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Perception of Parents Towards Educating Children With Special Needs

Jaysree Das (Research Scholar)

Dr. Jeemina Baglari (Assistant Professor, Bodoland University)

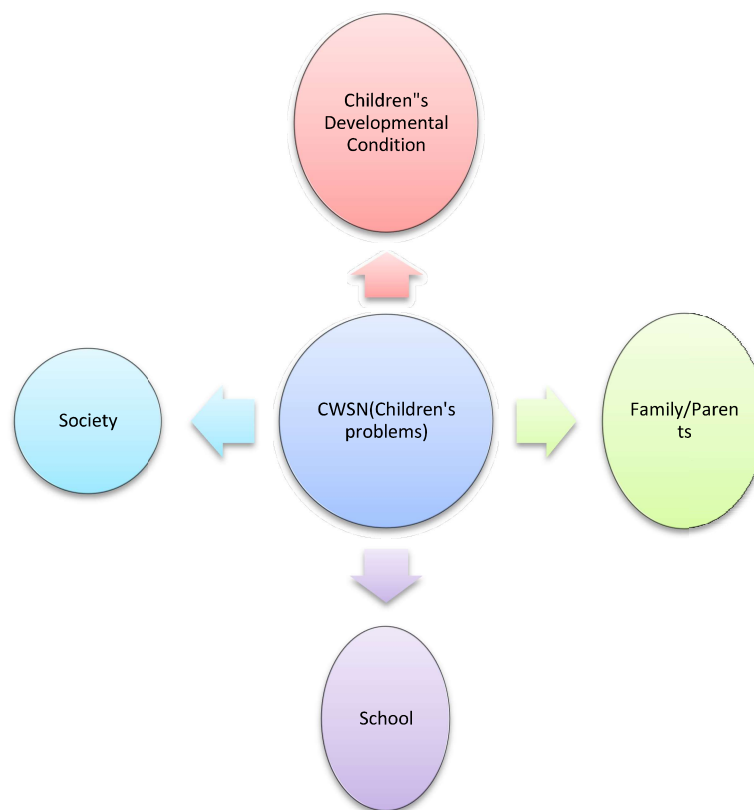
Abstract: The position of parents for children with special needs within the larger discourse on education can best be described as tenuous. It noted parent's inherent rights to be consulted and promoted the participation in the planning and provision of their child's educational needs. Parents play a central role in setting up advocacy groups and lobbying for the rights of children with special needs. However, the scenario is very different for parents of children with special needs living in poor socio-economic communities, who are more likely to have limited financial resources and truncated social networks. The main aim of this paper is to examine how parents perceive and experience in educating their children with special needs. The study reveals that parent's perception is very much important in educating the child. Parent's approach towards their child's education is one of the most important factors in the child's educational needs especially for CWSN.

Keywords: Education, Children With Special Needs (CWSN), special schools, parent's perception.

Objectives: The aim of this paper is to determine the role of parents in educating Children With Special Needs.

Introduction: The children who have learning difficulties or disabilities that make it harder for them to learn or access education than those children of the same age can be identified as CWSN. These children may need extra or different help from those given to other children of the same age. The Education for Persons with Special Needs (EPSEN) Act was passed into law in July 2004. The EPSEN Act recognizes that special educational needs may arise from four different areas of disability-physical, sensory, mental health and learning disability. Special education needs are defined in this act as- a restriction in the capacity of a person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition. Children might have problems due to various reasons. Their developmental and learning factors may be associated with various factors such as family, school, society and many others.

In India, National Council of Educational Research and Training (NCERT) joined hands with UNICEF and launched Project Integrated Education for Disabled Children (PIED) in the year 1987, to strengthen the integration of learners with disabilities into regular schools. In recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged. This broader understanding of curriculum has paved the way for developing the National Curriculum Framework (NCF-2005) that reiterates the importance of including and retaining all children in school through a programme that reaffirms the value of each child and enables all children to experience dignity and the confidence to learn.



(Source: BORGEN Magazine is produced by The Borgen Project, an influential humanitarian organization working to make global poverty a focus of US foreign policy)

A child might have special need and this need vary from child to child depending on the area of disability of a child. For instance, if a child is blind he/she will need more verbal instructions or if a child is deaf he/she will need more visual instructions and so on. Basically, a child with special needs may find it harder to learn than other children of the same age.

The education of the children with special needs never received consideration as per their needs neither by the government nor non-government agencies for many years. During the last decade much stress was laid on children with special educational needs. It is encouraging that in recent times not only the government but also the non-government organizations have come forward with zest and zeal to do something substantial for those children. It is now realized that a special child should not kept aloof from other children and the rights of the child have opened doors to come to the rescue of those children, so far as academic progress in particular and general well being of those children are concerned. Accepting a child with special need becomes difficult to parents and the whole family particularly when competence and achievement are very much valued in modern world. Thus, when it suddenly becomes necessary for parents to love someone who has a very limited capacity the parents are put in conflicting situation and result in a great deal of stress.

Review of Literature:

Several studies have been conducted on Children With Special Needs.

Tangri (1990), “A study of social and psychological factors in families with handicapped children”, Punjabi University. The main objectives were to study the temperament of handicapped children, and to investigate the impact of a handicapped child on the family. The sample consisted of the mothers of 50 PH children, 50 MR children and 50 normal children. The statistical treatment of the data included two way ANOVA-test and co-relations. The major findings were: No significant difference was found on orientation towards child-rearing, knowledge of handicap and attitude towards the handicap. Mothers of PH children had more favorable attitude towards management of the handicap than mothers of MR children. and parents of normal children had better marital adjustment than those of handicapped children.

Panda (1991) Studied on, "Attitude of parents and community members towards disabled children". The main objective of the study was to find out the different attitudes of the parents, teachers and the community members towards various groups of disabled children. The sample consisted of 100 parents having disabled children, 100 teachers, and 100 community members. Result shows that attitude is dependent upon the sex of the people, whether they are teachers, parents or community members. In general, females showed favorable attitudes towards normal, HI, VI, and severely MR children on the evaluative dimension. Males showed more favorable attitude towards the EMR and SI. Female parents had significantly made favorable attitudes than the male parents. Parents, teachers and community members revealed differential attitudes towards the disability groups. Teachers showed negative attitudes to the severely MR and the neurologically impaired epileptics. Parents were less negatively disposed towards these groups than teachers. Community members were negatively disposed towards the severely MR.

Rita (1997) highlighted parent's wishes through a collection of educational wishes parents have for their physically disabled children of Pokhara. This is the report of a study conducted in the Syangia, Tanahun and Kaski districts. The study reveals that parents wish their children should receive education. They think that the responsibility of providing education to the disabled children is not only that of the Govt. but also of the Local community. Teachers should be locally recruited and the content of the curriculum should not only be academic but also focus on skill training. The recommendation emphasize to parents' participation in each and every activity that will be planned and implemented for the physically disabled children.

Elkins, Kraayenoord and Jobling (2003) Parent attitudes to inclusion of their children with special needs used survey questionnaire to investigate the attitudes of 354 Australian parents who have disabled child attending school in Queens land. The children were in a range of classes, from special schools to schools where there was in class help from a teacher aide or special teacher. Open ended questionnaire was used as a tool for data collection. The study reported that many parents favored special placement limited number of negative attitudes to inclusion was reported by the parents and though some parents thought that some need exited for in service education and inclusion, this was not a widespread view.

Joshi, Vibha and Bose, Sutapa (2004) studied the effect of involvement of parents in the education of children. The objective was to determine the effects of home environment or to be more specific to see the effect of parental involvement in the education of the children on their academic achievement. It was concluded from the collected data that certain factors led to academic achievement while absence of these factors led to unsatisfactory performance at

school. These factors are related to the care of child received at home. It has been observed that the children whose parents were involved in education led a disciplined life at home and had better achievement at school.

