

EFFECT OF IMPLEMENTATION OF INCLUSIVE EDUCATION OF THE DISABLED AT SECONDARY STAGE (IEDSS) SCHEME IN THE STATE OF HIMACHAL PRADESH

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Abstract: *Inclusive education is a pairing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential. It is based on a system of values and beliefs centred on the best interests of the student, which promotes social cohesion, belonging, and active participation in learning, a complete school experience, and positive interactions with peers and others in the school community. These values and beliefs will be shared by schools and communities. Inclusive education is put into practice within school communities that value diversity and nurture the well-being and quality of learning of each of their members. Inclusive education is carried out through a range of public and community programs and services available to all students. The present study was undertaken to investigate the perception of teachers towards implementation of IEDSS (Inclusive Education of the Disabled at Secondary Stage) in the state of Himachal Pradesh.*

Key Words: *Inclusive Education, Disabled students, Secondary Stage, IEDSS etc.*

1. INTRODUCTION:

Education occupies a very important place in the history and life of a nation. It is most important single factor in the achievement of rapid economic development and technological progress and also it assists in creating healthy society which aim to promote social justice through equal opportunities and freedom to masses. It is very much essential to the refinement of the cultural life of the society. So long as the educational system of a civilization is sound and comprehensive, it is alive; otherwise it could fall into small fragments. For a long time those concerned with the field of education have been grappling with the serious question of what kind of education to provide for children especially in the context of varying and different abilities of the students. Traditionally education had come to be separated into two types, namely, general education and special education. Experts and authorities have been increasingly questioning for some time now if this was a correct approach to provide education in a situation where there were children with differing abilities. It had been believed earlier that children with differing needs and especially those with special needs must be given education separately. Owing to lack of knowledge, educational access and technology, disabled or challenged and disabled children were therefore initially segregated from other children. This had led to the rise of general schools on one hand and on the other, the establishment of 'Special Schools' for the disabled or the disabled. Since the last three decades this segregation in the education field has come under severe criticism and now a consensus has begun to emerge that instead of continuing with segregated education, inclusive education must be provided. Hence efforts have been made in this direction, particularly during last two decades.

1.1. INCLUSIVE EDUCATION OF THE DISABLED AT SECONDARY STAGE (IEDSS) SCHEME:

The National Policy on Education (NPE), 1986 and the Programme of Action (1992) gives the basic policy framework for education, emphasizing on correcting the existing inequalities. It stresses on reducing dropout rates, improving learning achievements and expanding access to students who have not had an easy opportunity to be a part of the general system. The NPE, 1986 envisaged some measures for integrating of children with physical and mental handicap with the general community as equal partners, preparing them for their normal growth and development and enabling them to face life with courage and confidence. India has also been a signatory to international declarations like the Salamanca Statement and Framework for Action on Special Needs Education (1994) and the Biwako Millennium Framework for Action (2002) and the UN Convention on the Rights of Persons with Disabilities, 2006 that emphasize the need for fundamental educational policy shifts to enable general schools to include children with disabilities. The Centrally Sponsored Scheme of Integrated Education for the Disabled Children (revised 1992) is presently being implemented in States and UTs in over 90,000 schools benefiting over 2,00,000 children with disabilities. The scheme was introduced with a view to providing educational opportunities for children with disabilities in general schools, to facilitate their retention in the school system. It provides for facilities to students with disabilities including expenses on

books and stationery, expenses on uniforms, transport allowance, reader allowance, escort allowance, hostel accommodation and actual cost of equipment. The scheme also supports the appointment of special teachers, provision for resource rooms and removal of architectural barriers in schools. An important policy development after 1992 has been the enactment of Persons with Disabilities (Equal Opportunities, Protections of Rights and Full Participation) Act, 1995. Article 26 (a) of the Act makes it a statutory responsibility on the part of Central, State and Local Governments to provide free education in an “appropriate environment” for all children with disabilities up to the age of 18 years. Article 26(b) of the Act calls upon appropriate governments and local authorities to promote the integration of students with disabilities in normal schools. In addition, the Act stipulates that the appropriate Governments and the local authorities, inter alia, shall make schemes for varieties of educational initiatives and strategies.

