

## A Study Profile of Special Educational Institutions in Manipur State

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### Introduction

It is apt to mention that mainstreaming, in the context of education, is the practice of educating students with special needs in regular classes during specific time periods based on their skills. This means regular education classes are combined with special education classes. Schools that practice mainstreaming believe that students with special needs who cannot function in a regular classroom to a certain extent belong to the special education environment. Access to a special education classroom often called a “self-contained classroom or resources room” is valuable to the student with a disability. Students can work one-on-one with special education teachers, addressing any need for remediation during the school day. Many researchers, educators, and parents have advocated the importance of these classrooms amongst political environment that favours their elimination. Scholars who are in support of the philosophy of mainstreaming and the related philosophy of educational inclusion are of the opinion that when children with disabilities are providing education alongside normal children enhances their understanding and tolerance and it can help in preparing the students of all abilities to perform better in the outside world beyond the classrooms. It is also firmly believed that disabled students will be able to learn the curriculum of other normal children if they have been given chance to learn together. Studies show that curriculum with disabilities that are mainstreaming have the followings:

**(a) Higher self-esteem:** By being included in a regular-paced education setting, students with disabilities have shown to be more confident and display the qualities of raised self-efficacy. All students in California who went to a different school before attending a mainstreaming programme were asked to fill out an assessment of their old school as compared to the inclusion programme. The assessment showed that out of all students with disabilities 96% felt they were more confident, 3% thought they had the same experience as an excluded student, and 1% felt they had less self-esteem. Overall, students felt that they were equal to their peers and felt that they should not be treated any differently.

**(b) Higher Academic Achievement:** Mainstreaming has shown to be more academically effective than exclusion practices. For instance, The National Research Centre on Learning Disabilities found that graduation rates of all students with disabilities in the U.S. increased by 14% from 1984 to 1997, although this report does not differentiate between students enrolled in mainstreaming inclusive or segregated programme.

**(c) Better Social Skills:** Any kind of inclusion practices, including mainstreaming, allows students with disabilities to learn social skills through observation, gain a better understanding of the world around them, and become a part of the “regular” community. Mainstreaming is particularly beneficial for children with autism.

In fact, mainstreaming also benefits others children. It opens the lines of communication between those students with disabilities and their peers. If they are included in classroom activities, all students become more sensitive to the fact that these students may need extra assistance. Benefits to non-disabled students: many people believed that educating non-disabled students and students with disabilities together creates an atmosphere of understanding and tolerance that can help in preparing the students of all abilities to perform better in the outside world beyond the classrooms. Students without disabilities who engaged in an inclusive physical education programme reported increases in

self-concept, tolerance, self-worth, and a better understanding of other people. The students also reported that the inclusion programme was important because it prepared them to deal with disability in their own lives. Positive aspects that come from inclusion are often attributed to contact theory. Contact theory asserts that frequent, meaningful, and pleasant interactions between people with differences tend to produce changes in attitude.

### **Segregation Education**

It is the key foundation of Special Education. Some children who have a severe problem cannot be integrated with normal children and taught in a normal school setting: so these children are separated from normal children and taught in special schools, which are separately designed for them. Students receive a prescribed programme under the direction of specially trained teachers in a specially designed facility which is usually organized for a specific category of exceptional student and it may contain special equipment necessary for their care and education. In special classes, students receive Special Education and related services from train teachers. A specially trained teacher or special educator provides all or most of the instruction. Children spend the whole school day segregated from their non- disabled peers, altogether sometimes they are integrated with non- disabled peers during part of the day (perhaps for physical education music or other activities in which they can participate well); student with severe and profound physical or student with severe disability receive segregated education. Children with one type of impairment will be grouped together and given education along with boarding and lodging.

The exceptional children who are segregated are given education by a resource teacher. A resource teacher is a highly trained professional who is capable of diagnosing the child, planning and implementing the programme, providing continuous evaluation of the child etc. The role of the resource teacher includes direct service to the individuals and small groups of children

and assessment and delivery of the individualized programme. Government of India has undertaken various programmes for the welfare of Persons with Disabilities under the initiatives of The Ministry of Social Justice and Empowerment.

### **Constitutional Safeguards of Persons with Disabilities**

India, to be a signatory to the United Nations for Economic and Social Commission for Asia and the Pacific (ESCAP), has introduced the Persons with Disabilities Act in the year 1995. The Person with Disability Act, 1995 is landmark legislation in the disability movement in India. It presented a vision for people with disabilities, people who have for centuries been the victim of prejudice, neglect, ostracism, treated as lesser beings and consigned to the bottom heap of humanity. The intent of the proposed legislation is extremely laudatory as it is the first time that India recognizes a person with disabilities as an equal human being. However, no rights have been conferred on them in the event of non-compliance by the state, nor is there any enforcement agency of the fiscal support.

The Ministry of Social Justice and Empowerment Welfare is the nodal ministry for the welfare of the handicapped. The special school sector is dealt with by the Ministry of Social Justice and Empowerment whereas integrated education is being dealt with in the education sector. At present, only about 60,000 children receive education in about 1400 special schools about 50,000 disabled children are in the integrated education programme. This is against the estimated 10-15 million children with disabilities that require educational facilities. The Person with Disabilities (Equal Opportunities, Protection of Right and Full Participation) Act came into force forcefully. It has identified several categories of disability, both physical and mental. Chapter V of the Act pertains to education. It enjoins upon the Government on the following characteristics:

- Every child with disability shall have the right to free and compulsory education until the age of 18 years in integrated or special set up.
- Appropriate transportation, removal of architectural barrier and restructuring of examination system shall be ensured for the benefit of children with disabilities.
- Children with disabilities shall have the right to free books, scholarships, uniforms and other learning materials.
- Special education for children with disabilities shall be equipped with vocational training facilities.
- Non-formal education shall be promoted for children with disabilities.
- Teacher training institutions shall be established to develop requisite power.

