CHAPTER V

MAIN FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.0 Introduction

In the preceding chapter, analysis and interpretation of the data has been presented. This chapter deals with the main findings, educational implications and suggestions for further research.

5.1 Main Findings

The findings of the present study have been presented in eight sections. Section- I deals with the main findings pertaining evaluation of programmes and activities under Sarva Shiksha Abhiyan with reference to education of children with special needs. Section-II deals with the main findings pertaining to views of students (Children without Disabilities and Children with Disabilities) regarding the education of CWSNs. Section-III deals with the main findings regarding views of the teachers with regard to programmes and activities under SSA with reference to education of children with special needs at elementary school level. Section-IV deals with the main findings regarding views of the district functionaries with regard to programmes and activities under SSA with reference to education of children with special needs at elementary school level. Section –V deals with the main findings regarding problems faced by the teachers in implementation of programmes and activities under SSA with reference to education of children with special needs at elementary school level. Section –VI deals with the main findings regarding problems faced by the district functionaries in implementation of programmes and activities under SSA with reference to education of children with special needs at elementary school level. Section-VII deals with the main findings regarding suggestions of the teachers with regard to education of children with special needs at elementary school level. Section-VIII deals with the main findings regarding suggestions of the district functionaries with regard to education of children with special needs at elementary school level.
SECTION-I
Section –I deals with main findings pertaining to evaluation of programmes and activities under Sarva Shiksha Abhiyan with reference to Education of Children With Special Needs at elementary school level.

The main findings of this section are given as follows:

- Majority (78.8%) of the teachers responded that children with special needs were identified through household survey, 45% of the teachers reported that day to day observation of child performance was the bases of identification, whereas 37.8% of the teachers responded that children with special needs were identified through organizing camps. Further majority (74.2%) of the teachers responded that assessment of children with special needs had done by team of specialists and special educator and most of teachers responded that it had been done with the help of Red Cross Society and medical examination was the criteria of assessment of children with special needs. After the medical examination severe disabled children were referred to district level civil hospital as reported by 63.6% of the teachers, they also reported that medical assessment of CWSN was done every year at block level. Most (97%) of the teachers stated that early identification of a disability was a crucial aspect in the prevention/care of the disability.

- The study revealed that majority (69.9%) of teachers responded that CWSN were not covered through home based education, 89.4% of the teachers reported that CWSN were not covered through EGS/AIE centers, majority (60.6%) of the teachers had provided assistive devices facilities to CWSN, 84.8% of the teachers stated that CWSN were involved in socially useful productive work, 53% of the teachers responded that acceptance of children with disabilities was average. It was found that 45.5% of the teachers had positive attitudes towards children with disabilities. Cent percent of the teachers indicated that allowances like escort allowance, assistant allowance, reader allowance, equipment allowance were not provided to CWSN in the school.
All the teachers (cent percent) stated that aids and appliances were provided to CWSN by SSA, majority (71.2%) of teachers pointed out that aids and appliances of high cost also provided to CWSN, 86.4% of the teachers responded that there was delay in providing aids and appliances to CWSN after medical assessment checkup due to procedural flaw. It was also indicated by all the teachers that there was no involvement of NGOs in the activities of CWSN.

All of the teachers (cent percent) reported that CWSN had equal right to admission in the school, majority (62.1%) of teachers responded that orientation was not provided to CWSN in resource room after their admission, 36.3% of the teachers stated that preparatory services were not provided to CWSN after their admission, majority of the teachers had given orientation to the parents of CWSN and children without disabilities in the school, 78.8% of the teachers had used resource teachers services for providing orientation to CWSN, 53% of the teacher responded that resource teacher were providing remedial teaching to CWSN. It was found that computers, audio books, white canes, large print material were not provided properly to CWSN (visually impaired) as supportive equipment in the schools.

Majority (74.2%) of the teachers had received the in-service teacher training for the education of CWSN, 63.3% of the teachers had received training less than one week at block resource centre. Most (87.8%) of the teachers had never gone to orientation training at district/state level.

