100,000 populations) for the country as whole works out to 2130. This is 2,369 in the case of males and 1,874 in the case of females. Among the five types of disabilities on which data has been collected, disability in seeing at 48.5% emerges as the top category. Others in sequence are: In movement (27.9%), Mental (10.3%), in speech (7.5%), and in hearing (5.8%). Across the country, the highest number of disabled has been reported from the state of Uttar Pradesh (3.6 million). Significant numbers of disabled have also been reported from the state like Bihar (1.9 million), West Bengal (1.8million), Tamil Nadu and Maharashtra (1.6 million each).

According to 2011 census, the number of disabled persons who are literate is higher than those of illiterate ones. The distributions of various disabilities with percentages as per the 2011 census are shown in the table 1.1 and figure 1.1.

Table 1.1: Distribution of different types of disabilities according to Census 2011

Type of Disability	No of persons with disability in percentages
In seeing	19%
In hearing	19%
In speech	7%
In movement	20%
Mental retardation	6%
Mental illness	3%
Any other	18%
Multiple disability	8%

Figure 1.1: Distribution of different types of disabilities according to Census 2011



Aizawl, the State capital of Mizoram which is one among the 29 states of India lies in the North eastern part of the country having its neighbouring countries Burma in the East, Bangladesh in the South and Tripura in the west. As per 2011 census, the population of Mizoram is 10, 97,206 and out of the total population, the population of Persons with Disabilities is 15,160 which is 1.38% of the total

population. The number of Persons with Disabilities certified and ID issued is 7,894 which is 52.07% among the disabled persons in Mizoram. Mizoram is a state having 91.58% literacy rate in which 61.92% of the disabled in the state are marked as literate (Census 2011). The Persons with Disabilities (Equal opportunities, Protection of Rights and Full Participation) Act, 1995 was implemented in Mizoram with effect from 2nd February, 1996. Office of the Commissioner for Persons with Disabilities was established and started functioning w.e.f 1st June, 2012. Census 2011 also revealed that among State/ UTs, the proportion of disabled persons to the total population is lowest in Daman & Diu (0.9%), Dadra & Nagar Haveli (0.96%), Mizoram (1.38%), Delhi (1.4%) and Chandigarh (1.4%). So, from this knowledge, Mizoram is a state where there is less number of disabilities in the country.

1.05: THE REHABILITATION COUNCIL OF INDIA ACT, 1992

The Rehabilitation Council of India (RCI) was set up as a registered society in 1986 and became a statutory body on 22nd June 1993 by an act of the Rehabilitation Council of India Act, 1992 passed by the Parliament of India. The Act was amended by Parliament in 2000 to make it more broad based. The mandate given to RCI is to regulate and monitor services given to persons with disability, to standardize syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education. The Act also prescribes punitive action against unqualified persons delivering services to persons with disability.

The Rehabilitation Council of India (RCI) is the apex [government body](#), set up under an [Act of Parliament](#), to regulate training programmes and courses targeted at disabled, disadvantaged, and [special education](#) requirement communities. It is the only statutory council in [India](#) that is required to maintain the Central Rehabilitation Register which mainly documents details of all qualified professionals who operate and deliver training and educational programmes for the targeted communities. In the year 2000, the Rehabilitation Council of India (Amendment) Act, 2000, was introduced and notified consequently by the [government of India](#). The amendment brought definitions and discussions provided within the earlier Rehabilitation Council of India Act, 1992, under the ambit of a larger act, namely, Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.

One of the main functions of the council is to standardize the training courses for various categories of Professionals/ Personnel for ensuring quality services to the people with disabilities. The Council keeps on modifying and revising the existing syllabus and adopt new training programmes incorporating new developments. The Act also lays norms and guidelines for starting a rehabilitation professional course stating that no Institute of rehabilitation professional course shall be started without the prior approval of Council / the Central Government. So far there are 77 special teachers in Mizoram registered under RCI.

1.06: THE PERSONS WITH DISABILITIES (EQUAL OPPORTUNITIES, PROTECTION OF RIGHTS AND FULL PARTICIPATION) ACT, 1995

The Persons with Disabilities (Equal opportunities, Protection of Rights and full Participation) Act, 1995 has come into enforcement on 7th February, 1996. This law is an important landmark and is a significant step in the direction to ensure equal opportunities for people with disabilities and their full participation in the nation building. The Act provides for both preventive and promotional aspects of rehabilitation like education, employment and vocational training, reservation, research and manpower development, creation of barrier-free environment, rehabilitation of persons with disability, unemployment and establishment of homes for persons with disability and severe disability, etc.

The PWD Act has both binding entitlements and more general commitments. The key provisions are:

Education: The following are binding on Government (i.e. not subject to economic factors):

- Governments shall ensure that every CWD has access to free education “in an appropriate environment” until the age of eighteen.
- Governments “shall initiate or cause to be initiated” research by public and non-governmental agencies for development of both assistive devices and special learning materials for CWD in order to promote equal opportunity in education.
- Governments shall ensure teacher training that produces “the requisite manpower” for teaching of CWD both in special schools and integrated settings.

- All public educational institutions and other receiving aid from Government shall reserved not less than 3 percent of seats for PWD (i.e. for PWD over 18 years).
- Government should prepare a “comprehensive education scheme” for CWD which includes transport or financial incentives, barrier free access, supply of book, uniforms and learning materials to CWD, adjusts the examination system as necessary, adapts curriculum for CWD.

Employment: The Government shall:

- identify posts for PWD in public establishments and update the list every three years.
- reserve not less than 3 percent of identified posts for PWD, with 1 percentage point reserved for people with blindness/low vision, hearing impairment, loco motor disability or cerebral palsy respectively (though any department or establishment can be exempted by notification)..
- Every employer should have a record of all PWD employed in that establishment.
 - Governments and local authorities shall formulate schemes for promotion of employment of PWD which *may* provide for training of PWD, relaxation of age limits in employment, measures related to OHS, provisions for financing such schemes etc.
- Reservation of not less than 3 percent in all poverty alleviation schemes.
- “within the limits of their economic capacity and development”, Governments *shall* provide incentives to both public and private sectors for employment of PWD with a target of at least 5 percent of their workforce to be PWD.

Prevention and early detection of disabilities:

All commitments in this area are given with the proviso “within the limits of their economic capacity and development”. With proviso, Governments should:

- Undertake surveys on causes of disability.
- Promote “various methods” for preventing disabilities.
- Screen children at least once a year for identifying at-risk cases.

- Provide facilities for training PHC staff.
- Conduct or sponsor awareness campaigns on hygiene, health and sanitation, and on causes and prevention of disabilities.
- “take measures” for pre-, peri- and post-natal care of mother and child.

Affirmative Action: Governments shall frame schemes for:

- Provision of aids and appliances to PWD
 - Preferential allotment of land for housing, business, recreation centres, special schools, research centres, and factories run by PWD entrepreneurs.

Non-discrimination in access:

All commitments in this area are given with the proviso “within the limits of their economic capacity and development”. With proviso, Governments should:

- Adapt all forms of transport to make them accessible to PWD.
- Provide for a variety of assistive devices in the built environment, including auditory signals, ramps in public buildings and health facilities, Braille signage, accessible curbing, marked zebra and railway crossings, warning signals as appropriate etc.

The Lok Sabha passed “The Rights of Persons with Disabilities Bill- 2016” on 14th December, 2016 which replaces this existing PWD Act, 1995. Some of the salient features of the Bill are:

- i) Disability has been defined based on an evolving and dynamic concept.
- ii) The types of disabilities have been increased from existing 7 to 21 and the Central Government will have the power to add more types of disabilities. The 21 disabilities are given below:-

- Blindness
- Low-vision
- Leprosy Cured persons
- Hearing Impairment (deaf and hard of hearing)
- Locomotor Disability

- Dwarfism
- Intellectual Disability
- Mental Illness
- Autism Spectrum Disorder
- Cerebral Palsy
- Muscular Dystrophy
- Chronic Neurological conditions
- Specific Learning Disabilities
- Multiple Sclerosis
- Speech and Language disability
- Thalassemia
- Haemophilia
- Sickle Cell disease
- Multiple Disabilities including deaf-blindness
- Acid Attack victim
- Parkinson's disease

iii. Speech and Language Disability and Specific Learning Disability have been added for the first time.

iv. In addition, the Government has been authorized to notify any other category of specified disability.

v. Responsibility has been cast upon the appropriate governments to take effective measures to ensure that the persons with disabilities enjoy their rights equally with others.

vi. Additional benefits such as reservation in higher education, government jobs, reservation in allocation of land, poverty alleviation schemes etc. have been provided for persons with benchmark disabilities and those with high support needs.

vii. Every child with benchmark disability between the age group of 6 and 18 years shall have the right to free education.

viii. Government funded educational institutions as well as the government recognized institutions will have to provide inclusive education to the children with disabilities.

xii. Broad based Central & State Advisory Boards on Disability are to be set up to serve as apex policy making bodies at the Central and State level.

xiii. Office of Chief Commissioner of Persons with Disabilities has been strengthened who will now be assisted by 2 Commissioners and an Advisory Committee comprising of not more than 11 members drawn from experts in various disabilities.

xiv. Similarly, the office of State Commissioners of Disabilities has been strengthened who will be assisted by an Advisory Committee comprising of not more than 5 members drawn from experts in various disabilities.

Xvi. District level committees will be constituted by the State Governments to address local concerns of PWDs.

xvii. Creation of National and State Fund will be created to provide financial support to the persons with disabilities. The existing National Fund for Persons with Disabilities and the Trust Fund for Empowerment of Persons with Disabilities will be subsumed with the National Fund.

xviii. The Bill provides for penalties for offences committed against persons with disabilities and also violation of the provisions of the new law.

xix. Special Courts will be designated in each district to handle cases concerning violation of rights of PWDs.

The New Act will bring our law in line with the United National Convention on the Rights of Persons with Disabilities (UNCRPD), to which India is a signatory.

This will fulfil the obligations on the part of India in terms of UNCRPD. Further, the new law will not only enhance the Rights and Entitlements of Divyangjan (National Awards for Empowerment of Persons with Disabilities) but also provide effective mechanism for ensuring their empowerment and true inclusion into the Society in a satisfactory manner.

1.07: NATIONAL POLICY ON EDUCATION, 1986.

The National Policy on Education (NPE) is one of the most crucial policy formulated by the Government of India to establish a national system of education to all students irrespective of caste; creed, sex, and religion of a comparable quality. Not only in framing policies for elementary education, women education, higher education, etc NPE has also made policies for the education of the differently challenged students to integrate the physically and mentally handicapped with the general community as equal partners and to prepare them for normal growth and to enable them to face life with courage and confidence.

The NPE brought the education of special children under Equal Education Opportunity Provision. The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

The following measures were to be taken in this regard:

- Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.
- Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children.
- Adequate arrangements will be made to give vocational training to the disabled.
- Teachers' training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children.
- Voluntary effort for the education of the disabled will be encouraged in every possible manner.

The NPE was however followed by Programme of Action (POA) 1992. According to the Janardhana Reddy Committee Report 1992, NPE 1986 was inadequate in the following respects:

- NPE has not stressed the mobilization of the total general education system for the education of the handicapped.
- Special schools have been treated in isolation from other institution from the point of view of providing the educational supervisory infrastructure, leaving it to the Ministries of Welfare and Human Resource Development to cooperatively develop the same.

Taking into account the Report of the committee, the Programme of Action was set up in 1992 for implementing the plan of education of handicapped. The POA suggested a pragmatic principle for children with special needs. It postulated that a child with disability who can be educated in a general school should be educated in a general school only and not in a special school. Even those children who are initially admitted to special schools for training in plus curriculum skills should be transferred to general schools once they acquire daily living skills, communication skills and basic academic skills. The POA 1992 not only reiterated the principle of integration but also made it an integral component of all basic education projects: non-formal education, adult education, vocational education and teacher education schemes funded by the central government.

In order to integrate education, the POA envisaged the following steps:

- Organizing advocacy programme for administrators and teachers in the common school system.
- Training of teachers on the management of disabled children
- Orientation of administrators
- Providing supervisory services to the teachers managing the special group of children.
- Developing alternative learning materials for children and teachers' handbook.
- Supplying additional materials and equipment to the school.
- Developing psychological services for the assessment of disability.
- Mobilizing support from other departments such as health, industry social welfare and voluntary organizations.

The following provisions including incentives have been proposed in the POA.

- Provision of aids and appliances in the areas to be covered.
- Adequate provision for the payment of transportation allowances (Rs 50 per month).
- Provision for capital cost for the purchase of school rickshaw in rural areas to an institution which has at least 10 handicapped children.
- Removal of architectural barrier in school building where at least 13 handicapped children is enrolled.
- Supply of textbooks and uniform free of cost as given to the schedule cast and schedule tribe to be given to the disabled children.
- Attendance incentives to be given to the disabled children.
- Arrangement for the preparation of disabled children in early childhood centres for education in schools.
- Provision for admission of children older than the eligibility (upto 8-9 instead of 6 years).

Thus, keeping in mind the norms and rules laid by the Rehabilitation Council of India act 1992, the Persons with Disabilities (equal opportunities, protection of rights and full participation) Act 1995, National Policy on Education 1986 and Article 15 (1), 15(2), 21A, etc of the Constitution of India was used for analysing the data for this study.

1.08: RATIONALE OF THE STUDY

The purpose of this study is to study the various support services provided for the children with special needs in Aizawl. It is true that educationally backward children, handicapped children and gifted children are in need of specific facilities for their optimum development. Thus, Educators feel the importance of designing special instruction for the benefit of special children. The Special needs children finds difficult to integrate with the normal children due to various lacks shown in their IQ's, personalities, level of understanding, etc. so they require special and extra support in helping them learn. So this study will also help in revealing the importance of support services for children with special needs. All children whether they are disabled or not, have the right to education in an appropriate ways as they are the future citizens of the country. All children have the right to learn together and deserve the best in life (Govt. of India, 2009). They have the

right to live in a world where they have hope and opportunity. They need special care and assistance without which they cannot fully develop their potential. Children should not be declared or discriminated against by being excluded or sent away because of their disability.

Article 21A of the Indian constitution states that “The State shall provide free and compulsory education to all children of the age of six to fourteen years in such a manner as the State may, by law, determine.” So, there is no legitimate reason to separate children for their education. Children belong together with advantages and benefits for everyone. They don’t need to be protected from each other. Therefore, it is necessary to provide special support services for children with special needs to reach their full potential in school, and can make a successful transition to adulthood and the world of further and higher education. Thus this study serves the purpose.

