

Table 4.11: Inputs given by Teachers

Opinion regarding IEDSS scheme	Identifying and meeting special educational needs of students	Identifying other needs of students	Level of interaction with the parents of students	Difficulties faced during the classroom teaching
<ul style="list-style-type: none"> ⤴ Not aware ⤴ Good scheme ⤴ Good process for developing education among disabled students but should function well ⤴ Good but awareness is restricted ⤴ It will be a help for poor disabled students 	<ul style="list-style-type: none"> ⤴ Not specified ⤴ Resource room ⤴ Adapted teaching aids, ⤴ General syllabus, adapted TLM worksheet, brief and simple notes, remedial teaching ⤴ Class management, behavioral modifications ⤴ Individual educational programme ⤴ Sitting arrangement ⤴ No special teaching and special attention ⤴ Spacious Classroom and bright room ⤴ Give special attention and extra care ⤴ Separate classroom should be arranged ⤴ Equipment given to disabled student according to their disability ⤴ asked to sit in front row, communicated through written mode 	<ul style="list-style-type: none"> ⤴ Not specified ⤴ Observation and communication ⤴ Regular doctor checkup, IEDC teachers and medical certificate ⤴ According to categories of disabilities ⤴ Help of parents, ⤴ Physical expression, face reading, talking ⤴ Case history, observation, speech and language assessment ⤴ Performance ⤴ Individual assessment, IQ test, preparing IEP ⤴ Using Braille ⤴ special needs consultation with NGO 	<ul style="list-style-type: none"> ⤴ Not specified ⤴ Good ⤴ Monthly ⤴ Weekly ⤴ Annually ⤴ Not so much ⤴ Call them from time to time and give guidance ⤴ Quarterly ⤴ Frequent ⤴ Periodical interaction ⤴ Contact through phone ⤴ Only few parents have interest ⤴ Teacher parents should be supportive 	<ul style="list-style-type: none"> ⤴ Not specified ⤴ No resource room ⤴ Little bit of difficulty they have to work in group ⤴ Cannot give special attention to individual student ⤴ No special teacher and instructor ⤴ Lack of concentration, hyper activities ⤴ Special teacher, attending special classes ⤴ Students not understand properly ⤴ Language and understanding problem ⤴ Group work