Bartram (2006) an examination of perceptions of parental influence on attitudes to language learning. The review aims to Provide some indication of the similarity and importance of particular influences by identifying features that seem significant, irrespective of setting. The findings offer some evidence for an association between parental and pupil attitudes. Parental influence appears to operate in a number of ways, ranging from the role model potential of positive and negative behaviours. The evidence suggested that the ways in which parents contribute to the construction of their children's understanding of language utility are particularly important. This may be a key factor in more positive attitudes demonstrated by German pupils and more negative orientations among English participants rearing that enables the developing person to acquire the capacities required for dealing effectively with ecological niches that she or he will inhabit during childhood, adolescence and adulthood. Competent parenting has been found to be related to warmer, more accepting and more helpful styles of parenting (Bogenschneider et al.,* 1997). Authoritative parenting is competence including that it recognized the children need for control and individuality, view the rights and duties of parents and children as complementary and is characterized by sensitivity to children's capabilities and the developmental tasks they face (Belsky et al., 1984).

Dimitrios (2008) conducted a study on "parental Attitudes Regarding Inclusion of Children with Disabilities in Greek Education Settings" The purpose of the study was to examine parents' attitudes toward inclusion of their children with disabilities in Greek general settings and to associate their perspectives with parent variables (e.g.-education) and child variables (e.g.-age, severity of disability) The sample size consisted of 119 parents (68 mothers, 51 fathers) of children with disabilities (56 with mental retardation without Down Syndrome (DS), 21 with mental retardation with Down Syndrome, 8 with autism and 27 with cerebral palsy) in Thessaly region. Attitude Toward inclusion/ Mainstreaming Scale (Leyser and kink, 2004) was applied to collect the relevant information from parents.

Another recent study of the attitude of parents of 'normal' developing children towards the inclusion of children with disabilities into mainstream education in Macedonia revealed that, generally many of the parents accept inclusive education, but most of them still think the special school is better place for education of children with disability. (Radojichich, D. & Chichevska-Jovanova, N. 2014).

Methodology: This paper includes both secondary and primary data. Descriptive survey method is used to fulfill the objective of the study. The primary data is collected through interviews from parent those children studying in both government and private special schools of Assam. At present there are 20 institutions especially meant for the Children With Special Need. A sample of 134 parents was taken from both the government and private institution of special school. The secondary data were taken from Ph. D thesis, journals, books, websites etc. The perception obtained from various respondents is analyzed through both primary and secondary data.

Common Problems of the Parents of Children With Special Needs:

***Day care Centre**

One of the biggest challenges for parents of children with special needs is how to find appropriate child care. Whether Mother or father will stay at home with the special baby or entrust someone else with the care of their child; becomes a challenging decision. This choice is very difficult for the parents with a special child. Suitable day care options can diminish considerably, especially if the child has extensive medical needs.

***Where to send the child for schooling**

Choosing a kindergarten for young children is a highly demanding process. For parents who have children with special needs this process can be particularly challenging, given the choice between special and inclusive kindergartens. While there has been wide ranging research on parental concerns of kindergarten practices involving children with disability, there is a little attention paid to how parents who have children with disabilities negotiate kindergarten choice problems.

***Toilet Training to Children with special Needs**

The issue of when and how to begin toilet training can be particularly challenging for parents of CWSN. While no parent wants to push an already challenged child to perform in ways that are impossible, the sense of accomplishment experienced when he does succeed in this Important aspect of self- care can make an enormous difference in his level of self esteem.

***Expenditure/cost on children in poor families**

Children who have exceptional needs because of a physical disability, chronic health problem, or mental or developmental impairment often require exceptional levels of care. When poverty and disabilities intersect the costs associated with children's care have particularly important implications for their families. Poverty –related compromises in living

conditions and health care elevate the risk that children will suffer from chronic and disabling conditions. At the same time, the care of a special or ill child can increase the risk that the family will be poor by imposing direct costs for medical and other care and indirect costs in the form of forgone earnings.

***No one to play with**

The social problems experienced by special children can be as or more devastating than the learning problems. They are often not well accepted by their classmates or peers and are frequently neglected. Peer acceptance promotes social competence and self esteem. On the other hand, low peer acceptance causes problems and makes the student misfit,

***Problems of Special Education**

Special education means specifically designed instruction that meets the unusual needs of special children. The different views taken on special education have ignited spark of controversies over segregating some children from the main stream and providing them with extra opportunities. The issues in special education are how to define specific exceptionalities? How students are categorized, grouped and discipline? How to train teachers of CWSN? How teaching and learning is organized? How to provide funding for special education programs? How curriculum and teaching is developed so that such difficulties are reduced? There aren't enough qualified teachers to handle rising challenge, according to special education needs. The number of students with special needs in the country is going up, while the number of teachers to help them is declining.

Findings and discussion

Parents are regarded as the first teacher of every child. They need to play like a role model in the life of a child for the better up bringing and nourishment. Parents always have firsthand knowledge of their child. In school, it is the sole duty of the teacher to develop a child to the fullest. To bring all round development of a child it is necessary for teacher to keep in touch with their parents. Parents of CWSN come across several challenges and issues while nurturing their child. They undergo various positive and negative effects in dealing with their children. Child needs proper care and guidance in every developmental stages. The child's interaction with parents provides the beginning of lifelong developmental process. Parent's influence the children by their actions what they do on a given occasion. Anything a parent does, a child or with a child has its aim to control the child to change or to maintain a particular term or behavior and their influence on their child's actions. Parent's approach towards their child's education is an important factor in children's educational adjustment especially for CWSN. Therefore, to understand the child no other than parents can take this

place. Considering the importance of the objective, the present paper attempted to know the perception of parents in educating their Children With Special Needs. The findings are grounded on the responses provided by the sample of parents sending their children in special schools/institutions.

Table No.1 Showing the Parent's perception on educating their children with special needs

SL. No	Perception	Responses		Percentage	
		yes	no	Yes	no
1.	Problem dealing with the child	134	0	100%	0%
2.	Active role in supporting the child towards education	134	0	100%	0%
3.	Sufficient support from the school	101	33	75.37%	24.63%
4.	Economic condition of the family effect the education of the child	134	0	100%	0%
5.	Family circumstances affect the education of the child	134	0	100%	0%
6.	Discussion of academic progress of the child	91	43	67.91%	32.09%
7.	Arrangement of parent teacher meet	134	0	100%	0%
8.	Any kind of feedback appraisal	134	0	100%	0%
9.	Encourage the child to take part in co- curricular activities	134	0	100%	0%
10.	Any kind of Government help for the education of the child	51	83	38.06%	61.94%

