APPENDICES

APPENDIX No. 1

INFORMATION SCHEDULE

Questionnaire for Government’s Education Department Officials

1. What is the total number of schools in Goa?
2. What is the total number of Government schools in Goa?
3. What is the total number of Government aided schools in Goa?
4. What is the total number of private schools in Goa?
5. What is the total number of general schools in Goa?
6. What is the total number of Special schools in Goa?
7. What is the total number of Inclusive schools in Goa? Please give a detailed list of all the schools designated as Inclusive Schools in Goa with their names and addresses and telephone numbers.
8. When was the first Inclusive school started in Goa?
9. What is the total number of students studying in the Inclusive schools in Goa? Please give detailed information of the general students and special students studying in Inclusive schools in Goa.
10. How many Resource Rooms for Students with disabilities studying in Regular schools have been started in Goa? Give the list of the names and addresses of schools where Resource Rooms have been started for the Students with disabilities.
11. Who does the supervision of the Resource Rooms in the Inclusive schools for the Students with disabilities?
12. What are the criteria for appointing special teachers for the Students with disabilities in the special schools for the Students with disabilities as well as in the Inclusive or resource rooms schools for the Students with disabilities attached to regular schools?
13. Does the Government pay the salaries of all the special teachers working in the resource rooms for the Students with disabilities attached to various schools? If yes then please state what is the scale and mode of payment for the resource personnel visiting the Resource Rooms for the Students with disabilities in various schools?
14. Does the Government pay the salaries of all the special teachers for the Students with disabilities working in the Special schools for the Students with disabilities in Goa? If yes then please state what is the scale and mode of payment for the resource personnel visiting the special schools for the Students with disabilities?
15. How many teachers are employed as special teachers in the Special schools for the Students with disabilities in Goa?

16. How many teachers are employed as special teachers for the Students with disabilities in the inclusive schools or working in the resource rooms in regular schools in Goa?

17. Are all these Special teachers working for the Students with disabilities in the resource rooms of schools trained as special teachers for the Students with disabilities?

18. Has the Directorate of Education of Goa Government conducted any survey about the number of Students with disabilities studying in Special schools, Inclusive schools and Regular schools? Or does the Directorate of Education have information about the number of Students with disabilities studying in Special schools, Inclusive schools and Regular schools? If yes please furnish the same.

19. How many special children who are Students with disabilities are studying in the Special schools for the Students with disabilities? Please give special school-wise and gender-wise break up of the number of Students with disabilities studying in Goa.

20. How many Students with disabilities are studying in the Inclusive schools or schools with Resource rooms? Please give school-wise and gender-wise break up of the number of Students with disabilities studying in the Inclusive schools or schools with Resource rooms in Goa.

21. What has been the total budget allocated by Goa Government for the normal schools for the years 2006-2007, 2007-2008 and 2008-2009?

22. What has been the total budget allocated by Goa Government for the special schools for all disabilities for the years 2006-2007, 2007-2008 and 2008-2009?

23. What has been the total budget allocated by Goa Government for the special schools for the Students with disabilities for the years 2006-2007, 2007-2008 and 2008-2009?

24. What has been the total budget allocated by Goa Government for the inclusive schools for all disabilities for the years 2006-2007, 2007-2008 and 2008-2009?

25. What has been the total budget allocated by Goa Government for the inclusive schools for the Students with disabilities for the years 2006-2007, 2007-2008 and 2008-2009?

26. Does Goa Government fund Resource Rooms in the schools in Goa? If yes how much funds are allocated to each such school to start a Resource room?
27. How much funds have been allocated by Goa Government for the schools to establish Resource Rooms for the Students with disabilities for the years 2006-2007, 2007-2008 and 2008-2009?
28. How much funds have been allocated by Goa Government for purchase of the necessary teaching aids for the Students with disabilities studying in Inclusive schools/Resource rooms for the years 2006-2007, 2007-2008 and 2008-2009?
29. How much funds have been allocated by Goa Government for providing the infrastructure at the resource rooms for the Students with disabilities studying in Inclusive schools/Resource rooms for the years 2006-2007, 2007-2008 and 2008-2009?
30. What other assistance is provided by Goa Government for the Schools providing special education for the Students with disabilities (both inclusive schools and special schools)?
31. What assistance is provided by Goa Government for the Students with disabilities?
32. What assistance is provided by Goa Government for the parents of the Students with disabilities?
33. Does the education department have any collaboration with the NGO’s for the implementation of inclusive education in the State? If yes please explain the nature of this collaboration.
34. Are any schemes been introduced Goa Government for the education of the Students with disabilities? If yes please give a copy/details of the Scheme.
35. Are any other schemes introduced by Goa Government for the benefit of the Students with disabilities in Goa? If yes please give a copy/details of the Scheme.
36. Are any schemes been introduced by Goa Government for the implementation of inclusive education for the Students with disabilities in Goa? If yes please give a copy/details of the Scheme.
37. Are any schemes introduced by Central Government for inclusive education implemented in Goa? If yes please give a copy/details of the Scheme.
38. Are there are special education training institutes in Goa? If yes please mention their names and also state the number of teachers being annually trained as special teachers in Goa.
39. Does the Education Directorate of Goa Government have any collaboration with the Social Welfare Department of Goa Government for the wellbeing/interest of the Students with disabilities?
40. What is the teacher-student ratio in the Special schools for the Students with disabilities in Goa? Please give the ratio of special
teachers to the Students with disabilities in each of the Special schools for the Students with disabilities in Goa.

41. What is the teacher-student ratio at the Resource Rooms in the Inclusive schools for the Students with disabilities in Goa? Please give the ratio of special teachers to the Students with disabilities in each of the Inclusive school for the Students with disabilities in Goa.

42. What mechanism has been set up by Goa Government for the screening of the Students with disabilities?

43. What is the monitoring body established by Goa Government to ensure that the Inclusive schools for the Students with disabilities function smoothly?

44. What documents are required to be assessed for the Students with disabilities when admitting to school?

45. Who is the competent authority according to Goa Government to assess the Students with disabilities?

46. What are the requirements/formalities that schools have to comply with in order to establish a resource room for the Students with disabilities in a school?

47. Which children are considered as Students with disabilities according to the Education Department of Goa Government?

48. What is the age limit at which the Students with disabilities can be enrolled at the resource rooms/inclusive schools/special schools?

49. What facilities are provided by the Goa Government for the vocational training of the Students with disabilities at the schools?

50. What facilities are provided by the Goa Government for early detection and identification of Students with disabilities at the schools?

51. What facilities are provided by the Goa Government for the counseling of parents of the Students with disabilities at the schools?

52. Who is the Nodal officer to deal with the Students with disabilities under the Directorate of Education of Goa Government?

53. Does the Goa Government or Directorate of Education require that the Students with disabilities be given admission to normal/regular schools at the primary level?

54. Are there instances where normal/regular schools have refused to give admission to the Students with disabilities at the primary level in normal/regular schools?

55. If the answer to the above question is yes than inform what measures, punitive or otherwise, have been taken against those schools that refuse to provide admission to the Students with disabilities at the primary level in normal/regular schools?
56. What is the qualification required for the vocational instructor/teacher to teach the Students with disabilities?
57. What is the mode and scale of payment for the vocational instructor teaching the Students with disabilities?
58. What is the minimum number of Students with disabilities required to begin a Resource Room in a regular/inclusive school?
59. Are the profound as well as the severely Students with disabilities to be given admission at the resource rooms? If no then state where such students are to be schooled?
60. What are the various steps taken by Goa Government or the Directorate of Education to establish and expand Inclusive Education for the Students with disabilities in Goa? Please give copies of all Circulars, Instructions, Orders, etc issued by the Goa Government or the Directorate of Education towards establishment and expansion of Inclusive Education in Goa.
61. Are there any specific provisions made or steps taken this year by the Goa Government as regards establishment and expansion of Inclusive schools or Special schools for the Students with disabilities in Goa? If yes please give the details.
62. Are there any specific provisions for the coming year in the Budget of Goa Government as regards establishment of Inclusive schools or Special schools for the Students with disabilities? If yes please give the details.
63. Are there any specific plans by Goa Government or the Directorate of Education as regards establishment of more Inclusive schools for the Students with disabilities in Goa in the future? If yes please give the details.
64. What is likely to be the impact of establishment and expansion of more Inclusive schools on the existing Special schools?
65. Will the existing Special schools continue to exist as Special schools in case Inclusive education is made compulsory for all schools in Goa?
66. Will the existing Special schools be also converted into Inclusive schools in case Inclusive education is made compulsory for all schools in Goa?
APPENDIX No. 2

INFORMATION SCHEDULE

Questionnaire for Government’s Social Welfare Department Officials

1. What is the official designation/name of your Department?
2. In which year did your Department come into existence?
3. Does your Department deal with issues regarding special education?
4. Does your Department deal with issues regarding inclusive education?
5. Is your Department of the opinion that education through Inclusive schools is a better way of educating the disabled children?
6. Does your Department regard education through Special schools as a better way of educating the disabled children?
7. Has your Department conducted any awareness programmes to create awareness among the public regarding inclusive education or special education?
8. If the answer is yes, then what awareness programmes have been conducted by your Department to create awareness among the public regarding inclusive education or special education?
9. What awareness programmes have been conducted by your Department to create awareness among the public regarding special education?
10. Does your Department sponsor any courses for training teachers in special education?
11. Do your personnel/members visit regular schools regularly for identification of students who need special education?
12. What is the amount of budget allocated for inclusive education or other related educational activities for special children?
13. Does your Department conduct any in-service/orientation programmes for teachers handling the disabled children in special schools or inclusive schools? If yes then please give the details.
14. Which programmes/seminars has your Department conducted till date regarding inclusive education and/or special education?
15. What are the Policies, schemes, etc made by your Dept for the disabled persons/students?
16. Does your Department pay the various Resource teachers working in the inclusive schools as resource teachers?
17. Has your Department made any specific efforts to encourage Inclusive education in the state of Goa?
18. What has been your contribution for ensuring education of the disabled children?

