

# Evaluation of Inclusive Education Practices in Sarva Siksha Abhiyan (SSA) Primary Schools

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## Abstract

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*The study aimed to evaluate the influence of inclusive education practices on learning and teacher attitude towards children with special needs as well as to evaluate how children with special needs placed in regular schools have benefited. Twenty children with disabilities of two from each 10-randomly selected schools were chosen for case study. A critical evaluation was done on all possible related variables responsible for meeting unique needs of child with disabilities such as: dropout/retention; provision of incentives including aids and appliances; individualised programme; curricular adaptation; academic achievement; attitude of teachers and peers; and resource support to school. It was observed that not only mild and moderate, but children with disabilities having any severity level were part of the primary schools. Significant gap between school age and chronological age; lower grade level inappropriate examination practices were observed. Retention of children with disabilities was found good with appropriate attendance. Half of the teacher's attitude towards these children were not favourable; however, positive peer acceptance was observed. The present article also mentions all possible practical suggestions and recommendations.*

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## Introduction

The inclusive education (IE) has been well accepted and practiced throughout the globe because the learning needs of the disabled children demand special

attention. Inclusive Education is not just about including people with disabilities; it is about including everyone, and making particular efforts to identify who is excluded or marginalised. The basic strategies of inclusive education are:

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(i) curriculum and teaching approaches are flexible and child-focused; (ii) learning for all children is more effective and relevant; (iii) buildings and environments are accessible; (iv) teachers work together and are well supported and adequately trained; (v) examination and assessment systems are flexible and accessible; (vi) there are adequate and accessible water, sanitation, nutrition and health and safety standards and provision; and (vii) drop-out and repeater rates are reduced, and completion rates improved. Several steps need to be taken to provide equal access to education to every category of disabled individuals as an integral part of the education system (WDEFA-1990). We are always in search of appropriate and effective strategy to bring all children with disabilities under the umbrella of primary education (Mishra, 2003). It has been rightly said that the issue is not whether disabled children can be included in general classrooms, but the issue is how to include them (Jangira, 1987).

The inclusive education in developing countries like India is still in infancy. However, Sarva Shiksha Abhiyan (SSA) had visualised of providing quality primary education to all children by 2007. The emerging 'school for all' globally is a pointer to this trend. During 1994-95, District Primary Education Programme (DPEP) was launched in 42 districts of seven states namely Karnataka, Kerala, Maharashtra, Haryana, Tamilnadu, Madhya Pradesh and Assam and later it was expanded. The guidelines on Integrated Education for Disabled (IED) in DPEP were developed in 1997. IED became operational in DPEP

in 1998. After action plans on IED were developed by different states, and then state specific strategies were evolved differently on every state depending on state specific vision and needs. In each state interventions were broadly made in the areas of teacher training, material development and provision of resource support that child with special needs often need for teaching and learning. Teachers were adequately oriented to the needs, problems and implications of every kind of disabilities (Mishra, 2002a). As a result, there has been a substantial expansion of IED in terms of number of disabled children identified and enrolled in DPEP schools. Department of EEL (2006) reported that through DPEP/SSA about 21,00,000 children with special needs (CWSN) identified and about 16,00,000 of them are already in the regular school system in a span of 8 years. About 20,00,000 teachers have received in-service training, about 80,000 have undergone 45/90 day RCI recognised course and about 30,000 VEC members are being oriented about IE in 17 states (MHRD, 2007).

An important issue associated with any large-scale scheme/intervention is that how an effect is expected. The impact of DPEP on IED appeared to be an important issue when planners were about to frame strategies for *Sarva Siksha Abhiyan* (SSA). Without evaluation, there has no means of assessing how effectively IE has been imparting quality education to disabled children. Case study method was adopted to carry out the study. Case studies were undertaken both at individual and school levels.

The specific objectives of the study were: (i) to evaluate the influence of IE on learning and teacher attitude towards children with special needs; (ii) to evaluate how children with special needs place in regular schools have benefited from this programme. The variables considered for the present study were: (i) level of learning achievement; (ii) teacher attitude; (iii) teacher training and its impact on students, (iv) peer acceptance; and (v) retention of disabled children.

### **Methodology**

According to the design of the study, 10 primary schools were randomly selected as samples. Besides the detailed study of each school and were also undertaken two children with disabilities randomly selected from each school.