Graphical representation of the table no: 1

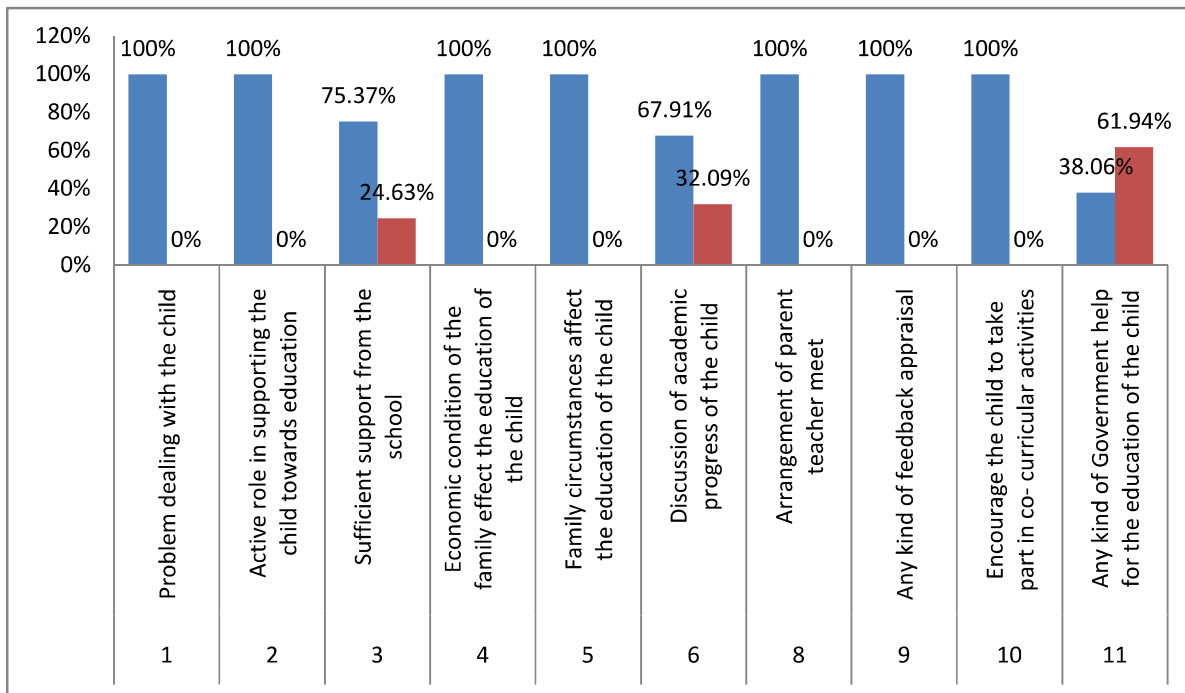


Figure No. 1, showing the perception of parents about the Education of children with special needs

The above data indicates the result of parent's perception and experiences towards educating the Children With Special Needs (CWSN). 100 percent parents replied positively about having problems with their child. Parents assured of supporting their children actively but due to, economic condition and family circumstances, it was affecting the education of the child. 101(74.62%) parents have informed that they haven't receive any support from the school. Parents assured that they are facilitated with parent teacher meet, feedback appraisal and children were encouraged to take part in co-curricular activities and programmes. While 91(67.91%) of parents had opine that academic progress of the child for the future benefit were discussed with them. However, only few parents have stated of availing proper government aids for the education of their child. On the other hand, a good number of parents also mention of not receiving any aid from the Government for the education of their child.

Some of the suggestions are highlighted below for Parents of CWSN for better understanding of their children.

*** To communicate with the child:** As a parent of a child, it is very difficult to except that their child requires special need without understanding the problem, it will be difficult for

parents to take decision for their future development. Hence, the first step to develop a good communication is to sit and talk and to understand child's area of difficulty.

***Starting with compliment about the child:** After identifying the area of the child's need it is duty of the parents to point out the area of strength of the child. Hence, complimenting a child in front of the other children can act as reinforcement for the child.

***Always use appropriate language for communication:** A parent while communicating with the child should be compassionate in using language. A parent should not use stereotype language while communicating with their child.

***Providing support for health care of their children:** When parents are mentally preparing about their child's disabilities they should be provided with utmost help by the school authority by providing networks of health care teams, financial support, career development, how to provide family and parental care etc.

***Develop rapport with school or agency:** Parents should develop a good rapport with the school or agency. This will help in development of the child in their mere future. Besides, Parents can also monitor their child's progress and discuss with teachers for developmental programmes to be attended by their child.

***Joining parent's organization:** Parents of CWSN should join parent's organization. It will provide an opportunity to share knowledge and support. A parent group can be effective force on behalf of such child. Many at times parents find that as a group they have the power to bring about needed changes that strengthen special services.

***Joining Individualized Educational programme:** Parents should not involve in decision making process for development of children but they should also actively participate in sending their children in joining (IEP). Parents should prepare to offer insight into whether strategies provided to their children are helpful or not.

***Awareness programmes:** Sarva Shiksha Abhiyan also carries out awareness programmes among the family members and the community members of the children with special needs so that the attitudinal barriers of the community cannot stop such children from coming to schools. It understands that without demolishing such attitudes of society, it is impossible to think about the education of such children. Hence, it undertakes widespread awareness on the need, importance and potential of children with special needs. Various modes like maa-beti mela, bal sammelan, print and electronic media, success stories etc. are used. Mother Teacher

Association/Parent Teacher Association (MTA/PTA) is used as powerful medium to inform the parents on the care, need, management and potential of Children With Special Needs.

***Social security:** PWD ACT mandating the Governments and local authorities to take measures on ensuring social security of the parents of CWSN.

***Promotion of NGO's:** The National Policy recognizes the NGO sector as a very important institutional mechanism to provide affordable services to compliment the endeavors of the Government. NGO's provide various concessions, facilities and entitlement to parents of CWSN.

Conclusion:

Parents are not mental-health experts, but they are experts in knowing their children. Some parents accept the initial denial, and then the child does not receive any evaluation. These problems generally occur because educators lack knowledge. In preparing general education teachers, most education programs don't require a class on children with exceptional needs (gifted, special education etc.). It is often harder for parents to understand what their children are going through. It is the hopes and aspirations of every parent that their children achieve their dream in life. But this is quite impossible in case of Children with Special Needs. In order to maintain a balance between the hopes of parents and achievement of children there is an ardent need to communicate with parents. Parents of Children with Special Needs face many troubles while nurturing their child throughout their life. They undergo various positive and negative effects in dealing with their children. So, it is very necessary for a teacher to understand the psychology of the parents of children with special needs. A counselor or a teacher can help in bringing positive reinforcement among parents in bringing up their child at a right track. In order to communicate with parents of children with special needs, a teacher should know certain steps of communication- to communicate with parents about the child's special needs, starting with a complement about the child, never advice parents to discipline their child, to educate the parents, not to communicate about direct medication of the child, using appropriate language while communicating with parents. For parents of children with special needs are- to take time for diagnosis and controlling emotions, providing support for healthcare of their children, develop rapport with school or agency, joining parent organization, Joining Individualized Educational Program.

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OER Reading Links:-

1. <https://iris.peabody.vanderbilt.edu/module/asd1/cresource/q2/p05/> (Working with parents of special child)
2. <https://doi.org/10.5463/dcid.v23i2.119> (Parental stress of raising CWSN)
3. <http://www.foreveryoungwny.com>.
- 4.https://simple.wikipedia.org/wiki/Special_education#:~:text=Special%20needs%20include%20speech%20or,room%20and%20use%20of%20technology. (Special Education)
5. <https://courses.lumenlearning.com/suny-educationalpsychology/chapter/responsibilities-of-teachers-for-students-with-disabilities/> (Role of Teachers for CWSN)
6. <https://courses.lumenlearning.com/abnormalpsychology/chapter/mental-retardation/> (Mental Retardation)



ACCESSIBILITY OF FACILITIES FOR CHILDREN WITH SPECIAL NEEDS IN SPECIAL SCHOOLS OF ASSAM

Jaysree Das

Research scholar, Bodoland University

Dr. Jeemina Baglari

Assistant Professor, Bodoland University

Abstract: Educating every child is very essential as they are the future citizens of a country. Every child deserves to receive quality education irrespective of caste, creed, and sex, colour, etc. The Children with Special Needs are the most vulnerable group who need special attention. They ensure right to care, protection and security for children with different types of disabilities. Children with special needs ensure the right to development with dignity and equality creating an enabling environment where children can exercise their rights; enjoy equal opportunities and full participation in accordance with various statuses through different kind of facilities. Accessibility of facilities should be presented in every special school in such a manner that it should be obliging for children with different types of disabilities. The main aim of this paper is to assess the facilities available for children with special needs in special schools of Assam and how these facilities facilitate the education of children with special needs. The study was conducted on special schools of Assam, with 211 teachers/administrators as the sample. A total number of 20 special schools is available in Assam. The data were collected through a self-developed questionnaire. Findings of the study revealed that the accessibility of facilities for children with special needs were not satisfactory and adequate in both physical and educational services. On the other hand, provisions to facilitate children with special needs for self-dependent living were found to be on an average level.

