APPENDIX-I
LIST OF SELECTED SCHOOLS

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Schools</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Government Primary(IED) School, Bhuna-I (Fatehabad)</td>
</tr>
<tr>
<td>2</td>
<td>Government Girls Primary (IED) School, Tohana (Fatehabad)</td>
</tr>
<tr>
<td>3</td>
<td>Government Primary(IED) School, Sector 19-I, Kaithal,</td>
</tr>
<tr>
<td>4</td>
<td>Government Primary(IED) School, Kalayat, (Kaithal)</td>
</tr>
<tr>
<td>5</td>
<td>Government Primary(IED) School, Ratgal, Thanesar, (Kurukshetra)</td>
</tr>
<tr>
<td>6</td>
<td>Government Primary(IED) School, Pehowa-I, (Kurukshetra)</td>
</tr>
<tr>
<td>7</td>
<td>Government Primary(IED) School, Indari, (Karnal)</td>
</tr>
<tr>
<td>8</td>
<td>Government Primary(IED) School, NiloKheri, (Karnal)</td>
</tr>
</tbody>
</table>
APPENDIX - II
NON-DIRECTIVE INTERVIEW SCHEDULE FOR TEACHERS

Declaration: The following information are being sought for a research study, Evaluation of Programmes and Activities under Sarva Shiksha Abhiyan with reference to Education of Children With Special Needs at Elementary School Level. The data provided will be kept confidential and will be used only for the purpose mentioned.

Name of the respondent: .................................................................
Educational Qualification: ...............................................................
Experience in Dealing with IED SSA Scheme (in years): ....................... Address: ......................................................................................

Section-I

1. How do you identify children with special needs?
   1. Based on day to day observation of Child performance
   2. Organizing Camps
   3. Anganwari/Balwari/Ecce.
   4. Notifying through VEC/SMC
   5. NGOs
   6. PHC
   7. Child Guidance Clinic
   8. Reports of parents/Pears
   9. Using checklist developed by SSA
   10. Mass Media
   11. Any other (specify)
   12. House hold Survey

2. Who does the assessment of the disability?
   1. Team of Specialists
   2. Special Educator
   3. Any other (specify)
   
   (Team of specialists includes: Audiologist/Speech Therapist/Psychologist/ Ophthaologist/ Occupation Therapist/Special Educator/Eye Specialist/ENT Specialist/General Teacher).

3. Is assessment is done with the help of
   1. PHC
   2. National Institute
   3. Composite Resource Centre
   4. District Disability Rehabilitation Centre
   5. Red Cross
4. What are the criteria for assessment?
   1. Checklist
   2. Medical examination
   3. Activity assessment
   4. Functional Assessment

5. Where the severely disabled referred after medical assessment camp?
   1. PGI
   2. Civil Hospital
   3. Any Other

6. What is the duration of assessment camp?
   1. One Day
   2. Two Days
   3. 1-3 Days
   4. One Week

7. Whether the medical assessment of CWSNs done every year regularly?
   1. Yes
   2. No

8. If yes, explain

9. Whether early identification of a disability is a critical element in the prevention of the disability?
   1. Yes
   2. No

Section-II

10. No. of CWSN in your School:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Category</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Low Vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Total Blind</td>
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</tr>
<tr>
<td>3</td>
<td>Hearing Impaired</td>
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<tr>
<td>4</td>
<td>Speech Impaired</td>
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<td>5</td>
<td>Orthopedic Impaired</td>
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<tr>
<td>6</td>
<td>Cerebral Palsy</td>
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<td>7</td>
<td>Mentally Retarded</td>
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<tr>
<td>8</td>
<td>Learning Disabilities</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Multiple Disabilities</td>
<td></td>
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<tr>
<td>10</td>
<td>Autism Spectrum Disorder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL
11. Are CWSNs covered through Home Based Education (HBE) for their educational placement?
   1. Yes                                2. No

12. Are CWSNs covered through EGS/AIE Centers for their educational placement?
   1. Yes                                2. No

13. If yes, how many

14. Are CWSNs mainstreamed in the school from Home Based Education?
   1. Yes                                2. No.

15. If yes, how many

16. Are you provided the other facilities to CWSNs related to the education?
   1. Assistive Devices (ADIP)           2 Scholarships 3. Any Other (Specify)