Aizawl, being the capital of the state Mizoram has been selected to conduct this study which will help to highlight the status of schools which provide special education to the CWSN. The results highlighted from this study will serve as a useful knowledge about the support services given in these schools and thus will be a way to make suggestions for its further improvement.

1.09: STATEMENT OF THE PROBLEM

The problem of the research work is stated as;

Support Services Provided in Special Education Centres in Aizawl: A Critical Study.

1.10: OPERATIONAL DEFINITION OF KEY TERMS

Support services: Support services are the additional services provided for children with special needs to meet their educational needs in the Schools.

Special education centres: Special education centres are institutions specially designed for children with special needs. Centres are special in terms of the support services provided, teaching methods and curriculum which are made flexible according to the needs of the students in these centres.

1.11: OBJECTIVES OF THE STUDY

1. To examine the support services provided by Special Education Centres in Aizawl.

To achieve the above mentioned single objective of the study, a few subsidiary objectives are formed:

(i) To find out the infrastructural facilities available in Special Education Centres in Aizawl.

(ii) To find out the status of academic assistance provided to Children with Special Needs (CWSN).

(iii) To find out the status of technical assistance provided to CWSN in the centres.

(iv) To find out the status of health and nutritional support provided to CWSN in the centres.

(v) To get the perception of parents of special children about the functioning of these special education centres.

1.12: DELIMITATION OF THE STUDY:

This study has the following delimitations:-

i) The study is confined to the use of observation and interview schedules only.

ii) The study is confined to qualitative interpretation of the data.

1.13: PLAN OF THE REPORT:

The report of the present study is organised in five chapters to facilitate a systematic presentation.

In Chapter-1, the study is introduced, importance of support services, concept of special education, scenario of special education in India as well as Mizoram, RCI Act, PWD Act 1995, NPE 1986, rationale of the study, statement of the problem, operational definition of key words, objectives of the study and delimitations of the study have also been presented in the first chapter.

Chapter- II will be devoted for review of related literature. In this chapter, the findings of the researches conducted in the relevant area will be presented.

Chapter-III will contain the procedure and the methods adopted for conducting the present study.

Chapter-IV will be devoted for the analysis and interpretation of data.

In Chapter-V, findings of the study will be presented and discussed. Educational implications, suggestions, limitations of the study and suggestions for further research will also be presented.

A brief summary of the study, list of References and Appendices will sum up the Research Paper.

CHAPTER-II

REVIEW OF RELATED LITERATURE

Every piece of on-going research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already done. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus projects the current research work in the proper perspective. Doing a careful and thorough literature review is essential when writing a research at any level. Therefore, this chapter contains a review of some of the work already conducted related to the present study and they are presented below.

R. Randal (1975) conducted a study on Facilities for People Who Learn Differently . Findings were that while we are properly concentrating much of our effort to bring the vast majority of exceptional children who are not now in the mainstream back into the main-stream where they belong, we also need to understand that there are needs that can only be met effectively in specialized multi-resource comprehensive centres. A few specific guidelines for facility design for special education according to this study are

- i) Free architectural Barriers or Accessibility to eliminate as many barriers as possible. Steps and curbs, steep and narrow walks, gratings in walkways, narrow doors, small toilet stalls, too high drinking fountains and light switches, and lack of accommodations for wheel chairs are but a few of the more prevalent barriers.
- ii) Ramps instead of steps and curbs, both inside a building as well as on the outside of a building, to give complete accessibility in and around the building.
- iii) Carpeting on all floors to reduce slipping and to cushion falls when they occur.
- iv) Wide classroom entryways without doors that restrict visual and auditory exposure to the corridors, but which permit the children to have free access through them.
- v) Use of safety glass for doors and accessible windows.
- vi) Avoidance of sharp corners, surfaces and projections.

- vii) Toilets those are extremely convenient and available, with space and hardware to permit independence.
- viii) Exterior doors of the sliding rather than swinging type.
- ix) Hardware on doors, sinks, etc that can be used by a full range of handicapped children, and can be quickly identified by the blind.
- x) Vertically adjustable chalkboards set approximately 18-24 inches away from the wall to permit use by children in wheelchairs,
- xi) Switches, controls, fire alarms, etc., within reach of people in wheelchairs.
- xii) Horizontally mounted railings (grab bars) throughout the building.
- xiii) Furniture that can be vertically and horizontally adjusted to meet the needs of individual or groups of children.
- xiv) Specially designed storage spaces to accommodate wheelchairs, walkers, standing tables and other large equipment.
- xv) Raised or recessed signage to identify rooms and spaces.

Buttram, Joan et.al (1987) conducted a study on special education in America's cities. The study examined the management, operation and effectiveness of special education programs in 33 urban school districts from 1984-1985 through 1986-1987. The findings are organised around six underlying themes: the stability of school district enrolments and funding for special education programs; the referral and subsequent placement of students in special education programs; the incidence of complaints and hearings; the impact of federal and state regulations on program evaluation; the integration of special and regular education programs; and policy and program recommendations. The major findings are:

- i) No major increasing trends were found in enrolment or expenditures over the years studied.
- ii) Numbers of inappropriate referrals were reduced.
- iii) Complaints and hearings were not a major problem in most areas, and most special education students were enrolled in buildings that also held regular education classes.

Abend, Allen C. (2001) wrote a report on Planning and Designing for Students with Disabilities in Washington. The report presents the laws, regulations, and design requirements needed for educational facilities to meet the challenge of educating students with disabilities. A list of planning and design principles to be considered when building or renovating school facilities is offered that includes

creating versatile classroom spaces, minimizing travel distances, integrating general and special education programs, fostering parental involvement, maintaining student dignity, and providing the least restrictive environment for special students. Final comments address future design and planning challenges involving outdoor play areas, natural environment study areas, classroom acoustics, building security, classroom design, and indoor air quality.

Skarbrevik(2005) revealed the quality of special education for students with special needs in ordinary classes in Norway. The findings showed that resources made available by the municipalities had an impact on equality as well as adequacy. This was also found for the availability of teaching materials, which had a significant impact on the quality of the reading, writing and arithmetic, and for students with psychological problems, are reported. Although the students' scored low on social inclusion as assessed by the teachers, the parents reported that most of them thrived well or very well at school.

Dash (2009) has conducted a study of Support Services for Children with Special Needs in the State of Sikkim. The major findings were that even though integrated education has been implemented in Sikkim in the year 2003-04, it has not been working in a proper way. All the teachers working in the integrated schools are general teachers. None of teachers have acquired any training in special education. None of the schools have a resource teachers, resource rooms, aids and equipment's for educating children with special needs. The main factors behind the situation are following as given by 84 teachers are:

- i. The factors within the child and their Personal reasons, lack of interest and motivation of the child.
- ii. The factors pertaining to the teacher are lack of trained teachers, lack of personal care by the teachers, unsuitable teaching- learning practices, lack of collaboration and consultation among the teachers for the education of special needs children, lack of specialized help by the teachers and lack support by the teachers.
- iii. The factors concerning schools are the lack of unavailability of instructional materials, lack of linkage with special schools and lack of aids and equipment.

iv. Family and home factors include lack of instructional materials provided by the Parents for the education of their special needs children and lack of parental involvement in the education of their special needs children.

Barbara, Purvis (2009) et.al conducted a study on Early Identification and Referral of Infants Who Are Deaf-Blind in the National Centre on Deaf-Blindness. In 2006, the National Consortium on Deaf-Blindness (NCDB) selected early childhood identification and intervention as one of five focus areas for the formation of partnerships to promote initiatives aligned with federal priorities to meet the most frequently identified needs of children and youth who are deaf-blind and their families and service providers. In July 2007, an NCDB work group was established to lead activities in the early childhood identification and intervention focus area. The initial tasks of the group were to gather information about current needs and practices and to identify potential state and national entities interested in forming partnerships with NCDB on early childhood initiatives. The following three primary activities were conducted to accomplish these tasks: (a) a survey of state deaf-blind project directors; (b) focus group interviews with state deaf-blind project personnel in eight states; and (c) an extensive literature review. The findings from these activities indicate the following:

- (i) A need for new strategies to improve early identification of infants and young children who are deaf-blind.
- (ii) Increase referrals of them to state deaf-blind projects.
- (iii) Appropriate early intervention services help maximize learning during a child's critical early years and lead to improved physical, communication, cognitive, social, and emotional development.

Christy Castro, Steven Duvall and Ann Wheeler (2010) conducted a study on Reaching out for Special-needs support. They have listed three important support services to be followed which are:

- i. Job shadowing and training: Services such as vocational training can help students with disabilities to move smoothly from high school to adult living. Proper training would help them attain job opportunities.

ii. Therapy services: Many students with disabilities require services like speech therapy, physical therapy, or occupational therapy. Districts may employ therapists to meet those needs.

iii. Win-Win: A positive relationship between the School district and the surrounding community is essential to serve special needs students and send productive citizens into the society.

Stephen, B.E (2010) conducted a study in India, families and a special education. He found out that education and special education in India face many unique and daunting challenges. He pointed out different challenges:

1. India does not have enough degree programs in place for the number of teachers needed. Along with this issue comes the need for teacher education programs in special education that communicate research-based strategies and treatments to teacher candidates

2. Indian special education is the need for parents, and families to have better information and services.

3. Need for teacher education programs in special education that communicates research-based strategies and treatments to teachers.

Mohd,Hanasi and Mohd,Yasin (2010) conducted a survey on teacher's perspective on infrastructure of special education's classroom in Malaysia to enquire whether special students with special needs get comfortable, safe, and controlled learning environment because it is important to create continuity in the environment so that they would have equal access to education like typical students. Specific infrastructure, such as barrier-free facilities, wheelchair access, a comfortable classroom, and safety aspects, should be taken into account for purposes of teaching and learning. The survey showed that:

i) Respondents from administrators at the schools in Sabah are less aware of relevant information on special education programs in their school.

ii) Most of the courses that were related to special education students and attended by the respondents are short-term courses, and the respondents also stated that they had attended the same modules every year.

LeDoux, Cathy et.al (2012) conducted a research on meeting the needs of special education students in inclusion classrooms in Texas. The research is based on

interactions with general education teachers, observations of special education students in inclusion classrooms, and general education teachers' input during the Response to Intervention (RTI) process, a resource teacher found that many teachers were ill prepared to meet the diverse needs of special education students in the inclusion classroom.

The findings identify general education teachers' need for better communication, professional development concerning children with disabilities, and a need for more planning time.

Michael, Eskay and Angie, Oboegbulem (2013) conducted a study on designing appropriate curriculum for Special Education; an implication for administrators in Nigeria. The main finding is that the achievement of a well-designed curriculum in Special Education depends on the ability of the School administrator to ensure appropriate educational opportunities for students with disabilities. This involves adequate planning of the curriculum focuses on activity based learning; self-directed learning and cooperative group work and peer learning. Thus, they have suggested that the School Administrator need to provide teacher-educators facilities that will enable them to possess the skills needed, understand the curriculum, new methods and techniques in teaching for the attainment of the goals and objectives of special education.

Revathi D (2015) conducted a research on Effect of Collaborative Learning on Learning Outcomes of Students with Special Needs in Inclusive School. The area selected for the study is Inclusive Education Programme at Coimbatore District. A sample consists of 256 students in each two Grades VI and VIII including 60 special need students. Further it is classified into three categories of students' viz., Students with Special Needs (Visually impaired, Hearing Impaired and Movement Impaired), Students with Cognitive Impaired and Non-Disabled Peers. Quasi Experimental design was adopted without having a control group. The Tools selected for the study includes a personal datasheet, curriculum based assessment using probes/questions for pretesting, post testing. The Tools selected for the study includes a personal datasheet, curriculum based assessment using probes/questions for pretesting, post testing. The collaborative learning was implemented in science lesson for each Grade VI and VIII for a period. Thus

learning was taken place for the whole classroom including students with special needs. The study has the major findings:

Collaborative Learning strategy enhanced the academic performance of students in different categories viz., Non-disabled peers, students with Special Needs and Students with Cognitive Impaired.

The use of classroom collaborative learning is a promising alternative to better serve students with disabilities in a least restrictive environment.

There is indeed a wider scope that collaborative learning can substantially contribute towards achieving the national goal of inclusive growth and development.

HabibHusna(2015) published a research journal topic Awareness about Special Education in Hyderabad. The study aims to research the awareness levels of Special education needs in various schools and communities in the city of Hyderabad, India. A qualitative approach was used to study for this purpose. The research was conducted among various schools in Hyderabad, Telangana in order to know the level of special education awareness in different schools. He found out that:

- i) The responses of those schools that already had a resource room and special educators were satisfactory.
- ii) Special needs children enrolled in these schools were properly trained and supervised. Some schools even trained for vocational jobs and conducted productive workshops
- iii) In private institutions, the fee structure was slightly expensive and there were not many schemes that covered education fees for special education needs.

Kamil, Mutofa et.al(2015)conducted a research on education empowerment model for the disabled learners at Cicendo School for Special Education in Indonesia. This study originates from a study conducted to examine the challenges faced by the Schools for Special Education. The major findings show that:

- i)“An education empowerment model for the people living with disabilities can lead to formation of strong groups which are able to advocate for their needs.
- ii) In addition, this model can contribute to the improvement of knowledge and skills of the disabled person.

Dorcas, OluremiFareo(2015)conducted a study on counselling intervention and support Programmes for families of children with special educational needs and

have found out that constant psychological stress, misunderstanding within the family, economic burdens, grief and strain were significant factors associated with the families of children with disabilities. Though, it cannot be disputed that parents of special needs children face a great deal of stress, intervention programmes such as skill training, parent education, advocacy roles on part of parents and professionals are a necessary part of the process involved in supporting families with special needs children. Such interventions require active involvement of professionals such as social workers, teachers, psychologists, therapists, medical officers and many others.

Roza, A and Ewa, M. (2016) conducted a study on Education for Persons with Special Needs: Polish and Russian Experience and come to the following conclusions after conducting this research.

