

Chapter- IV

Analysis and Interpretation of Data

4.0 Introduction

One of the most crucial components of any type of research is data analysis and interpretation. It offers a fantastic chance to address any type of study question. Data collection is crucial for analysis. The analysis of data means the study of the tabulated material to determine their inherent factors. It involves breaking down the difficult factors into simple parts and putting the parts together in a new systematic manner for interpretation. Interpretation is one of the most important steps in the whole research study. The development of analysis and interpretation of data includes organization, analysis and interpretation of data. The data collected through various reliable and valid tools and different techniques simply means raw data. It is always to be systematically organized i.e., edited, classified and tabulated before it can serve any kind of research purpose.

This fact-based investigation is built on data gathered from primary and secondary sources, both quantitative and qualitative. Quantitative information gathered from public and private facilities allocation children with special needs across Assam's districts. For this reason, a questionnaire about facilities, issues face by principals, teachers, and children with special needs was prepared. Information was also gathered about the services provided to children with special needs from the Assamese Social Welfare Department. Through a schedule of interviews, qualitative data was gathered from parents of children with special needs and observation. In the current study, both quantitative and qualitative data analysis methodologies were used.

Based on the data that was gathered for the study, objective analysis and interpretation of the study's findings have been carried out.

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

4.1.0 On the basis of the First Objective: Types of Disabilities Children in Special Schools of Assam

Finding out what kinds of disabilities are offered in Assam's special schools is the study's main goal. The major data used in the studies was gathered through questionnaires from school administrators. In light of this, information regarding the availability of various categories of impaired children in special schools for the 2022–2023 academic year is examined.

The main divisions of disability are physical, sensory, psychiatric, neurological, cognitive, and intellectual. Physical impairment is the most common type of disability. The term 'Disability' means any condition of the body and mind that makes it more difficult for the person with the condition to do some kind of activities and interact or participate with the people around them. Over one billion people about 15 per cent of the population experience disability. A person's environment has a huge effect on the extent of disability.

Types of disability also recognize the role of physical and social environmental factors in affecting disability outcomes. There are several types of disabled children but in the present study, only seven types of disabilities were found which are presented below.

Table 4.1.0 Types of Disabilities in Children with special needs in Special Schools of Assam

| Sl. No. | Types of Disability | No. of Students | Percentage |
|---------|---|-----------------|-------------|
| 1 | Visual Impairment (VI) | 925 | 46% |
| 2 | Hearing/speech Impairment(Deaf and dumb) (HI/SI) | 652 | 32% |
| 3 | Cerebral Palsy (CP) | 90 | 4% |
| 4 | Orthopaedic Impairment (OI)/ Locomotor Impairment (LI) | 85 | 4% |
| 5 | Mental Retardation (MR) | 81 | 4% |
| 6 | Autism spectrum syndrome (ASD) | 105 | 5% |
| 7 | Multiple Disability (MD) | 95 | 5% |
| 8 | Grand Total | 2,033 | 100% |

Source: Social Welfare Department, Assam (2022-2023)

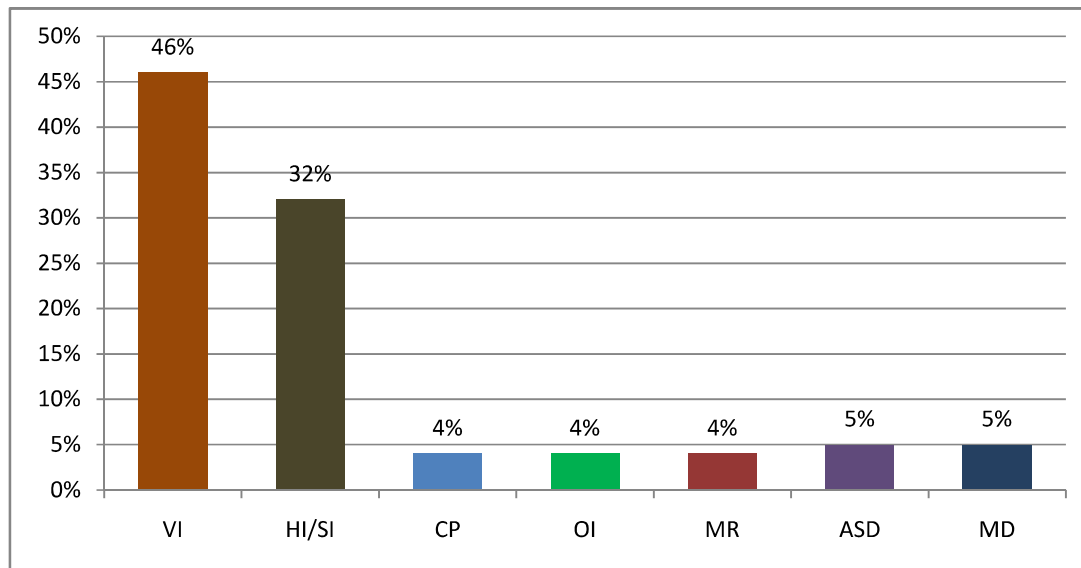


Figure 4.10 Types of Disability in Children with special needs

From the above Table 4.10 and Figure 4.10 it is observed that during the academic session 2022-23, the total enrolment of children with special needs in special schools was 2,033 (Social Welfare Department, Assam). Out of 2,033 children, 925 (46%) were visually impaired, which shows the highest percentage among the children with special needs,

followed by hearing/speech impairment (32%). On the other hand, multiple disabilities children and Autism spectrum syndromes constitute 5 per cent each. Cerebral Palsy, Orthopaedic / Locomotor Impairment, and mental retardation were the least common, accounting for only 4 per cent. Thus, the result shows that all special schools have variety of disabilities, with the majority of the children being visually handicapped and having hearing/speech impairment.

Accordingly, the seven types of disabilities found in children with special needs enrolled in respective special schools of Assam are described below.

4.1.1 Visual Impairment

Hundreds and thousands of people have minor to various serious vision impairments. This impairment can result in some serious problems or diseases like blindness and ocular trauma. Some vision impairments include a scratched cornea, scratches on the sclera, diabetes-related eye conditions, dry eyes, and corneal graft. A person's vision may drastically change throughout life due to several internal and external factors. Visual impairment describes an abnormal level of eyesight even with the use of eyeglasses, medication, surgery, or contact lenses. Vision may be impaired due to multiple reasons, this could be due to eye damage, failure of the brain to receive and read the visual cues sent by eyes, etc. Sometimes visual impairment may be inherited. It manifests at birth or in childhood in some cases. These children with partial or complete impairment are often developmentally delayed especially in gross and fine motor skills. In the study, 46 per cent (925) of children were found to be visually impaired. The visually impaired children available in schools are presented in the table below.

Table 4.1.1 School-wise Distribution of Visually Impaired Children in Special Schools

| Name of the School | No. of visually impaired children | Percentage |
|---|--|-------------------|
| Assam AndhaSishuVidyalaya, Lakhimpur | 75 | 8.12% |
| Guwahati Blind School, Guwahati | 250 | 27.03% |
| Ghilamara Blind School, Lakhimpur | 45 | 4.86% |
| Jorhat Blind School, Jorhat | 150 | 16.22% |
| Moran Janamangal Adarsha Blind School, Dibrugarh | 30 | 3.24% |

| | | |
|--|------------|-------------|
| Monfort School, Guwahati | 10 | 1.08% |
| Prerona, Jorhat | 90 | 9.73% |
| Srimonto Sankar Mission Blind School, Nagaon | 80 | 8.65% |
| Sishu Sarothi, Guwahati | 75 | 8.12% |
| Special Residential School for Handicap, Bajali | 10 | 1.08% |
| Sarothi – A Centre for Ability Development, Nalbari | 100 | 10.81% |
| Tapoban Student's Welfare Home, Bajali | 10 | 1.08% |
| Total | 925 | 100% |

Source: (Field Investigation)

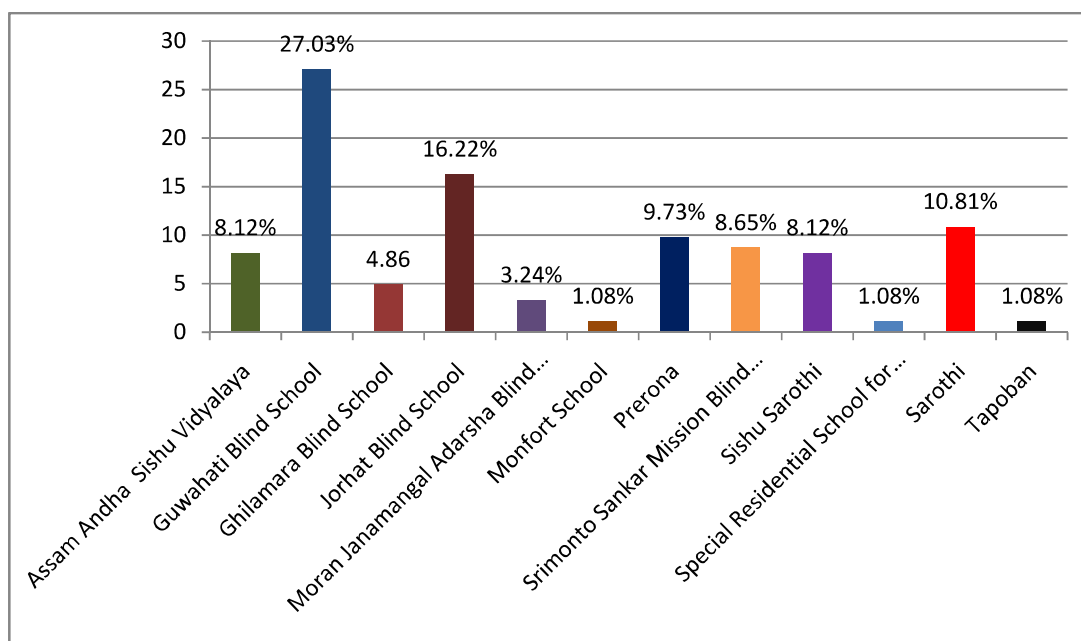


Figure 4.2 School-Wise Graphical Representation of Visually Impaired Children in Special Schools

Table 4.1.1 shows that 925 visually impaired students are enrolled in special schools of Assam in the academic session 2022-23. Following, 250 (27.03%) students are enrolled in Guwahati blind school, 150 (16.22%) students in Jorhat Blind School, 100 (10.81%) students in Sarothi – A Centre for Ability Development, 90 (9.73%) students are in Prerona, 80 (8.65%)

students are in Srimonto Sankar Mission Blind School, 75 (8.12%) students are in Assam Andha Sishu Vidyalaya and Sishu Sarothi, 45 (4.86%) students are in Ghilamara Blind School, 30 (3.24%) students in Moran Janamangal Adarsha Blind School, 10 (1.08%) students are in Special Residential School for Handicap and Tapoban Student's Welfare Home. Whereas, Guwahati blind school (27.03%) and Jorhat blind school (16.22%) have the highest number of blind students.

