LIST OF FIGURES

FIGURE NO.	FIGURE CAPTION	PAGE NO.
1.1	MAP OF ASSAM SHOWING THE DISTRICT COVERED UNDER THE STUDY	50
1.2	MAP OF KAMRUP – METRO DISTRICT SHOWING STUDY AREA	51
3.1	TOTAL SIZE OF POPULATION	100
3.2	DESIGN OF THE SAMPLE SIZE	102
4.1	AWARENESS OF SMC PRESIDENT ON OUT OF SCHOOL CHILDREN (OOSC)	123
4.2	UNDERSTANDING ABOUT THE OUT OF SCHOOL CHILDREN (OOSC)	124
4.3	INVOLVEMENT OF SMC PRESIDENTS FOR IDENTIFICATION OF OOSC AND PROCESS FOLLOWED FOR IDENTIFICATION OF OUT OF SCHOOL CHILDREN (OOSC)	125
4.4	REPORTING OF OUT OF SCHOOL CHILDREN (OOSC)	126
4.5	REASON OF OUT OF SCHOOL CHILDREN (OOSC)	127
4.6	AWARENESS ON RTE ACT, 2009	128
4.7	PROVISION OF EDUCATION OF OOSC	129
4.8	STATUS OF AGE APPROPRIATE ENROLMENT OF OUT OF SCHOOL CHILDREN (OOSC)	131
4.9	UNDERSTANDING ON THE TERM OF SPECIAL TRAINING AS PER RTE	132
4.10	DURATION OF SPECIAL TRAINING	133
4.11	SUFFICIENCY OF DURATION OF MAXIMUM 2YEARS OF SPECIAL TRAINING	134
4.12	REASON OF NON SUFFICIENCY OF TWO YEARS PERIOD OF SPECIAL TRAINING	135
4.13	STATUS OF FIXING OF DURATION/PERIOD WITHIN 3 TO 24 MONTHS	136
4.14	IMMEDIATE ACTION AFTER ENROLMENT OF AN OOSC AT AGE APPROPRIATE CLASSES	137
4.15	INDIVIDUALISED EDUCATION PLAN(IEP) OF SPECIAL TRAINING LEARNERS	138
4.16	REASON OF ESSENTIALITY OF IEP	139
4.17	CHALLENGES FACE WITH REGARDS TO MULTILINGUAL AND DIVERSE SITUATION OF THE CLASSROOM	140
4.18	SUPPORT PROVIDED BY SMC FOR SMOOTH IMPLEMENTATION OF SPECIAL TRAINING	141

4.19	KIND OF SUPPORT PROVIDED BY SMC FOR SMOOTH IMPLEMENTATION OF SPECIAL TRAINING	143
4.20	CONDUCT OF EVALUATION OF SPECIAL TRAINING LEARNERS	145
4.21	CONDUCT OF EVALUATION IN CONSULTATION WITH HEAD TEACHER OF NEIGHBOURHOOD SCHOOL	146
4.22	MAINTAINING AND SHARING OF RECORDS OF EVALUATION OF SPECIAL TRAINING LEARNERS	147
4.23	TYPES OF EVALUATION FOLLOWED FOR SPECIAL TRAINING LEARNERS	148
4.24	REGULARITY OF SPECIAL TRAINING LEARNERS	151
4.25	REASON OF NON REGULARITY OF SPECIAL TRAINING LEARNERS	152
4.26	STEPS TAKEN FOR IRREGULAR CHILDREN OF SPECIAL TRAINING	153
4.27	HOME VISIT OF IRREGULAR CHILDREN OF SPECIAL TRAINING	154
4.28	VISIT OF SPECIAL TRAINING CENTRES BY SMC	155
4.29	FREQUENCY OF VISIT IN SPECIAL TRAINING CENTRE BY HT/ PRESIDENT SMC	156
4.30	SUBJECT WISE AVERAGE SCORE	163
4.31	RANGE OF % OF STUDENTS AGAINST CORRECT NUMBER OF RESPONSE - LANGUAGE & MATHEMATICS	169
4.32	STATUS AS WELL AS STRATEGY FOLLOWS FOR MAINSTREAMING OF CHILDREN	170
4.33	SUPPORT TO MAINSTREAMED CHILDREN	171
4.34	KIND OF SUPPORT GIVEN TO THE MAINSTREAMED CHILDREN	172
4.35	ACADEMIC PACKAGE USE FOR SPECIAL TRAINING LEARNERS	174
4.36	EFFECTIVENESS OF CONDENSE BOOKS AND UNDERSTANDING OF DIFFERENCE BETWEEN CONDENSE AND TEXT BOOK	175
4.37	TRAINING /ORIENTATION OF SPECIAL TRAINING	176
4.38	PROCESS OF ASSESSMENT OF LEARNING GAPS OF AN OOSC FOR PROVIDING SPECIAL TRAINING	178
4.39	MONITORING OF REGULARITY OF MAINSTREAMED CHILDREN	180
4.40	PROCESS OF MONITORING OF ATTENDANCE OF MAINSTREAMED CHILDREN	181

4.41	MEASURE TAKEN FOR ABSENTEE MAINSTREAMED CHILDREN	182
4.42	VISIT OF MAINSTREAMED SCHOOL	183
4.43	DROPOUT OF MAINSTREAMED CHILDREN	184
4.44	YEAR WISE NUMBER OF CHILDREN MAINSTREAMED AND DROP OUT	185
4.45	CHECKING OF ACADEMIC PROGRESS OF MAINSTREAMED CHILDREN	186
4.46	PROCESS OF MONITORING OF PERFORMANCE OF MAINSTREAMED CHILDREN	187
4.47	PERFORMANCE LEVEL OF MAINSTREAMED CHILDREN	188
4.48	STEPS TAKEN FOR NON PERFORMING CHILDREN	189
4.49	CONDUCT OF REMEDIAL TEACHING FOR LOW PERFORMING LEARNERS	190