

Program Components of Proyash for the Education and Inclusion of the Children with Special Needs: An evaluation of the academic and support service structure

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ABSTRACT

This research is an endeavor to evaluate the academic and support service structure of Proyash, as an effective educational institution for children with disabilities through the lenses of parents, educators, therapist and patrons. This research will evaluate the programs and program components of Proyash through literature review in context of national and international policies, guidelines, declarations and frameworks as well as the comparative analysis with the national and international special education institutes. More related literature will be studied for the comparison with contemporary special education institutes of Bangladesh and recent trend in international arena. Finally, the strength and limitations will be projected using the questionnaire survey. This evaluation will help to identify the concrete structure of Proyash and also the loopholes, with which the further amendment can be done.

Keywords: Proyash, Special Education, Inclusive Education, ALLP, ECDP, PISER

Hundreds of institutes in Bangladesh are working to ensure educational and other support services for the children with special needs. Those institutes are running differently as some of them are government, some of them are private and some of them are run by national or international NGOs. All of them operate their institutes as per their own policy and strategy (CDD, 2008). Government has also some guidelines for the academic and support service structure of the educational institutes for the children with special needs.

For the regular schools the academic and support service structure is almost same all over the world (UNESCO, 2007). But for the extreme diversity of the disabilities and disability levels of the students the special education institutes cannot maintain the common structure (DPE, 2010). In Bangladesh most of the institutes maintain their own standard and structure on the basis of disability and disability levels of the students to ensure their optimum learning and adjustment to the regular schools after mainstreaming.

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As one of the leading special education institutes in South Asia, Proyash Institute of Special Education operates a huge spectrum of academic programs and support services to ensure education and inclusion of the children with special needs (Rahman, 2014). The structure of those services of Proyash is unique and has taken a number of years to be prepared. Through the present study this structure will be analyzed and evaluated.

This research would contribute ‘Knowledge’, ‘Education’ and ‘Society’ in many ways. Like other research it will create some original knowledge in Special Education. The findings of this study would help the authority to ensure better education and other services for the inclusion of the children with special needs in Proyash, Bangladesh and even in the world. Again, the findings of this study will help the government of Bangladesh to revise the national policy and guidelines regarding to the academic and support service structure of the special education institutes. This will also help the government to set a standard for Bangladesh.

Researcher in the related area can get guidelines from this study and it will be helpful for them to do further research on academic and support service structure of the institutes working for the children with special needs. Researches on the same area can be done on the perspective of other countries and as a whole our society will be benefitted.

Statement of the Problem

There are many special education institutions in Bangladesh which works with the children with special needs. Each institution has their own program and program component (support services) structure. Proyash, as an institution for the children of special needs, provides a diverse range of academic and support services to the children with special needs under one umbrella. This is a holistic approach, which is now functional for last few years. This is high time to evaluate the academic and support services of Proyash in terms of national and international policies, frameworks, declarations and guidelines, and with other institutions which provide same type of services. With this approach, the strengths and limitations of the academic and support services of Proyash needs to analyze to the extent of its effectiveness towards the aim of the institute.

Conceptual Framework

In this research, each program and program components of Proyash will be discussed, analyzed and evaluated in context of national policies and guidelines, international declarations and frameworks, prominent special education institutions of Bangladesh and policy structure followed by different countries and recent trends of special education with the help of available literatures. To assess and identify the strength and limitations, questionnaire survey will be conducted using a mixed type of questionnaire. Conclusive remarks of this research will be compiled with the help of the results found in the discussion part.

Scope

‘Program and program components’ refer to the academic and support services which includes academic programs, curriculum, levels or classes, evaluation or examination system, teaching and other stuffs and

their responsibilities, teaching strategies, co-curricular activities etc. The main focus of this research is to understand the program and program components of Proyash in context of national and international policies, guidelines, declarations and frameworks as well as the comparative analysis with the national and international special education institutes. In-depth literature review will be conducted for understanding the program and program component of Proyash. National and international policies, declarations, guidelines and frameworks will also be reviewed for conforming program and program structure of Proyash. More so, related literature will be reviewed for the comparison with other institutions. A small-scale survey will be conducted among the faculty members, service providers and guardians for understanding the strength and limitations the model institutions.

Research questions

The following research questions will lead the study according to its aim and objectives:

1. To what extent do the academic and support service structure of Proyash relates itself with the national and international policy, guidelines and trends?
2. What are the milestones for Proyash being indifferent in academic and other support services in comparison to other leading special education institutes of Bangladesh?
3. To what extent Proyash academic and support services are effective in terms of national and international policy, guidelines and structure of special education institute of Bangladesh?

Research objectives

The broad objective of the research is to understand and analyze the existing structure of the academic and support service of Proyash for the education of the children with special needs. This study will find out the strengths and limitations of the academic and support service structure of Proyash on the basis of national and international policies and the academic and support service structure of the leading local and international institutes working for the children with special needs. This study will also work towards a model structure for the special education institutes in Bangladesh. The objectives of the study are:

- (a) To understand the academic and support service structure of Proyash considering the national policy and guidelines.
- (b) To compare the academic and support service structure of Proyash considering the structure of the prominent special education institutes in Bangladesh.
- (c) To understand the academic and support service structure of Proyash considering the international rules and declarations.
- (d) To analyze the academic and support service structure of Proyash considering the policy and structure followed by different countries and the recent international trends.
- (e) To explore the existing strengths and limitations of Proyash through its academic activities and services provided for special needs students of Bangladesh.

Programs and program components of Proyash

“Proyash Institute of Special Education” is a specialized organization that values the holistic development

of all children with special educational needs through multidimensional programs. Proyash is functioning under the patronization of Bangladesh Army since July 2006 and runs similar programs in Jessore, Bogra, Chittagong, Rangpur, Savar, Comilla, Sylhet and Ghatail area. All the services and facilities of Proyash are open for all types of children with special needs of Bangladesh and other nationalities.

Over the last nine years Proyash has evolved into a multifaceted service-oriented organization. The objective of the programs run at Proyash is to enhance the quality of life of children and youth with disabilities by providing target-oriented services to improve their health, education and employment. Proyash has been established to operate in a manner that can be compared to and benchmarked against other facilities in Asia. This has been achieved through a standard of excellence in training and professional development of special children with disabilities and their education. The multidisciplinary team at Proyash is invaluable in this continuous growth. At present, Proyash has gained both national and international acknowledgment for its contribution and services within the field of disability (Khan, 2016).

There are many supportive services that help to run the core programs to improve the quality of services and facilities of Proyash. The Proyash campus is envisioned to be an area that can be enjoyed by all individuals regardless of their physical and mental limitations.

Motto of this institute is “Special Child, Special Right” and the vision is to emerge as a centre of excellence through multi-dimensional activities to explore and develop the full potential of each individual with special needs to integrate them in the society. Objectives of this program are:

- ❑ To provide education, training and therapy for rehabilitation of the children and youths with special needs.
- ❑ To generate awareness about disabilities in the society.
- ❑ To provide professional degrees and training for parents, teachers and professionals; and carry out research for development.
- ❑ To promote equal opportunities, protection of rights and full participation of persons with special needs.