4.1.2 Hearing/Speech Impairment (Deaf and Dumb)

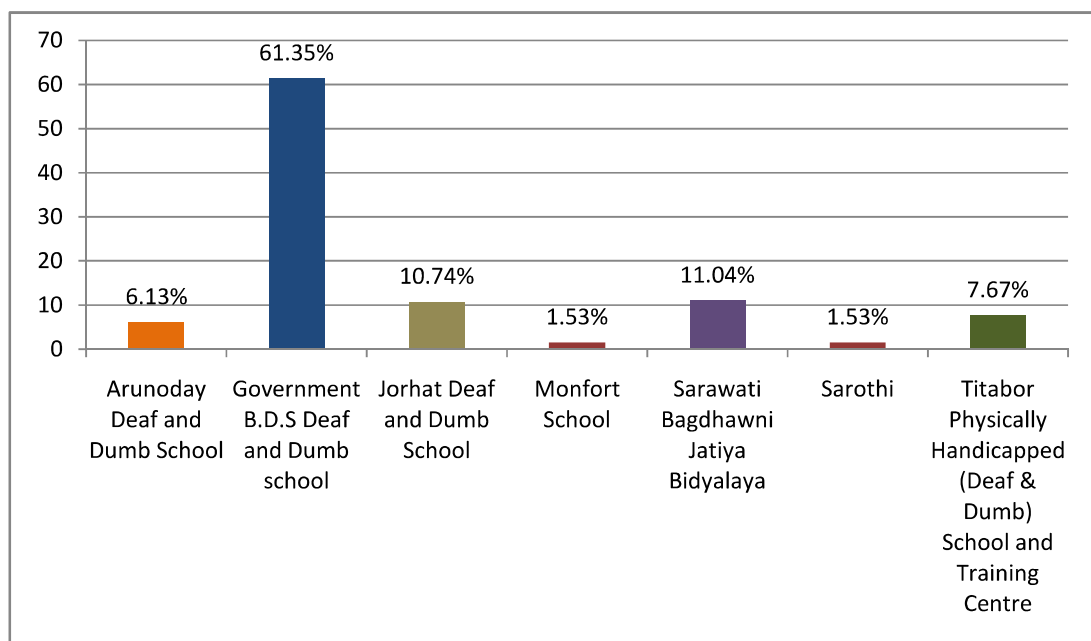
Hearing impairment is the inability of an individual to hear sounds. This may be due to improper development, damage, or disease to any part of the hearing mechanism. Hearing is the foremost concept for the development of normal speech and language. A child learns to speak by hearing the speech of others in the family and its surroundings. Deafness at birth or in early childhood has a dangerous effect on the child's overall development. Children with severe deafness rely on lip-reading to communicate with others or use sign language. Sign language uses signs with the hands, fingers, facial expressions, and body postures, without sounds, it is used mainly by those who are completely deaf. In the special schools, 32 per cent (652) were found to be speech impaired. The Hearing/Speech Impairment (Deaf and Dumb) children available in schools are presented in Table 4.1.2

Table 4.1.2 School-Wise Distribution of Hearing/Speech Impairments (Deaf and Dumb) Children in Special Schools

| Name of the School | No. of Hearing/Speech Impairment (Deaf and Dumb) Children | Percentage |
|---|--|-------------------|
| Arunoday Deaf and Dumb School, Nalbari | 40 | 6.13% |
| Government B.D.S Deaf and Dumb school, Guwahati | 400 | 61.35% |
| Jorhat Deaf and Dumb School, Jorhat | 70 | 10.74% |
| Monfort School, Guwahati | 10 | 1.53% |
| Sarawati Bagdhawani Jatiya Bidyalaya, Guwahati | 72 | 11.04% |
| Sarothi – A Centre for Ability Development, Nalbari | 10 | 1.53% |

| | | |
|---|------------|-------------|
| Titabor Physically Handicapped (Deaf & Dumb) School and Training Centre, Jorhat | 50 | 7.67% |
| Total | 652 | 100% |

Source: (Field Investigation)



**Figure 4.3 School-Wise Graphical Representation of Hearing/Speech Impairments
(Deaf and Dumb)**

From table 4.1.2, it is observed that 652 (32%) hearing/speech impairment students are enrolled in special schools of Assam during the academic session 2022-23. However, 400 (61.35%) students are enrolled in the Government B.D.S Deaf and Dumb School, 72 (11.04%) students are in Sarawati Bagdhawni Jatiya Bidyalaya Guwahati, 70 (10.74%) students are in Jorhat Deaf and Dumb School, and 50 (7.67%) students are in Titabor Physically Handicapped (Deaf & Dumb) School and Training Centre. Furthermore, 40 (6.13%) students are in Arunoday Deaf and Dumb school, and. whereas, both Monfort School and Sarothi – A Centre for Ability Development, there are ten 10 (1.53%) students enrolled.

4.1.3 Cerebral Palsy

Cerebral palsy is a group of disorders that affect a person's ability to move and maintain balance and posture. It is a common motor disability in childhood. It is caused by abnormal brain development or damage to the developing brain that affects a person's ability to control his or her muscles. A person with severe cerebral palsy might need to use special equipment to be able to walk and move. Many of them also have related conditions such as intellectual disability, problems with vision and hearing, speech, changes in the spine, or joint problems. It was observed that in special schools 4 per cent (90) have cerebral palsy. The cerebral palsy children available in special schools are presented in Table 4.1.3

Table 4.1.3 School-Wise Distribution of Cerebral Palsy Children in Special Schools

| Name of the School | No. of Cerebral Palsy children | Percentage |
|--|---------------------------------------|-------------------|
| Destination child home, Guwahati | 10 | 11.11% |
| Monfort School, Guwahati | 05 | 5.56% |
| Prerona, Jorhat | 30 | 33.33% |
| Sishu Sarothi, Guwahati | 15 | 16.67% |
| Special Residential School for Handicap, Bajali | 20 | 22.22% |
| Sarothi – A Centre for Ability Development, Nalbari | 10 | 11.11% |
| Total | 90 | 100% |

Source: (Field investigation)

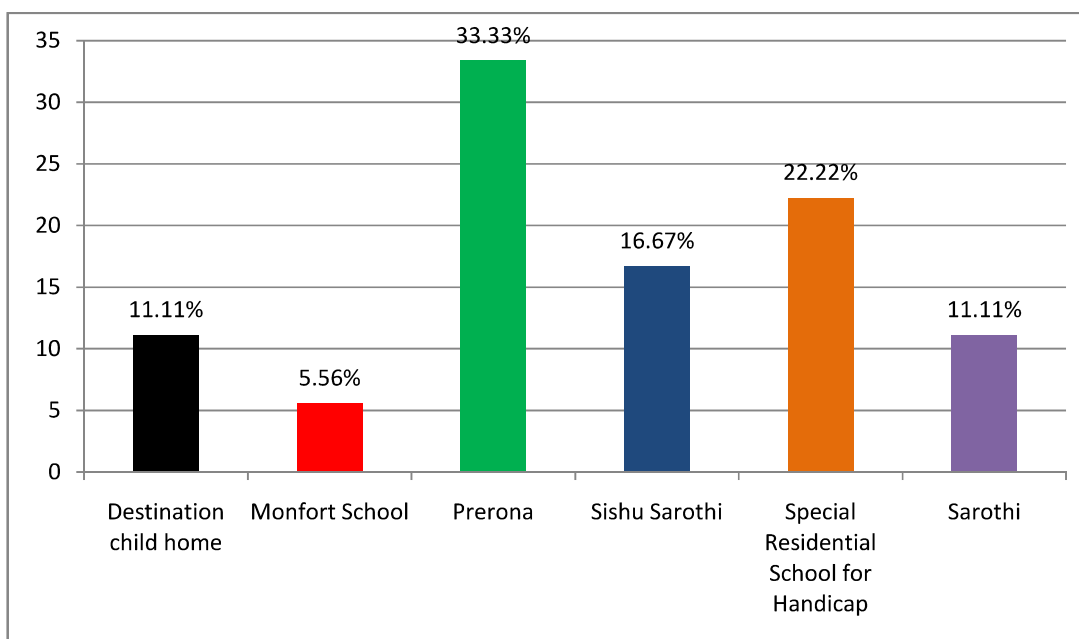


Figure 4.4 School-Wise Graphical representation Cerebral Palsy Children with special needs

Table 4.1.3, depicts 90 (04%) cerebral palsy special children enrolled in the academic session 2022-23 in special schools. The following 30 (33.33%) students are in Prerona, 20 (22.22%) students are in Special Residential School for Handicap, 15 (16.67%) students are in Sishu Sarothi, 10 (11.11%) students are in Destination Child Home and Sarothi – A Centre or Ability Development, 05 (5.56%) students are in Monfort School.

4.1.4 Orthopaedic / Locomotor Impairment

Orthopaedic impairment is a disability relating to bone, joint, or muscle. It can be caused by many different factors including genetic abnormalities, disorders such as cerebral palsy, or an injury that has caused a missing limb or has impaired a muscle. Many children with orthopaedic impairment still have normal cognitive abilities. Neuromotor impairment involves the central nervous system. This impairment affects the child's ability to move, feel, or use certain parts of the body. An orthopaedic impairment can also effect from previous factors such as an amputation, injury due to an accident, or severe burns that have resulted in damage to the bones and muscles. In special schools, 4 per cent (85) of children are orthopaedic impaired. The Orthopaedic / Locomotor Impairment children available in schools are presented in Table 4.1.4

Table 4.1.4 School-Wise Distribution of Orthopaedic / Locomotor Impairment Children in Special Schools

| Name of the School | No. of Orthopaedic /Locomotor Impairment | Percentage |
|---|---|-------------------|
| Ashadeep Day Rehab Centre, Guwahati | 25 | 29.41% |
| Monfort School, Guwahati | 10 | 11.76% |
| Prerona, Jorhat | 15 | 17.65% |
| Sishu Sarothi, Guwahati | 20 | 23.53% |
| Special Residential School for Handicap, Bajali | 15 | 17.65% |
| Total | 85 | 100% |

Source: (Field investigation)

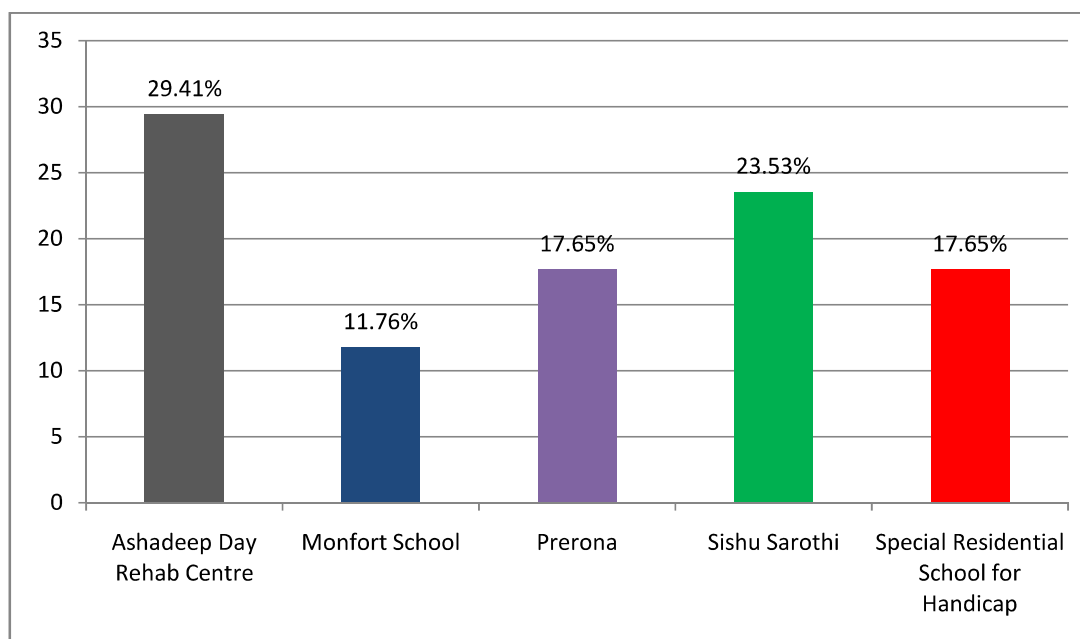


Figure 4.5 School-Wise Graphical Representation Orthopaedic / Locomotor Impairment Children in Special Schools

According to Table 4.1.4, 85 (04%) children with Orthopaedic / Locomotor Impairments are enrolled in special schools of Assam for the academic year 2022-23. Whereas, 25 (29.41%) students are in Ashadeep Day Rehab Centre, and 20 (23.53%) students are in Sishu Sarothi.

Furthermore, 15 (17.65%) students are enrolled in both Prerona and Special Residential School for Handicap. And 10 (11.76%) are in Monfort School.

