

**PROMOTING QUALITY EDUCATION  
THROUGH SAMAGRA SHIKSHA ABHIYAN  
WITH PERSPECTIVE OF INCLUSIVE  
EDUCATION: A CASE STUDY IN  
CHITRAKOOT DISTRICT**

Dissertation submitted to Panjab University, Chandigarh for award of  
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## **SELF DECLARATION CERTIFICATE**

It is hereby declared that this dissertation is my original piece of work and to the best of my knowledge and belief, it contains no material previously published or written by any other person. I am aware of the University's norms and regulations regarding plagiarism including the disciplinary action that it may invite. Any use of the works by any other author, in any form, is adequately acknowledged at their point of use or in the Bibliography.

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## CERTIFICATE

I have pleasure to certify that Shri Vishal Mani Tripathi has pursued his research work and prepared the present dissertation “Promoting quality education through Samagra shiksha Abhiyan with perspective of inclusive education: A case study in Chitrakoot district” under my guidance and supervision. The dissertation is a result of his own research and to the best of my knowledge, no part of it has comprised any other monograph, book or dissertation earlier. This is being submitted to Panjab University, Chandigarh for the purpose of Executive Masters in Public Administration and Public Policy in Partial fulfillment of the requirement for the Advanced Professional Programme in Public Administration (APPPA) of Indian Institute of Public Administration (IIPA), New Delhi.

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## **Glossary and Terms**

UDISE – Unified District Information System on Education

CWSN – Children With Special Needs

CBSE – Central Board of Secondary Education

SC – Scheduled Caste

ST – Scheduled Tribe

OBC – Other Backward Class

SSA – Sarve Shiksha Abhiyan / Samagra Shiksha Abhiyan

RMSA – Rashtriya Madhtamik Shiksha Abhiyan

TE – Teacher Education

NEP 2020 – National Education Policy 2020

UTs – Union Territories

SCERT – State Council of Educational Research and Training

DIET – District Institute of Education and Training

RTE – Right to Education

ECCE – Early Childhood Care and Education Scheme

CWDs – Children with Disabilities

SWD – Students with Disabilities

RPWD – Rights of Persons with Disabilities

UDL – Universal Design for Learning

PDP – Professional Development Programme

CFIT – Competences Framework for Inclusive Teaching

CRPD – Convention on Rights of Persons with Disabilities

NGOs – Non Government Organisation

PM Award – Prime Minister’s Award

LED – Light Emitting diode

RO – Reverse Osmosis

SDGs – Sustainable Development Goals

## **Chapter - I**

### **Introduction and theoretical framework**

#### **1.0 Introduction**

Education is the only way to transform a society both economically and socially. If the people are well educated, it is possible for them to come out of abject poverty. Educated people have better social values and political awareness which is essential for a prosperous democratic society. Education stands as the cornerstone of societal progress, serving as a catalyst for individual growth, economic development, and social cohesion. Its importance resonates deeply across all cultures and civilizations, as it empowers individuals with knowledge, skills, and perspectives necessary to navigate the complexities of modern life. Education plays a key role in unlocking human potential and creativity. In society, education cultivates informed citizens capable of participating actively in democratic processes, advocating for social justice, and driving positive change.

Furthermore, education is fundamental to economic prosperity, driving innovation, productivity, and competitiveness. A well-educated workforce fuels technological advancements and industrial growth, laying the groundwork for sustainable development and prosperity.

Education also plays a pivotal role in reducing income inequality, as it empowers marginalized communities and provides them with the means to escape the cycle of poverty. By ensuring equitable access to quality education, societies can level the playing field, offering everyone an equal chance to succeed irrespective of their socioeconomic background. This, in turn, fosters social mobility and creates a more inclusive and just society. Moreover, education serves as a vehicle for social progress, challenging prejudices, dismantling stereotypes, and promoting gender equality and human rights. By investing in education, societies can unlock the full potential of their citizens, fostering a brighter future built on knowledge, innovation, and shared prosperity. Fully understanding the importance of education, central and state governments across the country are putting great efforts to bring inclusion in education. Various initiatives and schemes have been running through Central Government for promoting education. Samagra Shiksha Abhiyan (SSA) is the recent integrated scheme to promote equitable and quality school education across the country. The National Education Policy (NEP) 2020 has also been designed to align the goal of education to achieve true inclusion. To foster a healthy competition

among districts and to recognize innovative initiatives by individuals, Prime Minister's Award for excellence in Public Administration has been constituted. Promoting quality education is also included in the awards along with various categories.

### **1.1 Prime Minister's Awards for Excellence in Public Administration:**

In 2006, Government of India constituted an award namely "The Prime Minister's Awards for Excellence in Public Administration" to promote and recognise innovative initiatives taken by districts / departments of Central and State Governments in the field of public service delivery. In 2014 the scheme was reconstituted to recognise initiatives taken by district collectors in their respective district. Emphasis was given to districts which are lagging in developmental parameters. In 2020, another dimension of economic development of district was also added. Later, in 2021, it was thought to induce constructive competition among districts so that the best practices of one district can be replicated by others. Emphasis was given to qualitative achievements instead of quantitative one with special attention to good governance. With this in focus, the applications for Awards are evaluated on three parameters; Good Governance, Qualitative and Quantitative. It is expected All Districts are expected to participate in the Scheme of Prime Minister's Awards. The subject of study has been taken from Awards given for the year 2022 out of the scheme for Prime Minister's Awards for Excellence in Public Administration in the following categories (source: darp website):

- (i) Promoting Swachh Jal (Clean Jal) through Har Ghar Jal Yojana
- (ii) Promoting Swasth Bharat (Healthy Bharat) through Health & Wellness Centres
- (iii) Promoting quality education with an equitable and inclusive classroom environment through Samagra Shiksha
- (iv) Holistic Development through Aspirational District Programme – overall progress with special focus on saturation approach
- (v) Innovations

The award under the category of "Promoting quality education with an equitable and inclusive classroom environment through Samagra Shiksha" for the year 2022 was awarded to two districts namely Chitrakoot (Uttar Pradesh) and Mehsana (Gujrat). The Samagra Shiksha Abhiyan and the National Education Policy (NEP) 2020 are both initiatives aimed at improving the quality and accessibility of education.

### **1.2 Samagra Shiksha Abhiyan:**

Samagra Shiksha Abhiyan is an integrated scheme for school education in India. It was launched in 2018 as an umbrella program that subsumed three existing schemes:

Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE). The objective of Samagra Shiksha Abhiyan is to ensure inclusive and equitable quality education at all levels of schooling, from pre-school to senior secondary, while addressing issues related to access, equity, and quality. It focuses on various components, including the strengthening of infrastructure, improvement of teacher quality and training, development of curriculum and teaching materials, and support for innovations in education. The program also emphasizes the importance of digital education and the use of technology to enhance learning outcomes. Samagra Shiksha Abhiyan aims to improve school education across India, with a particular focus on underprivileged and marginalized communities.

### **1.3 National Education Policy (NEP) 2020:**

The National Education Policy 2020 is a comprehensive reform in the field of education in India. It was approved by the Indian government in July 2020 and aims to transform the entire education system. NEP 2020 envisions a student-centric and holistic approach to education, with an emphasis on multidisciplinary learning, critical thinking, and creativity.

Certain key features of NEP 2020 include Universalization of early childhood education, Restructuring of school education into a 5+3+3+4 format (Foundational, Preparatory, Middle, and Secondary stages), Emphasis on mother tongue or local language as the medium of instruction in primary education, Introduction of a flexible and multidisciplinary approach in higher education, Promotion of vocational education and skill development, Use of technology for better learning outcomes, Focus on quality teacher education and continuous professional development and Promoting internationalization of education. While Samagra Shiksha Abhiyan is an ongoing scheme that focuses on improving the current education system, the National Education Policy 2020 is a comprehensive policy framework that seeks to bring about fundamental changes in the education system to make it more inclusive, flexible, and aligned with the needs of the 21st century. Both initiatives aim to enhance the quality and accessibility of education in India.

### **1.4 Inclusive Education:**

Inclusion in education is an old debate. It relates to teaching of Children with Special Needs (CWSN). Most of CWSN needs a separate and specialised way of teaching so that each one of them can learn according to his or her particular requirement. Keeping these children in regular classroom may deter these children match up along with other

children. To improve learning outcome of CWSN, a segregated classroom is created to cater to their special learning requirements. Segregated classrooms are equipped with special learning aids and specially trained teachers. A lot of schools are already running in India on the same concept. However, it has been realised that separating CWSN from the mainstream education has resulted in ostracising these children from society. Educationists and governments started thinking towards mainstreaming of CWSN. In the mainstreaming, CWSN are mainly taught in separate classrooms and are exposed to the regular classroom for certain period in a day. By exposing the child with the regular classroom with other children for some time, he or she will feel connected with average students. The mainstreaming help a bit in integrating CWSN with other children and in turn with the society. The child could see the average classroom and have a chance to interact other children. But it is experienced that mainstreaming CWSN also could not fetch expected results. A child with disability like autism etc could not mingle fully with the class if he or she is given a chance to attend the normal class for some time in a day and again brought back to a separate classroom. He or She does not feel like ‘belonging’ to the class as other children believe. **Inclusion** is an idea which enables the child to feel like belonging to something. In case of mainstreaming, the CWSN who is exposed to a classroom for certain period of time in a day does not feel like belonging to the class. A child will feel like belonging to the class only when he or she is accepted in a class as the way he or she actually is. In a regular class of children, it may be found that children of varying degree of learning abilities study together. Some are inclined towards sports, some are interested in arts and so on. All of them are included in the class despite their varied degree of abilities and interests. In a similar way a child with certain level of disability can also be included in the same class. In other way we can say that instead of focusing on disabilities of a child, it is better to focus on strengths. There could be various strengths in a child having some disabilities which other children can learn. In a segregated classroom, the CWSN could loose out many activities and childhood experiences. If a CWSN is included in the class, other children will also accept them as a part of life. Average children will also respect other’s differences and accept them as normal.

Inclusive education is a process of strengthening the capacity of the education system in a way so that all learners can be provided quality education to achieve the larger objective of Education for All. It means all children, regardless of challenges they are facing, are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high-quality education and supports along with other

students. Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and provide enabling environment to diverse groups to grow side by side, to the benefit of all.

It is a transformative approach that aims to provide equal opportunities for all students, regardless of their abilities, disabilities, or other diverse characteristics. It goes beyond mere integration by fostering an environment where every learner, regardless of background, feels valued and included.

Inclusive education plays a crucial role in promoting diversity and equity within educational settings. By embracing students with varying abilities, backgrounds, and learning styles, it ensures that each individual has access to quality education and is not marginalized based on differences. One of the key roles of inclusive education is to foster social integration. It creates an environment where students learn to appreciate and respect diversity, breaking down stereotypes and prejudices. This social integration not only benefits the students directly involved but also contributes to building a more inclusive and tolerant society. Inclusive education recognizes the unique strengths and abilities of each student. By catering to diverse learning needs, it enhances academic achievement for all learners. Students with disabilities, in particular, benefit from personalized approaches that address their specific requirements, ultimately contributing to their overall academic success. The world outside of classrooms is diverse, and inclusive education prepares students for this reality. By experiencing diversity within the educational environment, students develop social skills, empathy, and a better understanding of the world, preparing them for future social and professional interactions. It contributes significantly to human capital development. By ensuring that all individuals have access to education and can maximize their potential, it fosters a skilled and diverse workforce. This, in turn, positively impacts economic development. Inclusive education plays a vital role in building social cohesion and stability within a society. By addressing inequalities in education, it helps create a sense of belonging and shared responsibility, reducing social disparities and promoting a more harmonious community. Diversity in education stimulates creativity and innovation. Inclusive education brings together individuals with various perspectives and problem-solving approaches, fostering a culture of innovation that is essential for societal development and progress. The presence of supportive policies and legislation is crucial for the successful implementation of inclusive education. Legal frameworks that promote equal opportunities and prohibit discrimination create a foundation for inclusive practices. Adequate training and ongoing support for teachers are essential factors in inclusive

education. Teachers need to be equipped with the skills to address diverse learning needs and create inclusive learning environments. It requires appropriate infrastructure and resources, including accessible facilities, assistive technologies, and teaching materials. Lack of these resources can hinder the effective implementation of inclusive practices. Involving the community in the education process is crucial. Community support and understanding play a significant role in fostering inclusivity, as it creates a network of support for students with diverse needs.

Inclusive education is not just a pedagogical approach; it is a catalyst for social and economic development. Its role in promoting diversity, equity, and social integration is pivotal for building a resilient and inclusive society. Recognizing and addressing the factors that influence inclusive education is essential to ensure its successful implementation and maximize its positive impact on the development process. As we continue to strive for progress, an inclusive educational system remains a cornerstone for building a more equitable and prosperous future. Inclusive education in schools requires a comprehensive and multifaceted approach to ensure that all students, regardless of their abilities, backgrounds, or challenges, can participate fully in the learning process. Several factors are crucial for creating an inclusive educational environment. Following are the important considerations to ensure inclusive education in schools:

**Accessible Infrastructure:** Physical accessibility is paramount. Schools should have ramps, elevators, and other facilities to ensure that students with physical disabilities can move around the campus independently. Restrooms should be designed to accommodate students with various physical needs, including those who use wheelchairs or other mobility aids.

**Adaptive Technologies:** Adaptive technologies, such as screen readers, text-to-speech software, and other assistive devices are important to support students with disabilities in accessing and engaging with educational content.

**Inclusive Curriculum:** Use of diverse learning materials that represent various cultures, backgrounds, and perspectives that can ensure that students can relate to and see themselves reflected in the curriculum is required to be developed. Teachers should employ flexible teaching methods to cater to different learning styles and abilities, providing a variety of instructional approaches to meet the diverse needs of students.

**Teacher Training and Professional Development:** It should be ensured that teachers receive training on inclusive education practices. This includes understanding diverse learning needs, adapting teaching methods, and effectively managing diverse classrooms.



Continuous professional development is also required to keep teachers updated on the latest inclusive education strategies and technologies.

**Specialized Support Services:** Specialized support services, such as resource rooms and special education teachers, to address the unique needs of students with disabilities are required to be developed. Counseling services to address the social and emotional well-being of students, especially those facing challenges due to personal circumstances or learning differences is also required to be imparted.

**Community Involvement:** Fostering a collaborative relationship between schools, parents, and the community gives impetus in achieving inclusive education. Inclusive education is more effective when there is support and understanding from all stakeholders. To achieve that, conducting awareness programs within the community is required to promote understanding and acceptance of diversity, reducing stigma associated with disabilities or other differences.

**Flexible Assessment Methods:** For bringing inclusivity in education, it is required to have varied assessment strategies that accommodate different learning styles and abilities. This may include alternative forms of assessment such as project-based assessments, oral exams, or practical demonstrations.

**Financial and Resource Allocation:** Adequate funding to implement inclusive education practices, including the provision of necessary resources, support staff, and infrastructure modifications is an important factor.

By addressing these factors, schools can create an inclusive learning environment that promotes diversity, equity, and the full participation of all students in the educational process. Adequate emphasis has been given in the New Education Policy 2020 to promote inclusive education. Few of the paras of NEP 2020 where special emphasis has been given to inclusive education are highlighted as under:

### **1.5 Inclusive Education for Students with Disabilities:**

The NEP 2020 emphasizes the need for making education more inclusive for students with disabilities, ensuring they have equal opportunities in the learning process. Chapter 2, Section 2.3 states that "Efforts will be made to integrate children with disabilities into mainstream education."

#### **Flexible Learning Environment:**

The NEP encourages the creation of a flexible and inclusive learning environment that caters to the diverse needs of students which has been emphasized in Chapter 4,

Section 4.5 as "Curriculum and pedagogy will be transformed to reduce the content load in the school education curriculum to enhance essential learning and critical thinking."

### **Teacher Training for Inclusive Education:**

The NEP 2020 emphasizes the importance of teacher training programs to equip educators with the skills necessary for inclusive education. It can be referred from Chapter 5, Section 5.14 of NEP 2020 which states that "Teachers will be prepared for the use of innovative, enjoyable, and effective methods of teaching."

### **Special Focus on Socio-Economically Disadvantaged Groups:**

The NEP 2020 highlights the need for special efforts to bridge the gap in education for socio-economically disadvantaged groups. It has been highlighted in Chapter 6, Section 6.10 of NEP 2020 as "Special emphasis will be given on the participation of groups that are historically under-represented, such as socio-economically disadvantaged groups..."

### **1.6 Alignment of SSA with NEP 2020:**

The Scheme of Samagra Shiksha Abhiyan (SSA) is in accordance with Sustainable Development Goal for Education (SDG-4) and has now been aligned with the National Education Policy (NEP) 2020 to ensure inclusive and equitable, quality and holistic school education. It aims to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs, different academic abilities and make them active participants in the learning process. The NEP 2020 has proposed many fundamental principles that will guide the education system for inclusion of children of all background in education. Following are the few principals of inclusive education:

- (i) Recognizing, identifying, and fostering the unique capabilities of each student by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.
- (ii) Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy.
- (iii) Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system.

The other major objectives of the Scheme are:

- (i) Support States and UTs in implementing the recommendations of the National Education Policy 2020 (NEP 2020).

- (ii) Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009;
- (iii) Focus on Early Childhood Care and Education
- (iv) Emphasis on Foundational Literacy and Numeracy
- (v) Thrust on Holistic, Integrated, Inclusive and activity based Curriculum and Pedagogy to impart 21st century skills among the students.
- (vi) Provision of quality education and enhancing learning outcomes of students
- (vii) Bridging Social and Gender Gaps in School Education;
- (viii) Ensuring equity and inclusion at all levels of school education;
- (ix) Strengthening and up-gradation of State Councils for Educational Research and Training (SCERTs)/State Institutes of Education and District Institutes for Education and Training (DIET) as a nodal agency for teacher training.
- (x) Ensuring safe, secure and conducive learning environment and minimum standards in schooling provisions
- (xi) Promoting vocationalisation of education

To achieve the above objectives, different interventions across all levels of school education, proposed under the scheme are:

- (i) Universal Access including Infrastructure Development and Retention;
- (ii) Foundational Literacy and Numeracy,
- (iii) Gender and Equity;
- (iv) Inclusive Education;
- (iv) Quality and Innovation;
- (v) Financial support for Teacher Salary;
- (vi) Digital initiatives;
- (vii) RTE Entitlements including uniforms, textbooks etc.;
- (viii) Support for ECCE;
- (ix) Vocational Education;
- (x) Sports and Physical Education;
- (xi) Strengthening of Teacher Education and Training;
- (xii) Monitoring;
- (xiii) Programme Management; and
- (xiv) National Component.