### **Procedure**

The procedures adopted for the study were: (i) for recording the case history of every CWSN, appropriate formats were developed. Also for studying the role of school in IE, a different format was made. Focus was given on benefits accruing to the child on account of his/her placement in regular schools. The school in which the child studying was evaluated on the basis of information and observation compiled through a detailed checklist and data sheet; (ii) Peer attitude was studied through direct observation of interaction between disabled and non disabled peers that: (a) whether or not the non-disabled peers accepted the disabled peer(s); (b) whether the attitudes of the non-disabled peers were condescending; and (c) whether the

attitudes of the non-disabled peers were rejecting; (3) the achievements of children with disabilities were evaluated through Grade Level Assessment Tool. Vineland Social Maturity Scale was also administered on disabled children to evaluate their social maturity/adjustment due to IE; (4) Teacher training programmes conduct as part of DPEP was evaluated on the basis of whether or not teaching strategies/methods used are effective in helping children with special needs to learn better; (5) Teacher attitudes were judged by observing the teacher who is teaching the children with disabilities.

### **Results**

The study covered 10 primary schools those were randomly selected from Hardoi district of Uttar Pradesh. Reportedly efforts have been made in Hardoi district to promote 'Inclusive Education' as part of DPEP and SSA intervention. Although the IE programme is spread throughout all nineteen blocks of Hardoi, but the target blocks were: Sandila, Kachauna, Sursa and Bawan. Out of 7648 identified children with special needs (CWSNs) in the whole district, the four project blocks have integrated 621 CWSNs out of their 861 identified cases. The interventions towards promotion of IE programme were: (i) teacher training/sensitisation in IED (5 days/10 days/45 days); (ii) community sensitisation and training to Village Education Committee (VEC); (iii) parent counselling and guidance services; (iv) collaboration/hiring of NGO; (v) free distribution of aids and appliances and free health checkup; (vi) construction of ramps; (vii) distribution of scholarships;

(viii) resource support to project schools by District Coordinator-IED, three special educators and one resource teacher in every block.

According to the design of the study two students with disabilities from each 10 selected schools (20) were chosen for case study through case history method and field observation. The details of schools covered under study have been given in Table 1.

A broad difference in ratio of children with disabilities and without was found over sample schools. However, on average, one child with disability was found in every 28 children and hence a prevalence rate of 3.57% was recorded. In the sample schools 69 children with disabilities were enrolled out of 82 such children. This implies an enrolment rate of 84%. The things those observed to be more alarming was: (a) poor teacher-student ratio; (b) physical incapability of school building to accommodate all students. A school was also observed that did not have a building to shelter its student and teachers. When the primary schools did not have basic infrastructure and required number of teachers then what we could debate about the success of inclusive education by ensuring appropriate and quality education to children with disabilities? Due to DPEP/SSA intervention, most of the teachers were found to be oriented about education of children in the disabilities either through 5-day training workshop or of 10-day duration. Further, some variables related to children with disabilities were studied in detail those were covered by 10-sample schools. Table-2 given below represents the detailed scenario of CWSNs

representation in sample SSA schools.

Out of 69 enrolled students (with disabilities), the number of students with locomotion impairment (LI) was the maximum (35) followed by students with hearing impairment (15), then visual impairment (12) and the number of students with mental retardation was minimum (07). The number of male students with disabilities (45) was almost two times higher than their female counterparts (24). Even children aged fifteen years were also observed studying in the sample primary schools. Although most of the children with disabilities were provided with free textbooks, but many of them did not receive scholarship. Only half of the total students were given aids and appliances.

The attendances of such children recorded at schools were impressive. It was also given to understand the positive relationship between *wazifa* (free distribution of 4-Kilograms wheat grains per month to each child) and his/her attendance. Many a times the exaggeration of figures in school record might result in impressive figures. Despite poor infrastructure, inadequate number of teachers, the enrolment and retention of children with disabilities are very encouraging. However the quality of classroom transactions and academic performance of such children are yet a matter of concerns.

As mentioned earlier that two students with disabilities from each 10 selected schools (20) were chosen for case study. The summary of children (disability wise) are given in Tables 3-6.