4.1.5 Mental Retardation

Mental retardation refers to substantial limitations in the functioning of the body. It is characterized by mainly sub-average intellectual functioning, existing currently with related limitations in two or more applicable adaptive skill areas, communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work. People with mental retardation are frequently referred to by the term “intellectual disability” rather than retardation. It originated before the age of 18 years. It is defined as an IQ score below 70-75. However, mentally retarded children reach developmental milestones such as walking and talking much later than the general population. Symptoms of mental retardation may appear at birth or later in childhood. Out of the total enrolment 4 per cent (81) of the children have mental retardation. The mentally retarded children available in schools are presented in Table 4.1.5

Table 4.1.5 School Wise Distribution of Number of Mentally Retarded Children in special schools

| Name of the School | No. of Mentally retarded children | Percentage |
|---|--|-------------------|
| Ashadeep Day Rehab Centre, Guwahati | 12 | 14.81% |
| Monfort School, Guwahati | 22 | 27.16% |
| Prerona, Jorhat | 10 | 12.35% |
| Special Residential School for Handicap, Bajali | 10 | 12.35% |
| Sarothi – A Centre for Ability Development, Nalbari | 10 | 12.35% |
| Tapoban Student’s Welfare Home, Bajali | 10 | 12.35% |
| Total | 81 | 100% |

Source: (Field investigation)

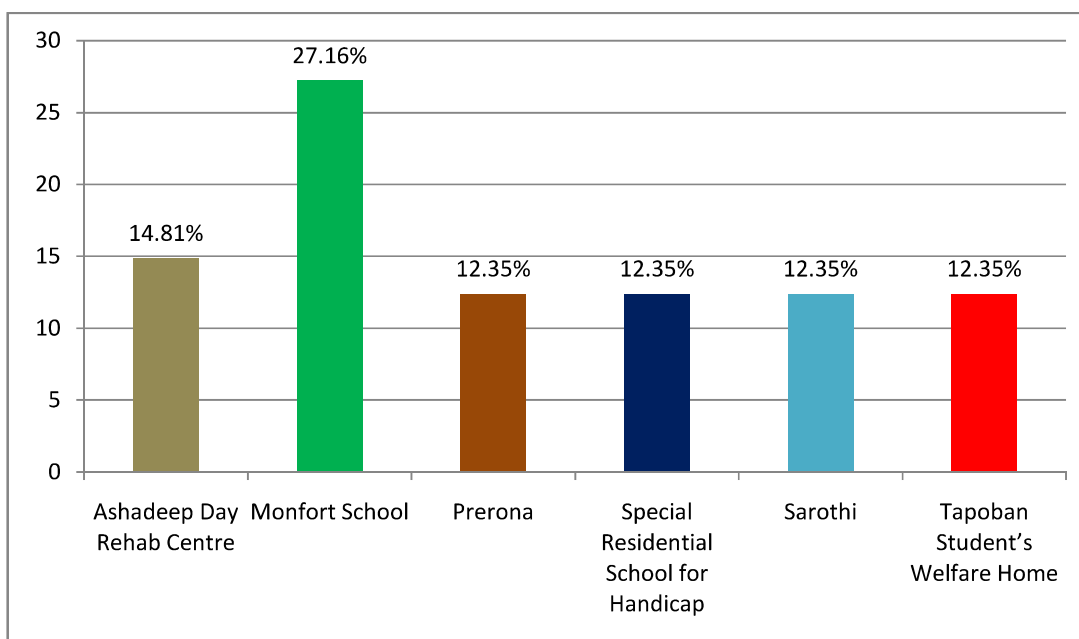


Figure 4.6 School-Wise Graphical Representation Mentally Retarded Children in Special Schools

From the table 4.1.5, 81 (04%) mentally retarded children are enrolled in all special schools of Assam in the academic session 2022-23. Besides, 22 (27.16%) students are in Monfort School, 12 (14.81%) students are in Ashadeep Day Rehab Centre and. Prerona, Special Residential School for Handicap, Sarothi – A Centre for Ability Development and Tapoban Student's Welfare Home each have 10 (12.35%) students enrolled respectively.

4.1.6 Autism Spectrum Syndrome

A broad spectrum of brain diseases known as autism is typically observed in young children. Another name for it is ASD, or Autism Spectrum Disorder. Autism impairs a person's capacity for interpersonal communication and emotional attachment. This handicap affects boys four to five times more frequently than girls, and it can range in severity from mild to severe. It's not a sickness; autism is a disorder. Children with autism spectrum disorder often have trouble with social communication and interaction, and restricted or repetitive behaviours or interests. Some children with ASD have a known difference, such as a genetic condition. Children with ASD may behave, communicate, interact, and learn in ways that are dissimilar from largely other people. In the study, 5 per cent (105) of children have autism spectrum disorder in special schools. The autism spectrum syndrome children available in schools are presented in Table 4.1.6

Table 4.1.6 School-Wise Distribution of Number of Autism Spectrum Syndrome Children in Special Schools

| Name of the School | No. of Autism Spectrum Syndrome children | Percentage |
|---|---|-------------------|
| Assam Rehabilitation Centre, Guwahati | 40 | 38.10% |
| Destination child home, Guwahati | 10 | 9.52% |
| Prerona, Jorhat | 05 | 4.76% |
| Sarothi – A Centre for Ability Development, Nalbari | 10 | 9.52% |
| Tapoban Student's Welfare Home, Bajali | 40 | 38.10% |
| Total | 105 | 100% |

Source: (Field investigation)

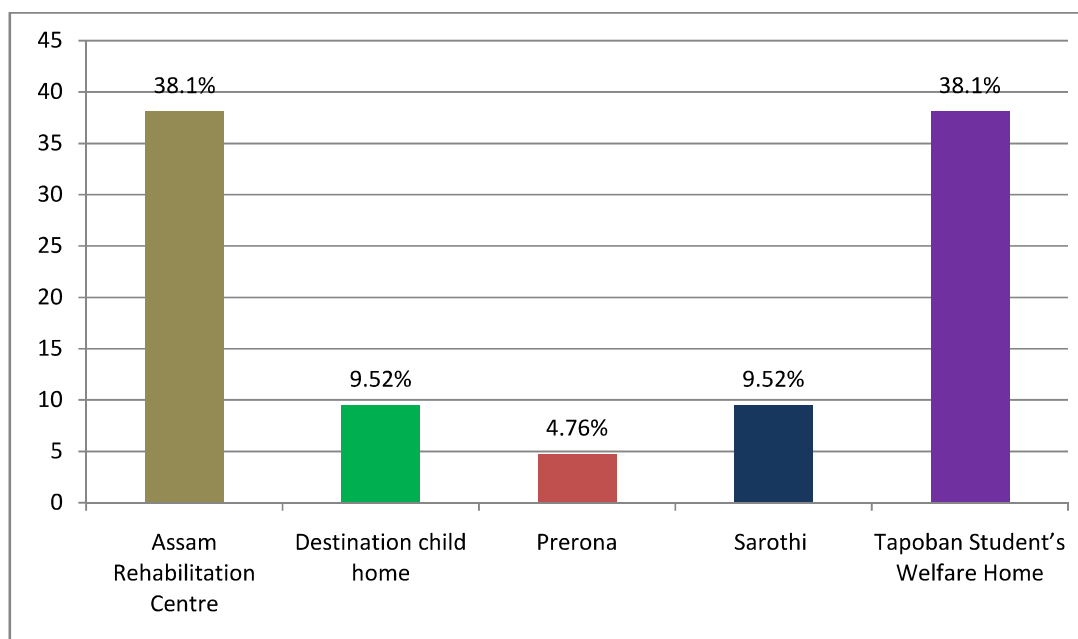


Figure 4.7 School-Wise Graphical Representation Autism Spectrum Syndrome Children in Special Schools

The above table 4.1.6 depicts that 105 (05%) autism spectrum syndrome children are enrolled in all special schools of Assam in the academic session 2022-23. Following, both Assam Rehabilitation Centre and Tapoban Student's Welfare Home each have 40 (38.10%) students

enrolled. Where 10 (9.52%) students are in Destination Child Home and Sarothi – A Centre for Ability Development, and 05 (4.76%) students are enrolled in Prerona.

4.1.7 Multiple Disabilities

Multiple disabilities are the simultaneous occurrence of two or more disabling conditions that affect learning or other important life functions. These disabilities could be a amalgamation of both motor and sensory in nature. Multiple disabilities could be two different types of physical disabilities, two different mental disabilities, or a combination of physical and mental disabilities. For example: intellectual disability and blindness locomotor disability and speech impairment. This condition of the body affects a person so severely that special measures would be required for the developmental and educational needs. It is observed that 5 per cent (95) of the children were with multiple disabilities in the special schools of Assam. The multiple disabilities children available in schools are presented in Table 4.1.7

Table 4.1.7 School-Wise Distribution of Multiple Disabilities Children in Special Schools

| Name of the School | No. of Multiple Disabilities children | Percentage |
|---|--|-------------------|
| Ashadeep Day Rehab Centre, Guwahati | 22 | 23.16% |
| Destination child home, Guwahati | 13 | 13.68% |
| Sarothi – A Centre for Ability Development, Nalbari | 10 | 10.53% |
| Tapoban Student's Welfare Home, Bajali | 50 | 52.63% |
| Total | 95 | 100% |

Source: (Field investigation)

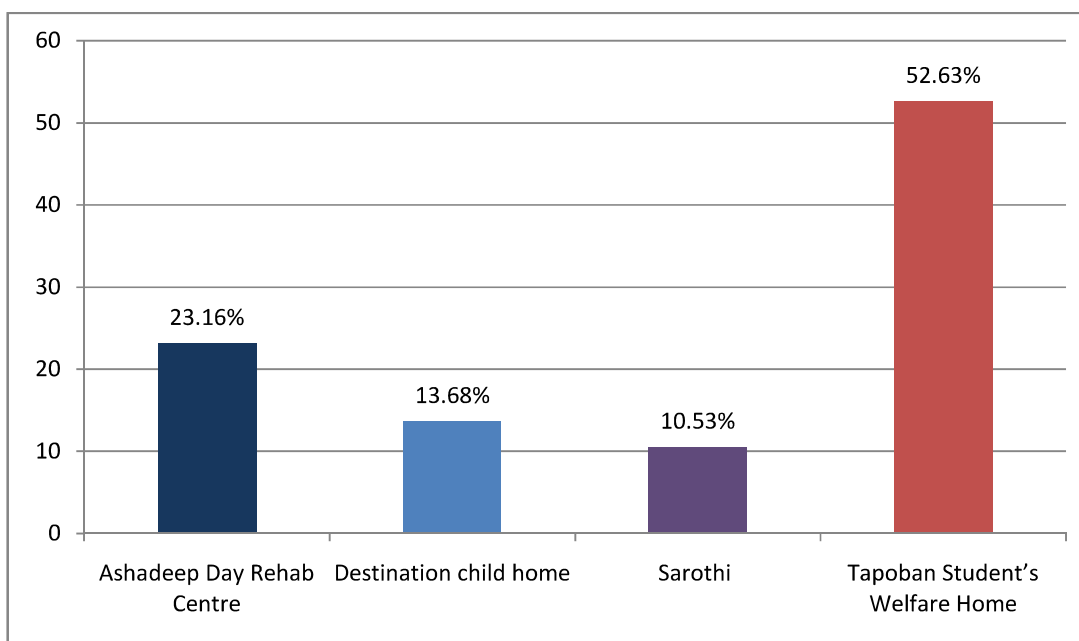


Figure 4.8 School-Wise Graphical Representation Multiple Disabilities Children in Special Schools

Concerning table 4.1.7, 95 (05%) multiple disabilities children are enrolled in special schools in the academic session 2022-23. Where 50 (52.63%) students are in Tapoban Student's Welfare Home 22 (23.16%) students are enrolled in the Ashadeep day rehab centre, 13 (13.68%) students are in the Destination child home, 10 (10.53%) students are in Sarothi – A Centre for Ability Development.

4.2.0 On the Basis of Second Objective: Facilities for Children with Special Needs (CWSN)

This objective deals with the accessibility of facilities for children with special needs in special schools in Assam. The data is based on the primary sources collected through questionnaires from Principals/Heads of the institutions of special schools. Regarding facilities, the questionnaire was prepared emphasising on the infrastructure facilities and teaching-learning aids. Based on the information provided by the respondents, data analysis has been done.

4.2.1.0 Facilities Available in Special School

The school facility consists of not only the physical compound but also various school building systems, such as mechanical, and security. The facility also includes furnishing, materials, equipment, and information technology, as well as various aspect of the building. The school building is an integral component of every learning environment, not just a

passive vessel for the educational process. It has been felt that Children with special needs oblige special arrangements in the school environment for their mobility and independent functioning. The educational institutions 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 construction projects in their campuses, are made disabled-friendly. Besides, the educational institutes must create special facilities such as ramps, rails, and special toilets, and make other necessary changes to suit the children with special needs.

Concerning the facilities available in special schools of Assam, the following were observed.

4.2.1a Infrastructure Facilities in Special Schools

One of the most essential conditions of a school is the physical environment. In all the schools, there must be enough classrooms for a better teaching environment. The basic component of the school is mainly a classroom. The classroom apart from fulfilling the minimum provisions of room, equipment, and furniture, shall be planned to gather the sufficient resourceful and environmental necessities. A well-designed classroom is one that the teacher has developed and is occupied by a group of pupils who utilize the instructor's services.

Sufficient Number of Classrooms

The idea of adapted classrooms is crucial; these are spaces with specially built furniture that offers safety and flexibility features, and are intended to facilitate accessibility for students with special needs as well as ease of use. It is important to properly plan classrooms for children with special needs in order to enhance learning results by creating a quiet, secure, and comfortable environment.

According to the results, 68.23% of schools perceive that they have a suitable number of classrooms, while 31.77% stated they have limited/inadequate.

Additionally, it was noted that most special schools had enough classroom space, complete with climate-controlled classroom furnishings. Based on the type of disability, these classrooms are appropriately equipped with doors, windows, sufficient seating, and suitable ventilation for children with special needs.

But a few of the schools' classrooms are not properly maintained and arranged. Therefore, it is suggested that all special schools must have classrooms that are conducive to learning.

