

# A Descriptive Study on Implementation of Vocational Education for Specially-Abled Persons in Mizoram

**R. Lalhmingsangi<sup>1</sup>, Lalmuanzuali<sup>2</sup>, Laldinsangi Renthlei<sup>3</sup>,  
Lalruattluangi Chhakchhuak<sup>4</sup>**

<sup>1</sup>Research Scholar, Department of Education, Mizoram University

<sup>2</sup>Assistant Professor, Department of Education, Mizoram University

<sup>3,4</sup>Research Scholar, Department of Education, Mizoram University

## Abstract

People with impairments need skills in order to engage in activities of daily living. However, they begin with a number of drawbacks. Their families and communities may believe that they are incapable of participating in such activities. They frequently lack access to basic schooling, which renders them unable to enroll in skill-training programmes. These disadvantages frequently result in a lack of skills, low confidence, low expectations, and low accomplishment. Therefore, it is crucial to examine the implementation of vocational training offered to disabled individuals in order to enhance their abilities and ensure their survival. This report attempts to investigate the implementation of vocational training for the disabled in Mizoram. This study employs the descriptive research methodology. The interview method is utilized to collect data, which is then examined using an interpretive approach. A number of specific training facilities and schools are visited for information. Special schools and training centers are found to offer insufficient vocational education or training.

**Keywords:** Vocational training, Disability, Employment

## I. INTRODUCTION

Education is a purposeful activity that aims for an all-round development of an individual in the social, moral, emotional, physical, mental, and spiritual. Education is comprehensive, including for Special children. For persons with disabilities, employment is regarded as an important step towards their rehabilitation and empowerment because it provides a sense of belonging, and independence, and increases their social inclusion and overall well-being. Although persons with disabilities can perform almost every job, and with the enabling environment and support services, the majority of persons with disabilities can be as productive as persons without disabilities, there are limited employment opportunities for them. This employment problem can be solved through Vocational education or training. Vocational training prepares people to work in various jobs, such as trade, craft, or technician. Vocational or skill-based training is certain disciplines that enable students to achieve skills that are generally non-academic and related to a specific trade, occupation, or vocation. Some of the main objectives of vocational education or training are to provide need-based and skill-based vocational training, to make people with Disabilities self-dependent in related trades, and to make them learn an independent living.

The total population of disabled in Mizoram according to the 2011 census is 15160 and among them 2035 visual impairment, 3354 are hearing impaired, 1163 are speech defective, 1976 are movement, 1585 are mentally retarded, 1050 are mental illness, 1914 are other disabilities and 2083 of the population have multiple disabilities.

The following are some of the Mizoram State Schemes for Persons with Disabilities administered by the Directorate of Social Welfare:

1. Reservations for positions in the government: Disabled people may apply for Group A, B, C, and D positions through direct recruitment with the following accommodations:

1. Blindness and poor eyesight - 1%
2. Deaf or hard of hearing-1%
3. Cerebral palsy, leprosy cured, dwarfism, acid attack victims, muscular dystrophy, locomotor disabilities-1%
4. Mental illness, autism, intellectual disability, and special learning disability-1%

2. Assistance for Self-Employment: Grants in aid in cash and other forms are given to handicapped people for working for themselves in petty businesses like selling vegetables and raising pigs. Cash awards of Rs. 4000 apiece are awarded annually. In addition, there are carpentry tools, knitting machines, and sewing. In addition, kind donations are made in the form of carpentry tools, knitting machines, sewing machines, and cobbler's tools.

3. Vocational Training Center: The department runs vocational training centers for people with disabilities in Aizawl and Lunglei. Hostels are provided for both male and female trainees in Aizawl.

## **II. OBJECTIVES OF THE STUDY**

To find out what kinds of vocational education, courses, skills, and training Aizawl's special schools and training centres offer.

## **III. METHODOLOGY OF THE STUDY**

This study employs the descriptive research methodology.

### **3.1 Collection of data**

The investigator visited 7 institutions and interviewed the principals and teachers from Training Centre for Specially Abled Persons (Female), Training Centre for Specially Abled Persons (Male), Gilead Special School, Special School for the blind, Redeem Garden, Ephatha Special School and Shining Star Special School which is then examined using an interpretive approach.

## **IV. FINDINGS**

The following are the brief reports of the investigators :

