

# **Inclusive Education: Evaluating effectiveness of Support Systems and Learning Aids for Children with Special Needs**

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## PREFACE

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Inclusive education is more than just a concept—it is a commitment to ensure that every child, regardless of ability, has equal access to learning opportunities, support, and growth. As we move towards building an education system that embraces diversity and equity, the roles of resource teachers, volunteers, and the appropriate use of aids and appliances become increasingly vital.

Inclusive education stands as a cornerstone of equitable development, especially in a diverse and culturally rich state like Assam, where children from varied linguistic, social, and geographical backgrounds come together within the school system. Among the key drivers of inclusive education for Children with Special Needs (CWSN) in Assam are the dedicated efforts of Resource Teachers, Volunteers, and the strategic use of aids and appliances designed to meet diverse learning needs.

Resource Teachers in Assam play an instrumental role in identifying, supporting, and nurturing the potential of CWSN. Through specialized training and ongoing capacity-building programs, these teachers provide individualized educational support, ensuring that children with disabilities are not left behind. Their presence across districts—particularly in rural and remote areas has brought focused attention to the unique challenges faced by these children and has significantly improved their learning outcomes.

Equally commendable is the role of Volunteers, many of whom come from the local communities and work with a spirit of empathy and commitment. Whether assisting in

classroom engagement, helping with basic mobility and communication, or building bridges between the school and families, volunteers are often the unsung heroes of the inclusive education ecosystem. Their grassroots involvement fosters a sense of belonging and builds community support around the education of CWSN.

The effectiveness of both teachers and volunteers is further enhanced by the availability and application of aids and appliances, which serve as crucial enablers of learning. In Assam, government initiatives and NGO interventions have facilitated the distribution of assistive devices such as hearing aids, Braille kits, mobility tools, and speech-assistive technologies. These tools help break down “barriers to access” and enable children to participate more fully in classroom activities, thereby fostering confidence and independence.

Together, these three pillars—Resource Teachers, Volunteers, and Assistive Devices—form the backbone of Assam’s mission to make education inclusive, accessible, and empowering for every child. This preface sets the stage for a deeper understanding of their roles, the progress made so far, and the path ahead in ensuring that no child is left behind, regardless of their abilities.

This book is a sincere attempt to explore and highlight the indispensable contributions of resource teachers and volunteers in the education and empowerment of Children With Special Needs (CWSN). It acknowledges their efforts not only as facilitators of academic instruction but also as compassionate allies who help these children navigate the social and emotional dimensions of school life.

Additionally, the book delves into the significance of aids and appliances—from assistive technology to mobility

tools—which serve as enablers of independence and accessibility for CWSN. These tools, when combined with personalized support from trained professionals and volunteers, can transform barriers into stepping stones.

By documenting strategies, challenges, best practices, and real-world applications, this work aims to serve as a practical guide for educators, school administrators, parents, policy makers, and all those invested in inclusive education. More importantly, it is a tribute to the dedication of those who walk alongside children with special needs, making inclusion not just a policy, but a lived reality.

The authors are grateful for the support and help received from the authorities of Sarba Siksha Abhiyan Mission, Assam and Tezpur University in carrying out the extensive field survey. It is our hope that this book inspires further dialogue, innovation, and action in the field of inclusive education—and reaffirms our collective responsibility to leave no child behind.

Subhrangshu Sekhar Sarkar

Papori Baruah

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# Chapter – 1

## INTRODUCTION

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### 1.1 Background

The demand for quality basic education all over the country cannot be denied. The effort of Sarba Shiksha Abhiyan (SSA) to universalize elementary education is well acknowledged by the cross-section of society. It is a logical move on the SSA mission to popularize elementary education by community-ownership of the school system. The SSA programme is an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode.

The aim of Sarba Shiksha Abhiyan to provide useful and relevant elementary education to all children in the 6 to 14 age group by 2010 largely depended on the quality of implementation of various components as well as its effective administration. The achievement of the other aims i.e. to bridge social, regional and gender gaps lie with the extent of active participation of the community in the management of schools.

SSA was launched in Assam in 2001-02 along with the rest of the country. Since then, SSA Assam has made significant progress to expand the horizon of elementary education in the State of Assam. Since its inception, more than 50 lakhs children have been covered through various SSA interventions.

## **1.2 SSA initiatives for Inclusive Education**

The key objective of SSA is Universalization of Elementary Education (UEE). Three important aspects of UEE are access, enrolment and retention of all children in 6-14 years of age. This goal of UEE, has further been facilitated by the Constitutional (86th Amendment) Act, making free and compulsory elementary education a Fundamental Right for all the children in the age group of 6-14 years. This Amendment has given a new thrust to the education of Children With Special Needs (CWSN), as without their inclusion, the objective of UEE cannot be achieved. In-fact inclusion of one of the groups, which is extremely crucial for UEE, is perhaps that of the CWSN. Hence, the education of CWSN is an important component of SSA.

The interventions under SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan (IEP), provision of aids and appliances, teacher training, resource support, removal of architectural barriers, research, monitoring and evaluation and a special focus on girls with special needs. SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided with a meaningful and quality education. Hence, SSA has adopted a zero-rejection policy. This means that no child having special needs should be deprived of the right to education and taught in an environment, which is best suited to his/her learning needs. These include special schools, EGS, AIE or even home-based education. 29.57 lakh CWSN have been identified till 2008-09 in SSA. Out of this, 24.77 lakh CWSN (83.78%) have been enrolled in regular schools. The coverage of CWSN was 26.47 lakh (89.53%) till that period.

The States have shown an overall expenditure of 81.77% on CWSN inclusion related activities in 2008-09.

SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a zero rejection policy. This means that no child having special needs should be deprived of the right to education and taught in an environment which is the best suited to his/her learning needs. These include special schools, EGS, AIE or even home-based education. The major thrust of SSA is on inclusion or mainstreaming CWSN into the fabric of formal elementary schooling. Experiences of programmes like District Primary Education Programme (DPEP) and various research findings have shown that inclusion is best determined by the individual needs of the child. A large number of Children With Special Needs (CWSN) can be enrolled and retained in regular schools if adequate resource support is provided to them, whereas there are others who might have to be provided with some kind of pre-integration programme before they can be mainstreamed in a classroom. There might also be still some CWSN with severe profound disabilities, who would require a special educational programme and intensive specialized support completely beyond the purview and scope of a formal school in the current situation. Thus, SSA has adopted a more expansive and a broad-based understanding of the concept of inclusion wherein a multi-option model of educating CWSN is being implemented. The dual objective of embracing this model is to bring more CWSN under the umbrella of SSA and to provide CWSN with appropriate need-based skills, be it vocational, functional literacy or simply activities of daily living. Further, an attempt is being made to provide these skills in the most appropriate learning environment.

### **1.3 Inclusive Education and SSA, Assam' performance vis-à-vis other States of India**

Since its inception, SSA, Assam has been successful in its objective of inclusive education in Assam. Table 1.1 shows that 94.62% of identified CWSN has been covered by SSA, Assam. Table 1.2 shows that there are 175 Resource Teachers in Assam. As per Table 1.3, 4135 teachers have undergone 90-days training under SSA. Table 1.4 shows that in 80.85% cases aids and appliances have been provided to the needy CWSN. 17 NGOs are involved in inclusive education in Assam, (Table 1.5). Table 1.6 shows that in 86% cases, barrier free accesses have been made in schools in Assam under SSA. Table 1.7 shows that Assam has been successful in getting 89% of the total outlays utilized.

Table 1.1 Assam's position in Identification of CWSN

Number of CWSN Identified and Covered Under SSA

No.	Name of the State	Total CWSN Identified	CWSN Enrolled in Schools	% Enrolled in schools	CWSN Enrolled in EGS/AIE Centers	CWSN provided Home Based Edu.	Total Coverage of CWSN	% CWSN covered against identified CWSN
1	A.P.	181999	159266	87.51	2500	12840	174606	95.94
2	Ar. Pradesh	12189	9765	80.11	0	3	9768	80.14
3	Assam	97801	72084	73.70	5405	19197	92537	94.62
4	Bihar	313500	241995	77.19	9643	8244	259882	82.90
5	Chhattisgarh	46153	45196	97.93	517	187	45900	99.45
6	Goa	2140	1393	65.09	0	4	1397	65.28
7	Gujarat	78900	64944	82.31	1250	422	66616	84.43
8	Haryana	25075	20431	81.48	0	0	20431	81.48
9	HP	22040	19643	89.12	10	2387	22040	100.00
10	J&K	25906	20117	77.65	0	1	20118	77.66
11	Jharkhand	47312	35695	75.45	105	213	36013	76.12
12	Karnataka	135301	121153	89.54	0	14148	135301	100.00
13	Kerala	157147	145476	92.57	2544	809	148829	94.71
14	MP	111492	102567	91.99	697	2126	105390	94.53
15	Maharashtra	414277	380723	91.90	2981	11412	395116	95.37
16	Manipur	7423	4357	58.70	47	147	4551	61.31
17	Meghalaya	9224	7496	81.27	659	249	8404	91.11
18	Mizoram	6390	6303	98.64	0	87	6390	100.00
19	Nagaland	3672	2948	80.28	0	321	3269	89.03
20	Orissa	124741	115344	92.47	0	2535	117879	94.50
21	Punjab	114473	86696	75.73	378	4174	91248	79.71
22	Rajasthan	248084	236912	95.50	2026	3824	242762	97.85
23	Sikkim	1045	770	73.68	0	0	770	73.68
24	TN	118151	90976	77.00	459	26716	118151	100.00
25	Tripura	3832	3417	89.17	0	53	3470	90.55
26	UP	391708	315194	80.47	3886	0	319080	81.46
27	Uttarakhand	21577	18483	85.66	58	1248	19789	91.71
28	West Bengal	219075	133662	61.01	7683	21733	163078	74.44
29	A & N Islands	815	815	100.00	0	0	815	100.00
30	Chandigarh	3704	3532	95.36	81	1	3614	97.57
31	D & N Haveli	298	164	55.03	0	0	164	55.03
32	Daman & Diu	141	70	49.65	0	33	103	73.05
33	Delhi	8015	6504	81.15	0	0	6504	81.15
34	Lakshadweep	463	398	85.96	0	65	463	100.00
35	Puducherry	2926	2816	96.24	0	110	2926	100.00
	<b>Total</b>	<b>2956989</b>	<b>2477305</b>	<b>83.78</b>	<b>40929</b>	<b>133289</b>	<b>2647374</b>	<b>89.53</b>

Table 1.2 Number of Resource Teachers in Assam

## State wise Number of Resource Teachers In SSA

No.	Name of the State	No. of Resource Teachers
1	A.P.	856
2	Ar. Pradesh	0
3	Assam	175
4	Bihar	350
5	Chhattisgarh	30
6	Goa	3
7	Gujarat	1193
8	Haryana	70
9	HP	120
10	J&K	0
11	Jharkhand	25
12	Karnataka	606
13	Kerala	730
14	MP	162
15	Maharashtra	1417
16	Manipur	0
17	Meghalaya	4
18	Mizoram	8
19	Nagaland	0
20	Orissa	253
21	Punjab	220
22	Rajasthan	296
23	Sikkim	2
24	TN	826
25	Tripura	0
26	UP	1310
27	Uttarakhand	8
28	West Bengal	1023
29	A & N Islands	23
30	Chandigarh	15
31	D & N Haveli	0
32	Daman & Diu	1
33	Delhi	50
34	Lakshadweep	0
35	Puducherry	3
	<b>Total</b>	<b>9779</b>

Table 1.3 No. of Trained Teachers under SSA  
**State wise Number of Teachers Trained Through 90-days in SSA**

No.	Name of the State	90 day Trained Teachers
1	A.P.	633
2	Ar. Pradesh	67
3	Assam	4135
4	Bihar	6449
5	Chhattisgarh	612
6	Goa	95
7	Gujarat	9823
8	Haryana	1250
9	HP	1172
10	J&K	415
11	Jharkhand	348
12	Karnataka	29352
13	Kerala	0
14	MP	13533
15	Maharashtra	19446
16	Manipur	2642
17	Meghalaya	666
18	Mizoram	435
19	Nagaland	164
20	Orissa	5293
21	Punjab	970
22	Rajasthan	12824
23	Sikkim	0
24	TN	0
25	Tripura	0
26	UP	448
27	Uttrakhand	13622
28	West Bengal	1013
29	A & N Islands	0
30	Chandigarh	289
31	D & N Haveli	0
32	Daman & Diu	0
33	Delhi	0
34	Lakshadweep	0
35	Pondicherry	0
	<b>Total</b>	<b>125696</b>

Table 1.4 No. of Aids & Appliances provided to CWSN in Assam

Annex-I d

Progress on Aids & Appliances in SSA

No.	Name of the State	Aids & Appliances Required	Aids & Appliances Provided	% of Aids & appliances
1	A.P.	228600	197282	86.30
2	Ar. Pradesh	15965	5665	35.48
3	Assam	34948	28023	80.18
4	Bihar	144356	94296	65.32
5	Chhattisgarh	57071	33788	59.20
6	Goa	810	43	5.31
7	Gujarat	195839	158179	80.77
8	Haryana	49437	39625	80.15
9	HP	18140	11425	62.98
10	J&K	8560	4488	52.43
11	Jharkhand	58579	30855	52.67
12	Karnataka	78161	59593	76.24
13	Kerala	29272	13793	47.12
14	MP	152202	90450	59.43
15	Maharashtra	191553	191553	100.00
16	Manipur	1739	1117	64.23
17	Meghalaya	7464	3189	42.73
18	Mizoram	1840	1735	94.29
19	Nagaland	2014	941	46.72
20	Orissa	203243	131033	64.47
21	Punjab	126037	84749	67.24
22	Rajasthan	48282	25368	52.54
23	Sikkim	48	0	0.00
24	TN	141713	96677	68.22
25	Tripura	4484	1596	35.59
26	UP	246307	211130	85.72
27	Uttarakhand	37294	9441	25.32
28	West Bengal	52826	46377	87.79
29	A & N Islands	825	825	100.00
30	Chandigarh	1071	793	74.04
31	D & N Haveli	0	0	0.00
32	Daman & Diu	52	11	21.15
33	Delhi	6388	6371	99.73
34	Lakshadweep	125	0	0.00
35	Puducherry	2011	1602	79.66
	Total	2147256	1582013	73.68

Table 1.5 No. of NGOs involved in SSA, Assam

**NGOs Involvement in IE in SSA**

No.	Name of the State	No. of NGOs Involved
1	A.P.	52
2	Ar. Pradesh	5
3	Assam	17
4	Bihar	14
5	Chhattisgarh	15
6	Goa	4
7	Gujarat	47
8	Haryana	13
9	HP	21
10	J&K	5
11	Jharkhand	0
12	Karnataka	45
13	Kerala	9
14	MP	27
15	Maharashtra	48
16	Manipur	7
17	Meghalaya	18
18	Mizoram	8
19	Nagaland	3
20	Orissa	66
21	Punjab	78
22	Rajasthan	41
23	Sikkim	2
24	TN	38
25	Tripura	0
26	UP	0
27	Uttrakhand	18
28	West Bengal	263
29	A & N Islands	2
30	Chandigarh	6
31	D & N Haveli	0
32	Daman & Diu	0
33	Delhi	3
34	Lakshadweep	0
35	Pondicherry	2
	<b>Total</b>	<b>877</b>

Table 1.6 Progress of Barrier Free Access in SSA Assam

Progress on Barrier Free Access In SSA

No.	Name of the State	No. of Schools	Barrier Free Access	%
1	A.P.	79996	31559	39.45
2	Ar. Pradesh	3325	985	29.62
3	Assam	43358	37659	86.86
4	Bihar	96052	33246	34.61
5	Chhattisgarh	46029	15617	33.93
6	Goa	1533	653	42.60
7	Gujarat	56096	32128	57.27
8	Haryana	14612	9391	64.27
9	HP	15046	6566	43.64
10	J&K	29001	3160	10.90
11	Jharkhand	53799	20001	37.18
12	Karnataka	72457	38021	52.47
13	Kerala	14157	18749	132.44
14	MP	113316	59943	52.90
15	Maharashtra	106402	85211	80.08
16	Manipur	3659	122	3.33
17	Meghalaya	9516	711	7.47
18	Mizoram	2535	1354	53.41
19	Nagaland	1938	55	2.84
20	Orissa	68465	43393	63.38
21	Punjab	19466	11513	59.14
22	Rajasthan	109204	68445	62.68
23	Sikkim	1143	46	4.02
24	TN	52842	35408	67.01
25	Tripura	5977	2273	38.03
26	UP	151217	99290	65.66
27	Uttrakhand	17953	9494	52.88
28	West Bengal	59421	49589	83.45
29	A & N Islands	428	24	5.61
30	Chandigarh	204	37	18.14
31	D & N Haveli	393	0	0.00
32	Daman & Diu	84	50	59.52
33	Delhi	3475	3475	100.00
34	Lakshadweep	47	32	68.09
35	Pondicherry	590	343	58.14
	<b>Total</b>	<b>1253736</b>	<b>718543</b>	<b>57.31</b>

Table 1.7 Expenditure in Inclusive Education during 2008-09

Expenditure on IE in 2008-09

No.	Name of the State	Outlay approved	Achievement	%
1	A.P.	1550.65	913.64	58.92
2	Ar. Pradesh	72.08	72.08	100.00
3	Assam	969.29	866.50	89.40
4	Bihar	1881.00	1174.64	62.45
5	Chhattisgarh	500.06	400.02	79.99
6	Goa	13.56	4.58	33.78
7	Gujarat	907.30	906.86	99.95
8	Haryana	300.90	162.95	54.15
9	HP	305.71	249.77	81.70
10	J&K	216.97	24.51	11.30
11	Jharkhand	406.03	231.58	57.04
12	Karnataka	1567.13	1522.78	97.17
13	Kerala	1112.43	1002.87	90.15
14	MP	678.13	581.84	85.80
15	Maharashtra	3982.32	3893.29	97.76
16	Manipur	59.27	0.00	0.00
17	Meghalaya	70.74	51.52	72.83
18	Mizoram	65.14	65.14	100.00
19	Nagaland	42.72	38.52	90.17
20	Orissa	1262.45	1262.40	100.00
21	Punjab	394.26	429.60	108.96
22	Rajasthan	1606.78	1261.83	78.53
23	Sikkim	9.78	4.28	43.76
24	TN	1262.26	1051.38	83.29
25	Tripura	21.65	21.65	100.00
26	UP	3185.05	2504.65	78.64
27	Uttarakhand	169.24	143.87	85.01
28	West Bengal	1797.04	1168.81	65.04
29	A & N Islands	2.45	0.30	12.27
30	Chandigarh	57.88	22.82	39.43
31	D & N Haveli	1.84	0.16	8.70
32	Daman & Diu	1.75	0.16	9.13
33	Delhi	60.63	22.88	37.74
34	Lakshadweep	3.84	1.64	42.71
35	Puducherry	35.80	35.80	100.01
	<b>Total</b>	<b>24574.11</b>	<b>20095.32</b>	<b>81.77</b>

Table 1.8 Financial Target for Inclusive Education for  
2009-10

Financial Target for Inclusive Education: 2009- 10

S. No.	Name of the State	Total Budget Sanctioned in lakhs
1	A.P.	1091.994
2	Ar. Pradesh	97.51
3	Assam	1026.91
4	Bihar	2194.5
5	Chhattisgarh	553.836
6	Goa	12.08
7	Gujarat	752.19
8	Haryana	240.19
9	HP	264.48
10	J&K	129.53
11	Jharkhand	331.184
12	Karnataka	1453.836
13	Kerala	1125.15
14	MP	678.13
15	Maharashtra	4971.324
16	Manipur	44.54
17	Meghalaya	83.016
18	Mizoram	65.136
19	Nagaland	44.064
20	Orissa	1496.892
21	Punjab	700.64
22	Rajasthan	2158.331
23	Sikkim	9.65
24	TN	1417.812
25	Tripura	19.18
26	UP	4316.74
27	Uttrakhand	198.2
28	West Bengal	2244.34
29	A & N Islands	5.48
30	Chandigarh	53.48
31	D & N Haveli	2.75
32	Daman & Diu	1.692
33	Delhi	40.08
34	Lakshadweep	4.63
35	Pondichery	29.26
	<b>Total</b>	<b>27858.757</b>

Source for Table 1.1 to 1.8: [www.ssa.nic.in](http://www.ssa.nic.in)

Information provided in Table 1.1 to Table 1.8 shows SSA, Assam's commendable efforts in the field of inclusive education vis-à-vis performance of other states of the country.