17. Do you aware of the provision of section 39 of the PWD Act?
   1. Yes                                2. No

18. Are the CWSNs involved in socially useful productive work (SUPW)?
   1. Yes  5                                2. No

19. If yes, mention what activities?

20. What is the level of acceptance of Children with Special Needs by the children without disabilities?
   1. Full                                2. Partial 3. Nil

21. How do you promote non-disabled peer group acceptance?

22. How would you rate the behavioral attitude of classroom teachers towards the CWSNs?
   1. Good                                2. Average 3. Poor

23. What type of allowances is provided to CWSN?
   1. Transport allowance                2. Escort Allowance 3. Equipment Allowance
   4. Assistant Allowance                 5. Reader Allowance 6. Any Other
Section-III

24. Are aids and appliances provided to CWSNs by SSA?
   1. Yes  2. No

25. If yes, what types of?

26. Are the aid and Appliances provided to CWSNs just after medical assessment checkup?
   1. Yes  2. No

27. If No, why?

28. Are the authorities of SSA refuse to give any Aids and Appliances to CWSNs because of high cost?
   1. Yes  2. No

29. If Yes, why?

30. Are the NGO’s involved in carrying out the activities for CWSN?
   1. Yes  2. No

31. If yes, mention here

Section-IV

32. Do you provide child preparatory services after they are admitted in the school?
   1. Yes  2. No

33. Are you unable to give admission to any Children with Special Needs (CWSN)?
   1. Yes  2. No

34. If yes, mention why?
   1. Non availability of special teachers
   2. Lack of space
   3. Lack of infrastructure
   4. Paucity of funds
   5. Management policy
   6. Any other (Specify)

35. Do you orient the children with special needs in the resource room after admission?
   1. Yes  2. No
36. Do you also orient the parents of the children with special needs who get admission?
   1. Yes  2. No

37. Do you orient the children without disabilities of your school?
   1. Yes  2. No

38. What kinds of support equipment are provided to CWSNs?

39. What pedagogical strategies are used by you to address the CWSNs needs?
   1. 
   2. 

40. Whose service is used for providing remedial teaching to CWSNs?
   1. Resource Teacher  2. Regular Teacher
   3. outside Expert  4. Any other (Specify)

41. Whose services are utilized for providing the orientation?
   1. Resource Teacher  2. Regular Teacher
   3. outside Expert  4. Any other (Specify)

Section-V

42. Have all regular teachers undergone in service teacher training programme for the inclusive education?
   1. Yes  2. No

43. If yes what was the duration of the training programme?
   1. Less Than 1 week  2. 1-2 Weeks
   3. 3-4 weeks  4. Above 1 months

44. Are the modules prepared for the training?
   1. Yes  2. No

45. Has the Head Teacher of the school undergone any orientation training at the state/district level?
   1. Yes  2. No.

46. If yes, which programme and duration?
   1. Name of the programme:
   2. Duration (in months):
Section-VI

47. Do you have resource room in the school?
   1. Yes    2. No.

48. If yes, who maintain the resource room?
   1. Resource Teacher    2. General Teacher    3 Any Other

49. Is your resource room having basic minimum equipments?
   1. Yes    2. No

50. If no, please specify what necessary equipments not have?

51. Do you have Resource Teachers (RTs) in the school?
   1. Yes    2. No

52. If no, mention the reason

53. Is there is facility of vocational training for CWSNs in the school?
   1. Yes    2. No

54. If yes, who gives it?

55. How would you rate the resource support being provided in the school to CWSNs?
   1. Adequate    2. In-adequate

56. Does the school have requisite no. of teachers to teach all subjects?
   1. Yes    2. No

57. How would you rate the present support service system in the school?
   1. Good    2. Average    3. Poor

58. How many CWSNs have been benefited by resource room facilities?

59. What additional support services most needed in the school?
   1. 
   2.
Section-VII

60. Have you prepared individual educational plan for CWSN in the school?

1. Yes  
2. No

61. If yes, what types of plans are prepared?

1.  
2.  