All the teachers responded that there was resource room in the school, 84.8% of teachers responded that it was maintained by resource teacher, all the teachers stated that equipment were not available in the resource room. Majority (78.7%) of the teachers responded that resource support was inadequate in school for CWSN, 51.5% of the teachers responded the present support system in the school was average for CWSN, all the teachers
reported that vocational training facility was not available in the school for CWSN.

➢ All the teachers responded that the head teacher and district level functionaries never helped them in preparing Individualised Education Plan (IEP) for CWSN, majority (72.8%) of the teachers had never prepared individualised education plan for CWSN.

➢ Majority (71.2%) of the teachers responded that parents counseling was done to retain CWSN in the school, 59% of the teachers expressed that the school facilitates parents- teacher meetings and 43.5% of teachers responded that there was significant effect of parent-teacher meetings on academic and co-curricular programmes whereas 42.2% of teachers viewed that SMC support towards the overall education of CWSN was poor and 59.1% of the teachers stated that the support of the community/community leaders in furthering inclusive education was ‘poor’.

➢ Most (87.9%) of the teachers responded that there was no special school in area within 10kms and they had not interacted with special school for resource support, they also pointed out the special school had not sent any student for admission.

➢ Majority (69.7%) of teachers responded that the facility of friendly toilets was available, (83.3%) of the teachers responded that facilities of ramps were also available, 65.2% of the teachers stated that schools had facility of handrails. 53% of the teachers expressed that barrier free environment was not provided to CWSN in the school.

➢ Majority (77.3%) of teachers stated that cultural activities, disability oriented games and picnic were organized for CWSN, 84.7% of the teachers responded that the duration of games and activities was one day only. All of them responded that after getting position in the games and activities money was given to CWSN as a prize, 51.5% of the teachers opined that the organization of games and activities was ‘poor’.
45.5% of the teachers reported that they do half-yearly evaluation to see the performance of CWSN, majority of them responded that the performance of CWSN was ‘average’ in comparison to children without disabilities in the class and retention of CWSN in the school was seventy five percent, 68.2% of the teachers responded that curriculum modification was necessary for CWSN, 74.2% of the teachers responded that they took oral exam of CWSN to provide facilities while appearing for exams, 56% of the teachers reported that they had no interaction with the state implementing authority.

SECTION-II

Section –II deals with the main findings regarding views of students (children without disabilities and children with disabilities) with regard to Education of Children With Special Needs at elementary school level.

The main findings are given as follows:

PART-I

Views of Children without Disabilities

- Majority of (78.5%) children without disabilities responded that children with disabilities were studying in the school, 62% of children responded that they were aware that some children with disabilities do not attend the school in the locality, majority (67%) of children without had not any friend with disabilities, 58% of children without disabilities responded that they had never visited the home any disabled child, most (91%) of children without disabilities expressed that they had never invited the disabled child to their home, while most (92.5%) of children without disabilities responded that they would like to make friends disabled children, 84.5% of children without disabilities responded that they had seen the equipment used by the children with disabilities, about 56% of children without stated that they had helped the disabled classmate in carrying out academic tasks but most (92%) of children without disabilities stated that they had never taken help from the disabled classmate. Majority (75.5%) of children without disabilities had opined that teachers do not carry out peer sensitization at regular intervals,
94.5% of children without disabilities responded that teachers do not make adaptation while teaching in the class for children with disabilities, 84% of children without disabilities responded that the teachers do not assist the disabled students after the school time in performing academic tasks, 62% of children without disabilities had rated positive attitudes of teachers towards children with disabilities, 80.5% of children without disabilities responded that parents had no objection in the presence of children with disabilities in the classrooms with non-disabled children.