Core Program: Special Education Program

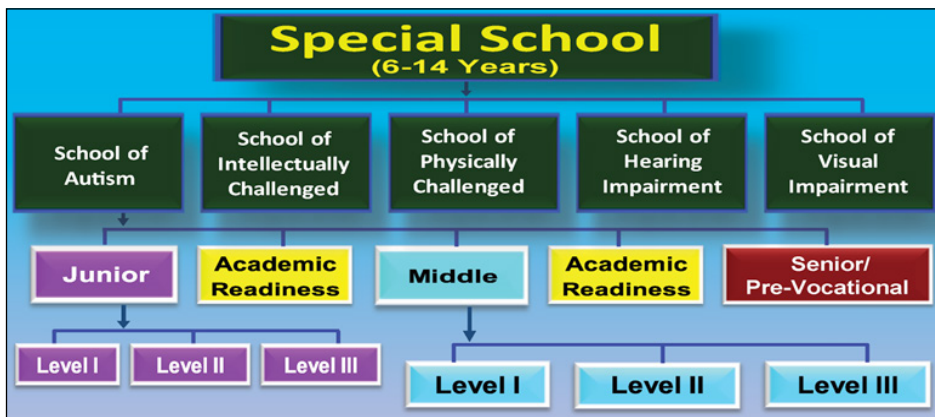


Fig. 1: Class System/Structure of Special Schools (Khan, 2016)

The Special Education Programs with its diverse services and activities are the nucleus of the institute. Specialized Education Services are structured to function with two (02) specialized programs and five (05) separate special schools. The Specialized Programs run by Proyash are Early Childhood Development Program (ECDP) and Adult Leisure and Learning Program (ALLP). The class system/structure of special schools are in Fig. 1.

Education System of Proyash Institute of Special Education

Education System of Proyash Institute of Special Education are illustrated in the following diagram (Fig. 2), where the special students start from ECDP at the age of 2-3 years and continue to reach the main objective of either mainstream or rehabilitate through job.

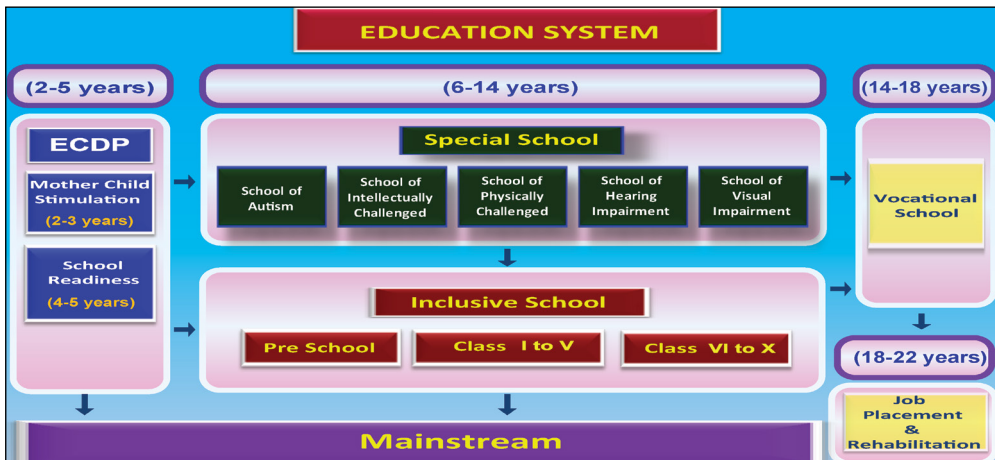


Fig. 2: Education System of Proyash (Khan, 2016)

Organizational Structure

Proyash Institute of Special Education conducts its multidimensional activities through its five core programs are stated below in Fig. 3.

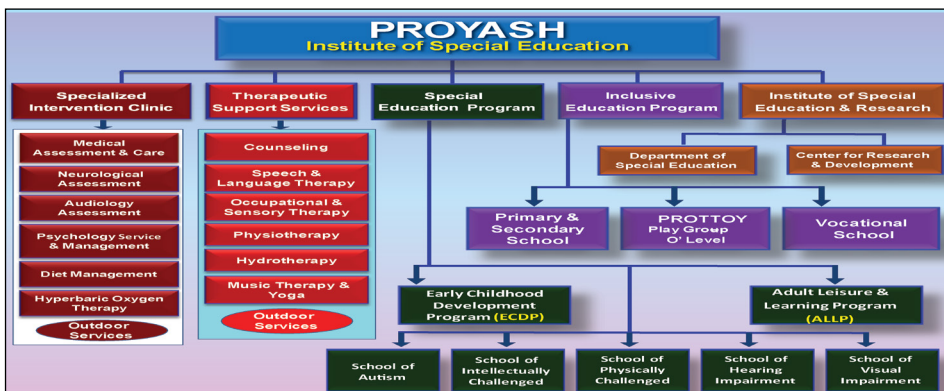


Fig. 3: Organizational Structure of Proyash Institute of Special Education (Khan, 2016)

METHODS

This study followed both qualitative and quantitative methods of descriptive research. In this study, both primary and secondary data were collected for analysis. A mixed-type questionnaire was used to collect primary data using a questionnaire survey of 10 administrators, 50 teachers/therapists/service providers, and 50 parents. Published government policies, laws and guidelines of the respective areas were also reviewed as sources of secondary data. Related research reports or articles reviewed as a secondary source of data. In this study Purposive sampling technique was used to select suitable respondents from Prayas, Dhaka. As the standard structure of PRYAS exists only in Dhaka, and others are under development, all respondents were selected from Prayas, Dhaka.

RESULTS AND DISCUSSION

Well Defined Mission, Vision and its Execution

The mission and vision of Proyash is well defined, which is being executed through its day-to-day activities with a group of skilled and professional bodies. Similarly, the mission and vision are communicated, executed and also understood by the target group (guardians) which could be understand and confirmed through the survey. According to the feedback from the administrators, this institute has particular educational philosophy or mission, on which the overall program and program components generally runs. In accordance with this, head of the institution, the principle also aware of the special education program-oriented mission, which helps to keep the organization on the track. Guardians are also well informed regarding the mission and vision of Poryash and opined that it serves as per their requirements (Fig. 4).

