

Self-Instructional Material 'Nai Dishayan'– A Training Module for Capacity Building of Teachers in Promoting Inclusive Education: An Evaluation

MANOJ KUMAR DASH*

ABSTRACT

In India Capacity building of teachers and teacher educators at school level through distance mode started a decade back. The Distance Education Programme (DEP) a national component under DSE&L, MHRD, Govt. of India aims at effective utilisation/integration of technology for training of functionaries associated with school education across the country under Indira Gandhi National Open university. It supports in terms of design, development and implementation of Self Learning Materials (SLM) and other electronic materials also. DEP-SSA in collaboration with SSA Uttarakhand developed a SLM 'Nai Dishayan' for training and orientation of functionaries associated with education of children with special needs at school level. The SLM was implemented across the state as a part of five days compulsory training of teachers in all seven blocks of Haridwar District. Therefore, a study was conducted to evaluate the effectiveness of this SLM in terms of capacity building of teachers, BRCCs/CRCCs and other SSA functionaries. The findings of the study would help to review and update the SLM and develop strategic plan of action for its better implementation in future. This paper reflects many more strategies in the form of suggestions and implications for improving designing, development and effective implementations of SLM as training modules for recurrent training of teachers.

Introduction

Universalisation of Elementary Education (UEE) has been a national agenda to respond to the call of 'Education for All' (EFA) resolution of

* Regional Director, IGNOU Regional Centre, Delhi-3

world conference held in March 1990 in Jomtein (Thailand). The children of age group 6-14 years were to receive free and compulsory elementary education under the article 45 of Indian constitution. Government of India has made education of children from 6-14 yrs age as a fundamental right through Right to Education Act being in the process of implementation since April 1, 2010. There are 187.62 million (134.37 million at primary and 53.35 million at upper primary level) children at elementary level in India (DISE 2008-09; NUEPA). Though there are many disparities pertaining to education of children, major steps has been taken by way of legislative action and implementation of specific need based plans and programmes (Jangira, 1985). The children with special needs have remained neglected and largely segregated (Mani, 1994). The enrolment of children with special needs varies from year to year. In the year 2003-04, there were 1.75 million such children as against 1.39 million in 2008-09 (0.74 per cent of total enrolment). However, their number has always remained around one per cent of total enrolment in elementary classes. Bringing them into the mainstream schools is a challenging assignment (MHRD, 2004).

The concept of inclusion of children with special needs is not new. In 1966, the Kothari Commission in its report had stated the need for an integrated education programme. But after 15 years in 1982 Govt. of India formulated a scheme 'Integrated Education for Disabled'(IED). In 1987 Project on Integrated Education for the Disabled (PIED) was launched by National Council of Educational Research and Training (NCERT) in collaboration with UNESCO. The UNESCO conference at Salamanca (Spain) in 1994 declared to adopt a matter of law or policy the principle of inclusive education. In 1995 Govt. of India passed Person with Disability Act on equal opportunity, protection of rights, and full participation of disabled persons wherein all children with disability be integrated in normal school. The District Primary Education Programme (DPEP) launched in 1994 and Sarva Shiksha Abhiyan (SSA) launched in 2002 supported by the World Bank and MHRD, Government of India adopted Inclusive Education to achieve the goal of Education for All. The basic aim of inclusive education is to make our schools more responsive to all children including children with special needs.

Background

Capacity building of teachers and teacher educators is essential for providing quality education to all children including children with

special needs and ensuring their learning as well. Target of SSA, objectives of EFA and vision of RTE could be realised if and only if, all children including children with special needs are included in the ambit of elementary education. Experiences from DPEP, SSA and other research studies shown that with adequate support services children with special needs can be provided quality education in all regular schools. Realising the importance of integrating children with special needs in regular schools, SSA framework has made adequate provisions for educating children with special needs. SSA ensures that every child with special needs, irrespective of the kinds, category, and degree of disability, is provided meaningful and quality education. No child having special needs should be deprived of the right to education (zero rejection policy). National Curriculum Framework for School Education (NCFSE, 2005) recommended inclusive schools for all without specific reference to children with special needs as a way of providing quality education to all. Segregation or isolation is good neither for children with disabilities nor for children without disabilities. Social integration is that all children with special needs should be educated along with other children of their normal counterparts in regular schools, which is cost effective and have sound pedagogical practices as well.

Rationale of the Study

Capacity building of institutions and personnel at state, district and sub-district levels in terms of designing, developing, producing and delivering distance learning materials is the major goal of DEP-SSA under DSE&L, MHRD, GOI. It aims at improving quality of in-service education of teachers. One of the objectives of DEP-SSA is to provide training and orientation to teachers and other functionaries like; BRCCs and CRCCs in the area of inclusive education to facilitate the education of children with special needs in regular schools. DEP-SSA designed and develops self-instructional print materials (SLMs) like; 'Abhiprerana; Prerana', 'Nai Dishayen' etc. Besides SLM, promotional materials like; brochures, calendars, pamphlets have been developed for developing awareness and sensitising community for the education of children with special needs. With the support of DEP-SSA audio-video materials were also developed in many states like; Gujarat, Odisha, Jharkhand, Maharashtra, Andhra Pradesh, Assam, Haryana, Madhya Pradesh, Rajasthan, and Karnataka etc.