**PART-II**

**Views of Children with Disabilities**

- All children with disabilities responded that they did not get any school-readiness training after admission, 52.5% of children with disabilities reported that they were not discussed by the authorities regarding interaction with others, 72.5% of children with disabilities responded that they were not invited by children without disabilities for visiting their home, 77.5% of children with disabilities responded that they had invited non-disabled children to their home, 85% of children with disabilities indicated that they had taken help from non-disabled classmate in carrying out academic task, during games, during outings, 77.5% of children with disabilities responded that they had friends from among children without disabilities, about 55% of children with disabilities that they had helped non-disabled classmate in carrying out academic tasks. Most (92.5%) of children with disabilities reported that they were not discriminated by the teachers, 82.5% of children with disabilities responded that they had never felt discriminated, 57.5% of children with disabilities were benefitted more by the presence of non-disabled children. Majority (75%) of children with disabilities responded that they were not taken to resource room, 85% of children with disabilities responded that they were not assisted by their teachers after the school time in performing academic tasks, 77.5% of children with disabilities responded that the teacher had positive attitudes towards them, 87.5% of children with
disabilities stated that parents of children without disabilities had no objection of their presence in the classrooms.

SECTION –III

Views of the teachers regarding programmes and activities under sarva shiksha abhiyan with reference to Education of Children With Special Needs at elementary school level

Views of the Teachers regarding Awareness

- The awareness regarding the activities being organized by SSA for the education of CWSNs in the schools was good.
- The awareness regarding the learning of basic skills of CWSNs through programmes and activities under SSA, awareness regarding the effectiveness of implementing programmes and activities under SSA, the effectiveness of awareness programmes about the education of CWSNs among the society and the awareness of the participation of parents of CWSNs in advocacy programmes on inclusive education was average.
- It found that there was no consensus among the teachers regarding the awareness of the familiarization of parents/community with the concept of inclusive education and there was also no consensus among the teachers regarding the awareness about the education of CWSNs among parents and community.
- The awareness regarding the programmes being run by SSA for the parents and community guidance was poor.

Views of the Teachers regarding Identification and Assessment

- Identification of children with special needs under SSA to fulfill their educational needs was good.
- The assessment of CWSN at block level, the learning of CWSN and non-disabled together, procedure of disability assessment of children with special needs under SSA, the convergence with primary health centre for detection, identification and assessment of children with special needs, the effectiveness of implementing of Inclusive Education in the school,
the process of certification of children with special needs under SSA was average.

- It was found that there was no consensus among the teachers regarding the facility of medical camp provide to children with special needs at block level.

**Views of the Teachers regarding Educational Placement**

- The access to education to children with special needs due to SSA IED scheme, the education provided together to CWSN with other students enhancing the involvement, the acceptance of children with special needs in the class by the teacher, the acceptance of individuality and diversity of CWSN by other student was good.
- The personal care by the teacher for quality education of CWSN was average.

**Views of the Teachers regarding Aids and Appliances**

- The quality of aids and appliances provided to children with special needs by SSA was good.
- The procedure of providing aids and appliances to children with special needs after medical assessment was neither indicated as good nor poor by the teachers.
- It implies that repairing of aids and appliances by SSA was poor.

**Views of the Teachers regarding Resource Support**

- The performance of special teacher towards the quality education of CWSNs in the school was good.
- The facility of resource teacher for the education of children with special needs in the block, specialized help of children with special needs by resource teacher, the collaboration of teachers with special teacher about the teaching of children with special needs in the school was average.
- Linkage between schools and special school functioning for the education of children with special needs was poor and inclusive education volunteers’ facility in the block for Home based education was poor.
Views of the Teachers regarding Support Services

➢ Curriculum modification by the teachers to suit the needs of children with special needs, the efforts made by the teachers for improving teaching strategy for CWSN, remedial teaching provided to children with special needs in the school was average.

➢ It was found that there was no consensus among the teachers regarding the simplification of the content done by teachers for children with special needs and regarding the teaching strategies adopted by teachers for CWSN.

Views of the Teachers regarding Teacher Training

➢ Adequacy of inclusive education training to the teachers, the effectiveness of teacher training about inclusive education, adaptation of new teaching methods by the teachers after training, getting advantage through inclusive training by the teachers and the organization of training programme related to inclusive education at block level was average.