62. Who help you in preparing IEP?

1. Resource Teacher  
2. Head Teacher  
3. District Level functionaries  
4. Any Other

Section-VIII

63. What steps do you initiate to retain children with special needs in the school?

1. Parent counseling  
2. Community participation  
3. Incentives to children  
4. Promoting leadership  
5. Promoting peer support  
6. Engage social workers to create enthusiasm in children  
7. Engage the special children in extra-curricular activities  
8. Expose them to entertainment modes  
9. Any other (Specify)

64. Does the school facilitate parent-teacher meetings?

1. Yes  
2. No

65. If yes, what kind of effect these meetings have on academic and co-curricular programmes?

1. Significant  
2. Moderate  
3. Insignificant

66. How would you rate the support of the school management committee towards the overall cause of inclusive education?

1. Good  
2. Average  
3. Poor

67. How would you rate the support of the community or community leaders in furthering inclusive education?

1. Good  
2. Average  
3. Poor

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Section-IX

68. Has the nearby special school ever sent any student to your school for admission?
   1. Yes  2. No

69. Is there any special school in your area within 10 kms?
   1. Yes  2. No

70. Have you ever interacted with special schools in your area for resource support?
   1. Yes  2. No

71. If yes, how would you rate the support given by the special schools?
   1. Good  2. Average  3. Poor

72. If no, what was the reason for not seeking support?
   1. Long distance  2. Non-supportive attitude of special schools  3. Lack of resources
   4. Supports not required  5. Any other (Specify)

Section-X

73. Whether the facility of Disabled friendly toilets is available in the school?
   1. Yes  2. No

74. Whether the facility of ramps is available in the school?
   1. Yes  2. No

75. Whether the facility of Hand rails is available in the school?
   1. Yes  2. No

76. Is barrier free environment provided to CWSNs in the school?
   1. Yes  2. No

77. If yes what types of?

Section-XI

78. How do you encourage CWSNs to participate in co-curricular activities?
   1. Disability oriented games  2. Organizing picnics  3. Yoga & Physical Education
   4. By organizing cultural activities  5. Any other specify
79. What is the duration of games and activates at district/state level
   1. One Day        2. Two Days
   3. 1-3 Days       4. One Week

80. What types of prizes are given to CWSN after getting position?

81. How would you rate the organization of games and activities?
   1. Good           2. Average     3. Poor

Section-XII

82. What kind of periodic evaluation is carried out to see the performance of the
    CWSN?

83. How would you rate CWSNs students performed academically in comparison to
    the non-disabled students.
   1. Good           2. Average      3. Poor

84. What is the percentage of retention of Children with special needs in the school?
   1. 100%           2. 75%         3. 50%         4. 25%
   5. Below 25

85. What is the percentage of drop-out of children with special needs in your school?
   1. 100%           2. 75%         3. 50%         4. 25%      5. Below 25%

86. What are the main reasons of drop-out?
   7. Financial reasons 8. Negative teacher attitude 8. Any other (Specify)

87. How would you rate the classroom attendance of disabled students in
    comparison to the non-disabled students of your school?
   1. Good           2. Average      3. Poor

88. Is curricular modification necessary for the benefit of CWSNs?
   1. Yes            2. No

89. If yes, give specific suggestions?
   1.
   2.
90. Do you provide the necessary facilities to the children with special needs while appearing for exams?
   1. Provide a scribe  2. Take oral exam  3. Give extra time
   4. Special equipment  5. Any other (specify)

91. How often do you interact with the State Implementing Authority?
   4. Yearly         5. Never

92. How often does the appropriate authority inspect your school?
   4. Yearly         5. Never

Date:                                                       Signature of respondent
DIMENSIONS

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section-I</td>
<td>Identification and Assessment</td>
</tr>
<tr>
<td>Section-II</td>
<td>Educational Placement</td>
</tr>
<tr>
<td>Section-III</td>
<td>Aids and Appliances</td>
</tr>
<tr>
<td>Section-IV</td>
<td>Support Services</td>
</tr>
<tr>
<td>Section-V</td>
<td>Teacher Training</td>
</tr>
<tr>
<td>Section-VI</td>
<td>Resource Support</td>
</tr>
<tr>
<td>Section-VII</td>
<td>Individualized Education Plan</td>
</tr>
<tr>
<td>Section-VIII</td>
<td>Parental Training and Community Mobilization</td>
</tr>
<tr>
<td>Section-IX</td>
<td>Strengthening of Special Schools</td>
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<tr>
<td>Section-X</td>
<td>Removal of Architectural Barriers</td>
</tr>
<tr>
<td>Section-XI</td>
<td>Sports and Culture Activities</td>
</tr>
<tr>
<td>Section-XII</td>
<td>Evaluation and Monitoring</td>
</tr>
</tbody>
</table>
APPENDIX-III
SCHEDULE FOR CHILDREN WITHOUT DISABILITIES

Declaration: The following information is being sought for a research study, ‘Evaluation of programmes and activities under Sarva Shiksha Abhiyan with reference to Education of Children with Special Needs at elementary school level’. The data provided shall be kept confidential and shall be used only for the purpose mentioned.