- 1. Training Centre for Specially Abled Persons (Female):** This Training Centre is located at Laipuitlang, Aizawl, and is established by Social Welfare Department in 1983. The seating capacity is 30 trainees per course out of which 12 trainees are hostellers. The duration of the class is 9.30 a.m. – 3.00 p.m. every weekday. All the trainees are above 18 years of age. There are 3 instructors and 1 hostel warden who looks after this center. Out of the 30 trainees, 1 trainee is deaf. The majority of the trainees are a person without disabilities but the reason for their enrollment in the training center is mainly due to some financial and family problems Their training is based on sewing and embroidery work. The trainees receive a stipend of Rs.250 per month. After completion of 1-year course, each trainee receives a sewing machine as a reward. There is no exact record of the employment details of their trainees, but it is known that most of them are working in private firms and make use of their trained skills.
- 2. Training Centre for Specially Abled Persons (Male):** The Social Welfare Department established this training center in Thakthing, Aizawl, in 1981. There are now 9 trainees, all of them are hostellers. Each weekday, the class meets from 10:00 a.m. until 2:00 p.m. One sewing instructor and one shoemaker are employed at the center. None of the trainees had any disabilities, but familial and financial issues were mostly to blame for their enrollment in the training facility. The trainees receive a Rs 250 monthly stipend. The learners are awarded a sewing machine after finishing a one-year course. They claim that 352 students have completed their training at this center since it opened. Although some persons are hired by the government as tailors, there is no specific record of the employment information of their trainees who have completed the course. The main problem faced by the center is that trainees find it difficult to learn the skills.
- 3. Gilead Special School:** One of the top institutions for people with disabilities is Gilead Special School. It was founded in 1990 and is operated by Private Aided Management in Bawngkawn, Aizawl. There are about 40 teachers and more than 100 students. The students receive vocational training in a variety of areas, including making paper plates, candles, aprons, tablecloths, pot holders, bags, and envelopes. They sell all of their goods at fair prices because customers value their items so highly. The students receive treats from a portion of the profits they make from their sales. In addition to this money, certain charitable groups provide them with grants of a sort. The institution doesn't have a complete record of the employment information for their former students, but as of today, 5 persons are working on their own. Students who have finished their course continue to work at the institution and receive compensation in the form of money. Financial issues are the main problem faced by the institution.
- 4. Special School for the blind:** The blind school was established in 2001 and it is managed by a private organization. It is located in Durtlang. The school consists of classes 1-10. There are 28 students in this school of which 11 are boys and 17 are girls. All the students are hostellers. The school used a curriculum made by the Mizoram Board of School Education. In addition, students receive vocational training in pig farming, candle manufacturing, and flower arranging. Their primary sources of funding are the Central Ministry of Social Empowerment and donations. Along with 2 office employees and 2 hostel wardens, there are 12 teachers. According to the record of the school 4 students have been employed as IV grade by the government. The main problem faced by

the students in this institution was the low quality of teaching and learning materials and the examination system. Students want to face the board exam on their own without hiring a writer.

5. **Redeem Garden:** It was established in May 2018 for children with hearing impairments, and the principal, Mrs. R. Lalhmachhuani, privately owned and ran it. There were 8 teachers and 24 students, ranging in age from 3 to 17 years old. Three classes—Pre A, Pre B, and Class 1—were used to group the classes. Depending on the degree of their disabilities, their abilities, and their academic achievement, students were admitted and moved to the next class. The academic and professional qualifications of the teachers were: B. Ed (Hearing Impaired), Bachelor of Audiology and Speech & Language Pathology (BASLP), Diploma in Rehabilitation Therapy, Bachelor of Arts in Education, Bachelor of Arts in Psychology, and Bachelor of Computer Application. For the students, they employed the Mizoram Board of School Education Syllabus and the Individualized Education Plan. In addition, students receive vocational instruction based on their interests and talents such as knitting for girls, woodworking for boys, making paper plates, and making flowers. The lack of proper buildings and teachers is the main problem faced by the institution.
6. **Ephatha Special School:** In 2016, a private organization opened Ephatha Special School for children with hearing impairments. There are 13 girls and 3 guys among the 16 students. Along with the principal, there were 5 regular teachers and 1 volunteer. They provided a course that was created by MBSE. Knitting, frame-making, and tailoring are just a few of the occupational skills that are taught to the students. Lack of infrastructure, a shortage of teachers, a lack of funding, and the necessity for a school bus to transport children to and from other places are the school's key difficulties.
7. **Shining Star Special School:** A private school named Shining Star Special School was founded in 2018. It provides education to children with intellectual and other disabilities from kindergarten to fifth grade. It is affiliated with the Central Board of Secondary Education and has received accreditation from the National Council for Special Education. There are 4 teachers, 25 students, and 1 administrative staff. They followed MBSE's curriculum. It is challenging for them to understand the textbook as it is because most of them are students with intellectual disabilities, and the teacher only chooses some of the important topics. Students in this school learn how to make paper bags and doormats as vocational training. This school's primary issues include a poor building and a shortage of faculty.

## V. SUGGESTIONS

1. Special schools and training institutions should emphasize education geared toward employment.
2. It is necessary to improve the quality of the educational materials used to develop occupational skills.
3. Society must learn how to communicate with individuals with disabilities. This will be beneficial, especially for those with impairments and those who operate businesses where these individuals can work.
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## VI. CONCLUSION

People with disabilities in Mizoram depend on others more than those in other states. As a result, societies need to spread knowledge about how to help disabled persons become independent. In order to successfully implement, innovate, administer, monitor, and manage vocational education in special schools and training facilities, there are still many obstacles to be solved. Although special schools and training facilities integrate vocational education in their curricula, a lack of funding makes it challenging for them to introduce a variety of skills. To enhance the state's vocational education system, the federal and state governments must cooperate.

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