Modified Furniture for Different Types of Disability Children

Only 23.7 per cent of schools have modified furniture in special schools, whereas 76.3 per cent of institutions do not have modified furniture for the students. The findings reveal that only the schools that enrol orthopaedic children have modified furniture.

Children who are successful learners and engaged participants in class activities can benefit from furniture modifications, but these modifications should take into account each student's unique needs.

However, when they enter the school, children with special needs must overcome an amount of obstacles. Ordinary school chairs and desks are often unable to provide the physical support they need to learn, while inappropriate desks/chairs 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. Therefore, it is strongly advised to give youngsters with furniture that is specially made to meet their demands.

Provision of School Library

There is a library connected to each and every special school in the state. The school library has the resources mentioned below.

Table 4.1.8 Library Facilities in Special Schools

| Library Facilities | No. of School(N=20) | Percentage |
|--|----------------------------|-------------------|
| Braille slates and stylus | 14 | 70.00% |
| Study guides | 20 | 100.00% |
| Learning devices like – building blocks, geometric shapes, puzzles, etc. | 20 | 100.00% |
| Books for special children | 19 | 90.00% |
| Supplementary materials | 20 | 100.00% |

Table 4.1.8 above demonstrates that the majority of institutions have libraries equipped with the necessities for children with special needs. In adding up to books for special needs children, these library facilities feature Braille slates and styluses, study guides, and learning aids including building blocks, geometric shapes, and puzzles. In contrast, 70% (14) of the

institutions have Braille slates, and 20% of special schools offer study guides and other educational tools including puzzles, building blocks, and geometric forms. Nonetheless, special education texts are available in 90% (19) of special schools. Based on the data, it can be seen that most special schools provide additional resources for students with special needs. This discovery indicates that children with special needs are receiving basic library services from special schools in the state of Assam. It is therefore, demanded that the relevant authorities modernize the school library's amenities. Additionally, special school libraries have to be up to date with emerging trends and offer cutting edge, kid-friendly assistive technology.

Free Study Materials

The findings indicate that 100% of special schools offer free study materials to kids with special needs. It has been prominent that the majority of special schools are situated in rural areas, and the majority of the students come from low-income families. For these reasons, it is critical to give special needs children free study materials. Besides, such initiatives taken by the schools will motivate the parents to send their children to school. Therefore, the school authorities must equip all students with the required learning materials. It is reported that Free textbooks are provided by Sarva Siksha Abhiyan to children with special needs attending special schools in the state.

Sanitation Facility

Regarding sanitation, it is noted that 100% of special schools have a suitable facility for sanitization. There are separate restrooms for males and girls in every special school. This research shows that schools follow proper sanitation and hygiene procedures, which are essential for the wellbeing of children with special needs.

Usable, single-sex improved sanitation at the school (flush/pour flush to connected wastewater systems, sewage tanks or pit latrines, composting toilets with slabs) is referred to as a "basic sanitation facility". School sanitization is associated to several factors, waste management, the health of the students/staff, and overall cleaning services. It has adequate restrooms, separate laboratories for male and female, sinks, etc. In addition, these kids want a welcoming multipurpose restroom so that they can feel at ease with their fundamental requirements. A visible influence on the health and hygiene practices of children with special needs was also anticipated to be achieved through proper water supply and sanitation in school restrooms. These amenities are offered by Assam's special schools. It follows that the safety and cleanliness of children with special needs are a concern for every special school.

Provision of Safe Drinking Water

The study found that every school (100%) has proper provision of running water and safe drinking water facilities in both school and hostel campuses. The schools provide water purifiers for safe drinking water. All special schools in the state make every effort to provide pure drinking water to the children. Some special schools provide public tube wells and tape. All special schools feature aqua guards and separate filters for both teachers and students. Health and hygiene are also related to the condition of safe drinking water in schools, as require of water facilities can have a negative impact on children's health. Hygiene and cleanliness are also associated with water facilities. Hence, supplying clean drinking water to children in special schools is crucial.

Provision of Hostel

The types of hostel facility available for both boys' and girls' students in special schools are shown below.

Table 4.1.9 Hostel Facilities in Special Schools

| Hostel Facilities | No. of Schools | Percentage |
|--|-----------------------|-------------------|
| Separate hostel for boys and girls | 05 | 25.00 % |
| Common hostel for boys and girls | 10 | 50.00% |
| Hostel for different types of disabilities | 05 | 25.00% |
| Total | 20 | 100% |

According to the findings, every special school is connected to a dorm. There are separate dorms for boys and girls in 25% (05) of special schools, according to observations. In contrast, 50% (10) of schools have a joint hostel for boys and girls, while 25% (05) of schools have a hostel exclusively for students with various disabilities. Assam's special schools comprise 25% (05) of separate dormitories for boys and girls, with each room divided into a gender-specific area. It was also noted that the institution allows students to move about freely by offering dorms on the ground floor or in rooms that are easily accessible.

Children with special needs have mobility problems, so a proper hostel facility is quite essential for them. Schools should provide holistic and comprehensive care to children with

special needs in hotels. Besides, an inexpensive lodging facility is of utmost important for Children with special needs. In the study, it is observed most of the special needs students are from poor economic backgrounds, so facilitating free food and lodging is vital for them.

Medical Facility

For children with special needs, medical facilities are essential since they represent a significant segment of the population. What these children require, is extra care and facilities to assist them physically or mentally. Such children need special medical care and their problems are to be tackled specially. On medical facilities, it was found that all the schools (100%) have proper medical units. They also have the provision of visiting Medical Officers for children's health check-ups in times of need. This can be interpreted that all special schools are conscious of the health of the special children. Besides, every special school should offer 24/7 medical apprehension for Children with special needs.

Health Campaign Programmes

The respondents stated that twice a year, 77.73 per cent of special schools hold health promotion programs. As part of the health campaign programs, these special schools hold awareness campaigns for kids, parents, and the broader public. On the other hand, 22.27 per cent of special schools in Assam do not run any health awareness programs. Therefore, it is advised that health campaign programs be held at special schools every six months to raise awareness among the community's local residents as well as teachers.

Psychological Clinic

Considering how crucial it is to guarantee that all students, with and without impairments, have equitable access to psychiatric clinics, it is important to take into account the wide range of trained individuals who are available to provide these services. It was discovered that, with regard to psychological clinics, just 23.7% of institutions have such, while 67.3% of schools do not. It should be noted that only a small number of private special schools provided psychological clinics at the time of the study. In addition, there aren't many skilled workers in the psychological clinics. Recognizing the problems and difficulties with children's health requires every special school to have a psychological clinic. Since every child has a unique set of difficulties, every school should have enough psychological clinics. The administration of the school should also be mindful of this

Transport Facilities in Special Schools

85 per cent of special schools have transportation, with the provisions shown in the following table.

Table 4.2.0 Transportation Facilities

| Transport Facilities | No. of School(N=20) | Percentage |
|--------------------------------------|----------------------------|-------------------|
| Suitable for every weather condition | 10 | 50.00% |
| Medical emergency facility | 15 | 75.00% |
| Wheelchair in buses | 5 | 25.00% |

The information above indicates that a sizable portion of schools offer transportation. On the other hand, 75.00% of schools have medical emergency facilities, and 50.00% of school buses are weather-proof. However, just 25% per cent of schools provide wheelchair accessibility on school buses. Additionally, it was distinguished that the bulk of schools are located in rural locations. As an outcome having access to transportation is essential. However, without adequate communication and transportation infrastructure, the entire educational system cannot operate effectively. Children with special needs should always be transported in a vehicle that has been permitted by the special school authorities to ensure their comfort and safety.

4.2.1b Teaching Learning Aids

One of the most crucial conditions for any teaching-learning activity is a serene, natural environment. As their name implies, children with special needs are different from typical children in many ways, so the classroom needs to be equipped differently for them. An effective and child-friendly school facility is responsive to the changing programmes of every educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, easy, accessible, well-illuminated, well-ventilated, and aesthetically pleasing.

Technological Aids

The majority of schools (76.30%) do not have right of entry to such facilities, while only 23.70 percent of special schools have technology aids. It was also noted that none of the government special schools had this kind of facility; they were exclusive to private institutions.

Each need and condition is unique, and some students cope with several needs and disabilities. Special needs children have several difficulties in the conventional classroom setting. As a result, special needs youngsters can better manage their exceptionalities by

adapting to current technologies. The table shown below displays the technology resources accessible in special education classrooms.

Table 4.2.1 Types of Technological Aids Available in Special Schools

| Types of Aids | No. of Schools(N= 20) | Percentage |
|--|------------------------------|-------------------|
| Assistive devices like Canes | 02 | 10.00 % |
| Braille slates | 10 | 50.00 % |
| Hearing aids | 15 | 75.00 % |
| Learning devices like- building blocks,puzzle | 20 | 100.00 % |
| Study devices- adapted books, pencil holders, etc. | 18 | 90.00% |
| Adapted seating and standing tables | 15 | 75.00% |
| Braille or speech output devices | 10 | 50.00% |
| Large print screens | 15 | 75.00% |

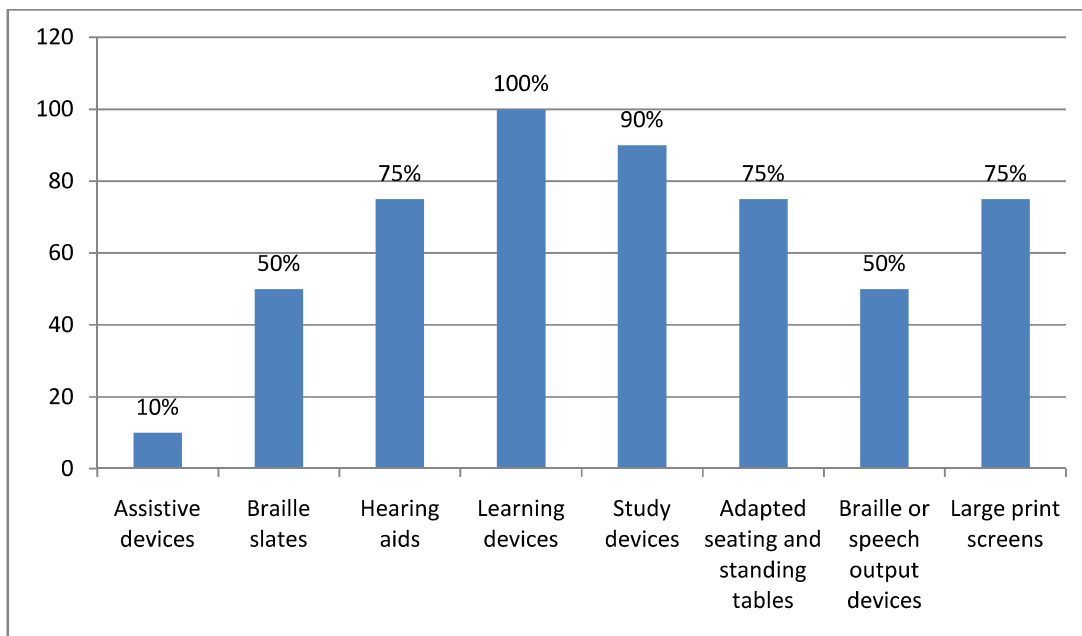


Figure 4.9 Types of Technological Aids Available in Special Schools

The accessibility of technology in Assam's special schools and institutions is shown in table 4.2.1 above. Wheelchairs and electric wheelchairs (60%) and hearing aids (75%) and learning devices (100%) are found in most special schools. Conversely, fewer schools have assistive technology meant especially for kids with physical disabilities. This could be the result of certain special schools not having enough students with physical disabilities. The research indicates that non-governmental organizations (NGOs) operating private special schools have greater access to technology support than do government special schools.

In requisites of technology, special schools are required to include kid-friendly assistance gadgets. For both private and government-aided special schools to benefit from cutting-edge technology aids, particular considerations must be made. Therefore, the relevant government school administrators need to think about and address these problems.

4.2.1c Other Facilities

It has long been believed that in order to support their mobility and self-regulation, children with special needs constantly want appropriate accommodations in their surroundings. Children need certain modern amenities in addition to infrastructure and educational resources for the complete development of their personalities. Consequently, special schools for kids with special needs offer the following amenities.

Co-Curricular Activities

Every special school, according to the respondents (100%) offers extracurricular activities for kids with special needs. This demonstrates how all special school is supercilious liability for the kids' their personal growth.

Co-curricular activities are extracurricular activities that take place outside of the classroom but help to supplement classroom activities. These are activities that take place outside of the educational setting and provide valuable experiences to the students for all-round development.