The Sarba Siksha Abhiyan (SSA) Mission, Assam, as a flagship programme for Universal Elementary Education (UEE), has been pivotal in promoting inclusive education for Children with Special Needs (CWSN) across the state. Anchored in the belief that *"every child matters"* SSA Assam has implemented a range of strategies and interventions aimed at ensuring that children with disabilities not only attend school but also receive meaningful and effective education. The main functions of SSA can be described as follows relating to the education of CWSN:

#### *1. Identification and Assessment of CWSN*

SSA Assam conducts regular screening, and identification drives at the school and community levels to locate children with disabilities. Medical assessment camps, in collaboration with the Health Department and NGOs that are organized to evaluate the specific needs of these children and to develop individualized educational interventions.

#### *2. Deployment of Resource Teachers*

SSA Assam appoints trained Resource Teachers (RTs) in districts to support regular classroom teachers. These RTs provide individualized attention to CWSN, assist in curriculum adaptation, and support teachers in implementing inclusive classroom strategies. They also play a key role in preparing Individualized Education Plans (IEPs) for each child.

### *3. Provision of Aids and Appliances*

Through the Inclusive Education (IE) component of SSA, children are provided with assistive devices such as hearing aids, spectacles, wheelchairs, Braille books, and communication boards, based on individual assessment. These aids are essential in bridging the accessibility gap and enhancing learning engagement.

### *4. Capacity Building and Sensitization*

SSA Assam regularly organizes training programs and sensitization workshops for general education teachers, parents, and community members to foster awareness and reduce stigma surrounding disabilities. The goal is to create an inclusive learning environment where every child feels safe, accepted, and supported.

### *5. Home-Based Education and Transport Support*

For children with severe or multiple disabilities who are unable to attend school regularly, SSA Assam provides home-based education through RTs and volunteers. Additionally, transport and escort facilities are made available to help children reach schools safely, particularly in rural and remote areas.

### *6. Community and Volunteer Engagement*

SSA actively involves volunteers, parents, and community-based organizations to support inclusive practices. Volunteers assist with mobility, classroom participation, and emotional support, especially in areas where resource teachers may not be regularly available.

### *7. Monitoring and Follow-Up*

The SSA Mission ensures continuous monitoring of progress through district-level IE coordinators, school visits,

and data collection on enrolment, retention, and achievement of CWSN. Feedback loops are used to improve strategies and close implementation gaps.

In summary, the Sarba Siksha Abhiyan Mission, Assam plays a transformative role in creating an educational ecosystem that is inclusive, responsive, and empowering for children with special needs. By integrating medical, educational, and community-based interventions, the mission continues to pave the way for a more inclusive and equitable future in Assam's education landscape.

#### **1.4 The Problem under Study**

SSA, Assam, has been trying to follow the zero-rejection policy and with this end in view, has introduced a number of interventions under IE component for reaching out to the CWSN of all categories. NGOs are also involved in providing support to the CWSN. However, it has not been possible to cover all CWSN. Resource Teachers (RTs) and Volunteers are engaged in providing wholesome support to the CWSN, parents and teachers and community. One RT is engaged per block having minimum 25 nos of Gaon Panchayat GP or Clusters at Block level. IED-volunteers are engaged at Gaon Panchayat/Cluster Resource Centres having more than 10 Children with Special Needs (CWSN) to impart support to the learners. The RTs and Volunteers have the multi-fold responsibility to shoulder. The need is now felt to assess their role in providing support to CWSN. In this backdrop this study has been carried out to assess the role of resource teachers and volunteers in providing overall support to the CWSN.

#### **1.5 Aims and Objectives of the Study**

The main objective of the study has been to assess the role of Resource Teacher (RT) and Volunteer (VT) and

to see to what extent they are successful in providing support towards the development of CWSN under their jurisdiction. As such, the study has got the following specific objectives:

1. To assess the role of RTs and VTs in supervision and monitoring of field level activities.
2. To examine the role of RTs and VTs in providing academic support to CWSN.
3. To find out how far RTs and VTs are successful in motivating the parents and guardians of CWSN.
4. To evaluate the role of RTs and VTs in providing home based support with special reference to Activities of Daily Living (ADL)
5. To appraise the role of RTs and VTs in community mobilization and peer group sensitization.

## **1.6 Scope and Limitations of the Study**

The study encompasses mainly the assessment of the role played by the Resource Teacher and Volunteer in providing support to CWSN. The study deals in-depth with various facets of functioning of Resource Teacher and Volunteers. Though the study depends on the understanding of the role clarity of RT and VT as well by others, it has also carried out extensive surveys to find out the views of cross-sections of stakeholders to assess whether the Resource Teachers and Volunteers are performing their functions as per their job requirements. Moreover, detailed verifications about the effectiveness of functioning of RT and VT have also been carried out for each sample CWSN selected for the study. The study limits its activity to the area of functioning of the role of Resource Teacher and Volunteer only. It has not dealt with other aspects like the effectiveness of aids and appliances etc. Moreover, the study is carried out only in 4

districts of the State and that too for 3 blocks in each district. Hence, the findings of the study may not be generalized for the State in totality.

## **1.7 Conclusion**

An assessment study for judging the effectiveness of the role played by any functionaries is always welcome. Such study would definitely point out the pros and cons of different facets of role played by these functionaries. Realizing the objectives of SSA in inclusive education depends on the roles played by the main grass-root functionaries' viz. Resource Teacher and Volunteers. Many of them are dedicated and have put their efforts to the best of their abilities. Even then the desired results are yet to be achieved.

## Chapter – 2

# METHODOLOGY USED FOR SELECTION OF SAMPLE RESPONDENTS FOR STUDY

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### 2.1 Introduction

The success of any research study depends on the research methodology adopted for the study. The reliability of the findings of the study is dependent on the sample selection method, pattern of questions being asked, questionnaire administration, analysis technique, method of handling the interviews etc. The present study is an evaluation study that encompasses mainly two aspects viz. to assess the role of Resource Teacher (RT) and Volunteer (VT) in the field of inclusive education in Assam and secondly, to oversee the effectiveness of functioning of RT and VT in bringing about overall development of CWSN under their jurisdiction. Separate research instruments are administered for extracting information relevant for the above two purposes. The following sections deal with the explanation of the method of selection of sample, about the research instruments etc. applied for the study.

### 2.2 Sample Area and Sample Size

The study covers 3 earmarked blocks in each district of Barpeta, Cachar, Morigaon and Tinsukia. The respondents covered in these four districts include school teacher, CWSN, parents, GPEC members, resource teachers and volunteers.

## 2.3 Sampling Plan

The outcome of any study depends on the fundamentals of its research design. Keeping this in mind, the sampling procedure has been designed in such a way to ensure that each unit has its chance of inclusion in the study. Similarly, excessive care has been taken to see that the research instruments can provide the required data and information required to fulfill the objectives of the study.

The districts and total sample size of CWSN is presented in the Table 2.1

**Table 2.1: Sample Size of No. of Respondents selected for study**

District	School Teacher	CWSN	Parents	GPEC Member	Resource Teacher	Volunteer
Barpeta	43	55	55	10	4	10
Cachar	32	52	52	15	5	15
Morigaon	60	90	90	16	4	16
Tinsukia	26	28	28	8	3	8

To have a wide picture among the selected sample CWSN, geographical coverage based on habitation types, school going and home based education have also been taken into consideration. 20% of total GP from each block has been selected based on habitation specification so as to reflect the general nature of the sample block.

Table 2.2 shows the classification of sample CWSN in the sample districts:

**Table 2.2 Area-wise Classification of Sample CWSN****District: Barpeta**

In School out of school

Gaon Panchayat Wise CWSN for the year of 2009-10  
SSA, Barpeta

Sl. No.	Block	Name of GP	In School CWSN		Out of School CWSN		
			Boys	Girls	Boys	Girls	Total
1	Bhawanipore	35 No. Uttarbari	2	1	0	1	4
2		105 No. Galia	1	1	1	0	3
3		100 No Nairamara	3	2	1	1	7
4	Chenga	14 No Uttar Pub sarukhetri	2	1	0	0	3
5		20 No Haripur	3	2	0	1	6
6		23 No Niz Chenga	0	2	2	1	5
7	Mandia	84 No bamundonga	4	3	1	0	8
8		85 No Ag-Mandia Jadabpur	0	3	1	1	5
9		69 No Satra Kanara	4	1	0	1	6
10		76 No Moinbari	1	2	0	0	3
11		91 No Manikpur	4	1	0	0	5
	<b>Total</b>		<b>24</b>	<b>19</b>	<b>6</b>	<b>6</b>	<b>55</b>

## District: Cachar

### In School out of school

Sl. No.	Block	Name of GP	Boys	Girls	Boys	Girls	Total
1	Salchapara	Tupkhana	1	1	1	1	4
2		Tarapur	1	1	0	1	3
3		Indrogarh	1	0	1	0	2
4		Kathal	1	1	0	1	3
5		Rananagar Tarapur	1	1	0	0	2
6	Udarband	Gosaipur Durganagar	2	2	0	1	5
7		Udarband	1	1	0	1	3
8		Chotodubh Patil	3	1	1	0	5
9		Kashpur	1	1	1	0	3
10	Kaigirah	Bhangarpar	4	1	0	0	5
11		Kurkuri	1	0	1	1	3
12		Fulbari	2	1	1	0	4
13		Kalibari	1	0	1	1	3
14		Bhairabpur	1	0	2	0	3
15		Kalain	1	1	1	1	4
<b>Total</b>			<b>22</b>	<b>12</b>	<b>10</b>	<b>8</b>	<b>52</b>

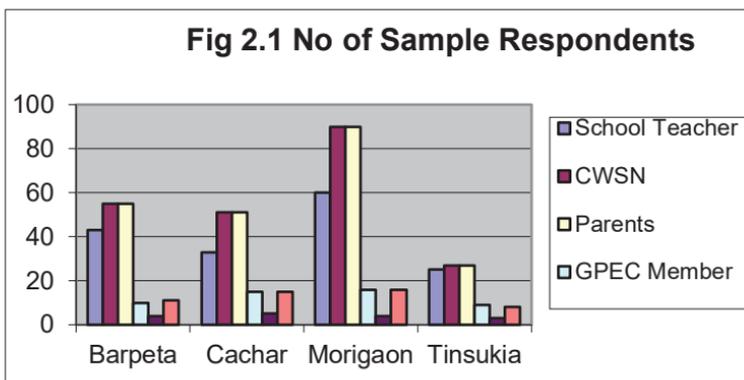
## District: Morigaon : M

Sl. No.	Block	Name of GP	In School CWSN		Out of CWSN		Total
			Boys	Girls	Boys	Girls	
1	Laharighat	Balidunga	4	4	1	0	9
2		Kushtoli	2	1	0	0	3
3		Lowbhurunga	1	1	1	0	3
4		Niz Chaharia	3	2	0	0	5
5		Bhuragaon Hindi	2	1	2	2	7
6		Laharighat	5	2	0	0	7
7		Jaribori	1	1	2	0	4
8	Mayong	Dakhin Dharamtul	5	2	0	0	7
9		Baghara	2	1	0	0	3
10		Lahpati	3	3	1	0	7
11		Dongabori	3	3	1	0	7
12		Paliguri	2	1	0	0	3
13		Ahatguri	1	1	0	0	2
14	Bhurbandha	Paghali	6	7	1	0	14
15		Dandua	1	2	0	0	3
16		Ghagua	3	2	1	0	6
<b>Total</b>			<b>44</b>	<b>34</b>	<b>10</b>	<b>2</b>	<b>90</b>

## District: Tinsukia

Sl. No	Block	Name of GP	In School CWSN		Out of School CWSN		Total
			Boys	Girls	Boys	Girls	
1	Margherita	Makum Pather	1	2	1	0	4
2		Digboi Urban	1	1	0	0	2
3		Kumchai	2	2	0	0	4
4		Samukjan	1	3	0	0	4
5	Sadiya	Nasadiya	1	1	0	0	2
6		Sonpura	2	1	0	1	4
7	Urban	Ward No. I & II	2	2	0	0	4
8		Ward No. 12 to 15	2	1	0	0	3
<b>Total</b>			<b>12</b>	<b>13</b>	<b>1</b>	<b>1</b>	<b>27</b>

Figure 2.1 summarizes the sample respondents from 4 sample districts ultimately selected for the study



20% of total GP in each block is selected. As such, Morigaon having the largest number of CWSN among the 4 sample districts, leads the list of number of CWSN surveyed.

### 2.4 Collection of Information

The study aims at assessing the role of Resource Teacher and Volunteer in providing support to CWSN. Fulfilling the said objectives necessitated the requirement of various information which are required to be sought from

different quarters. As such, both secondary and primary information are collected for the study.

#### **2.4.1 Secondary Information**

Published information regarding Sarba Siksha Abhiyan has been taken from the office of the Mission Director, SSA, Guwahati. Details of the role of Resource Teacher and Volunteer have been gathered from the State Programme Officer at the office of the Mission Director. Minute details have been collected from the district offices as well as block offices operating under SSA mission. Moreover, relevant information has been also collected from various publications of the Ministry of Education, Government of India. Some of the information worth mentioning is:

1. Regarding the aims and objectives of Sarba Siksha Abhiyan (from the web-site)
2. Details regarding number of schools (habitation wise, category wise etc.) in the State of Assam from the office of the District Mission Coordinator of each sample district.
3. Minute details of CWSN of each selected district are collected from the office of the District Mission Coordinator in each district.
4. List of the District Programme Officers, RTs, Volunteers etc. with all contact details collected from the office of the Mission Director as well as District Mission Coordinator in each district.

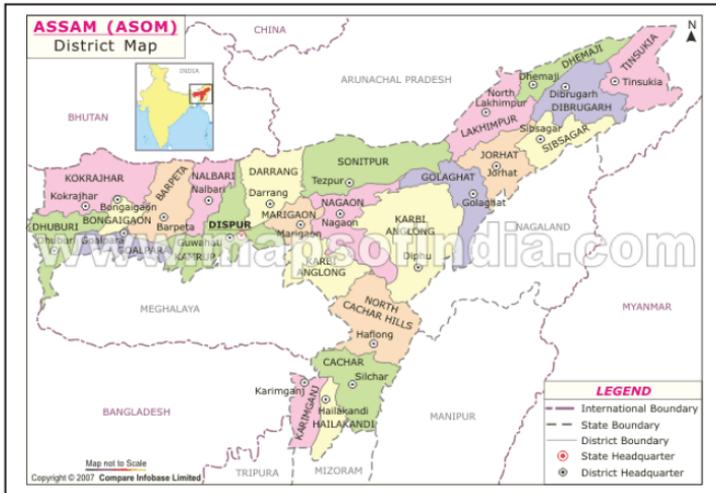
#### **2.4.2 Primary Information**

The findings and its quality of the study largely depends on the primary data collected for the study. The

present study encompasses a wide area of spectrum and as such the quantum of primary data collection is also varied. Information regarding the effectiveness of the roles played by resource teachers and volunteers has been gathered from various stakeholders viz. the school teacher, CWSN, parents, GPEC members etc. Moreover, views of resource teachers and volunteers are collected through structured interviews with the help of a detailed questionnaire.

#### **2.4.2.1 Study Universe:**

1. The study is carried out in four districts of Assam viz. Barpeta, Cachar, Morigaon and Tinsukia. 3 blocks from each sample district are covered,
2. 20% of Gaon Panchayats from each sample block is covered.
3. 10% of total CWSN of each GP of all categories both school going and having home-based support are selected for the study,
4. Within the block, GPs are selected based on geographical location (plain, border, forest, hilly, char etc.) and caste/community structure (SC, ST, minority, tea-tribes etc.) so that each and every unit has its chance of inclusion in the study.
5. CWSN are selected in such a way that it represents all categories of challenges viz. OI, HI, VI, MR, MD, CP, LD, SI etc. Moreover, gender is also taken care of so that the sample respondents represent the general character of the district.



**Fig 2.1 Map of Study Area**

### 2.4.2.2 Pilot Survey

The questionnaire is designed in consultation with the State Programme Officer-IE, SPO (Research) at the Office of the Mission Director, SSA, Guwahati. To fine tune the questionnaire, several pilot surveys are being carried out in each district and finally the questionnaire is made ready for administration. To get real first-hand information, many questions in the questionnaire are made open-ended.

### 2.4.2.3 Information about the role played by Resource Teacher and Volunteers in providing support to CWSN

Various information regarding the effectiveness of functioning of Resource Teacher and Volunteer in providing support to CWSN are tried to be collected from interviews of different stakeholders. Cross section of stakeholders viz. class teacher of the school where CWSN are studying, parents of CWSN, GPEC member, CWSN are interviewed

to know the ground realities of functioning of Resource Teacher and Volunteers. Moreover, views of the Resource Teacher and Volunteer are also taken to know their problems and prospects of their jobs. However, to authenticate the findings, details from the records maintained by Resource Teacher and Volunteer are also verified.

#### **2.4.2.4 Training of Field Investigators**

The quality of data collected depends largely on the field investigators' ability of effective administration of the questionnaire. Therefore, no compromise has been made in the selection of field investigators as far as the basic requirement of quality is concerned. Once the field investigators are selected, they underwent two tiers of training modules. First, they are given classroom training about the objectives of SSA, about SSA initiatives for inclusive education, job description of resource teacher and volunteers, the basic aim of the study and so on. They are also made familiar to each line and word of the questionnaire so that they are clear about the same. They are trained about the techniques of conducting interviews of stakeholders in the most congenial way. Special training is also imparted for careful handling of various questions asked to CWSN and their parents. The issue of CWSN is a very sensitive one and thus, the field investigators are specifically trained so that they should be very careful in getting the facts from field surveys carried on by them. Altogether 10 Field Investigators are engaged in the study. Details of Field Investigators' qualification etc. are provided in the annexure.

### **2.5 Research Instruments**

The objectives of the study have been to assess the effectiveness of the resource teacher and volunteer for the overall development of CWSN under their jurisdiction.

Keeping these objectives in mind, a thorough study is being carried out in each block of the selected districts. 10 percent of the CWSNs are selected from 20percent sample GP from 3 sample blocks of each of the 4 sample districts through the following research instruments:

### **2.5.1 Questionnaire :**

A questionnaire is being administered to find out the views of various stakeholders as well as to know the quality of utilization of annual grants by the schools selected for survey. The questionnaire has 6 parts excluding the identification sheet. The details are as follows:

Identification sheet containing all the details regarding the sample CWSN studied as well as other details as to the type of disability, degree of disability etc.

Part I: Views of School Teacher: This part contains 27 questions that are being asked to know the feedback of the school teacher where CWSN are studying. Questions are asked on the role played by Resource Teacher and Volunteers for development of CWSN.

Part II: Views of the CWSN: This part contains 15 questions that are being asked to the CWSN to know the feedback of the CWSN about the role played by RT and volunteers. Questions are asked about the support received from RT and volunteers and their perception about the services of RT and volunteers etc.