- 1) Statistics show that the number of children with disabilities is increasing every year.
- 2) Children with disabilities are children who have significant limitations of life, leading to social exclusion as a result of violation of child growth and development, ability to self-service, mobility, orientation, control over their behaviour, training, employment in the future.
- 3) In the Russian Federation and in Poland, work with disabled children and their families in which they are brought up are being built in accordance with international documents; normative legal acts; and national target programs; documents adopted at the regional level.
- 4) The most pressing problem at the moment is to improve the quality of special education on the basis of and in accordance with national interests, economic opportunities, and cultural traditions of the country, with a focus on the personal development of students, to increase their adaptation capacity in the process of preparing for an independent entry into the life. One of the ways to solve this problem is strengthening the integrative processes in education.

Elton-Chalcraft, Sally et.al (2016) from University of Cumbria conducted a research on segregation, integration, inclusion and effective provision: A case study of perspectives from special educational needs children, parents and teachers in Bangalore, India. The lead researcher collected data in two mainstream and two special educational needs schools in Bangalore, India in order to

investigate how practice, perceptions and provision for special educational needs interplay with cultural contexts and belief systems in these Christian foundation schools in Bangalore. The majority of the data were collected from School A with additional interviews and observations undertaken by the lead researcher in the other schools. The purpose of this case study is to contextualize how SEN (Special Educational Needs) provision is understood by a sample of children, their parents and teachers in School A and how these perceptions are informed by cultural contexts and belief systems. The case study also identified perceptions of effective educational provision for special needs children and provided a forum for sharing good practice and identifying teacher development needs in Schools B, C and D and the Unit R. The study adopts a constructivist stance and utilizes an interpretive approach that builds upon the recognition that reality and knowledge reside in the minds of the individuals and knowledge may be uncovered by unpacking individual experiences. This study uses a range of data collection techniques, including observation of quotidian practices in contrasting schools alongside discussion and semi-structured interviews with administrators, teachers, parents and children in order to create thick descriptions of the perceptions and actions of participants. The study reveals that teacher dedication, passion and care for the SEN children in their classes is juxtaposed with an acknowledgment of their professional training and development needs. These findings provide teachers and policy makers with an in depth insight from this sample case study into the perspectives of children, their parents and teachers on appropriate SEN provision and the challenges of implementing inclusive practice. They concluded that although India has made good progress with inclusion in recent years much still needs to be done and this study lends support to previous studies that many Indian teachers claim they lack knowledge and skill to teach SEN, yet evidence suggests that the quality of classroom teachers is the most important factor in the effectiveness of inclusive education strategies.

Akella, Indira (2016) conducted a study on Impact of Intervention Strategies in Overcoming Dysgraphia among 4th and 5th Class Children at Primary Level in Telangana State. The study was conducted in 3 districts of newline Telangana, Hyderabad, Ranga Reddy and Mahabub Nagar districts on 304 children from 4th and 5th classes with Dysgraphia from 36 schools. A quasi experimental design was adapted. The identification of children with Dysgraphia was done from a

population sample of 4th and 5th class children with scholastic backwardness in 3 consecutive achievement tests. Areas of difficulties in writing skills for these children were identified administering various tools. 50 teachers were selected from these 36 schools. They were given training on how to conduct the intervention strategies. The intervention was conducted for 9 months. The data was analysed and the results showed that:

There was great improvement in the writing skills of 4th and 5th class children in Fine motor skills, Hand writing skills, Spelling skills and written Expression skills apart from behaviour manifestation skills after intervention.

The intervention strategies greatly helped all the children in overcoming Dysgraphia.

Hedrick, N. Bradley et.al conducted a study on personal assistant support for students with severe physical disabilities in post secondary education. A national survey was conducted of members of the Association of Higher Education and Disability (AHEAD) via an online survey. Out of 326 respondents, 36 stated they provide some level of personal assistance services to students with severe physical disabilities. Personal assistant support to students with severe physical disabilities were more likely to be provided at master's, comprehensive and research universities and less likely to be provided at bachelor's, associate's and trade/technical schools. Those who provided personal assistant support were more likely to be able to identify students with severe physical disabilities and were more satisfied with their personal assistant support services.

Biamba, Cresantus et.al (2016) conducted a research on the Inclusion and Classroom Practices in a Swedish School in Sweden. The inclusion of young children with special needs with their typically developing peers has been the subject of discussion for more than three decades. Most countries supports inclusion and research has shown teachers' ability and success in modifying activities and contexts in such a way that they facilitate the development of young children with special needs. The study indicates that local administrators and the school play a pivotal role in making inclusion work. In addition to complying with government requirements, schools and administrators and teachers in early childhood environments set the tone and philosophy of a program.

Kim, Mindy (2017) conducted a study on Strategies for Involving Parents in School Communication and Application in a K-1 Special Education System. The study aims to determine practices that could improve communication and participation in special education classrooms with parents. The classroom studied was made up of all special education students that ranged in grades k-1, male/female, and variation of intellectual disabilities. Indirect methods of communication were utilized in this study; classroom newsletters, daily communication chart with weekly feedback, and a parent questionnaire. The action research showed that:

- i) There was some improvement in perceptions of positive interactions as well as a steady rate of participation using indirect methods of communication.
- ii) Indirect methods seemed to provide some improvements in communication between parents, teachers, and schools.
- iii) It showed that most parents had an improved perception of the teacher and were mostly satisfied with the communication.

The researcher suggested that future research could look at other indirect methods of communication, direct forms of communication, or a combination of both.

All the studies conducted reviewed above showed that many studies have been conducted in the field of special education in India as well as abroad. But very few studies were conducted on support services for children with special needs in Special Schools. Review of related literature also reveals that there were a lot of things to find out and explore in the field of support services for children with special needs in India and particularly in Aizawl, the state capital of Mizoram. As far as the researcher's reviews are concerned, there were no studies conducted on the study of Special Schools in the Mizoram. And not many studies have been conducted on Special Schools in the country as a whole, but many studies have been conducted in an inclusive setting. So, it was on this understanding and to fill this gap, the researcher decided to take up the present study for investigation.

CHAPTER- III

METHODOLOGY

This chapter deals with methodological issues such as method of study, population, sample, sources of data, and tools of data collection, data collection process and analysis of data. Method of study is presented in Section 3.01, Section 3.02 describes the population of the study, Section 3.03 presented the sample of the study, Section 3.04 describes the sources of data, Section 3.05 describes the tools of data collection, Section 3.06 describes the data collection and Section 3.07 describes the analysis of data.

3.01. METHOD OF STUDY

The researcher opted for a **case study** method for conducting the study. The study was an institutional case study of two Special Education Centres namely Special Blind School, Durtlang and Gilead Special School, Bawngkawn. Since case study method is accountable for an intensive study of a unit, it helped in thorough and deep investigation and exploration. Case studies, in its true essence, explore and case study as a research method investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions. The researcher tries to gather in-depth knowledge about the centres from information-rich respondents and try to find out the required data to meet the objectives of the study under careful and planned interactions with the respondents. As case study allows the researcher at bringing about an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous researches, it helped in understanding what the centres has provide support services to the students.

3.02. POPULATION

Population of the study comprised of diversified groups i.e. teachers, students and parents of children in the Special Education Centres. Table 3.1 reveals the population of the study.

TABLE 3.1: Population of the study

Institution	Total No of Students	Total No of teachers (teaching & non-teaching)	Total No of parents
Gilead Special School	109	38	109
Special Blind School	23	10	23

3.03. SAMPLE

Non-probability sampling techniques like purposive and incidental sampling were used to collect the sample for this study. Purposive sampling was used to find out the information rich respondents serving the objective as purpose of the study. Incidental sampling technique was used to avoid sophisticated responses and followed the natural inquiry approach.

10 teachers, 20 parents and 20 students from each special education centres were taken as samples for this study. Table 3.2 indicates the sampling process for the study.

Table 3.2: Sample of the study

Educational institution	Population			Sample		
	students	teachers	Parents	students	teachers	parents
Gilead Special School	109	38	109	NA	10	20
Special Blind School	23	10	23	20	10	20

Table 3.2 is discussed as:-

- i) Sample for students: 20 out of 23 students in Special Blind School were interviewed. Only three students were left out for interview because two were not students of the School but were staying in the hostel; and that one student have problem in interviewing due to his behavioural problems when dealing with outsiders. While in the case of Gilead special school, as students were not able to be interacted with as they were Mentally Retarded (MR), Hearing Impaired (HI), Cerebral Palsy (CP) and autistic, no students were interviewed.
- ii) Sample for teachers/principal: 10 teachers, including a principal from each centre were taken as samples for the study.
- iii) Sample for parents: 20 parents from each centre were taken as sample of the study.

3.04. SOURCES OF DATA

The researcher used **primary and secondary sources of data** for collecting necessary data to meet the objectives of the study.

- i) Primary sources of data: To know what the support services the educational centre provides, direct information from the students, teachers/principal and parents were collected as appropriate primary sources of data.
- ii) Secondary sources of data: Different books, e- sources and articles served as secondary source of data which gave immense information to the researcher while collecting data. These secondary sources were considered reliable by the researcher.

Thus, the two sources of data gave the researcher immense help to collect reliable and in-depth data required to fulfil the different objectives of the study.

3.05. TOOLS OF DATA COLLECTION

To collect the data for this study, **observation schedule cum checklist and interview schedule** were developed by the researcher.

Observation cum checklist: An observation cum checklist was prepared by the researcher (which is attached in appendix A) keeping in mind the necessities of a Special Education Centre (SEC) as mentioned in RCI Act, 1992, PWD Act, 1995, NPE 1986 and Article 15 (1), 15 (2), 21A, etc of the Indian Constitution. The researcher kept a record of what is observed under the structured tool developed and recorded accordingly.

A common observation schedule cum checklist was prepared by the researcher which consists of the following items:

- i. School building
- ii. Books
- iii. Transport facilities
- iv. Drinking water
- v. Rooms
- vi. Playgrounds
- vii. Hostel facilities (bed, water, warden, accommodation, food)
- viii. Classroom environment (temper of the teacher, student's response, teacher's understanding level of the students, freedom of the child to express, communication, motivation).
- ix. Teaching aids/materials (wheelchairs, ramps, Braille, hearing aids, large and bold prints for VI, computers, others if any).
- x. Mid-day meals
- xi. First aid box
- xii. Curriculum/syllabus.

Interview Schedule: A separate interview schedule for students (attached in appendix B), teachers/principal (attached in appendix C) and parents (attached in appendix D) were developed by the researcher. Similarly as the observation schedule cum checklist were prepared, the researcher kept in mind the different policies and regulations mentioned in preceding paragraph (at description of observation schedule), and the interview schedules were framed.

The researcher used *data triangulation* by cross verifying the same information to the different respondents. This triangulation of data strengthens the research paper by increasing credibility and reliability. Triangulation involves using multiple data sources in an investigation to produce understanding. The reason for using triangulation is that a single method can never adequately shed light on a phenomenon. Using multiple methods can help facilitate deeper understanding. In this study, the researcher triangulated the data by comparing different viewpoints of the respondents and cross-checked through observation.

3.06. DATA COLLECTION PROCESS

For collection of data, the researcher personally went to both the centres and asked permission to the Principal of each centre for conducting research by mentioning the topic to be dealt in a written application. The researcher explained the reason for conducting the research study. With a granted consent, the researcher started conducting the required task using the tools developed. A good rapport was built between the respondents which helped the researcher to collect the required data with ease. The students and teachers were interviewed and the researcher observed what needs to be observed in the centres by using the tools developed. The researcher spent time with the students and attend the class lectures to observe the class-room environment. Parents were interviewed whenever they were available in the School and in the case of parents of the Special Blind School; they were interviewed through Mobile Phones. It was duration of around one and half months to gather the required data. Apart from the inability to conduct interviews with the students of Gilead Special School, the researcher does not face major problems while collecting data.

3.07. DATA ANALYSIS

The study being descriptive in nature, analysis of data was done with the help of descriptive statistics like percentage. An objective wise analysis and interpretation was done. Categories of responses were made. After analysing the data, interpretation was done objective wise.

CHAPTER- IV

ANALYSIS AND INTERPRETATION

This chapter is devoted for analysis and interpretation of the data obtained from the tools of the study. The School Profiles were presented in Section 4.01. Objective wise analyses of the centres were presented in Section 4.02. Each objective were analysed under different topics in Section 4.02.1 which describes the infrastructural support services provided by the centres, Section 4.02.2 which describes the academic support services provided by the centres, Section 4.02.3 which describes the technical support services provided by the centres, Section 4.02.4 which describes the health and nutritional support services provided by the centres, Section 4.02.5 which describes the perception of the parents; and Section 4.02.6 which describes the overall support services provided by the SECs in Aizawl.

4.01. SCHOOL PROFILES

NAME OF THE SCHOOL: SPECIAL BLIND SCHOOL, DURTLANG

Special Blind School was established in the year 1990 by the Samaritan Association for the blind. The hostels were then established on 1st May, 2001. The functioning of the school has been taken up by the Samaritan Association for the blind. Grant-in-aid was received from the Social Justice and Empowerment from the Central Government. The campus consists of the School building, School office, ICT room, separate hostels for boys and girls, devotion room, kitchen with dining room, residence of the Principal and a playground. It is a residential school. The schools and hostels were attached in the same building. They were also offering hostel facility to their ex-students who were studying in Hrangbana College and DIET Aizawl.

TEACHER AND STAFF:

There were 10 teachers, one Principal Mr. R.K.Vanlalringa and one Project director Mr.R.Thanga, who was totally blind.

STUDENTS:

The enrolments of students were presented in Table 4.1:-

Table 4.1: Enrolment of students in Special Blind School

Class	No of Students
I	1
II	2
III	2
IV	1
V	3
VI	2
VII	2
IX	2
XI	2
B.A. (Education, 1 st Semesters) Who were admitted in Hrangbana College, Aizawl	3
Others- DIET Trainer who is admitted in DIET, Aizawl.	1
Hosteller but not Students	2
Total no of students= 23	

As mentioned earlier, the school also had taken care of their ex-student who wanted to study further to another institutions. There were 23 students out of which 2 hostellers were residing in the hostels but were not studying anymore.

NAME OF THE SCHOOL: GILEAD SPECIAL SCHOOL, BAWNGKAWN

In the year 1989, Spastic society of Mizoram works for the well being and upliftment of children with disabilities. It aims at imparting basic skills to these children so that they can become independent physically as well as emotionally. Gilead Special School was then established in the year 1990 and the Spastic society through the Gilead Special School provides education and training to children with mental challenges, autism, ADHD, cerebral palsy, multiple disabilities and hearing impairment. Earlier, they do not have a permanent place to run the school and at first they use the Central YMA Hall in Sikulpuikawn, Aizawl then later moved to vacant buildings in different localities of Aizawl namely SaronVeng, ChhingaVeng and Falkland and now having a permanent building in Brigade Bawngkawn, Aizawl. Presently, 109 students were enrolled who are mentally retarded, Hearing Impaired, autistic and cerebral palsy. The main mission of the school is to empower persons with disabilities to live independently and live a life with dignity through constant professional endeavours. The school was funded by the Spastic Society of Mizoram and Grant-in-aid is being received from the Central Government once in a year. Their other source of financial support includes money received from their monthly magazine, Genesis Society and donations from outsiders are received every time of the year.