Table 4.2.2 Co-curricular Activities

| Co-curricular Activities | No. of Schools(N=20) | Percentage |
|---|-----------------------------|-------------------|
| Excursion | 20 | 100.00% |
| Music and singing | 20 | 100.00% |
| Arts and crafts | 15 | 75.00% |
| Cultural programme, Plantation,Street drama | 20 | 100.00% |

| | | |
|------------------|----|----------|
| Sports and Drill | 20 | 100.00 % |
|------------------|----|----------|

Source :(Field investigation)

From the above table, it is observed that special schools organize co-curricular activities like music, singing, arts, and crafts, drama, plantation programmes, drill practice, excursions, picnics, and different kinds of sports, etc.

It should be noted that co-curricular activities are offered to children with special needs by all Assam's special schools. In Assam, cent per cent of special schools offer singing and music classes. In addition, 15 per cent of schools demonstrated initiative in the areas of arts and crafts, including building models, paper crafts, woodblock printing, clay modeling, flower adornment, and sandpaper art.

Additionally, plantation programs are held to raise awareness of the environment among the students. It was also revealed that sports and drill programs are offered in all Assamese special schools to support the physical development of students with special needs. Every year, a sports week is held for children with special needs at every special school.

Remedial Teaching

For students through exceptional needs, remedial instruction was provided in 100% of schools. Remedial teaching is the most significant program that teachers or school officials provide to students with special needs in order to support their academic success. It helps with both adjusting the way that they teach and fixing the kids' assessments. As a result, remedial instruction is provided in all Assamese special schools based on the supplies of the students.

Availability of Vocational Course

In every region of education, vocational courses are crucial. It supports the pupils' future accountability. Based on the available data, it appears that Assam's special schools do not provide vocational training. Thus vocational education should consequently be provide in special schools once pupils have finished their formal education so that students can participate in such activities and support them selves. For children with special needs to become economically independent, vocational education is essential.

Excursion

When it comes to school outings, 100% of special schools plan outings and quick tours for kids with special needs. Every year, these outings or quick getaways for kids with special needs are planned.. It was reported that these excursions include visiting different beautiful places which have significant value for the children. This excursion also includes different

playful activities such as plantation programmes, sports, drawing, and painting, which enhance the child's learning.

Guidance and Counselling Services

A cent per cent of schools provide special needs students with advice and counseling. Most special schools use teachers as classroom counselors, according to the respondents. The pupils were able to talk to the teacher about their worries.

Motivational Programmes

According to the data, all Assam's special schools offer motivational programs to help children with special needs to receive better instruction. Teachers share the experiences of individuals with disabilities who have overcome their limitations and made a positive impact on society with pupils and parents of children with special needs at the motivational camps held at special schools. Consequently, it can be concluded that motivational programs would surely help kids grow into their personalities.

Recreational Activities

The recreational activities were provided by cent per cent (100%) of special schools for the children. All special schools offer recreational activities to help children develop on a holistic level. Various types of recreational activities such as drawing, painting, arts and crafts, singing, building blocks, etc. are activities conducted in the special schools to develop the inner potentialities of the children. These activities provide the importance of recreation in one's life specifically in three aspects, physical health, mental health, and improving quality of life.

Recreational activities are one of the essential co-curricular activities for students. Children with special needs 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.

4.3.0 On the Basis of Third Objective: Problems of Children with Special Needs (CWSN) in Special Schools of Assam

The current aim addresses the issues that children with special needs face in special education settings. A sample of special school teachers was given a questionnaire in order to learn more about the children's problems. The information that follows was gathered based on their responses.

4.3.1 Problems of Children with Special Needs (CWSN)

Special needs children deal with a wide range of academic challenges. These problems have an impact on kids' schooling. Academic concerns can include a child's struggles with learning or reading, comprehending concepts, solving writing assignments, etc. Academic problems can influence how a child behaves toward teachers and other classmates as well as how they show themselves in class. When learning, children with special needs encounter many difficulties and problems. These issues can affect their facility to learn and their improvement, causing lack of educational achievements. For the most part of the academic issues are curable if it is observed at the early stage of child's development.

4.3.1a Attendance of Children in Class

The results showed that a cent per cent of students with special needs routinely attended the classes. According to the school teacher respondents, every child with special needs routinely attended the classes. Attendance can be considered the most important component of the learning process for children with special needs. To accommodate all the special needs students the education system must be modernized to attract students to attend the classes regularly.

4.3.1b Undertake an Assignment

The teacher respondents stated that cent per cent of children undertake the assignments in regular mode. Assignments or providing tasks to children with special needs may supply to their all-round development. Without assignments, the whole learning process may become monotonous. It is mainly used for feedback from the students. Assignments must not be related to textbooks; it might be related to other kind of activities also. Assignments should be prearranged in the concentration of the students so that it could be beneficial for them. Children with special needs should be given assignments on those activities that can utilize their inner potential. It should be based on craft -making, group activities, and other motivational areas.

4.3.1c Engagement in Play Activities with their Peers

It was observed that cent percent of children with special needs in special schools participated in play activities. Engaging in play activities is crucial for the personality development of children with special needs.

Children with special needs learn from typically developing with peers who can act as role models, making them more likely to develop appropriate social and communication skills.

Engaging in arts and crafts such as painting and drawing facilitates the process of removing barriers between peers and children with special needs.

Therefore, the school should try to make such activities a regular feature as this gives the children with special needs an opportunity to express their feelings/ thoughts and helps them to enlarge their inner potential. A quantity of children with special need students have been relatively isolated and have certainly not had the chance to experience the closeness created by shared laughter among peers. The school have to assign children who have shown an interest in each other or similar play activities to a small group. Playtime pursuits between the intervening time, children with special needs make friends with each other; other kids get to know people with different abilities and realize that being disabled is just a part of life. Regarding this, every one of the respondent teachers guaranteed that play activities are division of the daily routine for children with special needs in institutions.

4.3.1d Sensitive towards Teachers Praise or Reward

Children are very sensitive to teacher's praise or reward. In the study, cent per cent of respondents mentioned that children are sensitive to teachers' praise or reward. Praising and rewarding them from the teacher helps kids learn in the classroom more efficiently. One of the easiest and most effective ways to engage and inspire pupils is through praise, especially for kids with special needs.

When used effectively, praise can turn around behaviour challenges and improve student's attitudes about learning. Students who learn and think differently often receive negative feedback as a result of their struggles. Teachers who use praise regularly tend to have better relationships with their students.

4.3.1e Approach the Teachers for Solving Difficulties

In light of this, the findings indicate that every child approaches their teachers in an effort to resolve their problems. Nonetheless, the majority of kids who were labeled as having special needs struggled with speaking, writing, listening, and reading; as a result, they needed to talk with the teacher. They struggle with classroom adjustment as well. Students with special needs can have behavioral problems that cause disruptions in the classroom. Therefore, one of the good number imperative qualities of a teacher must be their talent to solve difficulties. The teacher, who is the sole person with authority in the classroom, is essential in helping kids with special needs discover answers to a assortment of issues that arise. In sort to make sure that students with special needs are at ease discussing both personal and academic issues

with their instructors, it is crucial for teachers to maintain an approachable demeanor in the classroom.

Thus, teachers of children with special needs must be responsive of various difficulties since they face unique challenges in the classroom. A cheerful attitude is essential for teachers working with pupils who have special needs.

4.3.1f Acceptance of Teacher's Suggestion in Learning

Of the respondents, 96 per cent (201) stated that during learning activities, instructors' ideas are accepted by children with special needs. In order to help students make their learning more relevant, teachers might offer assistance. While making ideas in the classroom, the instructor should inspire the pupils to accept them. Teachers that know how to assist educate their kids may also help them understand how they learn best and give them the confidence to advocate for their own education.

Teachers often act as external monitors of student's progress and can provide necessary hinder at the proper time.

4.3.1g Health Issues of Children with Special Needs

Below are the common health problems that teachers mentioned affecting children with special needs.

Table4.2.3 Common Health issues of Children

| Health related Issues | No. of Teachers | Percentage |
|---|------------------------|-------------------|
| Low Immunity problem | 211 | 100.00 % |
| Problems with movement and balance | 211 | 100.00 % |
| Prolonged infection | 211 | 100.00 % |
| Post-surgery or any other therapy side effect | 211 | 100.00 % |
| Loss of appetite | 211 | 100.00 % |

The above table inferred that there are different health-related issues such as low immunity, infection problems, loss of appetite, post-surgery or any other therapy side effect, and problems with movement and balance. These common health issues were found in children of special schools. Furthermore, the majority of the teachers have mentioned that children with certain rare impairments after surgery and therapy sessions affect the child's health or have side effects.

Children with exceptional needs are frequently exposed to health risks. Physical disabilities include conditions like muscular dystrophy, epilepsy, cerebral palsy, and locomotor disability. In these conditions, children with special needs primarily have issues with movement and balance. Because of brain impairment, muscle coordination is compromised in cerebral palsy. Maintaining health as a top priority, the Indian government has started a number of initiatives to encourage adults and children in the nation to participate in health-related programs. Apart from developmental and intellectual difficulties, children with special needs also face the possibility of certain health issues.

However, each individual with different health issues, and not every person will have serious health problems. Many of these associated conditions can be treated with medication, surgery, or other interventions. Children with special needs are much more likely to face difficulties because of low immunity than other students. It often causes problems in the immune system that can make it difficult for the body to fight off infections, so even seemingly minor infections should be treated quickly and monitored continuously. Thus, in order to avoid certain diseases, school administrators should also ensure that children with special needs obtain all advised vaccinations.

4.3.1h Communication Problem Faced by Children

Many children with special needs experience communication problems because of slow development in various organs, which may affect their language development. Regarding this, it is found that 41.23 per cent (87) of teachers report children facing problems in communication with them and their peers. Hence teachers may be suggested to adopt atypical, idiosyncratic, non-verbal, or assisted methods for interacting with language-impaired children. Intervention aims may vary from bringing the child's language skills up to an age-equivalent level, engendering social interaction with peers, using basic cognitive processes to develop information handling and management within the curriculum, and removing obstacles to assist the child to take part in learning.

4.3.1i Learning Problems

Special education may also be necessary for children with special needs because of their learning challenges. The outcomes of educating children with special needs and learning difficulties with their peers illustrate the need for enhanced child development progress. It exemplifies the necessity of specialists and special educators working with kids who have special needs. They must receive high-quality instruction, interventions, and support that

enable them to meet success in the core curriculum. Integrative learning is an approach where the learner brings together prior knowledge and experiences to support new knowledge, by doing this, learners draw on their skills and apply them to new experiences at a more complex level.

Table4.2.4 Types of Learning Problems in Children

| Learning Problems | No. of Teachers (N=211) | Percentage |
|---------------------------|------------------------------------|-------------------|
| Writing problems | 211 | 100.00 % |
| Reading problem | 211 | 100.00 % |
| Language problems | 211 | 100.00 % |
| Poor Comprehension | 211 | 100.00 % |
| Poor Academic performance | 211 | 100.00 % |

Source: (Field investigation)

The above result shows cent per cent of children with special needs have problems in learning. The common problems these children encounter are in writing, reading, language/ speaking, poor comprehension, and low academic performance. Every teacher respondent opined about having different problems which leads to poor academic result of the students. Every disability is different from each other so the teachers face different problems according to each kind of disability.

4.3.1j Other Multiple Problems Faced by Children

Children with special needs encounter various problems in their day-to-day lives; it may be related to health, education, adjustment, communication etc. One-fifth of the school teachers specified that children are facing multiple problems in the schools. The natures of the problems are behavioural problems, regular maintenance of the group hearing system, and lack of appropriate hearing aids. Almost every student faces different types of problems which are being observed in the schools. Various common problems mentioned by a widely held of the teachers are specified below:

- Physical problems, seating arrangements, unable to hear, lack of physical facilities.
- Emotional problems including insecurity and emotional disturbance encounter negative experiences in the school. Unwanted attention leads to making them hide their problems which later causes emotional trauma, insomnia, reduced appetite,

gradual loss of interest in life, negative attitude toward self and family, insecurity, anxiety, and emotional instability.

- Cognitive problems flaws in various cognitive features behind academic achievement, poor performance in conditions of individual independence.
- Communication, socialization, discipline, is deficient in adaptability in learning social skills and navigating their social environment, antisocial behavior, and other concerns are examples of social problems.

Among the greatest ways to guarantee that every child has an equal chance to go to school, and acquire the skills necessary for success is through education. It helps in achieving full human potential, promoting national development, and developing an equitable and just society. One third of the educational institutions reported encountering challenges when it came to educating children with exceptional needs. Nonetheless, the India Census Report, 2021 indicates that 2.1 per cent of the country's population appears to face difficulties on condition of education for children with special needs.