Key words: Facilities, Children with special needs, special schools.

Objectives: The aim of this paper is to assess the facilities available for Children with Special Needs in Assam.

Introduction: The concept of education for children with special needs is based on the concept of education for all. Education is a birth right of every child. The Constitution of India has declared 'Education' as a fundamental right for the citizen of India. Being a right education should be access to every child irrespective of their normalcy. Education is important because it enables a child who needs special care to overcome disability and be useful member of the society. But in case of infrastructural facilities, they were not much satisfied and they were in favour of providing more facilities to general schools from the part of the government for children with special needs.

A peaceful natural environment is one of the most essential aspects necessary for teaching learning activity in special schools. Therefore, utmost care must be taken about the physical facilities and hygiene of the students. A special school should be specially built having permanent building, residential facility, playground, drinking water, sanitation facility, staff room etc. The Children with Special Needs as the name suggests are different from the other children in many aspects, so they need specialized facilities in the learning environment. A valuable and child friendly school facility is responsive to the changing programmes of every educational delivery, and at minimum should provide a physical environment which is comfortable, safe, secure, easy, accessible, well illuminated, well-ventilated and aesthetically pleasing. And the school facility consists of not only the physical complex and the different variety of

school building systems, such as mechanical, electrical, security, and telecommunication. The facility also includes furnishing, materials, equipment and information technology, as well as various aspect of the building. The school facility is much more than a passive container of the educational process; it is an integral part of every condition of learning. It has been felt that Children with Special Needs require special arrangements in the school environment for their mobility and independent functioning. The special schools are also expected to address accessibility related issues as per the stipulations of the Persons with Disabilities Act, 1995, and ensure that all existing structures as well as future production projects in their campuses are made disabled friendly. The institutes should create special facilities such as ramps, rails and special toilets, and make other necessary changes to suit the children with special needs.

Review of Related Literature:

Abraham & Stoker, (1984) in their study entitle “An evaluation of methods used to teach speech to the hearing impaired using a simulation technique” Hearing impairments, speech skills, simulation, cued speech, program effectiveness. In this study the effectiveness of syllable practice and word methods in teaching speech to severally hearing-impaired children were investigated with normal hearing listeners. The effect of well speech was evaluated for each teaching method and the results indicate that a syllable practice approach showed significantly higher overage gains in acquisition of novel phonemes that did a whole word method.

Bhuyan (1991), “Development of Education among Physically Handicapped Students of Assam since Independence (1991). The study area covered the physically handicapped students studying in different educational institutions meant for them. The differently abled include the blind, the deaf and dumb and the orthopedically handicapped students. The objective of the study was to find out the existing educational, vocational and rehabilitation facilities for the physically handicapped students in the state of Assam,–The study covered the PH students studying in different educational institutions 71 meant for them in Assam and 50 orthopedically handicapped students in regular schools were selected for the purpose.

Sarkar,Baruah,Hazarika, A.L. (2006) “Impact of aids and appliances on educational performance of children with special needs,” sample children were mainly using three types of aids and appliances – hearing aids (67), wheel chair (69), tricycle (79) and others (7). Wheel chairs and tricycles were not suited to village roads and hearing aids too need to be properly adjusted. Some instances of children with special needs being provided with aids and appliances which they do not need were also reported.

The World Bank (2007), reported that educational attainment and attendance of the Children with Disability were very poor and far below than the national averages, data suggests that people with disabilities have much lower educational attainment rates, with 52 per cent literacy against a 35 percent average for the general population.

Methodology:

This paper includes both secondary and primary data. Descriptive survey method is used to fulfil the objective of the study. The primary data is collected through questionnaires from teachers and administrators of both government and private special schools of Assam. At present there are 20 institutions especially meant for the children with special needs. A sample of 211 teachers and administrators were taken from both government and private institution of special school. The secondary data were taken from published/unpublished Ph. D thesis, journals, books, websites etc. The facilities

available in special schools of Assam are analyzed through both primary and secondary data.

Facilities available for Children with Special Needs in Special School of Assam:

- **Medical facility:** Children with special needs are a crucial section of the society. What these children require, is extra care and facilities to assist them physically. Such children need special medical care and their problems are to be tackled in a special manner. Medical facility for children with special needs includes all services provided to any child who visit the government health facilities such as growth and developmental screening, assessment of nutritional status and immunization.
- **Health Campaign Programmes:** Health is one of the most important components in any educational programme. Without good health one cannot receive proper education. A health campaign is an innovative engagement programme that utilizes clinical information among parents and teachers. Health campaigns are redefined how one can perceive healthcare. The chief objective of health campaign is to inform educate and make people aware about their physical and mental health and the dietary needs.
- **Availability of Psychological Clinic:** Psychological clinic specifically provides continuing and comprehensive mental and behavioral health care for individuals. It is very much essential for CWSN in the following areas:
 - It helps in understanding mental health of the students
 - It helps in ability to assess cognitive, behavioral, emotional and interpersonal functioning of the students.
 - Understands professional expectations
 - Creating awareness with the larger context
 - Solves adjustment issues, behavioral problems including dependence and emotional problems.
- **Sanitization facility:** Basic sanitation service means improved sanitation (flush/ pour flush to piped sewer systems, septic tanks or pit latrines, composting toilets with slabs), at the school that are single-sex and usable. Classrooms are the areas of the school that students spend the most time in, which is why having clean classroom is important. The school sanitization is related to several factors like waste management, the health of the students and staff and overall cleaning services. All Government and private schools have proper sanitization facility.
- **Technological Aids:** Modern technology in educational programme is one of the essential tools to make the whole process more efficient and scientific. It has great potential in providing access to all learners, and the ability to access the general education curriculum. Most classrooms have children with specific learning disabilities who need continuous support by modern technologies. The use of appropriate technology will allow and enable children to work at their own pace, with flexible curriculum to leverage each child's strengths. But the rapid development and application of computer-based technology has created available options for disabled students ending the barriers and limited opportunities of CWSN that have long faced. Computer programmes have been designed to make it easy for CWSN to access material, communicate their ideas and work, and participate in different educational experiences. For example, Braille reading and writing techniques have helped blind or visually impaired students continue their education. It is also important to realize there are much different kind of disabilities, and those modern technologies that

have been developed to assist those who possess one or more of them. Every needs and disabilities are different from each other, and some students deal with more than one, all CWSN face numerous challenges in the traditional classroom environment. Therefore, the modern technologies facilitate special children to deal with their exceptionalities.