TEACHERS PROFILE:

The Principal was Miss Laldinpuii and there were 38 teaching and non-teaching staff in Gilead Special School, Bawngkawn. 5 teachers and one 4th grade worker were appointed by the Government under adhoc aided. There are 19 teaching staffs hired by the School, 1 therapist, 2 drivers, 9 Vocational Trainers and 1 rehabilitation worker in the School.

STUDENTS PROFILE:

The enrolments of students in different class are presented in Table 4.2:

Table 4.2: Enrolment of students in Gilead Special School

CLASS	NO. OF STUDENTS
Pre primary	13
I	22
II	17
III	12
IV	14
V	8
VI	7
VII	5
VII	11
TOTAL NO OF STUDENTS: 109	

Students were classified in different categories according to their type of disability as shown in Table 4.3:

Table 4.3: Classification of students in Gilead Special School

Mentally Retarded	Cerebral Palsy/Hearing Impaired
1) Day care	1) OPD-communication dealing process
2) Pre-School	2) Early intervention
3) Pre-Vocation	3) Pre-School
4) Vocational stage	4) Functional Academic(CP are excluded)
5) ARC	5) Vocational courses are given to those who can attain the skills.

The students were classified according to their type of disability as mentioned in Table 4.3, and were placed in different classes as mentioned in Table 4.2. Each class were monitored by 2 teachers each.

4.02. OBJECTIVE WISE ANALYSIS AND INTERPRETATION

It is important to know the objectives of the study for further analysis and interpretation of collected data. The objectives of the study are:

1. To examine the support services provided by Special Education Centres in Aizawl.

To achieve this mentioned single objective of the study, a few subsidiary objectives are formed:

- i) To find out the infrastructural facilities available in Special Education Centres in Aizawl.
- ii) To find out the status of academic assistance provided to Children with Special Needs (CWSN).
- iii) To find out the status of technical assistance provided to CWSN in the centres.
- iv) To find out the status of health and nutritional support provided to CWSN in the centres.
- v) To get the perception of parents of special children about the functioning of these special education centres.

4.02.1. OBJECTIVE 1:

(A) INFRASTRUCTURAL SUPPORT SERVICES

i) AT SPECIAL BLIND SCHOOL:

The responses of the respondents, i.e. teachers, parents and students in Special Blind School obtained from the study were presented in Table 4.4

Table 4.4: Responses of teachers, parents and students (respondents) in Special Blind School with respect to infrastructural support provided in the School

Responses	Respondents		
	Teachers	Parents	Students
Satisfied	10%	30%	10%
Neutral	30%	30%	20%
Unsatisfied	60%	40%	70%

As we can see from Table 4.4, majority of the respondents i.e. 60% of teachers, 40% of parents and 70% students were not satisfied with the infrastructural support provided in the School. This indicates that the infrastructural facilities provided in the school were not sufficient to meet the needs of the students.

EXPLANATION:

The data obtained were cross verified using data triangulation by asking the same question to the respondents and cross checked by observation to provide more reliable and credible result. As the researcher observed the school building, it was found that there were stairs that were problematic for the students. The students told the researcher that this often leads them to fall or stumble while walking in the stairs. There were no ramps for wheelchair users. There were no handrails provided in the toilets and corridors of the rooms. There were no guiding blocks and signs for the partially blind students. The building after all was not planned for these types of infrastructural facilities. All these shows that there was no barrier free building. The main cause of not having a barrier free building was lack of financial support as told by the Principal and the workers. Only the basic necessities were provided from the funds allocated for the functioning of the centre. The grants provided only met the basic requirements of the centre.

As observed by the researcher, there were 10 classrooms in which two rooms were not occupied because of the absence of student’s enrolment in classes 8 and 10. Rooms were not properly partitioned, instead a temporary partition walls are made with ply-wood. Sounds can be easily heard from one class to the other which sometimes led to distractions of the students (told by the teachers and

students during interviews). The number of classrooms provided are sufficient but were not disabled friendly. However, the rooms were properly lighted and ventilated which was observed and was told by the respondents.

The School had one bus, one Bolero and one van which were used for transportation in times of need. But, the bus was a general bus in which the students need the support of their parents for easy movement inside the bus. Since the school is residential, the bus is being hired by MZU and this is the source where they get extra financial help and the benefit goes in their food expense in the hostel.

As observed they have good drinking water from a filter placed in each dorms and the School office.

The centre had a playground just beyond their school building. The researcher observed that the students were given training in their playground for different sports activities like race, javelin throw, discus throw and shot-put by their concerned sports teacher. The researcher found that the blind students were very fond of games and even got different prizes for it.

Confirming Evidence:

The researcher was told by one of the teacher that in 2010, they went to Amritsar and Punjab to attend the Blind Sport and received the 3rd prize in the national level championship. The hostels have separate rooms (a dormitory type room) for boys and girls with a warden each. The girls 'dorm have 14 beds in which 13 were accommodated, 12 beds for the students, 1 bed for the warden and they have 1 bed empty. The dorm was attached with 2 toilets but are not disabled friendly. There are 14 beds in the boys' dormitory, 11 beds for the students, 1 for the warden, 1 for the cook and the other for the bus driver. Devotions were conducted in the hostels timely as: Monday, Wednesday & Friday- morning. On Tuesday & Thursday, Drill/exercise session was conducted. Tuesday, Saturday & Sunday nights was used as a time for having gospel camping. Evangelical counselling was also held by the Project Director, principal or outsiders who were asked to join and preach the gospels for them where Sermons were delivered to

the students. They received food in the morning and evening and a mid-day meal (SSA mission) was provided for lunch. As told by the hostellers and the warden, the availability of water is good but they used to face problem of scarcity during summer where they used to buy water from outside. They apply rain water harvesting and this was the main source of water supply.

The centre was RCI recognised institution and the teachers were also registered. All the teachers who are interviewed have a special degree in educating the CWSN. The Principal has a MA (Pol. Sc) degree and a foundation course on Special Education. Other teachers were possessing MA (History), BA (Gen), BA (Education), B.Sc (Home science) and other degrees like Special B.Ed (VI), Diploma in special education, training in orientation and mobility instructor and a foundation course on special education. There was one SSA sponsored teacher who was totally blind and also a private teacher was recruited by the School for sport and art instructor. For the high school section, RMSA provide two teachers and for the middle classes, there were six teachers who are under adhoc aided. two office staffs, two wardens and drivers were also hired by the School. For each teacher, trainings were conducted each year. Resource teachers who worked in the regular schools were also trained by the teachers in this School in their respective speciality. Trainings were also given to parents of the community discussing about the special provisions for CWSN as well as in the form of awareness in normal schools.

Thus, although 10% of teachers, 30% of parents and 10% of students were satisfied with the infrastructural support given by the centre, as majority of the respondents were not satisfied with the support. This findings through quantitative data was cross-checked by the researcher's observation of the infrastructural support provided to the students by this centre, it was found unsatisfactory as the facilities does not fulfil the needs of the differently abled students as mentioned by the acts and policies which served as the criteria for assessment for this particular study.

ii) AT GILEAD SPECIAL SCHOOL:

The responses of teachers and parents (students were excluded due to the inability to be interviewed) were presented in Table 4.5

Table 4.5: Responses of teachers and parents (respondents) in Gilead Special School with respect to infrastructural support provided in the School

Responses	Respondents		
	Teachers	Parents	Students
Satisfied	30%	30%	NA
Neutral	0%	30%	
Unsatisfied	70%	40%	

As we can see from the above table 4.5, the majority of the two respondents, i.e. 70% teachers and 40% of the parents were unsatisfied with the support services provided in the centre. This indicates that the infrastructural facilities provided in the school were not upto the mark as the respondents were mostly unsatisfied.

EXPLANATION:

As the researcher observed, there were 14 class-rooms and according to the level of disability, students are clubbed in the same room. But, the classrooms were not disabled friendly and were like normal class-rooms as CWSN require rooms adequately spaced for easy movement.

One bus and two Vans were provided for the day scholars which brings and drops the students and staff every working day. The transport facilities were found sufficient from the interviews of the parents and teachers but the bus was a general bus without any special designs and the parents have to assist their child. There were no staffs of the centre who was detained for assisting the students in the bus.

From the observation, wheelchairs were provided by the National Institute for Loco motor Disability (NILD) but ramps were not provided. Handrails were not provided by the School. Hearing aids were provided but as told by the teachers and parents, students prefer to use sign language as hearing aids distract the children.

It was observed that a water filter was placed in the corridor and in the Office, and each classroom was attached with a sink in the corridors where student can clean up easily.

During the researchers visit, there were 12 hostellers who were diagnosed with Mental Retardation (MR); out of which nine were boys and three were girls. The number of hostellers admitted as well as the number of students enrolled in this school was ever changing. There were 30 seats in the hostel. There were two wardens who stayed in the campus. Students were admitted in the hostel from six years of age. Facilities in the hostels were provided with good support and guidance of a warden. A residential Therapist helped in diagnosing and recognising the level of the student's disability through regular check-up.

The centre was RCI recognised and the teachers were also registered. There is an Adult Rehabilitation Centre in the School where there were 18+ students admitted. The school also had an Autism cell, treatment for cerebral palsy, hearing impaired, mental retardation and therapy rooms.

Thus, though 30% of both the parents and teachers were satisfied with the infrastructural support given in the centres, as majority of the respondents were satisfied we come to a conclusion that the infrastructural support provided in this centre was unsatisfactory. As 30% of the parents were neutral or undecided about the infrastructural support, they may not be aware of the needs and importance of the infrastructural facilities in helping their children. They might not understand the needs of their child and the things which are mandatory for their children who were differently abled in helping them grow physically as well as mentally.

Conclusion:

There were many grounds in which the infrastructural facilities need to be developed for a better place to study for the CWSN. Through the observations and interviews, the researcher found that the building structures were not fit to be a proper school for the blind students since the buildings were not barrier free; many stairs have to be walked pass to go to the hostel dorms to the school and to

other rooms as well. Braille books were also much needed especially for the blind students in attaining higher education outside the centres.

The main cause of insufficient infrastructural support was found due to lack of financial support. It was reported that the fund which were allocated for the centres were only providing the basic needs of the centre and thus no further progress can be made. The researcher felt that the funding agency as well as the concerned authorities shall spent more time in understanding the needs of the differently abled children in these centres by helping them and providing them the best infrastructural services.

4.02.2. OBJECTIVE 1: (B) ACADEMIC SUPPORT SERVICES

i) At Special Blind School:

The responses of the respondents, i.e. teachers, parents and students in Special Blind School obtained from the study were presented in Table 4.6

Table 4.6: Responses of teachers, parents and students (respondents) in Special Blind School with respect to academic support provided in the School

Responses	Respondents		
	Teachers	Parents	Students
Satisfied	60%	70%	60%
Neutral	30%	30%	30%
Unsatisfied	10%	0%	20%

Table 4.6 shows that majority of the respondents' i.e. 60% teachers, 70% parents and 60% students were satisfied with the academic support services provided in the centre. This indicates that the academic support services provided in the centre were sufficient for the CWSN.

EXPLANATION:

The classroom environment was observed through participant observation. As mentioned by Danielle Picard (2015), for those students with disabilities, the classroom setting may present certain challenges that need accommodation and consideration. Likewise, as the researcher observed and participates in the classroom teaching-learning processes, the students were treated with love and care and full consideration was given in such a way that the classroom was the place where they perfectly belong. No bad behaviour of the student was found and the students respect the teacher as well as the teacher too gives freedom to the students in expressing themselves. The students were deeply in touch with the teachers as they were always friendly to them. They communicated with each other freely in the class as well as outside the classroom. During the researcher's observation, no punishments were given to the students as the student does not show any signs of misbehaviour or disrespect to the teacher.

Confirming Evidence:

Since the students were blind, they were observed not knowing of the researcher's presence in the class. No bad behaviour or disobedience towards the teachers was found.

They followed MBSE syllabus which is same as the ones used in a regular school. The teachers have their own books where the student uses their slate and pens in Braille language to take notes. Sometimes they used a recorder and listened to it again to understand better. Wednesday afternoon periods were used as activity period where different co curricular activities like sports, singing, and many other indoor and outdoor games were conducted.

Almost all the students were totally blind so there were rare chances of using large and bold prints and the students have reported that these large and bold prints have bad effects for the partially blind students so all of them were taught the Braille language. Braille books were only available in Holy Bible and Dictionary. This was a problematic case where student does not have any further

references of books especially for the collegiate students where class lectures were not enough.

Though some learning materials were procured, many learning materials were also made by the teacher. The different special aids used in the school were Braille (slate and pen), Stylus, Century Board (Chart paper), Abacus, tailor frame, algebra kits, geometry kits, model, flash cards, real objects, tactile map, teaching aids prepared by the teachers.

The funding agency i.e. the Social Justice and Empowerment grant from the central and the State Government through the Sarva Shiksha Abhijan (SSA), Rashtriya Madhyamik Shiksha Abhijan (RMSA) both provide financial aids to the school. the funds were only providing the basic necessities of the centre as the researcher asked the Principal, he replied that these funds were not sufficient to run the centre and as a way to keep a balance, there were other sources that support financially- the bus which was hired by Mizoram University (MZU); and through private contributions and donations from the church. Presently there were 14 churches who donate to help run the centre.

There was no formal inspection to enquire about the functioning of the centre. The Social welfare Board often pays visits to discuss and have knowledge about the functioning. Many certificates were awarded to the School in the field of sports.

The process of admission into the centre was made flexible that there was no age bar and admissions were done at any time of the year. Students were first made to learn the Braille language and were made to start from class 1 without any age bar. Except for a person born with blind, students were promoted to other classes according to their skills and abilities. For the student born with blind, he/she was made to learn the Braille language as long as it takes. For class's ix and x, mathematics was being replaced by home science subject. Students received a regular tribal scholarship when applied for.