Part III: Views from Parents: This part of the questionnaire is focused on the parents of the CWSN as they are the main stakeholder. Parents' comments about the role of RT and volunteer in bringing overall development to their wards carry high importance. As such, this part of the questionnaire carries 34 questions encompassing questions

about the role of RT and volunteer and about their awareness regarding the facilities available to their wards etc.

Part IV: Views from GPEC member: To cross check the findings from a particular locality, the sample of respondents include one member from the community who can give his or her candid opinion about the role played by the RT and volunteer in their locality viz. the GP. This part of the questionnaire is meant for getting views from a member of the GPEC and contains 12 questions aimed at knowing the efficacy of functioning of RT and volunteers in the GPEC.

Part V: Views from Resource Teacher: The study aims at assessing the role of Resource Teacher in providing support to CWSN. Hence, the study will be incomplete if RT's view is not taken into consideration. This part is an elaborate one and contains 56 questions ranging from the knowledge of job description, job specification, their plan of activities, problems faced etc.

Part VI: Views from Volunteer: In the line of Part V, Volunteers' views are also taken regarding their knowledge of job description, job specification, plan of action, problems faced etc. This part contains 52 questions encompassing various facets of the role of volunteers for the development of CWSN.

## **2.6 Total Responses Plan**

For achieving the objectives set out for the study, not only relevant information is to be collected but also it has to be collected from a sufficient number of respondents to make the findings valid. As such, a massive data collection drive was carried out with the help of the above-mentioned research instruments and information was collected from a

number of stakeholders as per the following plan, and presented in Table 2.4

1. Information about CWSN – 10% of total CWSN from 20% Gaon Panchayat from each of 3 sample blocks from each of the 4 selected districts.
2. Views of Stakeholders – 1 school teacher for each school going CWSN, 1 parent for each CWSN, 1 GPEC member from each Gaon Panchayat are taken.
3. Views of Resource Teacher and Volunteer – All Resource Teachers from selected blocks and volunteers from each selected GP are taken as sample respondents.
4. Views of Field Investigators: Each Field Investigator has to put their comments in a separate part of the questionnaire for each school surveyed by them.

Table 2.3 Total Number of Sample Gaon Panchayats

<b>District</b>	<b>Block</b>	<b>No. of Sample Gaon Panchayats</b>
Barpeta	Bhawanipore	3
	Chenga	3
	Mandia	4
Cachar	Katigora	6
	Salchapara	5
	Udarbond	4
Morigaon	Bhurbhanada	3

	Lahorighat	7
	Mayong	6
Tinsukia	Margherita	4
	Sadiya	2
	Urban	2

**Table 2.4 Total Number of Responses as per Sampling Plan**

<b>Sr. No</b>	<b>Details of Information</b>	<b>Number of Responses</b>	<b>Total</b>
1	Details/ Views of CWSN	10% from each of 49 GP	<b>224</b>
2	Views of Parents	1 for each CWSN	<b>224</b>
3	Views of School Teacher	1 for each school going CWSN	<b>161</b>
4	Views of GPEC member	1 for Each sample GP	<b>49</b>
5	Views of Resource Teacher	All from each sample Block	<b>16</b>
6	Views of Volunteer	All from each sample GP	<b>49</b>

Thus, a total database is created where detailed information and views about 224 CWSN is gathered. Moreover, a pool of comments from 434 other stakeholders are also planned to find out the efficacies of the roles played by RT and Volunteer. Besides, 16 RT and 49 volunteers are

also interviewed thoroughly to get a complete picture about the study.

## 2.7 Respondents' Profile Analysis

Views about the efficacy of the roles played by Resource Teacher and Volunteers have been taken from four categories of respondents viz. School Teacher, CWSN, Parents and GPEC Member. Besides, views of Resource Teachers and Volunteers are also taken about their own perception.

### 2.7.1. About the gender of School Teacher respondents

Gender		District				Total
		Morigaon	Barpeta	Cachar	Tinsukia	
Female	Count	12	8	9	9	38
	% within district	20	18.18	28.13	34.62	23.46
Male	Count	48	36	23	17	124
	% within district	80	81.82	71.88	65.38	76.54
Total	Count	60	44	32	26	162
	% within district	100	100	100	100	100

It is seen from Table 2.5 that the majority of the school teacher respondents (76.5%) are male. The position is almost the same in all districts. Same is also shown in Fig.2.2

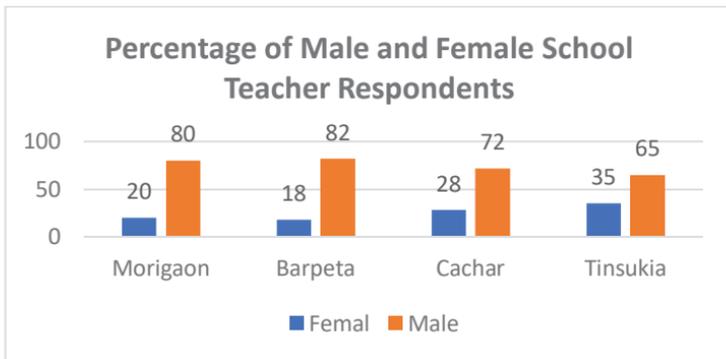


Fig 2.2 Gender-wise Sample Respondents of School Teacher

## 2.7.2. About the educational qualification of parent respondents

Table 2.6 Parents Respondents Profile (Qualification)

District * Educational Qualification Crosstabulation						
		District				Total
		Morigaon	Barpeta	Cachar	Tinsukia	
LP	Count	24	17	20	4	65
	% within District	26.67	31.48	38.46	14.81	29.15
ME	Count	22	7	12	8	49
	% within District	24.44	12.96	23.08	29.63	21.97
HSLC	Count	7	4	2	10	23
	% within District	7.78	7.41	3.85	37.04	10.31
HSSLC	Count	1	3	4	0	8
	% within District	1.11	5.56	7.69	0	3.59
BA/BSc	Count	2	1	0	2	5
	% within District	2.22	1.85	0	7.41	2.24

Illiterate	Count	34	22	14	3	73
	% within District	37.78	40.74	26.92	11.11	32.74
Total	Count	90	54	52	27	223
	% within District	100	100	100	100	100

Table 2.6 shows that majority of the parent respondents (32.7%) are illiterate, followed by LP (29%). The picture is also clear from Fig.2.3

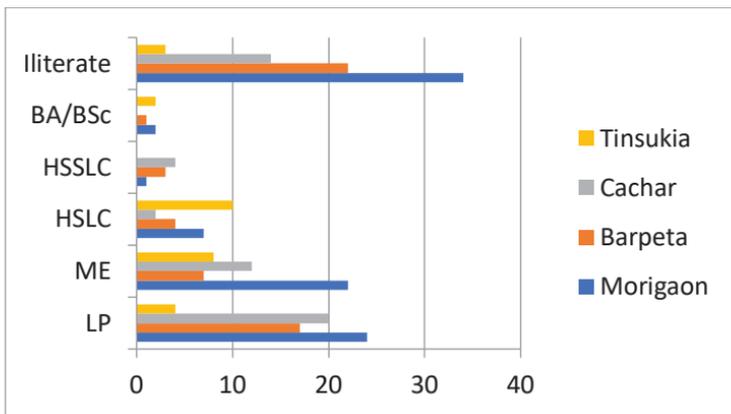


Fig 2.3 Educational Qualification-wise Profile of Parent Respondents

### 2.7.3. About the profession of parent respondents

District * Present Occupation Crosstabulation						
		District				Total
		Morigaon	Barpeta	Cachar	Tinsukia	
Service	Count	6	3	4	6	19
	% within District	6.82	5.56	7.69	23.08	8.64
Cultivator	Count	52	33	7	4	96
	% within District	59.09	61.11	13.46	15.38	43.64
Wage earner	Count	17	8	17	10	52
	% within District	19.32	14.81	32.69	38.46	23.64
Carpenter	Count	2	1	6	0	9
	% within District	2.27	1.85	11.54	0.00	4.09
Business	Count	9	5	16	6	36
	% within District	10.23	9.26	30.77	23.08	16.36
Driver	Count	1	1	2	0	4
	% within District	1.14	1.85	3.85	0.00	1.82
Ex-Service	Count	1	3	0	0	4
	% within District	1.14	5.56	0.00	0.00	1.82
Total	Count	88	54	52	26	220
	% within District	100	100	100	100	100

It is seen from the Table 2.7 that the occupation of the majority of the parent respondents (44%) are cultivation followed by daily wage earners (23.64%). It is also clear from the Fig 2.4 given below.

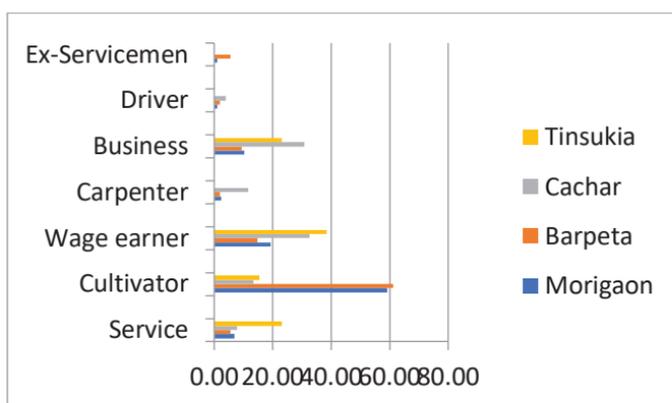


Fig 2.4 Occupation-wise Profile of Parent Respondents

## 2.7.4. About Income of Parent Respondents

		Annual Income			Total
		Upto 20000	21000 to 30000	31000 Above	
Morigaon	Count	22	8	3	33
	% within District				67.35
Cachar	Count	7	9		16
	% within District				32.65
	Count	29	17	3	49
	% within District				100

It is seen from table 2.8 that the majority (67.35%) of parent respondents earn less than Rs. 20,000 per annum, district wise analysis also shows almost the same pattern.

## 2.7.5. Educational Qualification of GPEC Respondents

		DISTRICT				Total
		Barpeta	Cachar	Morigaon	Tinsukia	
HSLC	Count	2	2	9	4	17
	% within DISTRICT	22.22	15.38	56.25	50.00	36.96
Arts Graduate	Count		5	2	2	9
	% within DISTRICT		38.46	12.50	25.00	19.57
HSSLC	Count	4	3	4	2	13
	% within DISTRICT	44.44	23.08	25.00	25.00	28.26
Science Graduate	Count		1	1		2

	% within DISTRICT		7.69	6.25		4.35
MA	Count		2			2
	% within DISTRICT		15.38			4.35
ME	Count	3				3
	% within DISTRICT	33.33				6.52
Total	Count	9	13	16	8	46
	% within DISTRICT	100	100	100	100	100

Table 2.9 shows that the majority of the GPEC respondents are matriculate (37%) followed by higher secondary. Fig 2.5 portrays the composition of GPEC respondents on the basis of their educational qualification.

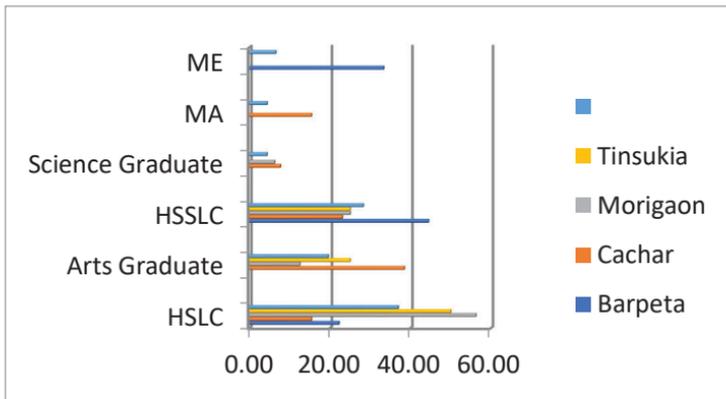


Fig 2.5 Percentage of GPEC Respondents (Educational Background)

### 2.7.6. Occupation-wise Profile of GPEC Members

		DISTRICT				Total
		Barpeta	Cachar	Morigaon	Tinsukia	
Ex-Servicemen	Count			1		1
	% within DISTRICT			6.67		2.78
Cultivation	Count	1		1		2
	% within DISTRICT	33.33		6.67		5.56
Social Worker	Count		4	3	3	10
	% within DISTRICT		30.77	20.00	60.00	27.78
Service	Count	1	8	9	1	19
	% within DISTRICT	33.33	61.54	60.00	20.00	52.78
Business	Count	1	1	1	1	4
	% within DISTRICT	33.33	7.69	6.67	20.00	11.11
Total	Count	3	13	15	5	36
	% within DISTRICT	100	100	100	100	100

Table 2.10 shows that the occupation of majority (53%) of GPEC member respondents is service as most of them are teachers. Fig 2.6 shows percentage wise distribution of occupation of GPEC member respondents.

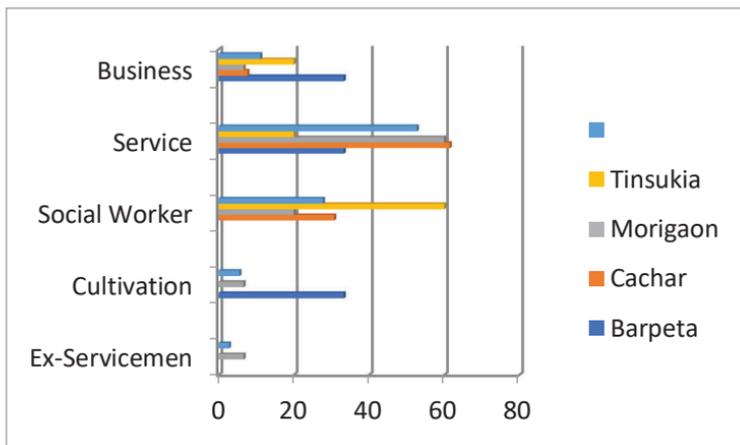


Fig 2.6 Percentage of GPEC Member respondents' occupation

### 2.7.7. Gender-wise profile of RT Respondents

		DISTRICT				Total
		Barpeta	Cachar	Morigaon	Tinsukia	
Male	Count	2	3	4	2	11
	% within DISTRICT	50	60	100	66.67	68.75
Female	Count	2	2		1	5
	% within DISTRICT	50	40		33.33	31.25

Total	Count	4	5	4	3	16
	% within DISTRICT	100	100	100	100	100

Table 2.11 shows Gender-wise profile of RT respondents and it is seen that the majority (68.75%) of RT respondents are male. Fig 2.7 shows the percentage of gender-wise profile of RT respondent selected for the sample survey.

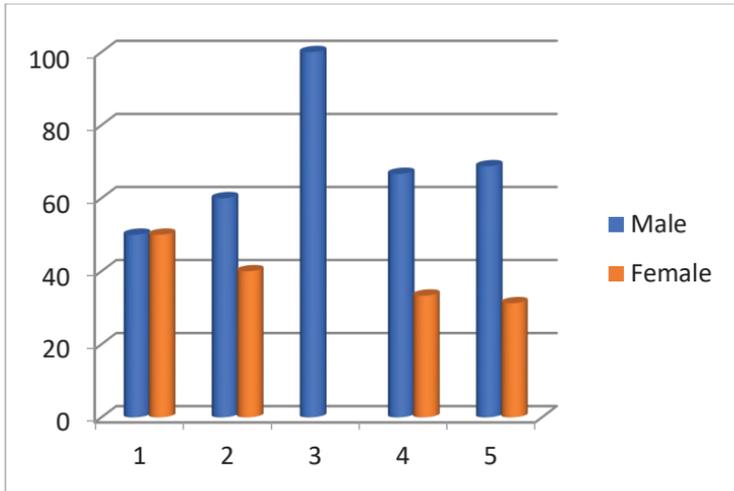


Fig 2.7 Percentage of gender-wise profile of RT respondents

### 2.7.8. Educational background of RT respondents

		DISTRICT				Total
		Barpeta	Cachar	Morigaon	Tinsukia	
Arts Graduate	Count	2	1	3	2	8

	% within DISTRICT	50	20	75	66.67	50.00
Science Graduate	Count	1		1	1	3
	% within DISTRICT	25		25	33.33	18.75
MA	Count	1	3			4
	% within DISTRICT	25	60			25
M.Phil	Count		1			1
	% within DISTRICT		20			6.25
Total	Count	4	5	4	3	16
	% within DISTRICT	100	100	100	100	100

Table 2.12 shows the profile of RT respondents on the basis of their educational background of RT respondents. It is seen that 50% of RT respondents are arts graduates followed by 18.75% science graduates and there is 1 M.Phil. resource teacher in Cachar district, Fig 2.8 shows the distribution of RT respondents based on educational qualification.

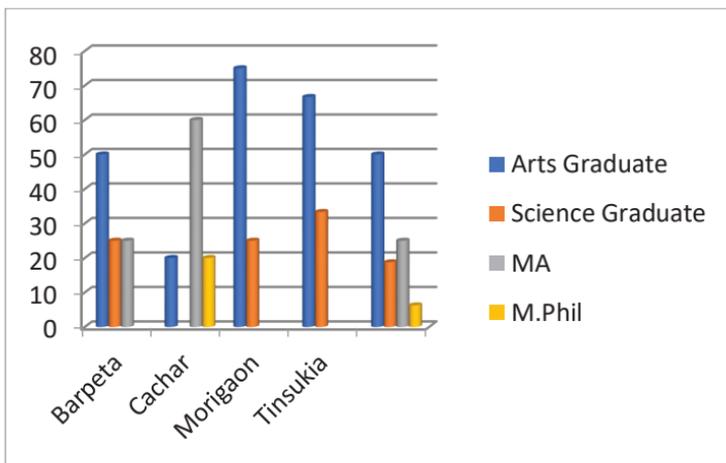


Table 2.8 Percentage of RT Respondents Educational Qualification

### 2.7.9. Gender-wise profile of Volunteer Respondents

		DISTRICT				Total
		Barpeta	Cachar	Morigaon	Tinsukia	
Male	Count	4	7	13	2	26
	% within DISTRICT	44.44	46.67	81.25	25.00	54.17
Female	Count	5	8	3	6	22
	% within DISTRICT	55.56	53.33	18.75	75.00	45.83
Total	Count	9	15	16	8	48
	% within DISTRICT	100	100	100	100	100

It is seen from Table 2.13 that 54.17% of Volunteer respondents are male and the balance i.e. 45.83% are female. Except Morigaon district, in the other 3 districts the percentage of female volunteer respondents is more than male volunteer respondents. The same is depicted in Fig 2.9

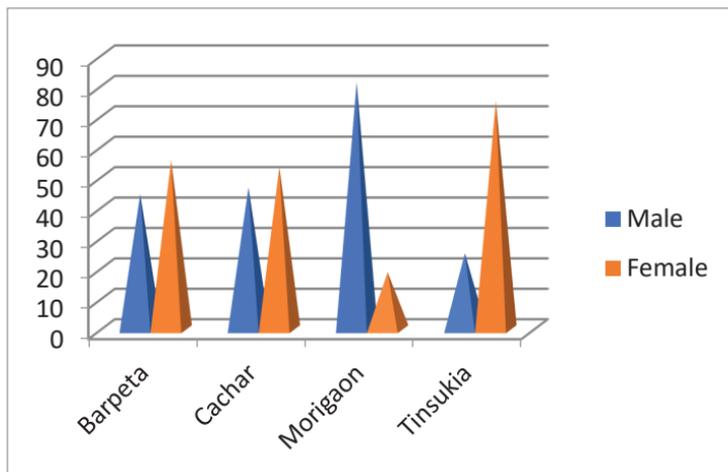


Fig 2.9 Gender-wise profile of Volunteer respondents

### 2.7.10. Educational Qualification of Volunteer Respondents

		DISTRICT				Total
		Barpeta	Cachar	Morigaon	Tinsukia	
HS	Count	2	9	7	4	22
	% within DISTRICT	22.22	60.00	43.75	57.14	46.81
Arts Graduate	Count	6	5	9	1	21

	% within DISTRICT	66.67	33.33	56.25	14.29	44.68
Total	Count	9	15	16	7	47
	% within DISTRICT	100	100	100	100	100

It is seen from Table 2.14 that the total volunteer respondents are almost divided equally by respondents having qualifications of higher secondary and graduation while in Barpeta majority volunteer respondents are graduate and on the contrary in Tinsukia and Cachar districts the majority volunteer respondents are under-graduate. This is well represented by Fig 2.10

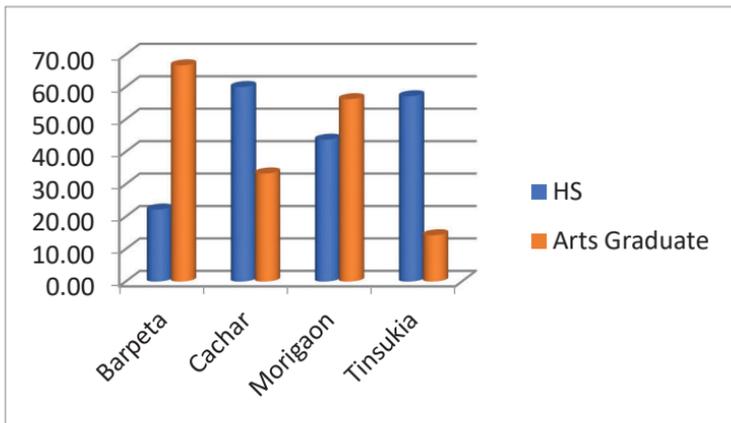


Fig 2.10 Education-wise Profile of Volunteer Respondents

## Profile Analysis of CWSN Respondents

Table 2.15 Profile Analysis of CWSN Respondents

District	In School			Home Based Education			District Total
	Boys	Girls	Total	Boys	Girls	Total	
Barpeta	24	19	43	6	6	12	55
Cachar	22	12	34	10	8	18	52
Morigaon	44	34	78	10	2	12	90
Tinsukia	12	13	25	1	1	2	27

To have a balanced survey, CWSN are selected from different GP in each sample block. Moreover, there is a mix of gender as well as home based and school going CWSN. Fig 2.11 shows the percentage of CWSN gender-wise as well as school going and home-based education.

