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**EFFECTIVE CONTRIBUTION OF SARVA  
SHIKSHA ABHIYAN IN INCLUSIVE EDUCATION  
FOR CHILDREN WITH SPECIAL EDUCATIONAL  
NEEDS**

# Effective Contribution of Sarva Shiksha Abhiyan in Inclusive Education for Children with Special Educational Needs

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**Abstract – Present study aimed to analyses the functioning of Inclusive Education for the Children with Special Needs (CWSN) under Sarva Shiksha Abhiyan programme and to study the opinion of CWSN about the effectiveness of the programme. It was hypothesized that there is a significant contribution of Sarva Shiksha Abhiyan in Inclusive Education for the Children with Special Needs (CWSN) in Haryana. The sample of the present study consisted of 15 government schools of Panipat District in Haryana randomly selected and 20 CWSN students of these schools along with 10 resource teachers from 5 blocks of Panipat District were taken as a sample of the present study. The student and resource teacher were selected on purposive basis. In this study two questionnaires were used to collect data. The investigator used simple percentage method.**

**From the findings of the present study it can be concluded that an appreciable effort that an appreciable effort has been taken by the government in the form of legislative policies for the disabled, such as NPE (1986) and POA, budgetary delegation, infrastructural inputs, facilities such as Aids and Appliances, scholarships, teaching and learning material (TLM), Resource rooms and human resources (RT's).**

**Majority of RT's and CWSN students who participated in the present study feels that government has taken many progressive steps. More innovative programmes, strategies and solutions have to be formulated for fruitful results.**

**Positive contribution by community, NGO's, government to bring an attitudinal change towards a disabled lot can result in a motivational progress in the concerned area.**

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## INTRODUCTION

It is consistent with a democratic philosophy that all children be given equal opportunity to learn whether they are average, bright, dull, retarded, blind, deaf, crippled, delinquent, emotionally disturbed or otherwise limited or deviant in their capacities to learn. Equality of opportunities denotes two things- equality of access to school education and equality of success in school.

The role of Universal Elementary Education (UEE) for strengthening the social fabric of democracy through provision of equal opportunities to all has been accepted since the inception of our Republic. With the formation of NPE, India initiated a wide range of programmes for achieving the goal of UEE through several schematic and programme interventions, such as operation Blackboard, Shiksha karmi Project, Lok Jumbish Programme, Mahila Samakhya, District Primary Education Programme etc. The National Policy of Education (NPE) 1986 and the Programme of Action (1992) gives the basic policy framework for education, emphasizing on correcting the existing inequalities. Currently Sarva Shiksha Abhiyan (SSA)

is government of India's flagship programme for achievement of Elementary Education (UEE) in a time bound manner, as mandated by 86<sup>th</sup> amendment of the constitution of India making free and compulsory education to the children of 6-14 years of age group, a Fundamental Right under article 21A

## SARVA SHIKSHA ABHIYAN

A programme with clear time frame for universal elementary education.

- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parent's Teachers Associations, Tribal

Autonomous Council and other grass root level structures in the management of elementary schools.

- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education.

SSA is being implemented in partnership with state governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community owned quality education in a mission mode.

## INCLUSIVE EDUCATION

Transformation from Segregation to Inclusion in Education – In late 1700's Benjamin Ruah introduced the idea of educating person with disabilities which was later enhanced by JMS Hard with invention of instrumental devices. As the first school for the education of the deaf was established by Thomas Gallaudet in 1817 at Hartford. In 20<sup>th</sup> century a new wave of revolutionising the education for disabled began. Integrated education for the disabled children was the favoured practice in all country up to 1994, world conference at Salananaca in Spain on Special Education needs. United Nation declared 1981 as the International Year of disabled persons. It made a slogan of the theme, "Full participation with Equality".

In India, the recommendation to send children with disabilities to mainstream schools were first made in the Sargent Report in 1944, and again in 1964 by the Kothari Commission. Despite this, changes has been slow, with segregation in special schools dominating the seen until recently. In 1974 for the first time the necessity of Integrated Education was explicitly emphasized under the scheme for Integrated Education for disabled children (IEDC). In pursuit of the goal of providing basic education for all, the National Policy on Education (1986) and it follow-up actions have been major landmarks.

The handicapped children need equality of educational opportunity. The indicators of equal educational opportunity for the handicapped have been spelt out by NCERT (1987) as follows:

- Equal access to education institutions in common with others.
- Access to special education institutions where needed.

- Resource facilities to support educational programmes.
- Equal access to curriculum.
- Curriculum adjustment to the needs arising out of disability wherever needed.
- Adaptive aids and equipment to ensure optimal access to curriculum.
- Adjustment of instructional methods and materials to ensure optimal access to curriculum.
- Adjustment of evaluation and examination procedures to offset handicapping effects of the disability.
- Trained manpower for equal educational opportunity in general and special institutions.
- Educational administrator's response to the needs of the disabled children.

