

Status of Special Education in India: A Career Perspective

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Abstract:

These days many universities across the country are making efforts in teacher education reform in order to better the training of instructors, educators and therefore the education of children. Besides this, factors like reduced class sizes and an increase in the number of students are also forcing many schools to acquire teachers who have skills to handle every student effectively. Special educators can render their services in special schools, integrated schools and inclusive schools too. They can also work as resource & itinerant teachers. Due to universal competitiveness, education scenario in India is fast changing. Along with that, special education is also catching importance and various government and non government agencies are working hard to prepare special educators. Special education is the education of children with special needs. Supremely, this practice involves the individually planned and methodically monitored arrangement of teaching events, modified tools and equipment, reachable settings, and other interventions designed to help children with special needs achieve a higher level of individual self-reliance and achievement in school and community. An attempt is made through this paper to provide information about the avenues available in India for preparing special educators which are regulated and governed by the Rehabilitation Council of India (RCI) = a legislative body under the Ministry of Social Justice and Empowerment. This paper also highlights that how by attaining a degree in special education can enhance teaching career. Once trainees complete their special education programme, they will be able to handle children with special needs, make decisions and take a stand on political issues that affect education and learning.

Keywords: Special Education, Special Educators and RCI

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I. INTRODUCTION

All school going kids, whether they having special needs or not, have the right to education as they are the prospect citizens of the country. Some kids with special needs may not benefit from regular classroom education due to various reasons as well as disability. In such a case, it is only apt that they be given with education in some other significant way. This requires alteration in curricular decisions and classroom preparations, provision of aids and appliances, arrangements for finances and above all, suitable teacher preparation. According to the National Policy on Education, 1992, the number of school going kids with disabilities in India is reported to be about 12.59 million (1). It is in this perspective that the present paper critically analysis the course of training of teachers for children with special needs. The service provisions in India for people with disabilities are more or less similar to the universal state of affairs. However, a most of the services, including special schools, are intense in urban areas. There are more special schools for school going kids than vocational training centre's or integrated schools.. A number of Community Based Rehabilitation Programmes (CBR) has been initiated to provide services closer to the homes of people with disabilities. Looking at the current scenario, educators or teachers need special skills that can be nurtured through exhaustive training. To meet up this requirement, special education degrees have augmented its recognition in recent years. Special education can be an

amazingly rewarding career for the right person. It takes someone with a great deal of patience, a love of children, and a thick skin to deal with difficult problems. But as in any field, the jobs with the greatest challenges tend to offer the highest rewards. Today where teaching is measured as a highly noble occupation, attaining a degree in special education can increase your teaching career. A special education program can even help to learn special skills including understanding diversity, teaching reading literacy, counseling and special education. During this course, trainees will receive training and educational information that educates them how to translate the knowledge to the students. Once trainees complete their special education program, they will be able to handle children with special needs, make decisions and take a stand on political issues that affect education and learning.

II. SPECIAL EDUCATIONAL SERVICES IN INDIA

There are plenty of institution and schools that offer degree and certificate courses in special education. They can vary from learner behavior management, institutionalized learning methods, student-teacher supervision, specific areas and solutions for effective child education and more. The popular national level institutes for person with disabilities run by government are:

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- The National institute for Hearing Handicapped (NIHH).
- National Institute for the Empowerment of Persons with Intellectual Disability (NIEPID).
- National Institute of the Visually Handicapped (NIVH).
- National Institute for orthopedically handicapped (NIOH).
- National Institute of Rehabilitation, Training and Research (NIRTAR).
- The Institute for Physically Handicapped (NIPH).
- National Institute for the Empowerment of Persons with Multiple Disability (NIEPMD).