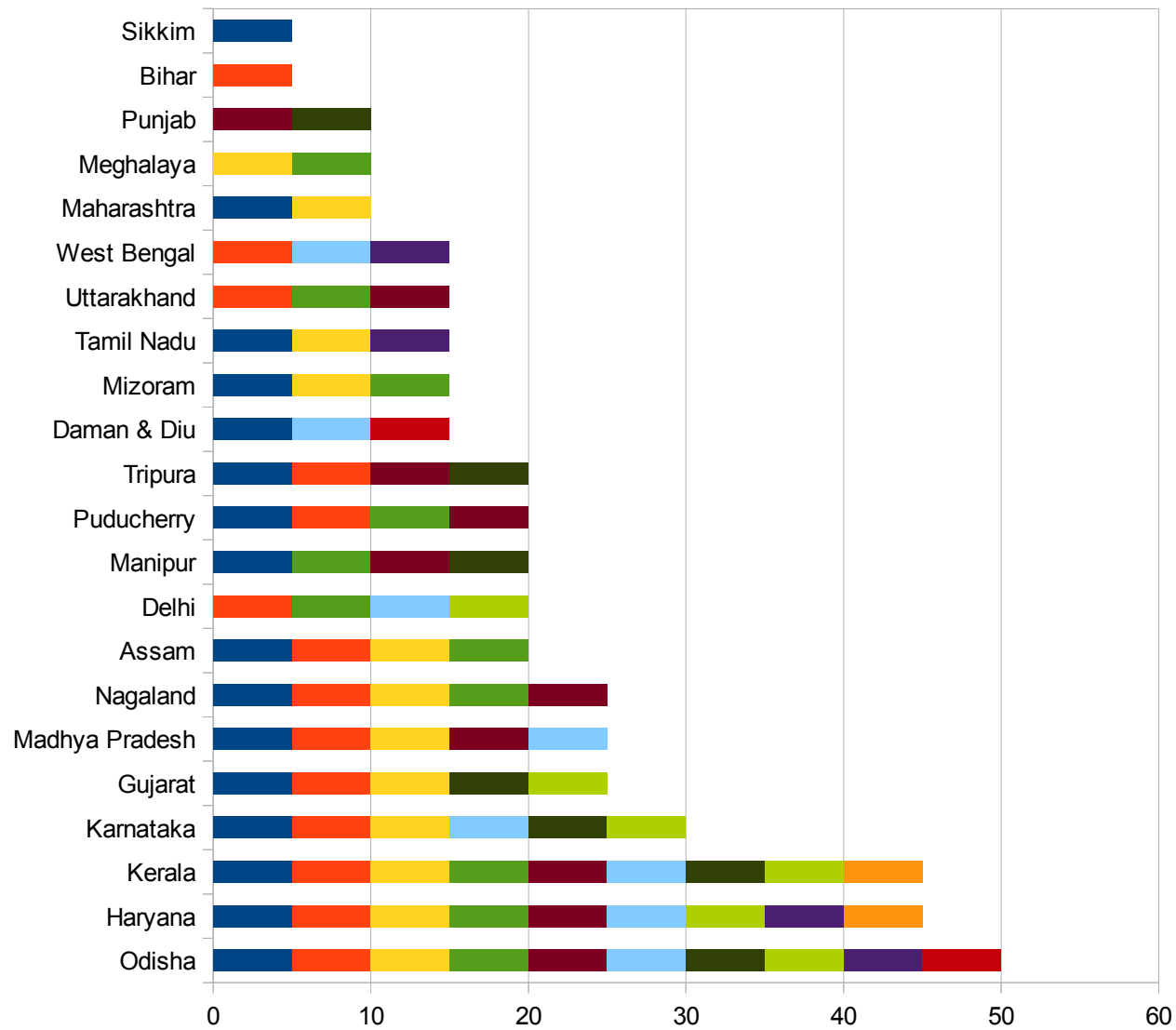
Including and meeting the special needs in the classroom	Evaluating the performance of students with disabilities?	Friendships in the classroom	Teasing and bullying by classmates
<ul style="list-style-type: none"> ⤴ Not specified ⤴ Lot of pain and problem they have to be taken to the principal in the mid of period ⤴ Demonstration, experiment, problem solving ⤴ Simplify the notes and portions teaching aids ⤴ Specific programme for each child ⤴ Difficulty in teaching special children ⤴ Providing equal opportunity, higher frequent motivation for group ⤴ Need to provide facilities and special care 	<ul style="list-style-type: none"> ⤴ Not specified ⤴ Observation, ramps, camps ⤴ Sit on the front seat for special attention ⤴ Drawing, good hand writing, class test, unit test and special notes ⤴ Asking questions, writing on blackboard ⤴ Formal and non formal assessment ⤴ Verbal examination, written test ⤴ Monthly, termly evaluation programmes, preparing IEP ⤴ Worksheets, resource teacher interpret the questions, practical, separate activities ⤴ Progress report ⤴ Monitoring improvement in behavior ⤴ Year long participation, attendance, group work, extra curricular vocational and academics 	<ul style="list-style-type: none"> ⤴ Not specified ⤴ Cooperative ⤴ Many friends, lots of friends in the classroom ⤴ Help by the students ⤴ Don't have friends ⤴ Children with mild and moderate intellectual disability have friends, HI children usually hesitates to mingle with other children 	<ul style="list-style-type: none"> ⤴ Not specified ⤴ Teased by other students ⤴ Bullied by their senior ⤴ Other students don't help them ⤴ Tremendously reduced after students orientation

Training Programmes attended -Duration and organization	Using educational aids during classroom	Using ICT during the classroom teaching
<ul style="list-style-type: none"> ⤴ Not specified ⤴ Refresher training in NIVH ⤴ 6 months at Asha Deep ⤴ Ramakrishna Vidya Mission ⤴ 7 days programmes ⤴ Two days orientation programme ⤴ Foundation course ⤴ SCERT training programme at Guman Hera (Najafgarh) ⤴ 3 months IGNOU faridabad ⤴ Short term course KWAB(VI),speech & language, Chandrashekar institute of speech & hearing centre ⤴ 18 days SSA multi-category training ⤴ RCI short term 5 days course ⤴ 90 days organized by SSA in Navalgarh under NGO Asha Ka Jharna ⤴ Five day training on the post of DPC ⤴ two days refreshing programme ⤴ RCI short term 5 days course ⤴ only studied about needs of disabled students B.Ed general ⤴ 10 days programme at combaters, 21 days at Secundrabad NIMH ⤴ Counseling training in NIHM Hyderabad, Training organized by AYJNIHH in SCERT Mizoram ⤴ foundation course in disability 3 months, ⤴ Bed Special Education 	<ul style="list-style-type: none"> ⤴ Not specified ⤴ Special educator and IEP ⤴ Picture charts, flash cards, sound giving material, models, picture, maps ⤴ Low vision aids ⤴ Teaching learning aids ⤴ Prism, magnet, mirror lens, magnifying glass ⤴ Projector, geometrical instrument, special chart ⤴ hearing aids, shoes, specs ⤴ extra classes ⤴ With the help of special teacher ⤴ Multi sensory, audio visual ⤴ Computers and CDs 	<ul style="list-style-type: none"> ⤴ Not specified ⤴ Computer classes are conducted ⤴ Visual films and tape recorders ⤴ ICT institute ⤴ Computer and educational programme ⤴ floppy disk,CDs, pen drive, laptop, headphones ⤴ JAVA script ⤴ Improve their concentration ⤴ Useful