Although various steps have been taken through DEP-SSA for facilitating education of children with special needs, 'Rahen' and

'*Nai Dishayan*' are two SLMs produced in collaboration with SSA Uttarakhand and were implemented widely for the training and orientation of teachers at elementary school level. *Nai Dishayan* is an attempt to provide quality and meaningful education to children with all kind of disabilities in regular schools. DEP-SSA designed and developed this SLM under the guidance of DSE & L, MHRD for SSA Uttarakhand. The major objectives were to ensure professional competencies of teachers and other functionaries (BRCCs/CRCCs) to accommodate children with special needs in regular classrooms and plan their T-L processes effectively for ensuring learning of all children. All important indicators for each category of disabled children were considered while designing this SLM. Experts from each field of disability were invited for finalisation of chapter for each category of disabilities and educational interventions for them to integrate with classroom T-L process. The following chapters were designed and developed and find a place in the SLM for capacity building of teachers, teacher educators, BRCCs and CRCCs.

1. Unit 1: Visually Impaired
2. Unit 2: Hearing Impaired
3. Unit 3: Physically Handicapped
4. Unit 4: Learning Disability

The SLM was designed and developed as an experiment to improve teaching learning process for facilitating and promoting inclusion of children with special needs in regular school and classrooms. Four thousand copies of the SLM '*Nai Dishayan*' were distributed in Haridwar district for extensive training of teachers and other field functionaries in Haridwar district of Uttarakhand state. Therefore, it was felt essential to study the effectiveness of this self-instructional material for capacity building of teachers, BRCCs, CRCCs and teacher educators also. At the same time it is essential to review and update the SLMI on the basis of need, demand and feedback of field level functionaries.

Research Questions

Although self-instructional material is used as a training medium, it raises several research questions to be addressed. The study will be able to answer the following major research questions;

- Do the teachers, BRCCs, CRCCs and other functionaries have favourable perceptions towards the distance learning material '*Nai Dishayan*' in relation to; i) acceptance of the material; ii) readiness to use this learning material; iii) access, feasibility and

- viability of this material; iv) adequacy of the content coverage; v) presentation of content; vi) use of language; and vi) verbal and non-verbal mode of communication reflected.
- Does the training through this material help in improving professional competencies of teachers, BRCCs, CRCCs and other functionaries in relation to; i) improvement of subject matter knowledge on IED/ Inclusive education; ii) pedagogy and use of appropriate TLM; iii) classroom management; iv) understanding classroom dynamics and group behaviour; v) modification of teaching learning strategies; vi) community mobilisation and ensuring their participation in education of children with special needs.
 - Does the teachers, BRCCs, CRCCs and other functionaries face any difficulties during; i) handing this material in training session; ii) managing inclusive classroom; iii) teaching learning process in inclusive classroom; and iv) assessment and evaluation of performance of children with special needs in inclusive classroom.
 - How the self-instructional material be made more effective?

Review of Related Literature

Review of literature to the problem under study is essential for the investigator to develop a thorough knowledge of the work done in the area of inclusive education. Use of self-instructional material as a training module for training and orientation of teachers at elementary school level is relatively a new approach in our country. In the present study, the investigator has scanned most of the relevant reported studies carried out related to the field.

The SIM entitled 'Abigyan' developed under DEP-DPEP, Assam for training of teachers shown a new direction to teachers, and acquainted them of using multiple strategies in their classroom. (DEP-DPEP, ASSAM). Multimedia packages and SIMs developed under DEP-DPEP, Gujarat were found to be useful and appreciated by teachers. The interest of children were found to be increased and made teaching easier for teachers and learning effective for children. (DEP-DPEP, Gujarat). SIM 'Samvridhi' indicated that the presentation of content was interesting, subject matter was easy to comprehend, interest of teachers enhanced, and content covered were relevant to the teaching learning processes. Content and activities were very helpful in understanding various concepts. It was found that self-assessment exercises were helpful in keeping track of progress of children and providing them valuable feedback. It was revealed that the SIM 'Samvridhi' was found