The Act places responsibility on the “appropriate government” for implementing its various provisions. The onus, therefore, is apportioned between national, state and local governments. At the national level, the Ministry of Social Justice and Empowerment is the nodal agency for the welfare of the disables. The chapter on “Education” has relevance to this department. In this sector, while the special schools come under the purview of the ministry of welfare, the department of education has been making efforts to provide integrated education to disabled children with mild and moderate handicaps in normal schools. Since education is a concurrent subject and is under the administrative control of the state governments, the primary responsibility for the education of the disabled has to be taken by the state government. The central government’s role is to provide a catalyst and support the endeavour of the state government. The local bodies, the NGOs, and all other concerns with education are equally responsible for the implementation of the provisions of the Act.

## **Role of the Ministry of Social Justice and Empowerment, the Government of India**

Government of India has taken many policy and programme for the welfare of disabled living in India under the supervision of Social Justice and Empowerment ministry. The ministry is collaborating with the state government. In the State, the Social Welfare Department is the authority for the welfare of disables. According to the 2011 census data, there are 26,810,557 persons are living with disabilities. Urban and Rural wise distribution are 18,631,921 and 8,178,636 respectively. Male population persons with disability are 14,986,202 and 11,824,335 females are living with disabilities. According to the census of India, the definitions of persons with disabilities are given below:

**(a) In seeing:** One eyed persons were treated as disabled at Census 2001. At the Census 2011 such persons have not been treated as disabled in seeing. At the Census 2011 enumerators were asked to apply a simple test to ascertain blurred vision. At Census 2001 no such instructions were given.

**(b) In hearing:** Persons using hearing aid have been treated as disabled at Census 2011. They were not treated as disabled at the Census 2001. Persons having problem in hearing through one ear although the other ear is functioning normally was considered having hearing disability in Census 2001. But in Census 2011, such persons were not considered as disabled.

**(c) In speech:** The definition was made clearer in Census 2011 to record persons with speech disability. For instance, “persons who speak in single words and are not able to speak in sentences” was specifically mentioned to be treated as disabled.

**(d) In movement:** Specific mention of the following was made in the definition for Census 2011:

- Paralytic persons
- Those that crawl
- Those are able to walk with the help of aid

- Have acute and permanent problems of joints/muscles
- Have stiffness or tightness in movement or have loose, involuntary movements or tremours of the body or have fragile bones
- Have difficulty balancing and coordinating body movement
- Have loss of sensation in body due to paralysis, Leprosy etc.
- Have deformity of body like hunch back or are dwarf.

The Department of Empowerment of Persons with Disabilities under the Ministry is responsible for the implementation of various programmes to facilitate empowerment of the persons with disabilities.

### **National Fellowship for Persons with Disabilities (PWDs)**

National Fellowship for Person with Disabilities is a fellowship scheme for pursuing M.Phil. /Ph.D. courses in any University recognized by University Grants Commission (UGC). Number of fellowships to be given is 200 per annum. The scheme is effective from 2012-13. However, selection of candidates for the year 2012-13 could be done only in 2013-14. The fellowship amount ranges from Rs. 25,000/- to Rs. 28,000/- per month. Besides, there are provisions of Escort/Reader Allowance and House Rent Allowance (wherever applicable). Duration of Fellowship: 2 years for M.Phil. and 5 years for Ph.D. Selection of candidates are done by UGC. Disbursement of fellowship amount is done by the Department of Empowerment of Persons with Disabilities through Canara Bank who has been designated for this purpose. The Fellowship amount is remitted by the Canara bank direct to the bank accounts of the selected candidates.

### **Pre-Matric Scholarship and Post-Matric Scholarship for Students with Disabilities**

These two schemes have been launched by the Department of Disability Affairs during the current Financial Year 2014-15. The objectives of the schemes are to provide financial assistance to the parents of students with

disabilities for studying at the pre-matric level and post-matric level. The financial assistance includes scholarship, book grant, escort/reader allowance, etc. Number of scholarships to be granted every year is 46,000 for pre-matric level and 16,650 for post-matric level. Selection of the beneficiaries under these two scholarship schemes is on the basis of merit after the recommendation of the Governments of State or Union Territories. These schemes will be implemented on-line basis through a web-portal which is yet to be ready and these scholarship schemes reached from the following different funds:

(a) **Scholarship Scheme from Trust Fund:** Under this scheme financial assistance is given to students with disabilities to pursue degree and/or post graduate level technical and professional courses from a recognized institution. Maintenance allowance, book/stationary allowance and grant for purchase of assistive devices are credited to the student's account. Non-refundable fees are reimbursed to the student on production of proof of deposit of fees or are paid directly to the Institute under intimation to the student. There is provision of 2500 scholarships every year.

(b) **Scholarship Scheme from National Fund:** Under this scheme financial assistance is given to students with disabilities to pursue technical and professional courses from a recognized institution. There is provision of 500 scholarships every year. The rate of scholarship is Rs.1000/-p.m. for hostellers and Rs.700/- p.m. for day scholars studying in professional courses at graduation and above level, and Rs.700/- p.m. for hostellers and Rs.400/- p.m. for day scholars pursuing Diploma /certificate level professional. Course fee is reimbursed up to ceiling of Rs.10, 000/- per year. In addition, financial assistance can be given for computer with editing software for blind/deaf graduate and post graduate students pursuing professional courses and for support access software for cerebral palsy students.

Not only from the above mentioned funds, can we propose their scholarship scheme like free coaching scheme. It will able to provide financial

assistance to premiere coaching institutions for imparting coaching to students with disabilities for entrance examinations and competitive examinations.