19. What has been your contribution to bringing about inclusive education in the state of Goa?
APPENDIX No. 3

INFORMATION SCHEDULE

Questionnaire for Non-Government Organisations Officials

20. What is the name of your Organisation?
21. In which year did your organization come into existence?
22. Does your organization deal with issues regarding special education?
23. Does your organization deal with issues regarding inclusive education?
24. Is your organisation of the opinion that education through Inclusive schools is a better way of educating the disabled children?
25. Does your organization regard education through Special schools as a better way of educating the disabled children?
26. Does your organization have any trained Special teachers as members or employees? If yes how many?
27. Does your organization have any Resource room teachers/ Special teachers who visit various Special or inclusive schools for teaching the disabled children?
28. If yes please inform the number of teachers involved and the number of schools served and the names of the schools served?
29. If yes then also inform how many disabled students are benefited by the visit of the resource/special teachers from your organization?
30. Has your Organisation conducted any awareness programmes to create awareness among the public regarding inclusive education or special education?
31. If the answer is yes, then what awareness programmes have been conducted by your Organisation to create awareness among the public regarding inclusive education or special education?
32. What awareness programmes have been conducted by your Organisation to create awareness among the public regarding special education?
33. Does your organization sponsor any courses for training teachers in special education?
34. Does your organization deal with the assessment, early identification and detection of childhood disabilities?
35. Do your personnel/members visit regular schools regularly for identification of students who need special education?
36. How does your organization get its funds/finance? What is the source of the funds for your organization?
37. What is the amount of budget allocated for inclusive education or other related educational activities for special children?
38. Does your organization conduct any in-service/orientation programmes for teachers handling the disabled children in special schools or inclusive schools? If yes then please give the details.
39. Which programmes/seminars has your organization conducted till date regarding inclusive education and/or special education?
40. Does your organization pay the various Resource teachers working in the inclusive schools as resource teachers?
41. Does your organization receive any support from the Government as regards inclusive education or special education? (If yes please give details)
42. Has your Organisation made any specific efforts to encourage Inclusive education in the state of Goa?
43. What has been your contribution for ensuring education of the disabled children?
44. What has been your contribution to bringing about inclusive education in the state of Goa?
APPENDIX No. 4

INFORMATION SCHEDULE

Questionnaire for Inclusive School Managements

1. What is the total number of students in your school?
2. What is the total number of regular students in your school?
3. What is the total number of disabled/special students in your school?
4. Please give the break-up in terms of types of disabilities affecting the disabled students in your school.
5. What is the total number of regular teachers in your school?
6. What is the total number of special teachers in your school?
7. When did your school convert to Inclusive school?
8. Do you have Resource room for the disabled students in your school?
9. How many teachers are working in your Resource Room for the disabled students?
10. Who does the supervision of the Resource Rooms in your Inclusive school?
11. What is the criteria for appointing special teachers for Resource Rooms in your Inclusive school?
12. Does the Government pay the salaries of all the special teachers working in the Resource Rooms in your Inclusive school?
13. If yes then please state what is the scale and mode of payment for the resource personnel visiting the special schools for the Students with disabilities?
14. Are all the Special teachers working for the disabled students in your school are trained as special teachers for the Students with disabilities?
15. Has the Directorate of Education of Goa Government conducted any survey about the number of disabled students studying in your Inclusive schools?
16. What has been the total budget allocated by Government for the education of the disabled students in your school?
17. What facilities are present for the education of the disabled students in your school?
18. What activities are conducted by your school for the awareness, education and socialization of the disabled students?
19. What are the problems faced by your school by adopting the inclusive education model with regard to:
a) The Students

b) The Parents

c) The teaching staff

d) The administration

e) The non teaching staff

f) The infrastructure

g) Assistance from Government

e) Any other matter

20. Any suggestions you would like to give for improving Inclusive education.
APPENDIX No. 5

INTERVIEW SCHEDULE

Interview Schedule for Educationists/Academics/Experts

1. Do you agree with the concept of Inclusive Education where the disabled children are educated along with the regular students?
2. Will mainstreaming the disabled children by admitting them in the Inclusive schools help them to develop/learn in a better manner?
3. Are all the disabled children capable of being mainstreamed by admitting them to Inclusive Schools?
4. Could all the mentally challenged children be mainstreamed by admitting to Inclusive Schools?
5. In your opinion is Inclusive education a better idea for the education and the socialization of the disabled children? If yes then please give reasons (Why).
6. Are inclusive schools beneficial to all the disabled children? If yes, in what manner?
7. Do you think it is a good idea to convert regular schools into Inclusive schools where both the regular and the disabled children including Mentally challenged children could be educated together? If yes then please give reasons (Why).
8. Have you been associated in any way with Inclusive education? If yes, then please give details about your association/involvement with Inclusive education.
9. Also, if you have been associated in any way with Inclusive education then what has been your experience about Inclusive education in your association with Inclusive education?
10. Is the concept of Inclusive education willingly accepted by the various stakeholders in the education field such as the management/trustees, regular teachers, special teachers, regular students, special students, the parents of the regular students and the parents of the special students?
11. Which specific group from among the stakeholders do you think is more willingly to accept the idea and implementation of Inclusive education and which is not?
12. What according to you are the reasons for reluctance/resistance to accept the idea and implementation of Inclusive education among those stakeholders not willingly to accept the idea and implementation of Inclusive education?
13. What according to you are the reasons for acceptance/willingness to accept the idea and implementation of Inclusive education among
those stakeholders willingly to accept the idea and implementation of Inclusive education?

14. What problems do/could the Managements face on account of Inclusive education being imparted in their Inclusive schools?

15. What problems do/could the regular teachers in the Inclusive schools face on account of Inclusive education being imparted in the Inclusive schools?

16. What problems do/could the Special teachers in the Inclusive schools face on account of Inclusive education being imparted in the Inclusive schools?

17. According to you what problems do/could the regular students in the Inclusive schools face on account of Inclusive education being imparted in the Inclusive schools?

18. On account of Inclusive education, what problems do/could the disabled students in the Inclusive schools face?

19. According to you what problems do/could the parents of the regular students in the Inclusive schools face on account of Inclusive education being imparted in the Inclusive schools?

20. What problems do/could the parents of the disabled students in the Inclusive schools face on account of Inclusive education being imparted in the Inclusive schools?

21. In your opinion is there any difference between the special education provided to the disabled students in the Inclusive School and that provided to disabled students in the special schools?

22. What can you say about the level of acceptance/adaptation by the regular students to the disabled students in the inclusive school?

23. What can you say about the level of acceptance/adaptation by the disabled students to the regular students in the inclusive school?

24. Kindly comment on the level of acceptance/adaptation by the regular teachers to the disabled students in the school?

25. What is the benefit to the regular students studying along with the disabled students in the Inclusive school?

26. What is the benefit to the special students studying along with the regular students in the Inclusive school?

27. How can cooperation/coordination be achieved between the Regular teachers and the Special teachers in the inclusive schools?

28. Are you aware of any policies/plans of Government to convert all/more regular schools into Inclusive schools?

29. Do you agree with the idea of government converting regular schools into Inclusive schools?

30. Do you think such a move by Government could affect the existing Special schools? If yes, then please explain how?
31. Are you satisfied with the present system of Special education provided for the disabled children in Special schools?
32. What changes do you feel are necessary in the system of special education presently imparted in Goa?
33. Do you think it would be an equally good idea to convert existing Special schools into Inclusive schools? Please substantiate your answer.
34. If Government makes it compulsory to educate all special students in the Inclusive schools what would be your stand on it?
35. Would such a move affect the present school system adversely? If yes then please give reasons how.
36. Are the present efforts by the Government to establish more Inclusive Schools a good idea? If yes please give reasons.
37. What is your frank opinion about the status of inclusive education in Goa?
38. What is your frank opinion about the manner in which Inclusive education is carried out in Goa?
39. Do you wish to say anything more about the concept of Inclusive Schools-criticisms or suggestions, etc?
APPENDIX No. 6

Interview Schedule For President/Chairman/Director of NGOs

1. Do you agree with the concept of Inclusive Education where the disabled children are educated along with the regular students?
2. Do you feel mainstreaming of the disabled children by admitting them in the Inclusive schools would help the disabled children to develop/learn in a better manner?
3. Are you of the opinion that inclusive schools will be beneficial to the disabled children? If yes, in what manner/way?
4. Do you think it is a good idea to convert regular schools into Inclusive schools where both the regular and the special children could be educated together?
5. Would there be any resistance to such inclusive schools from any of the present stakeholders in the regular schools like the management/trustees, regular teachers, regular students and the parents of the special students? If yes then please give reasons why there could be resistance to such an idea? And which specific stakeholders could resist more to such an idea?
6. What problems do you think the regular teachers could face if a regular school is converted into an inclusive school to teach the disabled children along with regular students?
7. What problems do you think the special teachers could face in a regular school converted into an inclusive school to teach the disabled children along with regular students?
8. What kind of problems would the regular students face if a regular school is converted into an inclusive school to teach the disabled children along with regular students?
9. What problems do you think the disabled students could face if they are admitted to such an inclusive school?
10. Would the parents of regular students face any problems if a regular school is converted into an inclusive school?
11. What problems do you feel the parents of the disabled students face in a regular school converted into an inclusive school?
12. Are Special teachers from your Organisation sent to any regular schools or inclusive schools to work as resource teachers?
13. Have you conducted any activities of encouraging the socializing of Special students with regular students?
14. Do you feel Inclusive education is a better idea for the education and the socialization of the disabled children? Give reasons (Why).
15. Do you think that all disabled children could be mainstreamed by admitting to Inclusive Schools?
16. Has your Organisation helped in enrolling any disabled children in Inclusive Schools? If yes, then please inform how many are enrolled, in which classes and in which schools?

17. Are you aware of any policies/plans of Government to convert regular schools into Inclusive schools?

18. Do you agree with the idea of government converting regular schools into Inclusive schools?

19. Do you think such a move by Government could affect the existing Special schools? If yes, then please explain how?

20. Would it be an equally good idea to convert existing Special schools into Inclusive schools? Please substantiate your answer.