Besides, government has established District Rehabilitation Centre (DRC) scheme in more than ten states to make all-inclusive rehabilitation. Regional Rehabilitation Training Centers are there to prepare the staff and teachers who work with these institutes. Today due to worldwide competitiveness, education scenario in India is fast changing. Alongside special education is also catching importance and various government agencies are working hard to make it available to masses. There are almost different diploma and degree courses in the field of special education in India some of the institutes offer courses like B.Ed, M.Ed as well as Ph.D in the field of special education. All these courses are regulated and governed by the Rehabilitation Council of India (RCI). It was lay down as a registered society in 1986. On September, 1992 the RCI Act was enacted by Parliament and it became a Statutory Body on 22 June 1993. The Act was amended by Parliament in 2000 to make it further broad based. The mandate given to RCI is to regulate and monitor services given to persons with disability, to standardize syllabi and to uphold a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education. The Act also prescribes penalizing action against unqualified professionals rendering services to people with disability.

List of Courses Offered by Rehabilitation Council of India (RCI)

In the field of Visual Impairment:

- M.Ed. Special Education (Visual Impairment)
- B.A. B.Ed. (Visual Impairment)
- B.Ed. Special Education (Visual Impairment)
- Bachelor in Mobility Science
- D.Ed. Special Education (Visual Impairment)
- D.Ed. Special Education (Deaf blind)
- Diploma in Early Childhood Special Education (Visual Impairment).

In the field of Hearing Impairment:

- M.Ed. Special Education (Hearing Impairment)
- B.Ed. Special Education (Hearing Impairment)
- D.Ed. Special Education (Deaf and Hard of Hearing)
- Diploma in Teaching Young (Deaf and Hard of Hearing)
- Diploma in Indian Sign Language Interpreting

(Level A, B, & C each of four months duration)

In the field of Intellectual Disability:

- M.Ed. Special Education (Intellectual Disability)
- B.Sc. (Special Education and Rehabilitation)
- B.Ed. Special Education (Intellectual Disability)
- P.G. Diploma in Early Intervention
- P.G. Diploma in Special Education (Intellectual Disability)
- D.Ed. Special Education (Intellectual Disability)
- Diploma in Vocational Rehabilitation (Intellectual Disability)
- Diploma in Early Childhood Special Education (Intellectual Disability)

In the field of Learning Disability:

- M.Ed. Special Education (Learning Disability)
- B.Ed. Special Education (Learning Disability)

Candidates desirous to do any of the training courses in the field of special education and rehabilitation are advised to seek admission only in the institutions recognized by RCI. Any Rehabilitation qualification obtained after pursuing a course or training in an institution not recognized by RCI shall not be valid for employment/practical training.

The list of RCI recognized Institutions offering courses in several states of India:

Andhra Pradesh

- Thakur Hari Prasad Institute of Research & Rehabilitation for the Mentally Handicapped, Vivekanand Nagar, Dilsukh Nagar, Hyderabad-500660.
- National Institute for the Mentally Handicapped, Manovikas Nagar, P.O Bowenpally, Secunderabad.
- Department of Special Education, Andhra University, Vishakapatnam.
- College of Teachers Education, Andhra Mahila Sabha, Durga Bai Deshmukh Vidhyapeethem, Osmania University Campus, Hyderabad-500007.
- Sri Padmavathi Mahila Visvavidyalayam, Tirupati-517502.
- Helen Keller College of Special Education (HI).
- Navajeevan Residential Special School for the Deaf (HI).
- Sweekar Rehabilitation Institute for Handicapped.
- Pragathi Charities.
- Durgabai Deshmukh Vocational Training and Rehabilitation Centre for Handicapped.
- RASS College of Special Education, Rashtriya Seva Samithi.
- Uma Educational and Technical Society.
- Dr. B.R. Ambedkar University.

Assam

- North Eastern Regional Training Institute for the Mentally Handicapped.

- Shishu Sarothi, Centre for Rehabilitation and Training for Multiple Disability.
- Composite Regional Centre, Govt. of India.

Bihar

- Indian Institute of Health Education & Research.
- J.M. Institute of Speech & Hearing.
- Training Centre for the teachers of the Blind Kadam Kuan, Patna – 03
- Ayurvedic & Magnetotherapy Research Institute (A.M.R.I).
- Composite Regional Centre (CRC)

Chhattisgarh

- Lions Charitable Trust, Prayas, Shravan Viklang Sansthan.
- AAKANKSHA, Lions School for the Mentally Handicapped.
- Post Graduate Institute of Behavioural & Medical Sciences.