The Rehabilitation Council of India Act 1992 initiated a training programme for the development of professionals to respond to the needs of students with disabilities. The enactment of the people provides Disabled Act in 1996 provided legislative support. In 1999, the Government passed the National Trust for welfare of persons with Autism , Cerebral Palsy , Mental Retardation and Multiple Disabilities Act for the economic rehabilitation of people with disabilities. In recent years two major initiatives have been launched by the Government for achieving the goals of universalization of elementary education (UEE): the District Primary Education Programme (DPEP) in 1994 and the Sarva Shiksha Abhiyan (SSA) in 2002 National Policy for persons with Persons with Disabilities was formed on 10<sup>th</sup> February 2006.

## PROMOTION OF INCLUSIVE EDUCATION UNDER SSA SCHEME

Inclusive Education under SSA seems to be the most beneficial policy formulated by the government. Some main features of SSA which are necessarily to be mentioned keeping inclusive education in mind are-

- The children with special needs should be helped and assisted at each step. Assistive and helping atmosphere should be created.
- Resource Room-The resource room is also brought into surface for the help of children with special needs. It provides additional help, functional assessment, privacy, individual attention and instructional material for the special need students.

- Resource Teachers/special teachers- It is the key for the success of Inclusive Education programme. He is a specialist who provides the support service to the disabled children studying in the school.
- The identification of disabled and mentally retarded children is made on block and district level.
- For providing the proper environment the 'zero rejection policy' is applied so that no child can be deprived of education.
- SSA has the provision to spend Rs.1200 per year on particular child. This should be evaluated from time to time.
- SSA also promotes other non governmental organisations and institutions to come forward and work for this noble cause of education and bringing the children with special needs to the mainstream of the society.
- Infrastructural preparation- To bridge the gap between abled and disabled. Infrastructure of the school buildings are made disabled friendly which help in removing the barriers. For instance, ramps and friendly toilets.
- Aids and equipments- The success and failure of integrated education for the disabled depend critically upon the availability of aids and equipments for learning process. It varies with the disability of which it is used. As aids and equipments used for visually impaired student will be different from one used of hearing impaired child.

### **JUSTIFICATION OF THE STUDY**

Inclusive growth bring the agenda of 12<sup>th</sup> 5 year plan, shows the importance of building an inclusive society where the privileged and marginalised can have equal opportunity. Various studies are present on inclusive education at international and national level. But due to its significance a study is necessary at grass root level. Inclusive education in its totality is still an elusive goal and much ground is to be covered. Despite increasing identification, participation and massive grants by the government the success of inclusive education of special need students is to be evaluated. Therefore, the study is justified to investigate the importance and contribution of SSA scheme in the field of inclusive education for the children with Special Needs.

### **OBJECTIVES OF THE STUDY**

- To analyse the functioning of Inclusive Education for the Children with Special Needs (CWSN) under Sarva Shiksha Abhiyan programme.

- To study the opinion of CWSN about the effectiveness of the programme.

### **HYPOTHESIS**

"There is a significant contribution of Sarva Shiksha Abhiyan in Inclusive Education for the Children with Special Needs (CWSN) in Haryana".

### **DESIGN OF STUDY**

In the present study the investigator has used normative survey method to study the opinion of the Resource Teachers and Students with Special Needs in District Panipat of Haryana state.

### **SAMPLE**

The sample of the present study consisted of 15 government schools of Panipat District in Haryana randomly selected and 20 CWSN students of these schools along with 10 resource teachers from 5 blocks of Panipat District were taken as a sample of the present study. The student and resource teacher were selected on purposive basis.

### **TOOL USED**

In this study two questionnaire, for Resource Teachers and CWSN students- consisted of 20 statements each. The closed form type questionnaire were prepared in which respondents are required to answer in Yes or No.

### **STATISTICAL TECHNIQUE USED**

The obtained data was submitted to further statistical analysis. The investigator used simple percentage method.

### **ANALYSIS AND INTERPRETION OF DATA**

The following questions are related to the opinion of Resource Teachers regarding the functioning of the programme-

**Table-1**

Sr. No.	Questions	No. of RT's	Yes	% of Yes	No	% of No
01.	All training programmes conducted by the Govt.?	10	04	40	06	60
02.	Is there proper co-ordination between IE & general teachers?	10	06	60	04	40
03.	Are all facilities provided easily to CWSN students?	10	04	40	06	60
04.	Is it necessary to bring all the CWSN students to resource room?	10	03	30	07	70
05.	Is home based education effective in Inclusive Education?	10	07	70	03	30
06.	Are educational trips effective in Inclusive Education?	10	07	70	03	30
07.	Are peer groups effective in Inclusive Education?	10	08	80	02	20
08.	Is Adaptive behaviour necessary for CWSN students?	10	10	100	0	0
09.	Are foundation courses necessary for general teachers?	10	09	90	01	10
10.	Should summer camps be organised for CWSN students?	10	05	50	05	50
11.	Is it necessary to include parents of CWSN student while making IEP?	10	10	100	0	0
12.	Is IEP of CWSN students effective for Inclusive Education?	10	06	60	04	40
13.	Is continuous monitoring necessary for CWSN students?	10	06	60	04	40
14.	Should "Zero Rejection Policy" be adapted by general/special teachers?	10	07	70	03	30
15.	Are infrastructure facilities provided to you?	10	07	70	03	30
16.	Is it necessary to provide special teachers to every school?	10	10	100	0	0
17.	Is Occupational therapy and Physio-therapy training necessary in schools?	10	06	60	04	40
18.	Is there any provision for surgery of CWSN students?	10	08	80	02	20
19.	Is TLM available in your resource room?	10	07	70	03	30
20.	Is special coach and training available for special Olympics?	10	0	0	10	100