## 1.7 Aspirational district:

Aspirational Districts are a part of a development initiative launched by the Government of India with the aim of transforming some of the most underdeveloped districts in the country into models of socio-economic development. This initiative is driven by the NITI Aayog (National Institution for Transforming India), which is a policy think tank of the Indian government. The program is based on the principle of "Sabka Saath, Sabka Vikas," meaning "Development for All." Key features of Aspirational Districts initiative are as under:

1. **Selection Criteria:** The districts selected for this program are typically those that are economically and socially lagging behind in terms of key development indicators such as education, healthcare, nutrition, infrastructure, and basic services.
2. **Focus Areas:** The program identifies five critical areas for development, known as the "5+1" sectors, which are:
  - Health and Nutrition
  - Education
  - Agriculture and Water Resources
  - Financial Inclusion
  - Skill Development
  - Basic Infrastructure
3. **Holistic Development:** The initiative aims to bring about holistic development in these districts by addressing multiple aspects of development simultaneously. The idea is to improve the quality of life for the residents of these districts through targeted interventions.
4. **Convergence of Schemes:** Various government schemes and programs are converged and coordinated to ensure that they are effectively implemented in these districts. This involves close coordination between central and state governments, as well as other stakeholders.
5. **Competitive Spirit:** The initiative introduces a spirit of competition among districts by ranking them based on their progress. The rankings are based on a set of indicators and parameters that measure the development outcomes in the identified sectors.
6. **Regular Monitoring and Feedback:** Regular monitoring and feedback mechanisms are put in place to track progress in each district. District officials,

along with local communities, play a crucial role in the planning and implementation of initiatives.

7. **Resource Allocation:** Special attention is given to resource allocation in these districts to ensure that they receive adequate funding for priority projects and programs.
8. **Community Participation:** Empowering local communities and involving them in decision-making processes is a key component of the initiative. It promotes community engagement and ownership of development projects.

The Aspirational Districts program seeks to bridge the development gap between different regions of India and uplift the quality of life for people living in these districts. It is designed to bring about sustainable improvements in human development indicators and create models of development that can be replicated in other areas. The success of the initiative is measured by improvements in key indicators using delta ranking method and the overall transformation of these districts into centres of development excellence. Delta ranking is a method used to evaluate and compare changes or improvements in performance, scores, or rankings over time. It measures the difference or "delta" between two sets of data points, such as two time periods or two groups, to assess how much progress has been made or how much change has occurred. Delta ranking can be applied to various fields to analyze trends and track improvements. The steps followed in formulating delta ranking are as follows:

1. **Selection of Two Time Periods or Groups:** To calculate delta ranking, data from two different time periods are needed (e.g., years/months) or two distinct groups (e.g., teams, organizations, or regions) that is required for comparison.
2. **Calculation of Performance Metrics:** Specific performance metrics or criteria for evaluation, is identified. These could be quantitative measures like scores, percentages, or rankings, or qualitative assessments.
3. **Calculation of Delta:** For each performance metric, value from the earlier time period or group (e.g., initial year or baseline group) is subtracted from the value from the later time period or group (e.g., subsequent year or comparison group). The result is the delta or change in that particular metric.
4. **Ranking of the Deltas:** After calculating the deltas for all the chosen metrics, it can be ranked to determine which metrics have shown the most improvement or

change. Metrics with the highest positive deltas have improved the most, while those with the lowest or negative deltas may have declined.

5. **Interpretation:** Delta rankings are analysed to draw insights about trends, areas of improvement, or areas of concern. This information can be used in decision-making, policy changes, or further investigation into the causes of the observed changes.

Delta ranking is a valuable tool for assessing progress, benchmarking performance, and identifying areas that need attention or further investment. It is commonly used in various contexts, including business performance analysis, educational assessment, sports statistics, and public policy evaluation. By comparing data over time or between different groups, organizations and decision-makers can gain a better understanding of the effectiveness of their efforts and make informed decisions for the future.

In the present context, comparative data on various parameters on education for Chitrakoot district is taken as provided by NITI Ayog. The table below shows the improvements achieved from March 2018 to July 2023 in various parameters on education

| S.No. |  | Benchmark/<br>Aspirational<br>Target/ Best<br>In India | Best In<br>State | Data As on<br>31/03/2018 | Target for<br>2023-2024 | Status as<br>on<br>July-<br>2023 |
|-------|--|--|------------------|--------------------------|-------------------------|----------------------------------|
| 1.1   | Transition rate from primary to upper primary school level       |  |                  | 75.55                    |                         |                                  |
| 1.2   | Transition rate from upper primary to secondary school level     |  |                  | 94.98                    |                         |                                  |
| 2     | Toilet access: percentage schools with functional girls' toilets | 100.00   | 100.00           | 94.98                    |                         | 97.93                            |
| 3.1   | Mathematics performance in class 3                               |  |                  | 67.85                    |                         |                                  |
| 3.2   | Language performance in class 3                                  |  |                  | 67.85                    |                         |                                  |
| 3.3   | Mathematics performance in class 5                               |  |                  | 55.16                    |                         |                                  |

|     |   |        |        |       |  |        |
|-----|---|--------|--------|-------|--|--------|
| 3.4 | Language performance in class 5   |        |        | 60.63 |  |        |
| 3.5 | Mathematics performance in class 8  |        |        | 40.17 |  |        |
| 3.6 | Language performance in class 8   |        |        | 53.97 |  |        |
| 4   | Female literacy rate (15+ age group)  | 99.60  | 82.23  | 53.00 |  |        |
| 5   | Percentage of schools with functional drinking water facility                                     | 100.00 | 100.00 | 94.98 |  | 98.89  |
| 6   | Percentage of schools with functional electricity facility at secondary level                     | 100.00 | 81.16  | 89.52 |  | 100.00 |
| 7   | Percentage of elementary schools complying with RTE specified Pupil Teacher Ratio                 | 100.00 | 84.30  | 79.99 |  | 84.39  |
| 8   | Percentage of schools providing textbooks to children within 1 month of start of academic session |        |        | 0.00  |  |        |

(Table 1: Improvement in various parameters of education in Chitrakoot)

### 1.8 Champions of change:

Champions of Change is an initiative launched by the Government of India with the aim of recognizing and celebrating individuals and organizations that have made significant contributions to various fields, including governance, innovation, social development, and entrepreneurship. The initiative is driven by the NITI Aayog. Key features of the Champions of Change initiative are as under:

1. **Objective:** The primary objective of Champions of Change is to identify and honour individuals and organizations that have demonstrated exemplary leadership and innovation in their respective fields. These "champions" serve as role models and inspire others to contribute positively to society.
2. **Recognition:** The initiative seeks to acknowledge and celebrate the efforts and achievements of change makers who have made a positive impact in areas such as

governance, education, healthcare, entrepreneurship, social development, environment, and more.

3. **Diverse Categories:** Champions of Change recognizes individuals and organizations across various categories, reflecting the diverse range of contributions that are valued in society. This includes
  - Social Welfare and Development
  - Education and Skill Development
  - Entrepreneurship and Innovation
  - Environment and Sustainability
  - Health and Healthcare
  - Governance and Public Service
4. **Selection Process:** The selection of champions is typically based on a rigorous evaluation process that may include nominations, assessments, and interviews. The criteria for selection may vary depending on the specific category.
5. **Honouring Achievements:** Selected champions are often invited to events or ceremonies where they are honoured for their contributions. They may receive awards, certificates of recognition, and opportunities to interact with government officials and other stakeholders.
6. **Inspiration and Networking:** The initiative aims to inspire others by showcasing the achievements and success stories of these champions. It also provides a platform for champions to connect with like-minded individuals and organizations, fostering a network of change agents.
7. **Scaling Impact:** Champions of Change seeks to encourage scalability and replication of successful models and initiatives. The aim is to amplify the positive impact of these initiatives across a wider audience.
8. **Policy Influence:** The successes and insights shared by the champions can sometimes influence policy-making and drive government initiatives in a direction that supports positive social change.

Champions of Change is an important platform for recognizing and promoting positive contributions to society. It not only celebrates individual and organizational achievements but also encourages a culture of innovation and social responsibility. Through this initiative, the government aims to highlight the power of individual agency and collective efforts in driving positive transformation.



### **1.9 Overview of Chitrakoot District:**

Chitrakoot District of Uttar Pradesh is located in the northern Vindhya range of mountains spread over Uttar Pradesh and Madhya Pradesh. Literal meaning of Chitrakoot 'Hill of many wonders'. The district was created on 4 September 1998. As per the legends, Lord Rama stayed here during his exile. According to the epic Ramayana, Bharat, brother of Lord Rama came to Chitrakoot to request him to return to Ayodhya. The place is famous for several religious places. A right blend of culture and history is clearly visible here. Chitrakoot is a spiritual retreat and is visited by large number of people throughout the year. Goswami Tulasidas, the author of shri Ramchritmanas also stayed here. The present population of Chitrakoot is 9.90 Lakh (Census 2011) with an area of 3164 Sq Km (Chitrakoot official website). The sex ratio in Chitrakoot district was 879 females for every 1,000 males (Census 2011). The district has been divided into five blocks namely Mau, Manikpur, Pahadi, Ramnagar and Karvi. As per data provided by UDISE+ for the academic year of 2021-22, Chitrakoot district has 1665 Number of schools out of which 76.52% of schools are government schools. Out of total schools, 56.17% schools are primary schools. 93.51% of schools are having functional boys toilets while 94.16% schools are having functional girls toilets while the state average is 95.11% and 96.73% respectively. If we see the internet connectivity in schools, only 8.44% schools are having internet connection while the state average is 21.14%. 66.84% schools are equipped with ramp for CWSN as compared to the state average of 64.45%. Chitrakoot, along with several other districts, has been identified as an aspirational district where special attention and efforts are directed to address developmental challenges and uplift the quality of life for its residents.

### **1.10 Research Objectives:**

1. To assess the alignment of Samagra Shiksha Abhiyan (SSA) initiatives with the goals and objectives of achieving inclusive education in Chitrakoot District at primary level.
2. To identify challenges and opportunities in integrating SSA and NEP 2020 with the perspective of inclusive education.
3. To suggest measures for improvements for achieving inclusive education in Chitrakoot District as well as best practices of Chitrakoot which can be replicated in other districts also.

### **1.11 Research Questions:**

The study is aimed to find answers to following research questions using mixed methods which include both quantitative and qualitative research methods. Survey questionnaires (closed ended) and interview is done in Government Primary Schools in Chitrakoot District. The research questions are as under:

1. What is the attitude of stakeholders including teachers, parents and Panchayat members about inclusive education.
2. To what extent school infrastructure is prepared for inclusive education.
3. What is the retention level of students of underprivileged classes
4. What is retention level of CWSN in the class rooms
5. To what extent infrastructure created for inclusive classrooms in schools is in alignment with the goals of NEP 2020.

### **1.12 Rationale of the study:**

Studying the impact of Samagra Shiksha Abhiyan on promoting inclusive education is essential for understanding the dynamics of education reforms in India, assessing the effectiveness of government programs and ensuring that policies are aligned and contributing to broader goals of improving education quality and inclusive education in the country. Such study is valuable for policymakers, educators and researchers looking to drive positive changes in education sector.

### **1.13 Delimitations:**

1. The study is confined to the Chitrakoot District of Uttar Pradesh.
2. The study is restricted to class I to V (Primary level) and class VI to VII (Upper Primary level)

### **1.14 Research strategy and research design:**

In the present study, both descriptive and exploratory research design will be used with a mixed method of qualitative and quantitative.

### **1.15 Chapterisation scheme:**

The study has been divided into five chapters.

**Chapter I:** Chapter I is the introduction about the brief on Prime Minister's Awards for Excellence in Public Administration and its various categories under which these awards are given. Details about Samagra Shiksha Abhiyan, National Education Policy 2020 are given along with alignment of SSA with NEP 2020. The introduction also includes

Aspirational District Program and its focus area on developmental goals. Rationale of study, objectives, research questions and delimitation of study is also presented. Quality education and inclusion is also to be discussed.

**Chapter II:** The chapter deals with ‘Review of Literature’ where the literature of earlier studies related to Sarva Shiksha Abhiyan, NEP 2020, inclusive class rooms along with its importance in the present scenario are thoroughly discussed.

**Chapter III:** In this Chapter ‘Research Methodology’, where rationale of the study, significance of the study, scope of the study and methodology used have been discussed.

**Chapter IV:** In this chapter various aspects of inclusive classrooms are to be discussed. The data related to relevant infrastructure available in classrooms and attitude of various stakeholders which include teachers, parents and Gram Panchayat members is to be analyzed. The data gathered during visit of schools are also discussed.

**Chapter V:** This chapter aims to summarize findings, suggestions and conclusion based on the data gathered and its analysis.

#### **1.16 Research Methods and data sources:**

In the present case study I have used a mixed approach which included both qualitative and quantitative methods. In the qualitative, I have used observation and interview with the stakeholders. In the quantitative method, I have used close ended questionnaire and observation for finding the infrastructure and provisions for inclusive education in schools. The data has been collected from both primary and secondary sources. The UDISE (Unified District Education System on Education) website and data from Samarth App of Uttar Pradesh are used for collecting secondary data. The primary data has been collected through structured interviews with various stakeholders and by physically visiting certain schools.

## **Chapter II**

### **Review of literature**

In the review of literature studies which are related to the objectives of present study finds a place either as a whole or part. These papers / researches help in making oneself more familiar with the emerging trends and challenges on one hand and starting some brain storming on the other.

Kundu Protiva (2020), analysed the resource allocation pattern to CWDs for inclusive education in six states of India. In the paper he found that budget allocation is not proportionate with population of CWDs in all the states. However no field study was conducted to assess the effectiveness of budget utilization on ground.

Raina Jyoti (2021), analysed vision of NEP 2020 in respect of structural inequality and market fundamentalism (digital and online education) in education. The author finds that vision of NEP 2020 will lead to exclusion of large section of population due to promotion of digital education in which the private schools have an edge over government schools. This in turn will further widen the gap in society based on class, caste and gender. No field study was conducted to study the digital infrastructure in government schools to align with the vision of NEP 2020.

Chatterjee & Robitaille (2023), has assessed the progress in achieving the targets of RTE based on DISE data. The author finds that after enactment of RTE, there is some progress in various indicators in school education based on data of UDISE including in the prospects of inclusive education. However the data measured in UDISE is not sufficient to indicate achievements in quality of education. However it is observed that data available in DISE is based on the infrastructure created in schools to support inclusive education etc but how many of them are in functioning condition is not known. Also, UDISE does not provide information on learning outcome.

Yemuna Sunny (2021), the author has analysed the vision and goals of NEP 2020 in discursive framework. She has commented on vocational education pushed towards younger pupils, primary education in mother tongue and multidisciplinary approach. The author finds that pushing vocational education to younger level leads to creation of two types of citizens by moving marginalized class children towards vocational training. Thus depriving them from good education. Also, primary education in mother tongue will create hurdles for marginalized students joining the main stream. However it is seen that it is just

a study of policy documents. The impact of NEP 2020 has not yet been assessed on ground.

Sharma et al. (2017) explored how the type of disability affects teachers' attitudes towards inclusive education in India, using a survey and interviews with middle school teachers. The survey results showed that teachers had positive attitudes towards inclusion of students with orthopedic, learning and behavioral disabilities, but negative attitudes towards inclusion of students with visual, hearing and speech disabilities. The attitudes also varied depending on teachers' experience of teaching students with disabilities (SWD) and exposure to disability in family or friends. The interview results revealed that teachers with experience of teaching SWD were more confident and flexible in using technological devices and peer support to facilitate instruction for SWD in inclusive classrooms. They also emphasized the importance of appropriate training and resources for new teachers to prepare them for inclusion.

The paper concluded that understanding teachers' attitudes by the type of disability they encounter is important in implementing inclusion. It also suggested that involving experienced teachers in pre-service and in-service training programs, providing opportunities to observe successful inclusive practices, and equipping classrooms with technological aids could enhance teachers' readiness and effectiveness for inclusion.

Raushan & Jejeebhoy (2022) conducted a study in Jharkhand exploring the influence of maternal education on various outcomes for adolescents aged 15–21. The study focuses on learning outcomes, agency (self-esteem and mobility), and gender role attitudes, taking into account socio-demographic factors and the father's education. The study aims to investigate the impact of maternal education on late adolescents (15–21 years old) in Jharkhand. The survey includes five groups: girls and boys aged 10–14, unmarried girls and boys aged 15–21, and married girls aged 15–21. The total sample consists of 8,222 adolescents, with responses obtained through household surveys. In the study four outcomes were explored i.e. learning outcomes, self-efficacy, freedom of movement, and gender role attitudes. Learning outcomes are measured through items related to literacy, numeracy, general knowledge, and practical numeracy skills. Self-efficacy is assessed based on the ability to offer opinions, confront wrong actions, and speak in mixed-gender groups. Freedom of movement is measured by mobility to visit various locations. Gender role attitudes are evaluated through responses to statements reflecting egalitarian views.

Findings indicate that the effects of maternal education are stronger among girls than boys and more pronounced among unmarried girls than married ones. Maternal education is positively associated with learning outcomes, self-efficacy, freedom of movement, and egalitarian gender role attitudes among adolescents. Gender differences are observed, with stronger effects on girls than boys. Unmarried girls show stronger and consistent associations with maternal education across all outcomes compared to married girls. The patriarchal setting in Jharkhand plays a role in shaping the outcomes, with girls being more influenced by their mothers as role models. The study emphasizes the long-term intergenerational benefits of female education on empowering daughters during their transition to adulthood. Maternal education is highlighted as a key factor in influencing various aspects of adolescent development, particularly in a patriarchal context like Jharkhand.