to give a sense of achievement to all children (DEP-DPEP, Himachal Pradesh). A Self-Learning material 'Uravu' designed and developed under DEP-DPEP, Kerala for supporting and strengthening the training programmes for primary school teachers. It was found that the demand of the material was overwhelming. Teachers felt that there should be an orientation programme on how to use this SIM effectively (DEP-DPEP, Kerala). Govt. of Odisha conducted a study on necessity of SIMs for capacity building of teachers and found that; i) teachers had to be provided scope for their content knowledge upgradation on a recurrent basis besides strengthening their pedagogical skills; ii) content upgradation could be inbuilt in the pedagogic strengthening programmes; iii) distance modes of instruction like providing print materials and audio-video support could be adopted on a wide scale; iv) cluster centers needed to be activated to develop their own programmes to cater to their local needs using local specific materials and language (DEP-DPEP, Odisha). A study was undertaken by DEP-DPEP, Odisha to ascertain the usage and benefits of the SIM Mathematics with the objectives of understanding the views of the target group on the quality of SIM like; its usefulness in the content classification, and content transaction and its use in their professional development. The study also obtained the suggestions of the target groups for improvement in training through SIMs. The sample of the study was selected from three districts of Odisha (Dhenkanal, Sambalpur and Keonjhar). Data for the study was collected through an achievement test, questionnaire and an interview schedule. The major findings of the study were: Teachers appreciated language and content presentation of SIM in Mathematics; ii) examples presented in the SIM were self explanatory but areas like fraction and decimal needed further elaboration; iii) the SIM help teachers upgrade their content knowledge in various areas of Mathematics. Teachers got academic support through the SIM; and iv) the SIM helped teachers in classroom transaction (DEP-DPEP, Odisha) (DEP-SSA, IGNOU; 2003). The classification and categorisation continues for the assessment of disability for eligibility to restorative and social welfare benefit (MHRD, 1994). In spite of much diverse practices for education of CWSN nearly half of the population of CWSN was not in school due to the obstacles faced by the local Govts. For educating CWSN Inventive approaches were used by state level practitioners. Above all there is a need for capacity buildings at all levels and managing attitudinal barriers for facilitating inclusive Education. Majority of

teachers teaching in integrated/inclusive schools do not adapt instructions frequently in the classroom to meet the special needs of the children. Teachers' lack of knowledge and empowerment was the reason for making no adaptations. The literature complies that many teachers did not find these strategies very feasible in Indian classrooms (JULKA, 2005). There is a need to revise the existing teacher education course contents to face diversified classroom conditions, orient teachers in all teacher-education institutions for capacity building of the trainers in DIETs, resource materials to support new methods appropriate for inclusive classroom and researchers undertaken at the DIET level must also include topics related to education of learners with Special Education Needs (JULKA, 2003). There is no significant difference between the perceptions of male and female respondents in terms of various facilities available for education of children with special needs and there are no district wise variations also. Special facilities for disabled children were not found, VECs are not aware for the Education of CWSN, parents, teachers and disabled children are not aware of the provisions of facilities for disabled children under SSA and organisation of awareness programmes for the community to promote education of disabled children is needed (Soni, 2003).

There is no special teachers to help children with disabilities are appointed. Orientation given to the general teachers in the area to inclusive education and the teaching learning strategies being used in the classroom did not meet specific needs of different categories of disabled children. Therefore, teachers need intensive training for attitude change for successful implementation of inclusive education. Steps need to be taken for removal of architectural barriers in the states (Soni, 2005). It is strongly suggested to reduced their work load with children in the class with peer group or older children sharing their task in the school (Verma, 2005). PTA is helped to promote inclusive education and were able to develop healthy relationship between disabled and non-disabled children (Verma, 2004).

Integrated education of disabled has helped in improving the attendance of CWSN in schools, facilitated their progress and participation in curricular and co-curricular activities. It helped in developing positive attitude among general teachers and non-disabled children, improved their personal, social and academic skills, self-esteem of children with disabilities and reduced the drop-out rate. Steps need to be taken for capacity building of teachers to accommodate pupil's diversity in their classroom (Verma, 2002).

Parents were not given any training for use of aids and appliances provided to their children. Some instances of CWSN being provided with aids and appliances which they do not need were also reported. For accurate assessment of disability of CWSN, medical camps need to be organised for a limited number of children. Organise training programmes for parents and teachers on proper use of aids and appliances. Provision for repair of aids and appliances by trained personnel should be made. Baruah, et. al 2009). Consultative Body at state and district level may be formed for assisting and coordinating the awareness programme of IED. NGOs may be involved in providing support services to CWSN. Aids and appliances for CWSN should be of good quality and adequate in number. Architectural barriers in schools to be removed for easy access to CWSNs. Remedial classes for CWSN should be carried out. (Choudhary, et. al 2008). Level of disability of CWSN and Lack of parental cooperation is the major problem faced in implementation of IED intervention. There is insufficient infrastructure in schools for accommodating children with special needs. Out of total identified children with special needs 2/3rd were enrolled (Das, 2007). Attendance of CWSN in school is very poor and Less CWSN uses aids and appliances. Performance of CWSN in average and needs extra support in the class (Chaudasama, et.al. 2006).

