SUMMARY

Introduction

Education is a fundamental human right and is also indispensable in realizing other human rights. Every child has the right to a good quality education. Education for all can be achieved when the inclusion in education is promoted. Inclusive education is concerned with recognizing and realizing the right to education of all children of whatever race, ethnicity, gender, linguistic background or impairment. Inclusion assumes that children with special needs are part of the regular stream and should be treated as such. Inclusion workably implies attending the school that pupil would have attended in the absence of a significance special need. It implies a radical reform of schools in terms of curriculum, assessment, pedagogy and grouping of pupils (Mittler, 2000). Education is the core of equality and empowerment so, it is important for all. A commitment to universal education is now interpreted as requiring attention to all children, including those with disabilities other special educational needs. The goal of Education for All (EFA) receiving priority at international level and has been regarded as an essential precondition for human development. Education has been included in the child’s rights under right for development. Under the influence of disability movement in various countries and advocacy by disabled themselves, the United Nations(UN) passed a series of conventions and declarations like convention on The Right of the Child (1989), World Declaration on Education for All (Jomtien,1990) and UN Standard Rules on the Equalization of opportunities for Persons with Disabilities ( 1992, modified 1993) stated that general education authorities are responsible for the education of persons with disabilities in integrated settings. Education for Persons with Disabilities should form an integral part of national educational planning, curriculum development and school organization (Savolaaainen and Alasuutari, 2000). These gave an impetus to human rights and social justice approach on disability issues and education of disabled. The school reform approach emerged with the Salamanca, World Conference on Special Needs Education Statement, (1994). The concept of inclusive education was first introduced globally through this statement and was adopted by 92 governments and 25 international
organizations as a guideline framework for formulating polices development of inclusive schools and provision of special services. During the past two decades, for Universalization of Elementary Education (UEE) and fulfillment of the mandate of Indian constitution so many efforts have been done by the government. Article 45 of constitution of India commits to ensure free and compulsory education for all children up to age of 14 years. The 86th amendment of the constitution of India (2002) has made education a fundamental right for children in the age group of 6-14 years, the government to ensure that every child including children with disabilities has access to education, and needed support must be provided to children with disabilities for their education. In order to fulfill this obligation all children with disabilities need to be brought within the fold of education. The centrally sponsored scheme of Sarva Shiksha Abhiyan (SSA) has set time bound targets for the achievement of Universal Elementary Education (UEE) by 2010, with “Zero Rejection” as its cornerstone, the programme provides support for the inclusion of children with special needs in general school at the elementary level.

**Significance of the study**

Education of persons with disabilities did not have a special focus until recent years. The existing programmes for children with special needs in the country are special schools, integrated education programmes and inclusive education. Special school concept is more than a century old, integrated education has been wide spread since 1974 after the centrally sponsored intergraded education for disabled children scheme. Inclusive schooling gets momentum recently after Salamanca Declaration (1994) where India is one of the signatory bodies. With all these educational provisions, we are not able to systematize education for all children with special needs. Reports on disabilities in India reveal different statistics. The report of national sample survey organization (NSSO 2002) reveals that numbers of CWSNs is estimated to be 18.53 million, constituting about 1.8 percent of total population (CWSN Persons in India 2002). The report also projects that about 10.63 percent of persons with disabilities have more than one type disability. Rehabilitation council of India (RCI, 1996) estimated that there would be 8.94 million children with locomotors disability, 3.24 million children with hearing
impairment, 1.96 million children with speech defects, 9.00 million children with mental retardation, 4.01 million, children with visual impairment and 3.00 million children with cerebral palsy in the age group of 5-14 years in India. The figures indicate that there is need for the education of CWSNs. The objectives of UEE cannot be achieved without including children with special needs under the ambit of elementary education. Education of CWSN is a relatively new concept and requires a great deal of technical expertise to deal with the needs of children having different kinds of impairments. In the context ‘Zero Rejection’ policy is adopted by SSA for children with special needs and in view of fact that some severely disabled children may require specialized services. Inclusive education is a multi-disciplinary process. In order to enrich and provide quality service to children with special needs. SSA has established linkage with other schemes central and state government to draw benefit from them.