In summary, the research suggests that maternal education plays a crucial role in shaping the outcomes of adolescents in Jharkhand, with implications for learning, agency, and gender attitudes, especially for girls in a patriarchal societal setting. Inclusive education plays an important role in promoting maternal education. Better education of girls finally leads to a good level of maternal education.

Dutta & Bharadwaj (2023) has discussed the challenges faced by children with special needs (CWSN) in accessing healthcare and education in Dibrugarh, Assam, in the context of various acts and National Education Policy (NEP) 2020. Authors have pointed out that, despite legal interventions, there are inconsistencies in the lived realities of differently-abled individuals. The study focuses on the synergy between access to healthcare and educational rights for CWSN in selected educational institutions. They have emphasized the importance of inclusive education, as proposed by international organizations like UNICEF, and how it involves legislative, financial, administrative, and developmental frameworks. In India, constitutional safeguards and legislations like the Right to Education Act (RTE) 2009 and Samagra Shiksha are discussed, along with the RPWD Act 2016 and NEP 2020. The study reveals challenges in the implementation of inclusive education. It discusses issues related to teaching approaches, infrastructural needs, professional support systems, and access to healthcare. The lack of trained staff, inadequate resources, and inconsistencies in healthcare interventions are identified as major obstacles. Additionally, the text highlights the role of societal attitudes and the need for disability sensitization. The study calls for a mature handling of disability rights and inclusion, emphasizing the importance of collaboration among policymakers,

academicians, and the community. The need for sensitivity in policy conceptualization and implementation, as well as evidence-based studies, is stressed to address and accommodate disability-related challenges consistently.

Baldiris et al. (2016) found that the landscape of inclusive education places teachers at the forefront of fostering inclusive educational systems, underscoring their crucial role in supporting diverse student needs and ensuring equal educational opportunities. This study focuses on the design, implementation, and evaluation of a Teacher Professional Development Program (PDP) aimed at equipping teachers with the necessary competences to design inclusive learning experiences. Grounded in Universal Design for Learning (UDL) principles and aligned with the Competences Framework for Inclusive Teaching (CFIT), the teacher PDP seeks to enhance teachers' abilities to address the diverse needs and preferences of their students. The author found that integration ensures that UDL principles are not merely theoretical but are actively applied throughout the instructional design process. Evaluation results reveal substantial growth among participants from the pre-test to the post-test phase, particularly when engaged in the practical task of designing inclusive lesson plans. The assessment activity within the teacher PDP demonstrates participants' high scores, indicating excellent performance levels. This suggests that the teacher PDP effectively contributes to the development of teachers' competences in inclusive education. The key insight emerge from the study this integration enhances teachers' efficiency in designing, developing, and evaluating inclusive lesson plans, providing a practical and applicable dimension to their learning. The study also highlights the potential impact of teachers' Information. The findings of this study have significant implications for Professional Development Program (PDP) designers, offering valuable insights into designing effective programs in the domain of technology-supported inclusive education. The success of the teacher PDP in enhancing teachers' competences underscores its potential as a model for future initiatives aiming to improve inclusive education outcomes. In conclusion, this study highlights the pivotal role of teachers in fostering inclusive educational systems and emphasizes the importance of equipping them with the necessary competences to cater to diverse student needs. The designed Teacher Professional Development Program (PDP), grounded in Universal Design for Learning (UDL) principles and aligned with the Competences Framework for Inclusive Teaching (CFIT), emerged as an effective tool for supporting teachers in creating inclusive learning experiences. The evaluation results indicate significant growth among participants from pre-test to post-test when designing inclusive lesson plans. The

high scores in the assessment activity of the teacher PDP further affirm the program's success in enhancing teachers' capabilities.

Jokinen (2018) has discussed the United Nations Convention on the Rights of Persons with Disabilities (CRPD) in relation to the education of deaf individuals. He concluded that General Principles of CRPD emphasizes the need for full and equal participation of persons with disabilities, including deaf individuals, in all aspects of life. It recognizes the evolving capacities of children with disabilities and the importance of preserving their identities, especially linguistic and cultural identities. The author has highlighted the role of education in facilitating full and equal participation, emphasizing the need for sign language, promotion of linguistic identity, and appropriate language use in education. The paper also highlights about requirement to employ teachers qualified in the use of sign language. He acknowledges sign languages as equal to spoken languages and emphasizes the use and promotion of sign languages in various aspects, including education. It also stresses the obligation of states to recognize and support the cultural and linguistic identity of persons with disabilities, including those in the deaf community. Though the CRPD doesn't explicitly define inclusive education but opposes a separate educational system for students with special needs. It encourages a bilingual and bicultural approach, challenging the traditional categorization of deaf students under special education. It is highlighted by the author that inclusive education involves necessary modifications in teaching environment to ensure equal rights, including adaptations to curriculum and learning materials. It includes services like teacher assistants, peer support, and mentoring to meet individual needs. The paper also emphasizes the importance of recognizing and accepting persons with disabilities as part of human diversity and acknowledges the evolving capacities of children with disabilities to reach their fullest potential. The paper advocates for principles of the CRPD to be integrated into all aspects of the education of deaf children, promoting sustainable and lifelong learning.

In summary, the paper emphasizes the importance of recognizing the linguistic and cultural rights of deaf individuals, promoting inclusive education, and adopting a sustainable approach to learning that respects diversity and evolving capacities. The CRPD serves as a framework to guide these principles and practices.

Dawn (2014) discussed education of children with disabilities in India and offered a thorough analysis of various facets of this crucial issue. The paper critically assesses policy developments, access and enrollment, aids and appliances, teacher training, and the challenges associated with providing inclusive and quality education for children with



disabilities in India. A noteworthy feature is the utilization of diverse data sources, including the National Sample Survey, the District Information System for Education, the Sarva Shiksha Abhiyan, and the World Bank. This data-driven approach enhances the credibility the paper by establishing a factual basis for the arguments presented. Incorporating statistics from these sources underscores the low levels of literacy, attendance, and attainment among children with disabilities, emphasizing the existing discrepancies across states, types, and severity levels of disabilities. The author argues that current approaches to educating children with disabilities in India are insufficient and ineffective. It calls for a transformative shift from mere resource redistribution to a more comprehensive reorganization of resources, curriculum, pedagogy, and support services to address the multifaceted challenges faced by children with disabilities within the education system. Additionally, the author stresses the significance of raising awareness and implementing monitoring mechanisms to safeguard the rights and opportunities of children with disabilities. Collaboration with non-governmental organizations (NGOs) is also advocated to promote a holistic and inclusive approach to the education of children with disabilities. The paper offers a well-substantiated and insightful viewpoint on the education of children with disabilities in India. By addressing policy issues, access challenges, and the need for a comprehensive reorganization of resources and support services. it contributes to the ongoing discussion on enhancing educational outcomes and experiences for children with disabilities in the country.

## **Chapter – III**

### **Research Methodology**

#### **3.1 Introduction:**

In the previous chapters, introduction about inclusive educations and its various aspects were discussed. The current framework of inclusive education and its alignment with NEP 2020 is also summarized. The aspirational district program, PM award along with the overview of Chitrakoot district in the field of education is also discussed. In this chapter “Research Methodology” is formulated so that research questions and objectives of this research can be fulfilled. The research methodology will consists of procedures, plans and structure of data analysis which may lead to achieve answers of the research questions. The methodology will include application of research tools and their implications to conduct the data analysis. The research methodology also includes statistical methods used for analyzing the raw data and reach to a definite conclusion.

Inclusive education is being given utmost importance in all the government policies including the NEP 2020. For successful implementation of inclusivity in education attitude of teachers is very important. Apart from teachers, attitude of other stakeholders like parents, society members (Sarpanch in case of village) also plays an important role. Further, government policies, curriculum, infrastructure and pedagogies also influence inclusivity in education in a great way. Some time children with disability feel uncomfortable to cope up with other children in the classroom and are unable to make friends. This may affect their moral and pose a challenge towards inclusivity. Hence a healthy environment is required to be created for all the children so that all can learn together without any discrimination. Attitude of teachers also vary depending on their environment. Moreover it can be assumed that if a teacher perceives inclusion in education in a positive way, it will help integrate CWSN with other children. The Samagra Shiksha abhiyan (SSA) aims to make inclusive education a reality. To achieve this arrangement of adequate facilities along with equipments are being done in all the government owned schools. Hence from the above it may be concluded that analyzing attitude of teachers towards inclusive education is important to fully understand the issue. This study also considers teachers as main stakeholders in process of inclusive education.

As per manual on Safety and Security of Children in Schools developed by National Commission for Protection of Child Rights, “India had planned to make all the schools in the country disabled friendly by 2020 and all educational institutions including

hostels, libraries, laboratories and buildings to have barrier free access for the disabled”. The Ministry of Education is also developing various speech softwares and talking textbooks for the purpose of making it available to CWSN. Samagra Shiksha Abhiyan (SSA) which is a flagship program of Government of India aims to make inclusive education a reality and to provide adequate funding. To implement such policies, teachers with adequate knowledge and having positive attitude are essential factors. The questionnaire for teachers has been designed carefully so that attitude and awareness level of teachers about inclusive education. Questions related to current practices and state of infrastructure is also included in the questionnaire. Other than teachers, parents and community members like Sarpanch and District officials also play an important role in promotion of inclusivity in education.

### **3.2 Methodology**

In the present study opinion of randomly selected teachers of government primary schools of Chitrakoot district is collected through closed ended questionnaire. Questionnaire was designed to capture belief and attitude of teachers towards inclusive education. Availability of present infrastructure in schools to support inclusive education was also asked. Inclusive practices and training of teachers were also included in the questionnaire. Another questionnaire was framed to capture opinion and attitude of other stakeholders like Sarpanch of village, parents of CWSN and district officials. The study is limited to schools located in rural areas only. Since one of the objective of this study is to assess the attitude of teachers and other stakeholders towards inclusive education, descriptive method of research is used to find issues, concerns of stakeholders and relationship among various variables. The information gathered through the survey requires careful analysis and interpretation so as to reach on a logical conclusion.

### **3.3 Data Collection:**

The data is collected through structured questionnaire using google forms starting from 25 Jan 2024 onwards. The administered questionnaire was circulated among groups of primary school teachers in Chitrakoot district. Both primary and secondary source of data collection has been used in the study. The details are as under

#### **3.3.1 Primary Sources:**

The primary data has been collected from 200 respondents which includes 100 teachers and 100 other stakeholders. Two different questionnaires have been prepared for teachers and other stakeholders. In other stakeholders Parents, Sarpanch of village and employees of education department were considered. Through the questionnaire, it is

aimed to understand the existing opinion and attitude of teachers towards inclusive education. There are some questions about existing infrastructure essential for inclusive education. Another questionnaire designed to assess opinion of other stakeholders like parents, Sarpanch and representative of education department,

### **3.3.2 Secondary Sources:**

The data from secondary sources have been collected from the UDISE+ website, manuals, educational reports, journals, articles, newspapers, and various other sources. The NEP 2020 has also been referred to find alignment of current infrastructure with goals of inclusion in education.

There are 950 primary schools in Chitrakoot District in which approximately 1.34 lakh students are enrolled in the academic year 2021-22. Out of 950 primary schools only 30 schools are located in urban area (UDISE+ data as on 31 Jan 2024).

## **Chapter – IV**

### **Analysis and interpretation**

#### **4.0 Introduction:**

Chitrakoot district was awarded by the Prime Minister for its exemplary initiatives in promoting quality education under the category of “Promoting quality education with an equitable and inclusive classroom environment through Samagra Shiksha” for the year 2022. The present case study is aimed to explore the underlying factors such as teachers’ attitude, training, infrastructure in schools and proper implementation of policies which led to a visible improvement in inclusive practices in schools.

Analyzing attitude of teachers is a prerequisite for any research in school education. Teachers are the main stakeholders in implantation of any educational objectives. A positive attitude of a teacher can create a great difference in learning outcome of children. Considering the same questionnaire is designed to understand the attitude of teachers towards inclusive education practices. In this context, a survey using google forms has been conducted among teachers of government primary schools. Responses from 240 teachers of Chitrakoot district have been recorded based on random sampling. 31 numbers of close ended questions were made part of the questionnaire. Questions were framed to assess various aspects of inclusive education such as awareness level, existing infrastructure, training of teachers, their attitude and challenges faced in implementation of inclusive practices in classroom. Responses received from teachers have been analysed in following manner.

#### **4.1 Role of teachers in promoting inclusive practices in education:**

Role of teachers have been analysed based on the responses received from them. Responses received are categorized into various aspects of inclusive education. These are summarized as under.

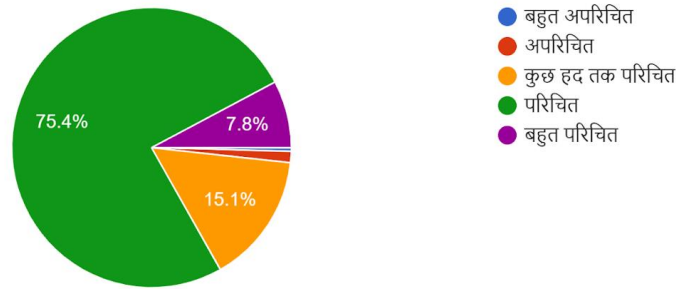
##### **4.1.1: Awareness level of teachers about inclusive practices:**

The awareness level of teachers who took part and given their opinion in the questionnaire based on the responses received. Questions related to awareness level have been segregated and responses received are analysed as under:

(i) From the above it is found that 7.8% teachers are fully aware about concept of inclusive education. Majority of teachers i.e. 75.4% are aware and 15.1% are somewhat aware. Very few have told that they are not aware about inclusive practices in education.

क्या आप विद्यालयों में समावेशी शिक्षा की अवधारणा से परिचित हैं?

232 responses

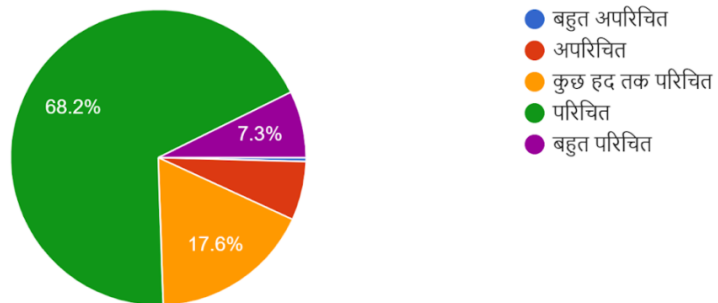


(Figure 1: Response received from teachers)

(ii) Since the word CWSN (Children with Special Needs) is commonly used, a specific question was asked to know the level of awareness about CWSN and challenges faced by them. As per the response received 68.2% respondents are aware about CWSN and challenges faced by them. 7.3% are fully aware and 17.6% are somewhat aware. Only 7% (Appx) of the respondents are not aware about CWSN.

क्या आप "विशेष आवश्यकता वाले बच्चे (सीडब्ल्यूएसएन)" शब्द और स्कूलों में बच्चों के सामने आने वाली विशिष्ट चुनौतियों से परिचित हैं?

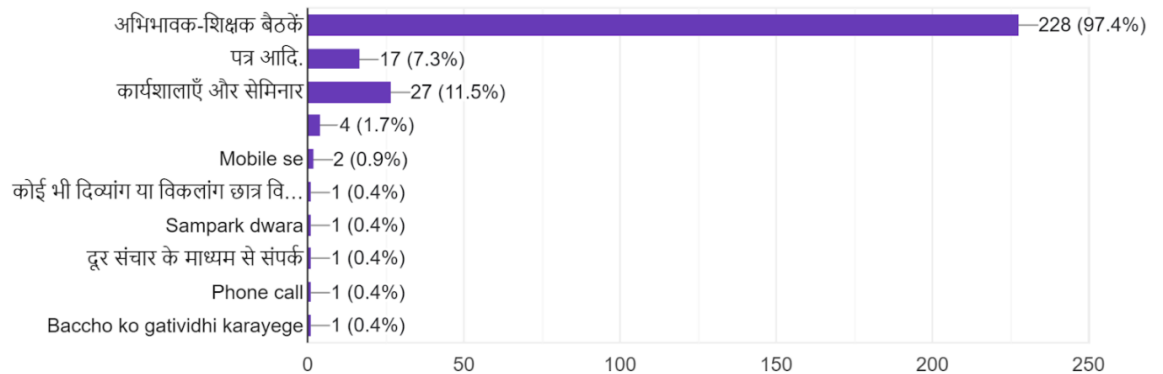
233 responses



(Figure 2: Response received from teachers)

(iii) Respondents were asked regarding strategies used to communicate with parents about inclusive education initiatives. Most of the teachers (97.4%) said that they use parent teacher meeting as the most prominent means to communicate with parents. Certain teachers also use other communication means like letter / workshops & seminars.

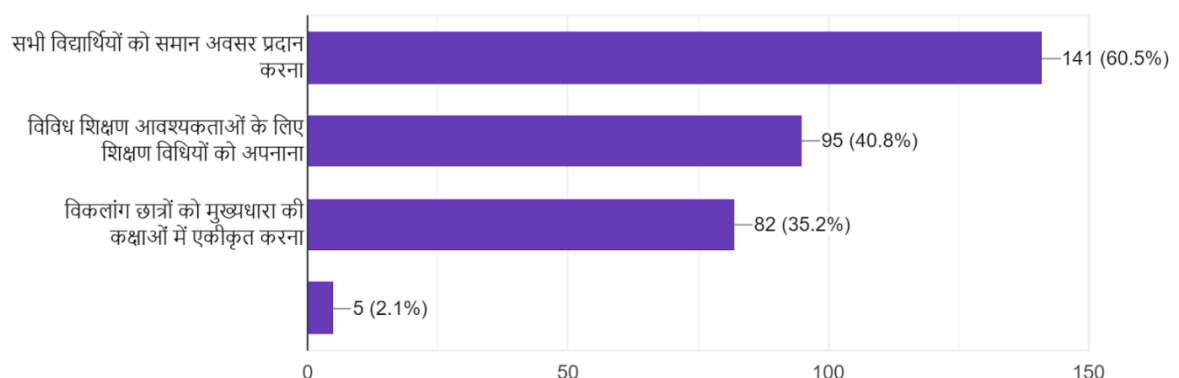
समावेशी शिक्षा पहल के बारे में माता-पिता के साथ संवाद करने के लिए आप किन रणनीतियों का उपयोग करते हैं?  
234 responses



(Figure 3: Response received from teachers)

(iv) Teachers were asked about how do they define inclusive education to understand their awareness. Out of the total responses received, 60% believe in providing equal opportunity to all children as an important factor for achieving inclusivity in education. Apart from this most of them also believe that mainstreaming of children (32.5%) and adopting different teaching methods (40.8%) is also an important component of inclusive education.