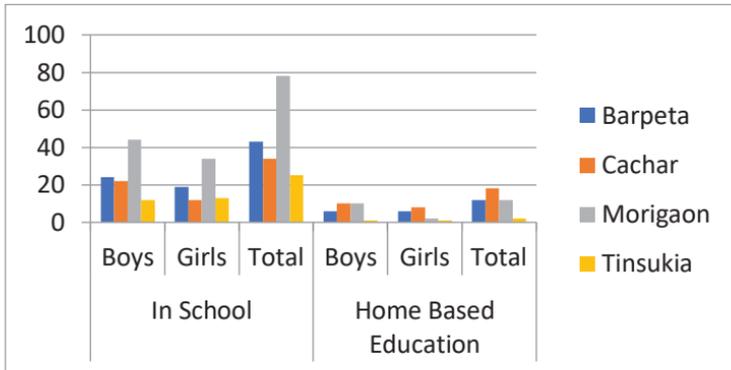


Fig 2.11 Gender-wise CWSN Respondents

## **2.8 Data Analysis**

Data analysis is one of the important aspects of the whole research methodology. As such, every care has been taken to ensure reliability in data analysis methods. Extensive use of computer software has been made to incorporate the vast quantum of data collected. The data are incorporated in such a way as to ensure extract of any information for any unit of sample individually. Mainly, MS Excel and SPSS 16.0 have been used for analysis of data using various statistical techniques to extract required information related to the study.

## **2.9 Conclusion**

An extensive quantum of data is collected from the sample respondents. In addition, facts and figures are also collected from school records for each of the sample schools regarding utilization of annual grants. Analysis of data demanded a scientific approach towards data analysis. The use of software viz. MS Excel and SPSS 16.0 made it possible for the analysis of data in tune with the objectives of the study.

## Chapter – 3

# STAKEHOLDERS’ PERCEPTION ABOUT THE ROLE PLAYED BY RESOURCE TEACHER & VOLUNTEER

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### 3.1 Introduction

Substantial efforts have been put by SSA, Assam year after year for inclusive education for overall development and support to CWSN identified in the State. However, it is interesting to see how the efforts put in by Resource Teachers and Volunteers for their overall development actually translates into reality. It is also required to assess the perception of various cross sections of the stakeholders as regard to the role played by Resource Teacher and Volunteers.

Stakeholders’ surveys have been carried out among the school teachers where the CWSN are studying, CWSN themselves, Parents of CWSN and GPEC members to know their views and perceptions on the above-mentioned issues. The following sub-sections describe different issues that are surveyed among the stakeholders to know the effectiveness of the role played by the Resource Teachers and Volunteers for providing support to the CWSN.

### 3.1 School Teacher Respondents’ Views

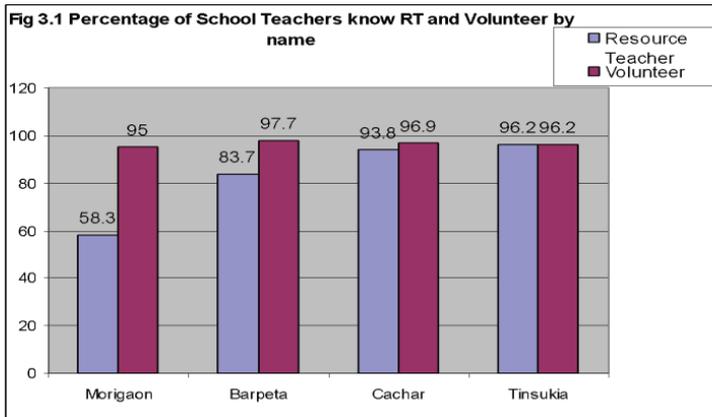
School teachers where CWSN are studying are required to put forward their views on various issues to assess the role of resource teacher and volunteers in providing support to CWSN.

One of the important functions of the Resource Teacher and Volunteers is to provide support to the CWSN during school hours. They are supposed to make regular visits to the schools. As such, school teachers are one of the important stakeholders in this process. Their comments are of much importance in assessing the role played by Resource Teacher and Volunteers in providing support to CWSN.

### 3.1.1 Whether School Teacher knows the Resource Teacher and Volunteer by name

Majority school teacher respondents (78.3%) know the Resource Teacher by name. District-wise analysis also shows the same pattern.

Names of the volunteers are known to the majority school teacher respondents (96.3%). In all districts, the majority school teacher respondents know volunteer by name.



### **3.1.2 Visit to Schools by Resource Teachers and Volunteers**

Majority of respondents (56%) say that RT visits the school but not regularly. District wise analysis also shows the same result.

Majority of respondents (75%) say that VT visits the school regularly. District wise analysis also shows the same result.

### **3.1.3 Frequency of visits to schools by Resource Teachers and Volunteers**

Majority of the school teacher respondents (25.8%) opine that RT visits once in two months. However, district-wise analysis shows the same picture in Barpeta district (53.5%) but in Morigaon majority opines (37.3%) “not at all”, in Tinsukia (32%) “quarterly” and in Cachar majority opines (56.3%) “monthly”.

Majority respondents (43.5%) opine that VT visits the school weekly. District-wise analysis also shows the same picture in Tinsukia (38.3%), Cachar (90.6%) and Barpeta (41.9%) but in Morigaon majority of respondents (41.7%) opines “Fortnightly”.

### **3.1.4 Awareness about the plan of visits to Schools by Resource Teacher and Volunteers**

Majority of respondents (42.8%) are not aware about the plan of visit by RT in their school. District wise analysis shows the same picture in Morigaon (70%) but majority in Tinsukia (70.8%), Cachar (46.9%) and Barpeta (46.5%) opines “Yes Sometimes”.

Majority of respondents (45.3%) are fully aware of the plan of visit by VT in their school. District wise analysis

shows the same picture in Morigaon (36.3%) but majority in Tinsukia (66.7%), Cachar (59.4%) and Barpeta (41.9%) opines “Yes Sometimes”.

### **3.1.5 Visits to schools by Resource Teacher and Volunteers as per Plan**

Equal number of (43.8%) respondents opines “Yes Sometimes” and “Not as per plan” Moreover, equal number of (43.4%) respondents opines “Yes always” and “Yes Sometimes”

### **3.1.6 School teachers’ view as to whether Resource Teacher and Volunteer look after seating arrangement of CWSN**

Majority of the respondents (56.3%) opine “Yes sometimes”. District wise analysis shows the same picture in Tinsukia (65.4%), Cachar (83.9%) and Barpeta (62.3%) but majority in Morigaon (56.7%) opines “Not at all”.

Majority of respondents (51.6%) opine that VT always looks after the seating arrangement of CWSN. District wise analysis shows the same picture in Cachar (53.1%) and Morigaon (63.3%) but majority in Barpeta (51.2%) and Tinsukia (65.4%) opines “Yes sometimes”.

### **3.1.7 School teachers’ view as to whether Resource Teacher and Volunteer make and use special TLM for CWSN**

Results show that the majority of respondents (56.3%) say that sometimes the RT makes and uses special Teaching-Learning Material for the CWSN. District wise shows that the majority of respondents (65%) in Morigaon District say that RTs do not make and use special Teaching-Learning Material for the CWSN.

Results show that the majority of respondents (56.5%) say that sometimes the VT makes and uses special Teaching-Learning Material for the CWSN. District wise analysis shows that the majority of respondents (48.3%) in Morigaon District say that VT always makes and uses special Teaching-Learning Material for the CWSN.

### **3.1.8 School teachers' view as to whether Resource Teacher and Volunteer teach CWSN by using TLM**

Majority of respondents (54.1%) say that RT sometimes teaches the CWSN by using TLM in the class. District wise analysis shows that the majority of respondents (65%) in Morigaon District say that the RT do not teach the CWSN by using TLM in the class.

Majority of respondents (53.8%) say that VT sometimes teaches CWSN by using TLM in the class. District wise analysis shows that the majority of respondents (46.7%) in Morigaon District say that the VT always teaches the CWSN by using TLM in the class.

### **3.1.9 School teachers' comment as to whether Resource Teacher and Volunteer give advice for teaching the CWSN**

Viewpoints of School Teachers are sought as to whether they get any advice from RT regarding coping up with the needs of CWSN. Majority of respondents (56.8%) sometimes get advice from RT regarding coping up with the needs of CWSN. District wise data shows that the majority of respondents (61.0%) in Morigaon District do not get any advice from RT regarding coping up with the needs of CWSN.

Views are also sought from School Teachers as to whether they get any advice from VT regarding coping up

with the needs of CWSN. Majority of respondents (56.5%) sometimes get advice from VT regarding coping up with the needs of CWSN. District wise data also show the same result.

### **3.1.10 School teachers' comment as to the amount of time Resource Teacher and Volunteer devote for the CWSN in school.**

Attempts are made to get the views of School teachers as to how much time the RT devotes to teach CWSN on the day of visit. Majority of respondents (31.6%) say that RT devotes 1 hour to teach CWSN on the day of visit. District wise analysis shows that the majority of respondents (44.1%) in Morigaon District say that RT does not devote any time to teach CWSN on the day of visit.

Majority of respondents (28.9%) say that VT devotes 3 hours to teach CWSN on the day of visit. The majority of respondents (31.1%) in Barpeta District say that VT devotes 1 hour and majority of respondents (46.9%) in Cachar District say that VT devotes 2 hours to teach CWSN on the day of visit.

### **3.1.11 School teachers' view as to whether CWSN have shown any interest to continue education.**

Majority of respondents (57.8%) say that CWSN to some extent showed interest to continue his/her education to higher classes under the supervision of RT and VT. District wise analysis also shows the same result.

Majority of respondents (80.5%) say that the evaluation system for CWSN is the same. District wise analysis shows that the majority of respondents (95.2%) in Tinsukia District say that the evaluation system for CWSN is not the same.

### **3.1.12 School teachers' view as to whether CWSN is evaluated differently.**

Majority of respondents (34.4%) say that they evaluate CWSN through oral testing. District wise data shows that the majority of respondents (87.5%) are using TLM for evaluating CWSN.

### **3.1.13 School teachers' view as to whether CWSN is provided with pre-integration training.**

Majority of respondents (51.6%) said that some of CWSN have been provided with pre-integration training. District wise analysis also shows the same result.

### **3.1.14 School teachers' view as to whether they receive help from RT and Volunteer for teaching CWSN.**

Views of School Teachers are sought for their experience in dealing with the RT regarding teaching of the CWSN. Majority of respondents (63.7%) say that to some extent they get help from RT regarding teaching of the CWSN. District wise data shows that the majority of respondents (64.9%) in Morigaon District say that they did not get help from RT regarding teaching of the CWSN.

Majority of respondents (60.6%) say that to some extent they are getting help from VT regarding teaching of the CWSN. District wise data shows that the majority of respondents (51.6%) in Cachar District say that they are not getting help from RT regarding teaching of the CWSN.

### **3.1.15 School teachers' view about improvement in attendance and retention of CWSN**

Majority of respondents (74.4%) say that to some extent there is improvement in the attendance and retention

of CWSN by the activities of RT and VT. District wise analysis also shows the same result.

### **3.1.16 School teachers' view as to whether RT & Volunteer assist CWSN after school hours.**

Majority of respondents (26.9%) say that RTs does not assist CWSN during and after school hours. District wise data shows different results as the majority of respondents (61.5%, 39.5%) in Tinsukia and BARPETA District say that 'to some extent' RT assists CWSN during and after school hours.

Majority of respondents (53.5%) say that VT 'to some extent' assists CWSN during and after school hours. District wise analysis also shows the same result.

### **3.1.17 School teachers' view as to whether the RT and Volunteer undertakes parents counseling.**

Majority of respondents (30.8%) say that to some extent RT undertakes parent counseling. District wise analysis shows the same results except MORIGAON District where majority of respondents (43.1%) didn't give any comment on this issue and Cachar District where majority of respondents (68.8%) say that to a little extent the RT undertakes parents counseling.

Majority of respondents (51.3%) say that to some extent VT undertakes parent counseling. District wise data also shows the same results.

### **3.1.18 School teachers' view as to whether RT and Volunteer undertakes community mobilization programme.**

Majority of respondents (29.3%) say that to some extent the RT undertakes community mobilization

programme. District wise results show that the majority of respondents (48.2%) in Morigaon District opine that the RTs don't undertake community mobilization programme.

Majority of respondents (50.6%) say that to some extent the VT undertakes community mobilization programme. District wise data also shows the same result. Majority of respondents (48.2%) in Morigaon District opine that the RTs don't undertake community mobilization programme.

### **3.1.19 School teachers' view as to whether RT and Volunteer provide remedial teaching to CWSN.**

Majority of respondents (38.9%) say that to some extent the RTs provide remedial teaching to the CWSN. District wise analysis shows that the majority of respondents (63.8%) in Morigaon District say that RTs don't provide remedial teaching to the CWSN. In Cachar district the majority of respondents (54.8%) say that to a little extent RT provides remedial teaching to the CWSN.

Majority of respondents (62.8%) say that to some extent the VT provides remedial teaching to the CWSN. District wise analysis also shows the same result.

### **3.1.20 School teachers' view as to whether RT and Volunteer sensitize the peer group**

Majority of respondents (34.8%) say that to some extent the RT sensitizes the peer group to treat the CWSN as their friend like others. District wise analysis shows that as per majority of respondents (75.0%) in Cachar District the RT sensitizes to a little extent to the peer group to treat the CWSN as their friend like others.

Majority of respondents (63.9%) say that to some extent the VT sensitizes the peer group to treat the CWSN as

their friend like others. District wise analysis also shows the same result.

### **3.1.21 School teachers' view regarding attendance of the CWSN.**

Majority of respondents (59.9%) say that attendance of CWSN is the same as that of other students. District wise analysis also shows the same result.

### **3.1.22 School teachers' view as to their satisfaction towards the role played by RT and Volunteer for providing support to the CWSN.**

Majority of respondents (45.6%) say that they are satisfied with the role and responsibilities of RT. District wise analysis also shows the same results.

Majority of respondents (79.7%) say that they are satisfied with the role and responsibilities of VT. District wise analysis also shows the same results.

### **3.1.23 School teachers' comment regarding the visit of RT and Volunteer to their schools.**

Majority of respondents (35%) opine that the resource teacher visits their schools monthly. Table 3.41A shows the view of School Teachers about the visit of volunteers to their schools. It is seen that majority respondents (65%) opine that volunteers visit schools monthly.

## **3.2 Parent Respondents' Views**

Parents of CWSN are the main stakeholder who can give their candid comments about the effectiveness of the functioning of the Resource Teachers and volunteers in providing overall support to their wards. Following sub sections summarize the findings from the survey of parents:

### **3.2.1 Whether Parent knows the Resource Teacher and Volunteer by name**

Majority of parent respondents (40.7%) say that they do not know the RT. District wise analysis shows that the majority of respondents (100%) in Tinsukia district know the RT. Majority of respondents (55.8%) in Cachar District say that they know the RT but don't know his/her name.

Majority of respondents (91.8%) say that they know the name of VT. District wise analysis also shows the same result.

### **3.2.2 Parents' views about the frequency of visits by RT and volunteers at their home**

Majority of respondents (40.3%) say that RTs do not visit their home. District wise analysis shows that the majority of respondents (54.5%) in Barpeta District say that RTs visit their home bimonthly. Majority of respondents (40%) in Tinsukia District say that RT visits their home quarterly.

Majority of respondents (30.5%) say that VT visits their home weekly. District wise analysis shows that the majority of respondents (27.6%, 41.8%) in Morigaon and Barpeta District say that VT visits their home fortnightly.

### **3.2.3 Parents' views about the frequency of teaching by RT and volunteers at their home**

Majority of respondents (38.9%) say that RT don't teach their child at School/Home. District wise analysis shows that the majority of respondents (52%, 42.3%) in the district Cachar and Tinsukia say that RT monthly teaches their child at School/Home.

Majority of respondents (42.3%) say that VT weekly teaches their child at School/Home. District wise analysis shows that the majority of respondents (35.6%) in the district Morigaon say that VT monthly teaches their child at School/Home.

### **3.2.4 Parents' views about the teaching by RT and volunteers to their wards**

Majority of respondents (33.6%) say that to some extent RT has some role in teaching the CWSN in School. District wise analysis shows that the majority of respondents (42.7%) in Morigaon District say that RTs don't have any role in teaching the CWSN in School.

Majority of respondents (58.0%) say that to some extent VT has some role in teaching the CWSN in School. District wise analysis also shows the same result.

### **3.2.5 Parents' comment about their child's interest in education**

Views of parents are sought to know about their child's interest to continue his/her education to higher classes after the supervision of RT and VT. Majority of respondents (51.8%) say that to some extent their child's interest to continue his/her education to higher classes after the supervision of RT and VT. District wise analysis also shows the same result.

### **3.2.6 Parents' views about the remedial teaching by RT and volunteers**

Views of parents are collected on remedial teaching for CWSN by the RT during summer vacation. Majority of respondents (35.8%) say that 'to some extent' RT provides remedial teaching for CWSN during summer vacation. Besides, some of the respondents (32.1%) say that RTs do

not provide the same. District wise analysis shows that the majority of respondents (59.3%) in Morigaon District do not provide any remedial teaching for CWSN during summer vacation.

Majority of respondents (48.2%) say that to some extent VT provides remedial teaching for CWSN during summer vacation. Besides, some of the respondents (24.3%) say that VT provides remedial teaching to a large extent to CWSN. District wise analysis shows that the majority of respondents (34.4%) in Morigaon District say that VT does not provide any remedial teaching to CWSN during summer vacation.