➢ It was found that there was no consensus among the teachers regarding the resolving the problem of CWSNs after getting training.

Views of the Teachers regarding Removal of Architectural Barriers

➢ Removal of architecture barriers and Infrastructural modification for CWSN by SSA in the school was good.

➢ The environmental modification done in the school for the educational needs of children with special needs was average.

Views of the Teachers regarding Parental and Community Mobilization

➢ Involvement of community in the programmes organized by SSA for the education of children with special needs and involvement of community with the school authority to organize inclusive education programmes was average. Efforts made by SSA for the community mobilization were average.

➢ Encouragement to CWSN by SMC to attend the school and role of school management committee in sending children with special needs in school after training was average.

➢ The training provided to parents of severely disabled children by SSA was poor.
Views of the Teachers regarding Evaluation and Monitoring

- Inspection of SSA authorities on the educational performance of CWSN in the school and role of SSA authorities to provide quality of education to CWSN was average.
- The evaluation of Inclusive Education programmes from time to time by SSA was poor.

SECTION-IV

Views of the district functionaries regarding programmes and activities under sarva shiksha abhiyan with reference to Education of Children With Special Needs at elementary level

Views of the District Functionaries regarding Awareness

- The awareness regarding the learning of basic skills of children with special needs through programme and activities and the effectiveness of implementing programmes and activities under SSA was good, further the effectiveness of awareness programmes about the education of CWSNs among the society was good. Furthermore the awareness regarding the programmes being run by SSA for the parents and community guidance and the activities being organized by SSA for the education of CWSNs in the schools was good.
- The awareness regarding the familiarization of parents/community with the concept of inclusive education and the awareness about the education of CWSNs among parents and community was average.
- It was found that there was no consensus among the district functionaries regarding the awareness of the participation of parents of CWSNs in advocacy programmes on inclusive education.

Views of the District Functionaries regarding Identification and Assessment

- Identification of children with special needs under SSA to fulfill their educational needs, the assessment at block level, the facility of medical camp, the learning of CWSN and non-disabled together was good, further
procedure of disability assessment of children with special needs under SSA and the process of certification was good.

- The convergence with primary health centre for detection, identification and assessment of children with special needs and the effectiveness of implementing of Inclusive Education in the school was average.

**Views of the District Functionaries regarding Educational Placement**

- The education provided together to CWSN with other students enhancing the involvement was good, the personal care by the teacher for quality education of CWSN, the access of education to children with special needs due to SSA IED scheme and the acceptance of children with special needs in the class by the teacher was good. The district functionaries had positive attitude towards children with special needs.

- The acceptance of individuality and diversity of CWSN by other student was average.

**Views of the District Functionaries regarding Aids and Appliances**

- The quality of aids and appliances provided to children with special needs by SSA was good.

- The procedure of providing aids and appliances to children with special needs after medical assessment was neither good nor poor.

- Repairing of aids and appliances by SSA was poor.

**Views of the District Functionaries regarding Resource Support**

- The collaboration of teachers with special teacher about the teaching of children with special needs in the school was good.

- The performance of special teacher towards the quality education of CWSNs in the school, linkage between schools and special school functioning about the education of children with special needs was average. The facility of resource teacher for the education of children with special needs in the block was average.

- Inclusive Education Volunteers facility in the block for Home based education was poor.
Views of the District Functionaries regarding Support Services

- Curriculum modification by the teachers to suit the needs of children with special needs, the efforts made by the teachers for improving teaching strategy, remedial teaching provided in the school and simplification of the content done by teachers was average.

Views of the District Functionaries regarding Teacher Training

- Adequacy of inclusive education training, adaptation of new teaching methods by the teachers after training and advantage through inclusive training by the teachers was average; further resolving problem of CWSN after getting training by the teachers was average.
- It was found that there was no consensus among the district functionaries regarding the organization of training programme related to inclusive education at block level.

Views of the District Functionaries regarding Removal of Architectural Barriers

- Removal of architecture barriers and infrastructural modification for CWSN by SSA in the school was good.
- The environmental modification done in the school for the educational needs of children with special needs was average.