The examination system was the same as the normal schools but for the board exams, one writer for Rs 200 per exam was hired in which the expenses

were reimbursed from the state government. Lecture method was used in the class room. As from the researcher's observation, the students have friendly relationship with their teachers and feel comfortable with them. Vocational trainings like candle making, knitting and weaving of bamboos were given.

Thus, all of the above statement confirmed the provision of satisfactory support services by the centre. However, there were 30% of each respondent who were undecided about it. Parents and students might not be aware of the needs and the kinds of academic supports given by the centre. But, there were 30% of the teachers who were regarded to know their standpoint in the provision of academic support, the needs and importance of it; but were undecided about it. This showed that there were teachers (but minority of them) who were not sincere enough and were not much aware of the academic support provided to their students. Since the students of the centres required special support, teachers have to be more serious in providing good academic support to their students and urged the authorities in providing better support for the development of their students. Moreover, 10% of teachers and 20% parents were not satisfied with the academic support given by the centre. So, this showed that there were grounds on which academic support needs to be developed and change what needs to be changed for the betterment of the Centre.

ii)At Gilead Special School:

The responses of teachers and parents in Gilead Special School were presented in Table 4.7 below.

Table 4.7: Responses of teachers and parents (respondents) in Gilead Special School with respect to academic support provided in the School

Responses	Respondents		
	Teachers	Parents	Students
Satisfied	60%	70%	NA
Neutral	40%	30%	
Unsatisfied	0%	0%	

Table 4.7 showed that majority of the respondents i.e. 60% teachers and 70% parents' were satisfied with the academic support provided by the centre. This indicates that there were good academic support services provided by the centre. However, 40% of teachers and 30% of parents were having undecided responses.

EXPLANATION:

The classroom environment was observed by the researcher through participant observation keeping in mind what Danielle Picard (2015) as mentioned earlier had said about the good learning environment in a special class room. The teacher tried to build a close relationship with each child by interacting with them.

As told by the teacher, facial expression was very important to address the children. Each class were having 2 class teachers. Punishments like isolation and making them stand in the class were given and no corporal punishments were given. The teachers told the researcher that they have a stick which they named '*hmangaihna tiang*' which means '*a stick of love*' and this stick was not meant to beat the students but to make them obey what the teacher commands them to do. This was reported that it was really helpful to maintain discipline in the class. Teachers tried their best to understand the child's need, tried to get friendly with them and interact with them as many as possible. Through the researcher's observation, the teachers know and understand their students well and know how to deal with them under different circumstances.

As seen and told by the teachers, they enjoyed a flexible curriculum and changed according to student's need. During summer class were started at 8 am and end at 1 pm while in the winter class were started at 8:30 am and suspend at 1:30 p.m. They followed MBSE syllabus and also used the CCE (Continuous and Comprehensive Evaluation) system of evaluation. But, there were times when normal syllabus does not match the students' abilities, personal goals were set and defined; the goals were set by the teacher for each student and were taught to attain their personal goals according to their abilities (An example of a personal goal defined by the teacher was provided below).

The different teaching materials and special aids used as seen and told by the teachers were flash cards, charts, blocks, balls of different colours, parallel bar, special chair, rollator, standing box which helps them learn to stand, gater to control behaviour which helped in controlling the legs, balance board, potty seat, crutches, hearing aids, gym balls for exercise, teacher made charts, shapes, alphabets, and real objects as well as pictures. As told by the teacher, mostly, the teacher made teaching materials which were commonly used in the class for learning.

As told by the respondents, the students received free books from the SSA mission. Cup-boards were provided for each class-room to store toys, balls, extra clothes, pillows, etc to be readily used in times of need. Daily routines were prepared and were different for each class and each disability. Sign language, demonstration and lecture methods were used to teach the students in the class. Hearing aids were provided to the hearing impaired students for free but none of them use it because they prefer sign language to communicate and all the teachers know how to use the sign language and they communicated with them using it. Seven teachers have training in using sign language. The government provide aids and appliances to CWSN who were having a disability certificate.

There were no fixed rules for admitting students in the School; students can be admitted any time of the year and there was no age limit.

The routine for a personal goal set for a student is given below:-

NAME: ANDREW

GOALS FOR THE YEAR

1. LANGUAGE:

- a) Learning how to read and write the Alphabets A-Z
- b) Learning how to read and write 60 words (from the text-books of classes i & ii)
- c) Learning how to read and write the name of fruits/ vegetables/ insects/ colours.
- d) Learning how to read and write simple sentences, e.g. this is a dog.
- e) Learning how to read and write his/her name, father's name, mother's name and locality.

2. NUMBERS:

- a) Learning how to read and write from number 1 to 100 and knows the value of numbers 1 to 50.
- b) Learning how to read and write numbers 1 to 30 in words.
- c) Learning two digits addition and subtraction.
- d) Learning how to differentiate different shapes.

As told by the teachers, apart from the academic support, the teacher stressed about their self-development. They trained them to behave with others and how to deal with themselves first. The students were made to brush their teeth after every lunch and wash their hands and face whenever necessary all by themselves but helped them when they cannot. Feedings were done by the teachers especially for CP students who cannot use their hands properly. Good and polite manners were taught in the class.

Vocational trainings were given and students who had finished their educational courses in the School were trained different type of vocational skills like silk screen printing, embroidery, tailoring, drawing/painting, envelope making, candle making, paper plate, doormat and paper bag making.

Thus, majority of the respondents were satisfied with the academic support provided in the centre. However, there were 40% of teachers and 30% of parents who stand neutral in this regard. Similarly as Special Blind School, teachers have to know their standpoint in the provision of academic support. 40% of them were undecided about it which showed that they have to be more concerned and serious about the needs of what special support be given to their students.

Conclusion:

The academic support services were found to be sufficient in the special centres in Aizawl. However, the responses from the three students who attain higher education outside the one centre (Special Blind School) contradict this finding. They were not satisfied with the academic support they used to receive in the centre. They said it was too bookish and that they hardly learn from outside of the text books. This shows that:

- Teachers at the centre are not refreshed on latest pedagogy and assistive technology. However, teacher's trainings were conducted each year.
- Students have a competitive mind willing to learn more than what they acquired.

Appropriate teacher-student relationships in the centres and conducive classroom environment were observed at the centres. Students were treated with love and care and full consideration was given in such a way that the classroom was the place where they perfectly belong. No bad behaviour of the student had been found and the students respected the teacher as well as the teacher too gave freedom to the students in expressing themselves. The students were very much in touch with the teachers as they were always friendly to them. They were interacting and communicating with each other freely in the class as well as outside the classroom.

Aids and appliances are provided by the Government, especially NILD. Besides learning aids were also made by the teachers which helped the students in learning better. Books were provided for free by the SSA mission. But, Braille books were available only in Dictionary and Bible.

The centres and the special teachers were registered to RCI. Teachers had special degree for educating CWSN.

Admission procedure was made flexible that there were no age limit and students can get admission at any time of the year.

MBSE syllabus was followed but was made flexible for each child according to their abilities. Vocational trainings like candle making, knitting, weaving of bamboos; silk screen printing, embroidery, tailoring, drawing/painting, envelope making, candle making, paper plate, doormat and paper bag making were given in the centres.

4.02.3. OBJECTIVE 1: (C) TECHNICAL SUPPORT

The data obtained from the respondents concerning with technical supported provided by both the centres were presented in Table 4.8 below.

Table 4.8: Centre wise responses of technical support services provided in the centres

S= Satisfied; N= Neutral; US= Unsatisfied; NA= Not Applicable;

Name of the centre	Students			Teachers			Parents
	S	N	US	S	N	US	
Special blind school	10%	30%	60%	10%	20%	70%	Parents were not aware of the technical support given by the schools.
Gilead special school	NA			30%	10%	60%	

Table 4.8 showed that most of the respondents' i.e.60% of students and 70% of teachers in Special Blind School and 60% of teachers in Gilead Special School were unsatisfied with the support services provided in the centres. This indicates that the technical support services provided in Special Education centres of Aizawl were not sufficient to meet the needs of the CWSN.

EXPLANATION:

i) At Special Blind School:

Looking at table 4.8, majority of the respondents, i.e. 60% of the students and 70% of the teachers were not satisfied with the technical support provided by the centre. So, we can say that the technical support services provided in Special Blind School was satisfactory. However, there were 10% each of the respondent who were satisfied with it. Moreover, there were 30% students and 20% of teachers who were undecided about it.

Required technical supports and assistance were not provided to the students by the centre as centres are not updated with modern technology. There was a separate ICT. As one teacher said an Instructor was given from the Central

Government for 2 years period duration. The instructor taught the student how to use the different software in the ICT room every day after the regular classes are over for around 40 minutes. Unfortunately, computers were damaged and they cannot be operated. The ICT room was now abandoned and was not used anymore. The teachers also said that even for the low vision, bold prints software was designed but that too cannot be operated at present. There were no further actions taken to repair the damage due to financial problems. There were 3 functional computers placed in the teacher's room cum School office.

A much needed Braille printer was not available in the centre as well as in the state (as far as the teachers/ principal's knowledge is concern) and as per the information given to the researcher, the nearest location for accessing was in Shillong. One college student said," If we have a Braille printer, majority of our problems will be solved. We require a writer while giving exams which costs Rs 200 per subject. There are some inconveniences for us to tell whatever we wanted to write to our writer and cannot express freely".

Earlier, they were provided with talking software for use in the classroom. But due to water leakage in the computer room, these software's were destructed. Same condition was with the Supernova software. Daisy player, a recorder was used for recording the teacher's lectures in class by some students which they received from NILD. They also had talking software downloaded in their mobile phones which helped them perform various kind of services like messaging, social networking like whatsapp, facebook in which they can easily operate their handsets.

A teacher's hand book was prepared for necessary guide book for the teachers.

ii) At Gilead Special School:

From Table 4.8, we can see that majority of the teachers, i.e. 60% of them were unsatisfied with the technical support provided by the centre. Students cannot be interviewed as they were MR, CP, HI and autistic and the researcher cannot interact with them. So as parents, when the researcher asked about the

infrastructural support provided to their children by the centres, they replied by saying that they were not very much aware of the support provided by the centre. As the researcher tried to get information from only the information-rich respondents, parents were not interviewed from both the centres as they reported the same.

Hearing aids, wheel chairs, blind sticks and crutches were distributed freely to the students by National Institute for Loco motor Disabilities (NILD, formerly known as NIOH). There were no separate software used for teaching and learning.

Teaching aids and learning materials were mostly developed by the teachers. A teacher hand book was prepared.

Conclusion:

As we can see from Table 4.8, majority of the respondents were not satisfied with the technical support given in the centres. Required technical supports and assistance were not provided to the students by the centres and were not updated with modern technology. Some technical supports were no longer used. However, the centre's authorities were always concerned about the technical problems which they are facing but due to lack of financial support, there can be no further progress. But, as the technical support which could help the students in numerous ways like Braille printers, different software and devices are not affordable from the funds allocated to them.

4.02.4. OBJECTIVE 1: (D) HEALTH AND NUTRITION.

i) At Special Blind School:

The data obtained from the interviews of the respondents with regard to the health and nutritional support provided by the centre was presented in Table 4.9 below.

Table 4.9: Responses of teachers, parents and students (respondents) in Special Blind School with respect to health and nutritional support provided in the School

RESPONSES	RESPONDENTS		
	Teacher	Parents	Students
Satisfied	70%	60%	70%
Neutral	30%	40%	30%
Unsatisfied	0%	0%	0%

Table 4.9 showed that majority of the respondents i.e. 70% teachers, 60% parents and 70% students were satisfied with the health and nutritional support service in the centre. This indicates that there were good health and nutritional support services provided by the centre. On the other hand there were 30% teachers, 40% parents and 30% students were undecided.

EXPLANATION:

The school had provided regular mid-day meals through the SSA mission. As observed by the researcher, the foods provided were mainly Dal, potato, Milk, Nutrella made from soybeans, Eggs, etc. The hostel kitchen had 2 big dining chairs and benches. The boys and girls hostellers have different shifts to eat in the kitchen.

As told by the respondents, medical visits were held quarterly by the concerned doctors and nurses. Data of doctor's visit was maintained by the School. Vaccinations, folic acid, vitamins, no worm capsules and iron capsules were given to the students at regular intervals. Other departments like Social Welfare department, RMSA, NILD and SSA have given necessary support.

First-aid box was kept safely in the School office for use in need. In consists of cotton, antiseptic lotion, dettol, band aids, scissors and crepe bandage.

Thus, from table 4.9, we can see that no respondents were unsatisfied with the health and nutritional support provided by the centre. This indicates that there was good support provided by the centre in this regard. The students received appropriate support for nurturing their health and were provided with good nutritional supply by the centre.

ii) At Gilead Special School:

The data obtained through the interviews of the respondents with regard to health and nutritional supports were presented in Table 4.10 below.

Table 4.10: Responses of teachers and parents (respondents) in Gilead Special School with respect to health and nutritional support provided in the School

RESPONSES	RESPONDENTS		
	Teacher	Parents	Students
Satisfied	60%	70%	NA
Neutral	40%	30%	
Unsatisfied	0%	0%	

Table 4.10 shows that 60% teacher and 70% parents were satisfied with the health and nutritional support services provided by the centre. This indicates that there were good and sufficient health and nutritional support services in the centre.

EXPLANATION:

SSA mission provide mid-day meal. Through observation and interviews, they received meals every day and foods like rice, dal, eggs, potato, etc were served.

There was a residential therapist who did various treatments for the students. Apart from this, doctors/ nurses visited the school twice a year for free medical check-up. Other department like Social Welfare Department and the SSA

helped in providing development and progress of the students. First aid box and fire extinguishers were available in the school premises.

Similarly with Special Blind School, this centre too has no respondents unsatisfied with the support provided in this regard. The researcher too observed and through the reports of the respondents, the students were provided with good health and nutritional care by the centre.

Conclusion:

There was good health and nutritional support services provided in the special education centres in Aizawl.

Doctors and nurses visited the centres regularly and the students received vitamins, iron and vaccination at a required time. The mid-day meals provided were also good for health. The teachers took their health seriously and also trained them to be more hygienic.

4.02.5. OBJECTIVE 1: (E) PARENTS.

i) At Special Blind School:

Since the special blind school is a boarding school, parents of the students were interviewed through phone calls. From the data gathered by the researcher from the parents, the school had made a flexible system in a way that parents can visit the child anytime and when needed. Most of the parents said that they have seen progress and developments in their child educationally and socially as well.