21. Would your Organisation support any Government policy to convert regular or special schools into Inclusive schools?

22. Are you aware if there are any future plans by Government to convert regular or special schools into an Inclusive school? If yes then please inform about any such plans?

23. If Government makes it compulsory to educate all the disabled students in the Inclusive schools what would be your stand on it?

24. Would such a move affect education of either the regular or special students adversely? If yes then please give reasons how.

25. Do you wish to say anything more about the concept of Inclusive Schools-criticisms or suggestions, etc?
APPENDIX No.7

Interview Schedules for Government Authorities -- 
Assistant Director of Social Welfare Department

1. When and where have camps been organized for the early intervention detection and identification of the mentally retarded children during the last two years?
2. What is the total number of students getting benefits of various schemes for the disabled students?
3. Why does the Dayanand Social Welfare Scheme not applicable for all the disabled students in living in Goa?
4. What is the amount given to each disabled person every month in Goa under the Dayanand Social Welfare Scheme?
5. What transport facilities have been provided by the Social Welfare Department for the special /inclusive schools for the disabled students in Goa?
6. How often and in which areas does Social Welfare Department collaborate with the Health Department checkups for the disabled children in Goa?
7. How does Social Welfare Department collaborate with the Directorate of Education to facilitate the education of the disabled child?
8. When would the survey being conducted by the Social Welfare Department regarding the total number of disabled students in the State of Goa be completed?
9. What is the number of disabled persons in the state of Goa? Please give disability-wise breakup of the disabled persons in the state of Goa.
10. What is the number of disabled students studying in the state of Goa? Please give the breakup of the disabled students studying in various schools in Goa, both special schools and inclusive schools and also give disability wise breakup of the numbers of the students in Goa.
11. Why are there no job reservations for the mentally retarded children in the state of Goa?
12. What scheme has been formulated to provide grants to set up multidisciplinary services like physiotherapy, speech therapy etc for the mentally disabled children?

13. Why does your department not provide any funds to schools for educating the mentally disabled students either at the inclusive school or at the resource room?

14. Why have no measures been taken by your department towards the orientation of the teachers to impart special education?

15. How many awareness camps have been organized by the Social Welfare Department during last two years and where have these been organized?

16. How does the Social Welfare Department get involved in encouraging/starting inclusive education for the disabled children? What is the nature of their involvement? How does your department encourage inclusive education in the state of Goa?

17. Why does the Social Welfare Department play no role in the starting of resource rooms for the mentally disabled children in the regular schools?

18. Why does your department not support the implementation of inclusive education in the state?

19. In what ways does the Social Welfare Department get involved in encouraging inclusive education for the disabled children?

20. What action is taken by the Social Welfare Department to ensure that a barrier free access is provided in all schools? What action would be taken if this is not followed?

21. What budget/monetary support is provided to ensure a barrier free environment the disabled students in the schools in Goa?

22. Who is presently the Commissioner for the persons with disabilities?

23. What are the department’s plans towards inclusion in the future?

24. What is the specific number of disabled persons who are getting the benefits of various schemes?

25. What documents are required to register for the Dayanand Social Security Scheme?

26. Since when have the mentally disabled children in Goa being covered under the Social Welfare Scheme?
APPENDIX No. 8

Interview Schedules for Government Education Authorities -- Assistant Director of Adult Education Section

1. Can you please tell what do you understand by Inclusive Education?
2. Can you tell how Inclusive Education is different from Integrated Education?
3. Does Government of Goa have a Scheme for Inclusive Education? If yes please highlight the salient features of such a scheme.
4. What efforts have been made by the Government of Goa to encourage or achieve inclusive education in the state of Goa? Please give some important achievements of Goa Government with regard to achieving Inclusive Education in Goa.(eg barrier free access, RRs, appointment of experts and professionals for the disabled, etc)
5. How much funds (or budget) been allocated by Government of Goa for achieving Inclusive Education in Goa. (Please give details or break-up of funds allocation for starting Resource Rooms, providing salaries for Resource Room special educators, purchasing special teaching aids, etc.)
6. What is the level of cooperation or collaboration between Government of Goa’s Education Department’s Adult Education Section and the Social Welfare Department for the further spread of Inclusive Education in the state of Goa?
7. What is the level of cooperation or collaboration between Government of Goa (or Education Department) and the Non Government Organisations for the further spread of Inclusive Education/Awareness in the state of Goa?
8. What are the future plans by Government of Goa (or Education Department’s Adult Education Section) for the further spread of Inclusive Education in the state of Goa? ( eg. With regard to increase in number of IE schools, increase in funds for IE, appointment of special educators/experts in IE, etc)
9. What action is contemplated or taken against those regular schools who refuse admission for the disabled students?
10. In case more disabled students get admitted in inclusive schools than what would be its implications for the existing Special schools and their teachers in Goa?

11. What are the existing schemes by Government of Goa (or Education Department’s Adult Education Section) for encouraging inclusive education for the mentally challenged students in Goa?

12. What are future plans by Government of Goa (or Education Department’s Adult Education Section) for encouraging inclusive education for the mentally challenged students in Goa?

13. Are there any plans by Government of Goa (or Education Department’s Adult Education Section) for the vocational placement of the mentally challenged students after their training?

14. Why has the Government not reserved any jobs/posts for the mentally challenged persons in the Goa Government like those reserved for the physically challenged? (If it has then give details)

15. Why has no special curriculum being framed by Education Department’s Adult Education Section exclusively for the Special as well as the Inclusive schools particularly with regard to the mentally challenged students?

16. Why does the Government of Goa not provide salary grant to all the Special educators teaching at the Resource Rooms in the inclusive schools?

17. Why is it that the P.E and the other professionals employed at the special schools are drawing a trained graduate scale, whereas the trained special educators are drawing an undergraduate scale? Why is there a disparity between the pay scales of trained Special teachers and that of the occupational therapist, physiotherapist, P.E teachers working in Special schools?

18. In your opinion what scale should be given to the Special educator once she/he completes the training after joining the school?

19. Why does the Goa Government not pay the salaries of the lecturers teaching the special teacher trainees at the Nirmala Institute?

20. Why has the Goa Government not maintained any records of the total number of inclusive schools in Goa and the number of disabled students studying in these inclusive schools? If it has please the details.
APPENDIX No. 9

Interview Schedules for Government Education Authorities --
Director of Directorate of Education

1. Can you please tell what do you understand by Inclusive Education?
2. Can you tell how Inclusive Education is different from Integrated Education?
3. Does Government of Goa have a Scheme for Inclusive Education? If yes please highlight the salient features of such a scheme.
4. What efforts have been made by the Government of Goa to encourage or achieve inclusive education in the state of Goa? Please give some important achievements of Goa Government with regard to achieving Inclusive Education in Goa.(eg barrier free access, RRs, appointment of experts and professionals for the disabled, etc)
5. How much funds (or budget) been allocated by Government of Goa for achieving Inclusive Education in Goa. (Please give details or break-up of funds allocation for starting Resource Rooms, providing salaries for Resource Room special educators, purchasing special teaching aids, etc.)
6. What is the level of cooperation or collaboration between Government of Goa’s Directorate of Education and the Social Welfare Department for the further spread of Inclusive Education in the state of Goa?
7. What is the level of cooperation or collaboration between Government of Goa (or Directorate of Education) and the Non Government Organisations for the further spread of Inclusive Education/Awareness in the state of Goa?
8. What are the future plans by Government of Goa (or Directorate of Education) for the further spread of Inclusive Education in the state of Goa? ( eg. With regard to increase in number of IE schools, increase in funds for IE, appointment of special educators/experts in IE, etc)
9. What action is contemplated or taken against those regular schools who refuse admission for the disabled students?
10. In case more disabled students get admitted in inclusive schools than what would be its implications for the existing Special schools and their teachers in Goa?
11. What are the existing schemes by Government of Goa (or Directorate of Education) for encouraging inclusive education for the mentally challenged students in Goa?

12. What are future plans by Government of Goa (or Directorate of Education) for encouraging inclusive education for the mentally challenged students in Goa?

13. Are there any plans by Government of Goa (or Directorate of Education) for the vocational placement of the mentally challenged students after their training?

14. Why has the Government not reserved any jobs/posts for the mentally challenged persons in the Goa Government like those reserved for the physically challenged? (If it has then give details)

15. Why has no special curriculum being framed by Education Department exclusively for the Special as well as the Inclusive schools particularly with regard to the mentally challenged students?

16. Why does the Government of Goa or Directorate of Education not provide salary grant to all the Special educators teaching at the Resource Rooms in the inclusive schools?

17. Why is it that the P.E and the other professionals employed at the special schools are drawing a trained graduate scale, whereas the trained special educators are drawing an undergraduate scale? Why is there a disparity between the pay scales of trained Special teachers and that of the occupational therapist, physiotherapist, P.E teachers working in Special schools?

18. In your opinion what scale should be given to the Special educator once she/he completes the training after joining the school?

19. Why does the Goa Government or Directorate of Education not pay the salaries of the lecturers teaching the special teacher trainees at the Nirmala Institute?