Students with mild to severe mental retardation were observed in primary schools. All students were found with low

**Table 1: Details of Schools Covered Under Study**

Schools	Total Students	CWSN		No. of Teachers	Teacher-Student Ratio	Available Space to Accommodate	Training of Teachers in IE
		Enrolled	Not Enrolled				
1	394	14	01	02	1: 197	150	5 day Trg. to 2/2
2	126	05	02	02	1:63	00	5 day Trg. to 2/2
3	310	05	02	06	1:52	250	5 day Trg. to 5/6
4	272	13	00	03	1:91	200	5 day Trg. to 3/3
5	375	07	02	03	1: 125	250	5 day Trg. to 2/3
6	284	06	08	04	1: 71	150	5 day Trg. to 4/4
7	182	04	02	04	1:46	150	5 day Trg. to 4/4
8	148	07	01	03	1:49	150	5 day Trg. to 3/3
9	243	04	02	03	1: 81	150	5/10 day Trg. 1/3 & 1/3
10	112	04	02	02	1:56	150	5 day Trg. to 1/2

**Table 2: Details of CWSNs Covered by Schools under the Study**

Schools	Types of Disabilities				Total	Sex		Age Range	Class				Incentives			Aids/ Appl.		Attendance	
	MR	HI	VI	LI		M	F		I	II	III	IV	V	FTB	S	R	NR	DO	
																			MR
1	5	2	6	14	9	5	6-11	1	2	8	2	1	14	02	3/8	11	03	0	
2	-	2	1	05	2	3	7-10	0	1	2	2	0	05	01	0/1	04	01	0	
3	-	2	3	05	3	2	7-15	1	3	0	0	1	03	03	0/2	04	01	0	
4	3	3	5	13	9	4	7-14	9	0	3	1	0	13	02	3/6	09	01	3	
5	-	1	5	07	6	1	6-11	2	2	3	0	0	06	01	4/6	06	00	1	
6	-	1	3	06	3	3	7-11	0	1	1	4	0	06	04	1/6	05	01	0	
7	-	-	3	04	3	1	7-11	0	2	1	0	1	04	00	2/3	04	00	0	
8	-	-	5	07	4	3	7-12	3	1	3	0	0	07	02	2/2	07	00	0	
9	-	2	-	04	3	1	7-9	1	3	0	0	0	04	02	3/3	04	00	0	
10	1	1	2	04	3	1	7-9	3	1	0	0	0	04	02	1/1	04	00	0	
Total	07	15	12	35	69	45	6-15	20	16	21	9	3	66	19	19/38	58	07	4	

MR: Mental Retardation, HI: Hearing Impairment; VI: Visual Impairment; LI: Locomotion Impairment, FTB: Free Text Book; S: Scholarship; Aid/Apppl: Aids and Appliances; R: Regular, NR: Not Regular; DO: Drop-out

profile in their social maturity and grade level. However, the students were given opportunity to appear for the last school examination to the class they were enrolled. Achievement in the examination did not logically correlate with their actual level of performance on grade level assessment tool. Their attendance in the school was encouraging and except a few students. Many teachers' attitudes towards them were observed to be favourable. The most exciting fact is that there was complete acceptance by their peers.

Hearing-impaired students of varied severity were observed studying in primary schools. Their academic achievement was evaluated to be one grade below the actual grade in which they were studying. Achievement in last examination also did not correlate with their actual level of performance. The social maturity and group adjustment of hearing impaired children were found to be age appropriate and almost at par with their normal counterparts. The attitude of teachers was also favourable including the acceptance by peer groups.

Both students with total blindness and partially sighted were found studying in primary schools. Academic achievement was also found to be low but the evaluation done by school through last examination was different in many cases. Age appropriate social maturity was observed in most of the children. Although 60% of teachers had unfavourable attitude towards them, but peer acceptance was good at every situation. The attendance of such children was good.

Like other disabilities, students with locomotors impairment were found with

varied severity. Academic achievement was also found to be low — though they did not have any sensory or mental disability. Most of the children were reported of attending school regularly. About half of the teachers had favourable attitude. Peers exhibited positive acceptance towards them.

Examples of one case study each on a child and schools are given at the end of due paper for readers.