2. REVIEW OF RELATED LITERATURE:

Singal (2007) contends that in India inclusive education is understood and practiced differently from the western world. In fact there is “a tendency to be ‘politically correct’ by taking on current trends in the west without a real or common understanding of their meaning, resulting in dilution of service quality”. Ideally, “inclusive education means attending the age appropriate class of the child’s local school, with individually tailored support”.

Arunmozhi and Rajendran (2008) made an attempt to assess the influence of age, marital status, type of family, community and family status on the emotional intelligence of 305 women self-help group members. The investigator concluded that the self-help group members do not differ in their emotional intelligence based on their age, marital status, type of family community and family status.

Nusrat Zerine (2009) done his work on Braille Champions: Inclusive and Community Development Approach to Support Children with Visual Impairment - Experience of Sight savers Bangladesh. Sight savers Bangladesh is demonstrating the Braille champion approach, which is creating mass awareness in the community and ensuring more involvement and participation of community people in the process of implementing inclusive education of persons with visual impairment and children. Thus, illiterate persons with visual impairment are becoming literate and the children with visual impairment are getting community level support in learning Braille.

Brenda Peters and Chris Forlin (2010) did their work on “Children with ASD as Part of the Learning Community in Three International Schools in Hong Kong: Practical Implications for Class Practice” there has been a global rise in the numbers of children and young people with special educational needs, including those with Autism Spectrum Disorder (ASD), attending regular schools. The inclusion of children with ASD into regular classrooms has been mooted the most challenging for teachers. A wealth of research has investigated inclusive practices in the West. Little is known, however, about inclusive practices in Hong Kong schools for learners with ASD. Therefore, reports the results of a mixed methods study that focuses on enhancing social communication and interaction for learners with ASD. Extant inclusive class practices and opportunities for social interaction and communication for children with ASD in regular schools in Hong Kong are identified and practical implications for class practice are employed.

Astha, Bhargav Smriti and Vats Rajeev (2012) done their work on “inclusive education for disabled at secondary stage in Haryana: inputs and action required” and found that education of children with disabilities has seen a paradigm shift from segregated education in separate schools to inclusive education in regular schools along with normal children. Successful implementation of inclusive education requires consideration of policy matters, legislation reforms, financial resources, human resources, infrastructural resources and intellectual resources. There is an urgent need for providing competencies at various levels for inclusion to be successful.

Ram & Rao (2013) investigated in their study and found that providing quality education for all children in inclusive setting has been identified as the most challenging. The main purpose of this study was to find an approach of elementary school teachers for inclusive education. Attitude towards the Inclusive Education Scale (ATIES) was conducted on 78 teachers, who were working in primary school in Visakhapatnam district of Andhra Pradesh. It was found that the primary school teacher had a positive attitude towards inclusive education, significant differences found in approach towards inclusive education in relation to sex, area, age educational qualification and learning experience etc.

2.1. OBJECTIVE:

To study the perception of Teachers towards the implementation of INCLUSIVE EDUCATION OF THE DISABLED AT SECONDARY STAGE (IEDSS) Scheme in the state of Himachal Pradesh.

3. METHODOLOGY AND PROCEDURE:

The population in this study included all government secondary and senior secondary schools teachers of Himachal Pradesh state.

3.1. SAMPLE OF THE STUDY: 94 schools, 10 % of the government secondary and senior secondary schools of four sample districts, were taken up out of the total number of 940 schools and 2 teachers of each sample schools (i.e. 188 teachers) sample districts were included in the sample.