Chandhigarh

- Regional Institute for the Mentally Handicapped (RIMH).
- Department of Disability Studies.
- Government Medical College & Hospital.

Delhi

- Department of Rehabilitation, Safdarjung Hospital, Ansari Nagar, New Delhi-110016
- NIMH, Regional Training Centre.
- Amar Jyoti Rehabilitation and Research Centre.
- AYJNIHH, NRC.
- Action for Autism.
- Spastic Society of Northern India, Balbir Saxena Marg, Hauz khas, New Delhi-16
- Institute of Special Education, Y.M.C.A. Nizamuddin, New Delhi-110013.
- Jamia Millia Islamia, Institute of Advanced Studies of education, Faculty of Education.
- Lady Irwin College.
- Durgabai Deshmukh College of Special Education, (Visual Impairment) The Blind Relief Association.
- DHLS Centre of AIISH, Manasagangothri, Mysore, At Dr. Ram Manohar Lohia Hospital.
- Pandit Deendayal Upadhyaya Institute for the Physically Handicapped (Ministry of Social Justice & Empowerment, Govt. of India), 4, Vishnu Digamber Marg, New Delhi-110002.

Gujrat

- B.M Institute of Mental Health, Ashram Road, New Nehru Bridge, Navrangpura, Ahmedabad-380009.
- Sh. K.L Institute for the Deaf, 51, Vidyanagar, Bhavnagar-364002.

- Training College for Teachers of the Deaf & Blind, Navrangpura, Ashram Road, Ahmedabad-380009
- Ankur Special School for Mentally Retarded, Plot No. 1945, Near Working Women's Hostel, Sardarnagar Circle, Bhavnagar-364002.
- College of Special Education Indraprastha Bhachau.
- B.Ed College for the Special Education.

Goa

- Lokvishwas Pratishthan.
- Nirmala Institute of Education.

Himachal Pradesh

- Composite Regional Centre for persons with Disabilities.
- Prem Ashram Institute of Sisters of Charity.
- Babu Jagjivan Ram Trust (Regd.) for Social Development.

Haryana

- ARPAN, Institute for the Mentally Handicapped.
- Department of Special Education- Kurukshetra University.
- Shravan Institute of Special Education & Research.
- Society for Advanced Study in Rehabilitation.
- State Institute for Rehabilitation Training & Research (SIRTAR), (Department of Social Justice & Empowerment, Govt. of Haryana.
- Haryana College of Special Education & Rehabilitation.
- Vision Institute for applied Studies.

Jammu & Kashmir

- Composite Regional Centre for Persons with Disabilities (Ministry of Social Justice & Empowerment) Bemina, bye pass (Near Women's Polytechnic College), Srinagar-18.
- MIER College of Education (Autonomous) Under Model Institute of Education & Research, B.C Road, Jammu-180001.

Jharkhand

- Deepshikha Institute for Child Development & Mental Health.
- Ranchi Institute of Neuro-Psychiatry & Allied Sciences Kanke.
- J.M. Institute of Speech & Hearing.
- Budha Shaikshanik Vikas Parishad, Viklang Vikas Vidyalaya

Karnataka

- Dr. S.R Chandrashekar Institute of Speech & Hearing, Hennur Road, Bangalore-5600084.
- All India Institute for Speech & Hearing, Manus Gangothri, Mysore-570006.
- Karnataka Handicapped Welfare Association.
- Karnataka Parent's Association for the Mentally Retarded Citizens.
- Helen Keller Govt. Teacher Training Centre for the Visually Handicapped Children, Govt. of Karnataka

Kerala

- AWH Institute for Mentally Handicapped-Poovattuparamba.
- Nirmala Sadan Training College for Special Education.
- Central Institute on Intellectual Disability-Murinjapalam, Medical College.
- C.S.I. Training Centre for Teachers of the Hearing Impaired.
- Kerala Federation of the Blind, Training Centre for the Teachers of V.H.
- K.V.M College of Special Education.
- Sneha Sadan College of Special Education.
- St. John The Baptist's College of Special Education.
- AWH College of Education.
- Malabar Institute for Children with Special Needs, Association for Welfare of the Poor and Handicapped.