Only 1.54 per cent of the population has received educational coverage, yet they were unable to retain. Most schools provide services to pupils who have multiple disabilities. At present, only 4 to 5 per cent of children with special needs out of 30 million have admission to education (census report 2021). Many schools don't seem to be willing to help these kids with their needs. These children face prejudice as a result of teachers, classmates, parents, and the community's lack of awareness, positive attitude, and sensitivity, which undermines the entire purpose of education. Such deviation, whether positive or negative, may, in one way or another, cause developmental and adjustment issues before children with special needs.

4.4.0 On the Basis of Fourth Objective: Problems of Teachers in Teaching-Learning Process in Special Schools

The aim focuses on the issues that instructors face during the teaching-learning process in Assamese special schools. Children with exceptional difficulties often disturb the classroom with their conduct since they are immature. It might be challenging to meet the requirements of every student in the class, and dealing with special needs students makes the teacher's job even more difficult. Concerning the various problems faced by teachers in the teaching-learning process in special schools are provided below:

4.4.1 General Information of Teachers Respondents

4.4.1a Training in Special Education Course

Any special school teacher must possess the qualifications and training necessary to meet the needs and expectations of the children. Teachers working in special schools also require to be more adept and considerate while working with children who have special needs. Numerous teaching philosophies and techniques have been reevaluated by educators as a consequence of working with students who encompass special needs in the classroom.

It is central to have a diverse lesson plan that caters to all students.

Table 4.2.5 Types of Training Attended by Teacher before joining the School

| Types of Training Attended | No of Teachers | Percentage |
|---------------------------------------|-----------------------|-------------------|
| Training in speech therapy | 15 | 7.11% |
| Training in physical therapy | 15 | 7.11% |
| B. Ed Programme | 20 | 9.48% |
| Special education diploma program | 30 | 14.22% |
| Special education certificate program | 30 | 14.22% |
| No training | 101 | 47.87% |
| Total | 211 | 100% |

According to the above table, 7.11 per cent of special school teachers have prior training in physical therapy and speech therapy. In contrast, 9.48% of teachers have a B.Ed., and 14.22% have finished certificate and diploma programs. Furthermore, it is noted that the greatest proportion of untrained instructors (47.87 %) work in special schools. This finding suggests that the state government and school authorities should investigate the possibility of requiring all teachers to complete training before enrolling their students in special education programs. In a special school, students receive specialized instruction, and teachers must possess the indispensable preparation to instruct students with special needs.

Conversely, the majority of educators are inexperienced and ignorant about how to lodge students with special needs in the classroom. Offering workshops, courses, and ongoing assistance to teachers can aid in addressing some of the difficulties associated with special education. Making sure instructors are adequately trained and prepared is the first step toward creating a successful special education classroom. Candidates for teacher preparation programs get the facility to comprehend children with exceptional needs. A diploma in

special education is intended to prepare candidates with information regarding the different aspects of disability, to help and instruct children with special needs, and to acquaint them with different aspects of child improvement and mental processes.

The purpose of the diploma program in learning disabilities is to specifically train future educators in the identification, assessment, planning, evaluation, and application of intervention strategies and useful classroom techniques. Any special education program or training gives educators the knowledge and abilities to recognize and comprehend children with exceptional needs. It also empowers educators with the suitable scientific approaches and strategies for early intervention

4.4.1b Problem in Teaching the Children with Special Needs

The findings indicate that cent per cent of educators encounter difficulties when instructing students with exceptional needs. Instructors disclose that they consistently deal with distinct issues for various categories of children who want unique assistance.

These children have learning disabilities, hearing impairments, and language delays etc. So, providing the right amount of attention and adaptation is challenging for teachers, especially if there is a higher teacher-student ratio. Therefore, understanding the challenges teachers confront during the teaching-learning process is crucial. Table 4.2.6 lists the common issues that teachers have reported.

Table 4.2.6 The Problems Faced in Teaching

| Types of Problems | No. of Teachers (N=211) | Percentage |
|---|------------------------------------|-------------------|
| Problem in interacting with students | 211 | 100.00 % |
| Problem in understanding the student's language | 211 | 100.00 % |
| Problem in understanding student's difficulties | 211 | 100.00 % |
| Problem in balancing diverse student's needs | 211 | 100.00 % |
| Easily fatigue | 211 | 100.00 % |

The above table shows that cent per cent of teachers faced similar problems in teaching children in special schools. The teachers reported that they frequently have problems interact

with the students. Problem in understanding the student's language is one of the main reasons as specified by the teachers. Additionally, they mentioned that they were having trouble juggling the various requirements of the students, including children with disabilities.

Teachers face these problems because ideas cannot be communicated because of their hearing problems, cannot use blackboard because of their vision problems, audio-visual aids cannot be used properly because of their multiple disabilities, etc. Since each child is unique, it can be quite challenging for teachers to handle all of these issues.

4.4.1c Disruptive Student in Class

Regarding this, 77.73 per cent (164) of the teachers felt that there were unruly kids in the class. According to the teacher replies, they frequently deal with students' inappropriate behavior in the classroom. Teachers sometimes characterize children with special needs as agitated and mischievous. Many pupils who struggle academically and are classified as special needs children frequently do not receive the necessary attention. They include those who are physically and intellectually challenged as well as slow learners or children with learning disabilities. Teachers should know about the individual differences to handle different kinds of disruptive students in the class. According to the study findings, a significant proportion of special schools have disruptive individuals in their classes. As a result, instructors make every effort to provide these pupils with the best care and assistance possible.

4.4.1d Method of Teaching Adopted

Various methods are applied for kids with special needs. Many specialized teaching methods are used with special needs students because they are not like other students. These methods include role acting, storytelling, peer tutoring, small group activities, painting, and the use of easily accessible, low-cost resources (such counting and letter identification). Because the students in special schools are physically impaired, other contemporary and scientific approaches, including the project method and demonstration method, cannot be implemented.

4.4.1e Assessment of Student's Performance

Assessment involves gathering information to understand the students' performance and/ or classroom functioning. The data revealed that cent per cent of schools do their assessment both half-yearly and annually. A few schools also reported assessing the children periodically. The assessment process in each and every school is reported to be dreadfully flexible as per the needs of the children. No schools have assessed the routine of children on a

monthly or weekly basis. Besides evaluation of the improvement of students is an ongoing process of gathering, analyzing, and interpreting evidence of students' achievement and progress. The teachers necessitate to use student assessment results to evaluate the collision of their teaching on students learning, and then adapt their practices to better the needs of children with special needs. Because of this, special schools need to have policies in place for how they will evaluate students' learning as part of their curriculum. For example, special needs students may require a particular kind of assessment.

4.4.1f Challenges Encountered Based on the Children's Disability Type

According to the type of disability in children, 81.04 per cent (171) of teachers in the study mentioned having difficulties. In India, special schools educate a large number of children with special needs. Similar to this, Assam's government system operates a small number of schools just for the blind and deaf.

But there is no special provision in certain special schools mostly private schools, where all the disabled children with low vision, hearing impaired, locomotor disability, mentally retarded, autism, cerebral palsy, and multiple disabilities are enrolled inclusively. On the other hand, teachers teaching in those schools are mostly untrained and lack experience. This may be the primary cause of the difficulties teachers encounter when assisting students with diverse disabilities.

4.4.1g Typical Issues Teachers Face When Teaching Students with Special Needs

The results showed that 23.7% of teachers had some typical issues when functioning with students who had special needs. Being conscious of the needs and talents of a child with special needs is the biggest difficulty a teacher faces. Determining the many learning issues that children with special needs encounter is one of the trickiest challenges. Teachers reveal the particular difficulties they have while working with pupils who have special needs by using questionnaires. These difficulties include a lack of familiarity with severe and profound impairments and inadequate knowledge on how to manage kids in emergency circumstances.

Inadequate teaching aids in schools are another obstacle for teachers to deliver the instruction effectively. As reported many children in special schools come under different therapies so to coordinate with them becomes a problem for the concerned teacher.

4.4.1h Common Issues and Challenges Faced in the Special Schools of Assam as Reported by School Teachers

Regarding common concerns and obstacles, special school teachers reported that 91% of them had difficulties. The person tasked with overseeing the education of the country's

special needs children has constant challenges. Children with special needs must get a high-quality education and be made accessible in harmony with their needs, despite many problems and obstacles. In classify to ascertain the issue with special schools, the principal or head of the institution was given an interview and a questionnaire. Some of the common problems that they perceive and familiarities are listed below based on their responses:

- **Lower student enrollment:** Children with exceptional needs enroll at a relatively low rate in special schools. The foreword of inclusive education in formal education may be the cause of this.
- **Rigid curriculum:** Observations have shown that a rigid curriculum prevents children with special needs from learning on par with typically developing students. To yet, no specific curriculum has been put in place to meet the spacious range of demands of children with special needs.
- **Negative attitude of parents and teachers:** The negative attitude of parents and teachers towards disabled children and disadvantaged children is also one of the major issues in special education setup.
- **Inadequate infrastructure:** Lack of infrastructural facilities in maximum institutions is one of the major issues that hinder to realization of the proper needs of children with special needs.
- **Lack of assistive devices:** In special schools, there is a short of assistive devices which fails to assist children with special needs students to take full advantage of classes. Due to financial problems, the school fails to facilitate those modern technological aids.
- **Lack of individualization:** Children with special needs face problems related to individualization. Some educators are relying on only providing education rather than assessing each student on an individual basis.
- **Negative attitudes and stereotypes:** Children with special needs continue to face negative attitudes and stereotypes in the schooling system. Lack of knowledge about sensitivity to disability issues on the part of some educators, staff, and students can make it difficult for Children with special needs to access educational services equally.

- **Ineffective dispute and resolution mechanism:** The dispute and resolution mechanism that exists to deal with accommodation issues are often ineffective, and disputes about accommodation often cause students to lose interest, and time in school. It also affects the instructional process in the classroom.

4.5.0 On the Basis of Fifth Objective: Perception of Parents toward Education of Children with Special Needs (CWSN) in Special Schools

The current objective looks at parents' attitudes toward the education of kids with special needs. The data comes from primary sources that were gathered from parents of special needs students attending Assam's special schools. The interview schedule was designed to find out more about the attitudes that parents had toward teaching their children.

4.5.1 Parents in Educating Children with special needs (CWSN)

Parents are regarded as the first teachers of every child. They need to play like a role model in the life of a child for a better upbringing and nourishment. Moreover, parents always have firsthand knowledge of their children.

On the contrary, school is solely the responsibility of the teacher to fully develop a child. To ensure a child's overall growth, teachers must maintain communication with their parents.

Parent's approach toward their child's education is an important factor in children's educational adjustment especially for Children with special needs. As a result, the only people who can be responsible for comprehending a child are their parents. Given the significance of the goal, the current study should find out how parents view teaching their special needs children. Through interview schedules, a sample of parents revealed the following difficulties about their perceptions of their children's schooling.

4.5.1a Problems in Dealing with the Child

All of the parents who participated in the study reported having different issues to contend with when raising their exceptional child. It follows that parents do not believe that raising a kid with special needs is an easy task. Parents believe that setting an example for their children and being mindful of their needs at all time is crucial to giving them a better upbringing and nutrition. As such, to support their general development, parents must maintain communication with their child's instructors.

Similarly, at school, it is solely the teacher's responsibility to fully develop a child. Thus, following a discussion with the parent, it is inferred that each parent faces unique challenges while dealing with children with special needs.

4.5.1b Active Role in Supporting the Child Towards Education

All of the parent respondents in the study confirmed that they have helped their kids with their schooling. This demonstrates that parents are actively helping their children, primarily with their schooling. The result can be concluded that although parents are not mental health experts, they are experts in knowing their children's needs and interests.

Parents may find it more difficult to comprehend the experiences of their children. Every parent wants the best for their kids, and that is to see them achieve their goals. For children with unique needs, parental enthusiasm and support frequently work wonders.

4.5.1c Sufficient Support from the School

As reported by the parent respondents, parents of children with special needs received support from special schools. The parent was pleased with the help that the school administration or authority had given. Without a clear According to parent respondents, 67.96% of special schools provided support to parents of children with special needs. The assistance provided by the school administration delighted the parent.

Hence, it is always advisable to offer as much assistance as possible, such as healthcare team networks, financial assistance, career development, and guidance on how to provide family and parental care. Parents should also establish a positive rapport with the school or agency. This will get better the child's development in the future. Besides, parents can monitor their child's progress and consult with teachers on future developmental programmes for them.

4.5.1d Influence of Socioeconomic Status on Child's Education

Every parent respondent assured that their economic condition has adversely affected the child's education. Most parents of special needs children come from low-income socioeconomic backgrounds. The result also shows that each family's socioeconomic status influences the schooling of children with special needs.