### **3.2.7 Parents' views as to whether CWSN depend on general teaching provided to them in schools**

Majority of respondents (44.7%) say that to some extent their child depends on the general teachings like other learners in the school. District wise analysis shows that the majority of respondents (42%) in Cachar District say that to a large extent their child depends on the general teachings like other learners in the school.

### **3.2.8 Parents' views about the time devoted by RT and volunteers in teaching their wards**

Majority of Respondents (34.7%) say that RT devotes 1 hour to teach their child on the day of visit. District wise it is seen that the majority of respondents (69.3%) in Morigaon say that RTs do not devote any time to teach their child on the day of visit.

Majority of Respondents (27.6%) say that VT devotes 2 hours to teach their child on the day of visit. District wise it is seen that the majority of respondents

(55.6%) in Tinsukia say that VT devote 3 hours to teach their child on the day of visit.

### **3.2.9 Parents' views whether RT and volunteers teaches of ADL**

Majority of respondents (25.7%) opine that RT teaches to some extent. District wise it is seen that, in Cachar majority (50%) opine 'to a little extent' and in Morigaon (44.7%) commented 'cannot say'.

Majority of respondents (49.1%) say that to some extent VT teaches the activities of daily living to the home based CWSN. District wise analysis also shows the same result.

### **3.2.10 Parents' views as to whether RT and volunteers encourages CWSN education**

Majority of respondents (30.5%) say that to some extent RT encourages them for their CWSN's education. District wise it is seen that majority of respondents (56.3%) in Cachar district say that to a little extent RT encourages them. Similarly, in Morigaon District the majority of respondents (46.7%) say that RTs do not encourage them for their CWSN's education.

Majority of respondents (54.3%) say that to some extent VT encourages them for their CWSN's education. District wise analysis also shows the same result.

### **3.2.11 Parents' views as to whether RT and volunteers undertake parents counseling**

In totality, the majority (29%) of respondents say that RTs do not undertake parents counseling. However, it is seen from the table that the majority of respondents (85.2%) in Tinsukia district say that to some extent RT undertakes the

parents' counseling for their CWSN's education. In district Barpeta majority of respondents (54.2%) say that to a small extent RT undertakes the parents counseling for their CWSN's education. In the district of Morigaon it is seen that the majority of respondents (51.1%) say that RT do not undertake the parents' counseling for their CWSN's education.

Majority of respondents (53.2%) say that to some extent VTs undertake the parents' counseling for their CWSN's education. District wise also shows the same result.

### **3.2.12 Parents' views as to whether RT and volunteers play role to mobilize community**

Majority of respondents (35.6%) did not give any comment on the role played by RT to mobilize the community. District wise it is seen that the majority of respondents (74.1%) in Tinsukia District say that to some extent RT plays the role to mobilize the community. Majority of respondents (43.8%) in Cachar District say that to a small extent RTs play a role in mobilizing the community.

Majority of respondents (45.8%) say that to some extent RT plays some role in mobilizing the community. District wise analysis also shows the same result.

### **3.2.13 Parents' views as to whether RT and volunteers mobilize peer group**

Majority of respondents (41.1%) did not give any comment on the role played by RT to mobilize the peer group. District wise it is seen that the majority of respondents (70.4%) in Tinsukia District say that to some extent RT plays the role to mobilize the peer group. Majority of respondents

(36.4%) in Barpeta District say that to some extent RT plays a role to mobilize the community.

Table 3.65 shows the views of parents whether the RT plays any role to mobilize the peer group. Majority of respondents (45.4%) say that to some extent the RT plays a role in mobilizing the peer group. District wise analysis also shows the same result.

### **3.2.14 Parents' views as to whether they received training from RT and volunteers regarding ADL**

Majority of respondents (33.8%) say that they did not receive any training from RT. District wise it is seen that the majority of respondents (79.2%, 42.6%) from Tinsukia and Cachar District say that to some extent they have received the Training from RT regarding activities of daily living to guide their child.

Majority of respondents (57.6%) say that to some extent they receive some training from VT regarding activities of daily living to guide their child. District wise analysis also shows the same result.

### **3.2.15 Parents' views as to whether they received any skill base training from RT and volunteers**

Majority of respondents (38.1%) say that they did not receive any skilled based training from RT to deal with their child. District wise analysis shows the majority of respondents (70.4%, 50%) in Tinsukia and Barpeta District say that to some extent they received the training.

Majority of respondents (44.2%) say that to some extent they received some skilled based training from VT to deal with their child. District wise analysis shows the majority of respondents (47.7%) in Morigaon District say that they did not receive any training.

### **3.2.16 Parents' views as to whether their child has been provided with pre integration training**

Majority of respondents (47.7%) say that their child has received ~~some~~ pre-integration training to some extent. District wise analysis shows that the majority of respondents (62.5%) in Cachar District say that their child did not receive any pre-integrated training.

### **3.2.17 Parents' views as to whether RT and volunteers explain the progress of day-to-day activities of CWSN**

Majority of respondents (52.3%) say that sometimes the RT and VT explain the progress of day-to-day activities of CWSN. District wise analysis also shows the same results.

### **3.2.18 Parents' awareness about employment reservation benefits for CWSN.**

Majority of respondents (64.8%) say that they know about the Employment Reservation benefits for CWSN. District wise analysis shows that the majority of respondents (63%) in Barpeta district do not know about Employment Reservation benefits for CWSN.

### **3.2.19 Parents' awareness about IAY benefits for CWSN.**

Majority of respondents (60%) know about the IAY benefits as their child is entitled to. District wise it is seen that majority of respondents (69.1%) in Barpeta district do not know about such benefits.

### **3.2.20 Parents' awareness about travel discount benefits for CWSN.**

Majority of respondents (60%) know about the Travel Discount Benefits. District wise it is depicted from

the table that the majority of respondents (67.3%) in Barpeta district do not know about such benefits.

### **3.2.21 Parents' awareness about income tax benefits for CWSN.**

Majority of respondents (51.4%) know about the Income Tax Benefits for CWSN. District wise it is depicted from the table that the majority of respondents (83.6%) in Barpeta district do not know about such benefits.

### **3.2.22 Parents' comment as to receipt of any demonstration/training etc.**

Views of parents are taken as to whether they got any demonstration/training/help from the RT in using and rectifying difficulties of the Aid and Appliances. Majority of respondents (39.8%) did not receive any demonstration/training/help from the RT in using and rectifying difficulties of the Aid and Appliances. District wise analysis shows that the majority of respondents (65.2%) in Morigaon District did not give any comment. Some of the respondents (31.1%, 44.4%) in Barpeta and Tinsukia District say that to some extent they got demonstration/training/help from the RT in using and rectifying difficulties of the Aid and Appliances.

Majority of respondents (33%) did not receive any demonstration/training/help from the VT in using and rectifying difficulties of the Aid and Appliances. District wise analysis shows that the majority of respondents (50.6%) in Morigaon District did not give any comment. Some of the respondents (39.5%, 46.2%) in Barpeta and Tinsukia District say that to some extent they got demonstration/training/help from the VT in using and rectifying difficulties of the Aid and Appliances.

### **3.2.23 Parents' awareness as to the method of taking care of aids & appliances.**

Majority of respondents (54.3%) say that they do not know how to take care of maintenance of aids and appliances provided to their child. District wise analysis shows that the majority of respondents (41.9%) in Barpeta district know how to take care of maintenance of aid and appliances.

### **3.2.24 Parents' satisfaction about the quality of aids & appliances provided by SSA**

Majority of respondents (60.5%) say that they are not satisfied with the quality of aids and appliances provided to their child. District wise analysis also shows the same result.

### **3.2.25 Parents' awareness about the Person with Disability Act, 1995**

Majority of respondents (58.7%) say that they are not aware of the person with Disability Act, 1995. Districts wise it is seen that the majority of respondents (92.6%) from Tinsukia District say that they are aware of the person with Disability Act, 1995.

### **3.2.26 Parents' awareness about the National Trust (Multiple ..) Act, 1992**

Views of parents are obtained as to whether they are aware of the National Trust (Multiple Disability Cerebral Palsy....) Act, 1992. Majority of respondents (68.6%) are aware of the National Trust (Multiple Disability Cerebral Palsy....) Act, 1992. District wise analysis also shows the same result.

### **3.2.27 Parents' awareness about the Rehabilitation Council of India Act, 1992**

Majority of respondents (69.4%) are not aware of the Rehabilitation Council of India Act, 1992. District wise analysis also shows the same result.

### **3.2.28 Parents' comment as to whether their child attended any medical camp**

Majority of respondents (52%) say that their child has not attended any medical camp. District wise analysis data shows that the majority of respondents (58.4%) from Morigaon district say that their child has attended the medical camp.

### **3.2.29 Parents' comment as to whether RT & Volunteer explain about different Acts and facilities available to CWSN**

Majority of respondents (46%) say that RT/VT does not explain to them different Acts and facilities for disabled persons. District wise analysis shows that the majority of respondents (88.5%, 42.3%) in Tinsukia and Barpeta District say that Resource Teachers/Volunteers explain to them about different Acts and facilities for disabled persons.

### **3.2.30 Parents' comment as to receipt of transport allowance**

Majority of respondents (72.3%) say that they did not receive any transport or escort allowance from SSA. District wise analysis also shows the same results.

### **3.2.31 Parents' comments about the membership of Parents Association**

Majority of respondents (71.5%) say that they are not members of Parents Association. District wise analysis also shows the same results.

### **3.2.32 Parents' comments about the Visit of their home by Resource Teacher and volunteer**

Majority of parent respondents (44%) are of the view that Resource Teacher has not visited their home in the recent past. This is because 88% of parent respondents in Morigaon district responded so. While majority parent respondents of Barpeta district (73%) opine that Resource Teacher do visit once in two months.

Majority of parent respondents (73%) are of the view that volunteers visit their home every month. District-wise analysis also shows the same trend.

### **3.2.33 Parents' comments on their overall satisfaction towards the role played by Resource Teacher and volunteer**

Majority of parent respondents (31%) are of the view that they are not satisfied with the role played by Resource Teacher whereas 80% of the parent respondents are satisfied with the role played by the volunteers.

### **3.2.34 Parents' comments as to the number of Parents Association meetings attended by them during the last year**

Majority of the parent respondents attended 2 Parents Association meetings in Morigaon during the last year. This question was not answered by parent respondents in Barpeta, Tinsukia and Cachar (except 1) districts.

### **3.3 GPEC Members' Views**

Gaon Panchayat Education Committee (GPEC) is one of the important institutions for development of the educational environment in the respective GP. Hence, the members of GPEC have a significant role to play in ensuring that all persons responsible for this purpose discharge it in the most proper way. The following sub-sections summarize the findings of surveys undertaken among GPEC members to know their perception about the role played by RT and volunteer for providing support to the CWSN in the locality.

#### **3.3.1 Whether GPEC Members know the names of RT and volunteer**

Majority of respondents (78.7%) say that they know the name of RT. District wise analysis also shows the same result.

Majority of respondents (95.7%) say that they know the name of VT. District wise analysis also shows the same result.

#### **3.3.2 GPEC Members' perception as to whether all CWSN in the GP are identified and assessed**

Majority of respondents (77.8%) say that the entire CWSN under their coverage area have been identified and assessed. District wise analysis also shows the same result.

#### **3.3.3 Whether GPEC Members are satisfied with the role played by RT and volunteer**

Majority of respondents (61.7%) say that to some extent they are satisfied. District wise analysis also shows the same result.

Majority of respondents (52.2%) say that to some extent they are satisfied. District wise analysis shows the

majority of respondents (81.3%) in Morigaon District say that ‘to a large extent’ they are satisfied with the role played by the VT in their area.

### **3.3.4 GPEC Members comment as to whether any awareness programme is arranged**

Majority of respondents (55.3%) say that to some extent the awareness programme is arranged for the education of physically challenged children in their area. District wise analysis also shows the same result.

### **3.3.5 GPEC Members comment as to whether they attended any awareness programme**

Majority of respondents (51.1%) say that to some extent they had attended such a programme. District wise analysis shows that the majority of respondents (50%) in Barpeta District say that to a little extent they had attended the awareness programme.

### **3.3.6 GPEC Members comment as to whether RT and volunteers are successful in motivating parents of CWSN**

Majority of respondents (34.8%) say that to some extent the Resource Teachers are successful in motivating the parents of CWSN in their area. District wise it is seen that the majority of respondents (44.4%, 53.8%) in Barpeta and Cachar District say that to a little extent the Resource Teachers are successful in motivating the parents of CWSN in their area.

Majority of respondents (68.2%) say that to some extent the Volunteers are successful in motivating the parents of CWSN in their area. District wise analysis also shows the same result.

### **3.4 CWSN Respondents View**

CWSN are the focus of all activities of Resource Teachers and Volunteers. The efforts put by them in supporting CWSN must reflect from the activities and perception of CWSN. Some questions are asked to the CWSN to assess the role of RT and volunteer. It is accepted that the CWSN may not provide detailed comments and hence, questions are designed in a very simple way so as to make the CWSN answer them. Following sub-sections summarize the findings from a survey of CWSN.

#### **3.4.1 Whether CWSN know the RT and Volunteer by name**

Majority of respondents (45.3%) say that they know the RT. District wise analysis shows that the majority of respondents (50.9%, 43.1%, 88.9%) in Barpeta, Cachar and Tinsukia District say that they know the RT's name.

Majority of respondents (83.4%) say that they know the name of VT. District wise analysis also shows the same result.

#### **3.4.2 Whether CWSN like the RT and Volunteer**

Majority of respondents (47.7%) say that somehow they like the RT. District wise data shows that the majority of respondents (73.3%) in Morigaon District did not give any comment.

Majority of respondents (52.1%) say that they like the VT very much. District wise data shows that the majority of respondents (48.8%) in Morigaon District say that somehow they like their VT.

### **3.4.3 CWSN comments as to whether RT and volunteer visit schools**

Majority of respondents (60.3%) say that RT always visits them at School. District wise analysis shows that the majority of respondents (71.4%) in Morigaon district say that RT never visits them at school.

Majority of respondents (57.7%) say that VT sometimes visits them at School. District wise analysis shows that the majority of respondents (57.1%) in Tinsukia district say that VT always visits them at school.

### **3.4.4 CWSN comments as to whether RT and Volunteers visit their homes**

Majority of respondents (56.1%) say that RT never visits them at Home. District wise analysis shows that the majority of respondents (64.3%, 71.4%, 95.5%) in Barpeta, Cachar and Tinsukia district say that RT sometimes visits them at Home.

Majority of respondents (66.7%) say that VTs sometimes visit them at Home. District wise analysis also shows the same result.

### **3.4.5 CWSN feeling about teaching by RT and Volunteer**

Majority of respondents (33.2%) say that to some extent they are satisfied with the teaching of RT. From District wise analysis it is seen that the majority of respondents (65.3%) in Cachar District say that to a little extent they are satisfied with the teaching of RT. Majority of respondents (46%) in Morigaon district did not give any comment.

Majority of respondents (50%) say that ‘to some extent’ they are satisfied with the teaching of VT. District wise it is seen that the majority of respondents (69.4%) in Barpeta District say that to a large extent they are satisfied with the teaching of VT.

#### **3.4.6 CWSN comments whether their friends are sensitive towards their problem**

Majority of respondents (47.9%) say that to some extent their friends are sensitive towards their problems. District wise analysis also shows the same result.

#### **3.4.7 CWSN comments whether the RT and volunteer help them during or after school hours.**

Majority of respondents (41.3%) say that RT never helps them during and after school hours. District wise analysis shows that the majority of respondents (56%) in Tinsukia district say that to a large extent Resource Teacher helps them during and after school hours.

Majority of respondents (63.2%) say that VT to some extent helps them during and after school hours. District wise analysis also shows the same result.

#### **3.4.8 CWSN comments whether they face any difficulty in using aids and appliances.**

Majority of respondents (93.2%) say that they do not face any difficulty. District wise analysis also shows the same result.

### **3.4.9 CWSN comments whether they have got any training in care & maintenance of aids and appliances.**

Majority of respondents (71%) say that they have not received any such training. District wise analysis also shows the same result.

### **3.4.10 CWSN comments on from where from they receive training in care & maintenance of aids & appliances.**

29% of CWSN respondents commented that they have received training in aids & appliances. They are asked as to where they have received such training. Majority of such respondents (62%) commented that they have received such training from volunteers.

### **3.4.11 CWSN comments on whether they face any difficulty in their academic activities.**

Majority of CWSN respondents (35%) have opined that they face some problems in their academic activities.

### **3.4.12 CWSN comments as to up to which class they wish to study.**

Majority CWSN respondents (31%) wish to study in higher classes. District wise analysis also shows the same pattern.

### **3.4.13 CWSN comments as to what they wish to become in future.**

Majority CWSN respondents (41%) wish to become teachers in future.

#### **3.4.14 CWSN comments as to from who they get inspiration.**

Majority CWSN respondents (60%) comment that they get inspiration from parents.

## Chapter – 4

# RESOURCE TEACHERS & VOLUNTEERS’ VIEWS ON THEIR OWN ROLES

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### 4.1 Introduction

Resource Teachers and Volunteers are the main pillars on which the whole effort of inclusive education by SSA depends. Resource teachers and volunteers are supposed to provide support to CWSN for their overall development-

### 4.2 Views of Resource Teacher

Resource teachers are asked about their roles, job description, job specification etc. The basic aim of the survey among resource teachers is to find out as to how much they know about their job so that they can deliver the expected services for overall development of the CWSN. The following sub-sections summarize the findings from the resource teachers’ survey.

#### 4.2.1 Source of Information of RT’s Job

Majority (62.5%) of the RT respondents opine that they get information about the job of RT through advertisements published in newspapers. District wise analysis also shows the same picture in all the four sample districts.

#### 4.2.2 Whether the Job of Resource Teacher is known before-hand

Majority (81.3%) of the RT respondents opine that they knew before-hand the job of Resource Teacher. District

wise analysis also shows the same picture in all the four sample districts.

#### **4.2.3 Whether Resource Teacher know their Job before joining**

Majority (38.5%) of the RT respondents opine that they knew the job of RT as they worked as IED resource person. District wise analysis shows a different picture where majority (50%) opines that it is through special course in CRC in Barpeta, through *Prerona Protibondhi Sishu Bikash Kendra* (66.7%) in Tinsukia, through working as IED RP (100%) in Cachar and through induction training (66.7%) in Morigaon district.

#### **4.2.4 Process through which Resource Teacher was selected**

Majority (56.3%) of the RT respondents opine that their selection was through written and oral tests. District wise analysis also shows the same picture in Tinsukia (66.7%), Cachar (80%) and Barpeta (50%) but in Morigaon district majority (75%) opine that their selection was through interview by district Mission office.

#### **4.2.5 Whether the Resource Teachers are given Induction Training after joining**

Majority (93.8%) of the RT respondents opine that they are given Induction Training after joining as RT. District wise analysis also shows the same picture in all the four sample districts.

#### **4.2.6 The details of Induction Training Received by Resource Teacher**

Majority (50%) of the RT respondents opine that they participated in 5 Days induction Training given by DIET

faculty, which included the introduction of disability, problems, Roles and Responsibilities of IE RT&VT and the support system. District wise analysis also shows the same picture in Tinsukia (100%) and Morigaon (100%) but majority in Barpeta (100%) and Cachar (60%) explains induction as ‘Given by SMO IE, on identification of CWSN, community mobilization and parents counseling’.

#### **4.2.7 Whether Resource Teacher get instruction regarding the job/responsibilities**

Cent percent of the RT respondents opines ‘yes’ when asked whether they received instruction regarding the job/responsibilities. District wise analysis also shows the same picture in all the four sample districts.