4. RESULTS:**Table 1. Perception of Teachers for the evaluation of inclusive education for disabled at secondary stage (IEDSS) in Himachal Pradesh (Total Teachers= 188)****A. Attainment of Indicators that provide educational opportunities and facilities to the students with disabilities at secondary level:**

Item No.	Description	Response					
		Yes		No		Not Sure	
		N	%	N	%	N	%
i.	Identification and assessment of children with disabilities						
1.	Is the assessment team assess and identify the CWSN?	188	100	0	0	0	0
	If Yes, the assessment team include which of the following:						
	a. Special Educator	188	100	0	0	0	0
	b. Clinic Psychologists	188	100	0	0	0	0
	c. Therapists	188	100	0	0	0	0
	d. Doctors	188	100	0	0	0	0
	e. Any other, please specify	0	0	0	0	0	0
2.	Did CWSN attend the medical camp organized for the assessment of CWSN?	188	100	0	0	0	0
	If yes, were they diagnosed to be in need of some assistive devices?	188	100	0	0	0	0
3	Was any disability certificate issued to them?	188	100	0	0	0	0
	If yes, by whom?						
	a)Doctors and department of social justice and empowerment.	188	100	0	0	0	0
ii.	Provision of aids and appliances to all the students with disabilities needing them.						
4.	Is there any provision of aids and appliances to all CWSN Students?	188	100	0	0	0	0
	If yes, the Devices are:						
	a. Braille Textbooks	166	88.30	22	11.70	0	0
	b. Audiotapes	114	64.77	57	32.39	5	2.84
	c. Talking Books	188	100	0	0	0	0
	d. Textbooks in Large prints	124	65.96	61	32.44	3	1.60
	e. Locomotive devices	188	100	0	0	0	0
	f. Spectacled	188	100	0	0	0	0
	Please Tick and name it in the following by which schemes these are provided to CWSN like:						
	g. State or Centre IEDSS Scheme	188	100	0	0	0	0
	h. Voluntary organisations	86	45.74	102	54.26	0	0
	i. Rotary Clubs	34	18.09	66	81.91	0	0
	j. Any other, like Donations by volunteers	188	100	0	0	0	0
iii.	Access to Learning Material ensuring that each disabled student will have access to learning material.						
5	Whether appropriate TLM is available for CWSN?	188	100	0	0	0	0

a)	If yes, kindly specify the TLM procured to facilitate the teaching-learning processes of CWSN. Specify the TLM:						
	a. Braille Textbooks	188	100	0	0	0	0
	b. Audiotapes	188	100	0	0	0	0
	c. Talking Books	188	100	0	0	0	0
	d. Textbooks in Large prints	188	100	0	0	0	0
6	Are you using learning material for the CWSN Students in Teaching-learning process?	188	100	0	0	0	0
	If yes, Tick the following which you are using:						
	a. Braille Textbooks	166	88.30	17	9.04	5	2.66
	b. Audiotapes	114	60.64	66	35.11	8	4.26
	c. Talking Books	188	100	0	0	0	0
	d. Textbooks in Large prints	124	65.96	58	30.85	6	3.19
	e. Any other , please specify	0	0	0	0	0	0
iv.	Provision of facilities like transport facilities, Hostel facilities, Scholarships, Books, Uniform, Assistive devices and support staff (Readers).						
7.	Is there any provision of transport facilities for CWSN?	188	100	0	0	0	0
	If yes, under which scheme please specify:						
	a. HRTC under HP Govt.	188	100	0	0	0	0
8.	Is there any provision of Hostel facilities for CWSN?	8	4.26	180	95.74	0	0
	If yes, under which scheme:						
	a. State or Centre IEDSS Scheme	8	4.26	180	95.74	0	0
9.	Is there any provision of Scholarships for CWSN?	188	100	0	0	0	0
	If yes, under which scheme:						
	a. State or Centre IEDSS Scheme	188	100	0	0	0	0
10.	Is there any provision of Books for CWSN?	188	100	0	0	0	0
	If yes, under which scheme:						
	a. Free Textbook Scheme by HP Board of School Education.	188	100	0	0	0	0
11.	Is there any provision of Uniform for CWSN?	188	100	0	0	0	0
	If yes, under which scheme:						
	a. Free Uniform Scheme by HP Government.	188	100	0	0	0	0
12.	Is there any provision of assistive devices and supports staff i.e., readers, amanuensis for CWSN?	188	100	0	0	0	0
	If yes, under which scheme:						
	a. State or Centre IEDSS Scheme	188	100	0	0	0	0
v.	Stipend for Girl Students with disabilities						
13.	Is there any provision of scholarship for girl students with disabilities?	188	100	0	0	0	0
	If yes, under which scheme:						
	a. State or Centre IEDSS Scheme	188	100	0	0	0	0
	And how much Scholarship?						
	a. Rs. 600 per month	188	100	0	0	0	0