आप प्राथमिक विद्यालय के संदर्भ में समावेशी शिक्षा को कैसे परिभाषित करेंगे?  
233 responses

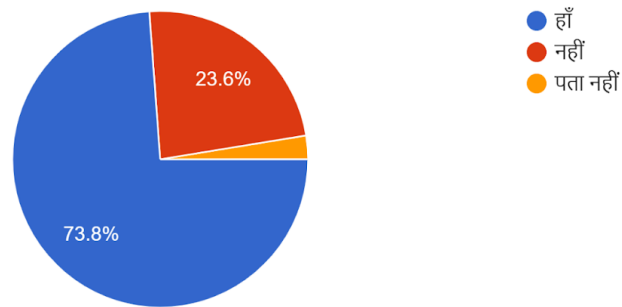


(Figure 4: Response received from teachers)

(v) Respondents were asked about whether inclusive education practices have been implemented in their schools or not. 73.8% respondents replied that these practices have

been already implemented in their schools, however 23.6% told that inclusive practices have not been implemented in their schools.

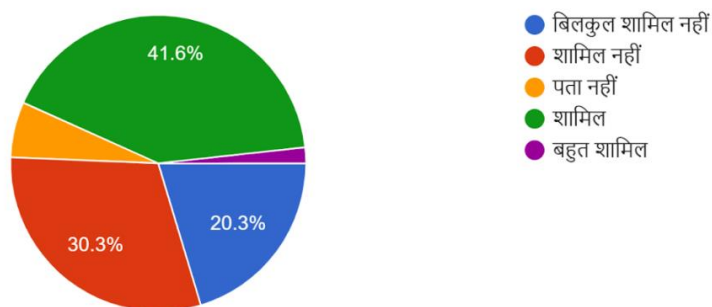
क्या आपके विद्यालय में विशिष्ट समावेशी शिक्षा पद्धतियाँ लागू की गई हैं?  
233 responses



(Figure 5: Response received from teachers)

(vi) Community level involvement is essential for successful implementation of inclusive education practices. Respondents were asked about level of involvement of community in improving the basic infrastructure for inclusive education. Approximately 50% respondents think that there is no community involvement or very meager involvement of community members in improving basic infrastructure. 41.6% respondents think that community is involved in improvement of basic infrastructure for inclusive education in schools.

समावेशी शिक्षा के लिए बुनियादी ढांचे के सुधार में योगदान देने में स्थानीय समुदाय किस हद तक शामिल है?  
231 responses



(Figure 6: Response received from teachers)

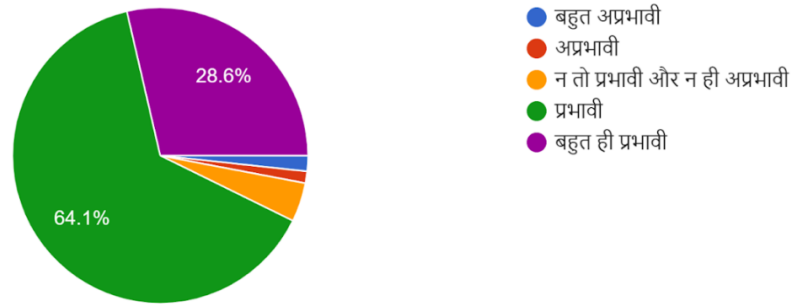
(vii) A clear and free communication among various stakeholders forms the base of any scheme to be successful. A question was asked about how effective communication among



teachers, parents and assistants for achieving inclusive education is. 64.1% respondents believe that it is effective while 28.6% believe that it is highly effective.

आपकी राय में, समावेशी शिक्षा पहल के संबंध में शिक्षकों, अभिभावकों और सहायक कर्मचारियों के बीच संवाद कितना प्रभावी है?

234 responses

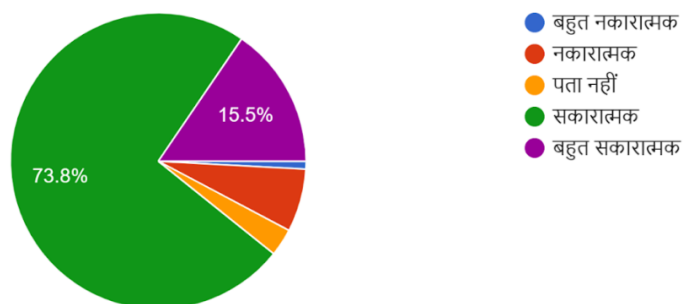


(Figure 7: Response received from teachers)

(viii) Retention of CWSN in schools greatly depends upon involvement of parents. A question was asked that upto what extent involvement of parents contribute to retention of CWSN. 73.8% respondents think that involvement of parents contribute positively while 15.5% feel that it contributes in a very positive manner. Less than 10% respondents are not aware or feel in a negative way.

आप किस हद तक मानते हैं कि सीडब्ल्यूएसएन छात्रों की शिक्षा में माता-पिता की भागीदारी स्कूल में उनके ठहराव में योगदान करती है?

233 responses



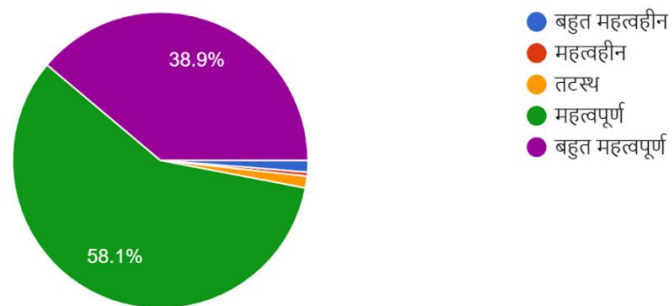
(Figure 8: Response received from teachers)

#### 4.1.2 Attitude of teachers towards inclusive education practices:

To understand attitude of teachers about inclusive education, a set of question were asked and responses received are analysed as under

(i) A question was asked that upto what extent they think inclusive education is important for overall development of child. Almost all the respondents believe that inclusive education is important for over all development of child.

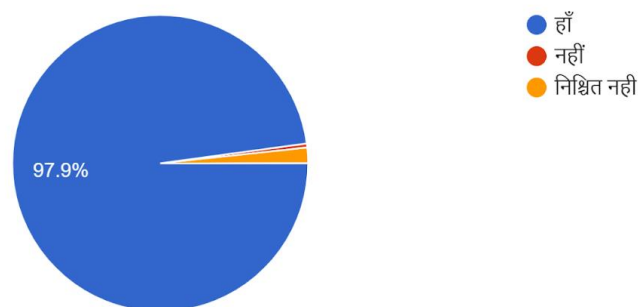
आप किस हद तक मानते हैं कि छात्रों के समग्र विकास के लिए समावेशी शिक्षा महत्वपूर्ण है?  
234 responses



(Figure 9: Response received from teachers)

(ii) Another question was asked that if they believe that inclusive education benefits students academically. Almost all the respondents believe that inclusive education is beneficial academically for students.

क्या आपको लगता है कि समावेशी शिक्षा से छात्रों को शैक्षणिक रूप से लाभ होता है?  
234 responses

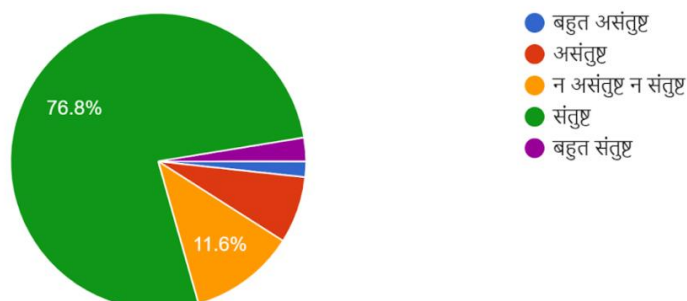


(Figure 10: Response received from teachers)

(iii) School administration plays an important role in promoting inclusive practices. A question was asked support provided by school administration in promoting inclusive

education practices. 76.8% respondents are satisfied with the support provided by schools administration. Very few respondents are not satisfied.

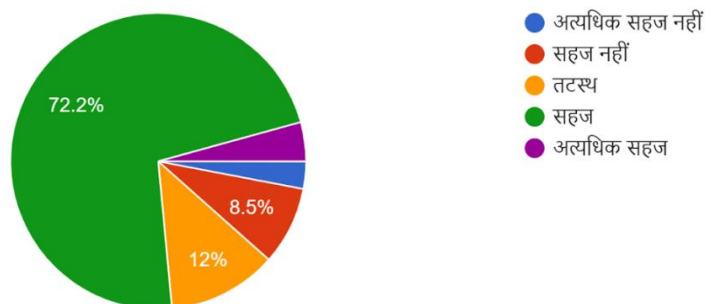
समावेशी शिक्षा को बढ़ावा देने में स्कूल प्रशासन के समर्थन के वर्तमान स्तर से आप कितना संतुष्ट महसूस करते हैं?  
233 responses



(Figure 11: Response received from teachers)

(iv) Another question was asked about comfort level of teachers in implementing inclusive education practices in classroom. 72.2% respondents feel comfortable in implementing inclusive education practices in classroom. Only 8.5% did not feel comfortable.

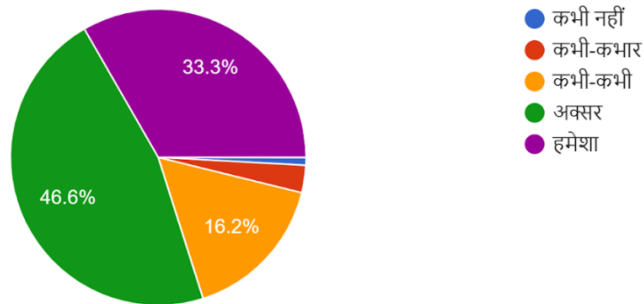
आप अपनी कक्षा में समावेशी शिक्षा रणनीतियों को लागू करने में कितना सहज महसूस करते हैं?  
234 responses



(Figure 12: Response received from teachers)

(v) Co-ordination and cooperation is an important aspect of inclusive education. A question was asked aiming to know that how many times they assist other teachers in fulfilling needs of diverse learners. 33.3% respondents accepted that they always cooperate with other teachers. 46.6% do it quite often and while 16.2% teachers does it sometimes.

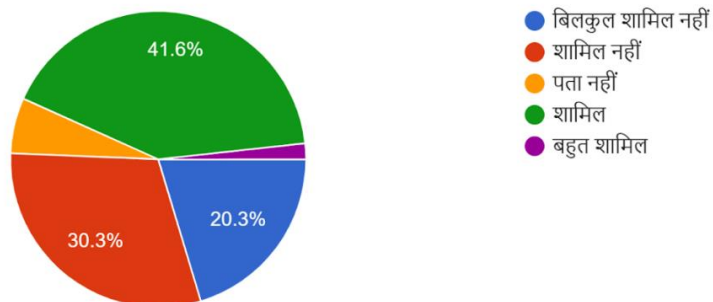
विविध शिक्षार्थियों की आवश्यकताओं को पूरा करने के लिए आप कितनी बार अन्य शिक्षकों के साथ सहयोग करते हैं?  
234 responses



(Figure 13: Response received from teachers)

(vi) Another question was asked regarding involvement of local community in improving basic infrastructure for inclusive education in schools. Only 41.6% respondents feel that local community is involved while 30.3% and 20.3% feel that the local community is not involved and not involved at all respectively. Non involvement of local community is indicated by approximately 50% of respondents.

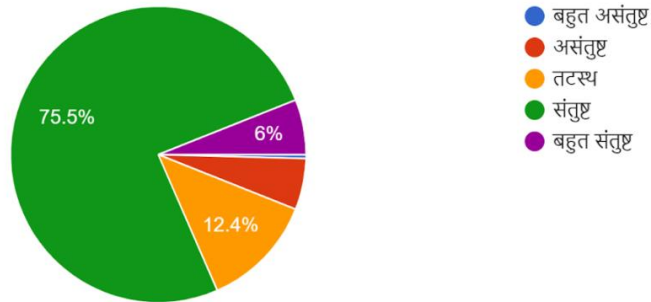
समावेशी शिक्षा के लिए बुनियादी ढांचे के सुधार में योगदान देने में स्थानीय समुदाय किस हद तक शामिल है?  
231 responses



(Figure 14: Response received from teachers)

(vii) One more question was asked to assess the efforts put by schools to involve parent of CWSN. It was asked that how satisfied they feel about efforts made by schools to involve parents for supporting education of CWSN. 75.5% respondents agreed that they are satisfied.

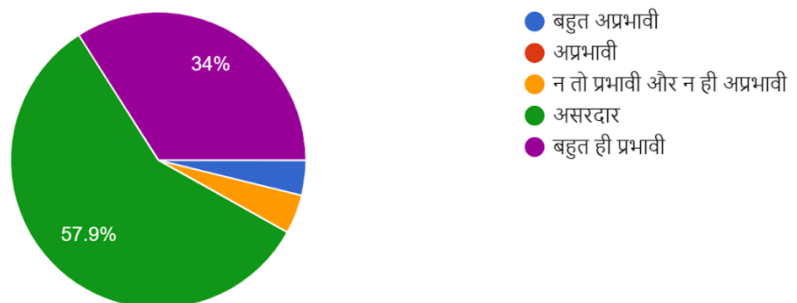
सीडब्ल्यूएसएन छात्रों की शिक्षा के समर्थन में माता-पिता को शामिल करने के स्कूल के प्रयासों से आप कितने संतुष्ट हैं?  
233 responses



(Figure 15: Response received from teachers)

(viii) Another related question was asked that how effective do they think that these inclusive practices are fostering sense of belongingness among CWSN. 57.9% respondents feel that its effective and 34% feel that it is highly effective.

आपको क्या लगता है कि ये समावेशी रणनीतियाँ सीडब्ल्यूएसएन छात्रों के लिए अपनेपन और जुड़ाव की भावना को बढ़ावा देने में कितनी प्रभावी हैं?  
235 responses



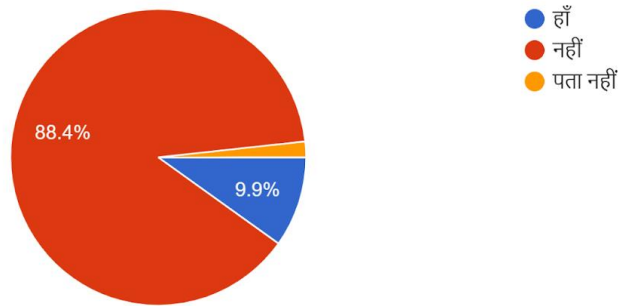
(Figure 16: Response received from teachers)

#### 4.1.3 Infrastructure to support inclusive education in classroom:

Certain questions were framed to know the present level of infrastructure available in schools for supporting inclusive education.

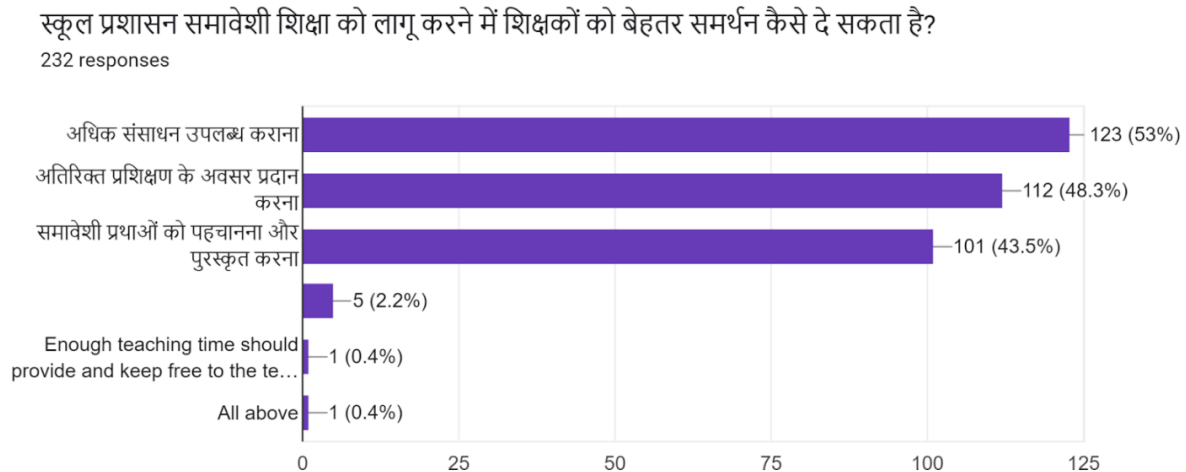
(i) A question was asked that whether equipments like brail etc is available in their school. Only 9.9% respondents said that it is available. 88.4% respondents said that these equipments are not available.

क्या आपके विद्यालय में विकलांग बच्चों को पढ़ाने के लिए ब्रेल आदि जैसे विशेष उपकरण उपलब्ध हैं?  
233 responses



(Figure 17: Response received from teachers)

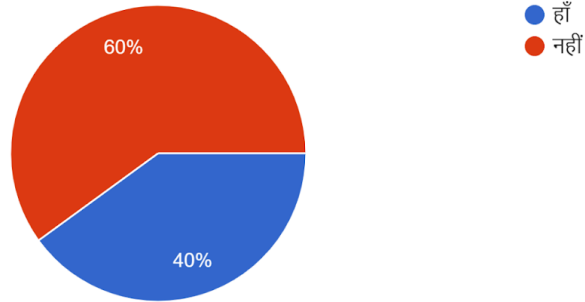
(ii) A question was asked with respect to school administration. It was asked that how the school administration can support teachers in implementing inclusive practices in education. Most of the teachers brought in three important aspects. Providing more infrastructure, providing better training opportunities and recognition & reward are main focus area as brought in by most of the respondents.