20. Why has the Goa Government or Directorate of Education not maintained any records of the total number of inclusive schools in Goa and the number of disabled students studying in these inclusive schools? If it has please the details.
APPENDIX No. 10

Interview Schedules for Government Education Authorities --
Director of Directorate of Technical Education

1. Your definition of ‘Inclusive Education’.
2. According to you how is Inclusive Education different from Integrated Education?
3. Please give statistics about students with Disabilities at Technical education level, i.e number of students with disabilities enrolled at Technical education level. (Kindly give the breakup in terms of male/female disabled students, types of disabilities, Professional college wise enrollment of disabled students, number of disabled students enrolled in all technical institutions controlled by the DTE)
4. Can you tell how many students with disabilities were studying in institutions under the DTE during the last academic year? Please give total number of such students as well break-up into male and female students.
5. Can you please give year wise break-up for last 5 years of total number of students with disabilities who appeared for Diploma/Degree exams in institutions under the DTE? Please also give disability-wise break-up.
6. Can you please give year wise break-up for last 5 years of students with disabilities who passed the Diploma/Degree Exams in institutions under the DTE? Please also give disability-wise break-up.
7. Has DTE launched any Scheme for Inclusive Education at Technical education level? If yes please highlight the salient features of such a scheme.
8. What efforts have been made by the DTE to encourage or achieve inclusive education at Technical education level in the state of Goa? Please give some important achievements of DTE with regard to achieving Inclusive Education in Goa.(eg barrier free access, scholarships for disabled, appointment of experts and professionals for the disabled, etc)
9. How much funds (or budget) have been allocated by Government of Goa for achieving Inclusive Education at Technical education
level in Goa. (Please give details or break-up of funds allocation for providing barrier free access, scholarships for disabled, appointment of experts and professionals for the disabled etc.)

10. What is the level of cooperation or collaboration between Government of Goa’s Directorate of Technical Education and the Social Welfare Department for the spread of Inclusive Education in the state of Goa?

11. What is the level of cooperation or collaboration between Directorate of Technical Education and the Non Government Organisations for the spreading awareness of Inclusive Education at Technical education level in the state of Goa?

12. What are the future plans by Directorate of Technical Education for achieving Inclusive Education at Technical education level in the state of Goa?

13. Are all technical institutions controlled by the DTE required to maintain information about enrollment of students with disabilities and is this information sent to DTE?

14. Please inform if there is any clear policy or circulars issued by DTE regarding the enrolment of Disabled students at Technical Education level and in Institutions of Technical learning such as Polytechnics, ITI, Engineering colleges, etc.

15. Has DTE issued any circulars to the all technical institutions under its control requiring the institutions to provide barrier free access for students with physical and visual disabilities and other facilities for students with hearing and speech disabilities? If yes please give details.

16. Please give details of the infrastructure/facilities provided in each technical/engineering institution under DTE to ensure barrier free access for students with physical and visual disabilities.

17. Please give details of the infrastructure/facilities provided in each technical/engineering institution under DTE to help students with hearing and speech disabilities.

18. Are there any instances of technical/engineering institution refusing admissions to the students with disabilities?

19. What action is contemplated or taken against those technical/engineering institutions that refuse admission for the disabled students?
20. Has the DTE reserved any jobs/posts for the persons with disabilities in the technical institutions under its control? (If it has then give details)

21. How many teachers with disabilities are employed in the technical/engineering institutions under the DTE? Please give details as to the colleges where employed, designations held by such disabled teachers, etc.

22. Has DTE framed any special curriculum for students with disabilities?

23. Has DTE provided any special method of assessment for students with disabilities?

24. Has DTE established, or encouraged or permitted the establishment of specific institutions of Technical/Vocational learning specifically for the students with disabilities (of physical, visual, hearing/speech)? If yes then please give details.

25. Has the DTE framed/formulated any special curriculum for the Mentally Challenged (Mentally Retarded) Students so that they can get education in Technical field? If not why and whether/when it will be done in the future.

26. What are the difficulties faced by the DTE in achieving Inclusive education at the Technical education level in the state of Goa?
APPENDIX No.11

Interview Schedules for Government Education Authorities --
Director of Directorate of Higher Education

1. Your definition of ‘Inclusive Education’.
2. According to you how is Inclusive Education different from Integrated Education?
3. Has DHE launched any Scheme for Inclusive Education at higher education level? If yes please highlight the salient features of such a scheme.
4. What efforts have been made by the DHE to encourage or achieve inclusive education at higher education level in the state of Goa? Please give some important achievements of DHE with regard to achieving Inclusive Education in Goa.(eg barrier free access, scholarships for disabled, appointment of experts and professionals for the disabled, etc)
5. How much funds (or budget) have been allocated by Government of Goa for achieving Inclusive Education at higher education level in Goa. (Please give details or break-up of funds allocation for providing barrier free access, scholarships for disabled, appointment of experts and professionals for the disabled etc.)
6. What is the level of cooperation or collaboration between Government of Goa’s Directorate of Higher Education and the Social Welfare Department for the spread of Inclusive Education in the state of Goa?
7. What is the level of cooperation or collaboration between Directorate of Higher Education and the Non Government Organisations for the spreading awareness of Inclusive Education at higher education level in the state of Goa?
8. What are the future plans by Directorate of Higher Education for achieving Inclusive Education at higher education level in the state of Goa?
9. Please give statistics about students with Disabilities at higher education level, i.e number of students with disabilities enrolled at higher education level. (Kindly give the breakup in terms of male/female disabled students, types of disabilities, college wise enrollment of disabled students, number of disabled students enrolled in Goa University for the PG degrees/departments)
10. Are the colleges and Goa University required to maintain information about enrollment of students with disabilities and is this information sent to DHE?
11. Please inform if there is any clear policy or circulars issued by DHE regarding the enrolment of Disabled students at Higher Education level and in Institutions of Higher learning.
12. Has DHE issued any circulars to the colleges under its control requiring the colleges to provide barrier free access for students with physical and visual disabilities and other facilities for students with hearing and speech disabilities? If yes please give details.
13. Please give details of the infrastructure/facilities provided in each college under DHE to ensure barrier free access for students with physical and visual disabilities.
14. Please give details of the infrastructure/facilities provided in each college under DHE to students with hearing and speech disabilities.
15. Are there any instances of colleges refusing admissions to the students with disabilities?
16. What action is contemplated or taken against those colleges who refuse admission for the disabled students?
17. Has the DHE reserved any jobs/posts for the persons with disabilities in the colleges or University?( If it has then give details)
18. How many teachers with disabilities are employed in the colleges under the DHE ? Please give details as to the colleges where employed, designations held by such disabled teachers, etc.
19. Has DHE established, or encouraged or permitted the establishment of specific institutions of higher learning specifically for the students with disabilities? If yes then please give details.
20. What are the difficulties faced by the DHE in achieving Inclusive education at the higher education level in the state of Goa?
APPENDIX No. 12

Interview Schedules for Education Authorities ---Principal of Government Polytechnic, Panaji

1. Can you please tell what do you understand by Inclusive Education?
2. Can you tell how Inclusive Education is different from Integrated Education?
3. Can you tell how many students with disabilities were studying Government Polytechnics during the last academic year? Please give total number of such students as well break-up into male and female students.
4. Can you please give year wise break-up for last 5 years of total number of students with disabilities who appeared for the Polytechnic Exams? Please also give disability-wise break-up.
5. Can you please give year wise break-up for last 5 years of students with disabilities who passed the Polytechnic Exams? Please also give disability-wise break-up.
6. What efforts have been made by the Government Polytechnic to encourage or achieve inclusive education in the state of Goa?
7. Please give some important achievements of Government Polytechnic with regard to achieving Inclusive Education in Goa.(eg barrier free access, RRs, appointment of experts and professionals for the disabled, appointment of assistants while writing exams, etc)
8. Has the Government Polytechnic issued any specific instructions/guidelines/circulars to teachers or its branches on the subject of education/examinations for the students with Disabilities? If yes Please give copies of the same.
9. How much funds (or budget) have been allocated by Government of Goa to the Government Polytechnic for achieving Inclusive Education in Goa and for providing facilities for the students with disabilities studying under the Government Polytechnic?.
10. What is the level of cooperation or collaboration between Government Polytechnic and the Directorate of Technical Education for the further spread of Inclusive Education in the state of Goa? (Give details)
11. What is the level of cooperation or collaboration between Government Polytechnic and the Social Welfare Department for the further spread of Inclusive Education in the state of Goa? (Give details)
APPENDIX No. 13

Interview Schedules for Education Authorities ---Chairman of Goa Board for Secondary and Higher Secondary Education

1. Can you please tell what do you understand by Inclusive Education?
2. Can you tell how Inclusive Education is different from Integrated Education?
3. Can you tell how many students with disabilities were studying in schools of Goa under the Goa Board during the last academic year? Please give total number of such students as well break-up into male and female students.
4. Can you please give year wise break-up for last 5 years of total number of students with disabilities who appeared for the SSC Exams? Please also give disability-wise break-up.
5. Can you please give year wise break-up for last 5 years of students with disabilities who passed the SSC Exams? Please also give disability-wise break-up.
6. Can you please give year wise break-up for last 5 years of total number of students with disabilities who appeared for the HSSC Exams? Please also give disability-wise break-up.
7. Can you please give year wise break-up for last 5 years of students with disabilities who passed the HSSC Exams? Please also give disability-wise break-up.
8. What efforts have been made by the Goa Board for Secondary and Higher Secondary to encourage or achieve inclusive education in the state of Goa? Please give some important achievements of Goa Board with regard to achieving Inclusive Education in Goa.(eg barrier free access, RRs, appointment of experts and professionals for the disabled, appointment of assistants while writing exams, etc)
9. Has the Goa Board issued any specific instructions/guidelines/circulars to schools on the subject of education/examinations for the students with Disabilities? If yes Please give copies of the same.
10. How much funds (or budget) have been allocated by Government of Goa to the Goa Board for achieving Inclusive Education in Goa and for providing facilities for the students with disabilities studying under the Goa Board?.
11. What is the level of cooperation or collaboration between Goa Board and the Directorate of Education for the further spread of Inclusive Education in the state of Goa? (Give details)
12. What is the level of cooperation or collaboration between Goa Board and the Social Welfare Department for the further spread of Inclusive Education in the state of Goa? (Give details)

13. What is the level of cooperation or collaboration between Goa Board and the Non Government Organisations for the further spread of Inclusive Education/Awareness in the state of Goa? (Give details)

14. What steps have been taken by Goa Board to ensure the compliance by schools to enable the education and assessment of the Disabled students?

15. What action is contemplated or taken against those regular schools who have failed to ensure education/assessment for the disabled students?

16. What steps have been taken by Goa Board to ensure the compliance by schools to enable the Physically Disabled students to have access to the school buildings both during routine classes as well as during Board Exams?