- **Sufficient Resources for Children with Special Needs:** Sufficient resources are very much essential for CWSN in their schools. The schools have CWSN friendly infrastructure and supportive school environment. Physical resources include equipment, land and other assets, support CWSN learning programmes and services and improve their effectiveness.
- **Modifying furniture for Children with Special Needs:** Modifying furniture is very much essential for CWSN for their better accessibility. The concept of adaptive classrooms is very important, those that have specialized furniture with safety and flexibility features, designed to support ease of usage, as well as access to CWSN students. Modifying furniture helps support increased attention span, reduced fatigue and improved behavior as well as cooperation among students. Classrooms for CWSN should be carefully designed to improve learning outcomes, by providing an atmosphere of comfort, security and calmness, turned to harness their heightened sensory responses. Modifying furniture can help children be successful learners and be an active participant in classroom activities, but it should be based on the individuality of the students. It helps to improve fine motor skill development, facilitate longer periods of concentration and promote socialization and play, allowing CWSN to overcome barriers and feel less isolated. CWSN students face multiple challenges when entering the classroom. Ordinary school chair and desks are often unable to provide the physical support they need in order to learn, while inappropriate desk/chair height can prevent them from being active participants in classroom activities. For proper learning, high-low seating options and height adjustable desks are often required. Furthermore, adaptive play furniture allows students to interact eye-to-eye, facilitating and encouraging social engagement
- **Assistive Devices for Children with Disability:** Aids and devices are the supportive devices used by CWSN in improving their quality of life in terms of mobility, communication and for performing their daily activities. By using of these aids CWSN becomes independent and their participation in the society increase. Aids include modified eating utensils, adapted books, pencil holders, adapted personal hygiene aids, adapted seating and standing tables, Braille or speech output devices, large print screens, and adaptive driving aids, hearing aids, wheelchair etc.
- **Library Facility:** Library is one of the most important pillars of any educational institution. The school libraries especially are considered as integral part of any education system. The school libraries have an additional role of creating habit of using the library to the students. The school library also supports the academic programmes/ educational activities. The school library accelerates a student to a boundless acquisition of knowledge. There is no better place other than a school library to teach the child the art of study through self-effort. CWSN may have limited social skills or academic skills and it is vital that their self-esteem and confidence is established and maintained. The school library is an area in which students have the opportunity to interact independently without the constraints of a classroom. It also contributes to the personal growth of CWSN students in the mainstream schools. There are many opportunities of a school library in educating the CWSN as follows:

- Providing the opportunity for team work among peers.
- Sharing games and other activities among students.
- Try to execute play way method by giving responsibilities.
- Increase the level of confidence by simple word of praise.
- Helps in developing the socialization skills.

With the help of these techniques school library facility can easily develop the level of confidence of CWSN without any specific effort. The school library should be sensitive towards the needs and problems of CWSN and encourage their inherent capabilities.

- **Special Transport system:** The special school administration system always ensure that CWSN are transported in a comfortable safe manner in the approved transportation facility of the institution, which in many cases is mainly the school bus. The school transportation should be organized and planned in such a way that it provides proper and sufficient support for CWSN. For CWSN, it is important to have a transportation representative who would provide the following points as regards the bus transportation facility in the school:
 - The type of vehicle that the student can ride
 - The length of the ride, pick-up and drop-off timings
 - Temperature condition during every weather
 - An emergency communication system should be present in the bus if required

Wheelchairs should be frequently used as the mode of transport on the school bus for children with different special needs. However, it is important that certified transit wheelchair has to be used for the purpose. Car-type units, stroller devices, three-wheeled devices, etc, cannot be used as occupied transport in a school bus. For every CWSN, a medical emergency unit should be present on the bus. It was observed that all the Government schools have the provision of transportation only few private schools did not have the medical provision

- **Provision of Hostel:** An inexpensive lodging facility is very much important for CWSN. Hostel or residential facility should be arranged in the school campus or inside the campus of the school accordingly students can accommodate easily. **Residential Facility:** A residential school is an institution where the child lives within premises while given formal education. CWSN who stay and study in residential schools are self-reliant and gain more confidence to tackle future challenges. Effective guidance and discipline ensure the development of students in residential schools. Extra care and attention are given to CWSN in residential schools. CWSN students mainly face problems with mobility, so they should stay in residential schools which will help them to get into the classes easily.
- **Provision of Safe Drinking Water:**

Water distribution in the schools is one of the important aspects in every institution. Pure running water is very important for hygiene of the students. Safe and readily available water is essential for the health of the students. Pure drinking water facility is very much necessary for the health of the students. The provision of drinking water is technically one of the essential resources in every school. Drinking water facility should be available in every weather condition in every school. In maximum school's aqua guard is available for students
- **Organize Excursion:** Excursion is a leisure time activity which is mainly organized for the all-round development of the students. Organizing excursion for CWSN will develop their inherent qualities. Excursions can encourage CWSN to participate in hand on activities like

planting vegetables and feeding animals, and also additionally provides real world experiences. Excursions are significant educational tool for getting CWSN involved in the society.

- **Facilities for Recreational activities:** Recreational activities are one of the essential co-curricular activities of every school. CWSN are often excluded from activities that other children take for granted, like enjoying recreational activities. They are often excluded from many of the things that help children develop and give them opportunities to reach their full potential. Recreational activities consist of experiences carried on within leisure usually chosen voluntarily by the participant. These activities provide importance of recreations on one's life specifically in three aspects- physical health, mental health and improving quality of life. It not only helps to gather knowledge but to use it ethically to lead a healthy and better life and teaches one to think with a more practical approach to life. It also enhances ones all round development. It includes activities like drawing, singing, dancing, drama and different kind of group activities.

Findings and Discussion

The finding on the facilities available for children with special needs in special schools reveals that they are not satisfactory. The overall facilities in special schools are not sufficient; it does not fulfill the needs of the children. It has been felt that CWSN require special arrangements in the environment for their mobility and independent functioning. It is also a fact that many institutes have physical barriers that disabled persons find difficult for their day-today functioning. The colleges are expected to address accessibility related issues as per the stipulations of the Persons with Disabilities Act 1995, and ensure that all existing structures as well as future construction projects in their campuses are made disabled friendly.

Table No: 1 Showing the Opinion of principal/administration and teachers regarding the Facilities available for Children with Special Needs (N=211)

Sl. No	Facility	Frequency	Percentage
1.	Medical facilities	211	100%
2.	Health Campaign programmes	164	77.73%
3.	Equipped with Technology	144	68.23%
4.	Special Transport system	211	100%
5.	Availability of Psychological Clinic	50	23.7%
6.	Library Facility	211	100%
7.	Provision of hostel	211	100%
8.	Provision of running water facility	211	100%
9.	Provision of drinking water facility	211	100%
10.	Organize Excursion	181	85.78%
11.	Facilities for Recreational activities	211	100%
12.	Residential school	203	96.21%

13.	Sufficient resources for Children with Special Needs	144	68.23%
14.	Sanitization facility	211	100%
15.	Devices to help for children with disability	211	100%