The following conclusions may be drawn from the above observations:

- (a) Not only mild and moderate, but children with varied severity were found studying in schools;
- (b) The significant gap between school age (grade age) and actual age was found with half of the children — not only with mental retardation but with all types of disabilities. In some cases it was due to late enrolment in the schools;
- (c) Except few cases (including all students with mental retardation) social maturity exhibited by the students with disabilities was age appropriate and at par with non-disabled peers;
- (d) On grade level assessment, all children were found to be functioning at several grade levels below the actual grade on which they were studying;
- (e) Results obtained from school examination concerning performance of children with disabilities were not reliable. Teachers had difficulty in examining these children with various categories of disabilities;
- (f) As per available records, retention

**Table 3: Mental Retardation**

Severity (Name)	Age/ Sex/ Class	Grade Level Evaluation		Social Maturity	Achievement in last examination		Attendance	Teacher's Attitude	Peers' Acceptance
		Hindi	Math		Hindi	Math			
Mild (Brijesh)	7/M/1 Grade 1	15% of Grade 1	5% of Grade 1	5 yrs 3 m	-	-	78%	Unfavourable	Good
Moderate (Sufiya)	11/F/4 Grade 1	45% of Grade 1	32% of Grade 1	5 yrs	13%	9%	84%	Favorable	Good
Mild (Vandana)	11/F/4 Grade 1	48% of Grade 1	33% of Grade 1	7 yrs	14%	9%	80%	Favorable	Good
Severe +CP (Sangeeta)	7/F/2 Grade 1	08% of Grade 1	13% of Grade 1	5 yrs 8 m	5%	9%	68%	Neutral	Good
Mild (Suaram)	9/M/2 Grade 1	20% of Grade 1	25% of Grade 1	6 yrs	13%	17%	80%	Favorable	Good

**Table 4: Hearing Impairment**

Severity (Name)	Age/ Sex/ Class	Grade Level Evaluation		Social Maturity	Achievement in last examination		Attendance	Teacher's Attitude	Peers' Acceptance
		Hindi	Math		Hindi	Math			
Severe (Prema Devi)	8/F/2	22% of Grade 1	24% of Grade 1	7 yrs 2 m	15%	16%	81%	Favourable	Good
Profound (Shivakant)	8/M/3	30% of Grade 1	25% of Grade 1	Age appropriate	12%	10%	78%	Favourable	Good
Moderate (Atul Kumar)	8/M/2	50% of Grade 1	55% of Grade 1	Age appropriate	33%	37%	82%	Favourable	Good
Severe (Kusuma)	12/F/2	23% of Grade 1	20% of Grade 1	10 yrs 3m Moderate	46%	40%	83%	Favourable	Good
Moderate (Vinod)	6/M/1	9% of Grade 1	16% of Grade 1	Age appropriate	-	-	55%	Neutral	Good

**Table 5: Visual Impairment**

Severity (Name)	Age/ Sex/ Class	Grade Level Evaluation		Social Maturity	Achievement in last examination		Attendance	Teacher's Attitude	Peers' Acceptance
		Hindi	Math		Hindi	Math			
Totally blind (Chhoteylal)	14/M/3	25% of Grade 1	65% of Grade 1	Age appropriate	50%	40%	73%	Unfavourable	Good
Totally blind (Saroj)	9/F/3	22% of Grade 1	30% of Grade 1	Age appropriate	9%	12%	77%	Unfavourable	Good
Partially Sighted (Vimla)	8/F/3	15% of Grade 1	22% of Grade 1	7 yrs	6%	8%	81%	Favourable	Good
Partially Sighted (Kamini)	8/F/2	19% of Grade 1	25% of Grade 1	7 yrs 5 m	13%	17%	78%	Unfavourable	Good
Partially Sighted (Rakshapal)	8/M/2 Grade 2	18% of Grade 1	22% of Grade 2	Age appropriate	79%	81%	86%	Favourable	Good

**Table 6: Locomotors Impairment**

Severity (Name)	Age/ Sex/ Class	Grade Level Evaluation		Social Maturity	Achievement in last examination		Attendance	Teacher's Attitude	Peers' Acceptance
		Hindi	Math		Hindi	Math			
40% (Madhura)	6/M/1	15% of Grade 1	14% of Grade 1	Age appropriate	-	-	86%	Unfavourable	Good
60% (Ranjeet)	7/M/3	36% of Grade 2	43% of Grade 2	Age appropriate	54%	57%	83%	Favourable	Good
40% (Nasim)	11/M/5	52% of Grade 2	62% of Grade 2	Age appropriate	34%	36%	81%	Neutral	Good
75% (Nisha Devi)	12/F/3	28% of Grade 1	41% of Grade 1	9 Yrs 8 m	11%	16%	42%	Unfavourable	Good
50% (Ritu Dixit)	6/F/1	20% of Grade 1	15% of Grade 1	Age appropriate	-	-	72%	Favourable	Good



in the school was found good with appropriate attendance;

- (g) Half of the teachers' attitude towards these children was not favourable. However peer acceptance was positive at every instance.