Views of the District Functionaries regarding Parental and Community Mobilization

- Involvement of community in the programmes organized by SSA for CWSN, role of school management committee (SMC) in sending children with special needs in school and involvement of community with the school authority to organize inclusive education programmes was average. The efforts made by SSA for the community mobilization were average.
- The training provided to parents of severely disabled children by SSA was poor.
Views of the District Functionaries regarding Monitoring and Evaluation

Inspection of SSA authorities on the educational performance of CWSN and monitoring of the educational facility of CWSN was average, further the evaluation of inclusive education programmes from time to time by SSA was average.

SECTION- V

This section deals with main findings regarding views of teachers with regard to problems faced by them during the execution/implementation of programmes and activities under Sarva Shiksha Abhiyan with reference to Education of Children With Special Needs at elementary school level.

71.96% to 80.30% of the teachers were of the view that the following problems faced by them ‘To Great Extent’ during the execution/implementation of programmes and activities under Sarva Shiksha Abhiyan with reference to Education of Children With Special Needs at elementary school level.

- Teaching Aids and material specifically for CWSNs were not available in the school, (79.5% of the teachers indicated)
- Non availability of physical environment in terms of disabled friendly buildings, play grounds, furniture, (73.4% of the teachers indicated)
- Organization of counseling programmes for sensitivity and awareness among community at grass root level was not appropriate, (72.7% of the teachers indicated)
- There were attitudinal barriers to give facility to CWSNs in the society, (75.7% of the teachers indicated)
- Instructions were not adopted by the teacher in the class to meet special needs of students, (71.9% of the teachers indicated)
- Parents of CWSN had faced problems during CWSNs activities, (75% of the teachers indicated)
- There was no facility in the resource room for CWSNs according to their disabilities, (71.9% of the teachers indicated)
- No separate curriculum was provided for CWSNs according to their disability in the school, (780.3% of the teachers indicated)
• No active participation of SSA authorities in teaching learning process of CWSNs, (72.7% of the teachers indicated)

65.9% to 69.6% of the teachers were of the view that the following problems faced by them ‘To Some Extent’ during the execution/implementation of programmes and activities under Sarva Shiksha Abhiyan with reference to Education of Children With Special Needs at elementary school level.

• The role of SMC was not satisfactory with regards to improve status of CWSNs in the society, (65.9% of the teachers indicated)

• There was no training/demonstration for proper use of Aids and appliances for parents of CWSNs, (66.6% of the teachers indicated)

• There was no provision of repair of Aids and appliances under SSA, (68.1% of the teachers indicated)

• There was no transportation facility provided to CWSNs and their parents during the medical assessment camp, (68.1% of the teachers indicated)

• No medical certificates were given to CWSNs after medical assessment” (66.6% of the teachers indicated)

41.6% to 46.9% of the teachers were of the view that the following problems faced by them ‘Not At All’ during the execution/implementation of programmes and activities under Sarva Shiksha Abhiyan with reference to Education of Children With Special Needs at elementary school level.

• In the school CWSNs were treated as a separate section of human beings, (41.6% of the teachers indicated).

• There was difficulty in the class including CWSNs in teaching learning activities,(41.60% of the teachers indicated).

• Placements of CWSNs in class negatively affect the achievement of other students, (46.9% of the teachers indicated).

SECTION-VI

This section deals with main findings regarding views of district functionaries with regard to problems faced by them during the execution/implementation of programmes and activities under Sarva Shiksha Abhiyan with reference to Education of Children With Special Needs at elementary school level.
65% to 73% of the district functionaries were of the view that the following problems faced by them ‘To Great Extent’ during the execution/implementation of programmes and activities under Sarva Shiksha Abhiyan with reference to Education of Children With Special Needs at elementary school level.