Graphical representation of table no.1 Facilities in Special Schools

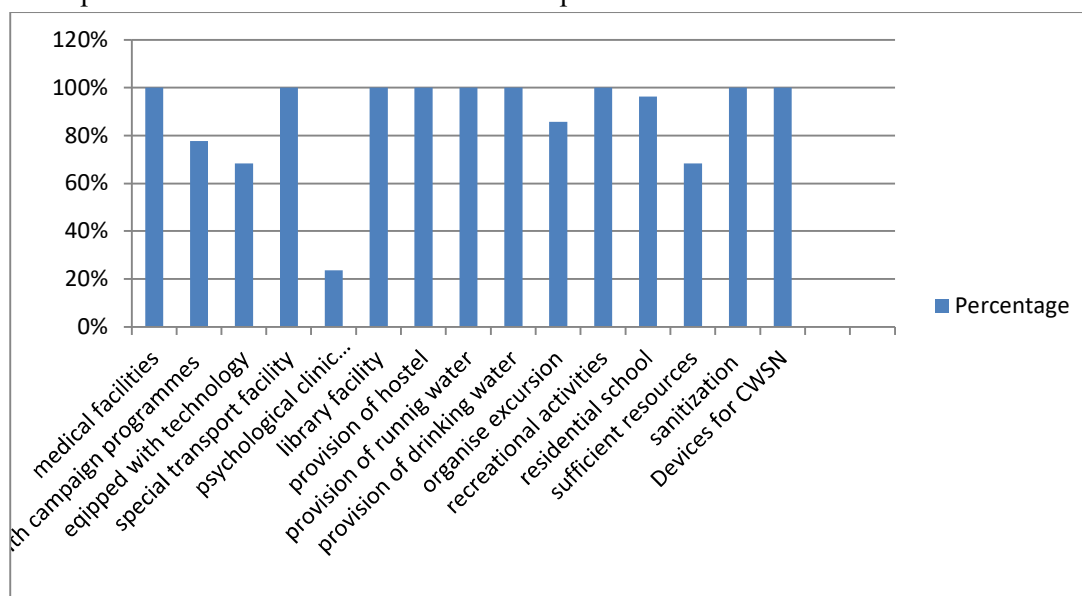


Figure No. 1, showing the facilities available for children with special needs in Assam

The above data indicates the facilities available for children with special needs in Assam. The center percent of teachers/ administrator replied positively about having medical facilities, in the special schools. 77.73% of schools organize health campaign programmes. Majority of the special schools have the facilities like- library, hostel, safe drinking water, sanitization, transportation facility. However, only 23.7% of schools have psychological clinic facility. 144 (68.23%) of teachers informed about having equipped with technology like-. While 181 (85.78%) of teachers had opined about organizing excursion for students in every session. On the other hand, 68.23 per cent of teachers mention of having sufficient resources for children with special needs in special schools. Cent per cent of schools have different devices to help for children with different types of disability.

Suggestion for improving the facilities of children with special needs in special schools: Some of the suggestions are highlighted below for the proper and advance facilities for Children with Special Needs in special schools.

1. Attitudinal barriers need to be addressed seriously through different sensitization programme.
2. Govt. schools with special equipment for different types of disabilities should be established for decreasing the dropout rate of CWSN. Provisions should be made for tracking the CWSNs progress and smooth transition from elementary to secondary schools with the cooperation of SSA and elementary education department for smooth harnessing of the facilities.
3. Concerned NGOs should be encouraged to take initiative for education of the differently able along with health, advocacy, livelihood training, providing scholarship, rehabilitation, physiotherapy, counselling and creating awareness about the rights and laws.

4. Provisions should be made for architecturally barrier free irrespective of types and category of disabilities.
5. For successful integration of children with special needs, provision of aids and appliances are required. Through convergence with the State Health Department, Social Welfare and NGOs, different aids and appliances may be provided to the CWSNs.

Conclusion – The facilities for Children with Special Needs will remain a policy on paper, unless the challenges are carefully identified and systematically implemented. Instead of focusing physical access to school emphasis should be laid on the availability of the advanced facilities and modern technologies in the school atmosphere. Awareness about the facilities and provisions for Children with Special Needs should be created among all sections in the society in order to change the negative attitude about the Children with Special Needs. The institutes should create special facilities such as ramps, rails and special toilets, and make other necessary changes to suit the special needs of Children with Special Needs. The construction plans should clearly address the accessibility issues pertaining to special needs. Guidelines on accessibility laid out by the office of the Chief Commissioner of Disabilities. Children With Special Needs require special aids and appliances for their daily functioning. These aids are available through various schemes of the Ministry of Social Justice and Empowerment. In addition to the procurement of assistive devices through these schemes, the higher education institute may also need special learning and assessment devices to help Children With Special Needs students enrolled for higher education. In addition, visually challenged students need Readers. Availability of devices such as computers with screen reading software, low-vision aids, scanners, mobility devices, etc., in the institutes would enrich the educational experiences of Children with Special Needs. Therefore, Special schools are encouraged to procure such devices and provide facility of Readers for visually challenged students.

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CERTIFICATE OF PARTICIPATION

This is to certify that Prof./Dr./Mr./Ms. Jaysree Das
of BODOLAND UNIVERSITY College/University Participated/
Presented a paper entitled Implementation of NEP for Children with
Special Needs in the ICSSR sponsored National
Seminar held on 18th & 19th November, 2022, Organised by Department of Education in collaboration with
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Certificate

This is to certify that Prof./Dr./Mr./Mrs./Ms. **Jaysree Das, Research Scholar** of **Bodoland University, Kokrajhar** has participated in the National Seminar (Multidisciplinary) held on 27th & 28th August, 2022 at Bongaigaon College and Chaired a session as Resource Person / Delivered invited lecture/Presented a paper entitled: **Education for Children with Special Needs: A Review on Govt. Initiatives with Reference to Assam**

(Dr. Dinesh Das)

Principal & Chairman
Bongaigaon College, Bongaigaon

(Dr. Rupanjali Devi)
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Associate Professor, Department of Education
Cotton University, Guwahati

Dr. Mridula Devi
Associate Professor, Department of Economics
Bodoland University, Kokrajhar

Appendix- I

Questionnaire for Principal

Respected Sir/Madam

This questionnaire is prepared to gather information on the research entitled “A Study on Education for Children with Special Needs in Assam”. Specifically it is intended to know the education for children with special needs and its related issues that directly or indirectly affect the outcome. The information you provide will be used only for research purpose and will remain highly confidential. Your genuine responses to all items across all the sections of the questionnaire will contribute a lot to the successful completion of this study. You are therefore kindly requested to provide genuine information.

Please put your response(s) by putting a (✓) tick mark in the appropriate box which represents your choice by writing the necessary information.

A. General Information

1. Name:
2. Age:Sex: Male/Female
3. Highest Qualification:
4. Name of the school and Address:
5. Date of establishment of the school.....
.....
6. Type of school: a) Govt.
 b) Govt. Aided
 c) Missionary
 d) Private
 e) Other Charitable Trust
 f) Any other

7. Affiliation: a) State Board

b) CBSE

c) Others (Specify)

8. District/State:

9. Number of classes, from.....To.....

10. Nature of the school - Boys /Girls /co-educational.

B. Infrastructure:

11. Are there sufficient number of classrooms?

a) Yes ☐

b) No ☐

12. Is there any modifying furniture for different types of disability children?

a) Yes ☐

b) No ☐

13. Is there a library in your school?

a) Yes ☐

b) No ☐

If yes,

Are books specially meant for Children with Special Needs?

a) Yes ☐

b) No ☐

14. Do you provide free study materials for Children with Special Needs?

a) Yes ☐

b) No ☐

15. Is there proper sanitation facility for Children with Special Needs?

a) Yes ☐

b) No ☐

16. Is running water facilities available in the washroom?

a) Yes ☐

b) No ☐

17. Is drinking water facility available in the institution?

a) Yes ☐ b) No ☐

If yes, which of the following facility are available? Please tick (√)

a) Aqua guard ☐

b) Filter ☐

c) Tape water ☐

d) Tube well ☐

18. Do you have separate hostel for boys and girls?

a) Yes ☐ b) No ☐

19. Are food and lodging free for the students?

a) Yes ☐ b) No ☐

20. Does your institution attach with medical unit?

a) Yes ☐ b) No ☐

If yes, do you have visiting medical officer in your institution?

a) Yes ☐ b) No ☐

21. Do you organize health campaign programmes for the CWSN?

a) Yes ☐ b) No ☐

22. Is there any psychological clinic attach to the school?

a) Yes ☐ b) No ☐

23. Does your school provide transportation to Children with Special Needs?

a) Yes ☐ b) No ☐

C. Teaching learning aids:

24. Is your school well equipped with the technological aids?

a) Yes ☐ b) No ☐

If yes, what are the following technological aids are available in order to facilitate in communication between Children with Special Needs and other persons?

