

# **A Study on Education for Children with Special Needs in Assam**

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## **Abstract**

Education helps people to see the world as a just and fair place where everyone is given equal opportunities. It is a must for a promising, self-sufficient, secure future and a stable life. The concept of “Children with Special Needs” (CWSN) determines the policy, research, and practice in special needs education. The children with special needs are unique individuals. In India, special education is a separate system of education for children with special needs outside the mainstream education system that evolved way back in the 1880s. Sarva Shiksha Abhiyan (SSA) first uses the term Children with Special Needs (CWSN) for children with disabilities and SSA ensures that every child with special needs, irrespective of the kind, category, and degree of disability is provided meaningful and quality education. The present study intends to achieve the following objectives:

- To find out the types of disabilities children with special needs in special schools of Assam.

- To determine the facilities available for children with special needs in special schools.
- To determine the problem faced by children with special needs in special schools of Assam.
- To evaluate the various problems of teachers in the teaching-learning process in special schools.
- To know the perception of parents towards the education of their children.
- To determine the role of the Government's schemes/ Policies towards improving the education of children with special needs in Assam.

The study on education for children with special needs has a certain kind of specialization. Children with special needs require a high level of special attention and care, which is not provided in regular classrooms. Children with special needs are citizens of the country and they have every right to receive an education tailored to their needs and abilities. All children, including children with special needs, have a right to an education that meets their needs. The objectives of education for children with special educational needs are the same as those for all children. Education should be about preparing all children, by their abilities, to live full and independent lives in which they can contribute to their communities, collaborate with others, and learn throughout their lives. Education aims to help children develop in all aspects of their lives, including spiritual, moral, cognitive, emotional, imaginative, aesthetic, social, and physical growth.

The review of related research literature conferred an outline of studies associated with children with special needs, inclusive education, and special schools. The maximum number of research studies has been reviewed on inclusive education, parent's attitude towards special education, and children with special needs in the international, national, and regional areas.

### **Methodology Adopted:**

The present study is a descriptive survey in nature. The investigator has adopted the descriptive survey method according to its nature and suitability. To find a complete picture of the existing facilities a census method was adopted in the present study. All the existing twenty (20) special schools were selected for the study. The sample selected was 20 Principals/Heads of Institutions, 211 teachers, and 5 to 10 parents were selected from each school. A total of 134 parents of children with special needs were selected as the sample.

In order to find a complete picture of the existing special school facilities a census sampling is adopted. All the special schools are selected for the present study. A sample of 20 principals/ head of the institutions, 191 teachers and 134 parents of children with special needs are drawn in the study. The parents are selected using convenient sampling method.

After reviewing different literature on special schools and discussing with the experts, the tools were prepared by the investigator. The research tools used in the present study are:

1. Questionnaire for the Principals or Heads of the institutions and teachers
2. Interview Schedule for parents of children with special needs
3. Observation method

### **Analysis and Interpretation of Data**

The analysis and interpretation of data of the present study has been done objective wise on the basis of relevant data collected for the purpose.

### **Major Findings**

Based on the analysis and interpretation of the data presented in the previous chapters, the major findings of the study have been presented in this chapter. The sequence of the findings has been done based on the objectives of the study.

### **Conclusion**

The concept of special education is fundamentally based on education for all. Every child in India has the right to an education. The Indian Constitution declares Education as a birthright for all citizens. All children with special needs should have equal access to education in regular schools along with their normal classmates. Currently, Assam has 20 special schools, 4 government and 16 privates are managed by registered NGOs. According to the data, there were seven types of disability in children with special needs in special schools of Assam, with the majority of students having visual and hearing/speech impairments. The facilities available for children with special needs in special schools of Assam were generally inadequate. The majority of children faced various educational challenges. Students had the most difficulty communicating and interacting with one another and with their teachers. After assessing the

various problems encountered by teachers during teaching teaching-learning process, it was found that teacher training is another factor in the effective implementation of educational programmes. Teachers also face difficulties based on the type of disability in children. Parental perception is another significant in the education process because parents are closely associated with their children and are aware of their children's disabilities from the time they are born. As a result, the study reveals that most parents were optimistic about educating their children with special needs. In terms of role and policies, Assam's government schemes and policies have a very moderate impact on special schools. The government should also be more alert and conscious about the issues surrounding the implementation of various schemes and policies for the education of children with special needs so that Education for All becomes a reality throughout the state in special schools.

**Key Words:** Children with special needs