### **Role of Apex Bodies for Organizing Special Education in India**

The Ministry of Social Justice and Empowerment is a ministry of the Government of India. It is responsible for welfare, social justice and empowerment of disadvantaged and marginalized sections of society, including Scheduled Caste (SC), Other Backward Classes (OBC), the disabled, the elderly, and the victims of drug abuse. The Ministry of Tribal Affairs is responsible for the welfare of Scheduled Tribe (ST). The Department of Empowerment of Persons with Disability in the Ministry of Social Justice and Empowerment provides support to strengthen 2.68 Crore PWDs (2.21% as per 2011 Census) in India. These include persons with seeing, hearing, speech, movement, mental retardation, mental illness, multiple disability and any other disabilities. Under the Ministry of Social Justice and Empowerment, there are different national institutions for the welfare and empowerment of person with disabilities, they are:

#### **(a) The Ali Yavar Jung National Institute for the Hearing Handicapped**

The Ali Yavar Jung National Institute for the Hearing Handicapped was established on 9th August, 1983 under the Societies Registration Act, 1860. The Institute has been established for manpower development, research, clinical and therapeutic services, outreaches and extension services for persons with hearing disabilities. The Institute is responsible for the development of manpower by undertaking or sponsoring the training of trainees and teachers, employment officers, psychologists, vocational counselors and such other personnel as may be esteemed necessary by the Institute for promoting the education, training or rehabilitation of the hearing handicapped. The Institute sponsors, coordinates and subsidizes research into all aspects of the education and rehabilitation of the

hearing handicapped. It is also developing model services for the rehabilitation of the hearing handicapped.

**(b) National Institute for the Orthopedically Handicapped**

National Institute for the Orthopedically Handicapped was established in Kolkata in the year 1978. It was registered in April, 1982, under the Societies Registration Act, 1860. The mission of the Institute is to develop human resources for providing rehabilitation services to persons with locomotor disabilities, providing of services in rehabilitation, restorative surgery, aids/appliances etc. The Institute is responsible for the development of manpower for providing services, namely, training of physiotherapists, occupational therapists, orthotics and prosthetic technicians, employment and placement officers etc. NIOH also develops model services in the areas of restorative surgery, aids and appliances, vocational training etc. for the orthopedically handicapped population. It administers and sponsors research in all aspects, relating to the total rehabilitation of the orthopedically handicapped people and is involved with standardizing aids and appliances for the orthopedically handicapped and promoting their manufacture and distribution.

**(c) National Institute for Visually Handicapped**

The National Centre for the Blind was upgraded as National Institute for Visually Handicapped in July, 1979. It was registered as an autonomous Institution under the Societies Registration Act, 1860 in October, 1982. The objective of the Institute is to conduct, sponsor and coordinate all aspects of education for the rehabilitation of persons with visual disabilities and coordinate research in these areas. The Institutes also assisted in running a Composite Regional Centre (CRC) for persons with disabilities at Sunder Nagar in Himachal Pradesh. This apex level Institute is engaged in education, vocational training, training of teachers and other personnel, research and development of service modules, production of Braille books, aids and appliances for the visually handicapped.

**(d) National Institute for the Mentally Handicapped (NIMH)**

The Institute was registered in the year 1984 under the Societies Registration Act, 1860 as an autonomous body under the administrative control of the Ministry of Social Justice and Empowerment. The Institute has been established with the objective to prepare human resources equipped to deliver services through quality models of rehabilitation, based on life cycle needs. The National Institute for the Mentally Handicapped (NIMH) is committed to develop models of care for the mentally handicapped persons, conduct research in the area of mental handicap, and promote human resource development to work with mentally handicapped persons in the country.

**(e) The Pandit DeenDayal Upadhyaya Institute for the Physically Handicapped**

The Pandit Deen Dayal Upadhyaya Institute for the Physically Handicapped (PDUIPH), New Delhi was set up on 12th November, 1976 under the Societies Registration Act, 1860. The major objective of the Institute is to develop trained manpower for the rehabilitation of persons with orthopedically disabled persons, provide outreach services and research. The Institute offers education for training, work-adjustment and such other rehabilitative services as the society may deem fit to orthopedically handicapped persons with associated mental retardation or such other associated handicaps as are not considered incompatible with the development of a harmonious educational, training or workshop programme. PDUIPH also undertakes the training of physiotherapists and occupational therapists. Besides, it has a facility for the manufacture and distribution of such aids and appliances as are needed for the education, training and rehabilitation of the handicapped.

**(f) National Institute for empowerment of Persons with Multiple Disabilities (Divyangjan)**

National Institute for Empowerment of Persons with Multiple Disabilities (Divyangjan) established in the year 2005, on East Coast Road, Muttukandu,

Chennai, Tamil Nadu, (about 30 km from Chennai Central Railway Station, Mofussil bus terminus and airport) under the Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice and Empowerment, Government of India, to serve as a national resource center for empowerment of person with multiple disabilities such as those with or more disabilities in a person. The disabilities enumerated as per PWD Act 1995, are low vision, blindness, locomotors disability, hearing impairment, mental retardation, mental illness, leprosy cured persons and as per the National Trust (1999) Act are autism, cerebral palsy, mental retardation and multiple disabilities

**(g) Swami Vivekanand National Institute of Rehabilitation Training and Research (SVNIRTAR)**

Swami Vivekanand National Institute of Rehabilitation Training and Research (SVNIRTAR) is an Autonomous body under the Department of Empowerment of Persons with Disabilities (DIVYANGJAN), Ministry of Social Justice and Empowerment, Govt. of India. It provides total medical rehabilitation for the Persons with Locomotor Disabilities. It also conducts Bachelor Degree courses in Physiotherapy, Occupational Therapy, Prosthetics and Orthotics, three Postgraduate courses of Physiotherapy, Occupational Therapy and Prosthetics and Orthotics affiliated to Utkal University, Bhubaneswar. It also has an accreditation for DNB in Physical Medicine and Rehabilitation of National Board of Examination (NBE), New Delhi.

**(h) Rehabilitation Council of India (RCI)**

RCI is the top governmental institution established under an Act of Parliament. Its main objective is to control and monitor all the training programmes and different courses specially designed and organized for those communities belonging to disabled, disadvantaged and special education required. RCI is responsible to maintain the Central Rehabilitation Register being the only statutory council assigned for it. In this particular register, the

detail information and data of the qualified professionals and institutions that run and provide training as well as educational programmes for the above mention targeted communities.