(Figure 18: Response received from teachers)

(iii) In order to understand the state of basic infrastructure for inclusive education in schools, a question was asked. 60% of respondents replied that the supporting infrastructure is not available in schools. Rest 40% said that the required infrastructure is available.

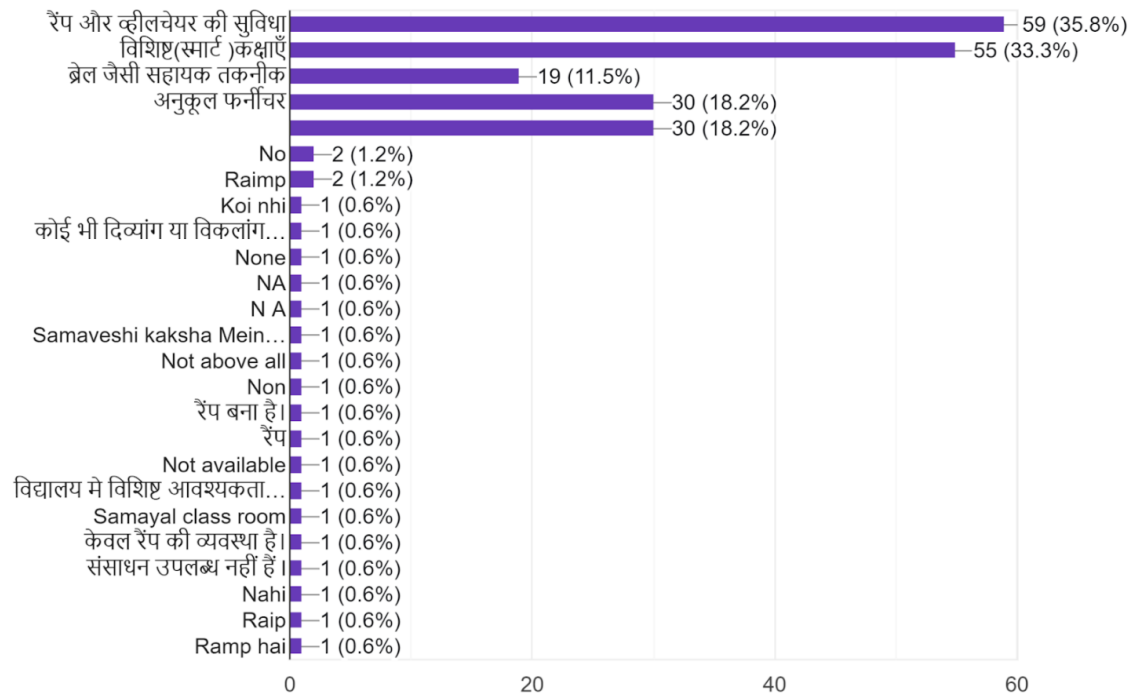
क्या आपका स्कूल समावेशी शिक्षा का समर्थन करने के लिए बुनियादी ढांचे से सुसज्जित है?  
230 responses



(Figure 19: Response received from teachers)

(iv) Another question related to the above question was asked regarding components of the infrastructure available in schools. Most of the respondents told that main components of inclusive infrastructure are ramps & wheel chair facility, smart classes, brail and adaptive furniture.

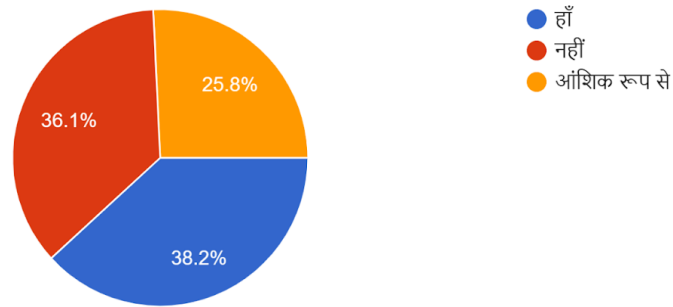
यदि हां, तो कृपया मौजूदा बुनियादी ढांचे के घटकों को इंगित करें  
165 responses



(Figure 20: Response received from teachers)

(v) One more question was asked that whether school provide additional teaching material and support for CWSN. 38.2% replied that school provide these facilities while 25.8% told that it is partially provided. 36.1% respondents told that school does not provide such facility.

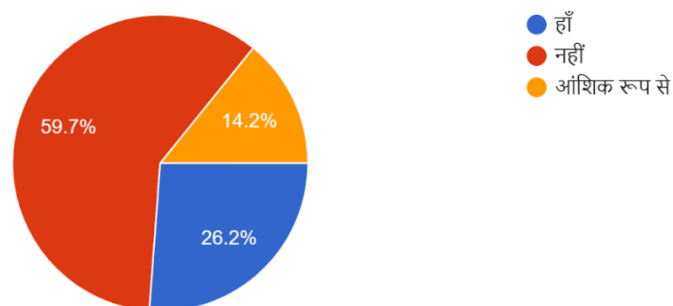
क्या स्कूल विशेष आवश्यकता वाले छात्रों के लिए अतिरिक्त शिक्षण सहायता या सामग्री प्रदान करता है?  
233 responses



(Figure 21: Response received from teachers)

(vi) On asking whether computer software and audio visual support is available in schools, 59.7% respondents said that it is not available. 26.2% respondents said that it is available while 14.2% said that it is partially available.

क्या विविध शिक्षण आवश्यकताओं वाले छात्रों के लिए ऑडियो-विजुअल सहायता या कंप्यूटर सॉफ्टवेयर जैसी सहायक प्रौद्योगिकियां उपलब्ध हैं?  
233 responses



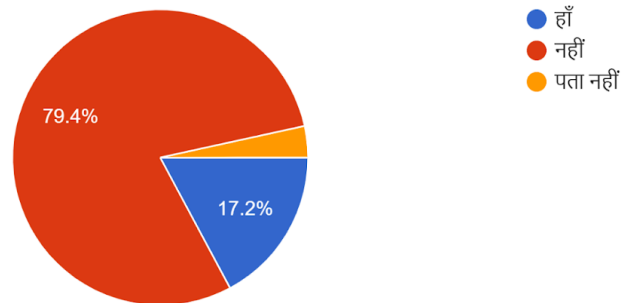
(Figure 22: Response received from teachers)

(vii) A question was asked regarding availability of emergency evacuation plan and safety measures in schools. 79.4% respondents said that no such plan is available. 17.2% said that emergency evacuation plan and safety measures are available in schools.



क्या आपातकालीन निकासी योजना जैसे सुरक्षा उपाय मौजूद हैं, जो विशेष रूप से विकलांग छात्रों के लिए डिज़ाइन किए गए हैं?

233 responses



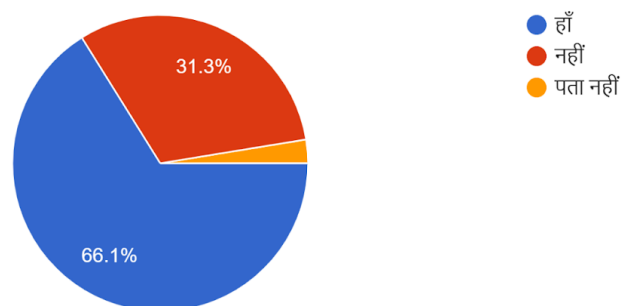
(Figure 23: Response received from teachers)

#### 4.1.4 Training of teachers:

(i) It was asked to respondents that whether they get enough training and support to include inclusive practices. 66.1% respondents said that they get sufficient support and training while 31.3% said that they do not get enough support and training.

क्या आपको अपने शिक्षण में समावेशी प्रथाओं को शामिल करने के लिए पर्याप्त प्रशिक्षण और सहायता मिलती है?

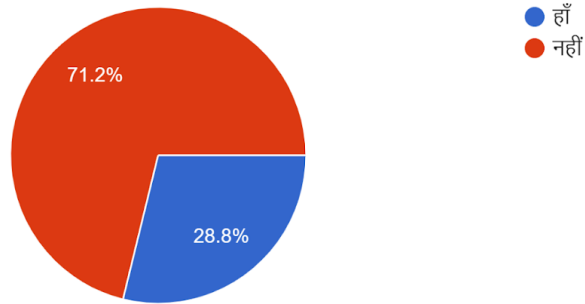
233 responses



(Figure 24: Response received from teachers)

(ii) Another question was asked that “ have you received training special training in inclusive principals and concepts?”. 72.2% respondents said that they have received training in this regard. Balance 28.8% did not receive training.

क्या आपने समावेशी शिक्षा सिद्धांत और अवधारणाओं हेतु विशिष्ट प्रशिक्षण प्राप्त किया है?  
229 responses



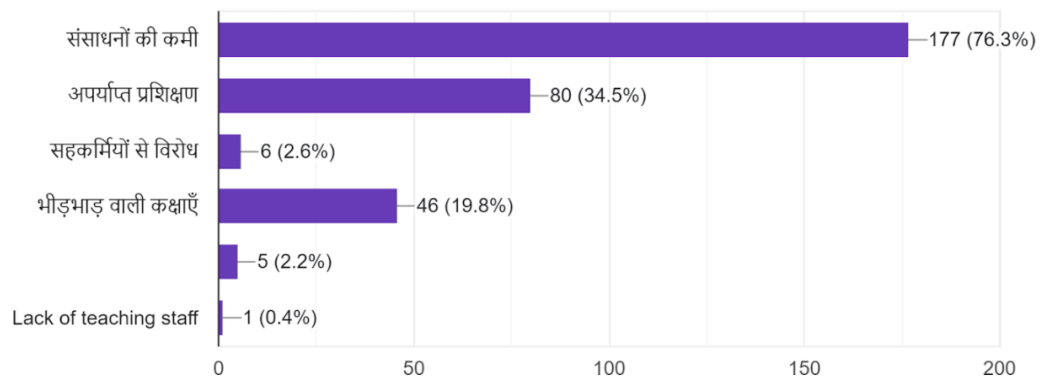
(Figure 25: Response received from teachers)

#### 4.1.5 Challenges in implementing inclusive practices:

Certain set of questions were related to challenges faced by teachers in implementing inclusive practices in schools.

(i) A question was asked whether the respondents face any challenge in implementing inclusive practices in schools. If yes, then what kind of challenges they faced. Approximately 77% respondents agreed that they face challenges in implementing inclusive practices. Most common challenge indicated by them is lack of resources. Lack of proper training is also indicated by 34.5% respondents. Another important challenge indicated by respondents is overcrowding in classroom.

किसी स्कूल में समावेशी शिक्षा को लागू करने में आपको चुनौतियाँ लगती हैं ?, यदि हैं तो आप को क्या महसूस होता है?  
232 responses

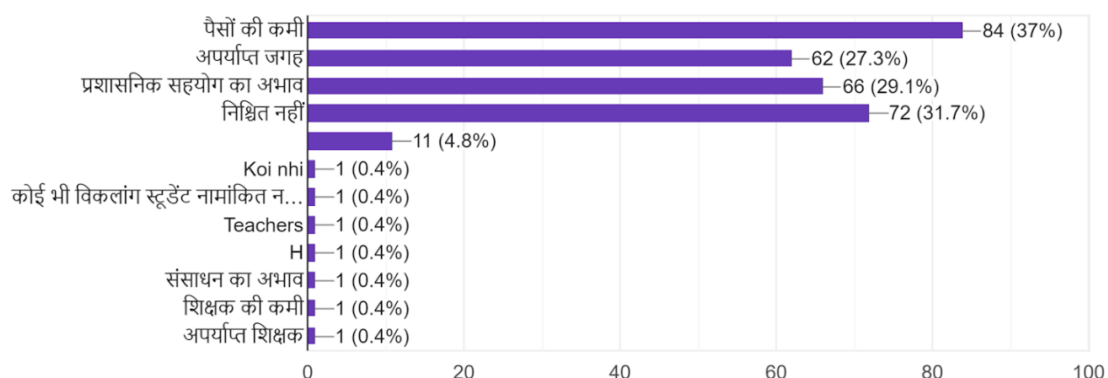


(Figure 26: Response received from teachers)

(ii) Another question was asked regarding challenges faced by schools in providing basic infrastructure for inclusive education. Three important aspects have been brought out by respondents. Lack of finance, insufficient space and lack of administrative support are main cause of concerns indicated by respondents.

समावेशी शिक्षा के लिए पर्याप्त बुनियादी ढांचा उपलब्ध कराने में स्कूल को किन चुनौतियों का सामना करना पड़ता है ?यदि कोई है तो इंगित करें

227 responses



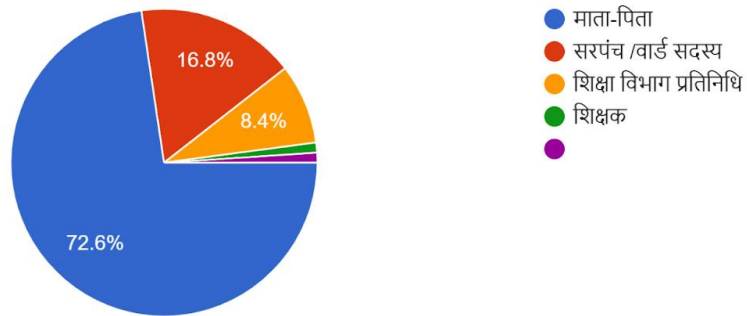
(Figure 27: Response received from teachers)

**4.2 Role of other stakeholders:** Apart from that responses from other important stakeholders like village Sarpanch, Parents and education department representatives have also been recorded.

The responses received from stake holders other than teachers are discussed in the subsequent paras.

**(i):** Responses were received from three different kind of stakeholders namely parents (69 Nos), Sarpanch (16 Nos) of the village or panchayat and representative of education department (7 Nos). Out of the total 93 responses received, 72.6% are parents, 16.8% are Sarpanch and 8.4% are representative of education department.

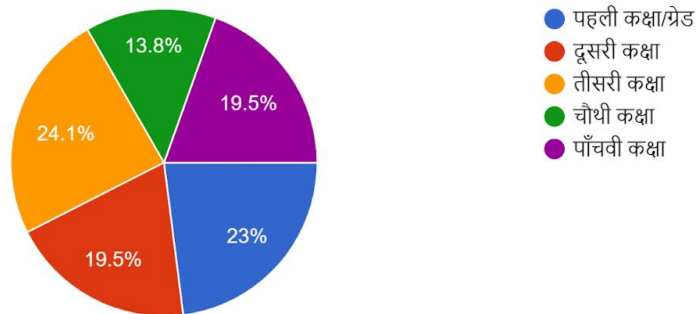
माता-पिता या हितधारक  
95 responses



(Figure 28: Response received from parents and other stakeholders)

(ii) The next question was aimed to know the class / grade of child from parents. As per responses, it can be deduced that responses from parents of children from class I to V is received.

यदि माता-पिता हैं, तो आपके बच्चे का ग्रेड/कक्षा  
87 responses



(Figure 29: Response received from parents and other stakeholders)

(iii) A question regarding awareness about inclusive education was asked from all the respondents. Details of responses received are as under:

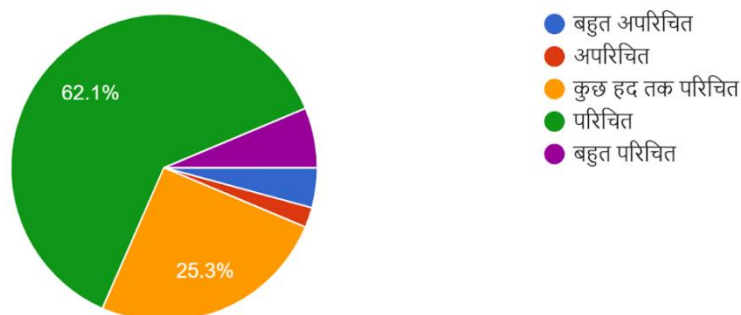
(a) Out of 69 responses received from parents, 47 parents are either aware or fully aware about inclusive education.

(b) Out of 16 responses received from Sarpanch, 9 are either aware or fully aware about inclusive education.

(c) Out of 7 responses from representatives of education department, 5 are aware about inclusive education.

क्या आप "समावेशी शिक्षा" शब्द से परिचित हैं जो कि स्कूलों से संबंधित है?

95 responses



(Figure 30: Response received from parents and other stakeholders)

(iv) On asking importance of inclusive education for overall development of child, 75% of respondents agreed that it is important. The details of responses are provided below.

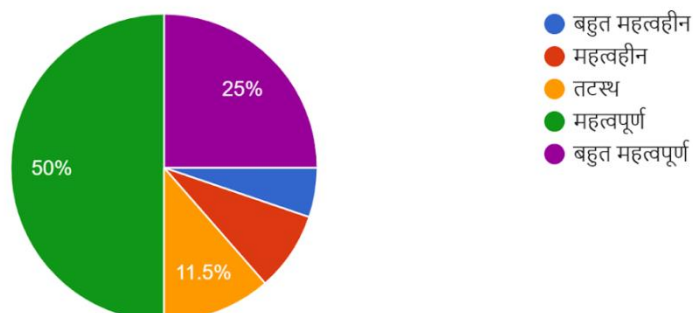
(a) 54 parents out of 69 think that inclusive education is important for overall development of child.

(b) 8 Sarpanch out of 16 said that inclusive education is important for overall development of child.

(c) All the 7 respondents who are representative of education department agreed that it is important.

आपका क्या मानना है कि स्कूलों में छात्रों के समग्र विकास के लिए समावेशी शिक्षा कितनी महत्वपूर्ण है?