1. Name of the Respondent:
   a. Sex  
      1. Male  
      2. Female
   b. Address:  
      1. Village:
      2. Block/Town:
      3. District:
      4. State:
      5. Pin Code:
   c. Class:

2. Name of School where the respondent studies:
   a. School’s Name:
   b. Address:  
      1. Village:
      2. Block/Town:
      3. District:
      4. State:
      5. Pin Code:

3. Location:  
   1. Rural  
   2. Urban

4. For the last how many years have you been studying in the school?

5. Are you aware that some children with disabilities are studying in your class?
   1. Yes  
   2. No

6. If yes, which of the following categories do they belong to?
   1. HI  
   2. VI  
   3. MR  
   4. OH  
   5. MH

7. Are you aware that some children with disabilities of your village/colony do not attend school?
   1. Yes  
   2. No  
   3. Don’t know
8. If yes, are you aware of the reasons?
   1. 
   2. 

9. Do you have a friend with disability?
   1. Yes  2. No

10. If no, would like to make friendship with any disabled child in our class or school?
    1. Yes  2. No

11. Did the school authorities discuss with you regarding how to interact with the children with disabilities of your school?
    1. Yes  2. No

12. Where do you generally interact with children with disabilities?
    1. In classroom  2. During game/play hours
    3. While commuting to school  4. During recess hours
    5. During outings  6. During group activities
    7. Any other (specify)

13. Have you ever visited the home of any disabled child?
    1. Yes  2. No

14. Have you ever invited any disabled child to your home?
    1. Yes  2. No

15. Have your ever seen the equipment (like caliper, hearing aid, white cane) used by the Blind/Deaf/OH/MR or other children with disabilities?
    1. Yes  2. No

16. Have your ever helped a disabled classmate in carrying out academic tasks?
    1. Yes  2. No

17. If yes, explain how?
    1. 
    2. 

18. Have you ever taken any academic help from a disabled classmate?
    1. Yes  2. No

19. How would you describe the acceptance of students with disability by the non-disabled students?
    1. Full  2. Partial  3. Nil
20. Do your teachers carry out peer sensitization at regular intervals?
   1. Yes  2. No
21. Have you noticed any changes done by the teachers to suit the needs of the disabled students?
   1. Yes  2. No
22. If yes, how it was done?
   1. Presentations  2. Experiments
   3. Use of more visual/audio teaching aids  4. Sitting arrangements
   5. Positioning  6. Conduct of Examination
   7. Specially designed TLM  8. Any other (specify)
23. Do the teacher assist the disabled students other the school time in performing academic tasks?
   1. Yes  2. No  3. Don’t know
24. How would you rate the attitude of the teachers towards your disabled classmates?
   1. Good  2. Average  3. Poor
25. Do your parents or parents of other to the presence of children with disabilities in the classroom?
   1. Yes  2. No  3. Don’t know
26. Do you think that your disabled classmates benefit more by the presence of non-Children With Disabilities?
   1. Yes  2. No  3. Don’t know
27. Do you think that the presence of Children with Disabilities has also benefited Children without Disabilities?
   1. Yes  2. No  3. Don’t know
28. Do you think that the presence of children with disabilities has benefited you?
29. If yes, explain how?
   1. 
   2. 

Date:  
Signature of Interviewer  
Place:  
[Name in Block letters]
APPENDIX - IV

SCHEDULE FOR CHILDREN WITH DISABILITIES

Declaration: The following information is being sought for a research study, ‘Evaluation of programmes and activities under Sarva Shiksha Abhiyan with reference to Education of Children with Special Needs at elementary school level’. The data provided shall be kept confidential and shall be used only for the purpose mentioned.

