

**STATUS OF MONITORING MECHANISM:
IMPROVING EFFECTIVENESS OF INCLUSIVE
EDUCATION FOR CHILDREN WITH DISABILITIES**

Dissertation

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MAY, 2021**

DECLARATION BY THE SCHOLAR

This is to certify that the M.Phil. Dissertation being submitted by me on the topic entitled: **'Status of Monitoring Mechanism: Improving Effectiveness of Inclusive Education for Children with Disabilities'** has been completed under the guidance of Prof. Veera Gupta. It is declared that the present study has not previously formed the basis for the award of any Degree, Diploma, Associateship or Fellowship to this or any other University.

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ABBREVIATIONS

ASER	=	Annual Status of Education Report
BRC	=	Block Resource Centre
CBR	=	Community Based Rehabilitation
CBSE	=	Central Board of Secondary Education
CCE	=	Comment Control Centre
CLRC	=	Circle Level Resource Centre
CRC	=	Cluster Resource Centre
CwDs	=	Children with Disabilities
CwSLD	=	Children with Specific Learning Disability
CWSN	=	Children with Special Needs
DISE	=	District Information System of Education
GCERT	=	Gujarat Council of Educational Research and Training
HRDD	=	Human Resource Development Department
ICT	=	Information and Communication Technology
IEDC	=	Integrated Education for Disabled Children
IEDSS	=	Inclusive Education of the Disabled at Secondary Stage
IEP	=	Individualised Education Plan
IE-SSA	=	Inclusive Education of Sarva Shiksha Aviyana
MDM	=	Mid Day Meal
MHRD	=	Ministry of Human Resource Development
NAS	=	National Achievement Survey
NCERT	=	National Council of Educational Research and Training
NSSO	=	National Sample Survey Office
OBC	=	Other Backward Classes
PAB	=	Project Approval Board
RCI	=	Rehabilitation Council of India
RMSA	=	Rashtriya Madhyamik Shiksha Abhiyan
RPwD Act	=	Rights of Persons with Disabilities Act
SC	=	Scheduled Castes
SLD	=	Specific Learning Disability
SPLD	=	Specific Learning Difficulty
SSA	=	Sarva Shiksha Abhiyan
ST	=	Scheduled Tribes
SwDs	=	Students with Disabilities
TE	=	Teacher Education
U-DISE	=	Unified District Information System of Education
UDL	=	Universal Design of Learning
UEE	=	Universalisation of Elementary Education
UK	=	United Kingdom
UNESCO	=	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Policies, programmes, and numerous schemes have made it possible for Children with Disabilities to be enrolled in inclusive education. But somehow their learning outcome is not at par. Literature highlighted that data related to input and process related variables of CwDs were captured but not adequate monitoring mechanism available related to learning outcome of CwDs. In this context, the present study attempted to study the present status of monitoring mechanism to monitor the learning outcome of Children with Disabilities. An extensive review of related literature was carried out to gain insights to conduct this study. Literatures suggest that for educating CwDs only enrolment is not sufficient to understand the actual progress of CwDs, data related to learning outcome is needed and a strict monitoring mechanism is required for this purpose. The central aim of this research was to study the comprehensiveness of monitoring mechanism available to monitor the learning outcome of CwDs in inclusive education from school to state level in West Bengal. Secondly, focus was given on the available international monitoring mechanism and also monitoring mechanism followed in Gujarat and Chandigarh. Then highlighted the issues related to monitoring mechanism followed in West Bengal and finally suggests some way forward to overcome these issues. This study is followed a descriptive survey research design. It was a combination of both field based empirical data and document analysis of monitoring formats as well as reviews related to international monitoring mechanisms. Primary data were collected through questionnaires and interview schedule from different level of officials i.e., school heads, cluster/block resource center co-ordinator, district and state inclusive education co-ordinator. The study was confined only CwDs enrolled from class VI-VIII. The data collected through interviews were transcribed and analysed theme wise. In the same way data collected through questionnaires also thematically analysed. It was also found from the study that Individualised Education Plan (IEP) was commonly used to monitor the learning outcomes of CwDs in West Bengal, Chandigarh and Gujarat. But, the research findings showed that existing monitoring mechanism practices in the state of West Bengal fails to convey any substantive output to monitor the learning outcome of CwDs. On the other hand monitoring mechanism available at Serbia (international) is a very comprehensive monitoring mechanism which is followed at various levels of officials. The collected from Gujarat and Chandigarh

revealed that use of online platform and co-ordination of various levels of officials made the monitoring mechanism very useful to monitor the learning outcome of CwDs. The study also highlighted the issues regarding monitoring mechanism in West Bengal which are inadequate monitoring tools, lack of time for monitoring, lack of co-ordination among different level of officials, lack of teachers' competency, no circular for concessions in examination and issues related to special educators. The study concludes with a set of recommendations to improve the effectiveness of monitoring mechanism in inclusive education in West Bengal. The empirical evidences of monitoring mechanism of the present study on existing status, practice and prevailing issues would be used as a future reference for improving monitoring mechanisms by taking various policy interventions.

Keyword: *Inclusive education, Children with Disabilities, Learning outcome, Monitoring Mechanism*

CHAPTER-I

INTRODUCTION

CHAPTER- I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The journey of educating Children with Disabilities (CwDs) has come to its third phase of implementation. Special education and integrated education concepts have been prevalent in India for a long time. But as time passed these concept become change and the newly evolving concept of ‘inclusive education’ came into light. The rights of educating CwDs in India have been reiterated in various policy documents, schemes and acts. Sarva Shiksha Aviyana and Rashtriya Madhyamik Shiksha Aviyana introduced integrated education. Sarva Shiksha Aviyana (2003) focused on various mode for education of CwDs which are- “home based education, open learning system and open schools, special schools, distance education, non formal and alternative schooling, part time classes, remedial teaching, itinerant teacher model and Community Based Rehabilitation (CBR)”. On the other hand the aim of RMSA (IEDSS) 2009 is to “ensure that all students with disabilities have the opportunity to complete four years of secondary education in an inclusive and enabling atmosphere after achieving eight years of elementary schooling”. But, after the enactment of the RPwD Act, we come to the third stage of educating Children with Disabilities, which is inclusive education. In the area of inclusive education, the Rights of Persons with Disabilities Act, 2016 is an important milestone for all CwDs in an inclusive setting. The operationalization of the legal provisions is primarily done through the “Samagra Shiksha Abhiyan, 2018 which subsumes the schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE)”. The scheme covers “all children from preschool to senior secondary stage studying in government, local body and Government-aided schools, with one or more disabilities as defined under the Rights of Persons with Disabilities Act (2016)”.

But the policy framework, legal mandate and different schemes and programmes for inclusive education for CwDs remain inadequate until or unless they are not fully enforced on real ground. To know whether these policies are implemented properly or not at ground level, strict monitoring systems are the main concern. Ministry of Human resource and Development (presently Ministry of Education) has started the Samagra Shiksha scheme where there is a special provision for educating different children with disabilities in an inclusive setting. Samagra Shiksha initiated different

interventions to provide those CwDs an appropriate learning environment and also reasonable accommodation so that they can enhance their capabilities at par with their peers.

Currently, three-fourths of children with disabilities at the age of five and one-fourth of those aged five to nineteen do not attend any educational facility. For each stage of education, the number of children participating in school decreases significantly. Despite the fact that successive government schemes and services have placed vast numbers of children with disabilities into schools, significant disparities nevertheless exist (UNESCO, 2019). To monitor this effectiveness of inclusive education, data are needed. In the case of educating CwDs, increased enrollment is not sufficient; increase in educational attainment is required. Data regarding learning outcome of CwDs are needed to track their educational attainment level to determine the effectiveness of inclusive education. Education data must be obtained with well-defined policy-relevant parameters in a coherent, timely and accurate way to be useful. It can meet the requirements of any level of the educational system, from the school to the national level, in terms of budgeting and execution, as well as serving as an evaluative mechanism in the formulation of new policies and procedures. It is true that, theoretically, we have come to the stage of inclusive education, but practically we are not achieving it yet. In spite of various measures undertaken by the government, effective implementation is lacking. One of the reasons is a weak monitoring mechanism. Regular monitoring is required by different levels of officials from school to state level to know whether the provisions of Samagra Shiksha are properly followed in practical scenario or not. The improvement in effectiveness of inclusive education has been envisaged through a multi-tiered monitoring mechanism starting from school level to the state level. Though many policies, schemes and 5 year plans have started to improve the educational status of CwDs; but no programme can be managed successfully without feedback and follow up through monitoring mechanism. In this context, the present research study is an effort to explore the status of monitoring mechanism to improve the effectiveness of inclusive education.

1.2 OPERATIONAL DEFINITION OF THE TERMS USED IN THIS STUDY

1.2.1 Monitoring mechanism

Monitoring mechanism is a mechanism to collect and analyse various information about a project, programme and scheme.

In this study, the term refers as the system of monitoring followed to monitor the learning outcomes of CwDs at different levels, like school level, cluster/block level, district level and state level and also include how different levels of officials co-ordinating among themselves in this aspect.

1.2.2 Effectiveness of inclusive education

The term ‘effectiveness of inclusive education’ in this study is used to measure the extent of monitoring mechanism to which the goal of inclusive education is achieved by improving the learning outcome of CwDs. In other words, Effectiveness of inclusive education is used to know how the present status of monitoring mechanism is effective to achieve the goal of inclusive education by improving the learning outcome of CwDs at par with their peers. How monitoring mechanism is successful in producing a desired result by improving the learning outcome of CwDs by utilizing different intervention described in inclusive education.

1.2.3 Inclusive education

In this study the term ‘inclusive education’ is used which was defined by the Rights of Persons with Disabilities Act 2016. “Inclusive education means a system of education wherein a students with and without disability learn together and the system of teaching learning process is suitably adapted to meet the learning needs of different types of students with disability”.

1.2.4 Children with Disabilities

In this study Children with Disabilities refers to all 21 types of disabilities mention in RPwD act, 2016.

Physical Disability (11)

- A. Locomotor Disability
 - a. Leprosy Cured Person
 - b. Cerebral Palsy
 - c. Dwarfism
 - d. Muscular Dystrophy
 - e. Acid Attack
- B. Visual Impairment
 - a. Blindness
 - b. Low Vision

- C. Hearing Impairment
 - a. Deaf
 - b. Hard of Hearing
- D. Speech and Language Disability

Intellectual Disability (2)

- A. Specific learning disability
- B. Autism Spectrum Disorder

Disability Caused (5) due to

- A. Chronic Neurological Conditions
 - a. Multiple sclerosis
 - b. Parkinson's disease
- B. Blood Disorder
 - a. Haemophilia
 - b. Thalassemia
 - c. Sickle cell disease

Mental Behavior (1)

Multiple Disabilities (1)

Any Other Category (1)

1.3 THEORETICAL FRAMEWORK

1.3.1 Rights of Persons with Disabilities act, 2016

The Rights of Persons with Disabilities Act, 2016 (RPwD) has replaced the Persons with Disabilities Act of 1995. In accordance to the principles (evolving concept of disability, accessibility, equal opportunity, discrimination and reasonable accommodation) outlined in the RPwD Act, in chapter III section 16 and 17 mention the provisions of the duties of educational institutions as well as specific measures to promote and facilitate inclusive education. The Right of Persons with Disabilities act, 2016 is the most comprehensive act on disability that is based on the social model of disability. It seeks to promote a greater awareness of the factors that contribute to exclusion, as well as the drawbacks and obstacles faced by CwDs. All students with and without disability have an evolving capacity. So, the rights of those children should be preserved to respect their identities.

In section 16 of the RPwD act, there is a provision ‘to monitor the participation and progress in terms of attainment levels and completion of education in respect of every student with disability’. Only enrollment in an inclusive classroom is not sufficient; learning outcome of these CwDs is an important indicator to track their actual

progress. To collect relevant data regarding the learning outcome of those children, a monitoring mechanism is needed which helps to identify how many policy goals are put into action.

1.3.2 In the report entitled “Designing effective monitoring and evaluation of education systems for 2030: A global synthesis of policies and practices”, UNESCO (2016) design a monitoring framework based on ‘A Comparative Review of Policies and Practices of Monitoring and Evaluation of Education Systems’. It gives a very good insight regarding the monitoring mechanism in the education system. Innovative and good policies and implementing procedures are identified by effective monitoring mechanisms. Different countries classified monitoring components into five categories which are statistical data system, school record keeping system, performance evaluation system, resource management systems and student evaluation system. The aim of this research was to learn how different nations have attempted to utilise multiple monitoring methods to measure the success of their education systems in order to overcome the main problems associated with achieving the educational goals. It was mentioned in this study that this review will be used to review, refine and redesign the monitoring system of different nations so that they can properly address their educational issues by using timely reliable data. The government of developed countries has high performing and dynamic monitoring mechanism system which is sustainable in nature. The implementation of a well-established method of reporting on programmes and projects, the availability of accurate and consistent data, the effective collaboration among all levels of officials and the availability of appropriate infrastructure and capability for executing the improved framework all need a well structured monitoring process. This study is an important theoretical framework for this present study by providing an insight of an effective monitoring mechanism to allow evidence-based decision-making more realistic and efficient.