NGO have progressive perspective of inclusive education (Banerjee and Mehandale, 2006). The facilities included providing suitable physical infrastructure and equipments, district level planning, budgeting and conducting training programmes for persons involved in providing service to CWSN and awards to exceptional persons among the specially challenged. Programmes for developing sensitivity and awareness among community for the needs of such children need to be organised (Venkatesh, 2006). Individualised, structured, consistent and contextual interventions need to be implemented for social integration as well as for developing self esteem, co-operative learning procedures, modeling of appropriate social behaviour, play group, leisure activity arrangements, involving parents and NGOs to nurture and bring forward disabled achievers as models for the disabled (Seethram, 2005). The intellectual capacity of the children with learning ability was significantly higher than that of those with learning disability. Children with learning disability showed better academic performance after remedial programme. Orientation programmes regarding learning disability may be arranged in collaboration with NGOs for the teachers. Awareness and remedial programmes about learning disability to be conducted

Self-Instructional Material '*Nai Dishayan*'...

through print and electronic media. Periodical counseling programmes to be arranged for teachers and parents in this regard (Santhanam, 2005).

Objectives

1. To study the perception of teachers and teacher educators towards different aspects of SIM '*Nai Dishayan*' for training of teachers.
2. To study the effectiveness of SIM '*Nai Dishayan*' for professional development of teachers and BRCCs/CRCCs in relation to education of children with special needs.
3. To study the perception of teachers, BRCCs/CRCCs and administrators towards effective implementation of SIM '*Nai Dishayan*' for facilitating inclusive education.
4. To suggest measures for further improvement in designing and development of SIM for facilitating education of children with special needs and development of professional competencies of functionaries associated with education of children with special needs in regular schools.

Methodology

Population

The population of the present study comprised of all teachers, BRCCs, CRCCs and administrators of Uttarakhand associated with training /orientation of teachers under SSA.

Sample

Keeping in mind the size of the population and nature of clientele, stratified Random Sampling technique were used for the selection of sample at the district level.

Haridwar district of Uttarakhand was selected as the sample district. From Haridwar district all eight blocks (Narsen, Haridwar, Bahadrabad, Laskar, Roorkee (Rural), Roorkee (Urban), Mangalore, and Bhawanpur) were selected as sample blocks.

From each block two clusters were selected randomly and from each cluster five schools were selected randomly. All teachers of sample schools were taken as the sample of the study. All functionaries of sample BRCCs and CRCCs were taken as the sample and at the same time all administrators of District Project Office

associated with training of teachers were selected as the sample of the study.

Tools

The following tools were used in the present study to collect necessary relevant data from teachers, BRCCs/CRCCs and administrators in Haridwar District of Uttaranchal State.

1. Questionnaires for teachers, BRCCs/CRCCs and administrators.
2. Focus Group Discussion (FDG) with DIET faculty, BRCCs, CRCCs, and teachers

Method

Descriptive survey research method was adopted for the study with the help of questionnaires and focus group discussion. Teachers, CRCCs and administrators were contacted through concerned Block Resource Center Coordinators to ensure that they responded the questionnaires. BRCCs were given adequate orientation on how to administer the questionnaire on the sample.

For analysis and interpretation of data chi square test has been employed to find difference in perception of sample with regard to each item. A comparison has been made between the calculated chi square value with table value at two different levels (0.01 levels and 0.05 level). On the basis of comparison of two values (calculated value and table value) the difference between the two mean percentages (whether significant at a particular level or not) is determined. * indicates level of significance at 0.05 level and ** indicates level of significance at 0.01 level

A focus group discussion was organised with BRCCs, CRCCs, Teachers and Teacher Educators at DIET Rookree. All participants (BRCCs, CRCCs, and Teachers) were from eight different blocks of Haridwar district and teacher educators were from DIET Rookree only. Forty participants participated in the discussion comprised of eight BRCCs, eight CRCCs, 16 teachers and eight teacher educators). The discussion was organised in two phases. In phase I, the participants were divided into four groups. Each group comprised of two BRCCs, two CRCCs, four teachers and two teacher educators. Each group assigned a topic for discussion and interaction under the leadership of one teacher educator. The topics for discussion were as follows:

1. Relevance of the SLM for improving school effectiveness programmes for education of children with special needs.

2. Effectiveness of the SLM for ensuring community support/ participation to facilitate inclusive education.
3. Importance of the SLM in the context of training of functionaries to facilitate inclusive education.
4. Dissemination of success stories for promoting inclusive education.

Each group discussed with one another for an hour and prepares a brief report of their discussion. Phase II, each group presented the themes of their discussion and interaction before all. The presentation was followed by open discussion among the members of all the groups. The session was moderated by the investigator. Necessary arrangements were made to note the proceedings of the discussion. These proceedings were collected and analysed as qualitative data in support of the objectives of the study. The following important questions were raised by the investigator during the course of discussion among the participants. Feedback and suggestions received from the participants were noted and accordingly analysed and interrelated.

- (i) What are the perceptions of field functionaries towards the SLM 'Nai Dishyan' in relation to facilitating different dimensions of inclusive education?
- (ii) Do you think this SLM is helpful in improving professional competencies of teachers, BRCCs/CRCCs and other functionaries in promoting inclusive education?
- (iii) What are the types of difficulties faced by the teachers, BRCCs/CRCCs and other functionaries in handling this SLM during training sessions?
- (iii) What suggestions you would like to give for further improvement of this SLM to make it more teachers friendly?
- (v) What steps should be taken at field level for facilitating inclusive education initiatives?

