Abstract

For the successful completion of Education for Children with special needs, various types of support services are required which include Academic support, Administrative support, Parental support, Community support and Peer support. Thus for providing good quality education to all children including those with disabilities, the Government of India launched Sarv Shiksha Abhiyan (SSA) in 2000-2001. The main objectives of the study were to investigate the Support Services i.e. Administrative, Academic support, Parental, community and Peer support for children with special needs in the elementary schools of Punjab. The study was conducted in four Districts of Malwa belt of Punjab which includes Patiala, Fatehgarh Sahib, Sangrur and Mansa. The investigator used two self structured questionnaires for Headmasters/Headmistress and for the Teachers to study the support services for Children with special needs. A sample of 975 teachers responded to the Questionnaire items whereas 235 Headmasters/Headmistress responded to School information cum interview schedule. Data for the study were gathered and analyzed using Percentages, Mean, ANOVA and multiple comparisons. The District wise comparison of support services revealed that Administrative, Academic support, Parental, community and Peer support was more in Patiala followed by Fatehgarh Sahib and Mansa but overall support was very less in Sangrur district as compared to other three districts. Out of all the support services in all the four districts, high Academic support was given to children with special needs, Average Administrative, Community and Peer Support and very low Parental support was given to children with special needs. So it is hoped that all the results of the study discussed above will help administrators, Policy makers to frame laws and policies in such a manner that that maximum opportunities are made available to CWSN to have access to regular classroom by fulfilling their basic requirements for entering into school. Teachers should be given more training in modifying their teaching methodologies for teaching CWSN. For Parental support Parents awareness drives should be organized and be given opportunities to interact with teachers more, For Community support, potentials of elderly people and other NGO’s should be empowered to take responsibilities of awareness camps for CWSN. For Peer support, Peer orientation by teachers is must to fulfill the commitment of Education for all and bridging of gender and social category gaps in elementary education and improving the quality of learning.

Keywords: Children with special needs (CWSN), Support Services (Administrative, Academic support, Parental, community and Peer support)