PREFACE

Education is the main instrument that enables people to accomplish their individual, environmental and social aspects and to achieve the ideals of peace, liberty, social justice and universal gemeinschaft. That's why it is necessary to ensure a continuous change and development in education for the individual, national and global dimensions.

One of the essential pre-requisites for enabling child to seek himself at his best is education. Education is intrinsic to the fullest realization of child's potentials. It sharpens child's inner faculties, broadens his intellectual horizon and makes him self-reliant and independent. The imperatives of social justice and equity mandate education for disadvantaged and marginalized sections of society such as the disabled or the special need children. It can be used as a constructive tool for their empowerment. Education in fact "is an activity of acquisition, interlinking and transmission of knowledge and understanding which is indispensable for all, especially for the Children With Special Need (CWSN) population of the world". The CWSN can be transformed from "passive community gear" to productive human resources, capable of making an useful contribution to social development with the help of education.

Inclusive education for disabled children is a mean to educate Children With Special Need in a least restrictive environment along with their normal peers in a regular school setting, so that, they develop like other children.

Inclusion which is about the disabled children's right to participate the same education system with non-disabled ones. The main purpose of inclusion is to ensure individualization of learning by the help of education plans and programmes and to integrate the disabled and non-disabled students in terms of education and social life in the same class by expanding the borders of this individuation.
Inclusion is the reality of our country as a result of demographic, economic, psychological and other reasons and it's become an applicable field. For that reason, it is intended that the disabled students would overcome the difficulties by helping them in order to gain self confidence, to adopt their conditions, not to be isolated from their peers, to be a natural member of the regular class and to participate in all the activities that the non-disabled students are engaged in as much as possible.

Providing access to basic education is a duty the Indian state that has taken upon itself. Therefore, the government has taken various measurers to provide access to education to all categories of students. Thus the differently able children are provided special education in India so that they can seriously engage in improving the quality of their life. With the advancement of technology, education for physically disabled or mentally challenged is also fast improving in our country. Today due to global competitiveness, education scenario in India is fast changing. Along with that, education for special need children is also catching importance and various government agencies are working hard to make it available to masses.

Therefore, it is an urgent need to attempt to examine and resolve some issues relating to the socio-economic status and education of children with special needs.

An effort is made by the investigator to study socio-economic status and education of Children With Special Needs between the age group 6-14 years studying in government and provincialized primary and middle schools of Nagaon and Morigaon district. This study is significant because it will reflect the ground reality of the educational, infrastructural, recreational, medical and other facilities for the CWSN and to adopt measures for their learning. This study will help to study about the socio-economic status of the parents of CWSN. This study provides a documentary data about the inclusion of impaired children to receive education in general schools and findings of this study will help to adopt strategies for schooling of the CWSN.
The study is descriptive in nature. To collect relevant data, Socio-Economic Status Scale and an Interview Schedule are used. Simple percentage, Mean, Standard deviation, t-test and Pearson’s correlation are used to test the hypotheses of the study.

The sample of the study formulated through purposive sampling technique. Total 920 CWSN were drawn for Nagaon and Morigaon district, among them 480 are of Nagaon district and 440 are of Morigaon district.

The present study has been classified into seven chapters to make a thorough study into the problem. The first chapter is the introduction of the study. This chapter highlights information of Children With Special Needs and their education, termed as Inclusive Education. Statement of the problem under study, significance of the study, objectives of the study, hypotheses and delimitations of the study and definition of the major terms used in the study are described in this chapter.

The second chapter deals with the review of literature and research reviews in the area under study. These reviews are shown as related works done at international level, at national level and at regional level and presented chronologically.

The third chapter deals with the methodology adopted for this study.

In the fourth chapter the data are analyzed, interpreted and presented with the help of appropriate tools. Analysis is done separately for each objective.

Fifth chapter deals with the major findings of the study. All the major findings are stated here objective wise.

The sixth chapter presents few cases that have been studied during the time of field study.
The seventh chapter summarizes the study in terms of the summary, conclusions based on analyses, implication of the findings of the study, recommendations and suggestions for further research.

The study concludes that infrastructural, co-curricular, recreational, medical, transportation and other facilities for CWSN are not adequate, academic support is adequate to some extent, parents of CWSN are mainly from low socio-economic status category, there is no gender difference in the educational performance of CWSN of Nagaon and Morigaon district and lastly there is a significant correlation between the socio-economic status and educational performance of CWSN.

Therefore, many attempts should be made to meet the diverse needs of the special need children in our state as well as in our country so that the quality and reach of education in India will increase over the years giving new hopes and bright future for the children with special needs.