- Non availability of physical environment in terms of disabled friendly buildings, play grounds, furniture, (65% of the district functionaries indicated)
- Organization of counseling programmes for sensitivity and awareness among community at grass root level was not appropriate, (67.5% of the district functionaries indicated)
- Instructions were not adopted by the teacher in the class to meet special needs of students, (65% of the district functionaries indicated)
- There was no provision of repair of Aids and appliances under SSA, (66.7% of the district functionaries indicated)
- There was no transportation facility provided to CWSNs and their parents during the medical assessment camp,(69.8% of the district functionaries indicated)
- Parents of CWSN had faced problems during CWSNs activities, (65.9% of the district functionaries indicated)
- There was no facility in the resource room for CWSNs according to their disabilities, (73% of the district functionaries indicated)
- No separate curriculum was provided for CWSNs according to their disability in the school, (67.5% of the district functionaries indicated)

56.3% to 62.5% of the district functionaries were of the view that the following problems faced by them ‘To Some Extent’ during the execution/implementation of programmes and activities under Sarva Shiksha Abhiyan with reference to Education of Children With Special Needs at elementary school level.

- There was difficulty in the class including CWSNs in teaching learning activities,(59.5% of the district functionaries indicated)
• Teaching Aids and material specifically for CWSNs were not available in the school, (61.1% of the district functionaries indicated)

• The role of SMC was not satisfactory with regards to improve status of CWSNs in the society, (61.1% of the district functionaries indicated)

• There were attitudinal barriers to give facility to CWSNs in the society, (58.7% of the district functionaries indicated)

• There was no training/demonstration for proper use of Aids and appliances for parents of CWSNs, (61.1% of the district functionaries indicated)

• Placements of CWSNs in class negatively affect the achievement of other students, (56.3% of the district functionaries indicated)

• No active participation of SSA authorities in teaching learning process of CWSNs, (62.7% of the district functionaries indicated)

36.5% to 45.2% of the district functionaries were of the view that the following problems faced by them ‘Not At All’ during the execution/implementation of programmes and activities under Sarva Shiksha Abhiyan with reference to Education of Children With Special Needs at elementary school level.

• In the school CWSNs are treated as a separate section of human beings, (36.5% of the district functionaries indicated)

• No medical certificates were given to CWSNs after medical assessment, (45.2% of the district functionaries indicated)

SECTION-VII

This section deals with the main findings regarding suggestions of the teachers with regard to Education of Children With Special Needs at elementary school level.

87.7% to 93.9% of the teachers had given the following suggestions ‘To Great Extent’ with regard to Education of Children With Special Needs at elementary school level.

• Awareness raising programmes should be organized to sensitize the administrators and local body members, (89.3% of the teachers indicated)

Instruction manual and guide books should be prepared in regional language for teachers and community, (87.8% of the teachers indicated)
• Regional level seminars/workshops should be organized for sharing the experience at regular interval at district level,(90.1% of the teachers indicated)
• Medical examination of CWSNs should be conducted at panchayat level,(87.8% of the teachers indicated)
• Experts should be appointed for monitoring the progress of CWSNs in every school,(90.1% of the teachers indicated)
• Resource room facility should be provided to CWSNs in every school,(87.8% of the teachers indicated)
• Inclusive education logo should be provided to every school,(93.1% of the teachers indicated)
• Awareness campaign should be conducted through state level literacy mission,(90.1% of the teachers indicated)
• Motivation and counseling should be given to parents of CWSN,(87.8% of the teachers indicated)
• Resource Teacher should be appointed in every school,(89.3% of the teachers indicated)
• More aids and appliances should be given to CWSN after assessment” (90.9% of the teachers indicated)
• Networking of SSA needed with the department of social justice and empowerment for CWSN education,(93.9% of the teachers indicated)
• More funds should be allocated for the awareness programmes,(92.4% of the teachers indicated)
• Awareness should be started on the clauses of PWD Act, 1995, (93.9% of the teachers indicated)

82.5% to 87.1% of the teachers had given the following suggestions ‘To Some Extent’ with regard to Education of Children With Special Needs at elementary school level.