17. What action is contemplated or taken against those regular schools who have failed to enable the Physically Disabled students to have access to the school buildings both during routine classes as well as during Board Exams?

18. Has the Goa Board framed/formulated any special curriculum for the Students with Physical, Visual, Hearing and Speech Disabilities so that they can get education till SSC or HSSC? If not why and whether/when it will be done in the future.

19. What are the existing schemes/facilities by Goa Board for encouraging inclusive education for the physically challenged (physically handicapped) students in Goa and permitting them to appear for Board Exams?

20. What are the existing schemes/facilities by Goa Board for encouraging inclusive education for the visually impaired (blind) students in Goa and permitting them to appear for Board Exams?

21. What are the existing schemes/facilities by Goa Board for encouraging inclusive education for the speech impaired (dumb) students in Goa and permitting them to appear for Board Exams?

22. What are the existing schemes/facilities by Goa Board for encouraging inclusive education for the hearing impaired (deaf) students in Goa and permitting them to appear for Board Exams?
23. Are you aware of Mentally Challenged students being allowed to appear for SSC/Secondary Exams by the NIOS (National Institute of Open Schooling)?

24. What are the existing schemes/facilities by Goa Board for encouraging inclusive education for the mentally challenged students in Goa and permitting them to appear for Board Exams?

25. Has the Goa Board framed/formulated any special curriculum for the Mentally Challenged (Mentally Retarded) Students so that they can get education till SSC or HSSC? If not why and whether/when it will be done in the future.
APPENDIX No. 14

Interview Schedules for Education Authorities --Registrar of Goa University

1. Your definition of ‘Inclusive Education’.
2. According to you how is Inclusive Education different from Integrated Education?
3. Do you admit persons with disability at the Higher Education level (PG and UG level) under the Goa University system.
4. Has Goa University launched any Scheme for Inclusive Education at higher education level? If yes please highlight the salient features of such a scheme.
5. What efforts have been made by the Goa University to encourage or achieve inclusive education at higher education level in the state of Goa? Please give some important achievements of Goa University with regard to achieving Inclusive Education in Goa.(eg inclusive curriculum, barrier free access, concessions and scholarships for disabled students, appointment of experts and professionals for teaching and assisting the disabled students, etc)
6. Has the Academic Council or Executive Council or any other body of Goa University passed any resolutions or Orders regarding Inclusive Education or education for the disabled? If yes please give details.
7. How much funds (or budget) have been allocated by Goa University for achieving Inclusive Education at University and college levels in Goa. (Please give details or break-up of funds allocation for providing barrier free access, scholarships for disabled, appointment of experts and professionals for the disabled students, etc.)
8. What is the level of cooperation or collaboration between Goa University and the Directorate of Higher Education for the spread of Inclusive Education in the state of Goa? (Give details of such cooperation/collaboration)
9. What is the level of cooperation or collaboration between Goa University and the Social Welfare Department for the spread of Inclusive Education in the state of Goa? (Give details of such cooperation/collaboration)
10. What is the level of cooperation or collaboration between Goa University and the Non Government Organisations for the spreading awareness of Inclusive Education at higher education level in the state of Goa? (Give details of such cooperation/collaboration)
11. Please give statistics about students with Disabilities at higher education level, i.e number of students with disabilities enrolled at the affiliated
colleges, and professional colleges. As well as the University’s PG Departments (Kindly give the breakup in terms of male/female disabled students, types of disabilities, college wise enrollment of disabled students (at UG), university department wise enrollment (at PG) number of disabled students enrolled in Goa University for the PG degrees/departments)

12. Are the colleges and Goa University required to maintain information about enrollment of students with disabilities and is this information sent to Goa University?

13. Please inform if there is any clear policy or instructions issued by Directorate of Higher Education to Goa University or the colleges regarding the enrolment of Disabled students at Higher Education level.

14. Please inform if there is any clear policy or instructions issued by Goa University to its PG Departments and the affiliated colleges regarding the enrolment of Disabled students at Higher Education level. If yes please give details.

15. Has Goa University issued any circulars to the colleges under its control or affiliated colleges requiring the colleges to provide barrier free access for students with physical and visual disabilities and other facilities for students with hearing and speech disabilities? If yes please give details.

16. Please give details of the infrastructure/facilities provided in each college under Goa University to ensure barrier free access for students with physical and visual disabilities.

17. Please give details of the infrastructure/facilities provided in each college under Goa University to students with hearing and speech disabilities.

18. Please give details of the infrastructure/facilities provided in each University Teaching Department of Goa University to ensure barrier free access for students with physical and visual disabilities.

19. Please give details of the infrastructure/facilities provided in each University Teaching Department of Goa University to students with hearing and speech disabilities.

20. Are there any instances of colleges refusing admissions to the students with disabilities?

21. What action is contemplated or taken against those colleges who refuse admission for the disabled students?

22. Has the Goa University reserved any jobs/posts for the persons with disabilities in the colleges or in the University? (If it has then please give details)

23. How many teachers with disabilities are employed in the colleges and University PG Department under the Goa University? Please give
details as to the colleges/University Departments where employed, designations held by such disabled teachers, etc.

24. Has Goa University established, or encouraged or permitted the establishment of specific institutions of higher learning specifically for the students with disabilities? If yes then please give details.

25. What are the future plans by Goa University for achieving Inclusive Education at higher education level in the state of Goa?

26. What are the difficulties faced by the Goa University in achieving Inclusive education at the higher education level in the state of Goa?
APPENDIX No. 15

Interview Schedule for Director of Centre for Studies in Inclusive and Exclusive Education, Goa University

1. Your definition of ‘Inclusive Education’.
2. According to you how is Inclusive Education different from Integrated Education?
3. Do you admit persons with disability at the Higher Education level (PG and UG level) under the Goa University system.
4. Has Goa University launched any Scheme for Inclusive Education at higher education level? If yes please highlight the salient features of such a scheme.
5. What efforts have been made by the Goa University to encourage or achieve inclusive education at higher education level in the state of Goa? Please give some important achievements of Goa University with regard to achieving Inclusive Education in Goa.(eg inclusive curriculum, barrier free access, concessions and scholarships for disabled students, appointment of experts and professionals for teaching and assisting the disabled students, etc)
6. Has the Academic Council or Executive Council or any other body of Goa University passed any resolutions or Orders regarding Inclusive Education or education for the disabled? If yes please give details.
7. How much funds (or budget) have been allocated by Goa University for achieving Inclusive Education at University and college levels in Goa. (Please give details or break-up of funds allocation for providing barrier free access, scholarships for disabled, appointment of experts and professionals for the disabled students, etc.)
8. What is the level of cooperation or collaboration between Goa University and the Directorate of Higher Education for the spread of Inclusive Education in the state of Goa? (Give details of such cooperation/collaboration)
9. What is the level of cooperation or collaboration between Goa University and the Social Welfare Department for the spread of Inclusive Education in the state of Goa? (Give details of such cooperation/collaboration)
10. What is the level of cooperation or collaboration between Goa University and the Non Government Organisations for the spreading awareness of Inclusive Education at higher education level in the state of Goa? (Give details of such cooperation/collaboration)
11. Please give statistics about students with Disabilities at higher education level, i.e number of students with disabilities enrolled at
the affiliated colleges, and professional colleges. As well as the University’s PG Departments (Kindly give the breakup in terms of male/female disabled students, types of disabilities, college wise enrollment of disabled students (at UG), university department wise enrollment (at PG) number of disabled students enrolled in Goa University for the PG degrees/departments)

12. Are the colleges and Goa University required to maintain information about enrollment of students with disabilities and is this information sent to Goa University?

13. Please inform if there is any clear policy or instructions issued by Directorate of Higher Education to Goa University or the colleges regarding the enrollment of Disabled students at Higher Education level.

14. Please inform if there is any clear policy or instructions issued by Goa University to its PG Departments and the affiliated colleges regarding the enrollment of Disabled students at Higher Education level. If yes please give details.

15. Has Goa University issued any circulars to the colleges under its control or affiliated colleges requiring the colleges to provide barrier free access for students with physical and visual disabilities and other facilities for students with hearing and speech disabilities? If yes please give details.

16. Please give details of the infrastructure/facilities provided in each college under Goa University to ensure barrier free access for students with physical and visual disabilities.

17. Please give details of the infrastructure/facilities provided in each college under Goa University to students with hearing and speech disabilities.

18. Please give details of the infrastructure/facilities provided in each University Teaching Department of Goa University to ensure barrier free access for students with physical and visual disabilities.

19. Please give details of the infrastructure/facilities provided in each University Teaching Department of Goa University to students with hearing and speech disabilities.