It is true that to promote and educate an exceptional child, a diverse set of resources must be accessed because they require sophisticated extra care and support facilities. On the other hand, parents with low incomes cannot afford it.

4.5.1e Satisfied with Child's Performance

Regarding the child's performance, every parent respondent expressed satisfaction with their child's academic performance. This result shows that their special children are securing expectation marks.

4.5.1f Academic Progress/ Performance of the Child

In this regard, 67.91 per cent of parents reported discussing their child's academic progress or performance level with teachers. While, 32.09 per cent of parents do not discuss the academic progress of the child. It is recommended that every parent keep track of their children's academic progress in order to improve their educational performance.

The discussion of the academic progress of the students is one of the prime responsibilities of the parents. Academic progress is among the several components of academic success. Supportive teachers, family involvement, the school and classroom environment, student motivation, and language competency also have an impact on the academic progress of a child. All these factors should be discussed and reported by their parents to the teachers. When parents, teachers, and students work together as a team on academic progress, the students find more success. Therefore, it is significant that parents discuss with their child's teacher on his or her academic progress.

4.5.1g Parent-Teacher Meet

Parent-teacher meetings should be scheduled on a regular basis to help children with special needs enlarge properly. Parent-teacher meet helps to exchange academic progress and other matters concerning the child. They can offer details resting on the child's strengths and shortcomings at home, in totaling to the child's academic achievement, the historical and developmental background, and any familial variables that may have an effect.

Therefore, parents should be prepared to offer insight into whether current strategies and instruction are assisting their child in learning, as well as provide suggestions for student development and progress.

Table 4.2.7 Frequency of Parent-Teacher Meet

| Parents Teacher meet | Parents responds | Percentage |
|-----------------------------|-------------------------|-------------------|
| Weekly | 00 | 0 % |
| Monthly | 27 | 20.00 % |
| Periodically | 60 | 45.00 % |
| Half-yearly | 114 | 85.00 % |
| Annually/ yearly | 134 | 100.00 % |

Source: (Primary source)

The above data shows that every school arranges parent-teacher meetings annually. Further, if necessary, the school authority also arranges it periodically, half-yearly and monthly. From the data it shows that no schools arrange parent-teacher meet weekly, only 27 parent responds about arrangement it monthly on the basis of necessity. Furthermore, 45 per cent of parent's responds (60) arrangements of parent-teacher meet periodically to study the student's progress with parents. 85 per cent of parent responded about arrangement of parents-teacher meet half-yearly. The data shows that cent per cent of parents responded about arrange parent-teacher meet annually/yearly.

4.5.1h Right Type of Support from School

The school's support is crucial for the child. Because instruction at school lays the groundwork for a child's good education. In this case, "support" encompasses both the child's schooling and their overall developmental transitory. All parent respondents (100%) said that their children with special needs will receive the appropriate kind of help from the school. Assamese special schools give their students the proper kind of help. The school ought to support parents and kids in pursuing the right kind of education.

4.5.1i Performance Appraisal Feedback

One of the most important tools in the hands of educators and parents alike is feedback. In light of the students' development and educational support, it is critical that the teaching and classroom arrangements allow every student to hear words of encouragement that reaffirm a positive self-image, communicate personal goals, and give them a sense of individualized attention. In order to understand student learning holistically, which comprises assessing the student's learning progress across all elements of growth and development, including the social, emotional, physical, moral, and cognitive, they also require constant feedback.

Table 4.2.8 Performance Appraisal Feedback of Children

| Feedback Appraisal | Parents Respondents | Percentage |
|---------------------------|----------------------------|-------------------|
| Weekly | 00 | 0% |
| Monthly | 00 | 0 % |
| Periodically | 00 | 0% |
| Half-yearly | 54 | 40.00 % |
| Annually/ yearly | 80 | 60.00 % |

Source (Field investigation)

Table 4.2.8 shows that in special schools, the performance appraisal feedback on children's progress is provided on an annual basis. Few of the general instructions of feedback provided in the majority of the special schools were a) Flexibility in syllabus allocated, b) Feedback procedures may include objective type questions, instead of essay type questions for children with language difficulty, c) Use of technological aids like computers, tape recorder, etc. to be allowed as per the requirements of the child d) Children with hearing impairments should be taught sign language; e) Additional time should be allotted based on the needs of the kid.

From the data it shows that no schools arrange feedback appraisal for students weekly, monthly and periodically. 40 per cent of parents responded (54) about the arrangement feedback appraisal for student's half-yearly. However, 60 per cent of parents responded about the arrangement of performance appraisal feedback of children with special needs annually/yearly.

4.5.1j Suitability of Curriculum

Regarding curriculum compatibility, all parents who responded (100%) expressed satisfaction with the current curriculum used in Assam's special schools. The right curriculum is necessary for children with special needs to receive an education. The Secondary Board of Education is primarily responsible for defining the current curriculum (SEBA). The curriculum must be adaptable to the child's various demands.

4.5.1k Free Study Materials

The study found that all special schools (100%) of Assam provide free study materials. The parent's respondents assured of having free study materials for their children. Sarva Siksha Abhiyan provides free study materials in special schools of Assam. Free study material is very necessary for the child because maximum numbers of children with special needs are from poor socio economic backgrounds.

4.5.1l Encouragement in Participation of Co-Curricular Activities

According to all parent (100%) respondents they always encourage their child to participate in co-curricular activities. Participation in co-curricular activities like drama, music, singing, sports, and different kind of cultural programmes makes the socially adjustable. Children with special needs should be encouraged by their parents to join in the many activities that school organizes. This will support the child's consciousness and social awareness.

4.5.1m Government Aids to Children with special needs

For a long time, neither government nor non-government organizations gave special needs children's education the attention it deserved. Educating a kid with special needs can be challenging for parents and the entire family, especially in today's society when success and competence are highly prized. As a result, parents face difficult circumstances and a lot of stress when it suddenly becomes required for them to love someone who has a very restricted capacity. To ensure that the community's attitudes do not prohibit these kids from attending school, Sarva Shiksha Abhiyan has conducted awareness campaigns among the family and community members of children with special needs. The type of support received by parents from the govt. and NGOs is provided below.

Table 4.2.9 Parents' Response to Government Aid for Children with special needs

| Type of Aids | Respondents | Percentage |
|---------------------|--------------------|-------------------|
| Medical help | 60 | 44.78% |
| Financial aids | 14 | 10.45% |
| Aid from NGO's | 60 | 44.78% |
| Total | 134 | 100% |

The above table clearly shows that 44.78 per cent of parents have received medical help from the government and other support from NGOs. It includes initiatives such as providing medicines; arrange medical check-ups, emergency medical help, etc. It is also observed that 10.45 per cent of parents got financial aid from the government such as financial help for studies of children with special needs or any other medical emergency. This data reveals that every parent, in one kind or the other has received aid from the government or NGOs. 44.78 per cent of schools got different kinds of aids from NGOs such as hearing aids, different kind of innovative study materials, medicine, etc.

4.5.1o Satisfaction with the Facilities provided by the School

100% of parent respondents expressed happiness with the school's facilities. The facilities at the school cover a variety of areas, including the setting up, supplies, tools, and additional accommodations for children with special needs. Therefore, all parents should be informed of the resources offered by the school.

4.6.0 On the Basis of Sixth Objective: Role of Government Schemes/Policies towards the Education of Children with Special Needs in Assam

Educating every child is a fundamental right for every future citizen of a country. Special needs children are the most vulnerable category that require extra care. They guarantee the rights to care, security, and protection, as well as the rights to development with equality and dignity, by fostering an environment that allows them to actively engage in the application of various statutes and exercise their rights. The central and state Government of India has formulated educational programmes and policies over the years for Children with special needs. There are different schemes and policies to facilitate them enter the mainstream society. Sarva Shiksha Abhiyan (SSA) initiated the term “Children with special needs” (CWSN) for children with disabilities and it ensure that all child with special needs, regardless of the type, category, or degree of disability, receives a momentous and value education. Consequently, the Government plays a crucial and important role in the development of special schools in Assam through its initiatives and policies, which are discussed below.

4.6.1a Financial Assistance for Special Schools

Special schools facilitate those children who can't receive education in normal schools. The Government of Assam has taken initiatives for special children like free education for 6-14 years of age. In special schools, scholarships at Rs. 200/- PM and Rs. 3000/- PM respectively are allotted to each student. The state government provides a priority scheme health grant of Rs. 5000/- for Persons with Disabilities. Even the Social Welfare Department provides funds and scholarships to disabled students in special schools.

During the session, 2022-23 as recorded in the Social Welfare Department, Assam, 27 districts were given special funds for children with special needs enrolled in special schools.

In Assam, only 04 schools are run by the government whereas 16 schools are privately managed or run by registered NGOs. Out of 20 special schools, 04 government schools received financial aid from the state govt. as fit as assistance from other sources such as the Sarva Siksha Abhiyan (SSA), and MLA (Member of Legislative Assembly) schemes. Financial assistance given by government not only limited to government special schools but also limited to private special schools.

As a signatory to the 2030 Agenda for Sustainable Development Goal, India is committed to ensuring equal contact to all levels of education and vocational training for children with special needs. According to the SSA norm Rs. 3500/- is allotted per child per year. The main issue here is that budgets are small and resources are not allocated efficiently. Rigid

regulations also prevent resources from being allocated effectively where they are needed. It is critical to ensure effective planning and budgeting for inclusive education, as well as the decentralized use of funds to the greatest extent possible so that children know how to access services directly.

However, from the report, the fund flow had changed during the financial year 2022-23. Funds are released by the Ministry to the respective State Governments, who then distribute the grant to societies. Since this system was not in sync with this arrangement, grants to societies have been delayed in some states. Although the system has been gradually improved, funding delays persist. The financial aids provided by the govt. to children with special needs are shown in table 4.3.0.

Table 4.3.0 Financial Aids Received by Students

| Types of Aids | No. of Students | Percentage |
|---|------------------------|-------------------|
| Scholarships | 50 | 37.31% |
| Medical expenses | 50 | 37.31% |
| Government Schemes for welfare programmes | 34 | 25.37% |
| Total | 134 | 100% |

Source: (Field Investigation)

From the above table, 37.31 per cent of children with special needs have received financial assistance in the form of scholarships and medical expenses. Whereas, 25.37 per cent of students are supported by the government schemes for welfare programmes. Besides this assistance, it has been observed that free books are distributed, particularly to children with low vision children in the form of large printed textbooks. However, the existing result shows that the financial resources of special schools are still in a depressing situation. Supplementary than shared of the populations of children with special needs are denied government financial assistance. Therefore, the state government should extend its support to every child with special needs.

4.6.1b Type of Government Support for Special Schools

For implementing a sound education, at all levels, strong and sustainable support services are desired. In the same way, a pillar is required for the smooth operation of a special school. The outcome of government support for school management is shown below.

Table 4.3.1 Types of Support Received from State/Central Government

| Types of Support | No. of Schools | Percentage |
|----------------------------------|----------------|------------|
| Teacher's salary | 04 | 20.00 % |
| Construction of buildings | 10 | 50.00 % |
| Maintenance of funds for schools | 05 | 25.00 % |
| Other support services | 10 | 50.00% |

Source: (Field investigation)

Table 4.3.1 shows that the government pays the teachers' salaries in all (04) government special schools. There are 04 government special schools of Assam run by the Social Welfare Department of Assam which salaries are given by government of Assam. Few schools (05) have received funding for school building maintenance. School building maintenance includes proper maintenance of physical facilities of schools. 50 per cent (10) of schools receive support for the construction of buildings. However, 50 per cent of schools (10) receive different support services provided by the government. These support services may be related to health, accommodation, scholarships, transportation etc.

4.6.1c NGOs Assistance

Undoubtedly, NGOs' involvement in special schools plays a significant role. The growth of children in the state with special needs has been greatly aided by NGOs. NGOs provide a range of assistance to children with special needs. They have many knowledgeable, experienced professionals who act as advocates for kids with special needs.

More than 70 per cent of the population of Children with special needs lives in rural areas, and NGOs assist them appropriately. Some parents in rural areas are reluctant to show their children in public and are concerned about their children's education. In this case, non-governmental organizations (NGOs) organize awareness campaigns and provide flexible support to special schools.