1.4 ROLE OF DIFFERENT FUNCTIONARIES IN MONITORING CwDs IN INCLUSIVE SCHOOLS

Educational functionaries at different levels of hierarchy, have a key role to monitor the CwDs. Various educational functionaries at different hierarchical levels have specific role and responsibility while monitoring the activities of inclusive education according to the post and nature of work assigned to them. At school level school

heads, at cluster level special educators, at district level district inclusive education co-ordinator and at state level state inclusive education co-ordinators are monitoring the various interventions of inclusive education. Role and responsibilities of those functionaries are discussed below in detail while monitoring.

1.4.1 Role of School Heads

The RPwD act mentions few duties of schools as per section 16 and 31. Schools are headed by head or principal of the school so while monitoring the activity of inclusive education for CwDs they have to perform following duties:-

1.4.1.1 Prepare and maintain all records for CwDs.

1.4.1.2 Provide reasonable accommodation in curriculum, examination and tasks to be performed as per individual needs.

1.4.1.3 Monitor participation and progress of CwDs in academic, social, and physical development.

1.4.2 Role of Special Educators

1.4.2.1 Collection of requisite data to submit at district level.

1.4.2.2 Maintaining systematic records of all the students with disabilities and records of aids and appliances provided to those students.

1.4.2.3 To prepare Individualized Education Plan of each student with disabilities so that the progress of the student can be accessed from time to time

1.4.2.4 To undertake case studies and the follow-up of the same.

1.4.2.5 In consultation with head of the school steps are taken to improve the education of CwDs.

1.4.3 Role of District Inclusive Education Co-ordinator

1.4.3.1 District coordinators are responsible for overall coordination of all activities undertaken in the particulate district for students with disabilities.

1.4.3.2 District coordinator's role is to provide feedback to the head of the school about the working of special educators.

1.4.3.3 To collect and compile requisite information and data of student with disabilities for onward submission to the office of district level authorities.

1.4.3.4 To conduct regular meeting and workshop with special educators/ inclusive education teacher in charge to improve the education of CwDs.

1.4.3.5 To provide all kind of assistive guidance to the head of the school for the benefit of students with disabilities

1.4.3.6 To visit schools and Cluster Resource Centers to see the practical problems and challenges faced by student with disabilities and take appropriate measures.

1.4.4 Role of State Inclusive Education Co-ordinator

1.4.4.1 To provide overall coordination regarding monitoring of all the activities undertaken by the district coordinator.

1.4.4.2 Preparation of proposal for submission to PAB- MHRD.

1.4.4.3 Implementation, administration and monitoring of PAB activities under IE-SSA.

1.5 RATIONALE OF THE STUDY

Appropriate monitoring mechanisms should be strengthened for proper utilization of any policy. In the present context of educating CwDs, there is legal compulsion where we visualize inclusive education as a broader perspective. In India, legislation of the RPwD act came into force in 2016. This is the first time we talked about the rights of children with disabilities and also respect their evolving capacities. The RPwD act in India is the most comprehensive law on disability which is a very elaborative act. The Samagra Shiksha scheme started to execute the provisions of the RPwD act in school education. The major shift has taken place in the philosophy of education of children with disabilities in recent years which are moving away from incentive based approach to outcome based approach. So now we are following equity principles for children with disabilities. Here equity refers to in terms of admission, in terms of teaching-learning process and in terms of learning outcome. Access alone is not enough for CwDs as it is enough for other marginalised group like SC, ST, OBC and girls. Policies directed towards right to opportunity could meet the demand of the marginalised group like SC, ST, OBC and girls. But it is not the case with children with disability. For them provisions are made available as per need of the child to achieve desired objectives. For the marginalised groups like SC, ST, OBC and girls giving them admission in school that is enough but in case of CwDs access, process input and outcome input all the three stages are important in order to bring their learning level at par. Data suggests that enrolment of CwDs in regular schools is done,

for input and process many centrally sponsored schemes were implemented but outcome is lacking. For the CwDs it is not that just access to education is enough but access to outcome of education should be in main focus. By considering these context present study is focusing to the monitoring mechanism of learning outcome as outcome is latest emphasise in equity.

1.6 STATEMENT OF THE PROBLEM

The formulation of any act and scheme is not sufficient to make an education system inclusive one for educating CwDs. A comprehensive, relevant and adequate monitoring mechanism is the main concern in this aspect. Provisions of Samagra Shiksha cannot be appropriately implemented if there is not effective monitoring exists. Literature suggests that there is a gap in monitoring mechanisms while collecting data on CwDs. In U-DISE and Shaala Siddhi, the data is collected only based on the learning environment and some input variables. There is not any data collection mechanism available about the system level initiation like how are the teaching aids given to those children used in class? What are their learning outcomes? How do different levels of officials co-ordinating to promote appropriate monitoring mechanisms for CwDs in school education? It is necessary to bridge the gap by conducting a detailed study on the present status of monitoring mechanisms to monitor learning outcomes of CwDs by different levels of officials in school education (state, district, cluster/block and school level officials) to improve effectiveness of inclusive education. In this context the researcher conducted the current study entitled '**Status of Monitoring Mechanism: Improving Effectiveness of Inclusive Education for Children with Disabilities.**'

1.7 RESEARCH QUESTIONS

The study is trying to find a reply of the following research questions:

- 1.7.1 How the monitoring mechanism is being followed at state, district, block, cluster and school level in West Bengal?
- 1.7.2 How different countries of the world monitor the status of inclusive education?
- 1.7.3 How the monitoring mechanism is being followed in Chandigarh and Gujarat?
- 1.7.4 What are the gaps in the existing monitoring mechanism of inclusive education in West Bengal?

1.7.5 What are way forward to improve the effectiveness of monitoring mechanism in inclusive education in West Bengal?

1.8 OBJECTIVES OF THE STUDY

In tune with the above spelt research questions, the following are the objectives of the present study:

- 1.8.1 To study the comprehensiveness of monitoring mechanism available at state, district, block, cluster and school level of inclusive education in West Bengal.
- 1.8.2 To review the existing international monitoring mechanism in inclusive education.
- 1.8.3 To study the existing monitoring mechanism of inclusive education in Chandigarh and Gujarat.
- 1.8.4 To identify the issues related to the monitoring mechanism of inclusive education in West Bengal.
- 1.8.5 To recommend the areas of future intervention to improve the effectiveness of monitoring mechanism in inclusive education in West Bengal.

1.9 DELIMITATIONS OF THE STUDY

The study is delimited to the following points:

- 1.9.1 The study is delimited to two states, West Bengal and Gujarat and union territory, Chandigarh.
- 1.9.2 The study is delimited to one international study (Serbia).
- 1.9.3 The sample for Gujarat and Chandigarh is only delimited to State level officials (State Inclusive Education co-ordinator).
- 1.9.4 The study is delimited to only two blocks of Birbhum district, West Bengal.
- 1.9.5 The study is delimited to only class VI to VIII of Government and Government aided schools.

CHAPTER-II
REVIEW OF RELATED
LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The literature review is essential for examining the existing knowledge domain. It helps to promote better understanding of the thrust areas/ new trends of research in a particular field. It is necessary to review the studies related to the proposed research study in order to avoid unintentional duplication, and also to obtain potential information of the study. The review of related studies becomes a link between the proposed study as well as the studies already done in the area of proposed study, which provides a base or background for the development of the proposed study. It also helps to develop insight in a researcher to think and take up the problem in different directions and from different angles which previous researchers have not highlighted. Review of related literature enables a researcher to become acquainted with existing or recent knowledge in the proposed field of research and formulate the objectives and hypothesis for research and helps her/him to delimit the problem of research.

This chapter provides an outline of the broad field of existing literatures in the area of inclusive education. It also gives a theoretical foundation for understanding the existing monitoring mechanism in the field of inclusive education. An attempt has been made to put together a collection of published articles, research paper, reports, and theses in this chapter. The researcher considered both the literatures which were published before RPwD act and after RPwD act in the year of 2016. Before RPwD act education of CwDs was based on incentive based approach which comes under integrated system of education or consider as education of CwDs. But after RPwD act the education of CwDs come to its third phase that is inclusive education which is focused on outcome based approach.

The review of the literatures has been categorized into following themes-

Theme 1: Challenges faced in implementing inclusive education

Theme 2: Policy evaluation related to inclusive education

Theme 3: Issues related to retention and learning outcome of CwDs

Theme 4: Monitoring mechanism in inclusive education

2.2 CHALLENGES FACED IN IMPLEMENTING INCLUSIVE EDUCATION

2.2.1 Laskar, R. (2018), studied on 'A study on the system of Inclusive Education in West Bengal'. Through this study, the researcher has attempted to study the inclusive education status and government initiatives in West Bengal. The study area was delimited in Kolkata. Government officials were interviewed to get detailed responses and qualitative data analysis method was used. The Government was intended to improve the concept of Inclusive Education and offered financial support to children with disabilities by scholarships. Despite the Government's initiatives, the report showed that there were very few general schools with CwDs. Additionally, it was observed that in general classrooms, there was little allowance for splitting a class into parts if there were more than four or five special children in that class. These schools also lacked basic infrastructural facilities like ramps, handrails, etc considered quite important in facilitating attendance of special children to general schools. It was suggested in this study for taking initiatives on teacher training programme to deal with those CwDs, take participation of teachers in refresher courses to enhance their knowledge and also on training of parents.

2.2.2 Mukherjee, K. and Bera, G. S. (2017) conducted a study on 'The Challenges and Opportunities to Implement Inclusive Education in West Bengal'. The findings of this paper are based on literature review and authors' personal experiences. The paper started with brief policy background of educating CwDs in inclusive settings. The main impediments to promoting inclusive education in West Bengal were addressed in this article, including teachers', administrators' and policymakers' discriminatory attitudes against those children with disabilities, inadequacy in curriculum adaptation, school environment, teacher preparation, and financing. The researchers emphasise the importance of preparing teachers through reorienting teacher preparation programmes.

2.2.3 Singh, J. D. (2016) carried out a study entitled, 'Inclusive education in India-concept, needs and challenges'. The main aim of this article was to know the challenges to achieve inclusive education goal, how inclusive environment induce to promote and in what way quality education have provided to the students with disabilities. From the last five decades Govt. of India had initiated different schemes and programmes for implementing inclusive education. Those policies and schemes

which were discussed in this article are for Integrated Education for Disabled Children (IEDC), National Educational Policy, 1986, The World Declaration on Education for All (1990), initiative for teacher training by The Rehabilitation Council of India Act 1992, The National Policy for Persons with Disability, 2006 etc. The authors said that the number of disabled children in India is widely varied, so in school it is challenging to accommodate all their requirements. The major challenges which were discussed in this article are lack of human and non-human resources, inadequate no. of trained teachers, perpetuation of negative attitude of other peers, teachers as well as community. To meet these challenges cooperation among teachers, parents and community members is a vital point.

2.2.4 Tennant, L. (2016) in her conference paper ‘Inclusion and Special Education Teacher Preparation: Cross Roads between Traditional and New Approaches in the Classroom’ reviewed the legislations in India which impacted on the right to education of persons with disabilities. It addressed the evolving responsibilities of special educators and the increasing need to make the teacher training programmes, to address the needs of people with disabilities in inclusive environments. The paper concluded that in the Indian context it can be argued that the practice of inclusive education is a continuous process and it involves attitudinal changes, imparting training, availability of resources and crucial support from various stakeholders and policymakers to ensure that inclusive education can be adopted and practiced by teachers. It was focused in this article that the general education teachers requires proper knowledge and understanding of need of diverse learners, various pedagogical techniques and curriculum strategies.

2.2.5 Ahmad, K. F. (2015) conducted a study entitled, ‘Challenging exclusion: issues and concerns in inclusive education in India’. This paper mainly examined the present status of inclusive education in India as per different policy perspectives. Though there was a different policy initiative taken for growth of inclusive education in India but inclusive education is not properly implemented. In inclusive education, it is important to shift students with disabilities from special schools to the regular schools on the basis of their capabilities. But the author suggested that shifts also needed in the attitude of the stakeholders in schools, availability of adequate resources, innovative teaching-learning materials for delivering proper instruction and last but

not the least acceptance of children with disabilities in the society. Different challenges faced for implementing inclusive education were described in this paper. The findings of the paper suggested that there is a need of constantly monitoring the system and making necessary steps.