The parents contacted were unified that they have trust over the school in complete care provided to their child. They have close contacts with the school teachers and have contact programs discussing about their child's condition with their teachers. They mostly reported about the goodness of the centre and that they know and believe their child was in good condition; and that the centre maintains good care and support.

ii) At Gilead Special School:

As interviewed by the researcher, parents of the centre said that a formal parents teacher meeting were not conducted but they were informed about their child's condition and progress frequently. Necessary information for the parents was written in the School Diary.

Most of the parents said that they have seen progress and developments in their child educationally, some physically (who have difficulty in moving) and socially as well. A parent reported that their child who was autistic and was unable to move by himself has shown progress through the help and assistance given by the teachers and the therapist in the centre. They were thankful to the centre that brought a positive change and progress to their child. They also requested parents of the differently abled who do not admit their child to a special school to admit them in such type of schools believing that there will be progress and development in their child's condition just like them.

They were satisfied with the facilities provided in the school like the transport facilities which picks and drops every student, the vocational training given to their child, the text books and necessary aids provided which were free of cost. Since there were no other schools to admit their child having special needs, they put all faith and hope in the Centre, the teachers, the Principal and the workers to see progress and development in their child.

Conclusion:

The special education centres in Aizawl city has provided good relationship with parents of the disabled. Parents were satisfied with the support services provided in the centres. As the parents have put their hope to the School teachers and the workers, the centres too should try their best to bring out the best for their child.

4.02.6. OBJECTIVE 1: To examine the support services provided in Special Education Centres in Aizawl.

From the entire above subsidiary objectives, we can come to a conclusion that the support services provided in the special education centres in Aizawl were satisfactory in terms of academic, health & nutrition and technical support given to parents, on the other side centres are lagging behind in terms of infrastructural and technical support services. From the findings, more effort should be made for better infrastructural and technical support services.

The special education centres in Aizawl had served a useful purpose for educating and training the children with special needs. But, there were many grounds on which improvements can be made. However, the centres got many achievements in the field of sports and have won many medals and trophies national as well as international.

An ex-student of one of the centre; who was a wheel-chair user studying in Pachhunga University College was interviewed by the researcher and she claimed that all the things she achieved was due to the education given in her former School. This indicates that there were differently abled student who benefitted the services provided in the special education centres in Aizawl.

The government and the concerned authorities too shall give more effort to strengthen their position in the society and to attain their rights in every perspective. The government shall assist the centre in whatever possible ways as it is the only two centres in the state to deal with different types of disabilities. By such initiatives of the Government, position of students can be strengthened in the society and they will be able to attain their rights in every perspective.

More effort should be given on the provision of better infrastructural support services and technical support services in the special education centres of Aizawl which from this study revealed the inefficiency of it.

Braille printer and Braille books should also be procured by the concerned authorities of the government and it should be made accessible to the centres as it was highly needed by the blind students who wanted to study further.

A planned architectural building should be produced for the upcoming special education centres in Mizoram. The existing centres should also be renovated in such a manner to provide barrier free infrastructure for the CWSN. A good and a special building are a much needed by the differently abled students as they have difficulty in moving.

Thus, even though the SECs in Aizawl were found satisfactory in providing support services to the students, there were many grounds where progress has to be made. And even with the said sufficient support services provided by the centres, they were required to be improved and updated. This study also highlighted that the main reason for the insufficiency in technical and infrastructural support was due to the lack of financial support. Therefore it is suggested that Governments should release more funds in this direction because special education centres are considered to be the best place for education and providing necessary rehabilitation programs by providing necessary support for the CWSN. Thus, the present study recommended that more efforts should be made by the concerned authorities in providing a better quality centres.

CHAPTER V

RESULTS AND DISCUSSIONS

This chapter is devoted for findings of the study presented in Section 5.01, discussion of the results were presented in Section 5.02, suggestions were presented in Section 5.03, limitations of the study were presented in Section 5.04, educational implications were presented in Section 5.05, suggestions for further research were presented in Section 5.06 and conclusions of the study were presented in Section 5.07.

5.01. FINDINGS OF THE STUDY

The major findings of the study are presents in different headings based on the objectives of the study:-

Infrastructural support services:

The infrastructural supports provided in special education centres in Aizawl have been found insufficient for CWSN on the following points:

- Majority of the respondents in Special Blind School i.e. 60% of teachers, 40% of parents and 70% students and 70% teachers and 40% of the parents in Gilead Special School were not satisfied with the infrastructural support services provided in their centres.
- In the special education centres of Aizawl, buildings were not barrier free. But the class-rooms were found sufficient which were properly ventilated and properly lighted;
- Hostels were provided by the centres which were not disabled friendly;
- The main cause of insufficient infrastructure was found to be lack of financial support;
- There were buses and vans provided for the students which were found sufficient for their transport facilities. But the buses were general buses without proper staff to help the students. Therefore parents were assisting their wards.

Academic support services:

Academic supports provided by special education centres in Aizawl are found as per the norm. Researcher comes to this conclusion on the basis of interviews of parents, teachers and students as well as observed herself.

- Majority of the respondents' i.e. 60% teachers, 70% parents and 60% students in Special Blind School and 60% teachers and 70% parents were satisfied with the academic support services provided in their centres.

However, the responses from the three students who attain higher education outside the one centre (Special Blind School) contradict this finding. They were not satisfied with the academic support they used to receive in the centre. They said it was too bookish and that they hardly learn from outside of the text books.

This shows that:

- Teachers at the centre are not refreshed on latest pedagogy and assistive technology.
- Students have a competitive mind willing to learn more than what they acquired.
- Appropriate teacher-student relationships in the centres and conducive class-room environment were observed at the centres. Students were treated with love and care and full consideration was given in such a way that the classroom was the place where they perfectly belong. No bad behaviour of the student had been found and the students respected the teacher as well as the teacher too gave freedom to the students in expressing themselves. The students were very much in touch with the teachers as they were always friendly to them. They were interacting and communicating with each other freely in the class as well as outside the classroom.
- Aids and appliances are provided by the Government, especially NILD. Besides learning aids were also made by the teachers which helped the students in learning better.
- Books were provided for free by the SSA mission. But, Braille books were available only in Dictionary and Bible.
- The centres and the special teachers were registered to RCI. Teachers had special degree for educating CWSN.

- Admission procedure was made flexible that there were no age limit and students can get admission at any time of the year.
- MBSE syllabus was followed but was made flexible for each child according to their abilities.
- Vocational trainings like candle making, knitting, weaving of bamboos, silk screen printing, embroidery, tailoring, drawing/painting, envelope making, candle making, paper plate, doormat and paper bag making were given in the centres.

Technical support services:

The technical supports provided in special education centres in Aizawl were found to be insufficient for CWSN.

- Most of the respondents i.e. 60% of students and 70% of teachers in Special Blind School and 60% of teachers in Gilead Special School were unsatisfied with the support services provided in their centres.
- The main reason was due to lack of financial support.
- Required technical supports and assistance were not provided to the students by the centres. As centres are not updated with modern technology.
- Special software's like talking software, Supernova software, etc were no longer used at the time of this study.
- There were no Braille printer in the state and as per the information given to the researcher; the nearest location for accessing was in Shillong.

Health and nutritional support:

A good health and nutritional support services were provided in Special education centres of Aizawl.

- Majority of the respondents i.e. 70% teachers, 60% parents and 70% students in Special Blind School and 60% teacher and 70% parents in Gilead Special School were satisfied with the health and nutritional support services provided in their centres.
- Doctors and nurses held check-up regularly. Data of doctor's visits were maintained by the centres.
- Mid-day meals were provided by the SSA mission.
- Vaccinations, folic acid, vitamins, no worm capsules and iron capsules were given to the students.

Support to parents of the disabled and their perceptions about the functioning of the centres:

Parents of the disabled were satisfied with the support services given to their child by the special education centres in Aizawl.

- Parents can visit their child any time.
- Parents were contacted by the teachers and workers whenever needed to discuss about the condition of their child.
- Since their admission into the centres, parents reported progress and developments in their child educationally, physically (who have difficulty in moving) and socially as well.

Support services provided in Special Education Centres in Aizawl:

- The support services provided in the special education centres in Aizawl are found satisfactory in terms of academic, health & nutrition and technical support given to parents, on the other side centres are lagging behind in terms of infrastructural and technical support services.
- From the findings, more effort should be made for better infrastructural and technical support services.

5.02. DISCUSSION OF RESULTS:

The findings reveal that the support services provided in the special education centres of Aizawl were sufficient and were found satisfactory. The special education centres in Aizawl had served a useful purpose for educating and training the CWSN. But, there were many grounds on which improvements have to be made.

The building structures were not up to the mark since the buildings were not barrier free. As the policies enacted by NPE 1986, PwD act 1995 and RCI act 1992, a barrier free building is required for a special education centre. But the class-rooms were found sufficient which were properly ventilated and properly lighted. Hostels were provided by the centres which were not disabled friendly. The main cause of insufficient infrastructure is found to be lack of financial support.

There were buses and vans provided for the students which were found sufficient for their transport facilities. But the buses were general buses without proper staff to help the students. Therefore parents were assisting their wards. Free aids and appliances were provided by the Government in special schools as mentioned in PwD act 1995. However, some learning aids were teacher-made. The centres and teachers were registered to RCI. Teachers have a special degree for educating CWSN following the norms of RCI. There was free and a flexible admission system in the centres as Article 21A as well as Article 29 (2) of the Indian Constitution rightly stated the provision of free and compulsory education to all children between ages six to fourteen; and that every child has the right to receive education in an educational institution irrespective of his/her disability.

A much needed Braille printer was not available in the school which was very important for pursuing higher studies since they need a book to read for getting more knowledge. Apart from Braille printer, Braille books were also much needed for the students who attain higher studies. Vocational trainings were given to the students and some outgoing students were also act as trainers in the centres. NPE 1986 has rightly mentioned that vocational training should be given in Special Schools.

There were no updated technical supports provided to the students by the centres. Some technical supports were no longer used. The problem lies in the non-availability of financial support. As the students need special care, they should be getting the right education imparted through different channels. Teacher's handbooks were made available to the centres as NPE 1986 had mentioned.

The study reveals that there was good health and nutritional support in the special educational centres in Aizawl city. Mid day meals were provided every working day which was found to be quite nutritious. Doctors and nurses held check-up time to time.

The parents of the differently abled were satisfied with the support services provided to their child in each of the centre.

Thus, all these findings were only based on the studies conducted in the two special education centres in Aizawl. However, we cannot draw conclusion to only one study.

Lastly, all the studies were conducted in a special school for the CWSN. But, the Program of Action (PoA) 1992 right after NPE 1986 had postulated that “a child with disability who can be educated in a general school should be educated in a general school only and not in a special school. Even those children who are initially admitted to special schools for training in plus curriculum skills should be transferred to general schools once they acquire daily living skills, communication skills and basic academic skills”. From this statement, we can see how the government is trying to bring about inclusion of differently abled children to regular/normal schools. Indian government today especially under the Department of Empowerment of Persons with Disabilities was trying to bring every child to one platform regardless of their strengths and weaknesses in any area to promote equality. Thus, whether inclusion or segregation, they were the special children who need special care with proper treatment, special efforts should be given for their welfare.

5.03. SUGGESTIONS

- Government should develop new inspection model for inspecting the Special education Centres from time to time at a fixed intervals.
- More effort should be given on the provision of better infrastructural support services and technical support services in the special education centres of Aizawl.
- Braille printer and Braille books should be procured by the concerned authorities of the government and it should be made accessible to the centres.
- A planned architectural building should be produced for the upcoming special education centres in Mizoram. The existing centres should also be renovated in such a manner to provide barrier free infrastructure for the CWSN.
- Special Education Centres maintained and financed by the Government should be established in Aizawl and other districts of Mizoram for

educating and provision of rehabilitation of the CWSN for the severe cases of disability.

- The government shall assist the centre in whatever possible ways as it is the only two centres in the state to deal with different types of disabilities. By such initiatives of the Government, position of students can be strengthened in the society and they will be able to attain their rights in every perspective.

5.04. LIMITATIONS OF THE STUDY

- The researcher could not interact with students of Gilead special school as all students were HI, MR, CP and Autistic.
- The researcher could not gather information regarding the educational qualifications of the teachers as the portfolio of the teachers was not allowed to be accessed by the center's authorities.
- Due to lack of resources, the researcher could not review all relevant literatures.
- The tools used for collecting data were developed by the researcher and no standardized tools were used.

5.05. EDUCATIONAL IMPLICATIONS

- This study is bringing into the light the accurate situation of special education in Aizawl, which has implication for the whole state.
- This study may be a sound ground for further researches in special education in Mizoram as well as other part of the country.
- This study may help the government and policy makers to revise and reform the policy of government aids to such centres, their supervisions and monitoring.
- The present study had implications for the Government authorities. It can provide insights to take necessary measures to improve the education of CWSN by providing them instructional materials, aids and equipments in the Special schools. Especially regarding the procurement of Braille printer and Braille books which are not available in the state.
- The present study can give awareness to the authorities that more concentration should be given on infrastructural and technical support by providing more financial assistance to the Special Schools.

- The present study can provide insight to the concerned responsible authorities that priority should be given for visiting the Special schools regularly to find out and act upon the various needs of the children with special needs.
- The present study can give awareness to the teachers of the Special Schools that they play crucial roles in nurturing the CWSNs.
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5.06. SUGGESTIONS FOR FURTHER RESEARCH

- A comparative study of the special educational centres with other states may be conducted to know the status of special education centres in Mizoram.
- Peer support may be studied in schools where integrated education is given.
- Support services provided in inclusive Schools in Mizoram may be studied.
- The role of Government of Mizoram in developing and supporting the special education centres may be studied.
- Support given by parents of the disabled may be studied.

5.07 CONCLUSION

The support services provided in the special education centres in Aizawl were found satisfactory in terms of academic, health & nutrition and support given to parents (in the form of counselling), on the other side centres are lagging behind in terms of infrastructural and technical support services. Moreover, even with the said sufficient support services provided by the centres, are required to be improved and updated. This study also highlighted that the main reason for the insufficiency in technical and infrastructural support was due to the lack of financial support. Therefore it is suggested that Governments should release more funds in this direction because special education centres are considered to be the best place for education and providing necessary rehabilitation programs by providing necessary support for the CWSN. Thus, the present study recommended that more efforts should be made by the concerned authorities in providing a better quality centres.