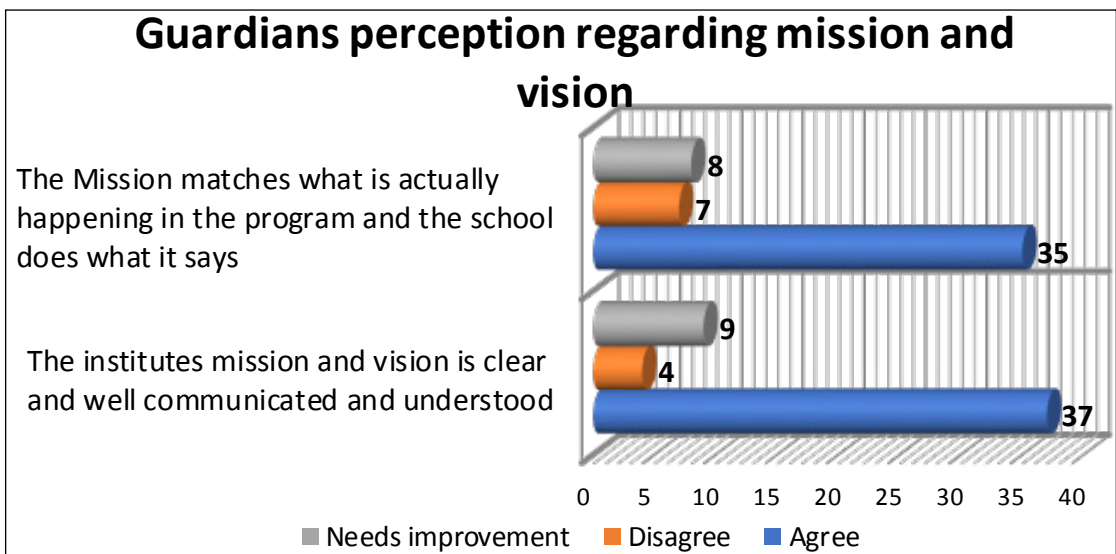


Fig. 4: Guardians perception regarding mission and vision

Skilled Manpower: Proyash has a set of skilled and professional staffs, who are serving special children enrolled in this institute. Professional development and excellence are given highest priority for teachers,

therapist and all other staffs. As children with variety of disability enrolled here, they are served with great care. According to the survey, among 50 guardian participants, 34 agreed that their children experienced a good environment and have a set of thoughtful and skilled faculty (Fig. 5).

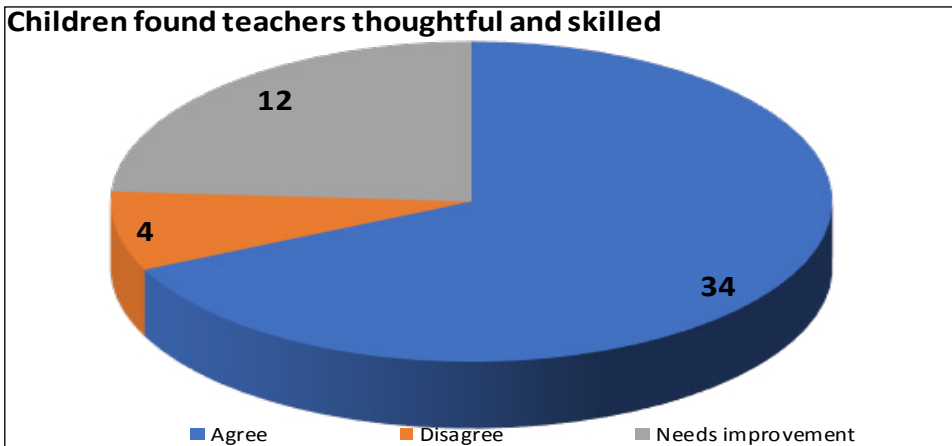


Fig. 5: Children found teachers thoughtful and skilled

At the same time, 32 agreed that the teachers provide a positive learning experience to their child (Fig. 6).

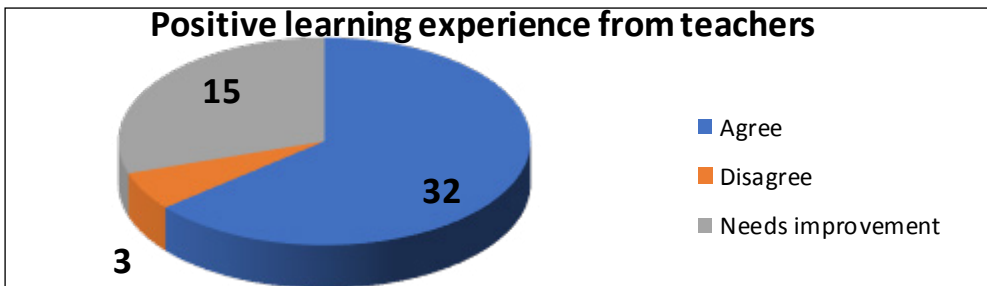


Fig. 6: Positive learning experience from teacher

Variety of people with special skill is required for running such specialized institute. Survey also shows that, 58% guardians opined that the service providers (teachers, therapists, employees) are cooperative enough to handle children with special needs according to their requirement (Fig. 7).

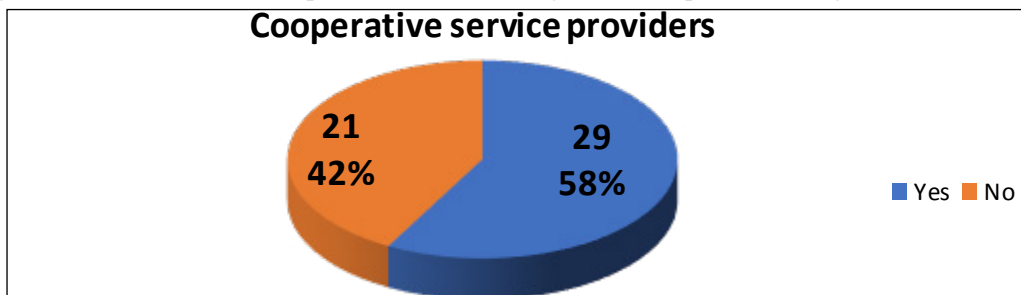


Fig. 7: Cooperative service providers

Good Administration. Proyash is functioning under the patronization of Bangladesh Army and all the facilities are open for all type of children of Bangladesh with special needs. Established in July 2009, Proyash has evolved into a multifaceted service-oriented organization for over nine years. It conducts multidimensional activities through five core programs. To run such an institute, it is obvious to establish a good administration system, by which it can function smoothly. It has two separate committees namely Central Committee and Governing Body which govern all policies for its smooth functioning. Survey shows that among 50 Proyash teachers, 23 respondents think that the administration of Proyash is efficient to run such a special institute smoothly, while 6 referred it as very efficient (Fig. 8). Among the guardians, 41 respondents agreed that the school is a safe, clean, well-organized place that nurtures learning and mutual respect among students and teachers and 31 of them agreed that the school has an effective system of communicating important information to the parents.

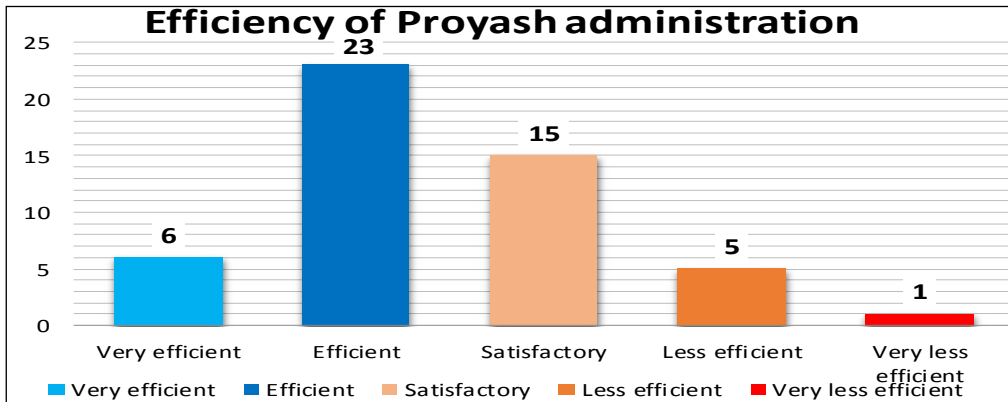


Fig. 8: Efficiency of Proyash administration

At the same time, 32 guardians agreed with the opinion that the institutes’ mission and vision is clear, well communicated and understood, which a clear indication of a good administrative system. Regarding the policies, which are administrated fairly and reflect the core values of the institute is agreed by 36 guardians participated in the survey (Fig. 9).