Qualities of an effective teacher	Satisfaction with teaching profession	Friendliness of the system towards to inclusion of t students with disabilities in regular classroom teaching
<ul style="list-style-type: none"> ⤴ ⤴ Not specified ⤴ Good interaction, ⤴ Through knowledge of subject, ⤴ passionate and gentle ⤴ Determination, obeys the duties ⤴ Good controlling power ⤴ Friendly, polite, helping nature ⤴ positive approach, sweet, speak loudly ⤴ sympathetic behavior and understanding ⤴ approachable and understandable ⤴ Good communication ⤴ Effective teaching ⤴ resourceful, innovative, involvement, proper planning ⤴ Behavioral techniques ⤴ Punctuality, dedication ⤴ Impartial ⤴ Professionally qualified and trained ⤴ Leadership quality, hardworking and cooperative ⤴ Technical qualification for using special equipments ⤴ Problem solver 	<ul style="list-style-type: none"> ⤴ ⤴ Not specified ⤴ Satisfied with teaching profession ⤴ Satisfied little bit ⤴ Noble profession ⤴ Teachers have to teach in the limited sources and infrastructure ⤴ Teaching profession is best ⤴ Exceptional, humanity ⤴ Dedicate my life in teaching all types of students ⤴ No job security, no salary in April, May, June ⤴ Love to teach children who have thirst for the knowledge ⤴ give me satisfaction to remain a learner throughout life ⤴ teacher student ratio has maximized to 1:76 resulting in reduced quality of teaching 	<ul style="list-style-type: none"> ⤴ ⤴ Not specified ⤴ Better for mental development of CWSN ⤴ There should be different methodology for students with disability ⤴ Good for rehabilitation ⤴ Needs resource teaching for better understanding and performance ⤴ Only mild and moderate CWD should be included ⤴ System is friendly, severe students face difficulties in regular classroom ⤴ General teachers feel CWSN as burden ⤴ State policy is not clear ⤴ Resource room should be provided by govt. ⤴ Increase self confidence among students with disability ⤴ Govt. schools are not ready for inclusion ⤴ needs improvement at all levels i.e. administration, teachers and infrastructure ⤴ More efforts are needed ⤴ CWSN need special environment how can student study with normal students ⤴ Training of regular teachers is required

Suggestions to improve the IEDSS Scheme to make it more effective

- Proper training programmes should be provided to all the teachers so that they are able to meet the needs of students with disability effectively. Training should be practical.
- More number of TLM should be available more teaching aid and modified equipments should be used more and more.
- Salaries of teachers should be given on time.
- Awareness programmes should be conducted for the administrators, teachers, students with disability and their parents regarding the scheme.
- Community development programmes should be conducted in order to make the society friendly towards inclusion of these students.
- Special facilities and allowances should be provided to students with disability such as mobile and furniture.
- Regular medical assessment camp should be held especially in remote areas.
- Regular guidance and counseling should be provided to students with disability.
- Training programmes should be conducted for the state coordinator as well as all the staff involved in the implementation of the scheme so that they are able to implement the scheme properly.
- Therapeutic services should be provided according to the disability of the student.
- School should promote these children in participating in extra curricular activities held in school.
- Innovative measures should be developed for better implementation of all such schemes.
- Inter-school visits can be arranged to develop confidence in them.
- Personality development classes should be conducted for students with disability in schools.
- Sufficient and functional resource rooms should be established.
- Awareness programmes should be constructed through mass media.
- More numbers of special teachers should be recruited.
- Schools infrastructure should be disabled friendly.
- Teachers should be given travel allowance for them to attend the training programmes and it should not be conducted during vacation, so that more number of teachers willingly attends the programme.
- Some teachers also suggested that they should be given some kind of increments/incentives by the government so that more numbers of teachers are motivated to attend the programmes.
- Teacher-student ratio should be reduced as it reduces the level of quality education.
- Teachers should not be involved by the govt. in extra duties such as election duties, surveys etc. as its kills their time which they can otherwise use in achieving their goals and duties which these profession demands.
- Right to Education should be extended up to secondary and higher secondary level as there s no provision of free education, for students enrolled in secondary and higher secondary level which discourages parents to send their child to school after 8th class.
- Resource rooms are required at school level to meet the needs of students with disability.
- There should be sufficient level of interaction and cooperation among general and special teachers within the school so that they are able to deal with the needs of students with disability more effectively.
- Implementation of the scheme should be proper.
- Seminars regarding inclusive education as well as project meeting should be held regularly.
- There should be some fixed passing percentage for students with disability.
- Teachers should be encouraged to make use of ICT during classroom teaching and for this they should be properly trained.
- Vocational training unit should be a part of schools & vocational instructor should be appointed to enhance vocational skills
- Resource teachers should be given remuneration, recognition & a permanent job, they are generally hired on contract basis and get a consolidated amount.
- Separate syllabus should be developed based on educational needs of students with disability.



- Special Measures for SC/ST/OBC/Minorities
- Model Schools
- Innovative Practices
- Relaxation in Admission
- Alt. Mode of Evaluation
- Environment Building
- Resource Rooms
- General Teacher Training
- Special Teachers
- Architectural Barriers
- Aids, Assistive Devices, TLM