2.2.6 Tiwari, A., Das, A. and Sharma, M. (2015) conducted a study entitled ‘Inclusive education a “rhetoric” or “reality”? Teachers’ perspective and beliefs’. This study aimed to examine the perceptions and beliefs of general education teachers in Delhi, India, about the inclusion of students with disabilities (SwDs) in regular education classrooms. The findings of the study showed that most of the general teachers have limited knowledge on various policies related to inclusive education. Institutional support and implementation of inclusive set up in classroom are not favourable to implement it practically by the teachers. These SwDs were also discriminated by their peers which is also a big challenge to implement it. Teachers feel burden while conducting teaching – learning process for these SwDs. Due to these reasons those children are only sit in the class without participating in classroom activities.

2.3 POLICY EVALUATION RELATED TO INCLUSIVE EDUCATION

2.3.1 Ahmad, W. (2017), ‘Inclusive education: Policy Perspectives’ in his paper discussed the challenges faced by the Indian education system to achieve the target of inclusive education. The author reflected that it is equally important that children with disabilities should participate in all the activities of schools and achieve the targeted learning outcome in an inclusive education setting. Then the author discussed about various disability act to promote inclusive education. The main focus was given to the initiatives changes from Persons with Disabilities act 1995 to The Rights of Persons with Disabilities act (RPWD). The RPWD act welcomes the heterogeneous needs of different students with disabilities. The findings of the study highlighted that as per NSSO, 2003 about 94 percent CwDs did not received any educational services. The government policies before RPWD act mostly focused only on resources and physical access to the regular schools rather than pedagogical processes and assessment. Though there are massive effort taken in the field of inclusive education in India but there are lots of queries not only due to conceptual clarification of the term ‘Inclusive

education' but also due to the challenges faced for the implementation of policy initiatives.

2.3.2 Kaur, S. (2013) in a research paper entitled 'Fostering barrier free access for children with special needs in India' highlighted the relevance of barrier free access, particularly for the children with special educational needs. The paper centred mostly on the teaching-learning atmosphere provided to children with disabilities, as well as their access to the physical environment and the curriculum. Additionally, it addressed various Acts and legislation that focus primarily on barrier-free environments. This report based on a variety of secondary references. The article proposed critical measures for institutional administrators and developers to assist them in developing a mechanism to encourage accessibility and full inclusion by students with disabilities.

2.3.3 Kohama, A. (2012) in her study, 'Inclusive Education in India: A Country in Transition' concluded that the Government of India has crafted a number of policies for the education of children with disabilities after the independence in 1947. But their implementation has not upto mark and policies failed not only to create an inclusive system of education but also in reaching their goal of 'education for all' for the whole country. The author said that lack of political will, lack of public sector resources and capacity prevented proper implementation of such policies. The study recommended that it is imperative on the government to establish an appropriate system of monitoring for implementation of policies, make financial commitments for inclusive education for all, and impart training to teachers in inclusive teaching methods.

2.3.4 Sunardi et al. (2011) conducted a study on 'The Implementation of Inclusive Education for Students with Special Needs in Indonesia'. The aim of this study was to evaluate the implementation of inclusive education in Indonesia. All inclusive schools of Indonesia were taken as a population. The authors used both qualitative and quantitative data. On the basis of six indicators open ended questionnaires were used to collect data. Those six indicators were Management, Students, Curriculum, Instruction, Evaluation and External Supports. The authors recommended different strategies to improve inclusive education which were firstly, curriculum, institutional arrangements, instructional materials should be modified. Secondly, adequate resources should be provided to the inclusive schools. Thirdly, understanding the term

‘inclusive education’ is very much needed to increase awareness for inclusive education.

2.3.5 Hunt, P. F. (2009) published a document on ‘Evaluation of Inclusive Education Policies and Programmes in Armenia- UNICEF Armenia’. This document was basically based on different evaluation policies and programmes. The main objective of this evaluation was to review those governmental policies of inclusive education to check the present status and accordingly suggested to coordinate between national, regional and local levels to reduce the existing weaknesses. This document is based on qualitative study which included semi-structured interviews (22) and site visits (14). The findings of this report were presented on the basis of four categories which are Policy, Education Administration Practices, Inclusive Programmes and Special Schools, and Support Programmes. To know the effectiveness of the existing system this study tried to evaluate those policies in the context of special schools and also general schools. The study found out a gap between policy makers and implementers which is created due to decision making which is decentralised. The results of this evaluative study may help to take future action in the area of inclusive education not only at the national level but global level also.

2.3.6 Singal, N. (2009) conducted a study referring to the problem ‘Education of children with disabilities in India’. This paper was conducted for assisting to formulate a draft report in 2010 by Education for All Global Monitoring Report. The major findings of this paper highlighted that the government failed to meet the different issues of education of children with disabilities. Educational equality for various marginalised groups is the major initiative by the Government. It is very necessary to conduct research in the area of effectiveness of government efforts because governments invest lots of money for the education of marginalised groups. The major obstacle in the area of education of children with disabilities mentioned in this article is lack of coordination between the Ministry of Social Justice and Empowerment and Ministry of Human Resource and Development. The author suggested that these issues need to be addressed for proper implementation of inclusive education in India.

2.3.7 Sanjeev, K. and Kumar, K. (2007) studied on, ‘Inclusive education in India’. The aim of this paper was to describe the need of inclusive education in Indian

context. In this paper, policy trajectory of inclusive education in India was highlighted. This article highlighted the contribution of Rehabilitation Council of India (RCI), Integrated Education for Disabled Children (IEDC) scheme, PWD act and also SSA scheme. The main aim of these policy initiatives were to modify existing teacher education curriculum, making barrier free school environment and make the general schools disable friendly. Though these initiations were recommended but in many schools there were lack of infrastructure, poor teaching – learning process, untrained teachers which are the main issues in inclusive education.

2.4 ISSUES RELATED TO RETENTION AND LEARNING OUTCOME OF CwDs

2.4.1 Rao, P. et.al. (2020), conducted a study entitled ‘Towards an inclusive education framework for India- An analysis of Rights of Children with Disabilities and RTE act’. In this study it was founded from the talk of the stakeholders that special educators, government officials and teachers across the sample states found the existing curricula and assessment inaccessible to the CwDs. That’s why major issues were emerged from the teaching- learning process in inclusive education. It was mentioned in this study that there is a need of appropriate inclusive pedagogy. Absence of clear guideline regarding the modified assessment of these students was really challenging. The examination system seems to be burden to inclusive education. Inclusive education not only means to add the CwDs in the system of schooling but they should be read and pass the exam. Lack of proper assessment of those children resulted to lack of accountability towards those CwDs.

2.4.2 Bansal, S. (2016) conducted a study titled ‘Education in Chandigarh at elementary stage: Indicators and retention of CWSN’. The study was focused on the education of CWSN in Chandigarh at the elementary stage. In this paper the main indicators related to the enrolment and retention of the Children with Special Needs was discussed. The author said that it is important to evaluate the performance and step taken by SSA for implementation of the Act for children with special needs in Chandigarh. Variety of indicators of the year 2012-2013 and 2013-2014 had been discussed in this article. Those indicators were total enrolment, performance related indicators i.e., school approachability by road, playground, boundary wall, girls toilet, boys toilet, drinking water, mid day meal, electricity and ramp, pupil teacher the year

2012-13 to 2013-14 indicating a lot of efforts are being taken by government to universalizes primary education. The author raised the question of the high transition from primary to high primary education as another important indicator that is crucial to UEE. The findings showed that the children with special need left the school before even completing upper primary education. The author suggested that this issue should be taken into consideration.

2.4.3 Goyal, N. (2016), in a report entitled ‘Curriculum Adaptations for CWSN by SSA-Chandigarh’ discussed the initiatives taken by Chandigarh regarding curriculum adaptation for Children with Special Needs (CWSN). She reported that for creating effective environment in an inclusive set up, modification of existing general curriculum is needed. Chandigarh is a very good example of full inclusive settings for Children with Special Needs. With the help of adequate support and services, CWSN are participated in main stream education at par with their peers. Regardless of their academic level all students are working together in an inclusive classroom. Teachers are the main influencer to make a healthy relationship between CWSN and the students without special needs of same age. Another initiative started by Chandigarh is to accompany CWSN all times by assigning a buddy. Collaborative effort by subject teacher, class teacher and resource teacher is very useful while curriculum adaptation. Curriculum adaptation is done to mitigate the weaknesses identified in Individualised Education Plan (IEP). While evaluating CWSN the concessions given by CBSE is maintained.

2.4.4 Gupta, V. (2016) in her paper, ‘Educational Planning: Dropout of CWSN and SLD children in India’ analysed the data reported by Unified District Information System of Education (UDISE) on 10 types disabilities in schools since 2010. The data are mainly helpful to understand the pattern of enrollment and dropout of CWSN, specifically the data of children with specific learning disability who are missed out many times by the educational planners because it is a hidden disability. The drop out of CWSN starts from class V onwards that was revealed in this article. Only 12.02 % CWSN and 5.3% SLD are retained in class XII among those who enrolled in class I. Those students are getting enrolled in school but not retained adequately. So the author suggested that there is a great need to examine the existing policies to access and for retention of those children in schools. Teaching-learning strategies, evaluation

process different incentives schemes should be modified for retaining these enrolled CWSN.

2.4.5 Gupta, V. and Whitehead, R. (2014) conducted a study entitled ‘The Policies and Practices for Inclusion of Children with Specific Learning Disability (SPLD) in India’. The major aim of this article was to determine the extent to which children with SPLD were included in the educational system and to identify any weaknesses in their inclusion. In India, the DISE began collecting SPLD enrolment data in 2010, and ASER began collecting data on learning levels in elementary school. The DISE data indicates that the number of children enrolled in class VIII is less than the number of children enrolled in class 1 between the year 2011 and 2013. On the other hand, according to ASER national survey on learning levels (Pratham, 2013), 46.8 percent of children in class V could only read at the level of a class II text book. It was pointed out by the author that along with external factor internal factors are responsible for the low achievement for the SPLD. However, the findings of the article focused on the fact that there is no such survey on the factors contributing to low levels of learning. As a result, the author proposed that conducting a survey on the reasons for low level learning would almost certainly necessitate addressing the issue and taking appropriate action.

2.4.6 Gupta, V. (2009) in her article ‘Policy for Quality schooling and its Implementation under CBSE for Special Need Children’ discussed in details about the provisions made by the CBSE board specifically examination per se for those special need child. In the next part of this article it was highlighted about the implications of these provisions by conducting a case study of a special need child. The case study mainly captured the journey of a special need child from initial years of schooling to the secondary stages. The school failed to recognise this child's issue and made no changes to school subjects (exemption from third language), teaching methodologies, or examination as recommended by CBSE for a child having dyslexia. In this article it was suggested that it is very urgent to frame a sound policy and also its proper implementation to achieve the quality education for all.

2.5 MONITORING MECHANISM IN INCLUSIVE EDUCATION

2.5.1 Goyal, D. (2020) published an article entitled, ‘Assessing the level of inclusive education at the school level in India’. She focused in this article on how lack of

availability of data in inclusive education is a barrier while implementing various policy interventions. CwDs are remaining excluded from the education system in most of the part of India and progress beyond primary level, the author also highlighted this issue. As a reference she included the data of 76th round National Sample Survey on the retention rate of CwDs in school. It was also pin pointed by the author that ASER does not take into account the assessment of CwDs. Finally the author suggested designing a qualitative monitoring framework to evaluate the learning outcomes of CwDs and address the various issues related to their teaching-learning process.

2.5.2 In the report entitled, “**N for nose: State of Education Report for India 2019: Children with Disabilities**” by UNESCO; it was discussed in details about the lack of comprehensive data on CwDs which is a major obstacle while determining policy directions, planning programme, allocating budgets and evaluating implementation. It was also discussed in this report that Census of India, National Sample Survey and U-DISE are collected data on disability. But the data are not comparable because of the various nomenclatures used in these three sources. Lastly it was recommended to strengthening data system for useful planning, implementation and monitoring.

2.5.3 There was a policy brief compiled by **Bhutani, R.** and **Alkazi, R. M.** (2019) entitled, ‘Samagra Shiksha Abhiyan: What is there for inclusive education of children with disabilities?’ In this report there was a section discussing the monitoring and evaluation process of inclusive education which is a very important element to refine the programme. The monitoring part was very unclear regarding its functions and features of different monitoring bodies and also the stakeholders involved in this programme. It was mentioned that the school management committee, community participation, BRCs and CRCs could be involved in monitoring mechanisms of children with disabilities through identification, enrolment and participation of those children. It was mentioned in the scheme for state and central level that availability of school facilities must be provided to all schools. So, in this policy brief it was clearly identified that in monitoring mechanisms from local level authorities to the top level authorities can take part. But different aspects of the monitoring part are not clearly defined. That is a drawback of this scheme.