### **Role of Social Welfare Department, Government of Manipur**

In our state Manipur, the prevailing scenario has little to cheer about, as the disabled continue to suffer for want of attention, especially from the Government authorities. Discrimination and bias against them are widespread, which, again is compounded by the lack of awareness and sensitization on the part of the public. That time and again the disabled have had to take to the streets of fight for their rightful dues is a sad commentary on the state of our society. The plight of the handicapped, who have for long been a victim of sheer apathy of the successive government, speaks volumes about the concern that the authorities in a welfare state has for their wellbeing. All about they have been only getting assurances from the authorities, which are never meant to be fulfilled in the past. The Gross discrimination suffered by the disabled is manifest in different areas be it education, employment, work place or rehabilitation. Educational Avenue for the disabled are rather limited in the state. The few government run institutions are in a state of perennial neglect, devoid of any infrastructure and improper teaching faculty. Some of the Non-Governmental Origination plays in this field for rehabilitation and welfare of person with disabilities under the sponsorship of Deen Dayal Disability Rehabilitation Scheme founded by the Government of India with the proper understanding of Government of Manipur, Social Welfare Department. Facilities for providing vocational training to the disable are the great challenge in this field. In Government jobs too, they remain a marginalized tool, subject as they are of prejudices, with the result that their representation remains only 3% of total seats. However, the Government of Manipur made an effort for the welfare of a person with disabilities. The Social Welfare Department, Government of Manipur is one of the Most Important Department which deals

directly with the citizen of Manipur. The Department has been established to implement social welfare programmes and services for the fulfillment of disadvantaged segment of the population especially for disabled persons i.e. Virtual Impaired, Hearing Impaired, Locomotors disability, Person with mental Retardation, Mental ill, Leprosy cured. The welfare services to intend to provide needs, care and protection for persons with disability of the community. The Government of Manipur is running two special schools and for Visual Impairment named Govt. Ideal Blind School and another one for Hearing Impaired Named Government School for Deaf and Mute with hostel facilities. Besides, these two Government schools, Non-Governmental Organizations have established other special schools for Mental Retardation, hearing Impaired, Leprosy patients and weaker sections in Manipur aided with Deen Dayal Disability Rehabilitation, Government of India with the proper understanding of State Social Welfare Department.

Disability population in our state is 54,110 as per 2011 census report. So far, 19,137 i.e. 35.36% of persons with disabilities have been identified and facilitated Disability certificates, Identity cards and pass books as in January, 2014. For the fulfillment of the needs for disabilities, the State Government of Manipur started to apply for the following roles:

- (i) The State Coordination Committee is constituted in pursuant to the Section 13 of the Persons with Disabilities Act 1995 and reconstituted from time to time.
- (ii) Prevention and Early Detection of Disabilities: To fulfill the Section 25 of the Persons with Disabilities Act, 1995 the Social Welfare Department in collaboration with the Directorate Health Services and NGOs is organizing for identification and Assessment Camps at different parts of the State from time to time. Besides Awareness

camps are also organized for prevention and early detection. So far, 35.36% persons have been identified and issued disability certificate.

- (iii) For Education: Towards the provision of free and compulsory education under the section 26 of the Persons with Disabilities Act 1995, the Social Welfare Department is running two Residential Special Schools i.e. Govt. Deaf and Mute School and Govt. Ideal Blind School at Takyel, Vocational Trainings are also given in both Schools. Hostellers are also provided Diet Allowance @ Rs. 750/- per head per month. Besides it, the Education Department is also providing free education to all the children with Disabilities. The Secretariat Education Department (School Section) issued instructions to the Secretaries of the Council of Higher Secondary Education and the Board of Secondary Education Manipur to allot extra 20 minutes per one hour to the persons with disabilities in writing examinations vide letter No. 29/20/2011-SE(S)Misc. dated 17<sup>th</sup> October 2011.
- (iv) For Employment: The 3% reservation in Group A, B, C and D posts for persons with disabilities and relaxation of upper age limit up to 10 years under Section 32 of the Persons with Disabilities Act 1995 has been implemented vide Govt. Order No. 9/6/2007-SC/ST/OBC/DP dated 11<sup>th</sup> Nov.' 2009.
- (v) For Special Employment Exchange: Special Employment exchange which was set up during 1981-82 has been upgraded as a fully-fledged exchange in the year 1997 to fulfill the Section 34 of the Persons with Disabilities Act 1995. And since 2008-09 it is extended to the entire district Employment Exchanges.

- (vi) The Secretariat Rural Development and Panchayati Raj had made a notification vide Govt. Order No. 17/1/2005-RD&PR dated 20<sup>th</sup> July'2005 regarding the Section 40 of the Persons with Disabilities Act 1995 which provides 3% reservation in all poverty alleviation schemes for persons with disabilities taken up in the State.
- (vii) The Secretariat Revenue Department had made an Office Memorandum vide Order No. 21/135/2006-R dated 8<sup>th</sup> march' 2007 in pursuant of Section 43 of the Persons with Disabilities Act 1995 regarding the Preferential Allotment of Land at Concessional Rate.
- (viii) Recognition of Institutions for Persons with Disabilities: To fulfill the Section 50-52, the State Government had appointed Director Social Welfare as the competent authority for recognition of Institutions for Persons with Disabilities vide Govt. Order No. 11/3/97-S(SW) dated 7/10/97. So far, 52 institutions have been given recognition certificates.
- (ix) State Commissioner for Persons with Disabilities (Section 60): Director Social Welfare is working as Ex-Officio Commissioner for Persons with Disabilities. The notification for appointment of State Commissioner for persons with disabilities was issued on 28<sup>th</sup> may, 2013 vide No. 18/2-3/2012-SW (D) dated 28<sup>th</sup> May, 2013. In response to the said notification, 15 (fifteen) applicants have submitted their applications out of which only one applicant (single panel) is recommended by the Search cum Selection Committee. However, the single panel was not appointed by the Govt. due to the denial of the voluntary retirement of the applicant. Therefore, a new notification of even No. dated 21<sup>st</sup> November, 2013 was issued and in response to it 10 (ten) applicants have submitted their applications

and the same has been submitted to the Govt. on 2<sup>nd</sup> January, 2014 for their further necessary steps.