It hardly requires any justification that educational programmes and activities need to be evaluated. After independence so many programme were started by the government to achieve the target of Universalization of Elementary Education (UEE). But till date we are not able to achieve this target because of lack of proper implementation of these policies and programmes. Recently we have started SSA to achieve the goal of UEE. SSA is a broad programme which includes many sub schemes. Inclusive Education is a part of SSA that is playing an important role in the direction of UEE, which aims to provide education to those children who are not enrolled in neighbourhood school with non-disabled children due to disability. The education of such children is very essential to achieve the target of UEE. In such a situation it becomes necessary to evaluate the programmes and activities under Sarva Shiksha Abhiyan with reference to education of children with special needs at elementary school level. Government of India has been spending quite substantial amount of funds for SSA and therefore it also demands such attempts to evaluate the ongoing programme of SSA from time to time in order to know whether the programme objective are being achieved or not. The present study is a genuine attempt in this direction.
Statement of the Problem

“Evaluation of Programmes and Activities under Sarva Shiksha Abhiyan with Reference to Education of Children with Special Needs at Elementary School Level”

Operational Definitions of the Terms used

- **Children With Special Needs (CWSN)**
  Children with special needs are those who deviate from the norm in mental, physical or social characteristics to such an extent that they require a modification of school practices or special educational services in order to develop to their maximum capacities. Or children who experience difficulties in learning due to their impairments in vision, hearing, speech, physical efficiency and intellectual function.

- **Elementary Schools**
  In the present study, the term Elementary Schools refers to those Elementary/Primary schools having classes I–V or I-VIII.

- **Children with Disabilities and Children With Special Needs**
  In the present study, the term Children with Disabilities and Children With Special Needs have been used as synonyms/ interchangeably.

- **Evaluation**
  In the present study, evaluation means assessment of programmes and activities under Sarva Shiksha Abhiyan with reference to education of children with special needs.

**Objectives of the study**

1. To study the existing educational programmes and activities under SSA with reference to education of children with special needs at elementary school level in Haryana.

2. To study the views of students and teachers regarding the existing educational programmes and activities under SSA with reference to education of children with special needs at elementary school level in
Haryana.

3. To study the views of District Functionaries i.e. District Project Coordinator (DPC), Assistant Project Coordinator (APC), Block Resource Coordinator (BRC), Assistant Block Resource Coordinator (ABRC) regarding implementation of programmes and activities under SSA with reference to education of children with special needs at elementary school level in Haryana.

4. To study the problems faced by district functionaries and the teachers during the execution/implementations of programmes and activities under SSA with reference to education of children with special needs at elementary school level in Haryana.

5. To obtain suggestions from the district functionaries and the teachers regarding the education of children with special needs at elementary school level in Haryana.

**Delimitations of the study**

The present study is delimited to.

1. Four districts of Haryana State only.

2. Programmes and activities under SSA with reference to education of children with special needs at elementary school level.

3. Only Government elementary schools where IED scheme is in existence.

**Research Methodology**

The method used to conduct the research is determined by the nature of the problem. Keeping in view the nature and need of the present study, the descriptive survey method was considered to be appropriate.

**Sample of the study**

The design of the study outlines research plan. It describes in detail what would be done and how it be done; what type of sample would be selected and what data collecting devices would be used. In the present study the sample was taken by random sampling technique. Out of 21 districts of Haryana State, only four districts
were selected randomly viz. Fatehabad, Kaithal, Karnal and Kurukshetra. At the first stage, two blocks each of these four districts were also selected randomly. These were Bhuna and Tohana of district Fatehabad, Kalayat and Kaithal of district Kaithal, Indari and NiloKheri of district Karnal, Pehowa and Thaneshar of district, Kurukshetra. At the second stage, District Functionaries of SSA selected as the sample of the study. Since District Functionaries i.e. District Project Coordinator (DPC), Assistant Project Coordinator (APC), Block Resource Coordinator (BRC), Assistant Block Resource Coordinator (ABRC) has an important role in Sarva Shiksha Abhiyan programme, the investigator selected them as respondents from these sample districts( total number covering 4 DPCs, 8 APCs, 8 BRCs and 43 ABRCs). At the third stage IED schools selected as the sample of the study. Since there was 1 IED school in each block and therefore total 8 IED schools here selected in the sample (Two schools of two block each of all the four districts-2x4=8 IED Schools), all the teachers of IED schools (49 general teachers and 17 special teachers) and 240 students (200 children without disabilities and 40 children with disabilities) were selected as the sample of the study.