Based on the detailed study on individual cases and schools on different variables, some specific suggestions are drawn from the above results which are outlined below.

#### **Level of learning achievement**

The level of learning achievement was found to be significantly low. It is oblivious that disabling condition affects learning. However, the learning achievement of these children would improve by:

- (a) Appropriate resource support to school and teachers;
- (b) More input to teachers through in-service training;
- (c) Exploring the possibility to frame and implement individualised education programme (IEP); and
- (d) Giving importance to appropriate teaching-learning material.

#### **Teachers' attitude**

For successful IE programme, teachers must be purposeful, enthusiastic and clear in their directions and instructions to promote greater participation of students with disabilities. Attitudinal barrier concerns general educators' lack of feeling responsible for educating students with disabilities (Mishra, 2004). During evaluation, about 50% of teachers were found to have positive attitude towards the special needs of such children. At the same time 15% teachers were indifferent and rest 35% teachers

had unfavourable attitude towards IE. This implies that 50% students' population having disability is deprived of a caring and sincere teacher. The attitude of teachers may improve by administrators.

- (a) Tagging high priority by administrators to the education of children with disabilities with continues observation and monitoring of their classroom transactions;
- (b) Arranging more resource support to teachers;
- (c) Recognising dedicated and skilled teachers;
- (d) Planning collaborative group works.

#### **Teacher training and its impact**

Training of teachers receives top priority. Teacher training was conducted at three different levels. At the first level, all general primary school teachers were provided intensive five-day training on special education inputs, so that they develop skills for identifying children with disabilities and recognising their special needs. At the second level, six-week (45 days) training was imparted to selected teachers, in which they become aware of practical issues concerning handling of various disabilities in the classrooms. At the third level, a small number of highly motivated and interested teachers are selected for intensive training of one-year duration or above.

In the present study, about 75% of teachers were oriented by 5 days training. The number of second and third level teachers was very meager. Therefore, the general teachers did not get opportunity to be supervised or

helped by a resource teacher. The issue of teacher training may be examined with the following suggestions:

- (a) Each NPRC, should get at least one of these teachers trained at six week level courses.
- (b) The quality and methods of training also be standardised even for 5 day training;
- (c) A team of special educators must be available at block level to monitor training and resource support to general/resource teachers;
- (d) Teacher training needs to be redefined and planned.

### Peer Acceptance

Peer acceptance was very positive and encouraging at every school, wherever the study was carried out. Peers were supportive and different forms of peer tutoring were observed. Every child irrespective of potential was found to be part of the group. Even few students with severe form of disabilities were found to be very comfortable with the group. Better peer support could be encouraged through integration camps and integrated/unified sports (Special Olympics) and ability competition (like Abilympics).

### EXEMPLAR CASE STUDIES

#### APPENDIX-I

#### Case Study: Primary School Attamau

In Primary School Attamau, out of 394 students, 14 children with disabilities have been enrolled in different classes, which constitutes as 3.6% of the total school children. Among the nine boys

and five girls, the numbers of orthopaedic disabled (OD) children is the maximum i.e., 06, then hearing impaired children (HI), 05; visually impaired (VI):02 and; one child with mental retardation (MR).

The basic facts related to primary school Attamau is given below:

1. Address: Village Attamau, Block Sandila, District Hardoi, U.P.
2. Building capacity to accommodate (No. of Students): 150
3. Total strength of students: 394
4. Total strength of disabled students: 14
5. Number of teachers: 02
6. Teacher-student ratio: 1:197
7. Number of classrooms: 04 (including Varandah)
8. Training of teachers in IED 5 days Training received by all teachers
9. Resource support for IED: NGO (National Association for Blind, Lucknow).
10. Aids and Appliances: three children provided out of 8 required cases.