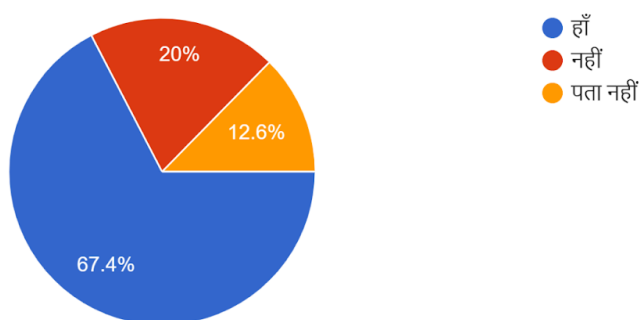
96 responses



(Figure 31: Response received from parents and other stakeholders)

(v) On asking about implementation of inclusive practices in schools, 67.4% respondents agreed that these practices are implemented in schools. The above responses include 46 parents, 9 Sarpanch and 5 representatives of education department.

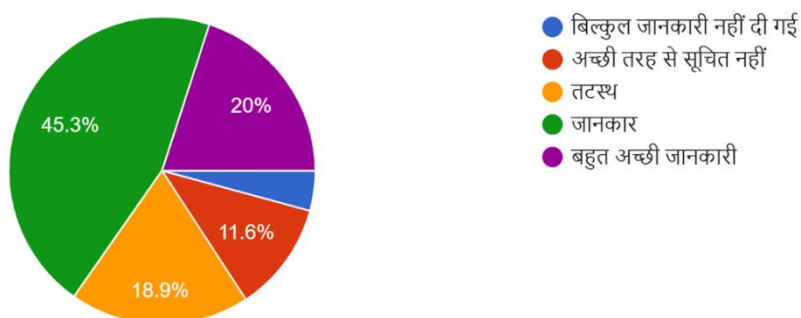
क्या आपने देखा है कि आपके बच्चे के स्कूल में कोई समावेशी शिक्षा पद्धति लागू की जा रही है?  
95 responses



(Figure 32: Response received from parents and other stakeholders)

(vi) Experience of a child in the classroom is important hence a question was asked how stakeholders feel informed about experiences of their child in the classroom. Most of the respondents (65%) said that they are informed.

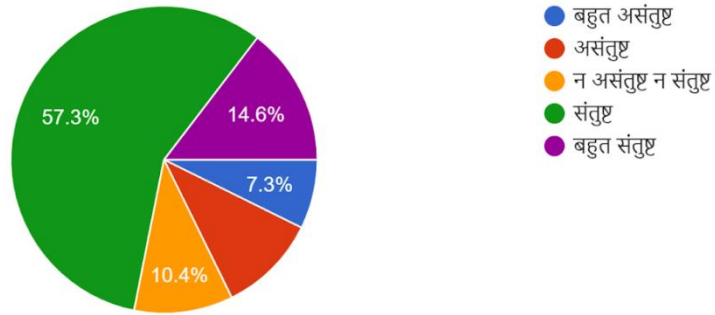
समावेशी कक्षा में अपने बच्चे के अनुभवों के बारे में आप कितना जागरूक महसूस करते हैं?  
95 responses



(Figure 33: Response received from parents and other stakeholders)

(vii) Involvement of parents is essential for successful implementation of inclusive education. As per responses received, 72% respondents feel satisfied or very satisfied from the efforts made by schools.

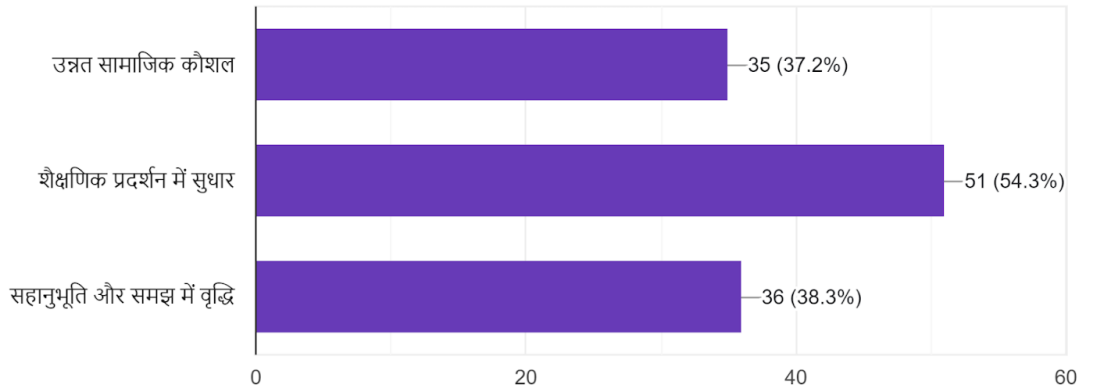
समावेशी शिक्षा प्रथाओं में माता-पिता को शामिल करने के स्कूल के प्रयासों से आप कितने संतुष्ट हैं?  
96 responses



(Figure 34: Response received from parents and other stakeholders)

(viii) On asking that what is the probable benefits of inclusive education, most of the respondents indicated that it improves the academic performance.

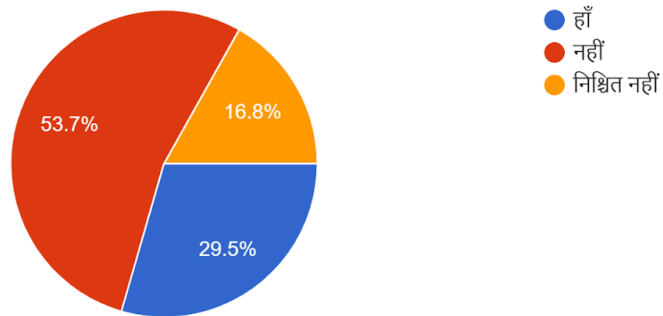
आपकी राय में, स्कूलों में छात्रों के लिए समावेशी शिक्षा के संभावित लाभ क्या हैं?  
94 responses



(Figure 35: Response received from parents and other stakeholders)

(ix) As per response received, most of the respondents do not have any concern or objection in implementation of inclusive practices in schools.

क्या आपको स्कूलों में समावेशी शिक्षा के कार्यान्वयन के बारे में कोई चिंता या आपत्ति है?  
95 responses



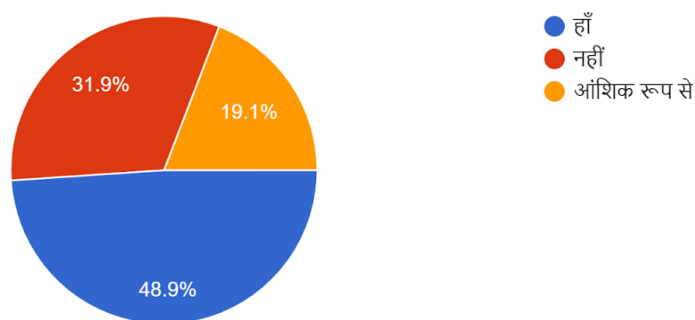
(Figure 36: Response received from parents and other stakeholders)

(x) A very relevant question was asked regarding additional support provided by schools to children with diverse learning needs. Following response was recorded.

(a) Out of 97 parents, 47 feel that the school provide additional support.

(b) 12 out of 19 Sarpanch also believe that school provide additional support.

क्या स्कूल विविध शिक्षण आवश्यकताओं वाले छात्रों के लिए अतिरिक्त शैक्षणिक सहायता प्रदान करता है?  
94 responses



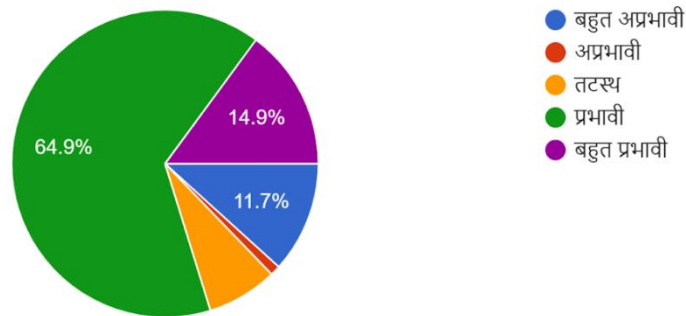
(Figure 37: Response received from parents and other stakeholders)

(xi) Keeping children in mainstream is one of the primary goals of inclusive education. It was asked to the respondents that how effective these inclusive practices are for



mainstreaming students. 80% of the respondents feel that inclusive practices are either effective or highly effective in mainstreaming children.

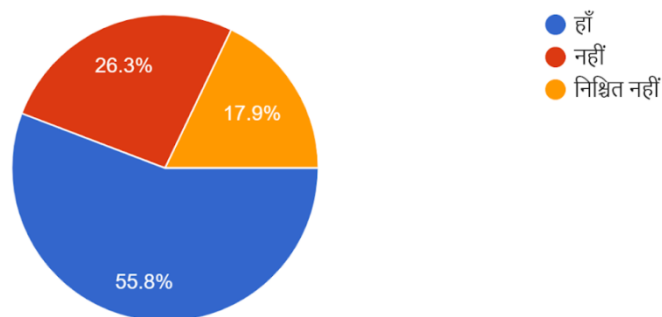
आपके अनुसार ये सहायता प्रणालियाँ छात्रों को मुख्यधारा की शिक्षा प्रणाली में बनाए रखने में कितनी प्रभावी हैं?  
94 responses



(Figure 38: Response received from parents and other stakeholders)

(xii) It was asked whether personalised teaching program is made to address learning needs of CWSN. 55.8% respondents feel that there is a plan to address learning needs of CWSN. It is important to note that 43 parents out of 69 said that these plans are made.

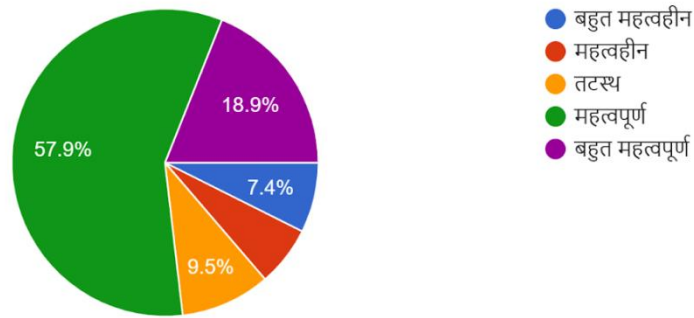
क्या "विशेष आवश्यकता" वाले छात्रों के लिए उनकी सीखने की आवश्यकताओं को पूरा करने के लिए व्यक्तिगत शिक्षण योजनाएं बनाई गई हैं?  
95 responses



(Figure 39: Response received from parents and other stakeholders)

(xiii) A question was asked regarding importance of community support in retention of CWSN in schools. 57.9% respondents said that it is important while 18.9% respondents said it is very important.

विभिन्न शिक्षण आवश्यकताओं वाले छात्रों को स्कूल में बनाए रखने में सामुदायिक समर्थन कितना महत्वपूर्ण है?  
95 responses

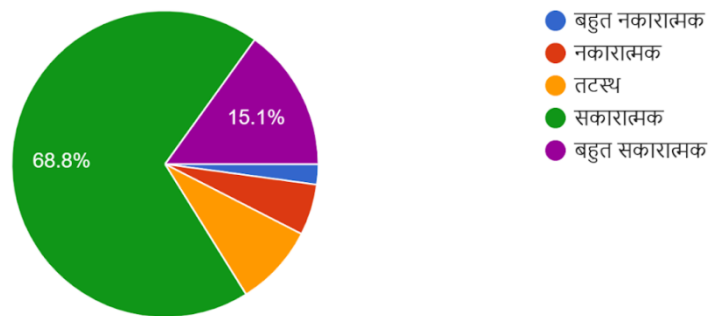


(Figure 40: Response received from parents and other stakeholders)

(xiv) Another question was asked to know the opinion of stakeholders regarding role of parents in retention of CWSN in schools. 68.8% respondents feel that involvement of parents plays a positive role in retention of CWSN. 15.1% respondents said it is very positive. Most of the parents (56 out of 69) said that involvement of parents plays a positive role in retention of CWSN.

आप किस हद तक मानते हैं कि सीडब्ल्यूएसएन छात्रों की शिक्षा में माता-पिता की भागीदारी स्कूल में उनके ठहराव में योगदान करती है?

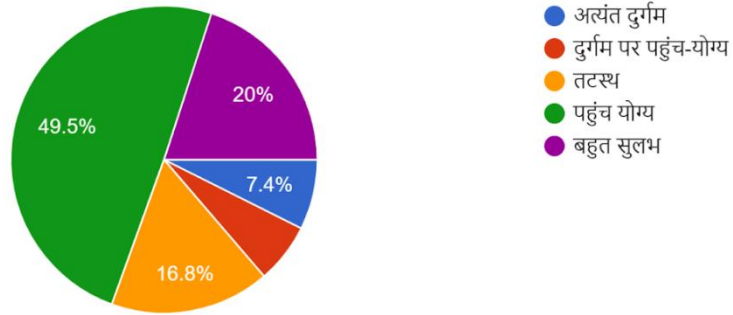
93 responses



(Figure 41: Response received from parents and other stakeholders)

(xv) A question related to availability of infrastructure for accessibility was asked to respondents. 49.5% respondents said that it is accessible and 20% respondents said that it is easily accessible.

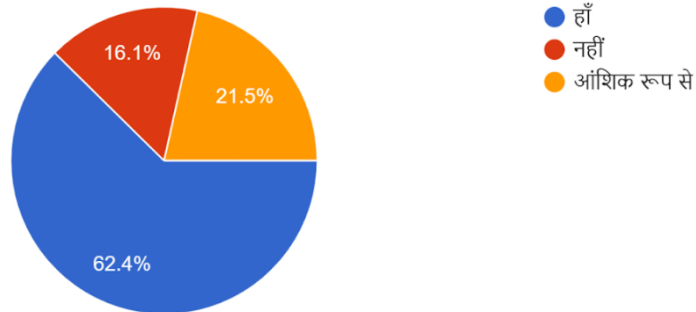
आप स्कूल परिसर में सीडब्ल्यूएसएन छात्रों के लिए पहुंच और बुनियादी ढांचे का मूल्यांकन कैसे करेंगे?  
95 responses



(Figure 42: Response received from parents and other stakeholders)

(xvi) In this question it was asked that whether school administration actively implement inclusive practices to integrate CWSN students in the class. 62.4% respondents agreed to it.

क्या स्कूल सीडब्ल्यूएसएन छात्रों को नियमित कक्षाओं में एकीकृत करने के लिए समावेशी शिक्षा प्रथाओं को सक्रिय रूप से लागू करता है?  
93 responses

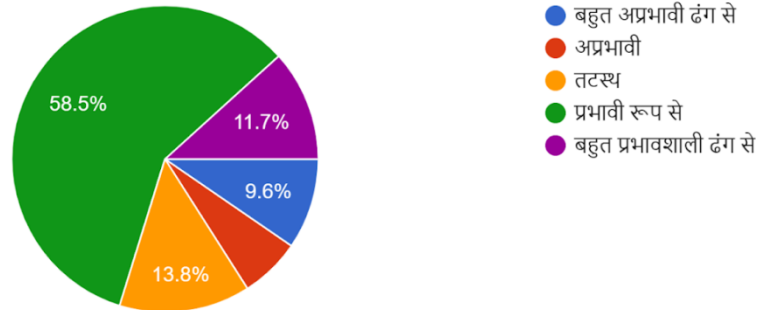


(Figure 43: Response received from parents and other stakeholders)

(xvii) One more related question was asked regarding sense of belongingness in the CWSN students. 58.5% respondents agreed that inclusive practices are effective in this regard while 11.7% said it is highly effective.

आपको क्या लगता है कि ये समावेशी प्रथाएं सीडब्ल्यूएसएन छात्रों के लिए अपनेपन और जुड़ाव की भावना को बढ़ावा देने में कितनी प्रभावी हैं?

94 responses



(Figure 44: Response received from parents and other stakeholders)

#### 4.3 Visit of Schools and Interview with teachers:

In the field visit to Chitakoot district on 22 Feb 2024, I visited three schools in two different blocks of Mau and Manikpur. Details of schools visited are as under:

##### 4.3.1 Primary School Jamira, Block Mau

Primary School Jamira is located appx 60 km from the district headquarter. The nearby population around the village is inhabited by people of Kol community. Kol community is one of the most underprivileged people in the country. Education level among them is considered to be lowest. With the efforts of school administration along with teachers there is a substantial increase in enrollment of children in the school. The total enrollment increased from 140 students in 2014 to 205 in 2024 (Source: School enrollment register). The strength of staff in the school is one headmaster and three assistant teachers. There is a shortage of one teacher in the school. However they are taking help of old students as volunteer through Vidyadan Scheme for teaching. Two old students are providing volunteer services in the school. Though there is no CWSN student enrolled in the school at present, facilities like disabled toilet and ramp is available in the school. One tricycle is also available in the school. Separate girls' toilet is also available and is in functional condition. Solar panel and RO plant for drinking water is installed in the school. To motivate children in studies and other activities, title of student of the day, student of the month and students of the year is given to students. For taking care of CWSN students, one nodal teacher is appointed in each school and is provided special training to taking care of CWSN students. Facility of smart board and interactive smart LED display are available in the school.

#### **4.3.2 Upper Primary School Saraiyan, Block Manikpur**

The upper primary school Saraiyan is located approximately 25 km from the district headquarter. Four assistant teachers along with one headmaster are posted in the school. Apart from that two part time instructors are also hired on contract for teaching art & craft and physical education. 44 boys & 31 girls are enrolled in class 6, 31 boy & 38 girls are enrolled in class 7 and 27 boys & 25 girls are enrolled in class 8. 70% of the students in the school belong to OBC community while 20% and 10% students belong to SC and General community. Two students of minority community are also enrolled. The school has clean and airy classrooms. Smart board is available in the classroom. Facility of ramp for CWSN students along with toilet is also available in the school and is in functional condition. A separate girls' toilet is also available. Solar panel and RO plant for drinking water is installed in the school. The school has maintained a nice kitchen garden and the produce of the garden is used in mid day meal also. Another important thing to note here that the cook hired for preparing the mid day meal for children belongs to SC community. One girl who is a CWSN and is 80% disabled has just passed out from the school. She was given special care from all the staff and students in the school. Photographs of her birthday celebration were also kept in the school diary. Before leaving the school she has written a very emotional account of her stay in the school which shows her attachment with the school and the support she received. The enrollment of students has increased from 38 students in the year 2014 to 196 in the academic year 2023-24 which is a remarkable achievement.