2.5.4 Gupta, V. (2019) conducted a study entitled ‘Policy and Practices for Inclusion of Children with Specific Learning Disability in Selected Schools’. In the methodology part the author tried to focus on the field data which led to understanding the process of monitoring the progress of CwSLD. The states were considered to be lacking in reporting formats or progress data on CwSLD education. The author found that 90% of schools do not use all of the desired teaching practices to enhance learning outcomes. The author put the reason that this inadequacy found due to gaps regarding teaching performance indicators and monitoring tools. It was also noticed that non availability of policy document on how classroom transaction should be carried out. So it was suggested by the author that the monitoring of SSA/RMSA/ other schemes such as the National Assessment Survey (NAS) by NCERT may comprises specific clauses for learning outcome and progression of children with disability in general and CwSLD in particular because it is an invisible disability.

2.5.5 On November, 2019 there was an article published in **Indian express** entitled, ‘Phoenix to keep a hawk’s eye on Chandigarh govt. school students’ performance’ where there was discussion about the application named phoenix app which was introduced by B L Sharma, Chandigarh Education Secretary at the New India Education Summit held in the city. It was reported in this article that through this app the data will be collected on students’ performance based on the prescribed learning outcome and accordingly teachers will have to provide special attention to whom who do not perform well.

2.5.6 Cerovic, T. K. et al. (2014) published a paper on ‘National Level of Inclusive Education Monitoring’ where authors had recognized education policy as one of the priorities for proper improvement of inclusive education. To monitor inclusive education, a monitoring framework developed by the Institute for Psychology. For various management levels like national, local and school level the monitoring framework was prepared. Those management levels can use the monitoring framework as a whole or for each level separately. The data collected via this process may be very helpful for future policy initiatives in the area of inclusive education because there should be consistency while collecting data from lower to higher level. The policy at the national or higher level will be functional only when the lower levels

function very deliberately by adapting the policies from the upper level. If the ground level failed to provide adequate data then the whole monitoring mechanism for inclusive education will be failed.

2.5.7 In the report ‘**Inclusive Education in SSA (2007)**’, it was highlighted that the focus of SSA is now changing which emphasized on those children who are not reaching out till date and also strategies should be adopted to retain these CWSN. This is the biggest challenge to implement the inclusive education successfully. Some other issues also need to be addressed which are -

- Once CWSN have been identified and enrolled, their retention should be tracked to ensure they complete their elementary school period.
- States should develop effective monitoring frameworks to evaluate both quantitative and qualitative progress and challenges in Inclusive Education.

2.5.8 Innovation awards for monitoring mechanism in different field of school education

In ‘**Compendium of Innovations and Good Practices in Educational Administration (2017-2018)**’ there were some awards related to monitoring aspects of school education. Innovation award was given to **Muralidhar Behera**, Block education Officer, Jamankira Block, Sambalpur District, Odisha for ‘Prarambha-project on academic excellence of class 1 students’. To make this project effective, regular monitoring and supervision had played an important role. The performance of the students and the teachers in terms of monthly assessment was reported in prescribed proformas. Daily performance and classroom activities were being monitored through WhatsApp. Zone wise review meetings were conducted for the teachers of class-I to ensure the progress of the project. Cross verification was done by the BEO, ABEO and CRCCs concerned in their respective clusters. Another award was given to **Rameshbhai S. Upadhyay**, District Primary Education Officer Sabarkantha District, Gujarat for ‘Brining transparency in educational administration’. Under the leadership of DPEO, a smart and accurate vigilance system was created across the district. Different Committees were formed to have strict supervision and monitoring network. The quality of work has been greatly enhanced. The transparency and accountability has improved. Teachers and schools were inspired to work differently and smartly. One was given to **Ranjan Kumar Giri**,

District Education Officer Bhadrak District, Odisha for ‘Management of mid-day meal through ‘SMS’ based monitoring system’. His areas of innovations were enhancing the quality of MDMs, Management of MDMs through ICT and Ensuring transparency in MDMs. The objective of successful implementation of MDM scheme has been achieved in Bhadrak District and hundred percent (100%) SMS based data collection for consecutive days were done in comparison to other 29 districts in Odisha.

In ‘**Compendium of innovations and good practices in educational administration (2016-2017)**’ there were some awards related to monitoring aspects of school education. Innovative award was given to **Sanjay Kumar B. Patel**, Block Resource Centre Coordinator, Vijapur Block, Mehsana district, Gujarat for ‘Gunotsav: Improving Education through Support of Monitoring Staff’. The programme is successful due to proper monitoring. Different action was taken by the Cluster resource centre co-ordinator at cluster level and they suggested essential remedial work for the improvement of the school. Another award was given to **M. K. Rai**, Joint Director, HRDD (south), Namchi, Sikkim for “Academic Monitoring and Quality Enhancement’. To reduce the dropout ‘Teacher Guardian’ initiative was taken where teachers can guide their students properly for academic achievement. After the success of this concept to provide quality monitoring on a regular basis, a monitoring team named as ‘School Chaley Hum’ was formed and took proper action to reduce the drawbacks. The innovation award was given to **Usha rani Saini**, Deputy Director Schools District West (B), Delhi for ‘Developing Effective Supervision and Monitoring Systems’. Due to lack of monitoring there was resistance in quality education. Effective monitoring mechanism was started with a new perspective. Regular monitoring had helped to know different issues of teachers and provide adequate support as per the need. One award was given to **Sharadwati Chowdhury**, District Project Officer, Bardhaman, West Bengal for ‘Improving Quality through Effective Supervision’. For improving the quality of the schools of Bardhaman; initiative was taken for effective supervision. The supervision was properly done in each level of officials i.e., school level, block level, sub-district level and district level for improving overall quality of govt. schools in Bardhaman district.

2.5.9 U-DISE is possibly the only database that gathers CWSN data on a daily basis by nature of disability. But the thing is U-DISE collected data on input variables and

also data related to the learning environment. In U-DISE, data which were collected based on the following parameter- total enrolment of CWSN, enrolment by gender, CWSN enrolment by nature of disability, percentage of schools with ramps, percentage of schools with toilet for CWSN and percentage of schools exclusively for CWSN.

2.5.10 Shaala Siddhi data of West Bengal, Gujrat and Chandigarh

Shaala Siddhi published a report on ‘School Performance Analytics: 2018-19’ which is an analysis of school evaluation for school improvement. The intention of Shaala Siddhi is to support schools for improvement. In core level of ‘Inclusion of Children with Special Needs’, Shaala Siddhi collect data of CWSN enrolled in different categories, no. of CWSN getting aids and appliances, whether resource person available or not.

In the state of West Bengal very few schools responded (5.49 percent of total schools). Among the responded schools in West Bengal, in core level ‘Inclusion of Children with Special Needs’, 33.39 percent schools has placed themselves against Level-1. The percentage of school in level-2 and level-3 is respectively 47.20 percent and 19.41 percent. In Gujarat about 14.60 percent of the total schools were responded among them 53.79 percent of the respondent schools were placed themselves at level-2. In Chandigarh maximum number of schools gave their response which is 92.9 percent of the total schools among them 51.69 percent schools placed themselves in level-2. This report suggested involving community and NGOs to identify the CWSN; provide subsequent support for inclusion of CWSN in general classroom and capacity building of teachers to teach CWSN with the help of various training.

2.5.11 PAB Minutes in respect of Samagra Shiksha for West Bengal, Chandigarh and Gujarat

The new approach of Samagra Shiksha has emphasized on improving learning outcomes where all administrators, schools, teachers and children would engage themselves in various activities mentioned in Samagra. The PAB minutes of Samagra Shiksha, 2020 for the State of West Bengal, Gujarat and the union territory Chandigarh were reviewed to know the present status of inclusive education in the respective states and union territory.

In West Bengal different activities were mentioned in PAB minutes, 2019 for proper implementation of inclusive education in schools. For the CWSN, budget was prepared based on various students oriented activities like identification of CWSN and arranging assessment camps for them, providing adequate resources like aids and appliances, braille books and provisions of escort allowances. It was also written in the minutes that different activities mentioned in this minute will provide a conducive learning environment to increase retention of CWSN children.

In PAB minutes of Chandigarh there was mentioned about the project 'Phoenix' which is being implemented to track the achievement of learning outcomes of all the students of elementary level. It will also enable the educational administrators to monitor the performance of teachers. A Mobile App has been launched to track the progress of students. The progress of all students upto elementary level is being shared with all the stakeholders.

In PAB minutes of Gujarat, it was reported that the Divyaan app will be used to monitor the progress of CWSN. Divyaan is a GPS-based app that monitors school, classroom, resource space, and home visits. The App assists in tracking the progress of various CWSN and Individualized Education Plan (IEP) schemes. This app connects 33 IE-CWSN District Coordinators, 2095 SEs, and approximately 1 lakh CWSN.

2.6 REFLECTIONS

In this chapter review of various articles, research papers, report and theses was done thematically. The review was divided into four themes like challenges faced in implementing inclusive education, policy evaluation related to inclusive education, retention and learning outcome of CwDs, and Monitoring mechanism of inclusive education.

The first theme is related with the challenges faced in implementing inclusive education; it is observed that much research has been done in this area. The challenges regarding inclusive education are non availability of adequate resources, lack of innovative teaching-learning materials, lack of human and non-human resources and inadequate no. of trained teachers. Why these challenges are remain in the area of inclusive education; there is dearth of literatures particularly focusing on these aspects. Some literatures suggest that even after the enactment of RPwD act, 2016 the

challenges in the area of inclusive education remain same. One of the main reasons is weak monitoring mechanism specifically in this area.

The second theme is related to evaluation of policies in the area of inclusive education. The literatures in this section was some studies on policy evaluation in India as well as abroad. Those studies highlighted that there are different policy initiatives done by the government for implementing inclusive education for Children with Disabilities. But the major issues while implementing different policy provisions is lack of monitoring and supervision. But in Indian context, literature shows that the government policies before RPwD act mostly focused only on resources and physical access to the regular schools rather than pedagogical processes and assessment. Due to not adequate monitoring mechanisms the policy intentions were not actualized in practical ground even after the enforcement of RPwD act 2016.

In the third theme it was observed that the retention of CwDs is not upto the mark. Due to various reasons the drop out of these children is very high. Though various concessions were given by the education directorate but many cases it is not properly used for those CwDs. The retention and drop out of CwDs become serious issue so there is a gap regarding translation of policy intension into good practices in inclusive school.

The last theme of related literature which is 'Monitoring mechanism of Inclusive Education' is the main theme of this study. There was a study done at Serbia where they introduced monitoring proformas from school level to national level for knowing the progression of implementation of any policy provisions of inclusive education. But in India, literatures suggest that there is not clarity regarding the role of various educational functionaries while monitoring the activities of inclusive education mentioned in Samagra Shiksha scheme. There is some literature related to the innovation award for monitoring mechanisms in different fields of school education. Innovation award highlighted how monitoring mechanism is important for strengthening any system in education. It is clear from those reviews that monitoring is an important mechanism for strengthening students' performance, bringing transparency in school administration, improving quality of education in schools, improving overall performance of school by supporting teachers and community, success of mid-day-meal programmes and also other schemes related to school education in different parts of India.

U-DISE and Shaala Siddhi collect data on access and process related variables of inclusive education not on learning outcome. The data which are collected in the context of inclusive education mostly based on the learning environment and input variable. There is a lack of monitoring tools, proformas regarding learning outcomes on inclusive education.

Literatures highlighted that in the area of inclusive education for educating CwDs Chandigarh and Gujarat performing better than West Bengal. In West Bengal different activities were mentioned in PAB minutes, 2019 for proper implementation of inclusive education in schools. How far these activities will affect the learning outcomes of CwDs that part is missing while monitoring these activities. In PAB minutes 2020-21 it was mentioned that in the new approach of Samagra, focus must be given to improve the learning outcome by using different interventions mentioned in Samagra. In this statement the intention of the policy is clearly visualized. But how these intentions will actualize that is the main concern.

In Shaala Siddhi report, there is a core standard 'Inclusion of Children with Special needs'. There was a guideline for Shaala Siddhi in the year 2015, in that guideline the level 1, level 2 and level 3 all the three descriptors are defined as per PWD act. Each core standard has descriptors in a hierarchical order across three levels (i.e., Level-1,2 and 3 where Level-3 is highest and Level-1 is lowest). In this report it was also highlighted that percentage of schools in level 2 among the total sampled schools in Chandigarh and Gujarat is more than the states of West Bengal.

In a nutshell it is clear from the review of related literature that there is an identifiable shortage of researches related to monitoring mechanisms of inclusive education for CwDs. In school education for monitoring purposes the indicators which are chosen mainly related to input variables and the variables related to the learning environment. There is a gap regarding the monitoring mechanism of learning outcome related variables for CwDs. In PAB minutes of Samagra Shiksha scheme it is clearly proposed to focus on the learning outcomes of the students by using different interventions mentioned in Samagra. But how this policy intention will be fulfilled that issue should be taken into consideration.