Maharashtra

- Ali Yavar Jung National Institute for the Hearing Handicapped.
- National Institute for the Mentally Handicapped, Regional Centre.
- S.N.D.T. Women's University, Deptt. of Special Education.
- Helen Keller's Institute of Deaf & Deaf Blind.
- Ali Yavar Jung National Institute for the Hearing Handicapped.
- Ayodhya Charitable Trust's, College of Special Education.
- The Spastics Society of India.
- Akhil Maharashtra Gramin Shikshan Vikas Mandal.
- Shri. Balaji Shikshan Prasarak Mandal.

Manipur

- All Manipur Mentally Handicapped Person's Welfare Organisation.
- Regional Institute of Medical Sciences (RIMS).

Meghalaya

- Montfort Centre for Education

Madhya Pradesh

- DHLS Study Centre of AIISH, Mysore at Netaji Subash Chandra Bose Medical College (N.S.C.B).
- Digdarshika Institute of Rehabilitation & Research.
- Kushabhau Thakre Composite Regional Centre for Persons with Disabilities.

Mizoram

- National Institute for the Orthopedically Handicapped

Orissa

- Training Centers for Teachers of the Visually Handicapped, S.I.R.D Campus, Unit- VIII, Bhubaneswar 751012.

- Swami Vivekhanand National Institute of Rehabilitation Training and Research, Oltapur, P.O Bairoi, Dist Cuttack 754 010.
- Training Centre for Teachers of the Deaf (A joint Project of State Govt. & AYJNIHH), S.I.R.D Campus, Unit- 8, Bhubaneswar-15.

Pondicherry

- Vinayaka Mission's Research Foundation (Deemed University) Department of Audiology and Speech Pathology.
- Satya Special School.

Punjab

- Training centre for Teachers of the Visually Handicapped.
- Navjivini School of Special Education for Mentally Retarded Children.
- Umang Red Cross Institute of Spl. Education.
- Jagjit Singh Sachdeva Asha kiran Special School

Rajasthan

- Mansik Viklang (Regional Teacher Training Centre), Social Welfare Department, Govt. of Rajasthan.
- DISHA, A Resource Centre for the Disabled.
- Jai Narain Vyas University Jodhapur.

Tamil Nadu

- Sri Ramakrishna Mission Vidhyalaya, College of Education, Sri Ramakrishna Vidhyalaya post, Coimbatore-641020.
- Regional Training Centre, C/o Govt. Hr. School for the Blind, Poonamalle, Chennai-56.
- Madras Institute to Habilitate Retarded Affiliated, D-171, RV Nagar, Anna Nagar, Chennai-600010.
- Govt. Institute of Rehabilitation Medicine, K.K Nagar, Chennai-600083.
- S.B.T. College of Special Education, Dr. M. A Thangaraj Compound, DRO Colony, Madhurai-625007.
- Holy Cross College, Dept. of Rehabilitation Science & Special Education, Tiruchirapalli-620002.
- Avinashilnagam Deemed University, Institute of Home Science & Hr. Education for Women. Coimbatore (0422-2641043)
- The YMCA College of Physical Education, Nandham, Chennai-600035.
- Bala Vidyalaya Institute for Teachers Training, 18, 1st Cross Street, Shashtri Nagar, Chennai-20.
- N.K.T. National College of Education for Women, 21, Dr.Besant Road, Triplicane, Madras-600005.

Uttar Pradesh

- U.P. Institute for the Hearing Handicapped, 4-7, Malviya Road, George Town, Allahabad-211002.
- Chetna (A Society of the Welfare of Handicapped), Sector-C, Aliganj, Lucknow-226024.
- Training College of Teachers of the Deaf, Aishbagh, (Tilak Nagar), Lucknow-226004.

- Institute of Advanced Studies in Education, M.J.P. University, Bareilly-243006.
- Banaras Hindu University, Faculty of Education, Kamachha, Varanasi.
- Jagadguru Rambadrachry Handicapped University, Chitrakoot, U.P-210204.
- U.P. Institute for the Hearing Handicapped.
- Integrated Institute for the Disabled.
- Dr. Shakuntala Mishra Uttar Pradesh Viklang Vishwavidyalaya.