vi. The Use of ICT							
14.	Are CWSN students' access to information communication and technology (ICT) to gain information?	188	100	0	0	0	0
	If yes, then numbers of students access to ICT:						
	a. Above 75 %	188	100	0	0	0	0
	b. Between 50 to 75%	0	0	0	0	0	0
	c. Below 50%	0	0	0	0	0	0
15.	Is there appropriate technology software present in schools which are used for gaining information by CWSN?	188	100	0	0	0	0
	If yes, tick the following which are present there:						
	a. Screen reading software like JAWS, SAFA for visually impaired students	188	100	0	0	0	0
	b. Speech recognition software for the hearing impaired students	188	100	0	0	0	0
	c. Modified hardware like adapted keyboards	50	26.60	131	69.68	7	3.72
vii. Development of teaching learning material							
16.	What kind of additional support is given to CWSN students? Specify:						
	a. Teachers themselves develop teaching-learning material (TLM) for CWSN students.	188	100	0	0	0	0
	b. Teachers pay special attention to CWSN students	188	100	0	0	0	0
	c. Teachers deal with CWSN students with politely and patiently.	188	100	0	0	0	0
viii. External support from an interdisciplinary team of experts.							
17.	Is there is any external support from an interdisciplinary team of expert for CWSN students for solving their problems? Please tick:						
	a. Special educators	188	100	0	0	0	0
	b. Clinical psychologists	188	100	0	0	0	0
	c. Therapists	188	100	0	0	0	0
	d. Doctors	188	100	0	0	0	0

The item wise interpretation for the table 4.1 is described under four main heads as follows:

A. Attainment of Indicators that provide educational opportunities and facilities to the students with disabilities at secondary level:

Item no.1

With respect to the item no. 1, 100 percent of the Teachers indicated that Assessment team assess and identify the CWSN students. This data indicates that the assessment team had assessed and identified the CWSN students in all the schools.

Item no. 1. (a)

With respect to the item no. 1.(a), 100 percent of the Teachers indicated that the Assessment team which assess and identify the CWSN students includes special educators. This data indicates that the special educators had assessed and identified the CWSN students in all the schools.

Item no. 1. (b)

With respect to the item no. 1.(b), 100 percent of the Teachers indicated that the Assessment team which assess and identify the CWSN students includes Clinic Psychologists. This data indicates that the Clinic Psychologists had assessed and identified the CWSN students in all the schools.

Item no. 1. (c)

With respect to the item no.1. (c), 100 percent of the Teachers indicated that the Assessment team which assess and identify the CWSN students includes Therapists. This data indicates that the therapists had assessed and identified the CWSN students in all the schools.

Item no. 1. (d)

With respect to the item no. 1.(d), 100 percent of the Teachers indicated that the Assessment team which assess and identify the CWSN students includes doctors. This data indicates that the doctors had assessed and identified the CWSN students in all the schools.

Item no. 2

With respect to the item no. 2, 100 percent of the Teachers were of the view that all the CWSN had attended the medical camp organized for the assessment of CWSN Students. This data indicates that all the CWSN had attended the medical camp organized for the assessment of CWSN Students.

Further, 100 percent of the Teachers were of the view that all the CWSN were diagnosed to be in need of some assistive device. This data indicates that all the CWSN were diagnosed to be in need of some assistive device.

Item no. 3

With respect to the item no. 3, 100 percent of the Teachers were of the view that disability certificates were issued to all the CWSN students. This data indicate that disability certificates were issued to all the CWSN students in each school.