However, these conclusions were made only from the data obtained from the two special education centres in Aizawl. So, the researcher suggested for conducting further researches in order to bring about a positive change for the CWSN in Mizoram.

SUMMARY

The Individuals with Disabilities Act (IDEA) defines Special Education as “Specially designed instruction, at no cost to the parents, to meet the unique needs of the child with disability.”

Special education is required by the special children in the form of support services. Support services are the additional services provided for children with special needs to meet their educational needs in the Schools. Provision of support services is of great importance for the success of education of children with special needs. Within schools, children with special needs should receive whatever extra support they may require to ensure their effective education. All these special or support services made up the Special Education School which is the main difference from the normal School. Thus, a special support services is required for the Children With Special Needs (CWSN) to be able to cope with certain difficulties they are facing.

The different support services that are to be mainly stressed for this study are:

- Infrastructural support
- Academic support
- Technical support
- Health and nutritional support
- Support given to Parents

As per 2011 census, the population of Mizoram is 10, 97,206 and out of the total population, the population of Persons with Disabilities is 15,160 which is 1.38% of the total population. The number of Persons with Disabilities certified and ID issued is 7,894 which is 52.07% among the disabled persons in Mizoram. Mizoram is a state having 91.58% literacy rate in which 61.92% of the disabled in the state are marked as literate (Census 2011). Census 2011 also reveals that among State/ UTs, the proportion of disabled persons to the total population is lowest in Daman & Diu (0.9%), Dadra & Nagar Haveli (0.96%), Mizoram (1.38%), Delhi (1.4%) and Chandigarh (1.4%). So, from this knowledge, Mizoram is a state where there are less number of disabilities in the country and that the literacy rate among the disabled is quite high.

Keeping in mind the norms and rules laid by the Rehabilitation Council of India act 1992, the Persons with Disabilities (equal opportunities, protection of rights and full participation) Act 1995, National Policy on Education 1986 and Article 15 (1), 15 (2), 21A, etc of the Indian Constitution, the data were analysed.

RATIONALE OF THE STUDY

The purpose of this study is to study the various support services provided for children with special needs in Aizawl. Article 21A of the Indian constitution states that “The State shall provide free and compulsory education to all children of the age of six to fourteen years in such a manner as the State may, by law, determine.”

So, there is no legitimate reason to separate children for their education. Children belong together with advantages and benefits for everyone. They don't need to be protected from each other. Therefore, it is necessary to provide special support services for children with special needs to reach their full potential and make successful transaction to adulthood and to the world of education. Thus this study serves the purpose.

Aizawl, being the capital of the state Mizoram has been selected to conduct this study which will help to highlight the status of schools which provide special education to the CWSN. The results highlighted from this study will serve as a useful knowledge about the support services given in these schools and thus will be a way to make suggestions for its further improvement.

STATEMENT OF THE PROBLEM

Support Services Provided in Special Education Centres in Aizawl: A Critical Study

OBJECTIVES OF THE STUDY

1. To examine the support services provided by Special Education Centres in Aizawl.

To achieve the above mentioned single objective of the study, a few subsidiary objectives are formed:

- i. To find out the infrastructural facilities available in Special Education Centres in Aizawl.
- ii. To find out the status of academic assistance provided to Children with Special Needs (CWSN).
- iii. To find out the status of technical assistance provided to CWSN in the centres.
- iv. To find out the status of health and nutritional support provided to CWSN in the centres.
- v. To get the perception of parents of special children about the functioning of these special education centres.

DELIMITATIONS OF THE STUDY

This study has the following delimitations:-

- i) The study is confined to the use of observation and interview schedules only as tools of data collection.
- ii) The study is confined to qualitative interpretation of the data.

METHODOLOGY

The researcher opted for a **case study** method for conducting the study.

POPULATION & SAMPLE

As this was a study of two special education centres, population of this study comprised teachers and students of these two centres as well as parents whose wards were being educated there. Sampling was done to conduct interview only. Researcher used purposive sampling techniques to select appropriate and information rich cases.

Educational institution	Population			Sample for Interview		
	students	teachers	Parents	Students	teachers	parents
Gilead Special	109	38	109	NA	10	20

School						
Special Blind School	23	10	23	20	10	20

TOOLS USED

To collect the data for this study, **observation schedule cum checklist and interview schedule** were developed by the researcher.

The researcher used *datatriangulation* by cross verifying the same information from the different type of respondents. This triangulation of data strengthens the research by increasing credibility and reliability. Triangulation involves using multiple data sources in an investigation to produce understanding. The reason for using triangulation is that a single method can never adequately shed light on a phenomenon. Using multiple methods can help facilitate deeper understanding.

DATA ANALYSIS

The study being descriptive in nature, analysis of data was done qualitatively and by using descriptive statistics like percentage. Result of the study was prepared objective wise.

FINDINGS OF THE STUDY

The major findings of the study are presented objectives wise:-

Infrastructural support services:

The infrastructural supports provided in special education centres in Aizawl have been found insufficient for CWSN on the following points:

- Majority of the respondents in Special Blind School i.e. 60% of teachers, 40% of parents and 70% students and 70% teachers and 40% of the parents in Gilead Special School were not satisfied with the infrastructural support services provided in their centres.

- In the special education centres of Aizawl, buildings were not barrier free. But the class-rooms were found sufficient which were properly ventilated and properly lighted;
- Hostels were provided by the centres which were not disabled friendly;
- The main cause of insufficient infrastructure was found to be lack of financial support;
- There were buses and vans provided for the students which were found sufficient for their transport facilities. But the buses were general buses without proper staff to help the students. Therefore parents were assisting their wards.

Academic support services:

Academic supports provided by special education centres in Aizawl are found as per the norm. Researcher comes to this conclusion on the basis of interviews of parents, teachers and students as well as observed herself.

- Majority of the respondents' i.e. 60% teachers, 70% parents and 60% students in Special Blind School and 60% teachers and 70% parents were satisfied with the academic support services provided in their centres.

However, the responses from the three students who attain higher education outside the one centre (Special Blind School) contradict this finding. They were not satisfied with the academic support they used to receive in the centre. They said it was too bookish and that they hardly learn from outside of the text books. This shows that:

- Teachers at the centre are not refreshed on latest pedagogy and assistive technology. However, teacher's trainings were conducted each year.
- Students have a competitive mind willing to learn more than what they acquired.
- Appropriate teacher-student relationships in the centres and conducive class-room environment were observed at the centres. Students were treated with love and care and full consideration was given in such a way that the classroom was the place where they perfectly belong. No bad behaviour of the student had been found and the students respected the

teacher as well as the teacher too gave freedom to the students in expressing themselves. The students were very much in touch with the teachers as they were always friendly to them. They were interacting and communicating with each other freely in the class as well as outside the classroom.

- Aids and appliances are provided by the Government, especially NILD. Besides learning aids were also made by the teachers which helped the students in learning better.
- Books were provided for free by the SSA mission. But, Braille books were available only in Dictionary and Bible.
- The centres and the special teachers were registered to RCI. Teachers had special degree for educating CWSN.
- Admission procedure was made flexible that there were no age limit and students can get admission at any time of the year.
- MBSE syllabus was followed but was made flexible for each child according to their abilities.
- Vocational trainings like candle making, knitting, weaving of bamboos, silk screen printing, embroidery, tailoring, drawing/painting, envelope making, candle making, paper plate, doormat and paper bag making were given in the centres.

Technical support services:

The technical supports provided in special education centres in Aizawl were found to be insufficient for CWSN.

- Most of the respondents i.e. 60% of students and 70% of teachers in Special Blind School and 60% of teachers in Gilead Special School were unsatisfied with the support services provided in their centres.
- The main reason was due to lack of financial support.
- Required technical supports and assistance were not provided to the students by the centres. As centres are not updated with modern technology.
- Special software's liketalking software, Supernova software, etc were no longer used at the time of this study.

- There were no Braille printer in the state and as per the information given to the researcher; the nearest location for accessing was in Shillong.

Health and nutritional support:

A good health and nutritional support services were provided in Special education centres of Aizawl.

- Majority of the respondents i.e. 70% teachers, 60% parents and 70% students in Special Blind School and 60% teacher and 70% parents in Gilead Special School were satisfied with the health and nutritional support services provided in their centres.
- Doctors and nurses held check-up regularly. Data of doctor's visits were maintained by the centres.
- Mid-day meals were provided by the SSA mission.
- Vaccinations, folic acid, vitamins, no worm capsules and iron capsules were given to the students.

Support to parents of the disabled and their perceptions about the functioning of the centres:

Parents of the disabled were satisfied with the support services given to their child by the special education centres in Aizawl.

- Parents can visit their child any time.
- Parents were contacted by the teachers and workers whenever needed to discuss about the condition of their child.
- Trainings were also given to parents of the disabled by the trained teachers from the Centres and also gave awareness on different topics relating to it.
- Since their admission into the centres, parents reported progress and developments in their child educationally, physically (who have difficulty in moving) and socially as well.

Support services provided in Special Education Centres in Aizawl:

- The support services provided in the special education centres in Aizawl are found satisfactory in terms of academic, health & nutrition and technical support given to parents, on the other side centres are lagging behind in terms of infrastructural and technical support services.

- From the findings, more effort should be made for better infrastructural and technical support services.

SUGGESTIONS

- Government should develop new inspection model for inspecting the Special education Centres from time to time at a fixed intervals.
- More effort should be given on the provision of better infrastructural support services and technical support services in the special education centres of Aizawl.
- Braille printer and Braille books should be procured by the concerned authorities of the government and it should be made accessible to the centres.
- A planned architectural building should be produced for the upcoming special education centres in Mizoram. The existing centres should also be renovated in such a manner to provide barrier free infrastructure for the CWSN.
- Special Education Centres maintained and financed by the Government should be established in Aizawl and other districts of Mizoram for educating and provision of rehabilitation of the CWSN for the severe cases of disability.
- The government shall assist the centre in whatever possible ways as it is the only two centres in the state to deal with different types of disabilities. By such initiatives of the Government, position of students can be strengthened in the society and they will be able to attain their rights in every perspective.

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SL.No	ITEM	AVAILABILITY (CHECKLIST)	OBSERVATION /COMMENTS
1.	School Building		
2.	Rooms		
3.	Playground		
4.	Wheelchair		
5.	Drinking Water		
6.	Transport Facilities		
7	Hostel facilities:		
	No. of Beds		
	No. of Students		
	Warden Residence		
	Food		
	Water		
8.	Classroom environment: (Teacher-student interaction in the classroom)		
9.	Curriculum/ syllabus		
10.	Teaching aids/ materials:		
	Books		
	Computers		
	Hearing Aids		

11.	Mid-day meals (Nutritional support)		
12.	First aid box		

APPENDIX A

OBSERVATION SCHEDULE CUM CHECKLIST

Any other observations:

APPENDIX B

INTERVIEW SCHEDULE FOR STUDENTS

TOPIC: SUPPORT SERVICES PROVIDED IN SPECIAL EDUCATION CENTRES IN AIZAWL: A CRITICAL STUDY

INFRASTRUCTURE FACILITIES:

1. Are the rooms provided in the school sufficient?
2. Are the rooms properly ventilated and lighted?
3. Are playground provided for the students?
4. Are drinking water provided?
5. Is the School building designed for the CWSN?

6. Are there any proper transport facilities for day scholars?
7. How many are accommodating your hostel?
8. Are you satisfied with the facilities provided in the hostel?
9. What kinds of special aids are used to learn academically?
10. Are the facilities provided in the school sufficient to meet your needs?

ACADEMIC FACILITIES

1. Do you receive free books, textbooks and other form of materials supply?
2. Which type of scholarship do you get?
3. How is the examination system maintained? Is it flexible?
4. Do teachers made changes in your routines in times of need?
5. What kinds of special aids are used to learn academically?
6. What are the methods of teaching applied?
7. What types of incentives/ appraisal are given to you?
8. Are vocational training given to you?
9. Relationship between teachers and students inside the classroom as well as outside-
 - Do you feel comfortable in your classroom?

- Do your teachers understand your problems?
- Is your teacher approachable at any time?

TECHNICAL FACILITIES:

1. What special software are provided to you for learning and support?
2. What types of special aids are provided to you by the school? (for e.g.: large and bold prints, machinery art for learning, sign language, etc)

HEALTH AND NUTRITIONAL FACILITIES

1. Do the Schools provide medical check-up, vaccination, distribution of medicines, etc.?
2. What kind of food is provided to you in the hostels?
3. Are mid day meals provided in the Schools?

PARENTAL SUPPORT GIVEN BY THE SCHOOL

1. Can your parents visit you at any time?
2. Does your teachers discuss your condition about progress or the other to your parents?
3. Are there any parents-teacher meeting conducted by the School?

Other comments:

APPENDIX C

INTERVIEW SCHEDULE FOR TEACHERS/ PRINCIPAL

TOPIC: SUPPORT SERVICES PROVIDED IN SPECIAL EDUCATION CENTRES IN AIZAWL CITY: A CRITICAL STUDY

GENERAL QUESTIONS ABOUT THE SCHOOL:

- Area of the School Campus:
- No of classrooms and its sizes:
- No of students:
- What age group students are admitted in the School?
- No of teachers:
- Academic and Professional qualification of the teacher (including headmaster)
- Does the institution have an affiliation to an appropriate agency?
- When was the School accredited last and by whom?
- Any certificate awarded to the institution?

Other Comments:

1. INFRASTRUCTURE

- a) Are the rooms provided in the school sufficient?
- b) Are the rooms properly ventilated and lighted?
- c) Are playground provided for the students?
- d) Are drinking water provided?
- e) Is the School building designed for the CWSN?
- f) Are there any proper transport facilities for day scholars?
- g) Are hostels provided? If yes, how many are accommodating?
- h) Are water supplies adequate for the hostellers?
- i) How are you recognising/ diagnosing the level of the student's disability?
- j) From which source are you receiving financial support/ fund?
- k) Are they properly received in time or just when required?
- l) In your opinion are these funds sufficient to run the centre?
- m) Are there any other sources that support you financially?

Opinion of the infrastructural facilities provided in the school.

- Satisfied
- Neutral
- Unsatisfied

Other comments:

2.

3.