• More and more awareness programmes at grass root level should be started,(87.1% of the teachers indicated)
• For the inclusion of CWSNs children with other children orientation programme should be organized at school level,(87.1% of the teachers indicated)
• The success stories of CWSNs should be published in print media,(86.3% of the teachers indicated)
• Medical person should be appointed for conducting survey about the disability instead of teacher,(84.0% of the teachers indicated)
• Preparatory centers for early intervention of CWSNs should be strengthened,(85.6% of the teachers indicated)
• Working of Aanganwari centers for CWSNs should be strengthened, (86.3% of the teachers indicated)
• More and more rehabilitation professional should be involved in the awareness programmes for CWSN,(84.0% of the teachers indicated)
• Transportation facility should be provided to CWSNs,(85.6% of the teachers indicated)
• Teachers should be provided training course in multi disability,(82.5% of the teachers indicated)
• Children with multiple disabilities should be accepted by the teachers,(87.1% of the teachers indicated)
• NCC and NSS volunteers should be involved for the awareness of CWSNs education among the community,(84.8% of the teachers indicated)

SECTION-VIII

This section deals with the main findings regarding suggestions of the district functionaries with regard to Education of Children With Special Needs at elementary school level.

80.2% to 89.7% of the district functionaries had given the following suggestions ‘To Great Extent’ with regard to Education of Children With Special Needs at elementary school level.

• For the inclusion of CWSNs children with other children orientation programme should be organized at school level,(82.5% of the district
functions indicated)

- Medical person should be appointed for conducting survey about the disability instead of teacher, (88.9% of the district functionaries indicated)
- Preparatory centers for early intervention of CWSNs should be strengthened, (82.5% of the district functionaries indicated)
- Working of Aanganwari centers for CWSN should be strengthened, (84.1% of the district functionaries indicated)
- Instruction manual and guide books should be prepared in regional language for teachers and community, (85.7% of the district functionaries indicated)
- Regional level seminars/workshops should be organized for sharing the experience at regular interval at district level, (84.9% of the district functionaries indicated)
- Medical examination of CWSNs should be conducted at Panchayat level, (80.2% of the district functionaries indicated)
- Transportation facility should be provided to CWSNs, (81.7% of the district functionaries indicated)

Experts should be appointed for monitoring the progress of CWSNs in every school, (83.3% of the district functionaries indicated)
- Resource Room facility should be provided to CWSNs in every school, (85.7% of the district functionaries indicated)
- Children with multiple disabilities should be accepted by the teachers, (82.5% of the district functionaries indicated)
- Inclusive education logo should be provided to every school, (82.5% of the district functionaries indicated)
- Awareness campaign should be conducted through state level literacy mission, (80.9% of the district functionaries indicated)
- More aids and appliances should be given to CWSN after assessment, (84.1% of the district functionaries indicated)
- Networking of SSA needed with the department of social justice and empowerment for CWSN education, (89.7% of the district functionaries indicated)
More funds should be allocated for the awareness programmes,(89.7% of the district functionaries indicated)

Awareness should be started on the clauses of PWD Act, 1995,(89.7% of the district functionaries indicated)

74.6% to 79.4% of the district functionaries had given the following suggestions ‘To Some Extent’ with regard to Education of Children With Special Needs at elementary school level.

- Awareness raising programmes should be organized to sensitize the administrators and local body members,(74.6% of the district functionaries indicated)
- More and more awareness programmes at grass root level should be started,(79.4% of the district functionaries indicated)
- The success stories of CWSNs should be published in print media,(79.4% of the district functionaries indicated)
- More and more rehabilitation professional should be involved in the awareness programmes for CWSNs,(76.9% of the district functionaries indicated)
- Teachers should be provided training course in multi disability,(76.2% of the district functionaries indicated)
- NCC and NSS volunteers should be involved for the awareness of CWSN education among the community,(79.4% of the district functionaries indicated)
- Motivation and counseling should be given to parents of CWSN,(96.9% of the district functionaries indicated)
- Resource Teacher should be appointed in every school,(77.8% of the district functionaries indicated)

