APPENDIX - I

SCHOOL INFORMATION CUM INTERVIEW SCHEDULE
FOR HEADMASTERS/HEADMISTRESS

INSTRUCTIONS:
This schedule is designed to study the support services for children with special needs enrolled in Government elementary schools of Punjab. You are requested to respond to the items either by writing in the space or giving a tick mark (√) on the appropriate item. Please respond to the items without any hesitation. Your responses will be kept confidential and will be utilized for research purpose only.

1. Name of the school __________________________
2. District __________________________
3. When was inclusive education started in your school?
4. Type of children with special needs in your school:
   Visually impaired/ Hearing impaired/ Orthopedically handicapped/ Learning disabled/ Mentally Retarded
   Any other in particular please specify: ________
5. How do you identify children with special needs:
   a) Based on day to day observations of child's progress and difficulties
   b) Based on parents reports
   c) Both day to day observation and parents reports
   d) Based on identification check-list given under Sarv Shiksha Abhiyan Guidelines
6. Total number of children with special needs identified in your school________
7. What services / advices do you provide to children with special needs after they are identified? What Procedure is followed after the needs are identified?
   (a) The child is directly included in the regular class room
   (b) The child is placed in the preparatory class of your school.
(c) The child is placed part-time in the resource room and part-time in the regular class.

(d) The child is sent for preparation in the special school.

(e) The child is first admitted in the school and then the Doctor / Psychologist conduct assessment.

8. Give Enrolment of Children with special needs in resource rooms_________________

9. Which type of degree of disability do Children with special needs are usually enrolled in your school?

**Mild / Moderate / Severe / Profound / All children irrespective of their degree of disability**

10. If children with special needs have dropped out of school in different classes, what is the reason of their dropout?

(a) Lack of Peer support

(b) Lack of Parental support

(c) Lack of interest of the teacher

(d) Lack of motivation of the child

(e) Lack of community support

(f) Any other please specify __________________________

11. Are you getting financial assistance from Government for educating children with special needs in your school?

**Yes / No**

Mention other sources if any___________________________

12. Do Resource teachers/ inclusive education coordinator visits your school to check the facilities provided and required by children with special needs? **Yes/ No** If yes how frequently: **Weekly/ fortnightly/ monthly**

13. How many Inclusive education resource teachers and volunteers are educating children with special needs in resource rooms?
14. What is the attitude of teachers towards children with special needs?
   
   Positive / Negative / Indifferent

15. Is physical infrastructure of the school according to the needs of children with special needs for barrier free access to school?
   
   Yes / No

If yes tick mark the appropriate facilities provided mentioned below:

Toilets/ ramps/ leveled paths, playgrounds/drinking water/ furniture/ proper lightning / steps of equal and even height for children with special needs.

Any other, Please Mention________________________


APPENDIX - II
QUESTIONNAIRE FOR TEACHERS TO STUDY
SUPPORT SERVICES FOR CHILDREN WITH
SPECIAL NEEDS

INSTRUCTION:
This schedule is designed to study the support services for children with special needs enrolled in Government elementary schools of Punjab. You are requested to respond to the items either by writing in the space or giving a tick mark in the box provided against each item. Please respond to the items without any hesitation. Your responses will be kept confidential and will be utilized for research purpose only.

Part A deals with the general information about teachers. Part B and C concerns with the Support services provided to the children with special needs.

PART A
GENERAL INFORMATION

1. Name of the teacher: ___________________________________________

2. Gender: Male / Female

3. Designation of the teacher:

4. Qualification:___________________________________________________

5. What formal educational training (if any) you have undertaken for teaching children with special needs___________________________________________

6. What has been the duration of such training programme?__________________________________________________________
**PART B**

**SUPPORT SERVICES FOR CHILDREN WITH SPECIAL NEEDS IN ELEMENTARY SCHOOLS OF PUNJAB**

I Aids and equipments and instructional material available in your school for education of children with special needs:

(1) **FOR VISUALLY IMPAIRED**

(a) The availability of accessible teaching learning material i.e. Braille

(b) Printed material of large print (Low vision)