Item no. 3 (a)

With respect to the item no. 3 (a), 100 percent of the Teachers were of the view that disability certificates were issued to all the CWSN students by the Doctors and department of social justice and empowerment. This data indicate that disability certificates were issued to all the CWSN students in each school by the Doctors and department of social justice and empowerment.

Item no. 4

With respect to the item no. 4, 100 percent of the Teachers were of the view that there were provision of aids and appliances to all the CWSN Students in each school. This data indicates that there were provision of aids and appliances to all the CWSN Students in each school.

Item no. 4. (a)

With respect to the item no. 4 (a), majority of the Teachers (88.30%) were of the view that Braille Textbooks are used as aids and appliances to all the CWSN students; however 11.70% of the teachers were of the view that Braille Textbooks are not used as aids and appliances to all the CWSN students. This data indicates that Braille Textbooks are used as aids and appliances to the CWSN students in majority of the schools.

Item no. 4. (b)

With respect to the item no. 4 (b), majority of the Teachers (64.77%) were of the view that Audiotapes are used as aids and appliances to all the CWSN students; however 32.39% of the teachers were of the view that Audiotapes are not used as aids and appliances to all the CWSN students and 2.84% of the teachers were not sure about the same. Hence most of the teachers specified that Audiotapes are used as aids and appliances to the CWSN students in majority of the schools.

Item no. 4. (c)

With respect to the item no. 4 (c), All of the Teachers (100%) were of the view that Talking Books are used as aids and appliances to all the CWSN students. Hence all of the teachers specified that Talking books are used as aids and appliances to the CWSN students in all of the schools.

Item no. 4. (d)

With respect to the item no. 4 (d), majority of the Teachers (65.96%) were of the view that Textbooks in Large prints are used as aids and appliances to all the CWSN students; however 32.44% of the teachers were of the view that Textbooks in Large prints are not used as aids and appliances to all the CWSN students and 1.6% of the teachers were not sure about the same. Hence most of the teachers specified that Textbooks in Large prints are used as aids and appliances to the CWSN students in majority of the schools.

Item no. 4. (e)

With respect to the item no. 4 (e), all of the Teachers (100%) were of the view that Locomotive devices are used as aids and appliances to all the CWSN students. Hence all of the teachers specified that Locomotive devices are used as aids and appliances to the CWSN students in all of the schools.

Item no. 4. (f)

With respect to the item no. 4 (f), all of the Teachers (100%) were of the view that Spectacles are used as aids and appliances to all the CWSN students. Hence all of the teachers specified that Spectacles are used as aids and appliances to the CWSN students in all of the schools.

Item no. 4. (g)

With respect to the item no. 4 (g), all of the Teachers (100%) were of the view that the aids and appliances to all the CWSN students provided under State or Centre IEDSS Scheme. Hence all of the teachers specified that the aids and appliances to all the CWSN students provided under State or Centre IEDSS Scheme.

Item no. 4. (h)

With respect to the item no. 4 (h), minority of the Teachers (45.74%) were of the view that the aids and appliances to all the CWSN students provided under Voluntary organizations; however 54.26% of the teachers were of the view that the aids and appliances to all the CWSN students were not provided under Voluntary organizations. Hence most of the teachers specified that the aids and appliances to all the CWSN students were not provided under Voluntary organizations.

Item no. 4. (i)

With respect to the item no. 4 (i), minority of the Teachers (18.09%) were of the view that the aids and appliances to all the CWSN students provided under Rotary Clubs; however 81.91% of the teachers were of the view that the aids and appliances to all the CWSN students were not provided under Rotary Clubs. Hence most of the teachers specified that the aids and appliances to all the CWSN students were not provided under Rotary Clubs.

Item no. 4. (j)

With respect to the item no. 4 (j), all of the Teachers (100%) were of the view that the aids and appliances to all the CWSN students provided under any other process like Donations by volunteers. Hence all of the teachers specified that the aids and appliances to all the CWSN students provided under any other process like Donations by volunteers.