Different variables related to school as well as individuals towards meeting the specific need are briefly described here:

#### (a) Drop-out

During the last three years, seven children with disabilities have left the school — four children by promotion and three were dropped out. Amongst the dropout students, an orthopaedic disabled child namely Shaharuddin and a multiple disabled child Satyendra Kumar had been shifted to elsewhere leaving their place of residence. The parents of hearing impaired child namely Sarvesh were not interested to send him

to the school. Reportedly the parents of Sarvesh were not satisfied with the academic achievement of their child (whereas the normal siblings of Sarvesh are attending the same school).

(b) **Attendance**

Out of the currently enrolled 14 students, a hearing-impaired boy Vijay Pal was not coming to the school since the last six months. Not less than five students like Vijay Pal were very irregular to the school. During the visit to the school, nine students were present in their respective classes. A specific observation was made that the students with visual impairment and orthopaedic disability found to be regular.

(c) **Transportation**

These children attend the school from a radius of 0.51 km, ranging from 100 meters to 1 kilometer only. All children come by themselves except Sarvesh (visually impairment). He takes the help from the peers.

(d) **Incentives/Aids and Appliances**

All students with disabilities had been provided free textbooks. Two students, only, those with visual impairment, has been given scholarship under IED scheme of MHRD through a NGO namely National Association for the Blind (NAB), Lucknow. Out of 14 students, eight of them were in need of aids and appliances. However only three students viz. Sarvesh Kumar was provided with Braille kit, Prema Devi with hearing aid and Jalaluddin with caliper (Ankle Foot Orthosis-AFO) through different agencies including Deptt. of Handicapped Welfare,

Govt. of Uttar Pradesh. The hearing aid possessed by Prema Devi was not working and Jalaluddin was reluctant to come to school with caliper since it is not well fitted. Four students were yet in need of hearing aids and Sangita would require a caliper for her better mobility.

(e) **Individualised Programme**

Plans of Individualised Educational Programme (IEP) of Sarvesh Kumar (Visually Impaired), Pushpa Devi (Visually Impaired), Sofia (Mental Retardation) and Prema Devi (Hearing Impaired) were found with the teachers, but many hearing impaired children did not have their IEPs. The special educators of the consulting NGO (National Association for Blind, Lucknow), which was looking after the implementation of IED programme in Hardoi, had developed these IEPs. The IEPs usually carry annualised goals for every student with disability, but all IEPs found in the school were maintained as part of the record work but were not adequately implemented. Many technical jargons incomprehensible to the teachers were observed in those IEPs.

(f) **Adaptation in Curriculum**

Adaptation in the curriculum and evaluation process was found not being practiced. This might be due to the lack of orientation to the teachers. Oral tests were taken for Sarvesh Kumar (Visually Impaired) and Pushpa Kumari (Visually Impaired) due to difficulties to evaluate their performance through Braille. Since hearing impaired children viz. Md. Wakeel (Hearing Impaired), Neeraj (Hearing Impaired) and Prema Devi

(Hearing Impaired) did not follow instructions, then neither appropriate written test nor oral tests were conducted. However they were asked to write whatever they knew irrespective of the requirement of the test. Sufiya (Mental Retardation) was reported to be academically unfit by her teacher and hence no test was taken for her. There was no difficulty for the students with orthopaedic disability for appearing the tests. All students were promoted.

**(g) Academic Achievement**

The academic achievement of the students with disabilities was reported to be nearly at par with the non-disabled peers. For example, Sarvesh Kumar (Visually Impaired) achieved 55% in Hindi, 59% in Mathematics and 55% in Social Studies in the last examination. Pushpa Devi (Visually Impaired) even did better than Sarvesh Kumar (Visually Impaired). Incidentally a mentally retarded girl, Sufiya had 40% in Hindi, 45% in Mathematics and 36% in Social Studies in her last examination of Class III; although she did not appear for the examination. The level of performance of the students observed during evaluation by the investigator did not match with the past examination records.

**(h) Attitudes of Teacher and Peers**

Amar Singh, Class teacher of Sarvesh Kumar (Visually Impaired) has started learning Braille and for him the classroom transaction for the visually impaired students is no more a challenge. However Shri Singh and his fellow teacher found difficulty to handle the hearing impaired children in their classrooms. Sometimes they used

gestures and due to overcrowding classroom they mostly ignored the special needs of such children. According to the teachers, no specific attention was given to Sufiya (Mental Retardation) — other than correcting her classroom behaviour through peers. The children with orthopaedic disability do not require any specific attention, since their peers manage their special needs. Since no student is using wheelchair hence no significant physical barrier is reported in the school. The attitude of the peers was found to be positive to the children with disabilities.