- (x) Financial Assistance: The scheme has been introduced since 2006-07 in pursuant to Section 66 of the Persons with Disabilities Act 1995. A sum of Rs. 3000/- per head per annum is being provided. So far 3135 persons with disabilities have been benefited under this scheme.
  
- (xi) Unemployment Allowance: This scheme was launched in the year 2006-07 in pursuant to Section 68 of the Persons with Disabilities Act 1995. Different rate of allowance is being provided to those disabled persons whose educational qualification is not less than Matriculate, registered in the Special Employment Exchange and who are within the age group of 18-45 years. So far, the Department has benefited 387 persons with disabilities under this scheme. The rates of allowance are fixed as given below according to their qualifications.
  - a) Matriculate : Rs. 100/- per month
  - b) Undergraduate : Rs. 100/- per month
  - c) Graduate : Rs. 150/- per month
  - d) Post Graduate : Rs. 200/- per month
  
- (xii) Grant-in-aid to NGOs formed by persons with Disabilities: The Social Welfare Department has launched this Scheme in the year 2011-2012. In pursuant to section 66 of the Persons with disabilities Act 1995 and provided Grant-in-aid to 14 NGOs/Organizations formed by the disabled persons only during the financial year 2012-13. The Scheme is launched in the sense that the disabled persons may be able to generate their Economic Capacity to some extent.

Besides, the State Government has taken up the following welfare services for persons with Disabilities:

- (a) **Marriage Incentive Award:** The Social Welfare Department is providing marriage Incentive Award to one of the spouse of the Disabled couples. The award shall be given to 170 (one hundred seventy) persons with disabilities with the budget provision from the financial year 2013-14 (the amount of award is deposited in the MH 8449 due to the Election Code of Conduct).
- (b) The State Commissioner for Persons with Disabilities had written a reminder letter vide No. 18/1/2011-Com(D) dated 23<sup>rd</sup> March 2011 to all Head of Departments to speed up the implementation of the various provisions of the Act in the interest of the Persons with Disabilities in the State.
- (c) The State Commissioner for Persons with Disabilities had also written another letter to all head of Departments of the State vide letter No. 18/1/2011-Com (D) dated 20<sup>th</sup> Feb' 2012 regarding the survey of the employees with disabilities with particular reference to women with disabilities in the State so as to nominated a nodal officer to look after the matters relating to disabilities in order to gear up the implementation of the mandatory provisions of the Act.
- (d) **Maintenance Allowance:** Mental Retardation students who are reading in the Special Schools run by the NGOs are giving the allowance @ Rs. 300/- per head per annum.
- (e) **Indira Gandhi National Disability Pension Scheme (IGNDPS):** The Social Welfare Department is providing disability pension to 1341

numbers of severe and Multiple Disabilities @ Rs. 200/- per month under the National Social Assistance Programme (NSAP).

- (f) Since the very beginning, the subject matter for issuance of disability certificate had been executing by the Social Welfare Department with the constitution of the State Medical Board from time to time. However, the subject matter for issuance of the disability certificate has been transferred to the Health Department, Manipur with effect from 17<sup>th</sup> February, 2014 that the MOs posted at PHCs of 9 (nine) districts of Manipur, and CMOs of the district in case of non-availability of MOs in PHCs/CHCs as Medical Authorities for issuance of Disability Certificates in respect of obvious disability (Amputation or Complete Permanent Paralysis of limbs and blindness).
- (g) The Persons with Disabilities (Equal opportunities, protection of rights and full participation) Rules 1996 has been amended and notified in the Manipur Gazette vide No. 299 dated 22<sup>nd</sup> December, 2012.

### **Profiles of Special Educational Institutions in Manipur State**

The followings are the Special Educational Institutions in Imphal West and Thoubal Districts of Manipur State:

#### **(a) Government Ideal Blind School**

Government Ideal Blind School located at Social Welfare Complex, Takyel, Imphal West District was established on 19<sup>th</sup> August, 1973. It is the oldest School catering to the needs of Blind Children in Manipur and is one amongst the only two government run Blind Schools in the State. The lush-green campus with pucca buildings provides education to students from pre-primary (Nursery) to Secondary level (Class-X).

#### **Strength:**

The year-wise enrolment of students of the school for the last five years is given in table no.1.

**Table No.1: Showing Class-wise Student Strength**

Year	Male	Female	Total
2015-16	48	40	88
2016-17	48	38	86
2017-18	50	40	90
2018-19	48	30	78
2019-20	50	38	88

**Source:** *School Record*

### **Rooms:**

The school has 11 (eleven) classrooms with 1 (one) Multi-purpose hall. Another six rooms for the organization of various Co-Curricular activities could also be found within the school campus. There is only 1 (one) staffroom in the school.

### **Teaching-Learning Equipment:**

Electronic Equipment available include Projector, Radio, Television, Tape-Recorder and Computers. The well-furnished Computer Lab houses 10 (ten) computers. Each and every student is being provided with a personal tape recorder to facilitate in recording the teaching-learning activities for future reference.

Other teaching-learning materials available in the school include maps, charts, globes and models etc. which are adequate in number for the enrolled students.

### **Teaching and Non-Teaching Staff Strength:**

There are 22 males and 19 females altogether 31 teachers. And the total number of non-teaching staff is 18. Out of which 8 are male and the other 10 are female.

### **Hostel Facility:**

The school has separate hostel facilities for boys and girls. A male and another female warden are being engaged to look after the two hostels.