1. Name of the Respondent:
   a. Sex  
      1. Male  
      2. Female
   
   b. Address:  
      1. Village:
      2. Block/Town:
      3. District:
      4. State:
      5. Pin Code:
   
   c. Class:

   d. Disability:  
      1. VI  
      2. HI  
      3. MR  
      4. OH  
      5. MH

2. Name of School where the respondent studies:
   a. School’s Name:
   
   b. Address:  
      1. Village:
      2. Block/Town:
      3. District:
      4. State:
      5. Pin Code:

3. Location:  
   1. Rural  
   2. Urban

4. For the last how many years have you been studying in the school?

5. Do you have a friend without any disability?
   1. Yes  
   2. No

6. If no, would like to make friendship with any non-disabled child in your class or school?
   1. Yes  
   2. No
7. Did the school offer you any school-readiness training after admission?
   1. Yes     2. No

8. Did the school authorities discuss with you regarding how to interact with the children Without Disabilities of your school?
   1. Yes     2. No

9. Where do you generally interact with Children without Disabilities?
   1. In classroom     2. During games/play hours
   3. While commuting to school     4. During recess hours
   5. During outings     6. During group activities
   7. Any other (specify)

10. Have you ever been invited by any non-disabled child to visit his/her home?
    1. Yes     2. No

11. Have you ever been invited any non-disabled child to you home?
    1. Yes     2. No

12. Have you ever taken any help from non-disabled classmates in carrying out academic tasks?
    1. Yes     2. No

13. If Yes, explain how?
    1. 
    2. 

14. Have you ever helped a disabled classmate in carrying out academic tasks?
    1. Yes     2. No

15. Have you ever felt being discriminated by your teachers?
    1. Yes     2. No

16. Have you ever felt being discriminated by your non-disabled classmates or other Children without Disabilities of your school?
    1. Yes     2. No

17. Which of the following benefits do you get from the school/NGO?
    1. Book Allowance     2. Equipment Allowance
    3. Transport Allowance     4. Aids and Appliances
    5. Reader’s Allowance     6. Uniform Allowance
    7. Any other (specify)

18. Do you need any facility that has not been provided?
    1. Yes     2. No
19. How often do your teachers take you to the resource room?
   1. Frequently  2. Occasionally  3. Never

20. Have you noticed any changes which have been done by the teachers to suit your needs?
   1. Yes   2. No

21. If yes, how it was done?
   1. Presentations
   2. Experiments
   3. Use of more visual/audio teaching aids
   4. Sitting arrangements
   5. Positioning
   6. Conduct of Examination
   7. Specially designed TLM
   8. Any other (specify)

22. Do the teachers assist you after the school time in performing academic tasks?
   1. Yes   2. No   3. Don’t know

23. How would you rate the attitude of the teachers towards Children with Disabilities?
   1. Good   2. Average   3. Poor

24. Do the parents of Children without Disabilities object to the presence of Children with Disabilities in the classroom?
   1. Yes   2. No   3. Don’t know

25. Do you think that your disabled classmates benefit more by the presence of Children without Disabilities?
   1. Yes   2. No   3. Don’t know

26. Do you think that the presence of Children with Disabilities has also benefited Children without Disabilities?
   1. Yes   2. No   3. Don’t know

27. If yes, explain how?
   1.
   2.

Date: 
Signature of Interviewer
Place: [Name in Block letters]
APPENDIX-V

OPINIONNAIRE FOR DISTRICT FUNCTIONARIES AND TEACHERS

Declaration: The following information are being sought for a research study, ‘Evaluation of Programmes and Activities under Sarva Shiksha Abhiyan with reference to Education of Children With Special Needs at Elementary School level’, The data provided will be kept confidential and will be used only for the purpose mentioned.

Name of the respondent:___________________________________________

Educational Qualification:_________________________________________

Experience in Dealing with IED SSA Scheme (in years):_________________

Address:________________________________________________________________

Instruction: Please read the items carefully and respond each item by putting a tick (√) mark under the column good/average/poor that fit your rating with regards to the statement.