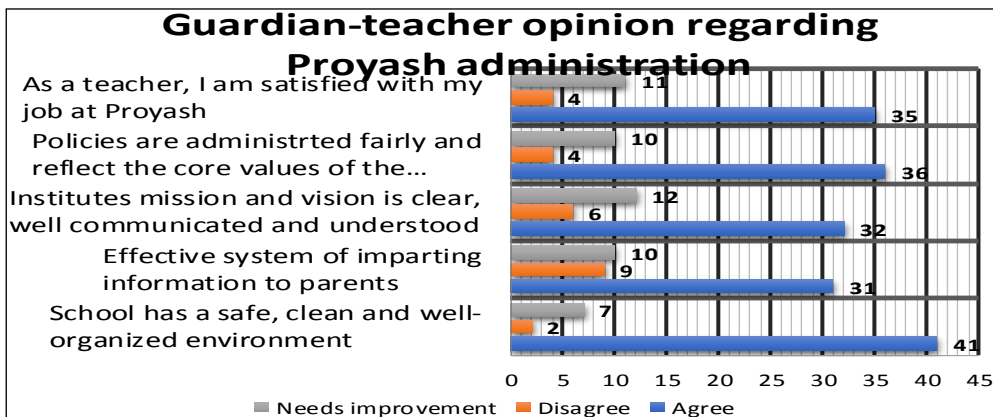


Fig. 9: Guardian-teacher opinion regarding Proyash administration

In terms of administrators' assessment, there are few more aspects which make the institute strong to establish its position as a successful one. Among 10 administrators, 4 are quite often and 3 are often tried to make sure the professional development activities of teachers in accordance with the teaching goals. 7 administrators often try to arrange appropriate training and education for updating teachers/therapist/support staffs knowledge and skills. It is very often and quite often that the administrators check to see whether classroom activities are in accordance with the educational goals and this is the opinion of total 8 administrators. It is quite often and sometimes often for 7 administrators to ensure the clarity concerning the responsibility for coordinating the curriculum and it is very often for 6 administrators to solve any classroom problem with teachers. Many administrators often pay attention to disruptive behavior in the classroom. In case of safety and any disciplinary issue, administration handles those very strictly (Fig. 10).

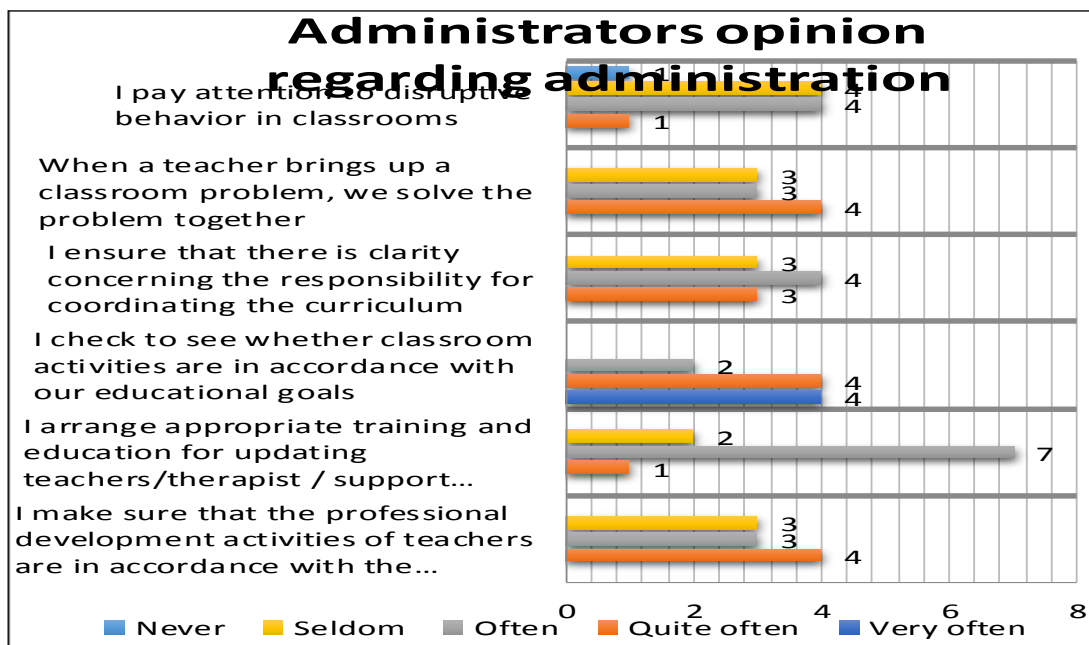


Fig. 10: Administrators opinion regarding administration

Available Facilities: A standard special school should have the concentration of expertise in teaching students with various disabilities, modified curriculum and program, adapted equipment, different therapeutic services, training opportunities for staffs etc. As Proyash follows the holistic approach, it has all kind of technical and supportive services. In terms of structural facilities, it has fully functional classroom for disabled children, modified school campus (lift, stair, ramps etc) for smooth movement of children, modified toilet facility, indoor playing facility, large outdoor play ground, swimming pool etc. Here teacher student ratio is around 1:2 to 1:5, which is workable enough to support students. During the survey, administrators mention different kinds of instructional methods, which are used frequently by the teachers. Some of those are; auditory stimulation, cues (visual, tactile, phonemic), kinesthetic, AAC (Augmentative and Alternative Communication), DTT (Discrete Trial Training), DIR (Developmental, Individual, Relationship-based model), ABA (Alternative Behavior Analysis), PECS (Picture Exchange Communication System), Sensory Motor Approach, joyful learning, unit method, problem solving,

fieldtrip, environmental method, storytelling, task analysis etc. Real objects, pictures, toys, musical instruments, flash card, different kinds of assistive devices and hi-tech software are used as instructional material. If needed, students are provided with Assistive Technology. In Vocational School, there are number of options on which students can expertise their skill like tailoring, garments, embroidery, arts and crafts, boutique, graphic design, packaging and book binding, wood works, toy making, material development, laundry and hotel service, cooking and bakeries, office and shop management and computer training. The institute monitors students’ progress through assessments, summative and formative evaluation, parents meeting and examination to meet grade-level standard. Students are encouraged to participate in extracurricular activities like sports and cultural competition, music, arts club, observe different national and international days, visits etc. All students are welcome to participate in different school activities. Moreover, it is a well-established campus. In the survey, 78% teachers opined that the services and facilities provided by Proyash are sufficient enough for required special needs of existing students (Fig. 11).