#### **4.3.3 Primary School Bambhiya, Block Manikpur**

Primary school Bambhiya is the farthest located school in the district. The school is situated near the Madhya Pradesh border and is close the jungle area. There are three assistant teachers along with one headmaster are posted in the school. Only three classrooms are available hence there is a shortage of classrooms. 95 students are currently enrolled in the school out of which 47 are girls. 90% of students belongs to local tribe community. Separate toilet for girls and boys are available and are in functional condition. One of the classrooms is equipped with smart board. Solar panel and RO drinking water is available in the school. Parent teacher meetings are organized monthly. In the interview with the headmaster it was revealed that there is a lack of community support from the village. This may be because of remoteness of the village.

## **Chapter V**

### **Findings and Conclusion**

Inclusive education is a progressive method and it seeks to educate all students, including those with disabilities and learning challenges, within the same educational framework. This approach not only acknowledges the diverse needs of students but actively tackles potential marginalization and exclusion. By bringing together students with varying abilities in the same classroom, inclusive education fosters a more integrated and supportive learning environment. The challenges faced by general school teachers in adapting to this inclusive model are significant. The success of inclusive education depends on educators' attitudes and mindsets. Apart from teachers, other important stakeholders also play an important role in successful implementation of inclusive education. Parents, society members such as village Sarpanch and representatives of education department can help the process in a positive manner. The present research findings emphasizing the necessity of a positive shift in teachers' and other stakeholders' attitudes align with the idea that embracing inclusivity requires a change in mindset. To effectively implement inclusive education, all the stake holders need to be open-minded, flexible, and equipped with the necessary skills to meet diverse learning needs. Professional development programs and ongoing support can be instrumental in helping teachers adapt to this new and challenging educational landscape. Furthermore, analyzing stake holders' attitudes towards inclusive education is essential. This data can provide insights into the current mindset and identify areas for intervention or improvement. It can inform targeted strategies for teacher training and development, creating a more inclusive and supportive educational environment for all students. Cultivating a positive attitude among teachers towards inclusive education is a foundational step in creating a more equitable and inclusive educational system. Addressing these attitudes and providing necessary support ensures that education serves as a powerful instrument for social change, bridging gaps within society.

In line with the principles of Samagra Shiksha Abhiyan (SSA), the goal is to embrace inclusive education, bringing all children together under one umbrella regardless of their diversities, including the type and severity of disabilities. This aligns with the broader vision of "Education for All." However, implementing inclusive education poses a significant challenge for stakeholders especially teachers who may lack the awareness and skills required to address the educational needs of children with special needs within a

mainstream classroom setting. Other important factor is availability of supportive infrastructure. Lack of resources poses a major impediment in successful implementation of inclusive education goals. Effectively teaching all children in such diverse classrooms necessitates providing teachers with proper training and support. This could involve comprehensive professional development programs, access to resources, and ongoing assistance to enhance teachers' knowledge and skills in accommodating students with a range of abilities and disabilities. Additionally, creating a nurturing and inclusive school environment and involvement of parents, society members are crucial for the success of inclusive education initiatives.

### **5.1 Findings of the study:**

Questions are grouped into five broad categories as follows:

- (a) Awareness level of teachers about inclusive practices
- (b) Attitude of teachers towards inclusive educations practices
- (c) Infrastructure to support inclusive education in classroom
- (d) Training of teachers
- (e) Challenges in implementing inclusive practices

Based on responses received, findings and conclusion is brought out in the following paras:

#### **5.1.1 Awareness level of teachers about inclusive practices:**

- (i) As per responses received, it is concluded that more than 95% respondents are aware about the concept of inclusive education with varied degree of awareness. The study is conducted in Chitrakoot district in government school teachers of primary level. It is also important to note that most of the respondents belong to schools in the rural area.
- (ii) 75% of respondents are aware about the term CWSN and challenges faced by these children in the classroom. 17.6% are somewhat aware. The data reveals that there is a good level of awareness among primary school teachers of chitrakoot district which a indicate towards a positive change.
- (iii) Since most of the teachers prefer parent teacher meetings as a medium of communication regarding inclusive education, it brings in culture of people to people contact. Direct communication between teachers and parents enhance the understanding of challenges faced by children in great way.
- (iv) Clear understanding of the purpose and goals of inclusive education is very important. From the data it is found that 60% respondents understand inclusive education in a better way. Providing equal opportunity to each and every child is the most common

understanding among teachers. It shows a positive shift towards achievement of inclusivity in education.

(v) A fairly good number of teachers (73.8%) agreed that inclusive practices are implemented in their schools. This data indicated towards successful implementation of inclusive practices. Though a lot has been achieved, more is required to be achieved.

(vi) Involvement of community is crucial for successful implementation of inclusive practices. The data reveals that 50% community is involved with varied degree in improvement of basic infrastructure for inclusive education. 50% community is either not involved or aloof. This indicates, a focus on awareness and sensitization about importance of inclusive education is required at community level. Regular meetings of school administration along with community members like village Sarpanch, ward members and other prominent persons is required.

(vii) Most of the respondents have accepted the need of communication between parents, teachers and other assistants for promoting inclusive practices in education. More than 90% teachers found it to be effective. This shows a very positive attitude of teachers as most of the believe in effective communication among various stakeholders for achieving inclusivity in education.

(viii) Retention of CWSN students pose a major challenge to school administration. 90% respondents believe that role of parents play a vital role in retention of CWSN students in schools. It shows that teachers have a clear understanding of the issues faced by CWSN students and role of parents in addressing them. This kind of attitude is definitely going to benefit communication between teachers and parents.

#### **5.1.2 Attitude of teachers towards inclusive educations practices:**

(i) Almost all the respondent teachers believe that inclusive education is important for inclusive education. This indicates about their positive attitude towards achieving inclusivity in education.

(ii) More than 97% of respondents believe that inclusive education is helpful for students academically. This indicates very informed teachers about inclusive education.

(iii) 77% respondents are quite satisfied with the efforts put by schools for promoting inclusive education. The data indicates that school administration is also putting lot of efforts to implement inclusive education in schools.

(iv) 75% teachers feel comfortable in implementation of inclusive practices in classroom. This shows that most of the teachers do not have prejudice or preconceived notion about



children with diverse learning needs. However efforts should be made by school administration to impart more training and workshops to align the attitude of teachers.

(v) 80% teachers does cooperate with other teachers in fulfilling needs of children with diverse learning needs. It is a good sign as true inclusivity in education can only be brought with cooperation among teachers and the same is visible from the reactions received from teachers.

(vi) Involvement of local community is important for successful implementation of inclusive practices. In the survey, it is revealed that approximately 50% community is not involved in improving basic infrastructure for inclusive education in schools. This situation entails that aggressive awareness program towards importance of inclusive education. In this role of education department and village Sarpanch is crucial in spreading the idea of inclusive education. Inclusivity in education will ultimately lead to formation of inclusive society.

(vii) The efforts of schools in involving parents to support CWSN students are quite satisfactory as per the responses received. Most of the teachers believe that school administration is putting good effort to involve parents for better academic development of CWSN students.

(viii) More than 90% teachers believe that inclusive practices are effective in developing sense of belongingness among CWSN students. This response certainly indicates towards a positive attitude of teachers for CWSN. The same attitude is revealed from the responses received from other questions in the survey.

### **5.1.3 Infrastructure to support inclusive education in classroom:**

(i) In response to the question related to availability of equipments like Brail etc, more than 88% respondents said that it is not available. However on deeper enquiry it was found that such type of specialized equipments specific to CWSN are directly issued to the children. Hence, these equipments are not available in schools.

(ii) Analysis of the responses received reveals the following:

- More resources for implementation of inclusive education to be made available.
- More opportunity of training of teachers to be provided
- Efforts made by individuals to be recognized and awarded.

(iii) As revealed from the response received from the previous question, it is found that the required infrastructure to support inclusive education is lacking. A lot has been done but more is required to be done.

(iv) The following four major components of infrastructure essential for promoting inclusive education is indicated by most of the respondents:

- Facility of ramp and wheel chair
- Specialized and smart classes
- Specialized equipments like Brail etc.
- Adaptable furniture

All the above four components indicated by respondents are crucial for inclusive practices. Availability of such facilities will greatly facilitate achievement of inclusive practices. Availability of such facilities in school will be assessed in the present study.

(v) 36.1% respondents said that school does not provide additional teaching material to CWSN students. This data indicates towards lack of resources in schools. Similar findings were also noted from responses from previous questions.

(vi) A major point of concern which is coming out from the responses received is lack of computers and audio visual support in schools. In the age of rapid progress of country in the field of digital transformation, it is imperative to provide such facilities in schools. Non availability of digital infrastructure in schools may create a digital divide among the children. It is not in favour of inclusive education and formation of an inclusive society. Lack of computer facility is also visible from the data of UDISE+ where it is revealed that only 12% schools are equipped with computer facility and internet.

(vii) 79.4% respondents said that schools do not have any emergency evacuation plan and safety equipments especially for CWSN. In the present study most of the respondents belong to schools located in rural areas and school buildings are mostly single story with sufficient access points in case of emergency. Availability and serviceability of fire safety equipments in schools is to be assessed.

#### **5.1.4 Training of teachers:**

(i) 66% teachers agreed that they have been trained in inclusive education practices. They are getting enough support also. However remaining teachers should also be trained in phased manner. Organizing training once for teachers is not sufficient. There should be an organized training program for teachers so that each and every teacher could be trained periodically.

#### **5.2 Challenges in implementing inclusive practices:**

(i) Most of the teachers feel that there is lack of resources which has also been pointed out from earlier responses. Another important aspect which came out from the responses received is teacher student ratio. Certain respondents have pointed out overcrowding in

classrooms. Hence maintaining a reasonable teacher student ratio is essential. During the visit deficiency of teachers in schools was found. Primary School, Bambhiya is running with four teachers including the headmaster. Teaching all the students of class I to V is difficult for them.

### **5.3 Role of other stakeholders:**

**5.3.1 Awareness of parents:** As per responses received, 70% parents are aware about inclusive education. Most of the parents understand the importance of inclusive education and majority of them are informed about experiences of their child in school. As per the feedback received from parents, most of them feel satisfied by the efforts made by schools. Majority of parents feel that additional support is provided by school to their children if required. It is a good situation, however more can be done to make parents aware about inclusive education.

**5.3.2 Awareness of Sarpanch:** As per response received, only 9 Sarpanch out of 16 are aware about inclusive education. Only 8 of them said that inclusive education is important for overall development of child. The role of Sarpanch is very important for implementation of inclusive practices as the village Sarpanch is regularly involved in day to day activities of schools in the village. Some awareness program can be conducted at district / Block level to the newly elected Sarpanch along with other ward members to make them aware about inclusive education.

**5.3.3 Awareness of employees of education department:** 5 out of 7 employees know about inclusive education however there is need to involve all the employees along with teachers in implementing inclusive practices.

**5.3.4 Retention of CWSN students:** Certain questions were asked to assess the understanding of stakeholders about retention of children in schools. 68.8% respondents feel that role of parents is crucial in retaining children in schools especially CWSN. Hence it can be assumed that most of the parents are making positive efforts to keep their children in schools. They understand that role of parents plays a positive effect in retention of children in school. Availability of basic infrastructure in schools to support inclusive education was reconfirmed as 70% stakeholders said that its available in schools. The UDISE+ data also reveal the same. However efforts should be made to make it available for balance of schools also. Inclusive practices are actively implemented by schools which is creating a sense of belongingness among WSN students in the class.

## **5.4 Conclusion:**

Analysis of data received from primary sources is done along with information available in public domain on various government portals. The following conclusion is drawn to fulfill the objective of the present study and to address the research questions.

**5.4.1 Attitude of teachers and other stakeholders about inclusive education:** After analysis of responses and data received from various stakeholders, it is found that teachers employed in government primary schools of Chitrakoot district have a fair idea of inclusive practices in education. They are taking interest in implementation of inclusive practices and also ready to cooperate with other teachers for the same. They are communicating with parents and sharing the idea with them. Parents also are quite aware and concerned for education of their children especially CWSN. During the interview with headmasters of schools, it was found that various interactive programs like Supermom competition is being organized in the school to motivate and involve parents in the activities of schools. The school administration is putting lot of efforts to bring their children in mainstream. Teachers are taking keen interest in projecting image of their schools. In Upper Primary school, Saraiyan, special care for a disabled girl child was given to bring her in the mainstream. The child was so impressed and touched that she has written a very impressive account of her stay in the school. Her birthday was being celebrated in the school and all the children along with teachers participated with enthusiasm. This is a perfect example of inclusion. The headmaster of Primary School, Banbhiya has been awarded at several occasions by district and other authorities. It gives motivation to other teachers to follow good practices. The attitude of other important stake holders like Sarpach of village and ward members are found to be positive. Upper Primary School, Saraiyan has created a booklet of pictures which shows its progress with the help of community. During the interview at Bambhiyan, it was found that there is a lack of support from community. A little lack of awareness about inclusive practices is revealed from the responses received from village Sarpanch. This can be addressed by conducting regular interaction of village representatives at block or district level.

It can be concluded that with the combined efforts of district administration and teaching staff, there is a remarkable improvement in the infrastructure in the schools. The exemplary work done by teachers to improve their schools is being recognized by the district administration. It is recommended to identify and recognize more such teachers for their contribution which will certainly motivate others.

**5.4.2 Infrastructure in the schools:** To support inclusive education in schools there are various infrastructure and facilities are required like drinking water, facility of ramp, facility of separate toilets for boys and girls, disabled friendly toilet, functional library etc. As per the UDISE+ data 96.05% schools of Chitrakoot district is equipped with drinking water facility for children as compared to the national achievement of 95.93%. 66.84% schools of Chitrakoot district have ramps to facilitate wheelchair which is less as compared to national average of 71.84%. However during the visit in schools it was found that at certain places ramps are not required due to low plinth level of school building. Specification of ramp to be constructed in schools are circulated in CBSE circular No 05/2023. It is expected that the ramps are constructed as per the design suggested in the circular, however it could not be verified on ground. 93.51% and 94.16% schools are having functional boys and girls toilet respectively. During the visit, disabled friendly toilets were found in all the three schools. One of the schools was having a tricycle for use of CWSN. 89.32% schools are having library.

After analysis of data available in UDISE+ and visit conducted, it is found that remarkable progress in creation of infrastructure has been done. Few schools are doing exemplary works in which lot of community support is also received. Adequate funding for creation and improvement in infrastructure is also being done. However, it is suggested that this practice should not be restricted to few schools and efforts should be made to support other schools to come up to the comparable level. To promote healthy competition among schools, best school competition can be organized yearly and achievements made by people can be suitably recognized and awarded.

**5.4.3 Retention of students of underprivileged classes:** True inclusivity can only be achieved in education when each and every section of society gets an equal opportunity. Keeping this in mind I had organized my visit to schools where majority of students belongs to underprivileged class of society. Most of the students in Primary School, Jamira belongs to the Kol community which is a Scheduled Caste (SC) in Uttar Pradesh. The enrollment of students has increased from 140 in 2014 to 205 in 2024. Majority students in Upper Primary School, Saraiyan belongs to OBC community. The Primary School, Bambhiyan is located in one of the remotest location of district adjoining Madhya Pradesh border. Most of the students enrolled in this school belong to ST community.

As per the UDISE+ data, Uttar Pradesh is faring good in Gross Enrollment Ratio (GER) both in Primary and Upper Primary level in case of SC students. The GER provides an insight towards participation of students in the education system. More GER

indicates towards greater participation. Hence it can be said that less children are left behind. It also indicates better retention level of students in successive classes. Lot of efforts by the state government is being done to improve the GER which has resulted in better performance of Uttar Pradesh. The table below shows the GER of Uttar Pradesh and GER of students of SC community in the country:

|               | Gross Enrollment Ratio (GER) for Primary (Class I to V) | Gross Enrollment Ratio (GER) for Upper Primary (Class VI to VIII) |
|---------------|---|---|
| India         | 113.1   | 103.8   |
| Uttar Pradesh | 120   | 111.2   |

(Table 2): GER of Scheduled Caste students

As per the above data it can be found that in Uttar Pradesh is doing better than the national average in case of GER. The GER of upper primary level is less than primary level for SC community, which indicates certain level of dropouts from primary to upper primary level. To improve this, more intervention is required from state government.

**Note:**

Gross Enrolment Ratio (GER): Total enrolment in a particular level of school education, regardless of age, expressed as a percentage of the Population of the official age-group which corresponds to the given level of school education in a given school year.

Example: GER primary = Enrolment in class 1 to 5 ÷ projected population in age group 6-10 years (Source: UDISE website)

**5.4.4 Retention level of CWSN students:** The UDISE+ data for academic year 2021-22 in respect of enrollment of CWSN students in class I to V and class VI to VIII is summarized in the following table.

|               | Primary (Class I to V) | Upper Primary (class VI to VIII) | Percentage retention from Primary to Upper Primary |
|---------------|------------------------|----------------------------------|--|
| India         | 1131537                | 710458                           | 62%  |
| Uttar Pradesh | 228870                 | 89345                            | 39%  |

(Table 3): Enrollment of CWSN Students

Analysis of the above data shows that there is a significant difference between retention of students from Primary to Upper Primary in the country and Uttar Pradesh. As per data made available from district in the Samarth App, total enrollment of CWSN students in Chitrakoot district is 746 in the academic year 2023-24 which is more as compared to enrollment of CWSN of 527 in academic year 2022-23. Class wise data was not available in the Samarth App. There is a significant increase in enrollment of CWSN year by year in Chitrakoot. The retention level of CWSN of Uttar Pradesh is quite low as compared to the national average.

Hence it is recommended that more intervention is required to identify and enroll CWSN in various classes. Role of community and parents is important in achieving the objective.