Uttaranchal

- National Institute for the Visually Handicapped.
- RAPHAEL

West Bengal

- National Institute for the Orthopaedically Handicapped, Bon-Hooghly, BT Road, Calcutta-700090.
- National Institute for the Mentally Handicapped, Eastern Regional Centre, NIOH Campus, Bon-Hooghly, BT Road, Calcutta-700088.
- AYNJIHH, Regional Training Centre, N.I.O.H Campus, Bon-Hooghly, BT Road, Calcutta-90.
- Indian Institute for the Cerebral Palsy, (Formerly Spastic Society of Eastern India), P-35/1, Taratolla Road, Calcutta-700088.
- Training Institute for the Teachers of the Visually Handicapped, Narenderpur, Calcutta-700103.
- Manovikas Kendra, Rehabilitation and Research Institute for the Handicapped, 482-Madudah, Plot—24, Sec-J, Eastern Metropolitan Bypass, Calcutta-700107.
- Training College for the Teachers of the Deaf, 293, Acharya Prafulla Chandra Road, Calcutta.
- Speech & Hearing Institute and Research Centre, (SHRC), State Resource Centre (HI), Mandeville Garden, Kolkata.

There are lots of institutions and schools that offer degree programmes in special education. They can be different from learner behavior management, institutionalized learning technique, student-teacher supervision, specific areas and solutions for effective child education and more. The special education course provides convenient ways to gain higher income and greater career opportunities in the field of education. Enjoying a better salary and job security, it is one of the best options for all those who are planning for career advancement in education.

III. SCOPE OF SPECIAL EDUCATORS

The personal rewards of educating children and youth with disabilities is greater than we can ever imagine. These days many schools and universities across the country are making efforts in teacher education reform in order to better the training of instructors, educators and therefore the education of children. Besides this, factors like reduced class sizes and an increase in the number of students are also forcing many schools to acquire teachers who have skills to handle every

student effectively. Special educators can render their services in special schools, integrated schools and inclusive schools too. They can also work as resource & itinerant teachers. Last but not the least, Samagra Shiksha which is an overarching programme for the school education sector extending from pre-school to class 12. The scheme has been geared up with the broader objective of improving school efficiency calculated in terms of equal opportunities for schooling and equitable learning outcomes. It includes the three Schemes i.e. Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). In order to achieve its one of the important objective like Ensuring equity and inclusion at all levels of school education; special education is required in the form of trained special educators.

Samagra Shiksha has adopted a zero rejection policy. This means that no student having special needs should be deprived of the right to education and taught in an environment, which is best, suitable to his/her educational needs. Hence special educators are in demand and recruited all over India to implement Samagra Shiksha programme in an effective manner.

In the end it can be said that there is a need to create awareness about special education courses available in India among all those who wish to choose teaching as their career. So that they can be able to pursue a degree or diploma level programme. This can also solve the problem of 'lack of professionals in the field of special education' faced by the Ministry of Human resource development and Ministry of social justice and Empowerment.

IV. SUGGESTIONS

- It is suggested to sensitize administrative heads of teacher preparatory institutes to offer programmes/courses in special education, especially in those states where there is lack of professionals.
- Career counselor needs to be sensitized about special education avenues, so that they can guide those who wish to join teaching profession.
- Officials of higher education department need to be sensitized about various institutes offering courses in special education. So that they can depute their in-service teachers to pursue degree or diploma in special education in order to implement SSA programme effectively.
- There is a need to orient employment exchange officers about institutes offering courses in special education, so that they can be able to organize on campus interviews for the pass out special educators.

V. CONCLUSION

There is a need to create awareness about special education courses available in India among all those who wish to choose teaching as their career. So that desirous candidates would be able to pursue a degree or diploma level programme in the field of special education which will further resolve the problem of 'lack of professionals in the field of special education' faced by the Ministry of Human resource development and Ministry of social justice and Empowerment

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