### **Other Facilities:**

The multipurpose hall and another playfield available within the campus are used for indoor and outdoor games and sports. The school has a Library. There is also the provision of safe drinking water. Boys and girls have separate toilet facilities. It also has separate rooms for boys and girls for recreational activities. Another feature of this school is the provision of providing teaching-learning kits free of cost to every student. This includes stationery items. The institution provides sports materials of all sort including both indoor and outdoor sports. Socially Useful Productive Work (SUPW) is an important activity-centred programme of the school. For this, the school provides all the materials necessary for the hands-on training of the young minds. However, there is no quarter facility for the teaching and non-teaching staff.

### **(b) Government Ideal Deaf and Mute School**

Government Ideal Blind School located at Social Welfare Complex, Takyel, Imphal West District was established on 1973. It is one and only Deaf and Mute in Manipur. The lush-green campus with pucca buildings provides education to students from pre-primary (Nursery) to Secondary level (Class-X).

### **Strength:**

The year-wise enrolment of students of the school for the last five years is given in table no.2.

**Table No.2: Showing Class-wise Student Strength**

Year	Male	Female	Total
2015-16	47	45	92
2016-17	50	49	99
2017-18	65	44	109
2018-19	70	50	120

2019-20	75	55	130
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**Source:***School Record*

### **Rooms:**

The school has 12 (eleven) classrooms with 1 (one) Multi-purpose hall. Another four rooms for the organization of various Co-Curricular activities could also be found within the school campus. There is only 1 (one) staffroom in the school.

### **Teaching-Learning Equipment:**

Electronic Equipment available include Projector, Radio, Television, Tape-Recorder and Computers. The well-furnished Computer Lab houses 8 (ten) computers. Each and every student is being provided with hearing aids to facilitate in the teaching-learning activities effectively. Other teaching-learning materials available in the school include maps, charts, globes and models etc. which are adequate in number for the enrolled students.

### **Teaching and Non-Teaching Staff Strength:**

There are 13 males and 19 females altogether 32 teachers. And the total number of non-teaching staff is 6. Out of which 1 are male and the other 5 are female.

### **Hostel Facility:**

The school has separate hostel facilities for boys and girls. A male superintendent and another female caretaker are being engaged to look after the two hostels.

### **Other Facilities:**

The multipurpose hall and another playfield available within the campus are used for indoor and outdoor games and sports. The school has a Library. There is also the provision of safe drinking water. Boys and girls have separate toilet facilities. It also has separate rooms for boys and girls for recreational activities. Another feature of this school is the provision of providing teaching-learning kits free of cost to every student. This includes stationery items. The

institution provides sports materials of all sort including both indoor and outdoor sports. Socially Useful Productive Work (SUPW) is an important activity-centred programme of the school. For this, the school provides all the materials necessary for the hands-on training of the young minds. However, there is no quarter facility for the teaching and non-teaching staff.

**(c) Ch. Ibohal Institute for Special Children**

Ch. Ibohal Institute for Special Children located at Changangei Uchekon, Airport Road, Imphal West District was established on 4<sup>th</sup> January, 1979. It is the oldest School catering to the needs of Mentally Retarded Children in Manipur State. The nice school campus with pucca buildings provides education to students from Care Group to Vocational level (Class-X).

**Strength:**

The year-wise enrolment of students of the school for the last five years is given in table no. 3.

**Table No. 3: Class-wise Student Strength**

Year	Male	Female	Total
2015-16	50	20	70
2016-17	45	23	68
2017-18	45	24	69
2018-19	27	13	40
2019-20	30	27	57

**Source:** *School Record*

**Rooms:**

The school has 17 (seventeen) classrooms with 2 (two) multi-purpose hall. Another four rooms for the organization of various Co-Curricular activities could also be found within the school campus. There is only 2 (two) staffroom in the school.

**Teaching-Learning Equipment:**

Electronic Equipment available include Projector, Radio, Television and Computers. The well-furnished Computer Lab houses two (two) computers. Other teaching-learning materials available in the school include maps, charts, globes, and models etc. which are adequate in number for the enrolled students.

**Teaching and Non-Teaching Staff Strength:**

There are 4 males and 13 females altogether 17 teachers. And the total number of non-teaching staff is 7. Out of which 5 are male and the other 2 are female.

**Hostel Facility:**

The school has separate hostel facilities for boys and girls. A male and another two female wardens are being engaged to look after the two hostels.

**Other Facilities:**

The multipurpose hall and another playfield available within the campus are used for indoor and outdoor games and sports. The school has a Library. There is also the provision of safe drinking water. Boys and girls have separate toilet facilities. It also has separate rooms for boys and girls for recreational activities. Another feature of this school is the provision of providing teaching-learning kits free of cost to every student. This includes stationery items. The institution provides sports materials of all sort including both indoor and outdoor sports. Socially Useful Productive Work (SUPW) is an important activity-centred programme of the school. For this, the school provides all the materials necessary for the hands-on training of the young minds. However, there is no quarter facility for the teaching and non-teaching staff.

**(d) B.B Paul Mental Development Home**

B.B Paul Mental Development Home located at Mongsangei, Imphal West District was established on 18<sup>th</sup> January, 1990. It is the second oldest School catering to the needs of Mentally Retarded Children in Manipur State. The campus with semi-pucca and kutcha buildings provides education to students from Pre-Primary to Pre-Vocational level.

**Strength:**

The year-wise enrolment of students of the school for the last five years is given in table no. 4.

**Table No.4: Showing Class-wise Student Strength**

Year	Male	Female	Total
2015-16	57	61	118
2016-17	59	63	112
2017-18	55	65	120
2018-19	62	73	135
2019-20	66	72	138

Source: *School Record*

**Rooms:**

The school has 12 (twelve) classrooms with 1 (one) Multi-purpose hall. Another three rooms for the organization of various Co-Curricular activities could also be found within the school campus. There is only 1 (one) staffroom in the school.

**Teaching-Learning Equipment:**

Electronic Equipment available include Projector, Radio, Television and Computers. The well-furnished Computer Lab houses three (two) computers. Other teaching-learning materials available in the school include maps, charts, globes, and models etc. which are adequate in number for the enrolled students.