The following questions are related to the opinion of CWSN students regarding the effectiveness of the programme.

**Table-2**

Sr. No.	Question	No. CWSN Students	Yes	% of Yes	No	% of No
01.	Do teachers have good attitude towards you?	20	16	80	04	20
02.	Do teachers / principal listen to your problems carefully?	20	16	80	04	20
03.	Do teachers pay proper attention towards you while teaching?	20	15	75	05	25
04.	Are co-curricular activities organised for you?	20	18	90	02	10
05.	Are sports events organised for you?	20	17	85	03	15
06.	Is resource room available for you?	20	16	80	04	20
07.	Are aids and appliances provided to you by the Govt.?	20	09	45	11	55
08.	Are you satisfied with the facilities provided by the Govt.?	20	11	55	09	45
09.	Is free education provided to you?	20	20	100	0	0
10.	Is scholarship provided to you?	20	09	45	11	55
11.	Are educational tips organised for you?	20	13	65	07	35
12.	Do you participate in CRP? (Class Readiness Programme)	20	15	75	05	25

## MAIN FINDINGS

Findings of the present study are provided in the following way:

### Findings based on the functioning of the programmes

1. Majority of RT's do not get training from the government.

2. Most of the RT's believe that there is proper coordination between Inclusive Education and general teachers.

3. Majority of RT's believe that all the facilities are not provided easily to CWSN students.

4. Majority of RT's think that it is not to bring all the CWSN students to Resource Room.

5. Home based education is effective in Inclusive Education.

6. Majority believes that educational trips are effective.

7. Most of the RT's believe that Peer groups are effective.

8. Adaptive behaviour is necessary for CWSN students in Inclusive Education.

9. Most of the RT's are in favour of foundation courses for general teachers.

10. There is a tie in the opinion for organising the summer camps.

11. Parents of CWSN students should be included while making IEP.

12. Majority of the RT's have faith in effectiveness of IEP.

13. Most of the RT's believe in continuous monitoring of CWSN students.

14. Majority are in favour of Zero Rejection Policy.

### Findings based on the availability of Resources

1. Infrastructure facilities are present for most of the CWSN students.

2. Special teachers should be provided to every school.

3. Occupational therapy and physio-therapy should be provided.

4. There is provision for surgery of CWSN students.

5. Majority of Resource Rooms have TLM.

6. Special Coach and Training are not available for special Olympics.

### (A) Findings based on the Effectiveness of the programme



1. Majority of teachers have good attitude towards CWSN students.
2. Most of the teachers listen to the problems carefully.
3. Attention is paid towards CWSN students.
4. Co-curricular activities are organised for CWSN students.
5. Sport events are organised.
6. Resource Room is available for the CWSN students.
7. Sufficient Aids and Appliances are not provided by the government.
8. Only an average number of CWSN students are satisfied with the facilities provided by the government.
9. Free education is provided.
10. Scholarship is provided to limited CWSN students.
11. Educational trips are organised.
12. CWSN students do participate in CRP activities.

## CONCLUSION

The present study investigated the opinion of Resource Teachers and CWSN students present in district Panipat, who are present in the inclusive setup in regular schools. CWSN students also help to conclude the present success of the programme as they are the target groups for whose benefit this effort is taken by the government.

So it can be concluded from the present study that an appreciable effort that an appreciable effort has been taken by the government in the form of legislative policies for the disabled, such as NPE (1986) and POA, budgetary delegation, infrastructural inputs, facilities such as Aids and Appliances, scholarships, teaching and learning material (TLM), Resource rooms and human resources (RT's).

Majority of RT's and CWSN students who participated in the present study feels that government has taken many progressive steps. But still a lot has to be done. Loop holes and gaps which are present between policies and their implementation have to be filled. With limited infrastructure for identification and inadequate facilities for their education percentage of disabled child entering the general school is

significantly low. Upcoming problems such as considering special need students as a homogeneous group and assigning a common special teacher for all does not pay individual heed to their particular problems, secondly labelling of disabled children brings the feeling of unworthiness and prejudice in the mind of general teachers and peer groups which is posing a big challenge in the path of policy makers.

More innovative programmes, strategies and solutions have to be formulated for fruitful results. Positive contribution by community, NGO's, government to bring an attitudinal change towards a disabled lot can result in a motivational progress in the concerned area.

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