Item no. 5

With respect to the item no. 5, all of the Teachers (100%) were revealed that appropriate TLM are available for CWSN students. This data indicates that appropriate TLM are available for CWSN students.

Item no. 5 (a)

With respect to the item no. 5 (a), all of the Teachers (100%) were revealed that the Braille Textbooks used as TLM to facilitate the teaching-learning processes of CWSN Students. This data indicates that the Braille Textbooks used as TLM to facilitate the teaching-learning processes of CWSN Students in all of the schools.

Item no. 5 (b)

With respect to the item no. 5 (b), all of the Teachers (100%) were revealed that the Audiotapes used as TLM to facilitate the teaching-learning processes of CWSN Students. This data indicates that the Audiotapes used as TLM to facilitate the teaching-learning processes of CWSN Students in all of the schools.

Item no. 5 (c)

With respect to the item no. 5 (c), all of the Teachers (100%) were revealed that the Talking Books used as TLM to facilitate the teaching-learning processes of CWSN Students. This data indicates that the Talking Books used as TLM to facilitate the teaching-learning processes of CWSN Students in all of the schools.

Item no. 5 (d)

With respect to the item no. 5 (d), all of the Teachers (100%) were revealed that the Textbooks in Large prints used as TLM to facilitate the teaching-learning processes of CWSN Students. This data indicates that the Textbooks in Large prints used as TLM to facilitate the teaching-learning processes of CWSN Students in all of the schools.

Item no. 6

With respect to the item no. 6, all of the Teachers (100%) were revealed that the teachers are using learning material for the CWSN students in Teaching-Learning Process. This data indicates that all of the teachers are using learning material for the CWSN students in Teaching-Learning Process.

Item no. 6 (a)

With respect to the item no. 6 (a), majority of the Teachers (88.30%) were of the view that Braille Textbooks are used as teaching learning materials by the Teachers in teaching-learning process for CWSN students, however 9.04% of the teachers revealed that Braille Textbooks are not used as teaching learning materials by the Teachers in teaching-learning process for CWSN students and 2.66% of the teachers were not sure of the same. Hence most of the teachers specified that the Braille Textbooks are used as teaching learning materials by the Teachers in teaching-learning process for CWSN students.

Item no. 6 (b)

With respect to the item no. 6 (b), majority of the Teachers (60.64%) were of the view that Audiotapes are used as teaching learning materials by the Teachers in teaching-learning process for CWSN students, however 35.11% of the

teachers revealed that Audiotapes are not used as teaching learning materials by the Teachers in teaching-learning process for CWSN students and 4.26% of the teachers were not sure of the same. Hence most of the teachers specified that the Audiotapes are used as teaching learning materials by the Teachers in teaching-learning process for CWSN students.

Item no. 6 (c)

With respect to the item no. 6 (c), all of the Teachers (100%) were of the view that Talking Books are used as teaching learning materials by the Teachers in teaching-learning process for CWSN students. Hence all of the teachers specified that the Talking Books are used as teaching learning materials by the Teachers in teaching-learning process for CWSN students.

Item no. 6 (d)

With respect to the item no. 6 (d), majority of the Teachers (65.96%) were of the view that Textbooks in Large prints are used as teaching learning materials by the Teachers in teaching-learning process for CWSN students, however 30.85% of the teachers revealed that Textbooks in Large prints are not used as teaching learning materials by the Teachers in teaching-learning process for CWSN students and 3.19% of the teachers were not sure of the same. Hence most of the teachers specified that the Textbooks in Large prints are used as teaching learning materials by the Teachers in teaching-learning process for CWSN students.

Item no. 7

With respect to the item no. 7, 100 % of the teachers revealed that there is provision of Transport facility for the CWSN students. This data indicate that there is provision of transport facility for the CWSN students.

Item no. 7 (a)

With respect to the item no. 7 (a), 100 % of the teachers revealed that the HRTC under Himachal Pradesh Government provides Transport facility for the CWSN students. This data indicate that the transport facility for the CWSN students provided by the HRTC under Himachal Pradesh Government.