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The learning of basic skills of CWSNs through programmes and activities under SSA.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>The familiarization of parents/community with the concept of inclusive education.</td>
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<td>3.</td>
<td>The awareness about the education of CWSNs among parents and community.</td>
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<td>4.</td>
<td>The effectiveness of implementing programmes and activities under SSA</td>
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<td>5.</td>
<td>The effectiveness of awareness programmes about the education of CWSNs among the society.</td>
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<td>6.</td>
<td>The programmes being run by SSA for the parents and community guidance.</td>
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<td>7.</td>
<td>The participation of parents of CWSNs in advocacy programmes on inclusive education.</td>
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<td>8.</td>
<td>The activities being organized by SSA for education of CWSNs in the schools.</td>
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<tr>
<td>Section-II</td>
<td></td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>9. CWSNs identification under SSA fulfills their educational needs.</td>
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<tr>
<td>10 The level of assessment of CWSNs at block level.</td>
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<tr>
<td>11 Medical camp facility provided to CWSN at block level.</td>
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<tr>
<td>12 CWSNs and non-disabled students learning together with each other.</td>
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<tr>
<td>13 The procedure of disability assessment under SSA for CWSNs.</td>
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<td>14 The convergence with primary health centre for detection, identification and medical assessment of CWSNs.</td>
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<tr>
<td>15 The effectiveness in implementing the Inclusive Education in the school.</td>
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<tr>
<td>16 The process of certification of CWSNs under SSA.</td>
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</table>

<table>
<thead>
<tr>
<th>Section-III</th>
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</thead>
<tbody>
<tr>
<td>17. The education provided together to CWSNs with other students is enhancing their involvement with them.</td>
<td></td>
</tr>
<tr>
<td>18. The personal care of CWSNs done by teacher for quality education.</td>
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<tr>
<td>19. Class teacher’s attitude towards CWSNs.</td>
<td></td>
</tr>
<tr>
<td>20. The acceptance of individuality and diversity of CWSNs by other students.</td>
<td></td>
</tr>
<tr>
<td>21. Enrollment of CWSNs increased in the school due to IED SSA scheme.</td>
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</tr>
<tr>
<td>22. The access to education of CWSNs due to SSA.</td>
<td></td>
</tr>
<tr>
<td>23. The acceptance of CWSNs by the teachers in the class.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section-IV</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>24 The quality of aids and appliances provided to CWSNs by SSA.</td>
<td></td>
</tr>
<tr>
<td>25 The procedure of providing aids and appliances to CWSNs after medical assessment.</td>
<td></td>
</tr>
<tr>
<td>26. The repairing of aids and appliances by SSA.</td>
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</tr>
<tr>
<td>27</td>
<td>The collaboration of teachers with special teacher about the teaching of CWSNs in the school.</td>
</tr>
<tr>
<td>28</td>
<td>The performance of special teacher towards the quality education of CWSNs in the school.</td>
</tr>
<tr>
<td>29</td>
<td>Linkage between schools and special school functioning for the education of CWSNs.</td>
</tr>
<tr>
<td>30</td>
<td>Inclusive Education Volunteers facility in the block for Home based education (HBE)</td>
</tr>
<tr>
<td>31</td>
<td>Resource Teacher facility in the block for the education of CWSNs.</td>
</tr>
<tr>
<td>32</td>
<td>Specialized help of CWSNs by the resource teacher.</td>
</tr>
<tr>
<td></td>
<td><strong>Section-VI</strong></td>
</tr>
<tr>
<td>33</td>
<td>Modification of the curriculum by the teachers to suit the needs of CWSNs in the class.</td>
</tr>
<tr>
<td>34</td>
<td>The efforts made by the teachers for improving teaching strategy for CWSNs.</td>
</tr>
<tr>
<td>35</td>
<td>Remedial teaching provided to CWSNs in the school</td>
</tr>
<tr>
<td>36</td>
<td>The contents simplification done by the teachers for CWSNs.</td>
</tr>
<tr>
<td>37</td>
<td>The teaching strategies adopted by teachers for CWSNs.</td>
</tr>
<tr>
<td></td>
<td><strong>Section-VII</strong></td>
</tr>
<tr>
<td>38</td>
<td>Adequacy of inclusive education training to the teachers.</td>
</tr>
<tr>
<td>39</td>
<td>The effectiveness of teacher training about the inclusive education.</td>
</tr>
<tr>
<td>40</td>
<td>Adaptation of new teaching methods by the teachers for CWSNs after training</td>
</tr>
<tr>
<td>41</td>
<td>Receiving advantage through inclusive education training by the teachers.</td>
</tr>
<tr>
<td>42</td>
<td>Resolving the problem related to CWSNs after getting training.</td>
</tr>
<tr>
<td>43</td>
<td>The organization of training programme related to inclusive education at block level.</td>
</tr>
</tbody>
</table>
### Section – VIII