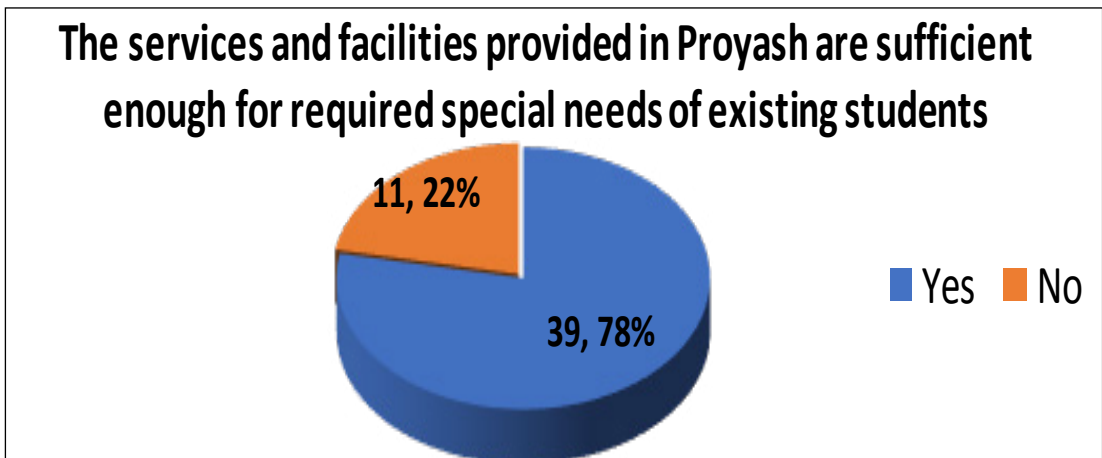


Fig. 11: The services and facilities provided in Proyash are sufficient enough for required special needs of existing students

They also mentioned about few services like new technology adaptation core, assistive device suggestion board, functional and life skill program, SAP (Student Assistance Program), PDD (Professional Development Day), Counseling session and HMT (Home Management Team), introduction of human resource center, extensive therapy session for students, office coordinating committee, improved transport service, which should be included in Proyash for better support to students and aid to teachers and employees. Many of them (27 respondents) also opined that if a student from this institute needs extra assistance, the authority provides it. Among the guardians, 30 participants agreed that the school has sufficient resources to meet the needs of their child. They also express their satisfaction regarding the admission procedure. 34 participants agreed that the admission process is effective in enrolling students. At the same time, 37 guardians agreed that it provides a comprehensive program of intellectual, aesthetic and physical activities, which helps the child’s development. The institute also offers variety of experiences to reflect the diversity of the students enrolled and the multicultural nature of society itself, which is agreed by 36 guardians (Fig. 12).

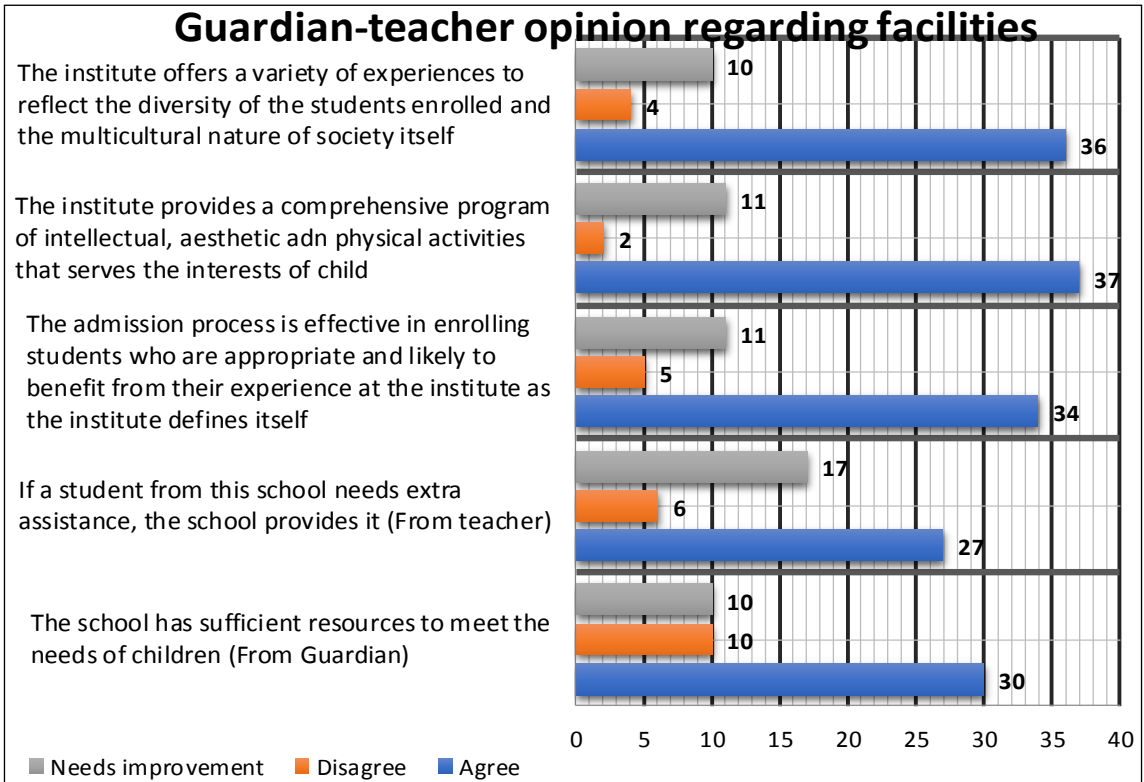


Fig. 12: Guardian-teacher opinion regarding facilities

Core Programs: Proyash is established based on five core programs, which are acting as five pillars for providing a balanced academic and support services to the children with special needs.

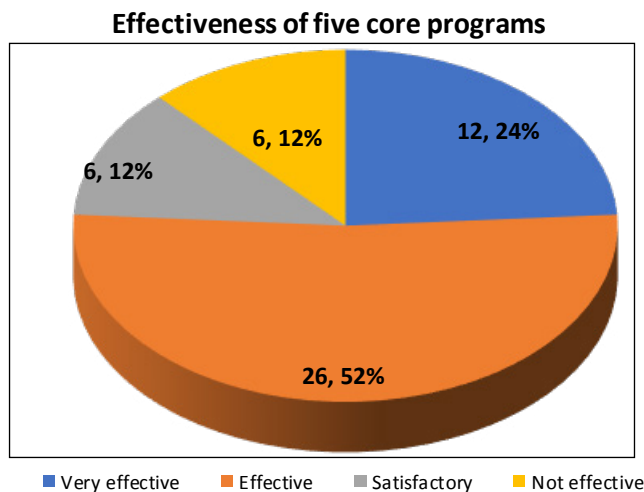
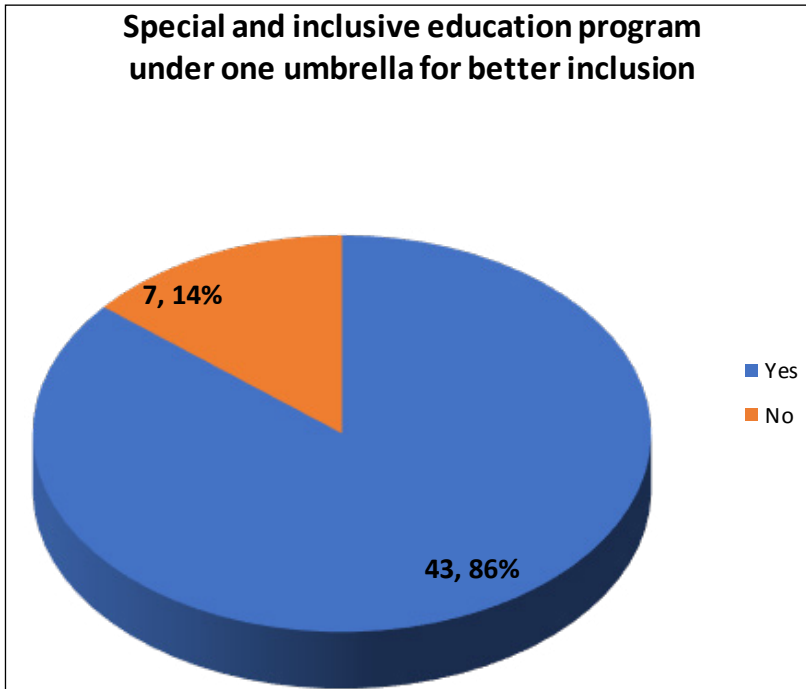