CHAPTER-3
RESEARCH
METHODOLOGY

CHAPTER III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology is the sequential and systematic way to solve any research problem. The central question of the methodology is –‘how the research is conducted?’ It begins to select the research problem and continuing after the research result. It contained various steps that a researcher would generally undertake while researching her/his research problem, as well as the rationale behind those steps. The methodology of the study includes the research method, population, sample size, tools, data collection procedure, and data analysis procedure. This chapter primarily explains the techniques and methods used in data collection, as well as how the data was analysed, which contributed to the conclusions discussed in the following chapter. This chapter is illustrated under the following broad headings-

Research Design and Method,
Sample and Sampling Procedures,
Data Collection Tools and
Data Analysis Technique.

3.2 RESEARCH QUESTIONS

The study is trying to find a reply of the following research questions:

- 3.2.1 How the monitoring mechanism is being followed at state, district, block, cluster and school level in West Bengal?
- 3.2.2 How different countries of the world monitor the status of inclusive education?
- 3.2.3 How the monitoring mechanism is being followed in Chandigarh and Gujarat?
- 3.2.4 What are the gaps in the existing monitoring mechanism of inclusive education in West Bengal?
- 3.2.5 What are way forward to improve the effectiveness of monitoring mechanism in inclusive education in West Bengal?

3.3 OBJECTIVES OF THE STUDY

In tune with the above spelt research questions, the objectives of the present study are as follows:

- 3.3.1 To study the comprehensiveness of monitoring mechanism available at state, district, block, cluster and school level of inclusive education in West Bengal.

- 3.3.2 To review the existing international monitoring mechanism in inclusive education.
- 3.3.3 To study the existing monitoring mechanism of inclusive education in Chandigarh and Gujarat.
- 3.3.4 To identify the issues related to the monitoring mechanism of inclusive education in West Bengal.
- 3.3.5 To recommend the areas of future intervention to improve the effectiveness of monitoring mechanism in inclusive education in West Bengal.

3.4 IDENTIFICATION AND DEFINITION OF VARIABLES

For educating CwDs in an inclusive school; variables related to input process and output all three are very important. In any education system there is a transformation process, where the inputs are transformed into outputs. So, input and process related variables in inclusive education will be successful only when it positively affects on learning outcomes of CwDs. That's why in this study focus is given to learning outcome related variables.

3.4.1 Variables related to input

The system of inclusive education can attain in its objective when certain inputs are provided to it. In inclusive education setting the inputs which are mentioned in Samagra Shiksha scheme are – availability of ramps, availability of toilets for CwDs, identification and assessment camps, distribution of aids and appliances, braille books and large print books, provisions of escort allowances and provisions of home based education for children with severe multiple disabilities.

3.4.2 Variables related to learning process

In inclusive education programme the process refers to teaching learning process which provides CwDs equal opportunities at par with their peers to enhance their capabilities. The process related indicators for inclusive education are - *existing curriculum and its coverage for inclusive education for CwDs, use of Universal Design of Learning (UDL), availability and use of Teaching Learning Materials, use of Individualized Education Plan and pedagogy used for CwDs.*

3.4.3 Variables related to learning outcome

Learning outcome is the end-product of educational inputs and process which are provided for inclusive education. Learning outcome related variables for CwDs are *learners' achievement, learners' progress, evaluation process*.

From the review of related literature it has been observed that for CwDs, Udise and Shaala Siddhi have collected data based on input and process related variables and there is a gap regarding monitoring mechanism to collect data on learning outcomes of CwDs. Researcher wants to know how learning outcomes of CwDs is monitored in different level like school, cluster, district and state level. In this context researcher mainly put focus to understand the status of monitoring mechanisms related to learning outcomes to improve the effectiveness of inclusive education for CwDs.

3.4.3.1 Definition of variables related to learning outcome

The learning outcome defined by NCERT as class-wise, process based which provide check points that are measurable in a qualitative or quantitative manner to assess the progress of a child as per the expected holistic learning for overall development of a child.

3.4.3.1.1 Learners' achievement

Here learners' achievement denotes the class wise (class VI to VIII) and also subject wise (Bengali, English, Math, Science and Social Science) achievement score of CwDs.

3.4.3.1.2 Learners' progress

Here learners' progress means what was the progress six months or one year before of a particular student and what is the progress at present. By comparing them, researcher tries to know the learner's progress.

3.4.3.1.4 Evaluation process

RTE talks about continuous and comprehensive evaluation processes. In this study evaluation process means what mechanisms are being followed to address the learning achievement of the CwDs and also what is the techniques of formative and summative evaluation whether these are oral, written or project work?

3.5 RESEARCH DESIGN AND METHOD

The present study is developed following qualitative research method as per the nature of data which were collected intensively from school heads, special educators, district inclusive education co-ordinator and state inclusive education co-ordinators. This study followed a descriptive survey research design. It was centered on a combination of both field based empirical data and document analysis of monitoring formats as well as reviews related to international monitoring mechanisms. The primary data was collected from the respondents by using questionnaire and interview schedule. A different set of questionnaire was framed for the school heads and special educators. Semi structured interview schedule were prepared to collect data from district and state inclusive education co-ordinator.

3.6 SAMPLE AND SAMPLING PROCEDURES

1 State level officials of West Bengal, 1 State level officials of Chandigarh, 1 State level officials Gujarat, 1 District level officials of Birbhum district of West Bengal, 6 block/cluster level officials, from each cluster 2 school was selected (total 8 schools).

The sample was selected based on the proportion of CWSN to total enrolment from U-DISE data 2017-2018. In the year 2017-2018 the proportion of CWSN to total enrolment is 0.92 in India. West Bengal is selected as a sample state where proportion of CWSN to total enrolment is less than India which is 0.88. The state Gujarat is selected where proportion of CWSN to total enrolment is 1 which is higher than the India. In the same way one union territory is also selected as a sample where proportion of CWSN to total enrolment is 2. The review of related literatures also helps to select the sample state for this study.

Birbhum district is selected as a sample district in West Bengal where proportion of CWSN to total enrolment is 0.9 which is same as India and greater than proportion of West Bengal.

Two blocks are selected as a sample in Birbhum district where proportion of CWSN to total enrolment is higher than 1.

From each circle level, two schools were selected on the basis of enrolment of CWSN with the assumptions that if CWSN are enrolled in the schools then what are the monitoring mechanisms available to monitor the variables related to learning outcome used in this study. The schools were government and government aided in nature

where only CwDs enrolled from class VI to VIII were taken as a sample from elementary level.

Table 3.1: Description of Sample Distribution

Sl. No.	States/UT	Officials			
		State inclusive education co-ordinator	District inclusive education co-ordinator	Block/cluster resource center co-ordinator	Head/principals of the schools
1.	West Bengal	1	1	6	8
2.	Gujarat	1	-	-	-
3.	Chandigarh	1	-	-	-
Total		3	1	6	8

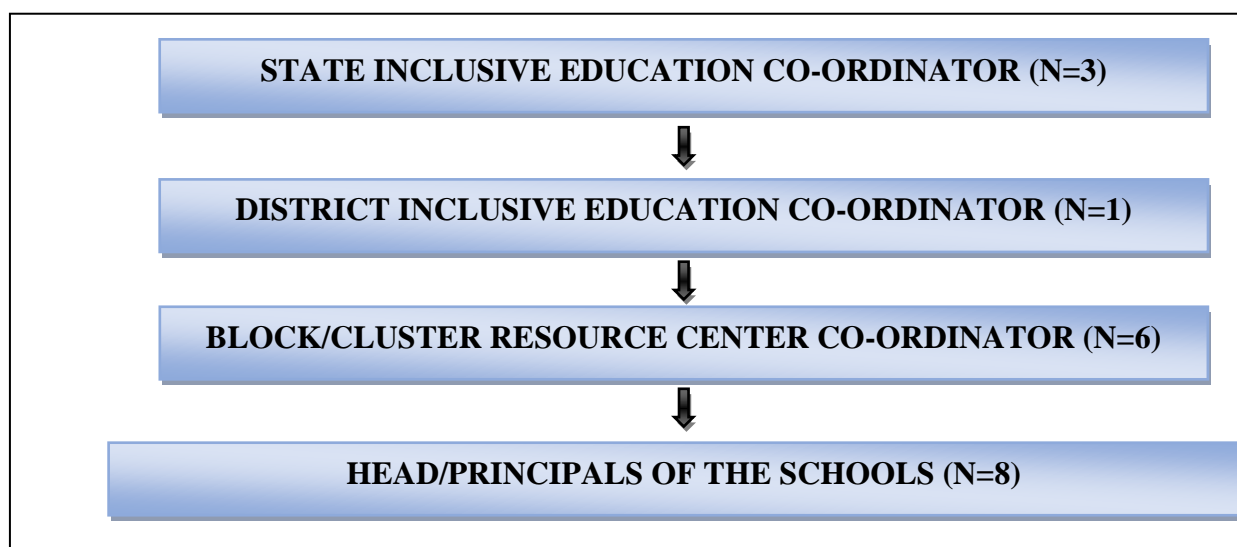


Chart 3.1: Total number of sample for data collection

3.7. DATA COLLECTION TOOLS

The tools in the present study are designed by keeping in view the objectives of the study. Those tools are as follows

3.7.1 Questionnaire for school heads (Appendix A.1)

Questionnaires for school heads were prepared. The details instructions to fill up the questionnaires were given. School heads were asked to fill up the data on total number of CwDs enrolled from class VI to VIII, schedule of conducting formative and summative examinations, whether concessions given to CwDs in examination, what

are their learning achievement score in various subjects, what are the various evaluations techniques used, how they keep record of learning outcome of CwDs etc. The questionnaire focused more on the status of monitoring mechanisms to keep record on learning outcome of CwDs, what are the issues regarding monitoring mechanisms and what would be the way forward to overcome those issues. School heads were requested to attach necessary documents whatever required for this study.

3.7.2 Questionnaire for special educators (Appendix A.2)

Questionnaires were designed for special educators to collect data on the status of monitoring mechanisms in block/cluster level to monitor the learning outcome of CwDs. Frequency of visiting schools by the special educators, areas on which special educators collected data from schools, what is the mechanism to understand the learning progress of CwDs in schools, what is the evaluation techniques used in schools for CwDs, whether state authorities provided guideline to monitor the learning outcomes of CwDs, monitoring format available at block/cluster level to monitor the learning outcome of CwDs, in which areas district and state level authorities collect data from block/cluster level. In the last two items of the questionnaires special educators were asked to highlight the issues regarding monitoring mechanisms on learning outcome of CwDs. They were requested to attach IEP format and special educators' dairy's format.

3.7.3 Interview schedule for district inclusive education co-ordinator (Appendix A.3)

Semi- structured interview schedule were prepared to conduct in-depth interviews with district inclusive education co-ordinators to understand the present status of monitoring mechanisms to monitor the learning outcomes of CwDs at district level and what are the issues related to it. The questions asked related to the frequencies of visiting schools and block/cluster level for monitoring, how special educators collect data on learning outcomes of CwDs, what the areas district inclusive education co-ordinators collect data of CwDs, whether state authority provided any guideline to district level officials for monitoring the learning outcome of CwDs, monitoring format available at district level to collect data of learning outcome of CwDs, areas on which state level officials collect data of CwDs from district level. District inclusive education co-ordinator asked to provide necessary documents for the study.

3.7.4 Interview schedule for state inclusive education co-ordinator (Appendix A.4)

Semi- structured interview schedule were prepared to conduct in-depth interviews with state inclusive education co-ordinators. Telephonic interviews were conducted. They were asked to discuss on the present status of monitoring mechanisms to collect data on learning outcome, what is the format of monitoring, what are the issues regarding this and lastly requested to throw some light on the way forward to improve the present monitoring mechanism to collect data on learning outcomes of CwDs. State inclusive education co-ordinator asked to provide necessary documents for the study.

3.8 PREPARATIONS OF ITEMS FOR THE QUESTIONNAIRES

Before framing each item in the questionnaire a thorough review of related literatures were done and research questions and objectives were framed. Different sets of questionnaires were prepared for school heads and special educators to understand the status of monitoring mechanisms to monitor the learning outcomes of CwDs by different level of officials.

3.9. VALIDITY AND RELIABILITY

For establishing content validity, the preliminary questionnaires were circulated to some experts in this field of educations, peer groups and some senior researchers. They were asked to assess the items. Based on their valuable suggestions and comments some items were modified. Some items which are not relevant for this study were removed and some items were reframed again. The language of some items was changed to get more clear response from the respondents.