#### **4.2.8 Form of Instruction of job/responsibilities by Resource Teacher**

Majority (53.3%) of the RT respondents opine that they received instruction regarding the job/responsibilities in ‘written’ form. District wise analysis shows the same picture in Barpeta (66.7%) and Cachar (100%) but majority in Morigaon (75%) and Tinsukia (100%) opine that they received instruction regarding the job/responsibilities ‘orally’.

#### **4.2.9 Whether Resource Teachers are given guidelines about their work approach**

Cent percent of the RT respondents opined positively when asked whether they were given some guidelines about their work approach. District wise analysis also shows the same picture in all the four sample districts.

#### **4.2.10 Frequency of supervision of Resource Teachers work**

Majority (69.2%) of the RT respondents opine that their works are supervised 'Monthly'. District wise analysis also shows the same picture in Barpeta (75%), Cachar (60%) and Tinsukia (100%) but majority in Morigaon (100%) opines 'Weekly'.

#### **4.2.11 Whether work/performance of Resource Teachers is evaluated**

Cent percent of the RT respondents opine 'yes' when asking whether their work/performance is evaluated. District wise analysis also shows the same picture in all the four sample districts.

#### **4.2.12 How work/performance of Resource Teachers evaluated**

Majority (55.6%) of the RT respondents opine that their work/performance is evaluated through "Performance report, work done report through DCGM". District wise analysis also shows the same picture in Barpeta and Cachar but in Morigaon cent percent opines by observing "field level activities and timely data submission". Sample RT-s from Tinsukia did not answer in this regard.

#### **4.2.13 Who evaluate work/performance of Resource Teachers**

Majority (53.3%) of the RT respondents opines 'DPO, BMC, ABRCC, and other SSA officials' when asked about the person who evaluates their work/performance. District wise analysis also shows the same picture in Barpeta (75%), Morigaon (100%), and Tinsukia (66.7%) but in Cachar cent percent opines 'DCGM, SPO, and BMC'.

#### **4.2.14 Periodicity of evaluating work/performance of Resource Teachers**

Majority (50%) of the RT respondents opine ‘weekly’ when asked the Interval of evaluating their work/performance. District wise analysis also shows the same picture in Morigaon (100%), Tinsukia (100%) but majority in Cachar (40%) opines ‘Yearly’ and in Barpeta (66.7%) it is ‘Monthly’.

#### **4.2.15 Effectiveness of training received by Resource Teachers**

Majority (60%) of the RT respondents opine ‘Gathered lots of knowledge regarding Remedial Support, Proper assessment, about different types of disability, use of sign language and use of braille’ when asked about the effectiveness of training they received. District wise analysis also shows the same picture in Barpeta (75%), Morigaon (66.7%), and Tinsukia (100%) but in Cachar majority (80%) opines ‘quite effective’.

#### **4.2.16 Planning future actions by Resource Teacher**

Majority (75%) of the RT respondents opine that they plan future actions by “Review cum Planning Meet, RT&VT as per submission, -through Advance Tour Diary, Joint visit with ABRCC and RT&VT in school home and remote area” . District wise analysis also shows the same picture in Morigaon (100%), Tinsukia (100%) and in Barpeta (100%) but majority in Cachar (40%) opines “undertake more field visits and make volunteers sensitive towards field duty.”

#### **4.2.17 To whom Resource Teachers report**

Cent percent of the RT respondents opine “DPO IE, BMC, ABRCC, SPO, DMC” when asked whom they report.

District wise analysis also shows the same picture in all the four sample districts.

#### **4.2.18 Whether Resource Teachers get support from higher officials**

Majority (75%) of the RT respondents opines, “Yes fully” on asked whether they received support from higher officials. District wise analysis also shows the same picture in all the four sample districts.

#### **4.2.19 Details of Support received by Resource Teachers from higher officials**

Majority (50%) of the RT respondents opine “In supervising, monitoring and conducting regular training” when asked about the support they received from higher officials. District wise analysis also shows the same picture in Tinsukia (100%) and Barpeta (66.7%) but in Morigaon majority (66.7%) opines “Suggestions on support system for upgrading the CWSN” followed by 33.3% “In supervising, monitoring and conducting regular training”, “how to conduct meeting and field visit” and “Support as per required” in Cachar district.

#### **4.2.20 Resource Teachers’ source of motivation to work for the CWSN**

Equal number (33.3%) of the RT respondents opines “Love and Affection of the CWSN and their eagerness to learn and play” and “CWSN's achievement, guardian’s cooperation and official support” when asked about their source of motivation to work for the CWSN.

#### **4.2.21 Supervising the work of volunteers by the Resource Teachers**

Majority (43.8%) of the RT respondents opines “Through Advance action plan, joint visit with VT, sudden visit both at home and school, evaluated on the basis of support to CWSN & Teachers, regularities of report submission, attendance in Review cum Planning meeting” when asked about how do they look after and supervise the work of volunteers. District wise analysis also shows the same picture in Barpeta (100%) and Morigaon (66.7%) but in Tinsukia cent percent opines “by asking ward President, member secretary, ABRCC, CRCC, parents of CWSN” and in Cachar majority (80%) opines “surprise visit at school, home training, group discussion and interpersonal discussion”.

#### **4.2.22 Whether the frequency of training etc. hamper day to day activity of Resource Teachers**

Majority (64.3%) of the RT respondents opine “No” when asked whether the frequency of training etc. hamper their day to day job. District wise analysis also shows the same picture in all the four sample districts.

#### **4.2.23 Whether all CWSN under Resource Teachers coverage area have been identified and assessed**

Majority (56.3%) of the RT respondents opines “Yes” when asked whether all CWSN under their coverage area have been identified and assessed. District wise analysis also shows the same picture in Tinsukia (100%), Morigaon (75%) and Cachar (40%) but in Barpeta majority (50%) opines “Not Sure”.

#### **4.2.24 How the degree of disability of CWSN are assessed by Resource Teachers**

Majority (40%) of the RT respondents opine “Through formal and informal assessment based on the level of academic performance and ADL performance” when asked about how they assess the degree of disability of the CWSN. District wise analysis also shows the same picture in Morigaon (100%) and Barpeta (66.7%) but in Tinsukia cent percent opines “through observation, case history, parents counseling and activity training” and in Cachar majority (60%) opines “through the experience of Foundation course training”.

#### **4.2.25 Actions of Resource Teachers regarding adaptations, modifications and recommendations in transacting curriculum in classroom**

Majority (43.8%) of the RT respondents opine, “Disability wise sitting arrangement should be made, Using TLM according to teaching ability and using other activity” when asked about their actions regarding adaptations, modifications and recommendations in transacting curriculum in classroom strategies. District wise analysis also shows the same picture in Tinsukia (66.7%), Cachar (60%) and Morigaon (25%) but majority in Barpeta (50%) opines “Concept of the content and Summary of lessons are taught to CWSN to practice and write. Written evaluations are practiced for HI & SI and Oral for V/I”.

#### **4.2.26 Whether Resource Teachers find any problem in dealing with the volunteers under their jurisdiction**

Majority (81.3%) of the RT respondents opine, “No problem”. If VT is inactive or fails to work according to

Action Plan then in the next month joint visit to the field with an expert is undertaken for motivation” on being asked what is done when RT finds any problem in dealing with the volunteers under their jurisdiction. District wise analysis also shows the same picture in all the sample districts.

#### **4.2.27 Whether Resource Teachers are proficient in special teaching skills like Braille, use of Hearing aid etc.**

Majority (73.3%) of the RT respondents opine, “Good knowledge of teaching through Braille and using Hearing aid” when asked whether they are proficient in special teaching skills like Braille, use of Hearing aid etc. District wise analysis also shows the same picture.

#### **4.2.28 How Resource Teachers help the school teacher in dealing with the problem of CWSN**

Majority (81.3%) of the RT respondents opine, “Discussing problems, lagging areas, behaviors of each CWSN with Teachers and suggest teachers to treat as per need” on asked about how they help the school teacher in dealing with the problem of CWSN and their experience. District wise analysis also shows the same picture.

#### **4.2.29 Method followed by Resource Teachers to counsel the parents and mobilize the community**

Majority (87.5%) of the RT respondents opine, “By arranging meeting at GP level in which all parents/guardians, matri-got, Anganwadi workers-Helpers, Asha workers, School teachers are invited and discussed about education and prospect of CWSN” on asked about the method they follow to counsel the parents and mobilize the community.

District wise analysis also shows the same picture in all the sample districts.

#### **4.2.30 Type of support received by Resource Teachers from the community**

Majority (60%) of the RT respondents opine, “People engaged in teaching and parents/guardians of the CWSN helps in arranging awareness meetings” when asked about the type of support they receive from the community. District wise analysis also shows the same picture in Tinsukia (100%), Cachar (60%) and Barpeta (50%) but in Morigaon majority (66.7%) opines “Community people are interested and appreciate the activities of SSA field level activities”.

#### **4.2.31 Additional help received by Resource Teachers from the DPO (IE) to make their work more efficient**

Majority (46.7%) of the RT respondents opine, “Helps and suggests solutions when we face problems and encourages us” when asked about any additional help from the DPO (IE) is received to make their work more efficient. District wise analysis also shows the same picture in Cachar (60%) and Morigaon (50%) but the majority in Tinsukia (66.7%) and Barpeta (66.7%) opine “Help from DPO IE is very effective.”

#### **4.2.32 Satisfaction of Resource Teachers with the facilities available for education of CWSN in their block**

Majority (33.3%) of the RT respondents opine, “Satisfied as all facilities required are available in the block” when asked about the satisfaction with the facilities available

for education of CWSN in their block. District wise analysis also shows the same picture in all the sample districts.

#### **4.2.33 Satisfaction of Resource Teachers to work for the CWSN**

Majority (93.8%) of the RT respondents opine, 'Yes' on being asked if they are satisfied to work for the CWSN. District wise analysis also shows the same picture in all the four sample districts.

#### **4.2.34 Details of special programmes and interactions arranged by Resource Teachers for enrollment and retention of CWSN**

Majority (41.7%) of the RT respondents opines equally to "Parents meeting, VEC/SMC meeting, Awareness meeting, Visual Screening meeting and Peer group Sensitization meeting" and "Enrollment drive, regular school and home visit, remedial teaching and RBC counseling" when asked about the details of special programmes and interactions arranged by them for enrollment and retention of CWSN .

#### **4.2.35 Whether Resource Teachers developed Day Care Centre in their block**

Majority (62.5%) of the RT respondents opines, 'Yes' on being asked whether they developed a Day Care Centre in their block. District wise analysis also shows the same picture in Tinsukia (100%), Morigaon (50%) and Barpeta (75%) but majority in Cachar (60%) opines "No"

#### **4.2.36 Whether Parents' Association has been formed at block level**

Majority (86.7%) of the RT respondents opines, "Yes" on asked whether the Parents' Association has been

formed at block level. District wise analysis also shows the same picture in all the sample districts.

#### **4.2.37 Resource Teachers' comment about Parents' Association**

Majority (35.7%) of the RT respondents opine, “Parents association helps and cooperates in celebrating special functions” when asked about their comments about such association. District wise analysis also shows the same picture in Barpeta (66.7%), Cachar (40%) and Tinsukia (33.3%) but majority in Morigaon (66.7%) opines “Different facilities for CWSN can be availed easily through Parent Association legally under the provision of PWD Act, RCI Act etc.”

#### **4.2.38 Plan of Resource Teachers to visit the volunteers under their jurisdiction**

Equal numbers of (50%) of the RT respondents opine equally to “GP wise as per Advance Tour Diary” and “Surprise visit in the field” when asked about how they plan to visit the volunteers under their jurisdiction. District wise analysis shows that in Barpeta (50%), Tinsukia (100%) and in Morigaon (66.7%) majority opines “GP wise as per Advance Tour Diary” but in Cachar cent percent opines “Surprise visit in the field.”

#### **4.2.39 Difficulty faced by Resource Teachers in coordinating their activities with other departments like Social Welfare, Health, NGO's etc.**

Majority (43.8%) of the RT respondents opine, “No problem” when asked whether they face any difficulty in coordinating their activities with other departments like Social Welfare, Health, NGO's etc. District wise analysis

shows the same picture in Barpeta (75%), Morigaon (50%) and Cachar (40%), but majority in Tinsukia (66.7%) opine “Social Welfare department and NGOs are not helpful in providing Identity Card to the CWSN.”

#### **4.2.40 Comments of Resource Teachers on the number and periodicity of records required to be submitted whether sufficient or some modifications needed.**

Majority (35.7%) of the RT respondents opine, “Sufficient” when asked whether they think the number and periodicity of records required to be submitted are sufficient or some modifications needed. District wise analysis shows the same picture in Barpeta (33.3%), Morigaon (66.7%) and Cachar (40%) but majority in Tinsukia (66.7%) opines “sufficient time should be given for data submission.”

#### **4.2.41 Whether Resource Teachers introduced any additional programme/interventions/activities as per need**

Majority (81.3%) of the RT respondents opines, “Yes” on being asked whether they have introduced any additional programme/interventions/activities as per need. District wise analysis also shows the same picture in all the sample districts.

#### **4.2.42 Details of additional programme/activities introduced by Resource Teachers as per need**

Majority (45.5%) of the RT respondents opine, “Arrange awareness meetings with the help of VT in each GP and encourage people” when asked to give details of additional programmes/activities. District wise analysis shows the same picture in Barpeta (100%), Morigaon (33.3%) and Tinsukia (33.3%) but majority in Cachar (50%)

opines equally “Arrange competition among the CWSN to discover their talents and Provide encouragement” and “Parents awareness and counseling at the time of admission”.

#### **4.2.43 Whether Resource Teachers are satisfied with the outcomes of their activities**

Majority (86.7%) of the RT respondents opine, “To some extent” on being asked whether they are satisfied with the outcomes of their activities. District wise analysis also shows the same picture in all the sample districts.

#### **4.2.44 Whether Resource Teachers face any difficulties in discharging their responsibilities**

Majority (93.8%) of the RT respondents opines, “Yes” on being asked whether they face any difficulties in discharging their responsibilities. District wise analysis also shows the same picture in all the sample districts.

#### **4.2.45 The level and type of difficulties faced by Resource Teachers in discharging their responsibilities**

Majority (23.1%) of the RT respondents opine equally to “In Field level as School Teachers sometimes failed to handle CWSNs due to lack of Training in IE Activities” and “Area of action is remote, road condition very bad and difficult to visit” when asked at what level and how they face the difficulties. District wise analysis also shows the same picture.

#### **4.2.46 Whether Resource Teachers addressed the difficulties**

Majority (87.5%) of the RT respondents opine, “Yes” when asked whether they addressed the difficulties.

District wise analysis also shows the same picture in all the sample districts.

#### **4.2.47 To whom Resource Teachers addressed the difficulties**

Cent percent RT respondents opine that they addressed the difficulties to “BMC ABRCC, DPO IE DMC.” District wise analysis also shows the same picture in all the sample districts.

#### **4.2.48 Responses received by Resource Teachers after addressing the difficulties**

Majority (87.5%) of the RT respondents opine equally “Good response and suggested solutions” and “Poor responses” when asked about the responses after addressing the difficulties. District wise analysis also shows the same picture in all the sample districts.

### **4.3 Views of Volunteer**

Volunteers are also asked about the knowledge of their job description, job specification, plan of activities etc. Following subsections summarize the findings from the field survey of volunteers.

#### **4.3.1 Source of Information regarding Volunteers Job**

Majority (81.3%) of the VT respondents opine that they get information about the job of VT from GPEC. District wise analysis also shows the same picture in all the four sample districts.

#### **4.3.2 Whether the Job of Volunteer is known before-hand**

Majority (58.7%) of the VT respondents opine that they know before-hand the job of Volunteer. District wise analysis also shows the same picture in Barpeta (75%) and

Morigaon (87.5%) but in Cachar (64.3%) and Tinsukia (75%) majority opines “No”.

#### **4.3.3 Through what Process Volunteers were selected**

Majority (54.2%) of the VT respondents opine that their selection was through “Interview”. District wise analysis also shows the same picture in Tinsukia (87.5%), Morigaon (93.8%) and Barpeta (44.4%) but in Cachar majority (40%) opines through GPEC.

#### **4.3.4 Whether the Volunteers are given Induction Training after joining**

Majority (87.2%) of the VT respondents opine that they are given Induction Training after joining as VT. District wise analysis also shows the same picture in all the four sample districts.

#### **4.3.5 Details of Induction Training Received by Volunteers**

Majority (46.5%) of the VT respondents opine “10 days Induction training teaches us about all categories of CWSN and how to identify them”. District wise analysis also shows the same picture in Cachar (78.6%) and Barpeta (42.9%) but majority in Tinsukia (57.1%) opines “5 days induction training teaches us about all categories of CWSN and how to identify them” and majority in Morigaon (60%) opines “About different categories of CWSN, reasons for disability and different methods to correct them.”

#### **4.3.6 Whether Volunteers get instruction regarding the job/responsibilities**

Majority (95.7%) of the VT respondents opine “yes” when asked whether they get instruction regarding the

job/responsibilities. District wise analysis also shows the same picture in all the four sample districts.

#### **4.3.7 Form of Instruction of job/responsibilities by Volunteers**

Majority (76.6%) of the VT respondents opine that they got instruction regarding the job/responsibilities “Orally”. District wise analysis shows the same picture in all the sample districts.

#### **4.3.8 The person from whom instructions regarding the job/responsibilities of Volunteers received**

Majority (87.2%) of the VT respondents opine that they are given instruction regarding the job/responsibilities orally by “DPO and RT”. District wise analysis also shows the same picture in Tinsukia (50%) and Morigaon (50%) but majority in Cachar (40%) opines “Through RT” and cent percent in Barpeta opines through “DPO IE”.

#### **4.3.9 Whether Volunteers are given guidelines about their work approach**

Most (95.7%) of the VT respondents opine ‘yes’ when asked whether they were given some guidelines about their work approach. District wise analysis also shows the same picture in all the four sample districts.

#### **4.3.10 Frequency of supervision of Volunteer’s work**

Majority (42.1%) of the VT respondents opine that their works are supervised ‘Monthly’. District wise analysis also shows the same picture in Cachar (50%) and Morigaon (45.5%) but majority in Tinsukia (62.5%) opines “RT supervise field level work 4/5/ days monthly” and in Barpeta (42.9%), majority opines “Fortnightly.”

#### **4.3.11 Whether work/performance of Volunteers evaluated**

Cent percent of the VT respondents opine ‘yes’ when asked whether their work/performance is evaluated. District wise analysis also shows the same picture in all the four sample districts.

#### **4.3.12 Evaluation of work/performance of Volunteers**

Majority (35.3%) of the VT respondents opine that their work/performance are evaluated through “Oral and written report.”, District wise analysis also shows the same picture in Morigaon (54.5%) and Cachar (50%) but in Tinsukia (42.9%) and Barpeta (50%) opines “Based on field visit, monthly report and performance report.”

#### **4.3.13 Person who evaluated the work/performance of Volunteers**

Majority (50%) of the VT respondents opines “RT” when asked about the person who evaluates their work/performance. District wise analysis also shows the same picture in Cachar (100%) but majority in Barpeta (62.5%) and Tinsukia (62.5%) opines “RT and DPO” but in Morigaon cent percent opines “RT,CRC and GPEC.”

#### **4.3.14 Interval of evaluating Volunteers work/performance**

Majority (51.2%) of the VT respondents opine “Monthly” when asked the Interval of evaluating their work/performance. District wise analysis also shows the same picture in all the sample districts.

#### **4.3.15 Effectiveness of training received by Volunteers**

Majority (66.7%) of the VT respondents opine “Training helps us in identifying the types and categories of

CWSN and Skills to teach them accordingly” when asked about the effectiveness of training they received. District wise analysis also shows the same picture in Morigaon (68.8%), Tinsukia (57.1%) and Cachar (90%) but in Barpeta majority (50%) opines “Training helps us to develop the CWSN physically, mentally and educationally”.