(Please tick) (✓)

- a) Assistive devices like canes ☐
- b) Braille slates ☐
- c) Hearing Aids ☐
- d) Learning devices like- building blocks, puzzle ☐
- e) Study devices- adapted books, pencil holders, etc ☐
- f) Braille or speech output devices ☐
- g) Large print screens ☐
- h) Any other. Please specify.....
- i) None

D. Other facilities:

25. Mention the co-curricular activities taken up by the student-teachers during the course of the study? Please specify.....

.....

26. Does your institute conduct remedial programme?

- a) Yes ☐
- b) No ☐

If yes, Specify.....

27. Is there any kind of vocational programmes in your school?

- a) Yes ☐
- b) No ☐

28. Do you organize excursion or any other educational tour?

- a) Yes ☐
- b) No ☐

29. Does the school provide guidance and counselling service?

a) Yes ☐ b) No ☐

If yes, who conduct the programme? (Please tick) (√)

a) Full time counsellor ☐

b) Teacher counsellor ☐

c) Career master ☐

d) Inspectorate ☐

30. Do you conduct any kind of motivational programme in your school?

a) Yes ☐ b) No ☐

If yes, please mention.....

.....

31. Are there any facilities for recreational activities in the hostel?

a) Yes ☐ b) No ☐

If yes, what are the activities?

.....

32. Would you please forward your idea regarding the activities done so far in your school in regard to school improvement, focusing on the following domain? Please specify.....

.....

E. Government Schemes and policies for improving the education of CWSN of Special Schools

33. From which agency do you get financial assistance for educating the Children with Special Needs? (Please tick) (√)

a. State Govt. ☐

b. Central Govt. ☐

c. NGO ☐

d. Other ☐

34. What type of govt. support does your institution received from the Govt.?

a) Teachers salary

b) Construction of buildings

c) Maintenance of funds for schools

d) Other support services

Please Specify:

.....

35. Is there any agency/organization (NGO) which have supported your school so far?

a) Yes ☐

b) No ☐

If yes, what kind of support they have provided in your school? Please

mention.....

36. How many awareness camps have been organized by Government? Please

Mention.....

.....

37. Is there any facilities provided by the Govt. of Assam for early detection and identification for the Children with Special Needs?

a) Yes ☐

b) No ☐

38. What facilities are provided by the Govt. of Assam for the counselling of parents for the Children with Special Needs? Please mention.....

.....

38. Are there any newly introduced schemes by Govt. of Assam for the benefit of the Children with Special Needs?

39. What are the existing schemes for the welfare of the Children with Special Needs in

Assam? Please specify.....

.....

40. What scheme has been formulated to provide grants to set up multidisciplinary services like physiotherapy, speech therapy etc for the Children with Special Needs? Please Specify.....

.....

41. What are the existing facilities provided by SEBA for encouraging special education for the Children with Special Needs in Assam and permitting them to appear in Board Exams?

42. Is there any kind of Special curriculum provided by SEBA for Children with Special Needs? Please specify.....

.....

43. Apart from the above questions, if any information is uncovered please mention.....

.....

Types of Disabilities Available in special schools

44. How many types of disability are available in your school?

Sl. No	Types of Disability	No of Students	Percentage
1	Visual Impairment (VI)		
2	Hearing/speech Impairment(Deaf and dumb) (HI/SI)		
3	Cerebral Palsy (CP)		
4	Orthopaedic Impairment (OI)/ Loco motor Impairment (LI)		
5	Mental Retardation (MR)		
6	Autism spectrum syndrome (ASD)		
7	Multiple Disability (MD)		
8	Grand Total		

45. Which type of disability is more prevalent in your institution? (Please tick) (✓)

a) Visual Impairment (VI) ☐

b) Hearing/speech Impairment (Deaf and dumb) (HI/SI) ☐

c) Cerebral Palsy (CP) ☐

d) Orthopaedic Impairment (OI)/ Loco motor Impairment (LI) ☐

e) Mental Retardation (MR) ☐

f) Autism spectrum syndrome (ASD) ☐

g) Multiple Disabilities (MD) ☐

46. Does your school facilitate all the types of disability?

a) Yes ☐

b) No ☐

47. Which types of disability is admitted in your school? Please

mention.....

.....

Appendix-II

Questionnaire for Teachers

Dear Sir/Madam

This questionnaire is prepared to gather information on the research entitled “A Study on Education for Children with Special Needs in Assam”. Specifically it is intended to know the education for children with special needs and its related issues that directly or indirectly affect the outcome. The information you provide will be used only for research purpose and will remain highly confidential. Your genuine responses to all items across all the sections of the questionnaire will contribute a lot to the successful completion of this study. You are therefore kindly requested to provide genuine information.

Please put your response(s) by putting a (√) tick mark in the appropriate box which represents your choice by writing the necessary information.

A. General Information

1. Name of the institution:

2. Address:

3. Type of school:

- a) Govt.
- b) Govt. Aided
- c) Missionary
- d) Private
- e) Other Charitable Trust
- f) Any other

4. Name of the respondent:

5. Sex: Male: ☐ Female: ☐

6. Marital status: Single: ☐ Married: ☐

7. Educational Qualification:

8. What subjects do you generally teach?

9. Teaching experience in years.....

B. Problems of Teachers

Professional Information

10. Have you undergone any special course or training on special education?

a) Yes ☐ b) No ☐

If yes, please specify the course

Problems Related to Teaching

11. Do you face any kind of problem in teaching Children with Special Needs?

a) Yes ☐ b) No ☐

If yes, please specify the problems.....

.....

12. Do you have any disruptive student in your class?

a) Yes ☐ b) No ☐

If yes, how do you manage a disruptive student? Please mention.....

.....

13. What method do you follow in your teaching?

a) Lecture Method b) Project Method c) Any Other Please specify.....

14. How often do you assess the progress of your students?

a) Weekly

b) Monthly

c) Yearly

15. What levels of education are offered at your school? Please Specify.....

.....

16. According to you, which type of disability children, are being found problematic in teaching.

Please mention.....

.....

17. What are the challenges you face in teaching Children with Special Needs in your class?

Please Specify.....

.....

18. Do you find any difficulty in imparting instructions in special school?

a) Yes ☐

b) No ☐

If yes, Please mention.....

.....

C. Problems faced by Children with Special Needs

Academic Issues

19. Are student regular in attending classes?

a) Yes ☐

b) No ☐

20. Does the student freely undertake any assignment given to him/her?

a) Yes ☐

b) No ☐

21. Does students engage in play with their peers?

a) Yes ☐ b) No ☐

22. Are students sensitive towards teachers praise or reward?

a) Yes ☐ b) No ☐

23. Does students approach the teachers on his own to solve his/her difficulties?

a) Yes ☐ b) No ☐

24. Does the student accept teacher's suggestions in learning activities?

a) Yes ☐ b) No ☐

25. Does the children face any health related issue?

a) Yes ☐ b) No ☐

If yes what are the problems.....

26. What kind of communication problems are faced by the children in the class? Please mention.....

.....

27. What type of learning problems are faced by the children in the class?

.....

.....

28. Please mention the various problems faced by the Children with Special Needs?

.....

29. Apart from the above questions, if you have any information please mention.....

.....