3.10. DETAILS OF CONDUCTION OF INTERVIEWS

In this study the interview schedule used to collect data are basically semi-structured in nature. That's why in the interview process the questions that did not followed to answer the objectives of the study, were replaced by new questions that were emerged during the interview session. The interviews were conducted at the most convenient time for the interviewees, as the researcher always schedule appointments with them and questions were asked as per the semi-structured interview schedule. Telephonic interviews were done with all state inclusive education co-ordinator and face to face were done with district inclusive education co-ordinator of Birbhum district, West

Bengal. During an interview session an averagely 30 to 40 minutes were used for each participant.

3.11 ETHICAL ISSUES

The researcher gathered data with the respondents' informed consent. In the questionnaires for school heads and special educators the purpose of the study was explained. During the interviews, the researcher explained to the respondents the goals of the study, why the specific participants were selected, and allowed them to ask questions about the study, which the researcher tried to answer properly. The respondents were also assured of confidentiality of the data provided by them.

3.12 DATA ANALYSIS

The data were mainly qualitative in nature. The researcher has employed a logical and rational analysis procedure for different document-related to monitoring mechanisms of inclusive education to monitor learning outcome of CwDs. Document analysis of monitoring format available at different level of officials was done to know th status of existing monitoring format to monitor the learning outcome of CwDs. Interviews were transcribed and analysed theme wise. In the same way data collected through questionnaires also thematically analysed.

Table 3.2: Objective Wise Themes and Data Sources

Objectives	Themes	Data Sources
To study the comprehensiveness of monitoring mechanism available at state, district, block, cluster and school level of inclusive education in West Bengal.	<ol style="list-style-type: none"> 1. School level monitoring mechanism 2. Block/cluster level monitoring mechanism 3. District level monitoring mechanism 4. State level monitoring mechanism 	Schools heads, Special educators, district inclusive education co-ordinator, state inclusive education co ordinator (West Bengal).
To review the existing international monitoring mechanism in inclusive education. To study the existing	<ol style="list-style-type: none"> 1. National level monitoring mechanism 2. Municipal level monitoring framework 	Review of related literature.

<p>monitoring mechanism of inclusive education in Chandigarh and Gujarat.</p>	<p>3. School level monitoring framework</p>	
<p>To study the existing monitoring mechanism of inclusive education in Chandigarh and Gujarat.</p>	<p>1. Monitoring mechanism in Chandigarh 1.1 Monitoring through Phoenix app 1.2 Role of cluster resource centre co-ordinator in monitoring 1.3 Role of teachers in monitoring 1.4 Status of IEP</p> <p>2. Monitoring mechanism in Gujarat 2.1 Monitoring through ‘Divyaan’ application 2.2 Status of IEP 2.3 Role of special educator in monitoring 2.4 Follow-up 2.5 Teacher training through Chetna application</p>	<p>State inclusive education co-ordinator Chandigarh, State inclusive education co-ordinator Gujarat</p>
<p>To identify the issues related to the monitoring mechanism of inclusive education in West Bengal.</p>	<p>1. Inadequate monitoring tools 2. Lack of time for monitoring 3. Lack of co-ordination among different level of officials 4. Lack of teachers’ competency 5. No circular for concessions in examination 6. Issues related to special educators</p>	<p>Schools heads, Special educators, district inclusive education co-ordinator, state inclusive education co ordinator. (West Bengal)</p>
<p>To recommend the areas of future intervention to improve the effectiveness of monitoring mechanism in inclusive education in West Bengal.</p>	<p>1. Designing, adapting and modifying the existing monitoring framework 2. Innovative practices should be encouraged 3. Single consolidated monitoring format 4. Reduce administrative responsibility 5. Follow up mechanism required</p>	<p>Schools heads, Special educators, district inclusive education co-ordinator, state inclusive education co ordinator and also</p>

	<p>6.Capacity building of general teachers</p> <p>7.Immediate recruitment of special educators</p> <p>8.Inter-state workshop, seminar, conference should be arranged</p> <p>9.Indicators of learning outcome should be clearly defined</p> <p>10.Synergies build among different level of officials from school to state level</p> <p>11.Directorate of school education has to issue a circular on evaluation and examination provisions for CwDs</p> <p>12. Formulate and execution of proper rules and regulation on monitoring the learning outcomes of CwDs</p>	the researcher.
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3.13. METHODOLOGICAL DIAGRAM

Table 3.3: Methodological diagram

Objectives	Variables	Data source	Tools for data collection	Nature of the data	Data analysis
To study the comprehensiveness of monitoring mechanism available at state, district, block, cluster and school level of inclusive education in West Bengal.	To see the different monitoring proformas used at state, district, block, cluster and school level.	State inclusive education co-ordinator, District inclusive education co-ordinator, special educators, school	Questionnaire and interview schedule	Qualitative	Thematic analysis of the collected data was done.

		heads.			
To review the existing international monitoring mechanism in inclusive education.	To see the international research studies which are conducted regarding the monitoring mechanism of inclusive education.	Existing international literatures on monitoring mechanisms in inclusive education.	Existing international literatures on monitoring mechanisms in inclusive education.	Qualitative	Document analysis of existing international literatures on monitoring mechanisms in inclusive education.
To study the existing monitoring mechanism of inclusive education in Chandigarh and Gujarat.	Existing monitoring proformas to monitor the learning outcome of CwDs in inclusive education.	State Inclusive education co-ordinators.	Interview schedule.	Qualitative	Thematic analysis of the collected data was done.
To identify the issues related to the monitoring mechanism of inclusive education in West Bengal.	Different monitoring proformas used by different levels of officials to monitor the learning outcome of CwDs.	State inclusive education co-ordinator, District inclusive education co-ordinator, block	Questionnaire and interview schedule.	Qualitative	Thematic analysis of the data was done

		resource centre co-ordinator, cluster resource centre co-ordinator, school heads.			
To recommend the areas of future intervention to improve the effectiveness of monitoring mechanism in inclusive education in West Bengal.	Existing monitoring proformas to monitor the learning outcome of CwDs in inclusive education.	Analysis of objective 1, 2 and 3.	-	Qualitative	Data were analysed on the basis of findings from objective 2 and 3.

CHAPTER-IV
DATA ANALYSIS AND
INTERPRETATION

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The present chapter deals with the main findings of the study. The purpose of data analysis is to sort data into meaningful and interpretable form. Interpretations are drawn from the analyzed data which further helps in drawing conclusions. Objective wise data analysis and interpretation was presented in this chapter by dividing into various themes as per the nature of the data. For objective one, the analysis was done under various level of monitoring mechanisms in school education i.e., school level monitoring practices, block/cluster level monitoring practices, district level monitoring practices and state level monitoring practices. Detailed literature review of the study ‘Monitoring Framework for Inclusive Education in Serbia’ conducted by Cerovic, Babic, Jovanovic et al. in 2014 was done to analyse the comprehensive monitoring mechanism present in Serbia. In objective three, detailed status of monitoring mechanisms in Chandigarh and Gujarat was analysed and interpreted. In next section researcher comparatively analysed monitoring mechanisms presented in West Bengal, Gujarat, Chandigarh and Serbia (International monitoring mechanism) to understand which one perform better and could be an example for low performing state in the area of monitoring learning outcome of CwDs. In objective four, the researcher explored the challenges faced while monitoring the learning outcome of CwDs in West Bengal which was analysed theme wise and accordingly in objective five, recommendations were suggested to overcome the challenges.

4.2 TO STUDY THE COMPREHENSIVENESS OF MONITORING MECHANISM AVAILABLE AT STATE, DISTRICT, BLOCK, CLUSTER AND SCHOOL LEVEL OF INCLUSIVE EDUCATION IN WEST BENGAL

4.2.1 School level monitoring practices

4.2.1.1 Pupil wise progress report card

It was analysed from the questionnaires of school heads that only pupil wise progress report card is maintained to capture data of learning outcome of CwDs in schools. Most of the CwDs belong to poor economic background and their parents are focusing on getting economic benefits rather than teaching-learning. The CwDs are enrolled in school for availing scholarship, mid-day meal, stipend, escort allowance, others

economic and social benefits, etc (Appendix B.1). There is not any single school where teachers keep record of learning outcomes of CwDs in their daily diary, schools have not proper documentation on the learning progress of those children and school do not have any evaluation report to capture the learning outcome data of CwDs. There is 'no detention policy' from class VI-VIII so, all the children with or without disabilities promoted from one class to another. Among them some students with disabilities like children with low vision, children with physical disability have learning progress at par with their peers at their own interest and passion towards learning.

There is not any monitoring format provided by directorate of school education to collect data of learning outcome of CwDs from school level. Only U-DISE (Appendix B.2) collected data on total number of enrolment of CwDs, availability of ramps, availability of toilets for CwDs. At cluster level, special educators also collected data on total number of CwDs enrolled in schools, distribution of aids and appliances etc from the school heads.

4.2.1.2 Status of Individualised Education Plan (IEP)

As per RPwD act IEP should be design for each child to keep the educational, functional and behavioural record of CwDs. But while data collection in any schools no single format of IEP provided by the head of the school. One of the school head stated that. *“The teachers are not competent enough and the system is not ready to teach those CwDs in inclusive classroom. So, special educators are kept record of IEP at resource room only”*.

4.2.2 Block/Cluster level monitoring practices

In West Bengal one block is divided into two circles where special educators are co-ordinating among school and district level authorities. It is analysed from data collected from special educators that they had provided three types of facilities to those CwDs like resource room support, teach those children with other students in schools, and for some children with severe disability have to provide home based education. One of the special educators reported in the questionnaire that, *“There is a government order for giving them extra time and candidates may be permitted to use the services of an amanuensis. But in primary or elementary level this system is not*

started. Apart from board examination in other classes evaluation system is same like other students without disabilities”.

4.2.2.1 Status of Individualised Education Plan (IEP)

As per answer given in the questionnaire it is observed that after getting admission, in school all the details are collected by special educators in Individualized Education Plan (IEP) format (Appendix B.3) . The goal is set up in each 6 month. This is the progress which can be shown in pen and paper. In IEP format the data of learning achievement is collected under the broad heading educational report which is further divided into two sub headings which are preschool level and school level. In preschool level the data of their pre reading and pre writing along with their problems related to understanding of various educational concepts is captured. In school level the data regarding their level of conception, concept of alphabet/word/sentence, concept of math is collected in IEP format.

4.2.2.2 Daily diary (Appendix B.4)

State ordered to the district to develop an monitoring tool for special educators where they put the data of visited school, what is the name of the CWSN, which class they are enrolled, what are the status of their work means academically what is their learning status, as a special educator what works are done for this specific child, what is her/his learning outcome and accordingly plan for next visit also set up by the special educators. In this daily diary special educators also recorded the requirement of need based support for CWSN by discussing with school teachers.

4.2.3 District level monitoring practices

4.2.3.1 Status of Individualised Education Plan (IEP)

It was reported in the interview with district inclusive education co-ordinator that learning outcomes data of CwDs is recorded in the same way like others students without disabilities. But for them there is some specialty. Through IEP (Appendix B.5) file the learning outcomes data is collected. As per Birbhum district inclusive education co-ordinator IEP profile is used only for children visually impairment, children with hearing impairment, children with low vision, children with intellectual disability, and children with autism.

4.2.3.2 Format for visiting Cluster resource center

In the format of visiting CLRC (Appendix B.6), district inclusive education co-ordinator collect information on whether attendance registrar of special educators are available or not, whether attendance registrar of CWSN is available or not, teaching learning materials are available or not, status of distribution of braille books and large print books, daily diary of special educators are maintaining properly or not, status of IEP file, name of the schools or home visited by special educators. Apart from these the others data collected on the information on activity related on inclusive education like IEDSS grant, orientation of parents of CWSN, assessment camp, travelling escort allowance, grant for functioning and strengthening resource room under two sub headings activity complete on and utilization status.

4.2.4 State level monitoring practices

4.2.4.1 No specific format for learning outcome

According to state inclusive education co-ordinator of West Bengal, there is not any monitoring mechanism followed specially for learning outcomes of CWSN. There is no centralized rule to collect data on learning outcomes of CwDs. As per PAB approval what are the programmes conducted at institutions level that are monitored. He said, *“NCERT measures the learning outcomes of all students including CWSN on National Achievement Survey. All States follow that. So our state is not different it also provide data to NAS of all students including CwDs. Apart from NAS in all India level, there is no specific monitoring mechanism followed to monitor the learning outcome of CwDs in state level, West Bengal”*.

4.2.4.2 Status of Individualised Education Plan (IEP)

The enrolment data is collected through U-DISE and Child Register but there is no mention about collection of data of IEP in Child Register, as per the state inclusive education co-ordinator, West Bengal. He put a contrasting view on the use of IEP by stating that *“IEP is followed mainly for child having severe level disabled child who seeks home based support and resource room support”*. In state level only the data related to ‘total number of IEP developed’ is captured which does not provide any substantive outcome to improve the education of CwDs. The monitoring mechanisms related to status of IEP are basically followed upto district level in collaboration with special educators at cluster resource center.