Fig. 13: Effectiveness of five core programs

For initial assessment, Specialized Intervention Clinic has medical assessment and care, neurological assessment, audiology assessment, psychology service, diet management service, and outdoor services. Therapeutic Support Services Program have the facilities of counseling service, speech and language therapy, occupational and sensory therapy, physiotherapy, hydrotherapy, music therapy and yoga and outdoor service. Under Special Education Program, beside ECDP and ALLP, there are different specialized schools for autism, intellectually and physically challenged children, hearing and visual impairment children.

Inclusive Education Program designed with regular primary and secondary school, prottoy school (play group to O level) and vocational school. For capacity building and skill development of staffs and others, PISER has the two departments namely Department of Special Education and Center for Research and Development. 26 teachers opined that these five core programs are effective for providing adequate care, education and inclusion, while 12 think that it is very effective for children with special needs (Fig. 14).

Figure 14: Special and inclusive education program under one umbrella for better inclusion



Among these five core programs Special Education Program found as most effective during the survey (Fig. 15). Few teachers think that more programs should be included for better service like Community Engagement and Awareness program, After School Amusement Program (ASAP) etc. According to some administrators, it is one of the greatest accomplishments of the institute to introduce inclusive education through PROTTOY Inclusive English Medium School. Regarding the special education and inclusive education program under one umbrella, this is found necessary from the opinion of more than 86% of the teacher respondents (Fig. 15).

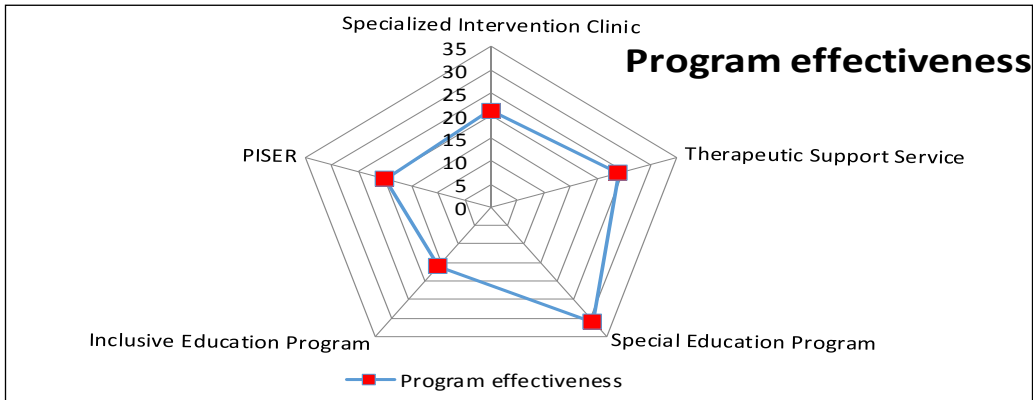


Fig. 15: Program effectiveness

They think that inclusive school is a crucial place where a child with special need could mix up with other children, which helps to attain gradual improvement. It also helps to socialize the children with special needs and able to learn quickly. Inclusive school unveil barrier and helps to raise awareness about disability among mass people. Most guardians (36 participants) agreed that the institute actively takes into consideration the individual needs, learning styles and characteristics of students by providing developmentally appropriate programs and activities to help students achieve their potential. Many of them (30 participants) also feel that the methods used to assess child’s work at the institute are clear, fair and helpful (Fig. 16).

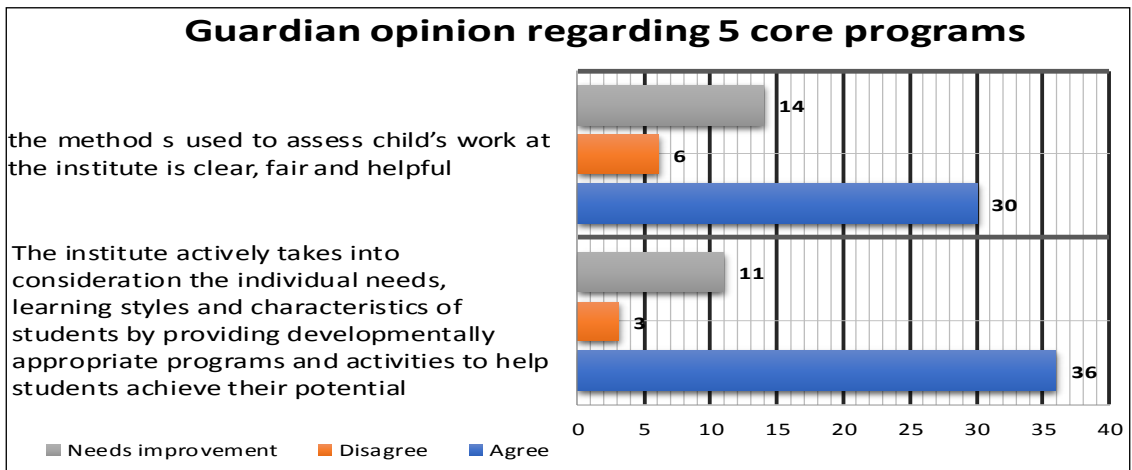


Fig. 16: Guardian opinion regarding 5 core programs

Individual Educational Program (IEP): Each special school has their own criteria and curriculum to provide IEP for students. IEP of Proyash includes student’s long- and short-term goal, teaching and learning procedure and their learning outcome. Learning activities and content of activities are developed from curriculum for each student. Teacher also provides necessary amendments based on student’s individual need. To develop each individual’s potential; many teaching and learning methods are used like task

analysis, sensory motor approach, role playing and behavior modification method etc. It reflects in the survey among the teachers, where they talk about their level of confidence in handling the students and able to meet their requirements (Fig. 17).