Appendix-III

Interview Schedule for Parents

This interview schedule is prepared to gather information on the research entitled “A Study on Education for Children with Special Needs in Assam”. Specifically it is intended to know the education for children with special needs and its related issues that directly or indirectly affect the outcome. The information you provide will be used only for research purpose and will remain highly confidential. Your genuine responses to all items across all the sections of the questionnaire will contribute a lot to the successful completion of this study. You are therefore, kindly requested to provide genuine information.

Please put your response(s) by putting a (✓) tick mark in the appropriate box which represents your choice by writing the necessary information.

General Information:

1. Name of the District:
2. Name of the children:
3. Sex (Boy/ Girl):
4. Educational status of father:
5. Educational status of mother:
6. Occupation of father:
7. Do you find any problem in dealing with your child?
(a)Yes ☐ (b) No ☐
8. Do you take active role in supporting Children with Special Needs?
(a)Yes ☐ (b) No ☐
9. Do you get sufficient support from the school?
(a)Yes ☐ (b) No ☐

10. Do you think economic condition of the family has effect the education for Children with Special Needs?

(a)Yes ☐ (b) No ☐

11. Are you satisfied with the child's performance?

(a)Yes ☐ (b) No ☐

12. Do you discuss the academic progress of your child with the teacher?

(a)Yes ☐ (b) No ☐

13. Does the school arrange parent's teacher meet?

(a)Yes ☐ (b) No ☐

14. Do you think your children have received the right type of support from school?

15. Does the school provide any kind of feedback appraisal?

(a)Yes ☐ (b) No ☐

16. Do you think existing curriculum is suitable for your child?

(a) Yes ☐ (b) No ☐

17. Do you get free study material from the school for your child?

(a) Yes ☐ (b) No ☐

18. Do you encourage your child to take part in co-curricular activities?

(a)Yes ☐ (b) No ☐

19. Do you get any kind of support from Government for the education of your child?

(a)Yes ☐ (b) No ☐

If yes, Please specify.....

20. Are you satisfied with the facilities provided by the school for educating the special children?

(a) Yes ☐ (b) No ☐

If yes.....

If no.....

Appendix IV

Photos of Special Schools in Assam

Organizing Co-Curricular activities in Special Schools , Assam



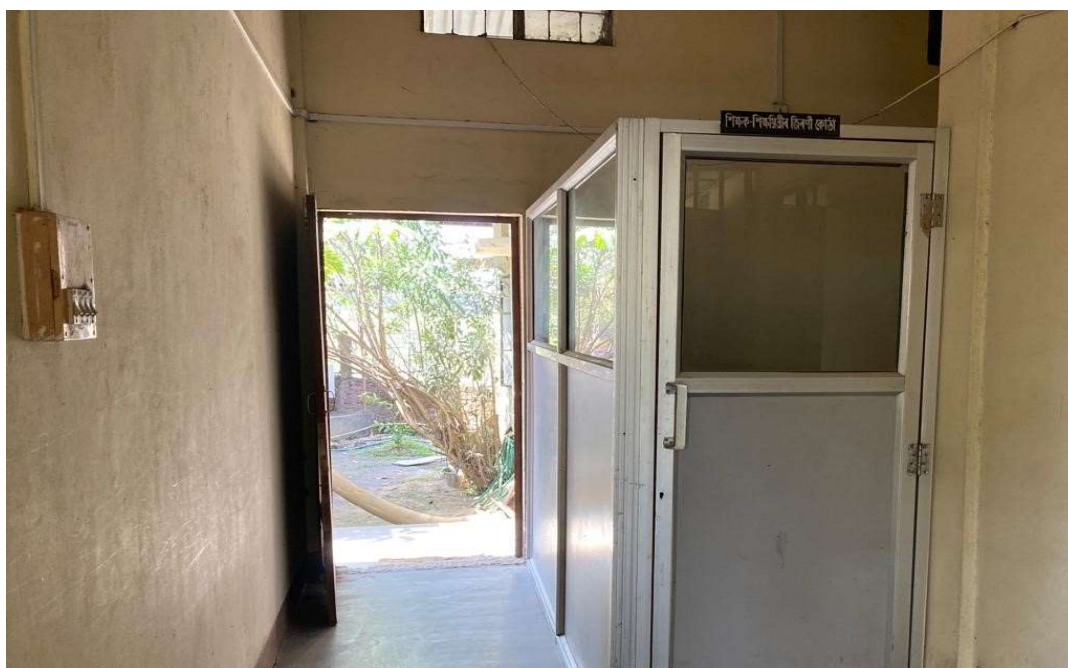
Hostel Facilities for Children with Special Needs in Special Schools , Assam



Morning Assembly in Special Schools



Teachers Common Room in Special Schools , Assam



Separate Toilet Facilities for both Boys and Girls



Assam Andha Sishu Vidyalaya, Lakhimpur



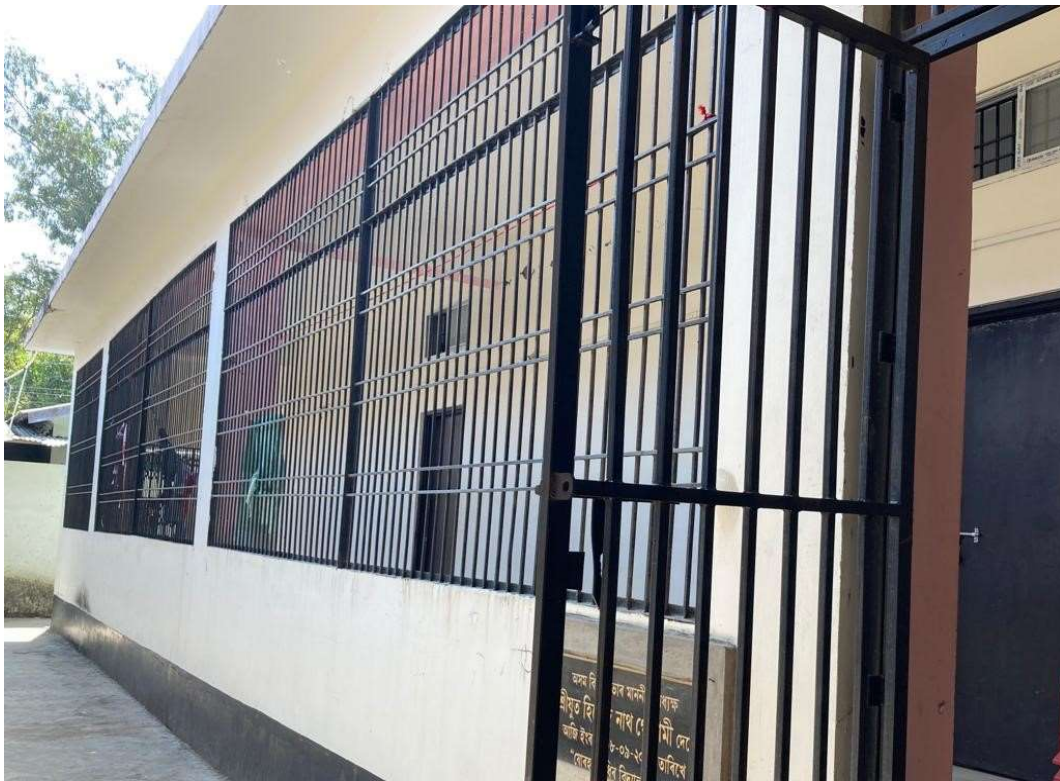


Titabar Physically Handicapped (Deaf- Dumb) School And Training Center, Jorhat



Jorhat Deaf and Dumb school, Jorhat





Jorhat Blind School, Jorhat





Srimonto Shankar Mission Blind School, Nagaon





Saraswati Bagdhani, Guwahati



Assam Rehabilitation Centre, Guwahati