Item no. 8

With respect to the item no. 8, minority of the Teachers (4.26%) were revealed that there is provision of Hostel facility for the CWSN students; however 95.74% teachers revealed that there is no provision of Hostel facility for the CWSN students. This data indicates that most of the teachers specify that there is no provision of Hostel facility for the CWSN students.

Item no. 8 (a)

With respect to the item no. 8 (a), the Teachers (4.26%) who said that there is provision for hostel facility for CWSN 100% of them revealed that this hostel facility was provided under State or Centre IEDSS Scheme. This data indicates that all the teachers who said yes to provision of hostel facility specify that the hostel facility was provided under State or Centre IEDSS Scheme.

Item no. 9

With respect to the item no. 9, 100 % of the teachers revealed that there is provision of scholarship for the CWSN students. This data indicate that there is provision of scholarship for the CWSN students.

Item no. 9 (a)

With respect to the item no. 9 (a), 100 % of the teachers revealed that the Scholarship for the CWSN students has been provided under State or Centre IEDSS Scheme. This data indicate that the Scholarship for the CWSN students has been provided under State or Centre IEDSS Scheme.

Item no. 10

With respect to the item no. 10, 100 % of the teachers revealed that there is provision of books for the CWSN students. This data indicate that there is provision of books for the CWSN students.

Item no. 10 (a)

With respect to the item no. 10 (a), 100 % of the teachers revealed that the books for the CWSN students has been provided under free text books Scheme by Himachal Pradesh Government. This data indicate that the books for the CWSN students have been provided under free text books Scheme by Himachal Pradesh Government.

Item no. 11

With respect to the item no. 11, 100 % of the teachers revealed that there is provision of uniform for the CWSN students. This data indicate that there is provision of uniform for the CWSN students.

Item no. 11 (a)

With respect to the item no. 11 (a), 100 % of the teachers revealed that the uniform for the CWSN students has been provided under free uniform Scheme by Himachal Pradesh Government. This data indicate that the uniform for the CWSN students has been provided under free uniform Scheme by Himachal Pradesh Government.

Item no. 12

With respect to the item no. 12, 100 % of the teachers revealed that there is provision of assistive devices and supports staff i.e., readers, amanuensis for CWSN. This data indicate that there is provision of assistive devices and supports staff i.e., readers, amanuensis for CWSN.

Item no. 12 (a)

With respect to the item no. 12 (a), 100 % of the teachers revealed that the assistive devices and supports staff i.e., readers, amanuensis for CWSN has been provided under State or Centre IEDSS Scheme. This data indicate that the assistive devices and supports staff i.e., readers, amanuensis for the CWSN students has been provided under State or Centre IEDSS Scheme.

Item no. 13

With respect to the item no. 13, 100 % of the teachers revealed that there is provision of scholarship for girl students with disabilities. This data indicate that there is provision of scholarship for girl students with disabilities.

Item no. 13 (a)

With respect to the item no. 13 (a), 100 % of the teachers revealed that the scholarship for girl students with disabilities has been provided under State or Centre IEDSS Scheme. This data indicate that the scholarship for girl students with disabilities has been provided under State or Centre IEDSS Scheme.

Item no. 13 (b)

With respect to the item no. 13 (b), 100 % of the teachers revealed that the scholarship for girl students with disabilities provided under State or Centre IEDSS Scheme is Rs. 600 per month. This data indicate that the scholarship for girl students with disabilities provided under State or Centre IEDSS Scheme is Rs. 600 per month.

Item no. 14

With respect to the item no. 14, 100 % of the teachers revealed that the CWSN students have access to information communication and technology (ICT) to gain information. This data indicate that the CWSN students have access to information communication and technology (ICT) to gain information.

Item no. 14 (a)

With respect to the item no. 14 (a), 100 % of the teachers revealed that more than 75 % of the CWSN students have access to information communication and technology (ICT) to gain information. This data indicate that more than 75 % of the CWSN students have access to information communication and technology (ICT) to gain information.