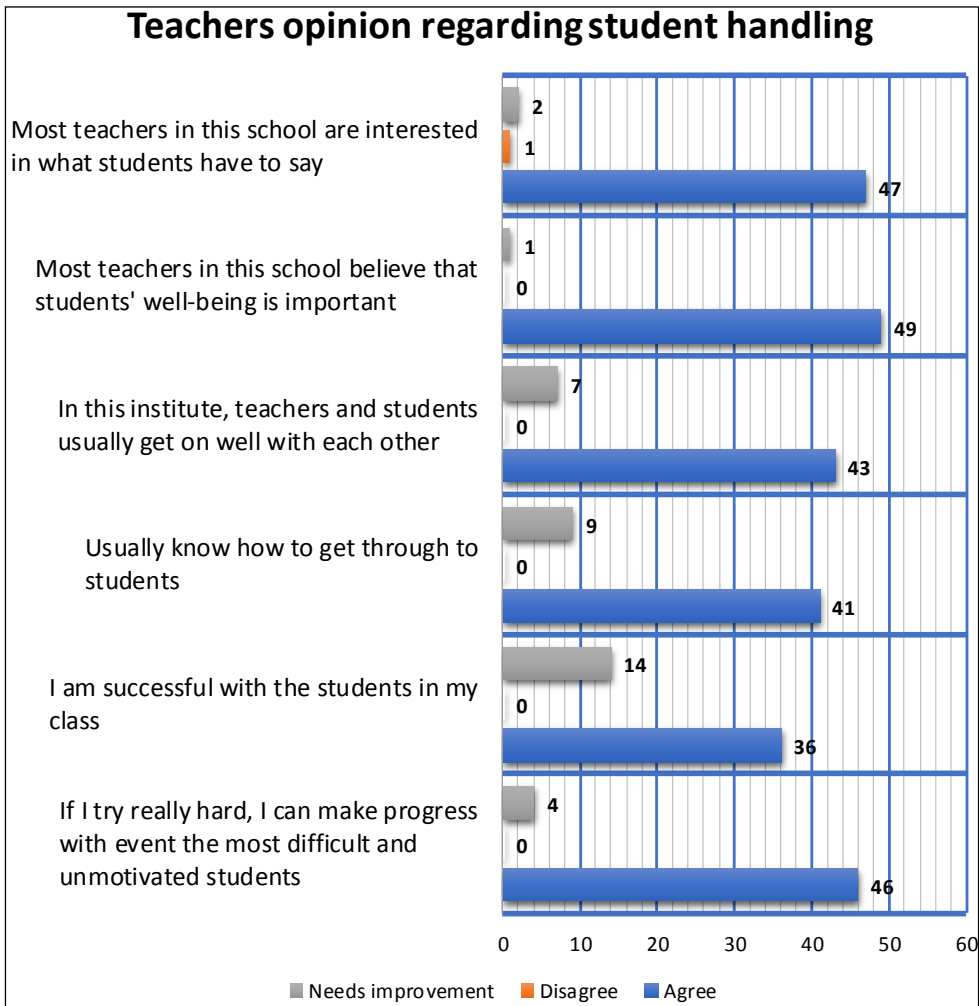


Fig. 17: Teacher’s opinion regarding student handling

Embedded Training Institute: Among five programs, Institute of Special Education and Research (PISER) turned Proyash into a training institute; which operates in affiliation with Bangladesh University of Professional’s (BUP). It serves not only as resource center, but also runs number of support service programs to help the existing programs for providing better care. Professional developments of technical staffs are given the highest priority and regular training is conducted for them. The Institute offers at least 09 different education program including 02 Honors program of 04 years duration namely, Bachelor of Education (Hons) in Special & Inclusive Education, and B Sc (Hons) in Audiology and Speech Language Pathology. Besides, the Institute also offers a post graduate degree to teachers on Bachelor of special Education (BSEd) and Post Graduate Diploma on Audiology and Speech Language Therapy

(PGDASLT). The duration of the programs is one year and every program has three levels (Level-I Concept Development, level-II Advance, Level-III Practicum). Level - I is same for both the program PGDASLT and BSED; which is also called a separate program named Certificate in Disability Management & Education (CDMEd). Professionals of Community Satellite Clinic of Bangladesh Government, working in 54 districts, have taken training from this institution and working successfully. Already 02 special (Certificate Course on Disability Management) programs are running for the Government officials/ technicians who are efficiently working throughout the country. There is a plan to introduce more number of courses here. Beside these, research in number of important issues is conducted for providing better service and care. Proyash teachers' have a very positive view regarding the activities of PISER and 94% of them think that it is working well to train teachers and therapists as per their requirement (Fig. 18).

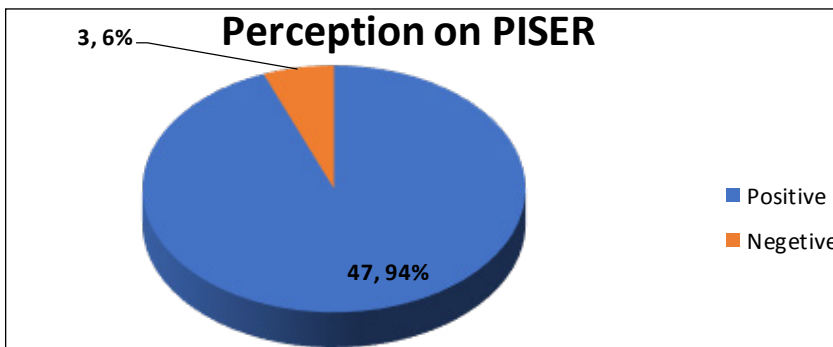


Fig. 18: Perception on PISER

Awareness of Guardians: One of the main challenges like other special school is guardian’s awareness level. Here in Bangladesh, parents are not much aware of their children with special needs than that of other children. For this reason, sometimes it’s become tough for special educators to provide necessary services to the children with special needs. Many parents consider the children with special needs as burden and tend to spend less for them than that of other children. In the survey, among 50 teacher respondents, 32opined that the guardians/parents/caregivers are not much cooperative for handling their children with special needs (Fig. 19).

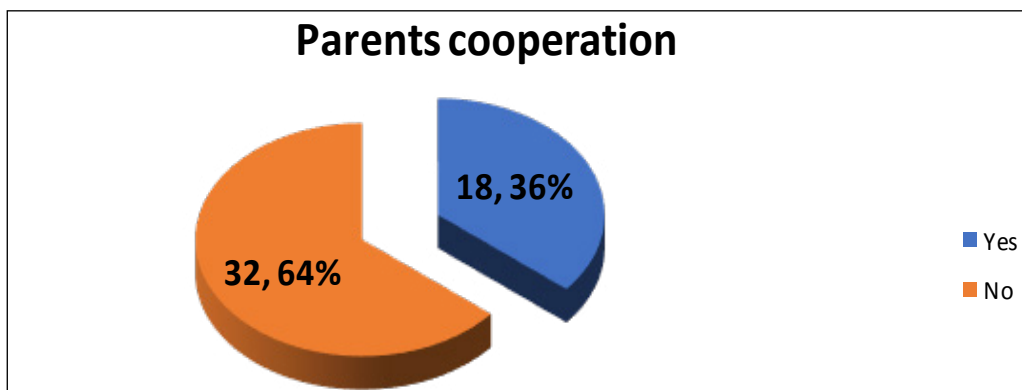


Fig. 19: Parents cooperation

They also mention few drawbacks like parents are not much aware of their children with special needs. They thought that institute and the teacher will do everything for their students and they have less work to do, whereas other than 4-5 hours in school, a child with special needs generally stays under the supervision of guardians/ parents/caregivers. In case of children with special needs, guardians/parents/caregivers have an important role to provide necessary support. Beside this, many guardians give less attention to their child with special needs than that of normal child, which hampers their natural development process, whereas few are over proactive according to the teachers. For this reason, Proyash provides counseling service to the parents, siblings and family members to support them in their role as caregiver. Beside this, monthly parent's day and quarterly parent's meeting is conducted for close liaison with guardians. In addition to this, regular home visit is organized by a team of teachers and therapists to facilitate the student's development in their home context. Despite these actions, guardians of Bangladesh are still left behind in this issue.