Findings of the Study

The findings of the study are presented under than four different sections such as: Section A: Findings pertaining to responses of teachers; Section B: Findings pertaining to responses of BRCCs/CRCCs; Section C: Findings pertaining to responses of administrators; and Section D: Findings from Focus Group Discussion

Section A: Findings pertaining to responses of teachers

General aspects of inclusive education: The major focus of the study was to assess the effectiveness of SIM 'Nai Dishayan'. It was found that there is a significant difference between the responses of teachers with respect to; i) understanding of the SLM (4.02); ii) effective management of inclusive classrooms (6.08); and iii) making better seating arrangement in inclusive classroom (4.02). Teachers are of the opinion that this SLM helps in effective management of inclusive classrooms (62.72 per cent) and making appropriate seating arrangement (64.49 per cent) in inclusive classrooms. Most of the sample teachers (51.47 per cent) find difficulties in inclusive classroom in dealing children with Special Needs. However, 62.72 per cent of sample teachers did not go through the SLM. It is also found that 56.22 per cent of teachers viewed that the SLM helps them in understanding children with Special Needs. This shows that SLM 'Nai Dishyan' is of quite beneficial for the teachers in developing a thorough understanding towards children with special needs and develop confidence in handling children with special needs in inclusive classrooms. **Improving instructional strategies:** There is a significant difference between the responses of teachers with regard to; i) organisation of various activities in classroom in making T-L process effective (4.68) and ii) effective communication with children with special needs (6.86). Responses of the teachers go in favour of the effectiveness of the SLM. About 50 per cent teachers are of the opinion that this SLM helps in designing, developing and adopting TLM effectively in classroom to meet the need of children with special needs and 41.42 per cent felt that the SLM is useful in modifying transactional strategies for the benefit all children including children with special needs. About 57.39 per cent of teachers viewed that this SLM is quite helpful in selecting and organising co-curricular activities for promoting inclusiveness in regular classroom. This is definitely a positive indication on the part of academic effectiveness of this SLM in bringing a meaningful change in T- L process in inclusive classrooms. **Building Partnership and Cooperation:** There is no significant difference between the response of teachers pertaining to effectiveness of this SLM in building partnership and cooperation for facilitating education of children with special needs. 59.76 per cent of the teachers opined that this SLM is helpful for teachers in developing motivation in parents, particularly their active involvement in various activities. Similarly 55.62 per cent teachers expressed that it is useful to motivate community members to meet

the needs of children with special needs and 41.47 per cent viewed that it is quite beneficial in selecting and assigning activities for children according to their potential. It is found that more than 50 per cent of teachers are strongly in favour of the effectiveness of this SLM and about 50 per cent viewed that this material is quite helpful in comprehensive evaluation of children with special needs in inclusive setting. At the same time, more than 40 per cent of teachers did not responded positively against the items pertaining to relevance of this SLM in developing partnership and cooperation for making inclusion a success. This gives an indication that the content of the SLM may be improved for helping and motivating teachers in developing partnership and cooperation with parents and community members for the success of inclusive education. **Facilitating inclusive education:** There is no significant difference between the responses of teachers with regard to various aspects related to effectiveness of this training module. Developing professional competencies of teachers to deal children with special needs effectively and motivating parents and community to send their children to school are some of the major objectives of this SLM 43.19 per cent of sample teachers reported that this SLM helps in development of their competencies to deal all children in inclusive classrooms. It also helps in motivating parents and establishes a rapport with them for better education of children to schools with special needs (47.92 per cent). It is found that about 55.03 per cent of teachers developed a positive attitude towards all children in inclusive classrooms. Similarly, with regard to effectiveness of this SLM in promoting inclusion and socialisation of children and in motivating children with special needs to come to school this SLM is found to be very useful. **Overall effectiveness:** There is no significant difference between the responses of teacher pertaining to the relevance of the module in facilitating inclusive education at elementary level. However, there is a significant difference in responses of teachers with regard to training of functionaries to make use of this SLM effectively. 78.11 per cent of sample teachers viewed that they have not received any training/orientation on effective use of this SLM. This is found to be a serious drawback in obtaining desired result out of this SLM. Some of the teachers found to be benefitted out of the SLM on the basis of their own proactive initiatives only. Fifty two per cent of teachers viewed that they are constantly trying to develop self-confidence of children with special needs and performance of those children are found to be improved in inclusive

classrooms. It is encouraging to note that 50.03 per cent of teachers viewed that this SLM helps in building their confidence to face challenges in inclusive classroom and 49.11 per cent of teachers pointed that this SLM helps them to ensure better inclusion of children with special needs in regular schools.