5.2 Educational Implications of the study

The present research study has its implications for Central and State Governments, Statutory Bodies RCI/National Education Authorities like NCTE, NCERT etc., Policy Makers/Planners, Educational Administrators, State Project Directorate, Project Approval Board (PAB) of Ministry of Human Resource
Development (MHRD), Heads/ Teachers of Government schools, Educationists, Counselors, Doctors, Social Workers, Media Personnel, Parents, Professionals in the field of special education, Researchers and different Academic Bodies associated with School Education. An attempt has been made in this study to present an overview of programmes and activities under Sarva Shiksha Abhiyan with reference to education of children with special needs at elementary school level, problems faced by the teachers in implementation of programmes and activities, views of administrators, teachers and students with regards to education of CWSNs. Therefore the study provides an insight with special reference to improvement in the programmes of SSA, which also aims at qualitative improvement of inclusive education in the elementary schools and provides barrier free environment to CWSNs in school and classroom for their full inclusion. The usefulness of the present study from the part of view of its implications can be indicated as follows:

- It emphasises to increase awareness among government organizations and community about the strengths and limitations of CWSNs.
- The study highlights the need to create an awakening among students, teachers and administrators about services and facilities provided by the government to CWSNs, not to discriminate on grounds of special educational needs or physical appearance.
- Motivation of the functionaries and teachers to receive training in inclusive education.
- Involvement of Medical Officer, PHC, Red-Cross, NGOs, District Rehabilitation Centre and Special Schools in the implementation of programmes and activities under SSA with reference to education of CWSNs.
- Filling up of between the gap of theory and practice with special reform to available resources under SSA and others programmes for CWSNs by knowing the real situation.
- It development/creation of awareness among the community members and parents and children that every child with special needs has a right to education in neighbourhood school.
- Emphasizes on providing equal opportunities to CWSNs to participate in social useful works and contribute towards the growth of society.

- Needed efforts on conceptual clarity about the education of children with special needs among functionaries, teachers and students.

- Sensitization of the Policy Makers about the magnitude of problems of CWSNs which in turn may inspire to allocating larger funds for programmes and activities of CWSNs.

- It emphasis the need for the teachers to create enough flexibility in syllabi, evaluation, co-curricular activities for CWSNs, plan the lesson i.e. What to teach, How to teach and how much to teach before the teaching process begins. Teaching aids also increase the pace of learning to explain the concepts.

- Inviting the attention of the media to raise awareness about the education of CWSNs and their problems before the local/ district/state authorities and society and enabling the media to help in eradication of deep rooted misconceptions and myths about disability in the society.

- Emphasis on the need to develop an insight in SMC and community in the field of inclusive education and encourage them to participate in camps, orientation programmes, seminars and activities related to education of CWSNs.

- Intervention through the social justice approach in Educational Planning and Management in expansion of special and proper facilities to inclusive education. The thrust of social justice approach is; Justice to all, and injustice to none.

- Provisions and facilities for Schools of Resource room in integrated or inclusive setting. The resource room is to be equipped with some basic appliances needed for educating usually one category children.

- Emphasis on recent interventions in the teacher education programmes both in-service and pre-service is consider attitude towards education of children with disability and implementation of inclusive policy. Therefore, it should be seen as a top priority by the policy makers. Importance of training in the formation of positive attitude towards inclusion.
- Appointment of Resource Teacher is necessary for education of children with disabilities.
- Emphasis on Administrative Intervention is for implementing inclusive education programmes in schools.

5.3 Suggestions for further research
- A similar study can be conducted on a large sample covering all the districts of Haryana.
- A similar study can also be conducted in other States where inclusive education programmes are organized under SSA and RMSA.
- The present study was confined to evaluation of programmes and activities under Sarva Shiksha Abhiyan with reference to Education of Children With Special Needs at elementary school level. Similar studies can also be conducted under RMSA at Secondary level.
- In the present study students, teachers and administrators of elementary level were selected. Similar studies can also be conducted on Parents, Community Members, and NGOs with regard to their awareness in the context existing provisions/programmes of Education for CWSN.