**Teaching and Non-Teaching Staff Strength:**

There are 11 males and 32 females altogether 43 teachers. And the total number of non-teaching staff is 12. Out of which 5 are male and the other 7 are female.

**Hostel Facility:**

The school has separate hostel facilities for boys and girls. A male and another one female warden are being engaged to look after the two hostels.

**Other Facilities:**

The multipurpose hall and another playfield available within the campus are used for indoor and outdoor games and sports. The school has a Library. There is also the provision of safe drinking water. Boys and girls have separate toilet facilities. It also has separate rooms for boys and girls for recreational activities. Another feature of this school is the provision of providing teaching-learning kits free of cost to every student. This includes stationery items. The institution provides sports materials of all sort including both indoor and outdoor sports. Socially Useful Productive Work (SUPW) is an important activity-centred programme of the school. For this, the school provides all the materials necessary for the hands-on training of the young minds. However, there is no quarter facility for the teaching and non-teaching staff.

**(e) Regional Institute of Handicapped Person**

Regional Institute of Handicapped Persons located at Yairipok Bamon Leikai, Thoubal District was established on 22<sup>nd</sup> April, 1998. It is the Special School catering to the needs of Mentally Retarded Children in Manipur State. The campus with semi-pucca buildings provides education to students from Pre-Primary to Pre-Vocational level.

**Strength:**

The year-wise enrolment of students of the school for the last five years is given in table no. 5.

**Table No. 5: Showing Class-wise Student Strength**

Year	Male	Female	Total
2015-16	41	43	84
2016-17	49	66	115
2017-18	56	59	115
2018-19	80	52	132
2019-20	78	54	132

Source: School Record

**Rooms:**

The school has 9 (nine) classrooms with 1 (one) Multi-purpose hall. Another four rooms for the organization of various Co-Curricular activities could also be found within the school campus. There is only 3 (three) staffroom in the school.

**Teaching-Learning Equipment:**

Electronic Equipment available include Projector, Radio, Television and Computers. The well-furnished Computer Lab houses 30 (thirty) computers. Other teaching-learning materials available in the school include maps, charts, globes, and models etc. which are adequate in number for the enrolled students.

**Teaching and Non-Teaching Staff Strength:**

There are 14 males and 8 females altogether 22 teachers. And the total number of non-teaching staff is 10. Out of which 6 are male and the other 4 are female.

**Hostel Facility:**

The school has separate hostel facilities for boys and girls. A male and another one female warden are being engaged to look after the two hostels.

**Other Facilities:**

The multipurpose hall and another playfield available within the campus are used for indoor and outdoor games and sports. The school has a Library. There is also the provision of safe drinking water. Boys and girls have separate toilet facilities. It also has separate rooms for boys and girls for recreational activities. Another feature of this school is the provision of providing teaching-learning kits free of cost to every student. This includes stationery items. The institution provides sports materials of all sort including both indoor and outdoor sports. Socially Useful Productive Work (SUPW) is an important activity-centred programme of the school. For this, the school provides all the materials necessary for the hands-on training of the young minds. However, there is no quarter facility for the teaching and non-teaching staff.

**(f) Spastic Society of Manipur**

Spastic Society of Manipur located at Tapokpi Bazar, Langthabal, Imphal West District was established on 2002. It is the Special School catering to the needs of Mentally Retarded Children in Manipur State. The campus with pucca buildings provides education to students from Pre-Primary to Pre-Vocational level.

**Strength:**

The year-wise enrolment of students of the school for the last five years is given in table no.6.

**Table No. 6: Showing Class-wise Student Strength**

Year	Male	Female	Total
2015-16	Nil	Nil	Nil
2016-17	20	20	40
2017-18	16	29	45
2018-19	28	32	60
2019-20	20	25	132

**Source:** *School Record*

**Rooms:**

The school has 6 (nine) classrooms with 2 (two) Multi-purpose hall. Another 6 rooms for the organization of various Co-Curricular activities could also be found within the school campus. There is only 1 (one) staffroom in the school.

**Teaching-Learning Equipment:**

Electronic Equipment available include Projector, Radio, Television and Computers. The well-furnished Computer Lab houses 30 (thirty) computers. Other teaching-learning materials available in the school include maps, charts, globes, and models etc. which are adequate in number for the enrolled students.

**Teaching and Non-Teaching Staff Strength:**

There are 2 males and 9 females altogether 11 teachers. And the total number of non-teaching staff is 4. Out of which 2 are male and the other 2 are female.

**Hostel Facility:**

The school does not provide hostel facility.

**Other Facilities:**

The multipurpose hall and another playfield available within the campus are used for indoor and outdoor games and sports. The school has a Library. There is also the provision of safe drinking water. Boys and girls have separate toilet facilities. It also has separate rooms for boys and girls for recreational activities. Another feature of this school is the provision of providing teaching-learning kits free of cost to every student. This includes stationery items. The institution provides sports materials of all sort including both indoor and outdoor sports. Socially Useful Productive Work (SUPW) is an important activity-centred programme of the school. For this, the school provides all the materials necessary for the hands-on training of the young minds. However, there is no quarter facility for the teaching and non-teaching staff.

**(g) Special School for Differently Able Persons**

Special School for Differently Able Persons located at ThoubalThoudam, Thoubal District was established on 3<sup>rd</sup> February, 2005. It is the Special School catering to the needs of Mentally Retarded Children in Manipur State. The campus with semi-pucca buildings provides education to students from Pre-Primary to Pre-Vocational level.

**Strength:**

The year-wise enrolment of students of the school for the last five years is given in table no. 7.

**Table No.7: Showing Class-wise Student Strength**

Year	Male	Female	Total
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2015-16	77	33	110
2016-17	71	43	114
2017-18	92	63	155
2018-19	95	81	176
2019-20	102	78	180

**Source:** *School Record*

### **Rooms:**

The school has 13 (thirteen) classrooms with 1 (one) Multi-purpose hall. Another seven rooms for the organization of various Co-Curricular activities could also be found within the school campus. There is only 2 (two) staffroom in the school.