Item no. 14 (b)

With respect to the item no. 14 (b), 0 % of the teachers revealed that the percentage of the CWSN students who have access to information communication and technology (ICT) to gain information is between 50 to 75 %. This data indicate that the percentage of the CWSN students who have access to information communication and technology (ICT) to gain information is not between 50 to 75 %.

Item no. 14 (c)

With respect to the item no. 14 (c), 0 % of the teachers revealed that the percentage of the CWSN students who have access to information communication and technology (ICT) to gain information is below 50 %. This data indicate that the percentage of the CWSN students who have access to information communication and technology (ICT) to gain information is not below 50 %.

Item no. 15 With respect to the item no. 15, 100 % of the teachers revealed that there is appropriate technology software present in schools which are used for gaining information by CWSN. This data indicate that there is appropriate technology software present in schools which are used for gaining information by CWSN.

Item no. 15 (a)

With respect to the item no. 15 (a), 100 % of the teachers revealed that Software technology like Screen reading software like JAWS, SAFA for visually impaired students present in schools which are used for gaining information by CWSN. This data indicate that Software technology like Screen reading software like JAWS, SAFA for visually impaired students present in schools which are used for gaining information by CWSN.

Item no. 15 (b)

With respect to the item no. 15 (b), 100 % of the teachers revealed that Software technology like Speech recognition software for the hearing impaired students present in schools which are used for gaining information by CWSN. This data indicate that Software technology like Speech recognition software for the hearing impaired students present in schools which are used for gaining information by CWSN

Item no. 15 (c)

With respect to the item no. 14 (c), 26.60 % of the teachers revealed that Modified hardware like adapted keyboards software present in schools which are used for gaining information by CWSN, however 69.68 % of the teachers revealed that Modified hardware like adapted keyboards software were not present in schools which are used for gaining information by CWSN and 3.72 % of the teachers were not sure of the same. This data indicate that most of the teachers revealed that Modified hardware like adapted keyboards software were not present in schools which are used for gaining information by CWSN.

Item no. 16 (a)

With respect to the item no. 16 (a), 100 % of the teachers revealed that Teachers themselves develop teaching-learning material (TLM) for CWSN students as additional support given to CWSN. This data indicate that Teachers themselves develop teaching-learning material (TLM) for CWSN students as additional support given to CWSN.

Item no. 16 (b)

With respect to the item no. 16 (b), 100 % of the teachers revealed that Teachers pay special attention to CWSN students as additional support given to CWSN. This data indicate that Teachers pay special attention to CWSN students as additional support given to CWSN.

Item no. 16 (c)

With respect to the item no. 16 (c), 100 % of the teachers revealed that Teachers deal with CWSN students politely and patiently so as to give additional support to CWSN. This data indicate that Teachers deal with CWSN students politely and patiently so as to give additional support to CWSN.

Item no. 17 (a)

With respect to the item no. 17 (a), 100 % of the teachers revealed that the special educators provide external support as an interdisciplinary team of expert for CWSN students for solving their problems. This data indicate that the special educators provide external support as an interdisciplinary team of expert for CWSN students for solving their problems.

Item no. 17 (b)

With respect to the item no. 17 (b), 100 % of the teachers revealed that the Clinical psychologists provide external support as an interdisciplinary team of expert for CWSN students for solving their problems. This data indicate that the Clinical psychologists provide external support as an interdisciplinary team of expert for CWSN students for solving their problems.

Item no. 17 (c)

With respect to the item no. 17 (c), 100 % of the teachers revealed that the Therapists provide external support as an interdisciplinary team of expert for CWSN students for solving their problems. This data indicate that the Therapists provide external support as an interdisciplinary team of expert for CWSN students for solving their problems.

Item no. 17 (d)

With respect to the item no. 17 (c), 100 % of the teachers revealed that the Doctors provide external support as an interdisciplinary team of expert for CWSN students for solving their problems. This data indicate that the Doctors provide external support as an interdisciplinary team of expert for CWSN students for solving their problems.

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