20. Are there any instances of colleges refusing admissions to the students with disabilities?

21. What action is contemplated or taken against those colleges who refuse admission for the disabled students?

22. Has the Goa University reserved any jobs/posts for the persons with disabilities in the colleges or in the University? (If it has then please give details)

23. How many teachers with disabilities are employed in the colleges and University PG Department under the Goa University? Please
give details as to the colleges/University Departments where employed, designations held by such disabled teachers, etc.
24. Has Goa University established, or encouraged or permitted the establishment of specific institutions of higher learning specifically for the students with disabilities? If yes then please give details.
25. What are the future plans by Goa University for achieving Inclusive Education at higher education level in the state of Goa?
26. What are the difficulties faced by the Goa University in achieving Inclusive education at the higher education level in the state of Goa?
APPENDIX No. 16

Interview Schedule for Director of SSA

1. Can you please tell what do you understand by Inclusive Education?
2. Can you tell how Inclusive Education is different from Integrated Education?
3. How many Resource Rooms have been set up under SSA during the last two years?
4. In the year 2008-09 a provision was made for the setting up of 5 resource rooms in Goa at the cost of Rs.50,000/-. How far has this materialized?
5. What facilities are being provided under the SSA towards the establishment of resource rooms in Goa especially for the mentally challenged students?
6. How is screening done for the disabled students for the purpose of educating them?
7. What provisions are being made under SSA for the children with special needs?
8. How much funds (or budget) been allocated under SSA for achieving Inclusive Education in Goa. (Please give details or break-up of funds allocation for starting Resource Rooms, providing salaries for Resource Room special educators, purchasing special teaching aids, etc.)
9. What are the major achievements of SSA in Goa with regard to educating the disabled students?
10. What are the future plans under SSA towards the establishment of more resource rooms/inclusive schools in Goa?
### APPENDIX No. 17

**Observation Schedule for Inclusive Schools**

**I. Details of Observation of Interactions in Inclusive School No 1**

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Duration</th>
<th>Location</th>
<th>Participants Observed</th>
<th>Description of Interaction Activity Observed</th>
<th>Quality of Interaction Activity Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Inside Classroom</td>
<td>Students with disabilities and students without disability</td>
<td>i) Rare  ii) Occasional iii) Often iv) Frequent v) Consistent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inside Classroom</td>
<td>Students with disabilities and Special Teachers</td>
<td>i) Rare  ii) Occasional iii) Often iv) Frequent v) Consistent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inside Classroom</td>
<td>Students with disabilities and Regular Teachers</td>
<td>i) Rare  ii) Occasional iii) Often iv) Frequent v) Consistent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inside Classroom</td>
<td>Special Teachers and Regular Teachers</td>
<td>i) Rare  ii) Occasional iii) Often iv) Frequent v) Consistent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outside Classroom</td>
<td>Students with disabilities and students without disability</td>
<td>i) Rare  ii) Occasional iii) Often iv) Frequent v) Consistent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outside Classroom</td>
<td>Students with disabilities and Special Teachers</td>
<td>i) Rare  ii) Occasional iii) Often iv) Frequent v) Consistent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outside Classroom</td>
<td>Students with disabilities and Regular Teachers</td>
<td>i) Rare  ii) Occasional iii) Often iv) Frequent v) Consistent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outside Classroom</td>
<td>Special Teachers and Regular Teachers</td>
<td>i) Rare  ii) Occasional iii) Often iv) Frequent v) Consistent</td>
<td></td>
</tr>
</tbody>
</table>
II. Details of Facilities/Infrastructure –availability and usage

<table>
<thead>
<tr>
<th>Name of Facility</th>
<th>Present / Absent</th>
<th>Description of Facility</th>
<th>Usage of Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport Vehicle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tactiles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Railings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ramps/lifts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Toilets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource Room</td>
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<td></td>
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</tr>
<tr>
<td>Teaching Aids</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX No. 18

ATIES (Attitude towards Inclusive Education Scale) for the Teachers of the Inclusive Schools

PART 1- DEMOGRAPHIC DATA

A. I am teaching in:
   Regular Classroom     _____
   Resource Room         _____

B. I am:                Male  _____      Female    ______

C. My age                20– 29 years            ______
   30 – 39 years           ______
   40+  50 years           ______
   50 –above years  ______

D. My highest level of Educational Qualification is…..
   Higher Secondary l _____   Undergrad degree_____   Postgrad degree/diploma_____

E. I have had significant/considerable interactions with a person with a disability.
   Yes _____          No _____

F. I have had the following level of training to teach students with disabilities:
   Yes _____          No _____

G. My knowledge of the Disability laws on Education of Disabled is…..
   Yes _____          No _____

H. My level of confidence in teaching students with disabilities is…..
   High ______  Low ______

I. My experience teaching students with a disability is:
   Yes _____          No _____
PART 2- ATIES (ATTITUDE TOWARDS INCLUSIVE EDUCATION SCALE)

The following statements pertain to attitudes towards inclusive education

Please circle the response which best applies to you.

<table>
<thead>
<tr>
<th>Sr No</th>
<th>ITEM</th>
<th>SD</th>
<th>D</th>
<th>DS</th>
<th>AS</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students whose achievement is two years below their peers should be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>2</td>
<td>Students who are physically aggressive should be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>3</td>
<td>Students who cannot move without help should not be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>4</td>
<td>Students who are shy and withdrawn should be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>5</td>
<td>Students whose achievement is one year below their peers should not be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>6</td>
<td>Students whose speech is difficult to understand should be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>7</td>
<td>Students who use Braille should be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>8</td>
<td>Students who are verbally aggressive should not be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
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<td>SA</td>
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<tr>
<td></td>
<td>Description</td>
<td>SD</td>
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<tr>
<td>9</td>
<td>Students who have difficulty expressing themselves should be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
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<td>A</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Students who need training in self-help skills should not be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Students who use sign language or communication boards should not be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Students who cannot control their behavior should be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Students who need individualized programs should not be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Students who cannot hear conversational speech should be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Students who do not follow rules for conduct should not be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Students who are frequently absent should not be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX No. 19

ATIES (Attitude towards Inclusive Education Scale) for the Parents of students with and without disabilities studying in Inclusive Schools

PART 1- DEMOGRAPHIC DATA

Whether the child is disabled: Yes

PART 2- ATIES (ATTITUDE TOWARDS INCLUSIVE EDUCATION SCALE)

The following statements pertain to attitudes towards inclusive education

Please circle the response which best applies to you.

<table>
<thead>
<tr>
<th>Sr No</th>
<th>ITEM</th>
<th>SD</th>
<th>D</th>
<th>DS</th>
<th>AS</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students whose achievement is two years below their peers should be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>2</td>
<td>Students who are physically aggressive should be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>3</td>
<td>Students who cannot move without help should not be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>4</td>
<td>Students who are shy and withdrawn should be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>5</td>
<td>Students whose achievement is one year below their peers should not be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
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<td>A</td>
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<td></td>
<td>Description</td>
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</tr>
<tr>
<td>6</td>
<td>Students whose speech is difficult to understand should be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>7</td>
<td>Students who use Braille should be allowed in General Classroom</td>
<td>SD</td>
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</tr>
<tr>
<td>8</td>
<td>Students who are verbally aggressive should not be allowed in General Classroom</td>
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<tr>
<td>9</td>
<td>Students who have difficulty expressing themselves should be allowed in General Classroom</td>
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</tr>
<tr>
<td>10</td>
<td>Students who need training in self-help skills should not be allowed in General Classroom</td>
<td>SD</td>
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<td>DS</td>
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<td>SA</td>
</tr>
<tr>
<td>11</td>
<td>Students who use sign language or communication boards should not be allowed in General Classroom</td>
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<tr>
<td>12</td>
<td>Students who cannot control their behavior should be allowed in General Classroom</td>
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<td>SA</td>
</tr>
<tr>
<td>13</td>
<td>Students who need individualized programs should not be allowed in General Classroom</td>
<td>SD</td>
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<td>DS</td>
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<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>14</td>
<td>Students who cannot hear conversational speech should be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>15</td>
<td>Students who do not follow rules for conduct should not be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>16</td>
<td>Students who are frequently absent should not be allowed in General Classroom</td>
<td>SD</td>
<td>D</td>
<td>DS</td>
<td>AS</td>
<td>A</td>
<td>SA</td>
</tr>
</tbody>
</table>
APPENDIX No. 20

CIES (Concerns about Inclusive Education Scale) for the Teachers of Inclusive Schools

The following statements pertain to concerns towards inclusive education

Please circle the response which best applies to you.

<table>
<thead>
<tr>
<th>Sr No</th>
<th>ITEM</th>
<th>NC</th>
<th>LC</th>
<th>VC</th>
<th>EC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am concerned about the inadequate time for planning inclusive programs for the disabled students</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>2</td>
<td>I am concerned about Maintaining Discipline in a class with disabled students</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>3</td>
<td>I am concerned about my inadequate knowledge and skills to teach the disabled students</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>4</td>
<td>I am concerned about the additional paperwork I have to do on account of the disabled students in the class</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>5</td>
<td>I am concerned about non-acceptance of students with disabilities by the general students</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>6</td>
<td>I am concerned about the parent concerns about the students with disability studying in a general classroom</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>7</td>
<td>I am concerned about the inadequate funding for inclusive programs</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>8</td>
<td>I am concerned about the inadequate trained and professional staff needed for inclusive education</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>9</td>
<td>I am concerned about the lack or less incentives (eg. Remuneration, allowances) for teaching students with disabilities</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td></td>
<td>Concern</td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>I am concerned about increase in workload on account of having to teach the disabled students in the same class</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>11</td>
<td>I am concerned about stress among staff members trying to teach disabled students along with the non-disabled students in the same classroom</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>12</td>
<td>I am concerned about the inappropriate infrastructure of school to deal with the needs of the disabled students.</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>13</td>
<td>I am concerned about the inadequate resources and special inclusive staff to teach in the inclusive school</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>14</td>
<td>I am concerned about the inadequate specialist equipment at school for the disabled students</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>15</td>
<td>I am concerned about the reduction in overall academic standard of the school on account of teaching the disabled students along with the non-disabled ones.</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>16</td>
<td>I am concerned about Performance as a classroom teacher</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>17</td>
<td>I am concerned about academic achievement of non-disabled students made to study along with the disabled students</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>18</td>
<td>I am concerned about difficulties spreading attention to all students</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>19</td>
<td>I am concerned about students with inadequate self-care skills</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>20</td>
<td>I am concerned about inadequate administrative support</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
<tr>
<td>21</td>
<td>I am concerned about personal degree of anxiety and stress</td>
<td>NC</td>
<td>LC</td>
<td>VC</td>
<td>EC</td>
</tr>
</tbody>
</table>
APPENDIX No. 21

Awareness Inventory for the Principals/Headmasters of Regular Schools

Dear Principal

The purpose of this awareness inventory is to find out the level of awareness regarding inclusive education. Your response is very important. Please read the statements very carefully before answering. All the information will be kept confidential.

How to answer: Each Statement on this Inventory can be replied with any of the three Responses- Yes, No & Don’t Know. Hence each statement is followed by three answers: Yes, No and Don’t Know. Read each statement carefully and decide whether it is correct or not. If correct, put a circle around Y in the column for Yes. If not correct then put a circle around N in the column for No. If you do not know whether the statement is correct or not then put a circle around DK in the column for Don’t know.