Table 4.3.2 Types of Support Received from NGOs

| Support Services | No. of Schools | Percentage |
|-------------------------|-----------------------|-------------------|
| Cash or kind | 10 | 50.00 % |
| Creating awareness | 20 | 100.00 % |
| Voluntary works | 17 | 85.00 % |
| Fund-raising programmes | 10 | 50.00 % |

From the above table 4.3.2, it is observed that the special schools in Assam have received tremendous support and assistance from various NGOs. Similarly, 50 per cent of schools assured of receiving cash and kinds in the form of furniture, stationary, teaching aids, etc. On the other hand, NGOs are raising awareness among the masses through community meetings to develop and foster a positive mindset in the minds of the people to treat special children equally with other normal children. NGOs organize awareness programmes in all special schools of Assam. The Non-Governmental Organizations (NGOs) were also assisting 85 per cent of schools in voluntary works and services performed by volunteers. NGOs were also organizing fund raising programmes in 50 per cent special schools in Assam.

4.6.1d Awareness Camps Organized by Government

The result reflects that the Government schemes such as Sarva Shiksha Abhiyan conduct awareness programmes among family members and community members of children with special needs so that community attitudinal barriers do not prevent such children from attending school. To understand that educating such kids would be impossible without dismantling such cultural beliefs. These initiatives work to increase public indulgent of the value, necessity, and potential of children with special needs. A variety of techniques are used, such as print and electronic media, success stories, and occasions like Maa-Beti Mela and Bal Sammelan. Table 4.3.3 lists the government's awareness-raising programs.

Table 4.3.3 Government Initiatives in Creating Awareness

| Mode of Awareness Programmes | No. of Schools | Percentage |
|-------------------------------------|-----------------------|-------------------|
| Public awareness programmes | 15 | 75.00 % |
| Television and radio programmes | 15 | 75.00 % |
| Newspapers | 05 | 25.00 % |
| Posters and banners | 14 | 70.00 % |
| Seminars and workshop | 10 | 50.00 % |

As per the above table, the government conducts 75 per cent of schools' public awareness programmes and awareness through broadcasting on television and radio programmes. At the same time, the government initiates 70 per cent of the school programmes through posters and banners displayed on the streets, community halls, and so on to educate people about the needs of special children.

Further, 50 per cent of schools reported that the seminars, lectures, and meetings held are government initiatives to raise public awareness of the needs of special children. The state government also facilitates awareness programmes held on special occasions such as Independence Day, republic day, world disabled day, and world autism day. Some schools also ensure that public awareness programmes such as organizing charity events, community meetings, and sporting events are part of the state government's initiative. Regarding creating awareness, the government is taking a significant initiative which is praiseworthy. Thus, these initiatives bring a more favourable attitude towards children with special needs.

4.6.1e Early Detection and Identification for Children with Special Needs

Early identification is the method of identifying any developmental differences or disabilities in the early hours of life and realizing the urgency of taking immediate action. Early diagnosis of impairments or any accompanying developmental delays is extremely beneficial for children. Early diagnosis and treatment can greatly reduce the child's social, behavioral, or academic challenges. The most effective kind of intervention for children with special needs is intensive early detection. Usually, parents and teachers are the first experts to step in when a child exhibits signs of a developmental delay. The potential of the kid is directly related to the need for early disability identification. Early support can provide children the tools they need to reach their full potential. It can improve children's performance and increase the bar for their education.

In the study, most institutions are not supported with any of these facilities by the Govt. of Assam. Only 16.11 per cent of special schools provide facilities for the early uncovering and identification of Children with special needs by the government. Thus, every school highly recommends this service to prevent impaired children.

4.6.1f Curriculum for Children with Special Needs provided by SEBA

It was stated that special schools adhered strictly to the Secondary Board of Education's (SEBA) curriculum, with no room for customization for students with special needs.

The classroom is evolving, and kids with disabilities have different skill levels that cannot and ought to be taught using the traditional curriculum, according to the right to education Act of 2009. Without curriculum modifications, certain students could never be given the opportunity to reach their full potential in the classroom, while others might never succeed.

Curriculum development entails effective classroom teaching that considers the individual needs of all children, including those with special needs and learning disabilities. The curriculum has also been seen to enhance both academic and social participation in class activities when executed well and can be used in a variety of situations to facilitate instructional success. Concerning this, special consideration should be specified to the needs of the Children with special needs while creating the curriculum. Because, not every child's needs will be met by the general curriculum. Therefore, flexibility in the curriculum may be suggested in special schools.

4.6.1g Facilities provided by Govt. of Assam for the Counselling of Parents of Children with Special Needs

In this regard, parents of children with special needs can receive counseling services from special schools in just 27.96 per cent of cases. However, 72.04 per cent of special schools do not provide counseling services to parents of children with special needs. It was also observed that these counseling sessions were solely offered by non-governmental organizations and private special schools. No government special school provided counseling services to parents of children with special needs. It is therefore essential to provide counseling sessions to parents of children with special needs in order to ensure the full development of these youngsters.

Counselling for parents is significantly vital because every child's first instructor is considered to be his or her parents. They must act as role models in the lives of children for better upbringing and nourishment. To ensure their pupils' holistic development, teachers need to maintain communication with their parents. Parents of children with special needs must face loads of challenge during their children's lives. They connect with their kids and experience a variety of positive and negative results. Every stage of a child's development necessitates sufficient care and guidance. The child's relationship with his or her parents marks the start of a lifelong growth process.

On the other hand, parents can learn a lot about the care, needs, management, and potential of Children with special needs via the Mother Teacher Association/Parent Teacher Association (MTA/PTA).

4.6.1h Newly Introduced Schemes by Govt. of Assam for the Benefit of Children with Special Needs

The Ministry of Social Justice and Empowerment (MSJE) reportedly offer a quantity of programs aimed at improving the social standing of children with special needs. In order to support children with special needs in their development, the following programs were made accessible.

- DISHA (School Readiness and Early Intervention Scheme)

Under the National Trust Act, this program offers early intervention and school preparation for children with disabilities up to the age of 10.

- VIKAAS (Day Care)

A day care program designed to improve social and professional skills for those over 10 years who have autism, cerebral palsy, mental retardation, and various disabilities.

- SAMARTH (Respite Care)

A scheme to provide respite homes for orphans, families in crisis, Persons with Disabilities (PWD) from BPL, and LIG families with at smallest amount of the four disabilities covered under the National Trust Act.

- GHARAUNDA (Group Home for Adults)

For the duration of the person's life, this program offers housing and care services to those with autism, cerebral palsy, mental retardation, and multiple disabilities.

- NIRAMAYA (Health Insurance Scheme)

With the help of this program, people with multiple disabilities, cerebral palsy, autism, and mental retardation will be able to afford health insurance.

- SAHYOGI (Caregiver training scheme)

A scheme to set up Caregiver Cells (CGCs) for training and creating a skilled workforce of caregivers to care for Persons with Disabilities (PWD) and their families.

➤ GYAN PRABHA (Educational support)

A program to support individuals with mental retardation, autism, cerebral palsy, and multiple disabilities in their pursuit of educational and vocational opportunities.

➤ PRERNA (Marketing Assistance)

It aims to develop marketing strategies that will enable people with autism, cerebral palsy, mental retardation, and various impairments to sell goods and services through a extensive range of outlets.

➤ SAMBHAV (Aids and Assistive Devices)

The plan is to establish more resource centers in every community to gather and pride assistive devices, software, and other types of aids.

➤ BADHTE KADAM (Awareness, Community Interaction and Innovative Project)

This scheme supports Registered Organizations (RO) of the National Trust to carry out activities for increasing the awareness of The National Trust disabilities.

4.6.1i Existing schemes for the Welfare of Children with Special Needs

According to several claims, in order to fulfill the objectives of an inclusive education system for students with special needs, the Sarva Shiksha Abhiyan Mission has created a digit of public action plans. The exclusive duty for welfare of children with special needs in Assam is assumed by Sarva Siksha Abhiyan. Only when special needs children are involved in the elementary education cycle will the goal of SSA be achieved. The Indian government's Ministry of Human Resource Development (MHRD) has released the following broad guidelines:

- A policy of zero rejection ensures that all special needs children receive relevant and high-quality education, regardless of the kind, category, or ruthlessness of their condition.
- CWSN students should receive schooling in the setting that best meets their needs, including open schools, special schools, and home-based learning.
- Flexibility in planning: District-centric and need-based for efficient resource utilization.
- Every CWSN's provision in the district plan.
- A maximum of Rs. 1200 per child per year for CWSN integration.

- The CWSN district plan would be urbanized in harmony with this standard.
Promote resource institutions' participation.
(Source: impart.snehadhara.org, December 2015, Policies and plans of Central and State Governments for People with Disabilities, Chapter 5)

4.6.1j Schemes on Multidisciplinary Services to Children with Special Needs

Over time, school innovations have been influenced by a figure of national-level initiatives, including the Sarva Shiksha Abhiyan (SSA) and District Primary Education (1990).

Consequently, the following describes the main educational programs that the central and state governments of India give to children with special needs.

- **District Primary Education Programme (DPEP):** The Government of India introduced the District Primary Education Programme (DPEP) in 1994 with the aim of advancing Elementary Education. IED in DPEP is currently operational in 242 Districts throughout 18 Indian States. Approximately 6.2 lakh special needs children are enrolled in conventional schools in these states, and they receive sufficient support services.
- **The Person with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act of 1995** safeguards the rights, egalitarian opportunities, and complete involvement of individuals with disabilities. A large amount significant landmark law in the history of special education in India is the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.
- **National Trust for the Welfare of Persons with Multiple Disabilities, Mental Retardation, Autism, and Cerebral Palsy Act of 1999:** A significant turning point in the history of integrated schooling in India was the 1999 passage of the "National Trust for the Welfare of Persons with Autism, Cerebral Palsy, mental Retardation, and Multiple Disabilities Act" by the Indian parliament.
- **The Sarva Shiksha Abhiyan (SSA):** Since 2000-2001, The SSA and state governments have collaborated to accomplish the goal of universalizing elementary education. This uses a method of combining different current systems and programs for children with exceptional needs, which are described below, and adheres to a zero-rejection policy:
- **Zero rejection policy:** Sarva Shiksha Abhiyan has implemented a zero-rejection policy in categorize to guarantee that every child with special needs receives a

relevant and high-quality education, regardless of the kind, category, or brutality of their disability. This implies that no kid with special needs should be denied their access to an education or be taught in a setting that is not the most appropriate for meeting their learning needs. In order to address this, the Sarva Shiksha Abhiyan implemented a multi-option approach that consists of enrollment in home-based education, EGS/AIE, and conventional school.

- **Free and Mandatory Education:** To ensure the goal of zero rejection and uphold adherence to the right to education, Sarva Shiksha Abhiyan additionally provides free and mandatory education to all children. It employs a variety of strategies to guarantee that every child has the occasion to reap the rewards of reading and writing proficiency.
- **Services tailored to individual needs:** The primary goal of Sarva Shiksha Abhiyan is inclusion, or mainstreaming students with special needs into the formal elementary school system via initiatives like DPEP. Numerous research works have indicated that inclusion is best defined by the individual requirements of the child. If they receive adequate resource support, most children with special needs enroll in and remain in regular schools. Conversely, some people go through a pre-integration program before being incorporated into a classroom. Children with special needs who have severe, profound disabilities are offered an educational course and extensive specialized care in the form of home-based schooling.
- **Midday meal for development Enrollments:** The mission also offers midday meals at the school to guarantee the enrollment of exceptional youngsters.
- **Teacher-Student Ratio (1:8):** In regulate to educate children with special needs, Sarva Shiksha Abhiyan also makes an effort to sustain a teacher-student ratio. One teacher is assigned for every eight students for this reason.
- **Itinerant Teacher (I.T.) Appointment:** Itinerant teachers are employed by Sarva Shiksha Abhiyan to combat corruption and improve program efficiency by moving from place to place.
- **Awareness campaigns:** Sarva Shiksha Abhiyan also organizes awareness programs among the family and community members of children with special needs in an effort to stop the attitudes of the community from prohibiting these children from attending schools. It acknowledges that eliminating these kinds of societal prejudices is a prerequisite for considering the education of such kids.

- **The 2009 Right to Education Act:** The 86th Amendment to the Indian Constitution (2002) was passed by the government in response to popular demand that education be made a fundamental right. The 86th Amendment created new Article 21A, which declares that all children, including those with special needs, have a basic right to an education between the ages of 6 to 14.
- **Samagra Shiksha:** Under the Department of School Education and Literacy, MHRD, Samagra Shiksha is an integrated school education scheme encompassing children with special needs from classes I to XII. It was launch in 2018–2019.

4.6.1k Existing Facilities for Children with Special Needs by SEBA

As a motive to encourage children with special needs, the Secondary Board of Education (SEBA) provides scholarships. Under this scheme, students with locomotor impairment/ orthopaedic are given scholarships of Rs.300 per month to students studying in classes IX and X and Rs.350 per month to students studying in classes XI and XII.