Section B: Findings pertaining to responses of BRCCs/CRCCs

Training on inclusive education: It is found that this SLM is quite relevant for teachers to improve their professional competencies in facilitating education of children with special needs in regular schools. 63.68 per cent of BRCCs/CRCCs viewed that this SLM is relevant to equip competencies of teachers in effectively handling all children in inclusive classrooms. About 73.13 per cent of BRCCs/CRCCs are orientated on different areas of education of children with special needs. 87.07 per cent of BRCCs/CRCCs viewed that in the present scenario the training/orientation planned and provided to teachers are not sufficient. They need additional training/orientation to improve their skills, and competencies pertaining to effective implementation of inclusive education programme in inclusive classrooms. It is equally important for both children with special needs and their normal counterparts also. This SLM will actively support in facilitating inclusive education programmes and act as a guide for teachers, and other functionaries associated with education of children under inclusive education programme. This is a paradigm shift in the field of elementary education. It needs a thorough planning and systematic approach of implementation of various plans and programmes with cooperation of the society and community at village level. **Effectiveness of the 'Nai Dishayan':** there is a significant difference in the perception of teachers pertaining to; i) developing confidence of teachers in handling children with special needs in inclusive schools and classrooms (10.33**); ii) improving effectiveness of training in inclusive education (13.70**); and iii) helping teachers to develop awareness among parents and community members about education of children with special needs in general and inclusive education in particular (3.96**). In all the three aspects the difference goes in favour of the utility and relevance of the SLM 'Nai Dishayan'. This SLM is of quite effective with regard to providing training to teachers on various aspects of inclusive education. 62.28 per cent of BRCCs/CRCCs viewed that adequate facilities are available in schools for accommodating children with special needs and 74.63 per cent of teachers are confident in handling

children with special needs effectively in regular schools. 77.61 per cent of BRCCs/CRCCs pointed that this SLM is quite beneficial for providing training to teachers. 76.16 per cent BRCCs/CRCCs responded that the document 'Nai Dishayan' helps teachers to develop awareness in parents and community for better education of children with special needs with maximum utilisation of available resources.

Section C: Findings pertaining to responses of administrators

With regard to the perception of administrators on various aspects of training through this SLM it is found that only 33.33 per cent of administrators have received regular feedback from teachers and other SSA functionaries about the relevance of this document. 66.67 per cent of administrators viewed that they have not received any such feedback. This clearly indicates the difficulties of administrators towards effective implementation of this SLM. Only 16.67 per cent of administrators arranged training programmes for the teachers and other functionaries on the use of this SLM. This is considered to be a serious drawback on the part of administrators in facilitating the initiatives for promoting inclusive education and developing competencies of teachers and other functionaries also. 25 per cent of administrators viewed that functionaries are equipped themselves in using this SLM. Though most of the administrators (95.83 per cent) are agreed that this SLM is useful for teachers, but hardly they are serious on the implementation of this SLM for the benefit of teachers and children with special needs. 91.67 per cent of administrators pointed that they find change/improvement in inclusive education programme for promoting education of CWSNs in regular schools, but active involvement of all stockholders is yet to be seen.

There is lack of strategic plan for implementation of this SLM under inclusive education initiatives in one hand and lack of initiatives on the part of administrators and implementers in making effective use of new plans, programmes for capacity building of functionaries at different levels.

Section D: Findings from Focus Group Discussion

Content Related Issues: A wide range of content covered in the module aims at building confidence of teachers in accommodating children with different categories of disabilities in regular school and classroom but hardly give any inputs pertaining to curricular

adaptation/modifications for facilitating teaching learning process in inclusive classroom. Strategies pertaining to classroom management, seating arrangement, building partnership etc. were reflected clearly for the benefit of teachers and trainers but at the same time it is noticed that there is lack of examples and illustrations to develop clarity/understanding. For making the content more relevant and useful, case studies would have included but this module does not contain any such items. Characteristics and identification of different categories of children constitute an integral part of this module but this part is delta with theoretical explanations only. This could have explained with examples and illustrations for better understanding of teachers and other functionaries. The content used in the module is adequate and appropriate for improving competencies of teachers but each aspect of the content should have supported by some real examples and illustrations.

At the time of selection of content for a training module interest of children with special needs must constitute an important part. Teachers need to be trained in appropriate teaching learning process so as to make the inclusive classroom interactive and participatory. Problems of various categories of children must be reflected and at the same time these problems should be analysed with citing appropriate remedies. Documentation of best practices for each categories child with special needs should constitute a part of the training module. Evaluation is an important part of teaching learning processes. Evaluation in inclusive classroom is a challenging assignment for teachers. Therefore, module for inclusive education must reflect the means of evaluation of teaching learning process in inclusive classroom with examples and illustrations. Cooperation of parents and community is the key to the success of inclusive education. This aspect must be dealt with appropriate case studies and illustrations for motivating teachers. Guidance and counseling should also constitute an important part of teachers training module in inclusive education. **Language Related Issues:** Language used in the training module is quite simple and understandable on the part of teachers and trainers associated with education of children at elementary level. But many teachers viewed that it should be more motivating and interesting. Faculties of DIET are of the opinion that the language used in the module is simple but not contextualised in local context. It needs to be more local specific to facilitate easy understanding of teachers. The technical terms used in the content needs further clarifications. There are certain points, which create