RESPONDENT PROFILE

Designation: _____________________ Age: ______ Gender:________

Name of the School:_________________________________________

Type of the School: Government/Government aided/Private.________

Please do not write your name on any page of the inventory.

Thank You.

<table>
<thead>
<tr>
<th>Sr No</th>
<th>ITEM</th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sarva Shiksha Abhiyan caters to the inclusion of the disabled students in the regular classroom at the elementary stage.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>2</td>
<td>Inclusive Education does not promote active parent involvement and community participation.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>3</td>
<td>There are Central Government Schemes that encourage and support inclusion of the disabled students in the regular classrooms.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>No.</td>
<td>Statement</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
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</tr>
<tr>
<td>4</td>
<td>Making of adjustments in the curriculum is not necessary in an inclusive education set up.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>5</td>
<td>There are State Government Schemes that encourage and support inclusion of the disabled students in the regular classrooms.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>6</td>
<td>Orientation of the staff and students in the regular schools is not necessary for the successful facilitation of inclusive education.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>7</td>
<td>There are High Court Judgments supporting the inclusion of the disabled students in the regular schools.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>8</td>
<td>The Programme of Action of the National Policy on Education (1986) suggested that children with Handicaps be educated in the general Schools.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>9</td>
<td>Inclusive Education provides for an education system where in the disabled and the non-disabled students learn together in a common classroom.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>10</td>
<td>Inclusive education does not require increased competencies of the existing staff effective additional support services.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>11</td>
<td>Inclusive Education helps the disabled students to improve their self esteem.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>12</td>
<td>The present teaching learning process are also suitable for those with special needs.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>13</td>
<td>Non-Governmental organizations like Sethu, Sangath and Spandan in Goa work towards the inclusion of the disabled students in the regular classrooms.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>14</td>
<td>Inclusive education does not feature under the domain of human rights.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>15</td>
<td>The Directorate of Education has provided for various facilities for the inclusion and retention of the disabled children in the regular schools.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td></td>
<td>Statement</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>16</td>
<td>All the disabled students are integrated in an inclusive school irrespective of their degree of disability.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>17</td>
<td>In Goa there are inclusive Schools where in various disabled students study in the same regular classrooms.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>18</td>
<td>The integrated Education for the Disabled children is a State sponsored Scheme.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>19</td>
<td>Disabled students have a right to be educated along with the non disabled students in the same classroom.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>20</td>
<td>Resource teachers are appointed in Inclusive Schools to train and educate the disabled as and when required.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>21</td>
<td>Goa Government has framed special Schemes for the education of the disabled children in the regular Schools.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>22</td>
<td>The students suffering from learning disabilities are permitted to use a reader for reading the question paper.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>23</td>
<td>Special curriculum has been framed for the education of the disabled children in the regular schools.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>24</td>
<td>In inclusive education setup, students affected by Dyslexia and Dysgraphia are permitted to select only two languages from three languages prescribed.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>25</td>
<td>Special financial allowances are given to the disabled students by the Goa Government who are enrolled in the regular Schools.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>26</td>
<td>In an inclusive education set up the hearing handicapped are exempted from performing experiments based on sound or on the reflection of sound.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
<tr>
<td>27</td>
<td>In an inclusive education setup the visually handicapped are provided with a writer.</td>
<td>Y</td>
<td>N</td>
<td>DK</td>
</tr>
</tbody>
</table>
APPENDIX No. 22

Case Study Questionnaire for the 12 Inclusive Schools

1. What is the total number of students in your school?
2. What is the total number of regular students in your school?
3. What is the total number of disabled/special students in your school?
4. Please give the break-up in terms of types of disabilities affecting the disabled students in your school.
5. What is the total number of regular teachers in your school?
6. What is the total number of special teachers in your school?
7. When was your school started?
8. When did your school convert to Inclusive school?
9. Do you have Resource room for the disabled students in your school? If Yes please tell when was the Resource Room established?
10. How many teachers are working in your Resource Room for the disabled students?
11. Who does the supervision of the Resource Rooms in your Inclusive school?
12. What is the criteria for appointing special teachers for Resource Rooms in your Inclusive school?
13. Does the Government pay the salaries of all the special teachers working in the Resource Rooms in your Inclusive school?
14. If yes then please state what is the scale and mode of payment for the resource personnel visiting the special schools for the Students with disabilities?
15. Are all the Special teachers working for the disabled students in your school are trained as special teachers for the Students with disabilities? What is their training?
16. Has the Directorate of Education of Goa Government conducted any survey about the number of disabled students studying in your Inclusive schools?
17. What has been the total budget allocated by Government for the education of the disabled students in your school?
18. What facilities are present for the education of the disabled students in your school?
19. What activities are conducted by your school for the awareness, education and socialization of the disabled students?
20. What are the problems faced by your school by adopting the inclusive education model with regard to
APPENDIX No. 23

Case Study Questionnaire for the 12 students with disabilities studying in the Inclusive Schools

1. What is the age of your child?
2. What is the nature of disability suffered by your child?
3. What was the medical intervention done?
4. When was your child first admitted for schooling?
5. Where was your child first admitted for schooling?
6. When was your child admitted to the inclusive school?
7. If your child was not originally studying in an Inclusive school then please inform what made you take the decision to admit him/her to the inclusive education.
8. Have you witnessed and marked improvement in your child abilities, behaviour, emotional development, social interaction skills after he/she joined the Inclusive school?
9. Has your child also improved academically after being enrolled in the Inclusive school?
10. What are your conclusions and suggestions about the inclusive education?
## Schemes In Goa for the Disabled Persons

### Goa Government’s Scheme for Welfare of Disabled Persons

<table>
<thead>
<tr>
<th>No.</th>
<th>Scheme Description</th>
<th>Stipend/Financial Assistance</th>
<th>Eligibility Requirements</th>
<th>Amount/Requirments</th>
<th>Duration</th>
<th>Approving Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Stipend to the Disabled Students</td>
<td>St. 1st to IVth – Rs.200/- pm St. Vth to VIIIth Rs.200/- pm St. IX &amp; Xth Rs.300/- pm</td>
<td>Head of the Educational Institution</td>
<td>Rs. 1,50,000 per annum</td>
<td>One month</td>
<td>1. Asst. Director (W. D) 2. Director of Social Welfare.</td>
</tr>
<tr>
<td>2</td>
<td>Scholarship to disabled students from Std. IX onwards</td>
<td>Amount varied according to course undertaken from Rs. 500/- to Rs. 900/- pm</td>
<td>Head of the Educational Institution</td>
<td>Rs. 1,50,000 per annum</td>
<td>One month</td>
<td>1. Asst. Director (W. D) 2. Director of Social Welfare.</td>
</tr>
<tr>
<td>3</td>
<td>Financial assistance for self employment to disabled persons</td>
<td>Varies from Rs. 5000 to Rs. 15000/- (25% subsidy 75% loan interest free) repayable within ten years.</td>
<td>B.D.O. respective Taluka</td>
<td>Rs. 1,50,000 per annum</td>
<td>One month</td>
<td>1. Asst. Director (W. D) 2. Director of Social Welfare.</td>
</tr>
<tr>
<td>4</td>
<td>Dayanand Social Security Scheme</td>
<td>Rs. 1000 p.m. for Senior Citizens, Widow and Adult Disabled persons etc. Rs. 1500/- p.m. for Disabled Children</td>
<td>Director of Social Welfare</td>
<td>Less than Rs. 1000/- per month.</td>
<td>One month</td>
<td>1. Asst. Director (W. D) 2. Director of Social Welfare.</td>
</tr>
<tr>
<td>5</td>
<td>Claim of 50% subsidy for motorized vehicle on petrol / diesel to disabled</td>
<td>50% subsidy on 15 ltrs of petrol / diesel upto month for vehicle upto 2 H.P. and 25 ltrs petrol / diesel per month for</td>
<td>Director of Social Welfare</td>
<td>Rs. 150000/- per annum</td>
<td>One month</td>
<td>1. Asst. Director (W. D) 2. Director of Social Welfare.</td>
</tr>
<tr>
<td>No.</td>
<td>Scheme Description</td>
<td>Benefits</td>
<td>Responsible Authority</td>
<td>No. of Weeks</td>
<td>Application Requirements</td>
<td></td>
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<tr>
<td>6</td>
<td>Issue of Identify cards to disabled persons.</td>
<td>To minimize the difficulties of disabled on availing the benefits admissible to them on production of such card.</td>
<td>An identity card</td>
<td>No limit</td>
<td>1) Disability Certificate  2) 3 photographs  3) Birth Certificate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Director of Social Welfare</td>
<td>7 days</td>
<td>1. Asst. Director (W. D)  2. Director of Social Welfare</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Awards for marriage with the disabled</td>
<td>To encourage a normal person to accept the disabled as a life partner.</td>
<td>Rs. 25,000/-</td>
<td>BDO of the concerned Block</td>
<td>Rs. 150,000 per annum</td>
<td>1) Disability Certificate  2) Marriage certificate 3) Income Certificate</td>
</tr>
<tr>
<td>8</td>
<td>Assistance to organisation for disabled with cerebral palsy / mental retardation</td>
<td>To render selective recurring &amp; non-recurring support to organization for developing infra-structural facilities, training, etc.</td>
<td>100% of the approved cost on recurring and non-recurring expenditure of the organisation</td>
<td>Directorate of Social Welfare</td>
<td>No limit</td>
<td>Detailed project report</td>
</tr>
<tr>
<td>9</td>
<td>Assistance to voluntary organisation for special schools for disabled</td>
<td>To cater the special problems of the disabled.</td>
<td>1) 90% of the approved cost on recurring expenditure  2) Upto Rs. 10 lakhs for construction of building</td>
<td>Directorate of Social Welfare</td>
<td>No limit</td>
<td>Detailed project report</td>
</tr>
<tr>
<td>10</td>
<td>Scheme of assistance to organisation for the disabled persons</td>
<td>To cater the special problems of the disabled.</td>
<td>1) 90% of the approved cost on recurring expenditure  2) Upto Rs. 10 lakhs for construction of building</td>
<td>Directorate of Social Welfare</td>
<td>No limit</td>
<td>Detailed project report</td>
</tr>
<tr>
<td>11</td>
<td>District Disability Rehabilitation Center Bambolim</td>
<td>To provide the disabled quality type durable sophisticated and scientifically manufactured modern standard aids/appliances</td>
<td>AIDS / appliances as per need.</td>
<td>Directorate of Social Welfare</td>
<td>-</td>
<td>1) Disability Certificate  2) Medical Certificate specifying aids / appliances. 3) Identify Card Issued by DSW</td>
</tr>
<tr>
<td>No.</td>
<td>Scheme Name</td>
<td>Description</td>
<td>Eligibility Criteria</td>
<td>Approving Authority</td>
<td>Sanctioned Amount</td>
<td>Documentation</td>
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<tr>
<td>12</td>
<td>Financial assistance to persons with severe disabilities</td>
<td>To provide the financial support to severely disabled</td>
<td>Quarterly interest on the fixed deposits of Rs. 20,000/- for a term of 10 years and thereafter Rs. 20,000/- are transferred to beneficiary.</td>
<td>Directorate of Social Welfare</td>
<td>Rs. 15,000/-</td>
<td>1) Medical certificate showing 100% disability. 2) Passport size photos (2) 3) Income Certificate 4) Identity Card issued by DSW</td>
</tr>
<tr>
<td>13</td>
<td>Financial assistance to an institution for project concerning detection, intervention and prevention of disabilities of person with disabilities.</td>
<td>To encourage and promote services including early detection, intervention and prevention of disabilities and rehabilitation of person with disability.</td>
<td>Rs. 20,000 upto Rs. 2,00,000 can be sanctioned</td>
<td>Directorate of Social Welfare</td>
<td>No limit</td>
<td>Detailed project report</td>
</tr>
<tr>
<td>14</td>
<td>State Awards</td>
<td>To encourage human efforts for rehabilitation of disabled</td>
<td>Best Employees (3) Rs. 25,000/- Best Employer (I) Rs. 25,000/- Best N.G.O. (I) Rs. 25000/- Best Blocks (I) Rs. 25,000/-</td>
<td>Directorate of Social Welfare</td>
<td>Not applicable</td>
<td>Details of achievement</td>
</tr>
<tr>
<td>15</td>
<td>Mamta</td>
<td>To provide residential school to the Mentally Retarded Children</td>
<td>Rs. 50 lakhs</td>
<td>Directorate of Social Welfare</td>
<td>Not applicable</td>
<td>Application in prescribed form</td>
</tr>
</tbody>
</table>
APPENDIX 25