#### **5.4.5 Alignment infrastructure in schools with of NEP 2020:**

The NEP 2020 emphasizes the need for making education more inclusive for students with disabilities, ensuring they have equal opportunities in the learning process. Chapter 2, Section 2.3 states that "Efforts will be made to integrate children with disabilities into mainstream education."

An important step has been taken by both district administration and school administration to bring CWSN and other underprivileged children into mainstream. To achieve that requisite infrastructure like ramps, separate facility of toilet for boys and girls, provision of disabled friendly toilets and other specialized equipments for CWSN are being created in all the schools. The progress made on such facilities are being monitored through UDISE+ platform. During visit of schools in Chitrakoot district, it is found that a significant progress has been made in creation of ramps, disabled toilets etc has been made. Smart board and interactive LED screen is also available in schools to cater to the needs of all the students.

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# Annexures

# Annexure– I

Questionnaire for teachers

# inclusive education for teachers

शिक्षकों  
के लिए: (केवल चित्रकूट जिले के लिए)

कृपया प्रत्येक  
प्रश्न के लिए सबसे उपयुक्त विकल्प चुनें-

## 1. स्कूल का प्रकार

Mark only one oval.

- सरकारी
- निजी
- Other: \_\_\_\_\_

## 2. स्कूल का स्थान

Mark only one oval.

- शहरी
- ग्रामीण

## 3. शिक्षण अनुभव के वर्ष

Mark only one oval.

- 1-5 वर्ष
- 6-10 वर्ष
- 11-15 वर्ष
- 16 वर्ष और उससे अधिक

## 4. आयु

Mark only one oval.

- 25-30
- 31-40
- 41-50
- 51 और उससे अधिक

## 5. क्या आप विद्यालयों में समावेशी शिक्षा की अवधारणा से परिचित हैं?

Mark only one oval.

- बहुत अपरिचित
- अपरिचित
- कुछ हद तक परिचित
- परिचित
- बहुत परिचित

## 6. क्या आप "विशेष आवश्यकता वाले बच्चे (सीडब्ल्यूएसएन)" शब्द और स्कूलों में बच्चों के सामने आने वाली विशिष्ट चुनौतियों से परिचित हैं?

Mark only one oval.

- बहुत अपरिचित
- अपरिचित
- कुछ हद तक परिचित
- परिचित
- बहुत परिचित

**7. आप प्राथमिक विद्यालय के संदर्भ में समावेशी शिक्षा को कैसे परिभाषित करेंगे?**

*Check all that apply.*

- सभी विद्यार्थियों को समान अवसर प्रदान करना
- विविध शिक्षण आवश्यकताओं के लिए शिक्षण विधियों को अपनाना
- विकलांग छात्रों को मुख्यधारा की कक्षाओं में एकीकृत करना
- Other: \_\_\_\_\_

**8. आप किस हद तक मानते हैं कि छात्रों के समग्र विकास के लिए समावेशी शिक्षा महत्वपूर्ण है?**

*Mark only one oval.*

- बहुत महत्वहीन
- महत्वहीन
- तटस्थ
- महत्वपूर्ण
- बहुत महत्वपूर्ण

**9. क्या आपके विद्यालय में विशिष्ट समावेशी शिक्षा पद्धतियाँ लागू की गई हैं?**

*Mark only one oval.*

- हाँ
- नहीं
- पता नहीं

**10. क्या आपको अपने शिक्षण में समावेशी प्रथाओं को शामिल करने के लिए पर्याप्त प्रशिक्षण और सहायता मिलती है?**

*Mark only one oval.*

- हाँ
- नहीं
- पता नहीं

11. क्या आपके विद्यालय में विकलांग बच्चों को पढ़ाने के लिए ब्रेल आदि जैसे विशेष उपकरण उपलब्ध हैं?

Mark only one oval.

- हाँ  
 नहीं  
 पता नहीं

12. समावेशी शिक्षा पहल के बारे में माता-पिता के साथ संवाद करने के लिए आप किन रणनीतियों का उपयोग करते हैं?

Check all that apply.

- अभिभावक-शिक्षक बैठकें  
 पत्र आदि.  
 कार्यशालाएँ और सेमिनार  
 Other: \_\_\_\_\_

13. स्कूल प्रशासन समावेशी शिक्षा को लागू करने में शिक्षकों को बेहतर समर्थन कैसे दे सकता है?

Check all that apply.

- अधिक संसाधन उपलब्ध कराना  
 अतिरिक्त प्रशिक्षण के अवसर प्रदान करना  
 समावेशी प्रथाओं को पहचानना और पुरस्कृत करना  
 Other: \_\_\_\_\_

14. क्या आप मानते हैं कि स्कूलों में छात्रों के समग्र विकास के लिए समावेशी शिक्षा आवश्यक है?

Mark only one oval.

- दृढ़तापूर्वक असहमत
- असहमत
- न तो सहमत ना असहमत
- सहमत
- दृढ़तापूर्वक सहमत

15. क्या आपको लगता है कि समावेशी शिक्षा से छात्रों को शैक्षणिक रूप से लाभ होता है?

Mark only one oval.

- हाँ
- नहीं
- निश्चित नहीं

16. किसी स्कूल में समावेशी शिक्षा को लागू करने में आपको चुनौतियाँ लगती हैं ?, यदि हैं तो आप को क्या महसूस होता है?

Check all that apply.

- संसाधनों की कमी
- अपर्याप्त प्रशिक्षण
- सहकर्मियों से विरोध
- भीड़भाड़ वाली कक्षाएँ
- Other: \_\_\_\_\_



17. समावेशी शिक्षा को बढ़ावा देने में स्कूल प्रशासन के समर्थन के वर्तमान स्तर से आप कितना संतुष्ट महसूस करते हैं?

*Mark only one oval.*

- बहुत असंतुष्ट
- असंतुष्ट
- न असंतुष्ट न संतुष्ट
- संतुष्ट
- बहुत संतुष्ट

18. क्या आपने समावेशी शिक्षा सिद्धांत और अवधारणाओं हेतु विशिष्ट प्रशिक्षण प्राप्त किया है?

*Mark only one oval.*

- हाँ
- नहीं

19. आप अपनी कक्षा में समावेशी शिक्षा रणनीतियों को लागू करने में कितना सहज महसूस करते हैं?

*Mark only one oval.*

- अत्यधिक सहज नहीं
- सहज नहीं
- तटस्थ
- सहज
- अत्यधिक सहज

20. विविध शिक्षार्थियों की आवश्यकताओं को पूरा करने के लिए आप कितनी बार अन्य शिक्षकों के साथ सहयोग करते हैं?

*Mark only one oval.*

- कभी नहीं
- कभी-कभार
- कभी-कभी
- अक्सर
- हमेशा

21. आपकी राय में, समावेशी शिक्षा पहल के संबंध में शिक्षकों, अभिभावकों और सहायक कर्मचारियों के बीच संवाद कितना प्रभावी है?

*Mark only one oval.*

- बहुत अप्रभावी
- अप्रभावी
- न तो प्रभावी और न ही अप्रभावी
- प्रभावी
- बहुत ही प्रभावी

22. क्या आपका स्कूल समावेशी शिक्षा का समर्थन करने के लिए बुनियादी ढांचे से सुसज्जित है?

*Mark only one oval.*

- हाँ
- नहीं

23. यदि हां, तो कृपया मौजूदा बुनियादी ढांचे के घटकों को इंगित करें

*Check all that apply.*

- रैंप और व्हीलचेयर की सुविधा
- विशिष्ट(स्मार्ट)कक्षाएँ
- ब्रेल जैसी सहायक तकनीक
- अनुकूल फर्नीचर
- Other: \_\_\_\_\_

24. समावेशी शिक्षा के लिए पर्याप्त बुनियादी ढांचा उपलब्ध कराने में स्कूल को किन चुनौतियों का सामना करना पड़ता है ?यदि कोई है तो इंगित करें

*Check all that apply.*

- पैसों की कमी
- अपर्याप्त जगह
- प्रशासनिक सहयोग का अभाव
- निश्चित नहीं
- Other: \_\_\_\_\_

25. क्या स्कूल विशेष आवश्यकता वाले छात्रों के लिए अतिरिक्त शिक्षण सहायता या सामग्री प्रदान करता है?

*Mark only one oval.*

- हाँ
- नहीं
- आंशिक रूप से

26. क्या विविध शिक्षण आवश्यकताओं वाले छात्रों के लिए ऑडियो-विजुअल सहायता या कंप्यूटर सॉफ्टवेयर जैसी सहायक प्रौद्योगिकियां उपलब्ध हैं?

*Mark only one oval.*

- हाँ
- नहीं
- आंशिक रूप से

27. क्या आपातकालीन निकासी योजना जैसे सुरक्षा उपाय मौजूद हैं, जो विशेष रूप से विकलांग छात्रों के लिए डिज़ाइन किए गए हैं?

Mark only one oval.

- हाँ  
 नहीं  
 पता नहीं

28. समावेशी शिक्षा के लिए बुनियादी ढांचे के सुधार में योगदान देने में स्थानीय समुदाय किस हद तक शामिल है?

Mark only one oval.

- बिलकुल शामिल नहीं  
 शामिल नहीं  
 पता नहीं  
 शामिल  
 बहुत शामिल

29. आप किस हद तक मानते हैं कि सीडब्ल्यूएसएन छात्रों की शिक्षा में माता-पिता की भागीदारी स्कूल में उनके ठहराव में योगदान करती है?

Mark only one oval.

- बहुत नकारात्मक  
 नकारात्मक  
 पता नहीं  
 सकारात्मक  
 बहुत सकारात्मक  
 Option 6

30. सीडब्ल्यूएसएन छात्रों की शिक्षा के समर्थन में माता-पिता को शामिल करने के स्कूल के प्रयासों से आप कितने संतुष्ट हैं?

*Mark only one oval.*

- बहुत असंतुष्ट
- असंतुष्ट
- तटस्थ
- संतुष्ट
- बहुत संतुष्ट

31. आपको क्या लगता है कि ये समावेशी रणनीतियाँ सीडब्ल्यूएसएन छात्रों के लिए अपनेपन और जुड़ाव की भावना को बढ़ावा देने में कितनी प्रभावी हैं?

*Mark only one oval.*

- बहुत अप्रभावी
- अप्रभावी
- न तो प्रभावी और न ही अप्रभावी
- असरदार
- बहुत ही प्रभावी

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Google Forms

# Annexure – II

Questionnaire for parents and  
other stakeholders

# हितधारकों के लिए - माता-पिता आदि

प्राथमिक सरकारी स्कूलों में समावेशी शिक्षा के प्रति माता-पिता और हितधारकों के दृष्टिकोण का आकलन करने के लिए बंद प्रश्नावली

कृपया प्रत्येक प्रश्न के लिए सबसे उपयुक्त विकल्प चुनें

## 1. माता-पिता या हितधारक

Mark only one oval.

- माता-पिता
- सरपंच /वार्ड सदस्य
- शिक्षा विभाग प्रतिनिधि
- Other: \_\_\_\_\_

## 2. यदि माता-पिता हैं, तो आपके बच्चे का ग्रेड/कक्षा

Mark only one oval.

- पहली कक्षा/ग्रेड
- दूसरी कक्षा
- तीसरी कक्षा
- चौथी कक्षा
- पाँचवी कक्षा

## 3. क्या आप "समावेशी शिक्षा" शब्द से परिचित हैं जो कि स्कूलों से संबंधित है?

Mark only one oval.

- बहुत अपरिचित
- अपरिचित
- कुछ हद तक परिचित
- परिचित
- बहुत परिचित

4. **आपका क्या मानना है कि स्कूलों में छात्रों के समग्र विकास के लिए समावेशी शिक्षा कितनी महत्वपूर्ण है?**

*Mark only one oval.*

- बहुत महत्वहीन
- महत्वहीन
- तटस्थ
- महत्वपूर्ण
- बहुत महत्वपूर्ण

5. **क्या आपने देखा है कि आपके बच्चे के स्कूल में कोई समावेशी शिक्षा पद्धति लागू की जा रही है?**

*Mark only one oval.*

- हाँ
- नहीं
- पता नहीं

6. **समावेशी कक्षा में अपने बच्चे के अनुभवों के बारे में आप कितना जागरूक महसूस करते हैं?**

*Mark only one oval.*

- बिल्कुल जानकारी नहीं दी गई
- अच्छी तरह से सूचित नहीं
- तटस्थ
- जानकार
- बहुत अच्छी जानकारी



7. समावेशी शिक्षा प्रथाओं में माता-पिता को शामिल करने के स्कूल के प्रयासों से आप कितने संतुष्ट हैं?

Mark only one oval.

- बहुत असंतुष्ट
- असंतुष्ट
- न असंतुष्ट न संतुष्ट
- संतुष्ट
- बहुत संतुष्ट

8. आपकी राय में, स्कूलों में छात्रों के लिए समावेशी शिक्षा के संभावित लाभ क्या हैं?

Check all that apply.

- उन्नत सामाजिक कौशल
- शैक्षणिक प्रदर्शन में सुधार
- सहानुभूति और समझ में वृद्धि

9. क्या आपको स्कूलों में समावेशी शिक्षा के कार्यान्वयन के बारे में कोई चिंता या आपत्ति है?

Mark only one oval.

- हाँ
- नहीं
- निश्चित नहीं

10. क्या स्कूल विविध शिक्षण आवश्यकताओं वाले छात्रों के लिए अतिरिक्त शैक्षणिक सहायता प्रदान करता है?

Mark only one oval.

- हाँ
- नहीं
- आंशिक रूप से

11. आपके अनुसार ये सहायता प्रणालियाँ छात्रों को मुख्यधारा की शिक्षा प्रणाली में बनाए रखने में कितनी प्रभावी हैं?

Mark only one oval.

- बहुत अप्रभावी
- अप्रभावी
- तटस्थ
- प्रभावी
- बहुत प्रभावी

12. क्या “विशेष आवश्यकता” वाले छात्रों के लिए उनकी सीखने की आवश्यकताओं को पूरा करने के लिए व्यक्तिगत शिक्षण योजनाएं बनाई गई हैं?

Mark only one oval.

- हाँ
- नहीं
- निश्चित नहीं

13. विभिन्न शिक्षण आवश्यकताओं वाले छात्रों को स्कूल में बनाए रखने में सामुदायिक समर्थन कितना महत्वपूर्ण है?

Mark only one oval.

- बहुत महत्वहीन
- महत्वहीन
- तटस्थ
- महत्वपूर्ण
- बहुत महत्वपूर्ण

14. **आपका मानना है कि ये सहायता सेवाएँ विशेष आवश्यकता वाले (सीडब्ल्यूएसएन) छात्रों को मुख्यधारा की शिक्षा प्रणाली में बनाए रखने में कितनी प्रभावी हैं?**

*Mark only one oval.*

- बहुत अप्रभावी
- अप्रभावी
- तटस्थ
- प्रभावी
- बहुत प्रभावी

15. **आप किस हद तक मानते हैं कि सीडब्ल्यूएसएन छात्रों की शिक्षा में माता-पिता की भागीदारी स्कूल में उनके ठहराव में योगदान करती है?**

*Mark only one oval.*

- बहुत नकारात्मक
- नकारात्मक
- तटस्थ
- सकारात्मक
- बहुत सकारात्मक

16. **आप स्कूल परिसर में सीडब्ल्यूएसएन छात्रों के लिए पहुंच और बुनियादी ढांचे का मूल्यांकन कैसे करेंगे?**

*Mark only one oval.*

- अत्यंत दुर्गम
- दुर्गम पर पहुंच-योग्य
- तटस्थ
- पहुंच योग्य
- बहुत सुलभ

17. क्या स्कूल सीडब्ल्यूएसएन छात्रों को नियमित कक्षाओं में एकीकृत करने के लिए समावेशी शिक्षा प्रथाओं को सक्रिय रूप से लागू करता है?

Mark only one oval.

- हाँ  
 नहीं  
 आंशिक रूप से

18. आपको क्या लगता है कि ये समावेशी प्रथाएं सीडब्ल्यूएसएन छात्रों के लिए अपनेपन और जुड़ाव की भावना को बढ़ावा देने में कितनी प्रभावी हैं?

Mark only one oval.

- बहुत अप्रभावी ढंग से  
 अप्रभावी  
 तटस्थ  
 प्रभावी रूप से  
 बहुत प्रभावशाली ढंग से

19. समावेशी शिक्षा के माध्यम से छात्रों को बनाए रखने में स्कूल के वर्तमान प्रयासों से आप कितने संतुष्ट हैं?

Mark only one oval.

- बहुत असंतुष्ट  
 असंतुष्ट  
 तटस्थ  
 संतुष्ट  
 बहुत संतुष्ट

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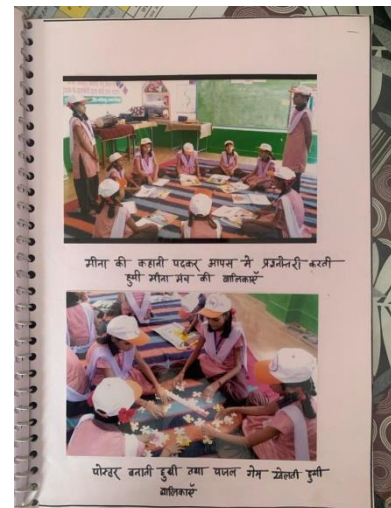
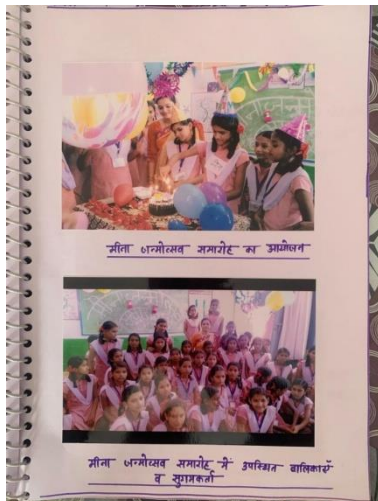
# Annexure – III

## Photographs of visit

## Visit of Primary School Jamira, chitrakoot



## Visit of Primary School Saraiyan, chitrakoot



# Visit of Primary School Bambhiya, chitrakoot