Tools Used

In the present study, the following tools were used for collection the data:
1. A self-developed Non Directive Interview Schedule for Teachers
2. A self-developed Opinionnaire for District Functionaries and Teachers to know their views regarding programmes and activities under SSA with reference to Education of Children With Special Needs at Elementary School Level.
3. A self-developed Opinionnaire was used to know the views of District Functionaries and Teachers regarding the problems faced by them in implementation of programmes and activities under SSA with reference to Education of Children With Special Needs at Elementary School Level.
4. A self-developed Opinionnaire was used to know the suggestions of District Functionaries and Teachers regarding proper implementation of programmes and activities under SSA with reference to Education of Children With Special Needs at Elementary School Level.
5. Schedule for Children without Disabilities.

Collection of Data

After selecting the sample, tools and techniques for data collection, the investigator visited the offices and schools personally district wise. He discussed in detail about the investigation with the officials and the teachers of respective offices and schools. The researcher explained the purpose and significance of the study to the SSA Authorities and teachers of IED schools. Respondents were conveyed that their responses will be kept strictly confidential and each respondent was contacted individually to obtain required information through the interview schedule and they were requested to be frank to respond the items. After completion of the interview schedule, the investigator thanked them for their kind cooperation.

Statistical Technique Used

For the purpose of analysis of data, the frequencies and percentages were calculated of each item of the non-directive interview schedules. There were also some open ended items requiring description, those were scored accordingly. Chi-square of equality was also used to test the significance of views expressed by the respondents. Also the score value and the scale value for each item were calculated in order to determine the rank order of the different items/statements.

Main Findings

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

Awareness

- 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, effectiveness of awareness programmes about the education of CWSNs among the society and 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.
➢ Awareness regarding the programmes being run by SSA for the parents and community guidance was poor.

**Identification and Assessment**

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

**Educational Placement**

➢ 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, acceptance of children with special needs in the class by the teacher, acceptance of individuality and diversity of CWSN by other student was good.

➢ Personal care by the teacher for quality education of CWSN was average.

**Aids and Appliances**

➢ Quality of aids and appliances provided to children with special needs by SSA was good.

➢ Procedure of providing aids and appliances to children with special needs after medical assessment was neither indicated good nor poor by the teachers.

**Resource Support**

➢ Performance of special teacher towards the quality education of CWSNs in the school was good.

➢ 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.

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.

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.

Removal of Architectural Barriers

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

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. Also 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.

➢ Training provided to parents of severely disabled children by SSA was poor.

**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.

**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 school level**

**Awareness**

➢ 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 effectiveness of awareness programmes about the education of CWSNs among the society was good. Furthermore, 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.

➢ 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.

**Identification and Assessment**

➢ Identification of children with special needs under SSA to fulfill their educational needs, assessment at block level, facility of medical camp,
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.

- 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.

**Educational Placement**

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

**Aids and Appliances**

- Quality of aids and appliances provided to children with special needs by
  SSA was good.
- Procedure of providing aids and appliances to children with special needs
  after medical assessment was neither indicate good nor poor by the teachers.
- Repairing of aids and appliances by SSA was poor.

**Resource Support**

- Collaboration of teachers with special teacher about the teaching of children
  with special needs in the school was good.
- Performance of special teacher towards the quality education of CWSNs in
  the school, linkage between schools and special school functioning for the
  education of children with special needs was average. 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.
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.

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.

Removal of Architectural Barriers

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

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. Efforts made by SSA for the community mobilization were average. Training provided to parents of severely disabled children by SSA was poor.

Evaluation and Monitoring

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

65.9% to 69.6% of the teachers were of the view that the following problems were 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.

- Role of SMC was not satisfactory with regard to improvement of status of CWSNs in the society.
• There was no training/demonstration for proper use of Aids and appliances for parents of CWSNs. Transportation facility was not provided to CWSNs and their parents during the medical assessment camp. No medical certificates were given to CWSNs after medical assessment.