ambiguity/confusion in the mind of teachers with respect to taking appropriate steps to facilitate inclusion of children with special needs in one hand and providing them education of their interest on the other hand. **Presentation Related Issues:** Content material has been organised sequentially and systematically, which create motivation in teachers and teacher educators. Presentation strategies adopted in the content hardly reflects teaching-learning process. It is more of informative with theoretical details and descriptions. Participants are satisfied with the interactive and friendly mode of presentation. They were expecting pedagogic aspects in the presentation, which could help them in making the teaching learning process effective and satisfying in inclusive classroom. Participants suggested that taking into consideration of different categories of children with special needs interactive multimedia programme can be designed to supplement this SLM but this aspect did not find a place in it. More pictures should have been included for making the content lively. **Relevance Related Issues:** The SLM 'Nai Dishayan' is considered to be a very good supporting document for the teachers at early stage (primary level) of inclusive education. It serves as a reference material for designing and development of appropriate teaching learning materials for inclusive classrooms. Trainers and master trainers need specific and strategic orientation/training pertaining to how effectively this module can be used for the benefits of teachers during in-service training. No steps have been taken for organising training and orientation of field level functionaries. This certainly creates a difficulty in teachers and other functionaries in realising the importance of this SLM and understands its significance.

Faculties of DIET are of the opinion that directly they are not associated with training of teachers. Out of all faculties only one faculty developed inclination and interest towards inclusive education. Though DIET Roorkee is one of the study centers of MP Bhoj Open University for foundation course in disability but none of the functionaries of DIET associated with in-service training programme with SSA for facilitating inclusive education and never they explore any possibility of strengthening education of children with special needs with building partnership with parents and community.

Educational Implications

The content of the material may be improved to meet the expectations of target group with incorporation of classroom based examples and

illustrations. The teachers must be provided adequate training/orientation to use this material effectively. Teachers working at different levels must be given a strategic orientation/training on inclusive education in general and effective use of training modules in particular for facilitating education of children with special needs in regular schools. There is a need to develop a strategic intervention for improving the use of this document during in-service training of teachers to develop their competencies to handle situation for promoting inclusion of children with special needs in regular schools. Modification of transactional strategies to make it suitable for children with special needs is a challenging aspect for the academic improvement of children with special needs. Teachers at elementary level face many difficulties in this area. Hence, there is a need to improve the usefulness of this training module 'Nai Dishayan' to meet the need of teachers? There is the need of a structured thematic training/orientation for the teachers on effective implementation of training modules. Therefore, it is essential to improve the qualitative aspect of this module pertaining to modification of transactional strategies and providing appropriate training/orientation to teachers for making inclusion a reality

Improving instructional strategies for facilitating learning improvement of CWSNs is a challenge, which must be taken care of with appropriate strategies. It is a serious concern which needs further improvement on the part of improving the content of SIM 'Nai Dishayan'. The SIM needs to be revised and modified to make teacher competent in selecting and organising appropriate scholastic and co-scholastic activities for facilitating inclusive education in regular schools. Building partnership and cooperation among various stakeholders to realise the goal of education for all is one of the objectives of this training module. So this aspect must be taken care of in real sense. Much need to be done in the light of citing examples, illustrations, case studies etc for improving effectiveness of SIM for ensuring cooperation from all around. It is essential to organise thematic and intensive training for the teachers, teacher educators and other functionaries to develop strategy plan for facilitating inclusive education. It is essential to promote effective use of training modules for wider benefit of the teachers working at elementary level. It is possible by providing recurrent training to teachers on various aspects of inclusive education. Developing confidence of teachers to face challenges related to inclusive education must be the first priority of in-service training. Strategic steps must be taken to review various

dimensions of this SLM '*Nai Dishayen*' to make it more effective and useful. There is the need of continuous upgradation and updating of knowledge and skills of the teachers to improve their competencies pertaining to making inclusion effective. Hence, a recurrent training programme may be designed for BRCCs/CRCCs, so that they will be able to make the teachers confident in carrying out the challenging task of inclusive education. BRCCs/CRCCs are not clear, and confident about their role and responsibility for making training on inclusive education meaningful and effective. There is the need of additional training/orientation to improve the skills and competencies of teachers pertaining to inclusive education. From this, it is concluded that training/orientation aspects related to inclusive education needs a thorough review and on the basis of which it is to be redesigned to improve relevant skills in teachers, BRCCS/CRCCs and other functionaries.

BRC/CRC functionaries have not received any training/orientation on education of CWSNs in regular school. It is a great hurdle in implementation of inclusive education programme and realising its effectiveness as well. BRC/CRC functionaries are of the opinion that teachers are provided with adequate training/orientation to develop their capacity to handle CWSNs in regular schools. But at the same time, they admit that competencies of teachers need to be improved for handing such category of children in regular school and they need additional training/orientation to improve their skills and competencies pertaining to inclusive education. Therefore, it is realised that effective orientation/training must be designed and developed for providing adequate exposure to BRC/CRC functionaries, trainers, master trainers and resource persons working at various level first, to realise the goal of inclusive education a real success. Equipping competencies of teachers in effective handling of children with special needs in regular school is prime concern for facilitating education of children with special needs.