(c) Availability of tactile and embossed teaching learning material (maps globes, charts, models, diagrams etc)

(d) Spectacles for low vision children

(e) No availability of aid and equipment for visually impaired

Any other, Please specify ____________________________________

(2) **FOR HEARING IMPAIRED**

(a) Provision of suitable hearing aids

(b) Use pictorial teaching learning material

(c) Use of sign language

(d) No availability of aid and equipment for hearing impaired

Any other, Please specify_____________________________________

(3) **FOR ORTHOPEDICALLY HANDICAPPED**

(a) Availability of aids and appliances: ( √ ) mark

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<thead>
<tr>
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<tbody>
<tr>
<td>i. Calipers</td>
<td>ii. Wheelchair</td>
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<tr>
<td>iii. Braces</td>
<td>iv. Crutches</td>
</tr>
<tr>
<td>v. Special chair</td>
<td>vi. Tricycle</td>
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</table>

No availability of aid and equipment for orthopedically handicapped

Any other, Please specify_____________________________________
(4) **FOR LEARNING DISABLED**

(a) Provision of taped text and material

(b) Provision of educational toys and games

(c) Provision of computer with word processor software

(d) Provision of large print or double spaced material

(e) No availability aid and instructional material for learning disabled

Any other Please specify ________________________________

(5) **FOR MENTALLY RETARDED**

(a) Pictorial aids available

(b) Provisions of multiple choice questions answers / fill in the blanks etc.

(c) No availability of aid and instructional material for mentally retarded

Any other, Please specify ________________________________
PART C
You are requested to respond to the items below showing statements related to Academic support, Community support, parental support, Administrative support and Peer support for children with special needs using the following scale
Always / Sometimes / Rarely / Never