41.6% to 46.9% of the teachers responded on the following problems (faced by them) ‘Not At All’ in context of 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, Presence of CWSNs in class adversely affect the achievement of other students. There was difficulty faced by the teachers in the class in teaching learning activities if CWSNs were present.

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. Instructions were not adopted by the teacher in the class to meet special needs of students. There was no facility in the resource room for CWSNs according to their disabilities, No separate curriculum was provided for CWSNs according to their disability in the school,

• Organization of counseling programmes for sensitivity and awareness among community at grass root level was not appropriate. Parents of CWSN had
faced problems during CWSNs activities. There was no transportation facility provided to CWSNs and their parents during the medical assessment camp.

56.3% to 62.5% of the district functionaries were of the view that the following problems were 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, Teaching Aids and material specifically for CWSNs were not available in the school, Placements of CWSNs in class negatively affect the achievement of other students, There was no training/demonstration for proper use of Aids and appliances for parents of CWSNs,
- Role of SMC was not satisfactory with regards to improvement of status of CWSNs in the society; there were attitudinal barriers to give facility to CWSNs in the society.
- No active participation of SSA Authorities in teaching learning process of CWSNs.

36.5 % to 45.2% of the district functionaries were of the view that the following problems were 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.
- No medical certificates were given to CWSNs after medical assessment.

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
indicating ‘To Great Extent’ on three pointing ratings 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,
  Instruction manual and guide books should be prepared in regional language
  for teachers and community,

• Regional level seminars/workshops should be organized for sharing the
  experience at regular interval at district level,

• Medical examination of CWSNs should be conducted at panchayat level

• Experts should be appointed for monitoring the progress of CWSNs in every
  school,

• Resource room facility should be provided to CWSNs in every school,

• Inclusive education logo should be provided to every school,

• Awareness campaign should be conducted through state level literacy
  mission.

• Motivation and counseling should be given to parents of CWSN.

• Resource Teacher should be appointed in every school.

• More aids and appliances should be given to CWSN after assessment.

• There should be proper co-ordination and linkage between SSA in
  collaboration with the department of social justice and empowerment for
  CWSN education.

• More funds should be allocated for the awareness programmes related
  to education of CWSNs.

• Awareness regarding PWD Act, 1995 should be given to teachers.

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.

• For the inclusion of CWSNs children with other children orientation
  programme should be organized at school level.

• The success stories of CWSNs should be published in print media.
• Para medical staff should be appointed for conducting survey about the
disability instead of teacher.
• Preparatory centers for early intervention of CWSNs should be strengthened.
• Working of Aanganwari centers for CWSNs should be strengthened.
• More and more Rehabilitation personnel should be involved in the awareness
programmes for CWSN.
• Transportation facility should be provided to CWSNs.
• Teachers should be provided training course in multi disability.
• Children with multiple disabilities should be accepted by the teachers.
• NCC and NSS volunteers should be involved for the awareness of CWSNs
education among the community.

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.
• Medical person should be appointed for conducting survey about the
disability instead of teacher.
• Preparatory centers for early intervention of CWSNs should be strengthened.
• Working of Aanganwari centers for CWSN should be strengthened.
• Instruction manual and guide books should be prepared in regional language
for teachers and community.
• Regional level seminars/workshops should be organized for sharing the
experience at regular interval at district level.
• Medical examination of CWSNs should be conducted at panchayat level.
• Transportation facility should be provided to CWSNs.
Experts should be appointed for monitoring the progress of CWSNs in every school.

- Resource room facility should be provided to CWSNs in every school.
- Children with multiple disabilities should be accepted by the teachers.
- Inclusive education logo should be provided to every school.
- Awareness campaign should be conducted through state level literacy mission.
- More aids and appliances should be given to CWSN after assessment.
- Networking of SSA needed with the department of social justice and empowerment for CWSN education.
- More funds should be allocated for the awareness programmes.
- Awareness should be started on the clauses of PWD Act, 1995.

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.
- More and more awareness programmes at grass root level should be started.
- The success stories of CWSNs should be published in print media.
- More and more rehabilitation professional should be involved in the awareness programmes for CWSNs.
- Teachers should be provided training course in multi disability.
- NCC and NSS volunteers should be involved for the awareness of CWSN education among the community.
- Motivation and counseling should be given to parents of CWSN.
- Resource Teacher should be appointed in every school.

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.

**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.