**(i) Resource Support**

As far as resource support to the school concerned, the services of a NGO (National Association for Blind, Lucknow) had been hired for their services under DPEP-IED Scheme. Their special educators covering all disabilities used to visit the school at least 2-3 times in a month. The quality of resource support for the visually impaired children was observed to be good. Overall, the role of school was found to be positive towards education of CWSNs. Despite large number of students in the classrooms, teachers were observed to have genuine interest towards the betterment of such children.

**APPENDIX-II**

**Case Study: Child with Hearing Impairment in Primary School, Sathri**

Atul Kumar with moderate hearing loss was enrolled two years back to Primary School at Sathri. Now he is studying in Class II under the class teacher Ms. Nidhi Srivastava. According to

Ms. Srivastava, he could write complete Hindi alphabets, identify simple words and count meaningfully up to 10.

Before admitted to school, Atul had difficulty in hearing as well as in speaking. He did not prefer to play and many a time he used to hit young children. Over the years, Atul has learnt how to play. But today, the problem of hearing and speaking still is unsolved.

At the age of one year, when Atul did not speak and hear like normal children, then parents recognised that he has some problem. When Atul was conceived, his mother was only 16. At the age of 2-3 months, Atul fell down and had head injury and at the 7th month he had high fever and was hospitalised. The parents consulted several doctors at Hardoi and Lucknow. Hearing aid was recommended for the child, but the parents did not provide to him. Except, speech and language area, all milestones of development were within the normal range. Currently Atul has begun to imitate few sounds like etc and able to comprehend name of the objects if spoken to him by gestures. Atul is independent in his activities of daily living. He has adequate age-appropriate social skills except a few problem behaviours. On Vineland Social Maturity Scale, an above average profile was obtained in self-help dressing and occupation dimensions. Atul has significant difficulties in communication skill such as understanding at gesture level only; speech is limited to imitation of few sounds. Speech regarding (lips reading) skill is not developed yet. In academics, on grade level assessment 50% achievement was obtained in Hindi and 55% in Mathematics of grade one.

This suggests that Atul is performing about one grade level below than his actual grade.

Atul hails from a higher middle socio-economic status family with well-built house and handsome monthly income. The parents perceive no problem regarding management of his condition. Now Atul has been provided with a hearing aid by the school and since then the parents have come forward with their interest towards speech training for Atul. Parents acknowledge the role of school as well teacher in bringing up the child.

Parents perceive that Atul would be self-dependent in his life and the family would support him to open a shop (or similar jobs) as soon as he is grown up and learnt something. However, parents feel that Atul could learn better if he shall be admitted to a deaf school.

The class teacher of Atul, Ms. Nidhi has undergone ten days training of 'Master Trainers' at M.J.P. Rohilkhand University during May, 1999. Ms Nidhi feels competent in classroom management, use of TLM; but finds difficulty in undertaking speech and language training of Atul. Many a times she fails to explain some abstract concepts due to communication barriers with Atul. According to the teacher, her training has helped her to strengthen the enrolment status of disabled students in her school. But when the training aspect is considered, she explains her incompetence in preparing Individualised Educational Programmes (IEPs) and implementing them if specific and special techniques to be used. To help Atul, the teacher wishes to have further training such as undergoing a 'Foundation Course' etc.

The class teacher is not satisfied with the current achievement of Atul. She says that the performance of the child could be improved if barriers in communication are managed effectively. According to her, parents are supportive, but they need counselling from an expert in the management of hearing impairment. Teacher perceived the society as changing very fast with supportive attitude towards children with special needs including Atul.

The peers of Atul, namely Jyoti, Mahendra, Rajesh, Arti and Shiv Devi do not find any significant difference between Atul and them. According to them Atul plays well and is very friendly

too, can draw and paint nicely; the teacher is good to them and loves Atul and such children. When Atul was asked about him, he said that he would love playing cricket. However, Atul was not happy about his hearing aid because of its poor control on noise.

It was observed that the teacher is personally and professionally devoted to the cause. Her level of motivation seems to be high in terms of receiving resource consultation and pursuing further training. Although, not of good quality and wide range, but teaching learning materials (TLM) were found in the school at used condition. Peer acceptance and support was observed to be exceptionally good.

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