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>44.</td>
<td>The environmental modification has done in the school for the educational needs of CWSNs.</td>
</tr>
<tr>
<td>45.</td>
<td>Removal of architecture barriers in the school by SSA.</td>
</tr>
<tr>
<td>46.</td>
<td>Infrastructure modification for CWSNs by SSA in the school.</td>
</tr>
</tbody>
</table>

### Section – IX

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>47.</td>
<td>Involvement of community in the programmes organized by SSA for the education of CWSNs.</td>
</tr>
<tr>
<td>48.</td>
<td>Encouragement to CWSNs by SMC to attend the school</td>
</tr>
<tr>
<td>49.</td>
<td>Role of SMC to send CWSNs in the school after training.</td>
</tr>
<tr>
<td>50.</td>
<td>The training provided to parents of severely disabled children by SSA.</td>
</tr>
<tr>
<td>51.</td>
<td>Involvement of community with the school authority to organize inclusive education programme.</td>
</tr>
<tr>
<td>52.</td>
<td>The efforts made by SSA for the community mobilization.</td>
</tr>
</tbody>
</table>

### Section-X

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>53.</td>
<td>Inspection of SSA authorities on the educational performance of CWSN in the school</td>
</tr>
<tr>
<td>54.</td>
<td>Monitoring of SSA authorities on the educational facility of CWSNs</td>
</tr>
<tr>
<td>55.</td>
<td>Role of SSA authorities to provide quality of education to CWSNs.</td>
</tr>
<tr>
<td>56.</td>
<td>The evaluation of Inclusive Education programme from time to time by SSA.</td>
</tr>
</tbody>
</table>

Date: 
Place: 
Signature

Name of Respondent
DIMENSIONS:

Section – I  Awareness
Section-II  Identification and Assessment
Section-III Educational Placement
Section-IV  Aids and Appliances
Section-V  Resource Support
Section-VI  Supports Services
Section-VII  Teacher Training
Section-VIII  Removal of Architectural Barriers
Section-IX  Parental and Community Mobilization
Section-X  Evaluation and Monitoring
**APPENDIX-VI**

**OPINIONNAIRE TO KNOW THE VIEWS OF DISTRICT FUNCTIONARIES AND TEACHERS REGARDING PROBLEMS FACED BY THEM DURING THE IMPLEMENTATION OF PROGRAMMES AND ACTIVITIES WITH REFERENCE TO EDUCATION OF CHILDREN WITH SPECIAL NEEDS**

Here is some statement related to problem faced by the teachers during the implementation of programmes and activities with reference to Education of CWSN, please read statements carefully and respond each statement by putting a tick (√) mark under the column (to great extent/ to some extent/not at all) that fit your views about the statement.

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Problems</th>
<th>To great extent</th>
<th>To some extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In the school CWSNs are treated as a separate section of human beings?</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>There is difficulty in the class including CWSNs in teaching learning activities.</td>
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<tr>
<td>3.</td>
<td>Teaching Aids and material specifically for CWSNs are not available in the school.</td>
<td></td>
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<tr>
<td>4.</td>
<td>Non availability of physical environment in terms of disabled friendly buildings, play grounds, furniture.</td>
<td></td>
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<tr>
<td>5.</td>
<td>The role of SMC is not satisfactory with regards to improve status of CWSNs in the society.</td>
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<tr>
<td>6.</td>
<td>Organization of counseling programmes for sensitivity and awareness among community at grass root level is not appropriate.</td>
<td></td>
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<tr>
<td>7.</td>
<td>There are attitudinal barriers to give facility to CWSNs in the society.</td>
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<td>8.</td>
<td>Instructions are not adopted by the teacher in the class to meet special needs of students.</td>
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<tr>
<td>9.</td>
<td>There is no training/demonstration for proper use of Aids and appliances for parents of CWSNs.</td>
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<tr>
<td>10.</td>
<td>There is no provision of repair of Aids and appliances under SSA</td>
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</tbody>
</table>
11. There is no transportation facility provided to CWSNs and their parents during the medical assessment camp?