4. ACADEMIC:

- Does the institution receive free books, textbooks and other form of materials supply?
- Which type of scholarships does the student get?
- How is the examination system maintained? Are there flexibility?
- How is the curriculum or the daily routines maintained? Do u made changes in times of need?
- What kinds of special aids are used in helping the CWSN to learn academically?
- What are the methods of teaching applied?
- How does the institution deal with severe cases of disability?
- Are vocational training given to the students?
- Are students given any counselling for their psychological problems?
- What type of incentives/ appraisal is given to the students to motivate their learning?
- Relationship between teachers and students inside the classroom as well as outside-
 - How do you feel to be in the classroom with special children?
 - Do you find difficult to adapt in teaching the special schools?
 - Do you give the students an opportunity to express themselves in the class?
 - What do you do to motivate and encourage the child to foster their learning in class?

Opinion of the academic facilities provided in the school.

- Satisfied

- Neutral
- Unsatisfied

Other comments:

5. TECHNICAL

- a) Do you develop any learning materials for children and teacher's handbook?
- b) What software is used specially designed for the disabled?
- c) Opinion of the infrastructural facilities provided in the school.

- Satisfied
- Neutral
- Unsatisfied

Other comments:

6. HEALTH & NUTRITION

- a) Does the School provide nutritional services (like mid-day meals) which are provided in other Schools?
- b) Do the Schools provide health services like medical check-up, vaccination, distribution of medicines, etc?
- c) In what ways do other departments other than Education support in providing health and nutritional services to students?

Opinion of the health and nutritional facilities provided in the school

- Satisfied
- Neutral
- Unsatisfied

Other comments:

7. PARENTAL SUPPORT GIVEN BY THE SCHOOL

- a) Can parents visit their child at any time they needed to?
- b) Do you discuss the children's condition about progress or the other to their parents?
- c) Are there any parents-teacher meeting conducted by the School?

Other comments:

APPENDIX D

INTERVIEW SCHEDULE FOR PARENTS

TOPIC: SUPPORT SERVICES PROVIDED IN SPECIAL EDUCATION CENTRES IN AIZAWL: A CRITICAL STUDY

1. Are parents teachers meeting conducted?
2. Can you visit your child any time you need?
3. Does the school provide counselling to discuss about your child's condition?
4. What type of improvement do you observe in your child after getting admitted to this School?
 - Educationally
 - Physically
 - Socially
 - Mentally
5. Are the transport facilities proper?
6. Are vocational training given to students?
7. Does your child receive textbooks and other requirements free of cost?
8. Does your child get any type of scholarship?

Other comments:

**SUPPORT SERVICES PROVIDED IN SPECIAL EDUCATION CENTRES
IN AIZAWL: A CRITICAL STUDY**

Abstract

Submitted By

Vanlallawmkimi

MZU/M.Phil/289 of 19.04.2016

Under the supervision of

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JULY, 2017

INTRODUCTION

The Individuals with Disabilities Act (IDEA) defines Special Education as “Specially designed instruction, at no cost to the parents, to meet the unique needs of the child with disability.”

Special education is required by the special children in the form of support services. Support services are the additional services provided for children with special needs to meet their educational needs in the Schools. Provision of support services is of great importance for the success of education of children with special needs. Within schools, children with special needs should receive whatever extra support they may require to ensure their effective education. All these special or support services made up the Special Education School which is the main difference from the normal School. Thus, a special support services is required for the Children With Special Needs (CWSN) to be able to cope with certain difficulties they are facing.

The different support services that are to be mainly stressed for this study are:

- Infrastructural support
- Academic support
- Technical support
- Health and nutritional support
- Support given to Parents

As per 2011 census, the population of Mizoram is 10, 97,206 and out of the total population, the population of Persons with Disabilities is 15,160 which is 1.38% of the total population. The number of Persons with Disabilities certified and ID issued is 7,894 which is 52.07% among the disabled persons in Mizoram.

Mizoram is a state having 91.58% literacy rate in which 61.92% of the disabled in the state are marked as literate (Census 2011). Census 2011 also reveals that among State/ UTs, the proportion of disabled persons to the total population is lowest in Daman & Diu (0.9%), Dadra & Nagar Haveli (0.96%), Mizoram (1.38%), Delhi (1.4%) and Chandigarh (1.4%). So, from this knowledge, Mizoram is a state where there are less number of disabilities in the country and that the literacy rate among the disabled is quite high.

Keeping in mind the norms and rules laid by the Rehabilitation Council of India act 1992, the Persons with Disabilities (equal opportunities, protection of rights and full participation) Act 1995, National Policy on Education 1986 and Article 15 (1), 15 (2), 21A, etc of the Indian Constitution, the data were analysed.

RATIONALE OF THE STUDY

The purpose of this study is to study the various support services provided for children with special needs in Aizawl.

Article 21A of the Indian constitution states that “The State shall provide free and compulsory education to all children of the age of six to fourteen years in such a manner as the State may, by law, determine.”

So, there is no legitimate reason to separate children for their education. Children belong together with advantages and benefits for everyone. They don't need to be protected from each other. Therefore, it is necessary to provide special support services for children with special needs to reach their full potential and make successful transaction to adulthood and to the world of education. Thus this study serves the purpose.

Aizawl, being the capital of the state Mizoram has been selected to conduct this study which will help to highlight the status of schools which provide special

education to the CWSN. The results highlighted from this study will serve as a useful knowledge about the support services given in these schools and thus will be a way to make suggestions for its further improvement.

STATEMENT OF THE PROBLEM

Support Services Provided in Special Education Centres in Aizawl: A Critical Study

OPERATIONAL DEFINITION OF KEY TERMS

Support services: Support services are the additional services provided for children with special needs to meet their educational needs in the Schools. .

Special education centres: Special education centres are institutions specially designed for children with special needs. Centres are special in terms of the support services provided, teaching methods and curriculum which are made flexible according to the needs of the students in these centres.

OBJECTIVES OF THE STUDY

2. To examine the support services provided by Special Education Centres in Aizawl.

To achieve the above mentioned single objective of the study, a few subsidiary objectives are formed:

- i. To find out the infrastructural facilities available in Special Education Centres in Aizawl.
- ii. To find out the status of academic assistance provided to Children with Special Needs (CWSN).

- iii. To find out the status of technical assistance provided to CWSN in the centres.
- iv. To find out the status of health and nutritional support provided to CWSN in the centres.
- v. To get the perception of parents of special children about the functioning of these special education centres.

DELIMITATION OF THE STUDY

This study has the following delimitations:-

- i) The study is confined to the use of observation and interview schedules only as tools of data collection.
- ii) The study is confined to qualitative interpretation of the data.

METHODOLOGY

The researcher opted for a **case study** method for conducting the study.

POPULATION& SAMPLE

As this was a study of two special education centres, population of this study comprised teachers and students of these two centres as well as parents whose wards were being educated there. Sampling was done to conduct interview only. Researcher used purposive sampling techniques to select appropriate and information rich cases.

Educational institution	Population			Sample for Interview		
	students	teachers	Parents	Students	teachers	parents
Gilead Special School	109	38	109	NA	10	20

Special Blind School	23	10	23	20	10	20
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TOOLS USED

To collect the data for this study, **observation schedule cum checklist and interview schedule** were developed by the researcher.

The researcher used *data triangulation* by cross verifying the same information from the different type of respondents. This triangulation of data strengthens the research by increasing credibility and reliability. Triangulation involves using multiple data sources in an investigation to produce understanding. The reason for using triangulation is that a single method can never adequately shed light on a phenomenon. Using multiple methods can help facilitate deeper understanding.

DATA ANALYSIS

The study being descriptive in nature, analysis of data was done qualitatively and by using descriptive statistics like percentage. Result of the study was prepared objective wise.

FINDINGS OF THE STUDY

The major findings of the study are presented objectives wise:-

Infrastructural support services:

The infrastructural supports provided in special education centres in Aizawl have been found insufficient for CWSN on the following points:

- Majority of the respondents in Special Blind School i.e. 60% of teachers, 40% of parents and 70% students and 70% teachers and 40% of the

parents in Gilead Special School were not satisfied with the infrastructural support services provided in their centres.

- In the special education centres of Aizawl, buildings were not barrier free. But the class-rooms were found sufficient which were properly ventilated and properly lighted;
- Hostels were provided by the centres which were not disabled friendly;
- The main cause of insufficient infrastructure was found to be lack of financial support;
- There were buses and vans provided for the students which were found sufficient for their transport facilities. But the buses were general buses without proper staff to help the students. Therefore parents were assisting their wards.

Academic support services:

Academic supports provided by special education centres in Aizawl are found as per the norm. Researcher comes to this conclusion on the basis of interviews of parents, teachers and students as well as observed herself.

- Majority of the respondents' i.e. 60% teachers, 70% parents and 60% students in Special Blind School and 60% teachers and 70% parents were satisfied with the academic support services provided in their centres.

However, the responses from the three students who attain higher education outside the one centre (Special Blind School) contradict this finding. They were not satisfied with the academic support they used to receive in the centre. They said it was too bookish and that they hardly learn from outside of the text books.

This shows that:

- Teachers at the centre are not refreshed on latest pedagogy and assistive technology. However, teacher's trainings were conducted each year.
- Students have a competitive mind willing to learn more than what they acquired.
- Appropriate teacher-student relationships in the centres and conducive class-room environment were observed at the centres. Students were treated with love and care and full consideration was given in such a way that the classroom was the place where they perfectly belong. No bad behaviour of the student had been found and the students respected the teacher as well as the teacher too gave freedom to the students in expressing themselves. The students were very much in touch with the teachers as they were always friendly to them. They were interacting and communicating with each other freely in the class as well as outside the classroom.
- Aids and appliances are provided by the Government, especially NILD. Besides learning aids were also made by the teachers which helped the students in learning better.
- Books were provided for free by the SSA mission. But, Braille books were available only in Dictionary and Bible.
- The centres and the special teachers were registered to RCI. Teachers had special degree for educating CWSN.
- Admission procedure was made flexible that there were no age limit and students can get admission at any time of the year.
- MBSE syllabus was followed but was made flexible for each child according to their abilities.

- Vocational trainings like candle making, knitting, weaving of bamboos, silk screen printing, embroidery, tailoring, drawing/painting, envelope making, candle making, paper plate, doormat and paper bag making were given in the centres.

Technical support services:

The technical supports provided in special education centres in Aizawl were found to be insufficient for CWSN.

- Most of the respondents i.e. 60% of students and 70% of teachers in Special Blind School and 60% of teachers in Gilead Special School were unsatisfied with the support services provided in their centres.
- The main reason was due to lack of financial support.
- Required technical supports and assistance were not provided to the students by the centres. As centres are not updated with modern technology.
- Special software's like talking software, Supernova software, etc were no longer used at the time of this study.
- There were no Braille printer in the state and as per the information given to the researcher; the nearest location for accessing was in Shillong.

Health and nutritional support:

A good health and nutritional support services were provided in Special education centres of Aizawl.

- Majority of the respondents i.e. 70% teachers, 60% parents and 70% students in Special Blind School and 60% teacher and 70% parents in Gilead Special School were satisfied with the health and nutritional support services provided in their centres.

- Doctors and nurses held check-up regularly. Data of doctor's visits were maintained by the centres.
- Mid-day meals were provided by the SSA mission.
- Vaccinations, folic acid, vitamins, no worm capsules and iron capsules were given to the students.

Support to parents of the disabled and their perceptions about the functioning of the centres:

Parents of the disabled were satisfied with the support services given to their child by the special education centres in Aizawl.

- Parents can visit their child any time.
- Parents were contacted by the teachers and workers whenever needed to discuss about the condition of their child.
- Trainings were also given to parents of the disabled by the trained teachers from the Centres and also gave awareness on different topics relating to it.
- Since their admission into the centres, parents reported progress and developments in their child educationally, physically (who have difficulty in moving) and socially as well.

Support services provided in Special Education Centres in Aizawl:

- The support services provided in the special education centres in Aizawl are found satisfactory in terms of academic, health & nutrition and technical support given to parents, on the other side centres are lagging behind in terms of infrastructural and technical support services.

- From the findings, more effort should be made for better infrastructural and technical support services.

SUGGESTIONS

- Government should develop new inspection model for inspecting the Special education Centres from time to time at a fixed intervals.
- More effort should be given on the provision of better infrastructural support services and technical support services in the special education centres of Aizawl.
- Braille printer and Braille books should be procured by the concerned authorities of the government and it should be made accessible to the centres.
- A planned architectural building should be produced for the upcoming special education centres in Mizoram. The existing centres should also be renovated in such a manner to provide barrier free infrastructure for the CWSN.
- Special Education Centres maintained and financed by the Government should be established in Aizawl and other districts of Mizoram for educating and provision of rehabilitation of the CWSN for the severe cases of disability.
- The government shall assist the centre in whatever possible ways as it is the only two centres in the state to deal with different types of disabilities. By such initiatives of the Government, position of students can be strengthened in the society and they will be able to attain their rights in every perspective.

EDUCATIONAL IMPLICATIONS

- This study is bringing into the light the accurate situation of special education in Aizawl, which has implication for the whole state.
- This study may be a sound ground for further researches in special education in Mizoram as well as other part of the country.
- This study may help the government and policy makers to revise and reform the policy of government aids to such centres, their supervisions and monitoring.
- The present study had implications for the Government authorities. It can provide insights to take necessary measures to improve the education of CWSN by providing them instructional materials, aids and equipments in the Special schools. Especially regarding the procurement of Braille printer and Braille books which are not available in the state.
- The present study can give awareness to the authorities that more concentration should be given on infrastructural and technical support by providing more financial assistance to the Special Schools.
- The present study can provide insight to the concerned responsible authorities that priority should be given for visiting the Special schools regularly to find out and act upon the various needs of the children with special needs.
- The present study can give awareness to the teachers of the Special Schools that they play crucial roles in nurturing the CWSNs.

CONCLUSION

The support services provided in the special education centres in Aizawl were found satisfactory in terms of academic, health & nutrition and support given to parents (in the form of counselling), on the other side centres are lagging behind in terms of infrastructural and technical support services. Moreover, even with the said sufficient support services provided by the centres, are required to be improved and updated. This study also highlighted that the main reason for the insufficiency in technical and infrastructural support was due to the lack of financial support. Therefore it is suggested that Governments should release more funds in this direction because special education centres are considered to be the best place for education and providing necessary rehabilitation programs by providing necessary support for the CWSN. Thus, the present study recommended that more efforts should be made by the concerned authorities in providing a better quality centres.

However, these conclusions were made only from the data obtained from the two special education centres in Aizawl. So, the researcher suggested for conducting further researches in order to bring about a positive change for the CWSN in Mizoram.

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