Negligence of Service Providing Staffs': During the survey, many guardian mention about this issue. Many a times, they found the service providers (teachers, therapists, and employees) are reluctant and careless, which degrade the standard of the service as well as the confidence of the guardians. Among 50 guardian respondents 28% expressed their dissatisfaction regarding the service providers. Many of them mention about the lack of coordination and communication among the teachers and therapists, less feedback report and follow up process to the students and guardians, irregular assessment of progress and suggestion about the updating services etc. This could be minimized by the strict supervision by the administrators.

Parents Teacher Association: Parent Teacher Association is very much important for an institute like Proyash. According to the administrator's opinion, guardians generally get information of the school from central notice board, teachers comment in the teacher-parents communication note book, over telephone communication and from the website. The authority and teachers interact with parents through parent meeting. Though there are many visible ways of the association, but still the gap prevails. Both have the objection vice-versa regarding cooperation, which hampers the development of the children with special needs. It indicates that the Parent Teacher Association technique still far from its anticipated success.

Less Outlet of Students: The most important challenge of Proyash is the less number of students are passing out from the institute at the end of every year. There are several reasons behind this problem. Firstly, very less number of students can be prepared for mainstreaming. Many of the students enrolled here come with sever disability for which they need to be placed in ALLP for long term support. Secondly, there is less number of opportunities for disabled in the job market, for which rehabilitation become tough for the adults. People with disability or special needs still considered as burden of the society (Titumir & Hossain, 2005). Finally, parents have the notion to keep their children in the special school as long as they can. They think that it would be better for them to stay in the school. On an average, only 5 to 10 percent of the students are leaving school in a year, which is very less in number than that of yearly new admission. This creates huge burden for Proyash to support them in the long run. Most of the teachers have mentioned this issue during the survey.

Few More Aspects: There are few more aspects which can be considered as the drawbacks like less number of vocational trades, cleanliness in classroom, lab and toilet, effective parents training, international or global collaboration, more liaison with donors and local partners, insufficient teaching materials, insufficient administrative support, involvement of teachers in administrative work other than class, teacher training in abroad and exchange program etc. are of great concern for the institute.

CONCLUSION AND RECOMMENDATION

As a special educational institution, Proyash is striving to provide standard academic and support service to the children with special need. All the services and facilities are open for all types of children with special needs of Bangladesh. A multidisciplinary specialist team uses standardized tools for assessment and draw up goals to provide evidence-based therapy and training for every admitted student. Experienced doctor provides health care services and the students' medical records are maintained for special care and management in emergency situation. Therapeutic services comprise of SLT, OT, Physiotherapy, Behavior Therapy and Counseling, Hydrotherapy and Music Therapy and Yoga. Beside assessment and therapeutic services, it has a good academic structure, where both special and inclusive school facilities are available. The institute also serves as training and research center for the development of special education teachers and therapists.

According to the research, all these academic and support services structure complies with all the national policies related to the children with special needs in Bangladesh. Those are the Constitution of Bangladesh, the Persons with Disabilities Rights and Protection Act 2013, Comprehensive Early Childhood Care and Development (ECCD) policy framework, National Plan of Action Phase II, National Education Policy 2010 and National Child Policy 2011. Comparative literature survey also reveals that, the program and program components of Proyash also conform to the international conventions and declarations like; United Nations' Convention on the Rights of Persons with Disabilities, Sustainable Development Goal etc. According to these national and international policies, Proyash form its own mission and vision, with which the goal of this institution is set. In case of better service delivery and execution of its well-set mission and vision, it follows holistic method through multidimensional programs to meet the special educational needs of the students. Special education evolved as a separate system of education for children with disabilities and is usually organized according to their impairment categories. Many special educational institutes are specialized for specific impairment, with which they could support specific disables. On the other hand, special school has some extra arrangements for the children with special need than that of regular school, whereas if the special children are separated from regular school, the socialization hamper. In this circumstance, it is important to incorporate both regular and special school together under one umbrella for better inclusion. In addition to these, embedded research institute will add an extra dimension to meet and solve the raising issues of educational needs. Observing the examples of different countries of the world, Proyash has established as a One Stop Centre, where all services are available under a single umbrella. In this study, special educational trends of 5 different countries (Austria, China, Singapore, South Africa and Pakistan) are discussed, where it is evident that integrated and holistic approach (or similar) for the children with special needs is practiced most of the countries for the better support. In Bangladesh, this kind of holistic approach is quite new and there are very less number of institutions which can be comparable with the program and program components of Proyash. The new '5 program' idea is a balanced one with which really values the holistic development of all children with special needs. It experimented with this 5-program structure for a long time, when this system was checked and compared with previous results. With necessary modification, it started to run as an ideal package.

Well defined mission and vision, skilled and professional teacher, therapists and service providers, strong and efficient administration, all kind of facilities under one umbrella, balanced program and program components, effective IEP and embedded training institute turns the institute an unique organization in

Bangladesh, which is evident in the questionnaire survey conducted for this research. Guardians have a very positive impression regarding this institute and except few issues, they are satisfied with the service, which is highly desirable for such a specialized organization. On the other hand, few drawbacks are identified during the survey such as lack of awareness of guardians, negligence of service providing staffs, less PTA and fewer outlets of students, which can be considered as the areas of improvement. This would be an ideal institute and perform as a role model for all special schools in Bangladesh. The centre would be the hub of all activities concerning special needs where resource persons would be developed, service would be provided based on research findings, people would come to learn and reciprocate in their respective areas seeing this model. Though having some limitations, the program structure developed by Proyash seems to be an ideal one and special education institutions of all over the country may follow this organizational structure, education system and other associated facilities for the development of not only the organizational excellence also for bringing up the optimum potentialities of the children with special needs. Government may take initiative to formulate a new policy or policy amendment for the organizational structure for special schools, where prerequisite for a special school/institute, types academic and support services availability, possible program structure, knowledge and information sharing among institutions, guidelines for research and development works can be included. The policy can be a milestone for the government helps to take lead in international arena for the children with special needs. It can also be proposed in UN forum as a standard program structure. However, this research has excelled opportunities to carry out further research on all the core programs and program components of Proyash separately, which will help to provide better service to the children with special needs not only in Bangladesh, also worldwide.

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