#### **4.3.16 Planning future actions by volunteers**

Majority (56.1%) of the VT respondents opine “Advance tour diary and school and home based education as per plan.” when asked about how they plan for their future action. District wise analysis also shows the same picture in Morigaon (100%) and Cachar (38.5%) but majority in Tinsukia (60%) opines “According to requirement of field-based activity as per guidelines of authority” and in Barpeta (62.5%) opines “Review cum planning meet, RT & VT as per submission, through joint visit with ABRCC, RT & VT in school and home & remote areas.”

#### **4.3.17 To whom Volunteers report**

Majority (44.4%) of the VT respondents opine “RT” when asked as to whom they report. District wise analysis also shows the same picture in Morigaon (73.3%) and Barpeta (37.5%) but in Tinsukia (37.5%) and Cachar (57.1%) majority opinion is “DPO IE, BMC & ABRCC.”

#### **4.3.18 Whether Volunteers get support from higher officials**

Majority (59%) of the VT respondents opine ‘Yes fully’ on being asked whether they required support from higher officials. District wise analysis also shows the same picture in Cachar (90.9%) and Morigaon (62.5%), but in Tinsukia (71.4%) and Barpeta (62.5%). In all the four sample districts the majority opines “Yes to some extent.”

#### **4.3.19 Details of Support received by Volunteers from higher officials**

Majority (35%) of the VT respondents opine equally “RT helps in field level activities by describing the skills to teach and rules to approach” and “RT himself visited the field and tried to solve the problem” when asked about the support they received from higher officials.

#### **4.3.20 Volunteers’ source of motivation to work for the CWSN**

Majority (30.8%) of the VT respondents opine “Social responsibility and to work for the development of CWSN physically and educationally is a matter of pride.” District wise analysis also shows the same picture in Cachar (30.8%), Morigaon (30.8%) and Tinsukia (40%) but majority in Barpeta (62.5%) opines “The improvement of CWSN and encouragement from parents motivates me.”

#### **4.3.21 Details of Support received by Volunteers from higher officials**

Majority (46.7%) of the VT respondents opine “RT helps every time as per need and requirement.” District wise analysis also shows the same picture in Barpeta (75%) and Morigaon (56.3%) but majority in Cachar (38.5%) opines “RT helps in field level activities by describing the skills to teach and rules to approach” and in Tinsukia (37.5%) opines “RT helps by demonstrating different activities, therapy to the CP CWSN and suggesting different things to the parents at awareness camp.”

#### **4.3.22 Whether the frequency of training etc. hamper day to day activity of Volunteers**

Majority (52.4%) of the VT respondents opine, “Yes” on being asked whether the frequency of training etc.

hamper their day-to-day job. District wise analysis also shows the same picture in Cachar (90.9%) but majority in Tinsukia (71.4%), Barpeta (62.5%) and Morigaon (56.3%) opines “No.”

#### **4.3.23 Whether all CWSN under Volunteers coverage area have been identified and assessed**

Majority (47.5%) of the VT respondents opine “Not Sure” when asked whether all CWSN under their coverage area have been identified and assessed. District wise analysis also shows the same picture in Morigaon (56.3%) and Cachar (80%) but in Barpeta majority (85.7%) and in Tinsukia (100%) opines “Yes”.

#### **4.3.24 Assessing the degree of disability of CWSN by Volunteers**

Majority (71.1%) of the VT respondents opine “As per physical and mental fitness by formal and informal observations.” when asked as to how they assess the degree of disability of the CWSN. District wise analysis also shows the same picture in Morigaon (87.5%), Barpeta (100%) and Tinsukia (100%) but in Cachar majority (84.6%) opines “As per experience gathered through various training programmes and observation”.

#### **4.3.25 Whether Volunteers are satisfied with the present assessment procedure of the CWSN and Aids & Appliances provided to them.**

Majority (47.8%) of the VT respondents opine “Not satisfied” when asked whether they are satisfied with the present assessment procedure of the CWSN and Aids & Appliances provided to them. District wise analysis also shows the same picture in Morigaon (68.8%) and Tinsukia (75%) but majority in Cachar (46.7%) opines “Satisfied” and

in Barpeta majority (42.9%) opines “Satisfied about assessment and also on the A/A.”.

#### **4.3.26 Actions of Volunteers regarding adaptations, modifications and recommendations in transacting curriculum in classroom**

Majority (37%) of the VT respondents opine, “Made sitting arrangement, explain ideas about lesson, writing and evaluation” on being asked about their actions regarding adaptations, modifications and recommendations in transacting curriculum in classroom strategies. District wise analysis also shows the same picture in Tinsukia (100%) and Barpeta (50%) but majority in Cachar (53.3%) opines “Strategies adopted according to the needs and problem of CWSN” and in Morigaon (73.3%) Majority opines “Explaining the problems of CWSN to school teacher, teaching using TLM and sitting arrangement”.

#### **4.3.27 Whether volunteers find any problem in dealing with Resource Teacher**

Majority (89.1%) of the VT respondents opines, “Not Yet” when asking whether they find any problem in dealing with Resource Teacher to whom they report. District wise analysis also shows the same picture in all the sample districts.

#### **4.3.28 Whether volunteers are proficient in special teaching skills like Braille, use of Hearing aid etc.**

Majority (47.8%) of the VT respondents opine, “Proficient in teaching through Braille and using H/A.” on asked whether they are proficient in special teaching skills like Braille, use of Hearing aid etc. District wise analysis also shows the same picture in the entire sample districts.

#### **4.3.29 Helping the school teacher in dealing with the problem of CWSN by the volunteers**

Majority (81.1%) of the VT respondents opine, “Explaining the problems of CWSN to school teachers, teaching using TLM and sitting arrangement for each CWSN” on being asked about how they help the school teacher in dealing with the problem of CWSN and their experience. District wise analysis also shows the same picture in all the sample districts.

#### **4.3.30 Method followed by volunteers to counsel the parents and mobilize the community**

Majority (52.2%) of the VT respondents opines, “arranging awareness camps, parents counseling and visiting homes of CWSN describing the reason for and the measures to correct them” on being asked about their actions regarding adaptations, modifications and recommendations in transacting curriculum in classroom strategies. District wise analysis also shows the same picture in all the three sample districts but in Barpeta majority (62.5%) opines “Arrange awareness programme at GP along with parents, community people.”

#### **4.3.31 Type of support received by volunteers from the community**

Majority (40.9%) of the VT respondents opines, “Satisfactory” on being asked about the type of support they receive from the community. District wise analysis also shows the same picture in Morigaon (56.3%) and Barpeta (71.4%) but majority in Tinsukia (62.5%) opines “Community people are interested and appreciates the field level activities of SSA” and in Cachar (46.2%) opines “Support not received as expected”.

#### **4.3.32 Whether Volunteers need Additional help from the DPO (IE) to make their work more efficient**

Majority (76.6%) of the VT respondents opined, “Yes from DPO and RT” on being asked about any additional help received from the DPO (IE) to make their work more efficient. District wise analysis also shows the same picture in all the sample districts.

#### **4.3.33 Whether Volunteers satisfied to work for the CWSN**

Majority (91.5%) of the VT respondents opine, “Yes” on being asked if they are satisfied to work for the CWSN. District wise analysis also shows the same picture in all the four sample districts.

#### **4.3.33 Satisfaction of Volunteers with the facilities available for education of CWSN in their block**

Majority (66.7%) of the VT respondents opine, “Not fully satisfied as lots of needs are there” on being enquired about their satisfaction with the facilities available for education of CWSN in their block. District wise analysis also shows the same picture in all the sample districts.

#### **4.3.34 Details of special programmes and interactions arranged by Volunteers for enrollment and retention of CWSN in the last one year (April 2008 to March 2009).**

Majority (43.2%) of the VT respondents opines “Arranged awareness programme along with the VEC and GPEC people and discuss about the development of CWSN” when asked about the details of special programmes and interactions arranged by them for enrollment and retention of CWSN in the last one year (April 2008 to March 2009). District wise analysis also shows the same picture in

Morigaon (46.7%), Barpeta (75%) and Cachar (37.5%) but majority in Tinsukia (66.7%) opines “No programme”.

#### **4.3.35 Difficulty faced by Volunteers in coordinating their activities with other departments like Social Welfare, Health, NGO's etc.**

Majority (47.7%) of the VT respondents opine, “No difficulty” when asked whether they face any difficulty in coordinating their activities with other departments like Social Welfare, Health, NGO's etc. District wise analysis shows the same picture in Morigaon (62.5%) Tinsukia (62.5%) and Barpeta (28.6%), but majority in Cachar (38.5%) opines “Sometimes face difficulty as they do not ~~take~~ take the work of SSA seriously.”

#### **4.3.36 Comments of Volunteers whether the number and periodicity of records required to be submitted are sufficient or some modifications needed**

Majority (52.5%) of the VT respondents opine, “Present system is sufficient” when asked whether they think the number and periodicity of records required to be submitted are sufficient or some modifications needed. District wise analysis shows the same picture in the entire sample districts.

#### **4.3.37 Whether any additional programme/activities are introduced by Volunteers as per need**

Majority (69.8%) of the VT respondents opines, “Yes” on asked whether they introduced any additional programme/interventions/activities as per need. District wise analysis also shows the same picture in all the sample districts.

#### **4.3.38 Whether Volunteers are satisfied with the outcomes of their activities**

Majority (75%) of the VT respondents opines, “To some extent” on being asked whether they are satisfied with the outcomes of their activities. District wise analysis also shows the same picture in all the sample districts.

#### **4.3.39 Whether Volunteers find any difficulties in discharging their responsibilities**

Majority (66%) of the VT respondents opine, “Yes” on being asked whether they face any difficulties in discharging their responsibilities. District wise analysis also shows the same picture in all the sample districts

#### **4.3.40 Whether Volunteers Addressed the difficulties**

Majority (85.3%) of the VT respondents opine, “Yes” when asked whether they addressed the difficulties. District wise analysis also shows the same picture in all the sample districts.

#### **4.3.41 To whom Volunteers addressed the difficulties**

Majority (38.5%) of the VT respondents opine that they addressed the difficulties to “RT.” District wise analysis shows the same picture in Morigaon (50%) Tinsukia (50%) and Barpeta (50%) but majority in Cachar (60%) opines “Higher officials.

#### **4.3.42 Responses received by Volunteers after addressing the difficulties**

Majority (35.3%) of the VT respondents opine “RT helps as per need” when asked about the responses after addressing the difficulties. District wise analysis shows the same picture in Morigaon (66.7%) but majority in Barpeta (57.1%) opines “Give assurance to solve the problem” and in Cachar cent percent opines “Not satisfactory.”

# Chapter – 5

## FINDINGS AND OBSERVATIONS

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### 5.1 Introduction

The study has been carried out with the objective of assessing the role of resource teacher and volunteer in providing support to CWSN. The study has been carried out to know the role of resource teachers and volunteers in supervision and monitoring of field level activities, providing academic support to CWSN, motivating the parents and guardians of CWSN, providing home based support with special reference to activities of daily living, community mobilization and peer group sensitization. Following subsection summarizes the findings of the study under each sub-objective.

### 5.2 Role of RT and Volunteer in supervision and monitoring of field level activities

The Resource Teachers and Volunteers are required to maintain a close relationship with the CWSN, school teacher, parents, members of the community etc. The duty includes visiting the schools, CWSN homes regularly. Following is the summary of findings from the field survey which reflect the views and perception of the stakeholders as regards the effectiveness of discharge of functions by Resource Teachers and volunteers in supervision and monitoring of field level activities.

### 5.2.1 Whether stakeholders know the Resource Teacher and Volunteer by name

Stakeholder	Resource Teacher	Volunteer
School Teacher	Know (78.3%)	Know (96.3%)
Parents	Do not Know (40.7%)	Know (91.8%)
GPEC Member	Know (78.8%)	Know (95.7%)
CWSN	Know (45.3%)	Know (83.4%)

### 5.2.2. Whether Resource Teacher and Volunteers Visit Schools

Stakeholder	Resource Teacher	Volunteer
School Teacher	Not Regularly (56%)	Visit Regularly (75%)

### 5.2.3. Frequency of visits to Schools by Resource Teacher and Volunteers

Stakeholder	Resource Teacher	Volunteer
School Teacher	Once in two month (25.8%)	Weekly (43.5%)

#### 5.2.4. Awareness about the plan of visits to Schools by Resource Teacher and Volunteers

Stakeholder	Resource Teacher	Volunteer
School Teacher	Not aware (42.8%)	Fully aware (45.3%)

#### 5.2.5 Visits to Schools by Resource Teacher and Volunteers as per Plan

Stakeholder	Resource Teacher	Volunteer
School Teacher	Sometimes, Not as per plan (43.8%)	Always, Sometimes (43.4%)

#### 5.2.6 Whether the child attended any medical camp

Stakeholder	Comments
Parents	Not attended (52%)

#### 5.2.7 Comments about the last Visit to CWSN's home by Resource Teacher and volunteer

Stakeholder	Resource Teacher	Volunteer
Parents	Did not visit (44%)	Monthly (73%)

### 5.2.8 Whether all CWSN within the GP are identified and assessed

Stakeholder	Comments
GPEC Member	Yes (77.8%)

### 5.2.9 Satisfaction on the role played by RT and volunteer

Stakeholder	Resource Teacher	Volunteer
GPEC Member	To some extent (61.7%)	To some extent (52.2%)

## 5.3 Role of RT and Volunteer in providing academic support to CWSN

Another important function of Resource Teacher and Volunteer is to provide academic support to CWSN. There are two types of CWSN, one is school going and another one needing home based support. Resource teachers and volunteers are supposed to look after the academic needs of the CWSN. Following is the summary of findings from stakeholders' survey regarding the efficacy of the role of RT and volunteer in providing academic support to CWSN.

### 5.3.1 Whether Resource Teacher and Volunteer look after seating arrangement of CWSN

Stakeholder	Resource Teacher	Volunteer
School Teacher	Look after (56.3%)	Always looks after (51.6%)

### 5.3.2 Whether Resource Teacher and Volunteer make and use special TLM for CWSN

Stakeholder	Resource Teacher	Volunteer
School Teacher	Sometimes (56.3%)	Sometimes (56.5%)

### 5.3.3 Whether Resource Teacher and Volunteer teach CWSN by using TLM

Stakeholder	Resource Teacher	Volunteer
School Teacher	Sometimes (54.1%)	Sometimes (53.8%)

### 5.3.4 Whether Resource Teacher and Volunteer give advice for teaching the CWSN

Stakeholder	Resource Teacher	Volunteer
School Teacher	Sometimes (56.8%)	Sometimes (56.6%)

**5.3.5 The amount of time Resource Teacher and Volunteer devote for the CWSN in school/Home on the day of visit**

<b>Stakeholder</b>	<b>Resource Teacher</b>	<b>Volunteer</b>
School Teacher	1 Hour (31.6%)	3 Hour (28.9%)
Parents	1 Hour (34.7%)	2 Hour (27.6%)

**5.3.6 Whether CWSN have shown any interest to continue his education.**

<b>Stakeholder</b>	<b>Resource Teacher &amp; Volunteer</b>
School Teacher	To some extent (57.8%)
Parents	To some extent (51.8%)
CWSN	To higher classes (31%)

**5.3.7 Whether the evaluation system same for CWSN**

<b>Stakeholder</b>	<b>Resource Teacher &amp; Volunteer</b>
School Teacher	Same (80.5%)

**5.3.8 Method of evaluation if CWSN is evaluated differently**

<b>Stakeholder</b>	<b>Resource Teacher &amp; Volunteer</b>
School Teacher	Oral Testing (34.4%)

**5.3.9 Whether CWSN is provided with pre-integration training.**

<b>Stakeholder</b>	<b>Resource Teacher &amp; Volunteer</b>
School Teacher	Some of them (51.6%)
Parents	To some extent (47.7%)

**5.3.10 Whether the School teachers receive help from RT and Volunteer for teaching CWSN.**

<b>Stakeholder</b>	<b>Resource Teacher</b>	<b>Volunteer</b>
School Teacher	To some extent (63.7%)	To some extent (60.6%)

**5.3.11 View about improvement in attendance and retention of CWSN**

<b>Stakeholder</b>	<b>Resource Teacher &amp; Volunteer</b>
School Teacher	To some extent (74.4%)

**5.3.12 Whether RT/VT assists CWSN during and after school hours.**

<b>Stakeholder</b>	<b>Resource Teacher</b>	<b>Volunteer</b>
School Teacher	Does not assist (26.9%)	To some extent (53.5%)

**5.3.13 Whether RT and Volunteer provide remedial teaching to CWSN.**

<b>Stakeholder</b>	<b>Resource Teacher</b>	<b>Volunteer</b>
School Teacher	To some extent (38.9%)	To some extent (62.8%)
Parents	To some extent (63.7%)	To some extent (60.6%)

**5.3.14 View regarding attendance of the CWSN.**

<b>Stakeholder</b>	<b>Comments</b>
School Teacher	Same as that of other students (59.9%)

**5.3.15 Whether CWSN depends on general teaching like other learners in the school**

<b>Stakeholder</b>	<b>Comments</b>
Parents	To some extent (44.7%)

**5.3.16 Whether CWSN like the RT and Volunteer**

<b>Stakeholder</b>	<b>Resource Teacher</b>	<b>Volunteer</b>
CWSN	Somehow like (47.7%)	Very much (52.15%)

**5.3.17 CWSN feeling good about teaching by RT and Volunteer**

<b>Stakeholder</b>	<b>Resource Teacher</b>	<b>Volunteer</b>
CWSN	To some extent (32.2%)	To some extent (50%)

**5.3.18 CWSN comments whether the RT and volunteer help them during or after school hours**

<b>Stakeholder</b>	<b>Resource Teacher</b>	<b>Volunteer</b>
CWSN	Never helps (41.3%)	To some extent (63.2%)

**5.3.19 CWSN comments on whether they face any difficulty in their academic activities**

<b>Stakeholder</b>	<b>Comments</b>
CWSN	Some problem (35%)

**5.3.20 CWSN comments as to from whom they get inspiration**

<b>Stakeholder</b>	<b>Comments</b>
CWSN	Parents

## **5.4 Role of RT and Volunteer in motivating the parents and guardians of CWSN**

The objective of functioning of Resource Teacher and Volunteer would not be complete without motivating parents of the CWSN. The parents must be motivated and encouraged by the RT and volunteers to bring sustenance to the education of the CWSN. Following is the summary of perceptions and views of the parent respondents about the role of resource teacher and volunteer in motivating them.

### **5.4.1 Whether the RT and Volunteer undertake parents counseling.**

<b>Stakeholder</b>	<b>Resource Teacher</b>	<b>Volunteer</b>
School Teacher	To some extent (30.8%)	To some extent (51.3%)
Parents	Not at all (28.6%)	To some extent (53.3%)

### **5.4.2 5.4.2. Whether RT and volunteers encourage CWSN education**

<b>Stakeholder</b>	<b>Resource Teacher</b>	<b>Volunteer</b>
Parents	To some extent (30.5%)	To some extent (54.3%)

### **5.4.3**

#### 5.4.4 Awareness about benefits for CWSN.

<b>Stakeholder</b>	<b>Employment reservation</b>	<b>IAY Benefits</b>	<b>Travel Discount</b>	<b>Income Tax Deduction</b>
Parents	Know (64.8%)	Know (60%)	Know (60%)	Know (51.4%)

#### 5.4.5 Awareness about different Acts for CWSN

<b>Stakeholder</b>	<b>Person with Disability Act, 1995</b>	<b>National Trust (Multiple ..) Act, 1992</b>	<b>Rehabilitation Council of India Act, 1992</b>
Parents	Not aware (58.7%)	Aware (68.6%)	Not aware (69.4%)

#### 5.4.6 Whether RT & Volunteer explain about different Acts and facilities available to CWSN

<b>Stakeholder</b>	<b>Comments</b>
Parents	Do not explain (46%)

#### 5.4.7 Comment on the receipt of transport allowance

<b>Stakeholder</b>	<b>Comments</b>
Parents	Not received (72.3%)

#### 5.4.6 Comment as to whether RT and volunteers are successful in motivating parents of CWSN

Stakeholder	Resource Teacher	Volunteer
GPEC Members	To some extent (34.8%)	To some extent (68.2%)

#### 5.5 Role of RT and Volunteer in providing home based support with special reference to ADL

CWSN having severe disabilities cannot go to school. The resource teachers and volunteers are supposed to provide home based support to such CWSN with special reference to activities of daily living (ADL). Following is the summary of findings of stakeholders' survey as regards service of RT and volunteers towards providing home based support with special reference to ADL.