4.2.4.3 Format of collecting data from district level

On the quarterly report of inclusive education (Appendix B.7), data which are collected by state inclusive education co-ordinator are number of CWSN enrolled in elementary classes, no of CWSN covered through special educators at resource room, no of IEP developed, total number of CWSN covered through home based education, actual number of CWSN provided with braille books, large print books during one academic session, number of CWSN provided with aids and appliances, number of special educators oriented on UDL, total number of resource room functioning in district, total number of CWSN covered through resource room. So in the format of collecting data from district level the state inclusive education co-ordinator only collect data related to input and process variables of inclusive education. There is a gap prevailed while collecting data on learning outcomes of CwDs.

4.2.5 Findings

- 4.2.5.1 At school level only progress report card was used to capture data of learning outcome of CwDs.
- 4.2.5.2 At cluster level in Individualised Education Plan there was a small section to collect data of learning outcome of CwDs.
- 4.2.5.3 In the daily dairy of the special educators learning progress of CwDs and the goal for next visit was decided.
- 4.2.5.4 As per Birbhum district inclusive education co-ordinator, IEP profile was used only for children visually impairment, children with hearing impairment, children with low vision, children with intellectual disability, and children with autism.
- 4.2.5.5 In the format of visiting CLRC the basic data related to enrolment of CWSN, status of providing aids and appliances, status of IEP file were captured.
- 4.2.5.6 At the state level as per PAB approval what are the programe conducted at institutions level that were monitored.
- 4.2.5.7 There was no specific monitoring mechanism followed at state level to monitor the learning outcome of CwDs.

4.3 TO REVIEW THE EXISTING INTERNATIONAL MONITORING MECHANISM IN INCLUSIVE EDUCATION

The researcher reviewed a study entitled ‘Monitoring Framework for Inclusive Education in Serbia’ conducted by Cerovic, Babic, Jovanovic et al. in 2014. Monitoring framework designed by Serbia for inclusive education is a multifunctional monitoring framework where all hierarchical level of educational sectors were included i.e., school, municipal level and national level which is a comprehensive monitoring framework in the area of inclusive education in Serbia so far. Input, process and output indicators were taken into consideration while designing the monitoring framework for different level of officials. Here the assumption was that if input and process indicators functions successfully it will affects on the output indicators. There was also logic for using input, process and output indicators. It was suggested in this report that in the first few years of inclusive education monitoring should be done to check whether input indicators are reached to all beneficiaries or not, then focus should be given on process variables to monitor whether these indicators are properly implemented or not and finally focus should be switched on to monitor the learning outcome indicators.

There was a specific reason behind designing the monitoring format of inclusive education in Serbia. Due to the absence of integrated database it is required to establish a comprehensive monitoring framework in inclusive education in Serbia. Inclusive education in Serbia mostly introduced through various projects. In that case monitoring is only done related to input rather than process and output indicators due to the requirement of data in project work for fund. The least frequent research areas were their participation in mainstream education, performance of them, monitoring the individualised education plan and co-operations of various levels of stakeholders in inclusive education. This gap of research from the year of 2009-2013 indicates the need of developing a comprehensive monitoring framework.

4.3.1 National Level monitoring mechanism

It had been decided to conduct monitoring at national level in two years of cycle to monitor the progress of inclusive education that would be publicly available. The effects of input and process indicators on overall success in inclusive education are described by the second form of indicator in this context. The “minimum set” and the “optimum set” are two subsets of these indicators. Both are developed at the school

level and summarized at national level. This framework is designed by considering all the aspects of monitoring i.e., values for each indicators and who will do the monitoring.

At the national level, indicators of CwDs achievement (academic and non-academic) are classified into two categories: a minimum set of indicators and an optimum set of indicators. The minimum and optimum set indicates that the achievement of those children grows steadily and schools reports these regularly.

The target/indicators for minimum and optimum set are-

- The coverage of those children increases in school.
- Their academic performance improves.
- Their dropout rate decreases with compare to the total enrolment.
- Performance in school leaving exam improves.
- IEP provides good results.
- Reporting of inclusive education is regular.
- School management promotes and addresses challenges effectively with inclusive education.

At the national level, there is a designated national institution tasked with the primary responsibility of promoting and monitoring inclusive education. The designated inclusive education institution or units function successfully; they produce reports, maintain an official website, and have units within national institutions or routine annual programmes tasked with the primary responsibility of promoting and monitoring inclusive education.

In this study it was described that, the target year for tracking minimum level indicators is 2015, where empirical data will be needed at the school level, with 50% of schools being captured in 2015 and 75% of schools being captured in 2017. From the year 2020 monitoring the optimum set of indicators will be started, with empirical data produced at school level where empirical data generated at the school level required.

4.3.2 Municipal Level monitoring mechanism

At the municipal level, inclusive education framework is created using the same indicators that are used to create the national monitoring framework. The outcome indicators mainly depend on the inclusiveness quality indicators collected from school

level. The information gathered at the municipal level is used not only for reporting at the local level, but also as a tool for inter-municipal exchange, collaboration, and alignment. The following are the two sets of indicators that were used to establish a monitoring framework at the municipal level to assess the quality of inclusive education:-

The minimum and optimum set comprises the following indicators:

- At municipal level coverage of those children in school increases.
- Their academic performance improves.
- Performance in the school-leaving examination improves.
- IEP have positive impact on education.
- Decreases in drop-out rate of students (at all stages of education).
- Students progress to higher levels of schooling at the same pace as the overall population.
- The absence of students is not greater than the absenteeism of other students (at all levels of education).
- Their motivation and satisfaction with school is high (at all education levels).

The institutions responsible for collecting data at municipal level are designated as unit/service/person in charge of inclusive education. For this purpose, empirical data is primarily required.

4.3.3 School Level monitoring mechanism

The school level monitoring framework is the base of all level of monitoring framework designed to monitor inclusive education. The orientation of the educational system toward equity, quality, and inclusiveness is fundamental to the development and improvement of inclusiveness. Educational quality and equity are defined by the characteristics of teaching, extracurricular activities, and school climate that enable them to be measured and evaluated at the school level. This means that in addition to their diagnostic function, all educational quality and equity indicators established at the school level are important from a developmental perspective.

Finally, regardless of how significant their contribution might be, the proposed framework is based on the premise that schools are only one component in a chain of agencies, organisations, and individuals responsible for enhancing and supporting

educational quality, equity, and accessibility. At the school level, indicators of inclusive education are organised into the following categories:

Table 4.1: Characteristics of educational process, school ethos and support to education inclusiveness

Characteristics of education process	Characteristics of school ethos	Characteristics of support to education inclusiveness
Enrolment policy and procedures	Safety of school environment	Physical and material support
Teaching/learning quality of lessons delivered	Antidiscrimination	Remedial and supplementary teaching
School records of achievements and progress of students	Engagement of students in school life	Development and implementation of IEPs
High expectations of students and student's motivation	Engagement of parents and support to parents	Pedagogical assistants
Quality of transition	School management	Support to teachers
Absenteeism	School pro-activity	Cooperation of school and other institutions
Social integration, satisfaction and students' wellbeing	Inclusive school policy	Finances

Quantitative data from school records; thematic reports from class observations; qualitative data and individual assessments are the types of data obtained from schools. Scores on assessment scales; Case studies are also used (narrative). The data is collected from the school principal, psychologists, students, parents, teachers, teaching assistants, inclusive education support network associates and person in local government responsible for inclusive education.

4.3.4 Findings

The major findings which emerged from the review of monitoring mechanism of inclusive education in Serbia are-

- 4.3.4.1 A comparative study of frameworks for monitoring the standard of inclusive education used in the Netherlands, the United Kingdom (Wales and Scotland), Australia (Victoria State), and New Zealand influenced the development of a monitoring framework in inclusive education for Serbia.

- 4.3.4.2 The monitoring framework addressed all organizational and governance levels of the educational system.
- 4.3.4.3 Input, process, and output indicators had been established for each stage of the monitoring framework.
- 4.3.4.4 The monitoring framework helped in developing a common understanding of expected effects in different phases of inclusive education implementation, measuring the impact of inclusive education and drawing conclusions on positive and negative changes in different aspects of the educational system at different times periods during implementation (e.g. during the beginning years the focus is more on monitoring inputs and part of the processes, later on the focus is on all processes and outcomes).
- 4.3.4.5 Additionally, the monitoring process took a multi-perspective approach by including multiple stakeholders in the education system as respondents (students, parents, teachers, principals, councillors, and ministry staff).

4.4 TO STUDY THE EXISTING MONITORING MECHANISM OF INCLUSIVE EDUCATION IN CHANDIGARH AND GUJARAT

4.4.1 Existing monitoring mechanism of inclusive education in Chandigarh

4.4.1.1 Monitoring through Phoenix app

It was reported in the interview with state inclusive education co-ordinator of Chandigarh that 'Phoenix' app is a mobile application through which the performance of every government school students is monitored in Chandigarh. The monitoring is available in school level based on two points which are- first one is students who are perform above their grade level and second one is those who have not grade appropriate learning outcome. The CwDs are fall under the second level where they have not get grade appropriate learning outcome. There is a provision in the app that whether child is need special support or not. If the child need special support then manually in their Individualised Educational Plan this points are updated. Educational plans are based on learning outcome developed by NCERT. In this app learning outcome is defined in a centralized form, teachers do the grading according to that. This updates are done in a monthly basis from the schools directly. User id of this app is unique id which is provided to the school only. The data is reviewed by school principals at preliminary stage and then by administrators from education department, supervising officials and the education secretary himself. Where the grade level of

the students and appropriate academic level has too much variation specifically intellectual disabilities then in that case this data is captured in IEP format. It is done offline. After regular assessment there is individualised file which is updated regularly.

4.4.1.2 Role of cluster resource centre co-ordinator in monitoring

The CwDs come to resource room when they require therapist, medical requirement, one to one disability issues, need support service, behaviour issue, requirement of counseling, or others activities which are not possible in school for that issue they visit to the resource room. Otherwise their education is taken care by the school only. Special educators make visit to the school two days in a week.

4.4.1.3 Role of teachers in monitoring

In school special educators, guide the school teachers in various issues regarding the education of CWSN. There is CWSN in charge in every school who make hand holding to the class teachers and subject teachers in the absence of special educators. Simultaneously regular trainings are provided to the class teachers and subject teachers under the provisions of Samagra Shiksha. In those training programme orientation is given how to teach those CwDs in inclusive classroom. State inclusive education co-ordinator said that *“Ultimately the responsibility of a child is on their teacher; that’s why we are trying to provide adequate teaching-learning to those CwDs at the level of school only and in the same way monitoring of their learning outcome also done from the school level only”*.

4.4.1.4 Status of IEP (Appendix B.8)

As per state inclusive education co-ordinator, Chandigarh from the state level an outline of IEP is provided. But inside of that there is a section for special educators and class teachers who decide what should be the annual goal and their interventions. In IEP firstly the basic data like strengths, weakness and interest areas of CwDs is collected. Then in next section specific data related to learning outcome of CwDs like subject, chapter, learning outcome relevant to chapter, current level, teaching strategy to be adopted, teaching learning material required, mode of assessment, achievement/output are collected. Special educators and class teachers both plan the goal and interventions by taking mutual decision before starting the academic session.

4.4.2 Existing monitoring mechanism of inclusive education in Gujarat

4.4.2.1 Monitoring through ‘Divyaan’ application

The state of Gujarat developed an app ‘Divyaan’ which was piloted in 2019. Data regarding no. of schools, no. of CWSN, how many students are enrolled in schools, no. of resource room, learning outcome of CWSN are captured in this app. It was reported in the interview that state used the learning outcome indicators developed by NCERT which was adopted by GCERT. Learning outcome is as per CCE which is named as Continuous School Level Evaluation programme by GCERT. They do not differ the indicators of learning outcome for CWSN. In this context their assumption is that the measurement tool is common for every child but who reach how much is different thing. For academics only Gujarati and Mathematics they used by following indicators of NCERT. Exams results are entered only on these two subjects. In exams they are not given concessions in elementary level. There is no pass fail in the exam so whether concession is given or not there is no tracking from state level for that.

4.4.2.2 Status of IEP (Appendix B.9)

In every cluster there is special educators who do the data entry because they are maintaining the IEP that is Individualised Education Plan. In IEP short term and long term goal is selected on the basis of learning level of specific CwDs. In Divyaan app there is basic information like to take data of child profile. Second part is data entry related to IEP. As per state inclusive education co-ordinator to check learning progress of any student they check whether children do age appropriate learning or not? Within all types of CwDs those who have cognitive issue they faces problem to do age appropriate learning. Those children are children with intellectual disability, children with autism etc. So their focus is on those children who have cognitive understanding issue while learning.