A resource group needs to be formulated at each cluster for providing training/orientation to teachers. During training attempt should be taken by the resource group to simplify the language to make the programme a real success. Attempt must be taken for the capacity building of resource group formed at the cluster level. Efficient interpretation of language is a key to derive maximum benefit from the training module. Instead of planning for examples and illustrations for individual category of children, it is advisable to frame certain common examples and illustrations that will find beneficial

of all categories of learners. In a single activity/example/illustration there should be scope for involvement and participation of all categories of children to develop inclusive ethos in them. Clear and simple language has been used in the presentation of content in the module.

Simply design and development of training module will not serve the purpose of improving the quality of education unless there is strategic planning for its effective implementation. How best a training module may be the overall effectiveness depends on acceptability and ownership on the part of field functionaries. This is possible if and only if, all field level functionaries will be given appropriate, adequate and need based recurrent training/orientation. There is the need of strong will and motivation on the part of teacher to effectively operationalise the programme of inclusive education with appropriate modification of curriculum transaction strategy. There is the need of a structured training/orientation for all teachers and BRCCs/CRCCs in effective implementation of training modules in general and SLM in particular for the benefit of field level functionaries.

REFERENCES

- BANERJEE, R. AND MEHANDALE, A. 2006. *Understanding Inclusive practice and community initiatives to make education accessible to all*. Seva in action Association, Bengaluru, Karnataka
- BARUAH, P. ET AL. 2009. *Impact of aids and appliances on educational performance of children with special needs*. Tezpur University, Tezpur
- CHOU DHARY, A. N., ET AL. 2008. *Impact of IED intervention in the area with full resources support and partial resources support provided from SSA- a comparative analysis*. Xavier's Foundation for Social and Educational Deployment and Research, Guwahati
- CHAUDASAMA, G., ET AL. 2006. *Impact of integrated education for disabled children- IEDC scheme under SSA Shiksham Ane Samaj Kalyan Kendra*, Amreli
- DAS, D. 2007. *Evaluation of the impact of IED intervention with focus on enrollment and retention in the school*, Gawahati University, Gawahati
- DEP-SSA, IGNOU. 2003. *Distance Education Initiatives in Distinct Primary Education Programmes (DEP-DPEP)*, MHRD, Govt. of India; Indira Gandhi National Open University, New Delhi
- JANGIRA, N. K. 1985. *Special Education in India - Search for operating in Britain and India*, Academic Press, Gurgaon, Haryana
- JULKA, A. 2005A. *A Study of programme and practices for education of children with special education needs in different states*, Department of Education of Groups with Special Needs, NCERT, New Delhi

Self-Instructional Material 'Nai Dishayan'...

- JULKA, A. 2005B. *A Review of existing instructional adaptations (general and specific) being used in integrated / inclusive classrooms*, Department of Education of Groups with Special Needs, NCERT, New Delhi
- JULKA, A. 2003. *Strengthening the teacher education curriculum of DIETs from the perspective of special needs education*, Department of Education of Groups with Special Needs, NCERT, New Delhi
- MANI, M. N. G. 1994., *Project Integrated Education for the Disabled-Evaluation Study*, Phase I, UNICEF, New Delhi
- MHRD. 2004. *Selected Educational Statistics. 2002-03; Planning, Monitoring and Statistics Division* Department of Secondary and Higher Education Ministry of Human Resource Development. Govt. of India. New Delhi
- NUEPA. 2010. *District Report Cards 2008-09, Elementary Education In India*, National University of Educational Planning and Administration, New Delhi
- SANTHANAM, P. 2005. *Remedial Programmes for children with Learning difficulties*. SDS Institute of Behavioral Sciences, Chennai, Tamil Nadu
- SEETHRAM, R. 2005. *A study on the social integration of children with mild and moderate disabilities in main stream classroom under SSA*. Tamil Nadu. Department of Education., University of Madras, Tamil Nadu.
- SONI, R. B. L. 2005. *Interventions for education of children with disabilities*. Department of Education of Groups with Special Needs, NCERT, New Delhi
- SONI, R. B. L. 2003. *Perception of parents, teachers and students about education of disabled children*. Department of Education of Groups with Special Needs, NCERT, New Delhi
- VENKATESH, M.N. 2006. *An evaluation of the schemes and programmes of inclusive Education of the disabled children in Karnataka*. Department of Folklore and Tribal Studies, Dravidian University Kuppam, Chittore Dist., A.P.
- VERMA, J. 2005. *Innovative teaching strategies for promoting inclusive Education*. Department of Education of Groups with Special Needs, NCERT, New Delhi
- VERMA, J. 2004. *Role of parent Teacher Association for promoting Inclusive Education*. Department of Education of Groups with Special Needs, NCERT, New Delhi
- VERMA, J. 2002. *An evaluation study of integrated Education for disabled children (IEDC)*. Department of Education of Groups with Special Needs, NCERT, New Delhi