##### 5.5.1. Frequency of visits to Home by Resource Teacher and Volunteers

Stakeholder	Resource Teacher	Volunteer
Parents	Do not visit (40.3%)	Weekly (30.5%)

##### 5.5.2 Views about the frequency of teaching by RT and volunteers at school/home

Stakeholder	Resource Teacher	Volunteer
Parents	Not at all (38.9%)	Weekly (42.3%)

### 5.5.3 Views about the teaching by RT and volunteers to their wards

Stakeholder	Resource Teacher	Volunteer
Parents	To some extent (33.6%)	To some extent (58%)

### 5.5.4 Whether RT and volunteers teaches ADL to the Home-based CWSN

Stakeholder	Resource Teacher	Volunteer
Parents	To some extent (25.7%)	To some extent (49.1%)

### 5.5.5 Whether Parents received training from RT and volunteers regarding ADL

Stakeholder	Resource Teacher	Volunteer
Parents	Did not receive (33.8%)	To some extent (57.6%)

### 5.5.6 Whether Parents received any skill based training from RT and volunteers

Stakeholder	Resource Teacher	Volunteer
Parents	Did not receive (38.1%)	To some extent (44.2%)

**5.5.7 Whether RT and volunteers explain the progress of day to day activities of CWSN**

<b>Stakeholder</b>	<b>Comments</b>
Parents	Sometimes (52.3%)

**5.5.8 Awareness as to the method of taking care of aids & appliances**

<b>Stakeholder</b>	<b>Comments</b>
Parents	Do not know (54.3%)

**5.5.9 Satisfaction about the quality of aids & appliances provided by SSA**

<b>Stakeholder</b>	<b>Comments</b>
Parents	Not satisfied (60.5%)

**5.5.10 Comment about receiving any demonstration/training from RT/VT in using and correcting the difficulties of Aid and appliances.**

<b>Stakeholder</b>	<b>Resource Teacher</b>	<b>Volunteer</b>
Parents	Did not receive (39.8%)	Did not receive (33%)

## **5.6 Role of RT and Volunteer in community mobilization and peer group sensitization**

No SSA activity can be successful without community mobilization. As such, the motto of inclusive education cannot be completed without support from the community. Hence, resource teachers and volunteers are required to mobilize community support for motivating parents of CWSN for their education. Moreover, they are to ensure that other children of the locality and schools should behave normally and properly with the CWSN. Following findings from the stakeholders' survey show their views about the role of resource teachers and volunteers in this aspect.

### **5.6.1 Whether RT and Volunteer undertakes community mobilization programme**

<b>Stakeholder</b>	<b>Resource Teacher</b>	<b>Volunteer</b>
School Teacher	To some extent (29.3%)	To some extent (50.6%)
Parents	Cannot say (35.6%)	To some extent (45.8%)

### **5.6.2 Whether RT and Volunteer sensitize the peer group**

<b>Stakeholder</b>	<b>Resource Teacher</b>	<b>Volunteer</b>
School Teacher	To some extent (34.8%)	To some extent (63.9%)

Parents	Cannot say (41.1%)	To some extent (45.4%)
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### **5.6.3 Comments about the membership of Parents Association**

<b>Stakeholder</b>	<b>Comments</b>
Parents	No (71.5%)

### **5.6.4 Comments as to whether any awareness programme is arranged for education of CWSN**

<b>Stakeholder</b>	<b>Comments</b>
GPEC Member	To some extent (55.3%)

### **5.6.5 GPEC Members comment as to whether they attended any awareness programme**

<b>Stakeholder</b>	<b>Comments</b>
GPEC Member	To some extent (51.1%)

### **5.6.6 CWSN comments whether their friends are sensitive towards their problem**

<b>Stakeholder</b>	<b>Comments</b>
CWSN	To some extent (47.9%)

## 5.7 Findings from Stakeholders Survey

- Volunteers' names are known by stakeholders more than Resource Teachers
- Volunteers visit schools regularly
- Resource Teacher visit schools once in two months while volunteer visits weekly
- School teachers are fully aware of the visits of volunteers but not aware of the visits of Resource Teacher
- Volunteers always visit schools as per plan, but Resource Teacher sometimes visit schools as per plan.
- As per parents, the majority of CWSN have not attended medical camps
- Both Resource Teacher and Volunteer look after seating arrangement of CWSN in schools
- Both Resource Teacher and Volunteer sometimes make and use special TLM for CWSN
- Both Resource Teacher and Volunteer sometimes use TLM to teach CWSN
- Both Resource Teacher and Volunteer sometimes give advice regarding teaching the CWSN
- Resource Teacher devotes 1 hour and Volunteer devotes 2 hours in Home and 3 hours in school for the CWSN on the day of visit
- CWSN have shown interest to some extent in continuing their education after the supervision of RT and VT.
- The evaluation system for the CWSN is normally the same as in the case of other students in schools.

- In case the method of evaluation is different, the test is taken orally
- To some extent CWSN is provided with pre-integration training
- The school teachers receive help from RT and Volunteer for teaching CWSN to some extent
- To some extent improvement is noticed in attendance and retention of CWSN. RT/VT sometimes assists CWSN during and after school hours.
- RT and Volunteer provide remedial teaching to CWSN to some extent.
- The attendance of CWSN is the same as that of other students.
- CWSN depend on general teaching like other learners in the school to some extent
- CWSN somehow like the RT but ‘like very much’ the Volunteer
- CWSN feels good about the teaching by RT and Volunteer to some extent.
- CWSN comments that RTs do not help at all but volunteers help them during or after school hours
- CWSN face some problems in their academic activities
- CWSN comments that they get inspiration from parents, especially mothers.
- RT Seldom undertakes parents counseling, but Volunteer undertakes sometimes.
- Both RT and volunteers encourage CWSN education to some extent.

- Parents are aware of Employment reservations, IAY Benefits, Travel Discount and Income Tax Deduction benefits available to CWSN.
- The parents are aware about the National Trust (Multiple ...) Act, 1992 but are not aware about the Person with Disability Act, 1995 and Rehabilitation Council of India Act, 1992.
- The RTs & Volunteers do not explain about different Acts and facilities available to CWSN
- No transport allowance is received
- RT and volunteers are successful in motivating parents of CWSN to some extent.
- Resource Teacher does not visit the home of CWSN but Volunteers visit weekly.
- Volunteers visit weekly in school/home.
- Both RT and volunteers teach CWSN to some extent.
- Both RT and volunteers teach ADL to the Home-based CWSN to some extent.
- Parents do not receive training from RT but receive from volunteers regarding ADL to some extent.
- Parents do not receive any skill based training from RT but receive the same from volunteers to some extent.
- RT and volunteers sometimes explain the progress of day to day activities of CWSN.
- Parents are not satisfied with the quality of aids & appliances provided by SSA

- Parents do not receive any demonstration/training from RT/VT in using and correcting the difficulties of Aid and appliances.
- Both RT and Volunteer undertake community mobilization programme to some extent.
- Both RT and Volunteer sensitize the peer group to some extent.
- Parents did not comment about the membership of Parents Association.
- Awareness programmes by RT and VT are arranged for education of CWSN to some extent.
- GPEC Members commented that they attended awareness programmes to some extent.
- The friends of CWSN are sensitive towards the problems of CWSN to some extent.

### **5.8 Findings from Resource Teachers' Survey**

Majority of the RTs have received information about the availability of the job through newspaper advertisements and they were aware of their job profile before joining the job. Majority of them were selected through written and oral tests except Morigaon district where majority were selected through interview by the District Mission Office. The majority were given induction training after they had joined the job. Majority received instructions regarding their job/responsibilities. The majority in Barpeta, Cachar stated that the instructions were in written form except the majority in Morigaon and all in Tinsukia districts stated these to be in oral form. Most of the RTs received guidelines regarding their work approach. The frequency of supervision ranged from weekly to monthly. Most of the RT respondents

expressed that the training helped them to enhance their knowledge regarding different types of disability, proper assessment, extending remedial support, use of different techniques for teaching like sign language and Braille. Majority stated that plans are made in review cum planning meetings along with VTs. The RTs have agreed to get extensive support from higher officials in supervising, monitoring and conducting regular training. The motivation for the RTs to work for the CWSN are the CWSN themselves, their guardian's cooperation and support received from the higher officials. The RTs look after and supervise the work of the volunteers through Advance action plan, joint visit and surprise visit at school and home of CWSN, regularity of reports submitted and attendance in Review cum Planning meeting but in Tinsukia cent percent opined that they do so by asking ward President, member secretary, ABRCC, CRCC, parents of CWSN. It does not appear that that training hampers day to day activity of Resource Teachers.

The majority (56.3%) of RT respondents felt that all CWSN were identified and covered whereas the majority in Barpeta district were not sure of this. There were some differences amongst the districts regarding the assessment of disability of CWSN. Majority of the RTs preferred disability-wise sitting arrangements in the classroom and use the TLM according to teaching ability. RTs did not find any difficulty in dealing with the VTs. The RTs expressed that they have good knowledge of teaching through Braille and using Hearing aid. RTs help the teachers in school by discussing problems, lagging areas & behaviors of each CWSN. A high majority (93.8 %) said that they are satisfied working for CWSN. Most of the RTs have developed Day Care Centres, Parents' association in their blocks. Majority

of RTs arrange meetings at GP level in which all parents/guardians, matri-got, Anganwadi workers-Helpers, Asha workers, School teachers are invited and discuss about education and prospects of CWSN. People engaged in teaching and parents/guardians of the CWSN help in arranging awareness meetings. A low majority (33.3%) are satisfied with all facilities available in the block. Majority of RTs are satisfied to some extent with the outcomes of the activities. They face many difficulties in coordinating their activities with other departments like Social Welfare, Health, NGOs etc. Except for Tinsukia others districts are satisfied with the number and periodicity of records required to be submitted.

## **5.9 Findings from Volunteers' Survey**

Majority of the VT respondents opine that they get information about the job of VT from GPEC and they were aware of the job. Though the majority in Tinsukia, Barpeta and Morigaon mentioned that they were selected through "Interview" but in Cachar majority (40%) stated the same as "through GPEC". Majority of the VT respondents agreed that they are given Induction Training after joining as VT. Majority said that this training taught them about all categories of CWSN and how to identify them. A high majority agreed that they received instruction regarding the job/responsibilities orally by "DPO and RT". Most of them were given some guidelines about their work approach. Most of the VT respondents opine that their works are supervised 'Monthly' except Barpeta (42.9%), where majority mentioned it to be "Fortnightly." Majority opined that their work/performance is evaluated by means of "Oral feedback and written report" except Barpeta, where majority stated it to be "Based on field visit, monthly report and performance report." Majority of the VT respondents expressed that they

are evaluated by “RT” but majority in Barpeta and Tinsukia mentioned “RT and DPO” and in Morigaon all stated it to be “RT, CRC and GPEC.

Majority of the VT respondents opined that Training helped them in identifying the types and categories of CWSN and Skills to teach them accordingly but in Barpeta majority (50%) opined that Training helped them to develop the CWSN physically, mentally and educationally. Majority of the VT respondents said that they plan for their future action with the help of “Advance tour diary and school and home based education as per plan.” District wise analysis also shows the same picture except in Tinsukia (60%) opines “According to requirement of field-based activity as per guidelines of authority” and in Barpeta (62.5%) opines “Review cum planning meet, RT & VT as per submission, through joint visit with ABRCC, RT & VT in school and home & remote areas.”

Majority of VTs report to RTs except in Tinsukia (37.5%) and Cachar (57.1%) majority stated it to be “DPO IE, BMC & ABRCC.” Though the majority admitted that they get full support from higher officials but in Tinsukia (71.4%) and Barpeta (62.5%) and all the four sample districts majority opines “Yes to some extent”. “RT helped them in field level activities by describing the skills to teach and rules to approach” and “RT himself visited the field and tried to solve problem”

Majority said that they get motivated by their work because “Social responsibility and to work for the development of CWSN physically and educationally is a matter of pride.” Though a majority (52.4%) of the VT respondents agreed that the frequency of training etc. hamper their day to day job but majority in Tinsukia (71.4%), Barpeta (62.5%) and

Morigaon (56.3%) denied the same. Except Cachar the VT respondents of other districts were “Not Sure” when asked whether all CWSN under their coverage area have been identified and assessed.

Majority of the VT respondents said that the degree of disability of the CWSN is assessed “As per physical and mental fitness by formal and informal observations”, but in Cachar majority (84.6%) opines “As per experience gathered through various training programmes and observation”. Excluding Cachar and Barpeta majority (47.8%) of the VT respondents are “Not satisfied” with the present assessment procedure of the CWSN and Aids & Appliances provided to them. Majority of the VT respondents opined that they “Made sitting arrangement, explain idea about lesson, writing and evaluation” when asked about their actions regarding adaptations, modifications and recommendations in transacting curriculum in classroom strategies but majority in Cachar said that “Strategies are adopted according to the needs and problem of CWSN” and in Morigaon majority (73.3%) opine “Explain the problems of CWSN to school teacher, teaching using TLM and sitting arrangement”. Majority had no problems with the RTs and they admitted that they are proficient in teaching through Braille and using H/A. In order to counsel the parents of CWSN and mobilizing the community they arrange awareness camps, and visit homes of CWSN describing the reason for disability and the measures to correct them”. Majority of the VT respondents of all districts except Cachar are satisfied with the support received from the community. They expressed that additional support received from RT and DPO (IE) makes their work more efficient. A high majority of VTs in all districts are satisfied to work for the CWSN but

are not fully satisfied with the facilities available for CWSN right now as lots of requirements are there.

Except Cachar, others stated that they do not face any difficulty in coordinating their activities with other departments like Social Welfare, Health, NGO's etc. Majority of VT respondents said that “Present system is sufficient” when asked whether the number and periodicity of records required to be submitted is sufficient. Majority of them are satisfied “to some extent” regarding the outcomes of their activities. Majority of them face difficulties in discharging their responsibilities and they try to address them to the RTs, which are mostly solved (except Cachar where they address it to the higher officials and they are not satisfied with the responses).

### **5.10 Some Observations from Field Survey**

1. It is observed that there is no resource room in certain blocks such as in Mandia block in Barpeta and Urban block in Tinsukia district.
2. It is seen that RT has to accomplish the works related to other components which hampers their routine work.
3. The present contingency amount for the VT and RT is very low.
4. It is observed that in some cases the geographical area of the block is not uniformly distributed between RT as in the case of Salchapra block in Cachar district.
5. It is observed that some parents of CWSN are not interested in cooperating with the RTs and VTs and thus CWSN education is hampered.

6. It is observed that the RTs and VTs are getting frustrated as regards to their job security as they feel that their jobs may not exist in future.
7. Some blocks are geographically so remote that to cover the field level activities lots of money is spent as in the case of Mandia block in Barpeta, Sadiya block in Tinsukia and Laharighat block in Morigaon and Katigora block in Cachar district. Infrastructure bottleneck hampers communication to such areas.
8. It is observed that there is a need for extensive awareness at the block level.
9. The GPEC President sometimes is found to be ignorant towards their duty to supervise the activities of VTs.

## EPILOGUE

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The Assam Sarba Siksha Abhiyan (SSA) Mission has played a pivotal role in advancing inclusive education across the state, with a focused commitment to ensuring that Children With Special Needs (CWSN) are not left behind in the journey toward universal education. Through its well-structured programs, strategic interventions, and community-based initiatives, the Mission has successfully translated the vision of ‘Education for All’ into a practical reality for thousands of children with diverse abilities.

From early identification and assessment camps to the provision of customized aids and appliances, home-based education, resource support, and individualized education plans, the Assam SSA Mission has adopted a holistic and child-centric approach. The deployment of resource teachers, regular capacity-building training for general educators, and the promotion of inclusive classroom practices have strengthened the system at the grassroots level.

Moreover, the active involvement of parents, volunteers, and local communities has helped reduce stigma and foster greater awareness and acceptance of children with special needs. Through continuous monitoring, data-driven planning, and partnerships with NGOs and rehabilitation professionals, the Mission has created a sustainable and replicable model of inclusive education.

The journey through the educational landscape for Children With Special Needs (CWSN) is both deeply personal and profoundly collective. At the heart of this

journey lies a shared responsibility—a call to action for educators, families, policymakers, and communities to build systems that are not only inclusive but also empowering. As we conclude this book, it is clear that the roles of resource teachers, volunteers, and the thoughtful integration of aids and appliances are not peripheral—they are central to creating meaningful educational experiences for every child, regardless of ability.

Resource teachers stand as linchpins in inclusive education settings. Their specialized training allows them to bridge the gap between general curriculum requirements and individual learning needs. But more than just delivering lessons, resource teachers are advocates, collaborators, motivators, counsellors and problem-solvers. They support classroom teachers, work closely with families, and help develop individualized education programs that are responsive and realistic. Their presence transforms the classroom into a space where diversity is not only accepted but valued.

Volunteers—whether peers, community members, or trained support personnel—bring an irreplaceable human element into special education. They help reduce isolation, promote social inclusion, and often provide the kind of one-on-one attention that institutional systems cannot always guarantee. Their willingness to give time and compassion to the CWSN is a testament to the power of community in education. Training and supporting these volunteers ensure that their contributions are not only well-intentioned but also effective.

The right aids and appliances can transform a child's entire learning experience. From low-tech tools like visual schedules and tactile materials to high-tech devices such as

speech-generating machines and adaptive software, these resources break down barriers and open up possibilities. Importantly, their effectiveness depends not just on availability, but on appropriate selection, training, and consistent integration into the learning process.

While the efforts of individuals are crucial, systemic change is what truly sustains inclusive education. Policies must prioritize accessibility and universal design. Teacher training programs should include comprehensive modules on special education. Schools must be resourced not only with physical tools, but also with time, support networks, and professional development opportunities. Inclusion is not a destination, but a continuous process—one that must evolve with new insights, technologies, and understandings of human potential.

Children With Special Needs (CWSN) deserve not only access to education, but access to an education that acknowledges their strengths, supports their challenges, and celebrates their unique contributions. This is a collective endeavor. Let us commit—whether as educators, volunteers, administrators, or members of society—to build a world where every child has the opportunity to learn, grow, and thrive.

In conclusion, the Assam SSA Mission stands as a beacon of hope and progress, demonstrating that with dedicated planning, inclusive policies, and community participation, quality education can be a reality for every child—regardless of ability. As we move forward, the experiences and lessons from Assam can serve as a guide and inspiration for broader national and global efforts towards building a truly inclusive educational ecosystem.

## ABOUT THE AUTHOR

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(MGNREGA), a flagship programme of the Government of India being the largest employment generation programme in human history. He is keenly interested in teaching and, presently engaged in the teaching profession.

## ABOUT THE BOOK

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By documenting strategies, challenges, best practices, and real-world applications, this work aims to serve as a practical guide for educators, school administrators, parents, policy makers, and all those invested in inclusive education. More importantly, it is a tribute to the dedication of those who walk alongside children with special needs, making inclusion not just a policy, but a lived reality.