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Statement</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
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<tbody>
<tr>
<td>1.●</td>
<td>There is difficulty in monitoring other students when attending to a child with special need</td>
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<td>2.</td>
<td>Community involves themselves in awareness programmes for children with special needs</td>
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<td>3.●</td>
<td>There is a lack of understanding of the child’s capabilities by Parents</td>
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<td>4.</td>
<td>Teachers consult special educators about the condition of child with special need when they come to school</td>
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<td>5.</td>
<td>Teachers provide specialized help to children with special needs through resource rooms in the school</td>
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<td>6.</td>
<td>Community motivates parents of differently abled children for their enrollment in school</td>
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<td>7.</td>
<td>Peers accept children with special needs in the classroom</td>
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<td>8.●</td>
<td>The school does not facilitate the admission of the children with special needs</td>
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<td>9.</td>
<td>The teachers motivates child having special needs to participate in group activities in the classroom</td>
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<td>10.</td>
<td>There is a direct link between the school plan and teaching learning programme provided to children with special needs</td>
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<td>11.</td>
<td>Community helps in supervising and giving feedback to improve the performance of teachers in teaching children with special needs</td>
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<td>12.</td>
<td>Normal children play with differently abled children in the school</td>
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<td>13.</td>
<td>Discussions/meetings are held with Parents of child with special</td>
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<td>S.No.</td>
<td>Statement</td>
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<td>Sometimes</td>
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<td>need to know about the requirement of the child</td>
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<td>14.●</td>
<td>Teachers cannot meet the academic requirement of children with special needs due to heavy workload</td>
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<td>15.</td>
<td>Teachers modify curriculum to cater to the needs of a differently abled child</td>
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<td>16.●</td>
<td>Normal children do not cooperate with differently abled children in completing their work</td>
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<td>17.</td>
<td>The administration makes arrangements for specialists (e.g. Psychologists, Physiotherapists) to assist teachers for children with special needs</td>
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<td>18.</td>
<td>The community encourages out of school children with special needs to attend school</td>
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<td>19.</td>
<td>Parents have positive hopes for the future of children with special needs</td>
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<td>20.</td>
<td>Normal children provide tutoring to children with special needs when the teacher asks them</td>
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<td>21.●</td>
<td>The community does not help in mobilizing funds for the development of school for the education of children with special needs</td>
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<td>22.</td>
<td>The administration conduct assessment camps to assess the disability among children with special needs and recommends aids required for them</td>
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<td>23.</td>
<td>Parents actively involve themselves in the education of children with special needs</td>
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<td>24.●</td>
<td>Normal children do not like to sit with children with differently abled children in the classroom</td>
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<td>25.</td>
<td>The school corresponds with special schools regarding provision of aids for children with special needs</td>
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<td>26.</td>
<td>Teachers undergo in-service training for teaching children with special needs</td>
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<td>S.No.</td>
<td>Statement</td>
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<td>27.</td>
<td>The school actively promotes parental involvement and encourage contact between parents and teachers for educating children with special needs</td>
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<td>28.●</td>
<td>The school does not have safe and stimulating environment for children with special needs</td>
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<td>29.</td>
<td>Normal children make friendship with differently abled children easily</td>
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<td>30.●</td>
<td>Parents do not feel comfortable in sending their child having special needs to school</td>
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<td>31.●</td>
<td>Extra coaching is not provided to the children with special needs after school</td>
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<td>32.</td>
<td>Medical check ups are organized in the school to diagnose the condition of children with special needs</td>
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<td>33.●</td>
<td>The school does not provide the facility of taking the child with special needs from home to school and school to home</td>
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<td>34.</td>
<td>Teachers simplify the content according to the need of the differently abled children</td>
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<td>35.</td>
<td>The community provides aids and equipments and other instructional material required for children with special needs</td>
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<td>36.</td>
<td>Curriculum guidelines and material related to provision for the educational needs of children with special needs is accessible to teachers</td>
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<td>37.</td>
<td>Community makes arrangement for extra curricular activities like sports, cultural programmes to encourage differently abled children</td>
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<td>38.</td>
<td>Parents cooperate with teachers in meeting the educational needs of their child with special needs</td>
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<td>39.</td>
<td>Sponsorships are provided to children with special needs by the community</td>
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<td>40.●</td>
<td>Parents are not aware of the facilities provided to children with special needs</td>
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<td>S.No.</td>
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<td>41.</td>
<td>Curricular and co curricular activities are organized in the school to encourage children with special needs</td>
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<td>42.</td>
<td>Teachers get an assistance / helper in handling children with severe disability in the classroom</td>
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<td>43.</td>
<td>Proper seating arrangement is not ensured for children with special needs in the classrooms</td>
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<td>44.</td>
<td>Extra time is not given to children with special needs to complete the assigned work</td>
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<td>45.</td>
<td>The Government provides sufficient funds for adaptation to the physical environment of schools like ramps, toilets, leveled paths etc. for children with special needs.</td>
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</table>

__________Thanks for your cooperation__________
APPENDIX - III
LIST OF EXPERTS

1. Dr. Meenakshi Sharma
   Professor and Head
   Department of Education
   Punjabi University, Patiala

2. Dr. Kulwinder Singh
   Professor
   Department of Education
   Punjabi University, Patiala

3. Dr. Kirandeep Kaur
   Professor
   Department of Education
   Punjabi University, Patiala

4. Dr. Surinderjit Kaur Bawa
   Professor
   Department of Education
   Punjabi University, Patiala

5. Dr. Paramjit Kaur Sandhu
   Professor
   Department of Education
   Punjabi University, Patiala

6. Ms. Arundhati Sarkar
   Head (MANOCHETNA (MARC)
   Academic and Research centre
   Manovikas Kendra
   Kolkata

7. Dr. Gurnam Virk
   Department of Social work
   Punjabi University
   Patiala

8. Dr. Nirmal Singh Sodhi
   Director,
   Navjivani Institute of Special Education
   Patiala
9. Dr. Jagpreet Kaur  
Professor  
Department of Education  
Punjabi University, Patiala

10. Dr. Subhash chander  
Assistant Professor  
Department of education  
Lady Irwin College,  
New Delhi