12. Parents of CWSN face problems during CWSNs activities.

13. No medical certificates are given to CWSNs after medical assessment.

14. There is no facility in the resource room for CWSNs according to their disabilities.

15. Placements of CWSNs in class negatively affect the achievement of other students.

16. No separate curriculum is provided for CWSNs according to their disability in the school.

17. No active participation of SSA authorities in teaching learning process of CWSNs.

18. Please specify the any other problem regarding the education of children with special needs.

(I)

(II)

(III)

(IV)

Place: 

Signature: 

Date: 

Name of the Respondent: 

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## APPENDIX-VII

### OPINIONNAIRE TO KNOW SUGGESTIONS OF THE DISTRICT FUNCTIONARIES AND TEACHERS REGARDING IMPROVEMENT IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS

There are given below some statements regarding suggestions to improve the Education of Children With Special Needs. Therefore, you are requested to please read the each statement carefully and respond each statement by putting a tick (✓) mark under the column (to great extent/to some extent/not at all) that fit your views about the statement.

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Suggestions</th>
<th>To great extent</th>
<th>To some extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Awareness raising programmes should be organized to sensitize the administrators and local body members.</td>
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<tr>
<td>2.</td>
<td>More and more awareness programmes at grass root level should be started.</td>
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<td>3.</td>
<td>For the inclusion of CWSNs children with other children orientation programme should be organized at school level.</td>
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<td>4.</td>
<td>The success stories of CWSNs should be published in print media.</td>
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<td>5.</td>
<td>Appointment of medical person for conducting survey about the disability instead of teacher.</td>
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<tr>
<td>6.</td>
<td>Preparatory centers for early intervention of CWSNs should be strengthened.</td>
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<tr>
<td>7.</td>
<td>Strengthening of working of Aanganwari centers.</td>
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<td>8.</td>
<td>Prepare the instruction manual and guide books in regional language for teachers and community.</td>
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<tr>
<td>9.</td>
<td>Organization of regional level seminars/workshops for sharing the experience at regular interval at district level.</td>
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<tr>
<td>10.</td>
<td>To conduct medical examination of CWSNs at Panchayat level</td>
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<tr>
<td>11.</td>
<td>Involve the more and more rehabilitation professional in the awareness programmes for CWSNs</td>
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<tr>
<td>12.</td>
<td>Transportation facility should be provided to CWSNs</td>
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<tr>
<td>13.</td>
<td>Appointment of experts for monitoring the progress of CWSNs in every school</td>
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<tr>
<td>14.</td>
<td>Teachers should be provided training course in multi disability.</td>
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<tr>
<td>15.</td>
<td>Resource room facility should be provided to CWSNs in every school</td>
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<tr>
<td>16.</td>
<td>Children with multiple disabilities should be accepted by the teachers.</td>
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<tr>
<td>17.</td>
<td>The involvement of NCC, NSS volunteers for the awareness among the community for CWSNs education.</td>
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<tr>
<td>18.</td>
<td>Inclusive education logo should be provided to every school.</td>
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<td>19.</td>
<td>Awareness campaign should be conducted through state level literacy mission.</td>
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<td>20.</td>
<td>Motivation and counseling should be given to parents of CWSN.</td>
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<tr>
<td>21.</td>
<td>Resource Teacher should be appointed in every school.</td>
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<tr>
<td>22.</td>
<td>More aids and appliances should be given to CWSN after assessment</td>
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<tr>
<td>23.</td>
<td>Networking of SSA needed with the department of social justice and empowerment for CWSN education.</td>
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<tr>
<td>24.</td>
<td>Allocation of funds for the awareness programmes</td>
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</table>

26. Please give your suggestions for the further improvement of education of children with special needs.

(I)

(II)

(III)

(IV)

Place:                                                                                           Signature

Date:                                                                                           Name of the Respondent
APPENDIX-VIII
OPERATIONAL DEFINITIONS OF DIFFERENT KINDS OF DISABILITIES

Visual Impairment:

Blindness - total absence of sight
Low vision - a person with an impairment of visual functioning even after treatment

Hearing Impairment:
Difficulty in hearing sounds from behind or any other side

Mental Retardation:
Incomplete development of brain and uncommon social behavior

Locomotor Disability:
Disability of bones, joint or muscles leading to substantial restriction in the movement of any part of the body

Learning Disability:
Marked difficulty in reading/ writing / calculating or hyper activity

Cerebral Palsy:
Varying degrees of disturbance of voluntary movements caused by damage to the brain.

Multiple Disabilities:
A combination of two or more disabilities