### **Teaching-Learning Equipment:**

Electronic Equipment available include Projector, Radio, Television and Computers. The well-furnished Computer Lab houses 15 (thirty) computers. Other teaching-learning materials available in the school include maps, charts, globes, and models etc. which are adequate in number for the enrolled students.

### **Teaching and Non-Teaching Staff Strength:**

There are 22 males and 16 females altogether 38 teachers. And the total number of non-teaching staff is 5. Out of which 2 are male and the other 3 are female.

### **Hostel Facility:**

The school has separate hostel facilities for boys and girls. A male and another one female warden are being engaged to look after the two hostels.

### **Other Facilities:**

The multipurpose hall and another playfield available within the campus are used for indoor and outdoor games and sports. The school has a Library. There is also the provision of safe drinking water. Boys and girls have separate toilet facilities. It also has separate rooms for boys and girls for recreational activities. Another feature of this school is the provision of providing teaching-

learning kits free of cost to every student. This includes stationery items. The institution provides sports materials of all sort including both indoor and outdoor sports. Socially Useful Productive Work (SUPW) is an important activity-centred programme of the school. For this, the school provides all the materials necessary for the hands-on training of the young minds. However, there is no quarter facility for the teaching and non-teaching staff.

### **(h)Brothers Physically Handicapped School**

Brothers Physically Handicapped School located at LilongChajing, Imphal West District was established on 10<sup>th</sup> April, 2015. It is the Special School catering to the needs of Mentally Retarded Children in Manipur State. The campus with semi-pucca buildings provides education to students from Pre-Primary to Pre-Vocational level.

#### **Strength:**

The year-wise enrolment of students of the school for the last five years is given in table no. 8.

**Table No.8: Showing Class-wise Student Strength**

Year	Male	Female	Total
2015-16	Nil	Nil	Nil
2016-17	Nil	Nil	Nil
2017-18	52	48	100
2018-19	46	54	100
2019-20	56	44	100

**Source:***School Record*

#### **Rooms:**

The school has 10 (thirteen) classrooms with 1 (one) Multi-purpose hall. Another two rooms for the organization of various Co-Curricular activities could also be found within the school campus. There is only 2 (two) staffroom in the school.

#### **Teaching-Learning Equipment:**

Electronic Equipment available include Projector, Radio, Television and Computers. The well-furnished Computer Lab houses 2 (two) computers. Other teaching-learning materials available in the school include maps, charts, globes, and models etc. which are adequate in number for the enrolled students.

**Teaching and Non-Teaching Staff Strength:**

There are 5 males and 8 females altogether 13 teachers. And the total number of non-teaching staff is 4. Out of which 1 are male and the other 3 are female.

**Hostel Facility:**

The school has separate hostel facilities for boys and girls. A male and another one female warden are being engaged to look after the two hostels.

**Other Facilities:**

The multipurpose hall and another playfield available within the campus are used for indoor and outdoor games and sports. The school has a Library. There is also the provision of safe drinking water. Boys and girls have separate toilet facilities. It also has separate rooms for boys and girls for recreational activities. Another feature of this school is the provision of providing teaching-learning kits free of cost to every student. This includes stationery items. The institution provides sports materials of all sort including both indoor and outdoor sports. Socially Useful Productive Work (SUPW) is an important activity-centred programme of the school. For this, the school provides all the materials necessary for the hands-on training of the young minds. However, there is no quarter facility for the teaching and non-teaching staff.

**Financial Management for Government and Non-Governmental Special Schools**

The School which is run and managed by the Government of Manipur is under the State Social Welfare Department. The State government provides 100% funding via the Department. However, there has been report of frequent irregularity in the release of fund. Due to the non-release of fund from time to

time, a lot of hardship is being faced by the administrative staff. As such, there arise situations where the school activities could not be organized. Another great impact of the paucity of fund is on the management of the hostel. Thus, there is an internal committee which looks after the mobilization of fund to run and manage the hostel during such fund-crunch situations. Sometimes teachers use to subscribe certain sums from their own pockets to run the hostel mess. As already mentioned, lack of fund have a great impact on the organization of school activities such as organization of co-curricular activities, annual functions, study tours, field study, visits to places of historical importance etc. In fact, it had affected on curriculum transactions which had further adversely affected on the result of the students in public examinations.

Sometimes, certain section of the society including social activists, well-to-do families, public leaders and philanthropists etc come to donate. But monetary help is never accepted rather material help such as sports materials, grocery items, stationery items etc. are accepted from time to time.

In the case of privately managed institutions, a major hurdle was the time-consuming procedure of procurement of funds from the Ministry of Social Justice and Empowerment. The lengthy procedure of preparation and submission of a report after due inspection of these institutions by the District Social welfare office to the State Social Welfare Department for onward submission to the Ministry even led to non-release of requisite funds for a couple of years. This hampers the overall activities including the inability of payment of salaries of the teaching and non-teaching faculties, infrastructural development and timely organization of academic activities. One advantage in terms of the management of both the govt. and non-govt. institutions are that sometimes, a certain section of the society including social activists, well-to-do families, public leaders, and philanthropists, etc. comes to donate. But monetary help is never accepted rather a material help such as sports materials, grocery items, stationery items, etc. are accepted from time to time.

### **Suggestions for Improvement of Special Schools**

As discussed above, regular flow of fund from the Social Welfare Department is the need of the hour which will enable the management team to look after the dietary allowance of the inmates and at the same time this will facilitate in the timely and proper organization of school activities. Provision of staff quarters will be another added advantage as the school functions almost like a residential one and the availability of subject-wise teachers round the clock within the campus will cater to the needs of all round development of the students. Another key disadvantage is the unavailability of the transport facility. There is no means to transport the sick students. And at the same time, there is no means to give first-aid to the ailing inmates. Thus, the state government should sanction for a medical outlet with at least a staff nurse and a vehicle to transport the sick students.

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