EDUCATION OF THE DISABLED STUDENTS

CONCESSIONS FOR VI

1) More teaching aids are used by the teacher, innovative colourful and attractive, demonstrations.
2) The mater is taught at a slower pace, with lot of repetitions and clarifications. The important matter is highlighted and read out loud.
3) Personal guidance is given where in at times over to one attention is given at the resource room after / during class houses.
4) Teaching Aids like the overhead projector is used at times.
5) The furniture is modified if possible where the benches for the visually and the hearing handicapped are brought right in front near the teacher.
6) Magnifying lens are also used by the teacher to read the matter for the visually impaired students.
7) Tactile maps are also used to teach the visually impaired.
8) For the visually impaired instead of the second language and 3rd language and 3rd language and for Maths of the subjects mentioned in the Annexure ‘B’ of the concessions for the visually unpaid are offered – circular No.2 dated 16/2/1998.

Namely-

1. Drawing and Painting
2. Clay modeling and Ceramics
3. Metal Craft
4. Furniture Design
5. Textile Design
6. Interior Decoration
7. Elements of Industrial Crafts
8. Tailoring – Cutting
9. Embroidery and Needlework
10. Typography
11. Typewriting
12. Hand made paper making
13. Cane and Bamboo work
14. Fisheries
15. Clay modeling leading to pottery
16. Woodwork
17. Textile Technology – woaving
18. Textile Technology Dyeing
19. Engineering Drawing
20. Preparation of wire articles
21. Photography
11. Junior Chemical Technology    22. Puppetry

9) In case of severe visual impairment subjects like work experience, physical education and social services / Red Cross / NCC / guiding is also exempted provided prior permission of the Medical Board is sought.

10) Question paper is more objective and not much of essay time questions.

11) They shall be given in option to choose the hearest centre convenient to them.

12) They shall be given extra time not exceeding 30 minutes to answer the paper.

13) They shall be provided with a writer on receipt of intimation to that effect
   - The qualifications of the writer should be necessarily one standard less then the examination for which the candidate is appearing.

14) They shall be exempted from drawing figures, graphs, maps, etc. and the marks shall be increased proportionately.

15) Those opting for Science shall be exempted from performing practicals and the marks secured in theory should be increased proportionately.

**HEARING HANDICAPP**

1) More teaching aids are used by the teacher, innovative colourful attractive, demonstrations.

2) The mater is taught at a slower pace, with lot of repetitions and clarifications. The important matter is highlighted and read out loud.
3) Personal guidance is given where in at times over to one attention is given at the resource room after / during class houses.

4) Teaching Aids like the overhead projector is used at times.

5) The furniture is modified if possible where the benches for the visually and the hearing handicapped are brought right in front near the teacher.

6) For the visually impaired instead of the second language and 3rd language and 3rd language and for Maths of the subjects mentioned in the Annexure ‘B’ of the concessions for the visually unpaid are offered – circular No.2 dated 16/2/1998.

7) In case of severe visual impairment subjects like work experience, physical education and social services / Red Cross / NCC / guiding is also exempted provided prior permission of the Medical Board is sought.

8) They shall be given an option to choose the nearest centre convenient to them.

9) They shall be given extra time not exceeding 30 minutes to answer the paper.

10) They shall be provided with a writer if asked for
   - The qualifications of the writer should be necessarily one standard less than the examination for which the candidate is appearing.

11) They shall be exempted from experience based on sound or reflection of sound.

1. Drawing and Painting 12. Hand made paper making
2. Clay modeling and Ceramics 13. Cane and Bamboo work
<table>
<thead>
<tr>
<th></th>
<th>Subject</th>
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<tbody>
<tr>
<td>3</td>
<td>Metal Craft</td>
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<tr>
<td>4</td>
<td>Furniture Design</td>
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<td></td>
<td>pottery</td>
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<tr>
<td>5</td>
<td>Textile Design</td>
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<tr>
<td>6</td>
<td>Interior Decoration</td>
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<td>Tailoring – Cutting</td>
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<td>14</td>
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<td>15</td>
<td>Clay modeling leading to pottery</td>
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<td>16</td>
<td>Woodwork</td>
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<td>17</td>
<td>Textile Technology – weaving</td>
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<td>18</td>
<td>Textile Technology Dyeing</td>
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<td>19</td>
<td>Engineering Drawing</td>
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<tr>
<td>20</td>
<td>Preparation of wire articles</td>
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<tr>
<td>21</td>
<td>Photography</td>
</tr>
<tr>
<td>22</td>
<td>Puppetry</td>
</tr>
</tbody>
</table>

**FOR STUDENTS WITH LEARNING DISABILITY SUCH AS DYSLEXIA, DYSGRAPHIA OR DYSCALCULIA**

1. Teachers of the relevant subjects should take an oral test and / or multiple choice questions for the students along with the usual written examination for Standard I to VII. At the time of deciding final results at terminal examinations, the average of the combined written and oral exams should be taken into account and be the deciding factor in promotion to higher standards.

2. All such students from Standard I to VII are permitted to obtain a writer for the written examination. They should be allowed an extra half hour time for each examination paper.

3. These students are excluded from, having to draw diagrams, graphs, charts in the written examination and marks of the concerned questions / sub questions for Geometry, Science and Geography should be based on the rest of the paper.

4. When such a handicapped student fails in examination he/she should may be given 20 extra marks (grace marks). These can be given in one ore more subjects.
5. Students affected by Dyslexia and Dysgraphia are permitted to select only two languages prescribed and to choose under the “Word Practical Experience” section in place of the third language.

6. Permission will be given to students with Dyscalculia to drop Algebra and Geometry and in their place to be examined in arithmetic taught in the Standard VII and one subject under the section “Work Experience”.

7. They are permitted to use Reader for reading of question paper.

8. Spelling errors and reversal of numbers should be overlooked of students with Learning Disability / Difficulty.

9. These students are to be allowed to use the calculator.

**FOR ORTHOPEDICALLY HANDICAPPED**

1. They are met to sit on the first bench.

2. A writer is provided during examination if unable to write.

3. If the educational institution is not disabled friendly the class of the said student is shifted on the ground floor.

4. The student is exempted from physical exercises and training.

5. They are given the option to choose the nearest centre for examination convenient to them.

**EDUCATION FOR THE MENTALLY CHALLENGED AND AUTISTIC**

1. This students are exempted from covering all the portion which the other students have to complete.

2. Their question papers are more of objective than essay type.

3. If the students are having a very low I.Q. and other behavioural problems, they are kept at the resource room for most of the time to be taught and occasionally are integrated in the main school.
Presently a new scheme has come into force regarding the education of the differently abled students from the 8th to the 12th wherein the differently abled students will no longer have to study mathematics, science or even social science. They can also opt out of studying the second and third languages. More of occasional subjects like domestic wiring, home science, cookery, confectionery, bakery, agriculture, horticulture, floriculture, etc. will be offered to these students.

SOME OBSERVATIONS

1. Although the educational needs of the differently abled students are catered to there are problems are those of providing a writer.
2. Selection of teachers to teach the occasional subjects.
3. The payment to be made to these occasional teachers.
4. Appointment of special educators and their payments.
5. Setting up of separate questions papers and assessing the same.
6. Some schools do not receive the circular copies.
7. Often due to lack of funds the private school arrangements do not implement the above mentioned facilities for the differently abled students enrolled in their schools.
8. On account of lack of space the holding of occasional classes would be a future problem.