4.4.2.3 Role of special educator in monitoring

Government provided a tablet to the special educators. They installed ‘Divyaan’ application in their tablet. Special educators used tool diary in which there is school observation form, classroom observation form and resource room observation form and also home visit. There are some questions for regular visit, half yearly visit and annually visit. They also orient school teachers how to teach those CwDs in classroom. Special educators have to fill up IEP mandatory in every school. Every quarter they have to set goals and issue the target and fill up the IEP accordingly. In

divyaan app there is a tool diary through which special educator came to know the schedule to visit the school. Those schools have highest CWSN students that school generate a system and special edu have to visit those schools. Per day they have to visit two schools. The second school they can select randomly and the near to school of the 1st school they can go for visit. Saturday they have to go for home visit.

4.4.2.4 Follow-up

In cluster level there are special educators, in district level there are district inclusive education co-ordinators and in state level they create three types of dashboard. That information collected through Divyaan app all is visible in this dashboard. On the basis of that they are doing follow up if at cluster level and district level data are not entered rightly. Or if visiting of school is not done properly then they can immediately doing follow up. If urgent, they call the special educators and district co-ordinators.

There is a Comment Control Centre (CCE) where they have set up like ‘call centre’ for all Samagra Shiksha. In that center there are two resource persons especially for CWSN students. They see the dashboard and if there is delay then they do random call to the special educators and district co ordinators and teachers to guide them for follow up.

4.4.2.5 Teacher training through Chetna application (Appendix B.10)

‘Chetna’ programme is an innovation from the state of Gujarat by Samagra Shiksha Aviyana. This is a mobile learning teacher training programme on Children with Special Needs in local language. It is a 30 hour mobile learning program and consists of short video led sessions, rich course material, case studies and assessments. In this app there are three modules like basic modules, intermediate module and advance module. In phase 1, 1045 elementary classes (I-VIII) special educators, in phase 2, 1026 senior secondary classes (IX-XII) special educators and in phase 3, more than 1.9 lakh in-service teachers had successfully completed all the self-learning modules.

4.4.3 Findings

4.4.3.1 In Chandigarh ‘Phoenix app’ was used to monitor the learning outcome of all students including CwDs.

4.4.3.2 Through IEP learning outcome of specific subject, chapter, learning outcome relevant to chapter, current level, teaching strategy to be adopted, teaching

learning material required, mode of assessment, achievement/ output were collected.

4.4.3.3 At cluster level CwDs were come for the requirement of therapist, medical requirement, one to one disability issues, need support, behaviour issue, requirement of counseling, or others activities which are not possible in school

4.4.3.4 In Gujarat 'Divyaan app' was used to monitor the learning outcome of CwDs.

4.4.3.5 In IEP short term and long term goal was selected on the basis of learning level of specific CwDs in Gujarat.

4.4.3.6 In Gujarat special educators used tool diary for school observation, classroom observation and resource room observation.

4.4.3.7 In Gujarat follow up regarding monitoring issues were done by state inclusive education co-ordinator and through Comment Control Centre (CCE).

4.4.3.8 'Chetna' programme was an innovation from the state of Gujarat by Samagra Shiksha Aviyana to train teachers for teaching CwDs.

4.5 COMPARATIVE ANALYSIS OF MONITORING MECHANISMS TO MONITOR LEARNING OUTCOME OF CWDS AVAILABLE AT CHANDIGARH, GUJARAT, INTERNATIONAL MONITORING MECHANISM (SERBIA) AND WEST BENGAL

The comparative analysis of the monitoring mechanism followed at Chandigarh, Gujarat, Serbia and West Bengal is presented in tabular form covered the following parameters : learning outcome indicator, status of Individualised Education Plan (IEP), data captured in IEP, focus, use of ICT, co-ordination among different level of officials, teaching-learning process to improve learning outcome and capacity building of general teacher. Operational definition of each parameter is given below for better understanding of the comparative analysis.

4.5.1 Learning outcome indicator

Learning outcome is very important to know what exactly one student learns from the curriculum. Various sets of indicators are used to assess the learning outcome. Here the learning outcome indicators refer to the indicators used to monitor the learning outcome of CwDs from class VI-VIII. Does the learning outcome indicator are adopted from already developed indicators or state level officials develop as their own? That is the basic question answered here.

4.5.2 Status of use of IEP

An Individualised Education Plan is a written plan which is an important tool for general teachers and special educators to prepare specific educational goal by knowing the strengths and weaknesses of CwDs. While doing the comparison the researcher's intension is to know in which level IEP is used means in school level or only at cluster level it is used to monitor the learning outcome of CwDs.

4.5.3 Data captured in IEP

In the IEP format data regarding learning outcome of CwDs is taken into consideration while compare the existing status of monitoring mechanism to monitor the learning outcome.

4.5.4 Focus

It is observed from the findings that all the CwDs are not lagging behind in learning achievement. So, here 'focus' is used to know while considering learning outcome to whom attention is mostly given so that their learning level may increase at par.

4.5.5 Use of ICT

In the following comparison 'use of ICT' means how ICT is used while monitoring CwDs. Is there any digital platform used to capture data regarding the learning outcome of CwDs?

4.5.6 Co-ordination among different level of officials

To make the monitoring system more fruitful co-ordination among various department from school to state and national level is required. Here, co-ordination refers to synergy among various levels of officials from school to state level while monitoring the learning outcome of CwDs.

4.5.7 Teaching-learning process to improve learning outcome

In school how general teachers are continuing teaching-learning process to improve the learning outcome of CwDs. Does the special educator conducting classes or any others teaching staff are appointed to teach those CwDs that issue is taken into consideration while comparing.

4.5.8 Capacity building of general teachers

The capacity a building of general teachers denotes to trained teachers with various pedagogical skills so that they can teach those CwDs and their learning outcome

should be at par. After doing the training the teacher should be familiarize with the policies and acts related to inclusive education and came to know how to manage and educate CwDs in classroom. The duration of training is considered at least 21 days training to build the capacity of general teachers.

Table 4.2: Comparative analysis of monitoring mechanisms to monitor learning outcome of CwDs available at Chandigarh, Gujarat, International monitoring mechanism (Serbia) and West Bengal

Parameters	Gujarat	Chandigarh	International Monitoring Mechanism (Serbia)	West Bengal
Learning outcome indicator	Learning outcome at elementary stages developed by NCERT which is adopted by GCERT.	Learning outcome at elementary stages developed by NCERT.	Indicators are divided into two set- 'minimum set' and 'optimum set'. Under this two sets of indicators the learning outcome data comprises- A) The academic performance improves of students with additional support needs at all educational level. B) Students' performance in the school leaving examination improves. Learning outcome comprises both academic and non-academic	It was reported in the interview with state inclusive education co-ordinator in West Bengal that only NAS is followed to collect data of learning outcome for all India level and West Bengal also following the same. There is no specific monitoring mechanism followed to monitor the learning outcome of CwDs.

			achievement.	
Status of use of IEP	IEP used at school level.	IEP used at school level.	IEP used at school level.	In school level any IEP file is not observed. IEP file is used by special educators at cluster level only.
Data captured in IEP	Data is collected on functional and developmental indicators through IEP.	In IEP firstly the basic data like strengths, weakness and interest areas of CwDs is collected. Then in next section specific data related to learning outcome of CwDs like subject, chapter, learning outcome relevant to chapter, current level, teaching strategy to be adopted, teaching	The indicator regarding IEP is education according to IEPs yields positive effects. In IEP data which are collected are- profile of the students, teaching process, additional support to students who need it, formulation of goals as per the need.	In IEP format the data of learning achievement is collected under the broad heading 'educational report' which is further divided into two sub headings which are preschool level and school level. In preschool level the data of their pre reading and pre writing along with their problems related to understanding of various educational concepts is captured. In school level the data regarding their level of conception, concept of

		learning material required, mode of assessment, achievement/output are collected.		alphabet/word/sentence, concept of math is collected in IEP format.
Focus	Those who have cognitive issue, focus mostly given to them. Those children are children having intellectual disability, autism spectrum disorder etc.	Where the grade level of the students and appropriate academic level has too much variation specifically children with intellectual disability then in that case this data is captured in IEP format.	In majority of instances, IEPs are developed for students with developmental disabilities.	As per district inclusive education (Birbhum) coordinator IEP profile is used only for children visually impairment, children with hearing impairment, children with low vision, children with intellectual disability, and children with autism.
Use of ICT	Divyaan app- This app is specifically designed for CwDs. In this app learning outcome data is captured along with	Phoenix app- The performance of every government school students including CwDs is monitored in	No online app to monitor learning outcome of the children with special needs.	In Banglar shikha online digital portal each student data is captured along with their learning outcome data. But in this portal there is no mechanism to capture the learning outcome data of

	other basic data of CwDs.	Chandigarh.		CwDs separately.
Co-ordination among different level of officials	<p>The data regarding learning outcome of CwDs is entered through 'Divyaan app' from school level by the special educators.</p> <p>District and state inclusive education co-ordinator check and do the follow up if the required data is not entered in the app.</p>	<p>The data regarding learning outcome of CwDs is collected from school level through Phoenix app.</p> <p>The CwDs come to resource room when they require therapist, medical requirement, one to one disability issues, need support service, behaviour issue, requirement of counseling, or others activities which are not possible in school.</p>	<p>It is a multifunctional monitoring framework where all hierarchical level of educational sectors were included i.e., school, municipal level and national level which is a comprehensive monitoring framework.</p> <p>There is a good co-ordination among all the level while collecting data for monitoring because the functions of national level only become successful when other lower level provide adequate data timely.</p>	<p>School level only progress report card used.</p> <p>Cluster level- IEP format and tool daily dairy of special educators.</p> <p>District level – IEP and</p> <p>Format of district level to monitor CLRC where only status of IEP collected.</p> <p>State level- Only status means no. of IEP file is collected.</p>

Follow up	<p>That information collected through Divyaan app all is visible in this dashboard. On the basis of that state level official are ordered to do follow up to cluster level and district level if data are not entered rightly.</p> <p>The Comment Control Centre at state level also doing the same for follow up.</p>	<p>Follow up to improve the learning outcome of CwDs is done by special educators and CWSN in charge in schools.</p>	<p>In the first few years of inclusive education monitoring should be done to check whether input indicators are reached to all beneficiaries or not, then focus should be given on process variables to monitor whether these indicators are properly implemented or not and finally focus should be switched on to monitor the learning outcome indicators.</p>	<p>Special educators are doing follow up by the order of District inclusive education co-ordinator if they are not updated IEP file timely and if there is mismatch in the report of their daily dairy.</p>
Teaching-learning process to improve learning outcome	<p>Special educators help general school teachers.</p>	<p>Special educators help general school teachers.</p> <p>Apart from that there is</p>	<p>Pedagogical profile is developed by class teacher with the help of psychologist/pedagogue and finally by</p>	<p>Special educators supposed to help general school teachers but due to lack of special educators in actual</p>

		CWSN in charge in the school, who help the school teachers in the absence of special educators.	subject teachers.	scenario school teacher do not get exposure to teach those CwDs.
Capacity building of general teachers	Through 'Chetna application' both special educators and general teachers training is done successfully.	They provide training to various issues of CWSN to the teacher whom they called as teacher in-charge in school.	On at least a biennial basis, the ministry or institute commissions surveys aimed to monitor the development of teachers' inclusive education competencies.	Teacher training to build capacity of general school teachers is not properly done that's why in schools teachers are not competent enough to teach those CwDs.

From the above comparative diagram it is observed that Chandigarh and Gujarat are performing well in many aspects while monitoring the learning outcome of CwDs. The online application for monitoring provides good result to collect adequate data and accordingly helps to take the follow up action. The items covered in IEP format of Chandigarh is very helpful to collect learning outcome data of CwDs and further goals also set as per the strengths and weaknesses of the student. The learning outcome indicators adopted by GCERT is an important tool while monitoring the learning outcome data of CwDs. The international monitoring mechanism design in Serbia is a good example of a comprehensive monitoring mechanism in inclusive education. On the other hand in West Bengal the monitoring mechanism followed to monitor the learning outcome data of CwDs is relatively weak in terms of providing a systematic outcome. The major issues regarding this aspect in West Bengal are discussed in detailed in the next section. The researcher also suggests some

recommendation which were provided by school heads, special educators, district inclusive education co-ordinator and state inclusive education co-ordinator and also taking the examples of monitoring mechanism followed in Chandigarh, Gujarat and also Serbia.

4.6 TO IDENTIFY THE ISSUES RELATED TO THE MONITORING MECHANISM OF INCLUSIVE EDUCATION IN WEST BENGAL

Based on the data collected through questionnaires and interview following issues has been identified which are discussed in detailed in next part

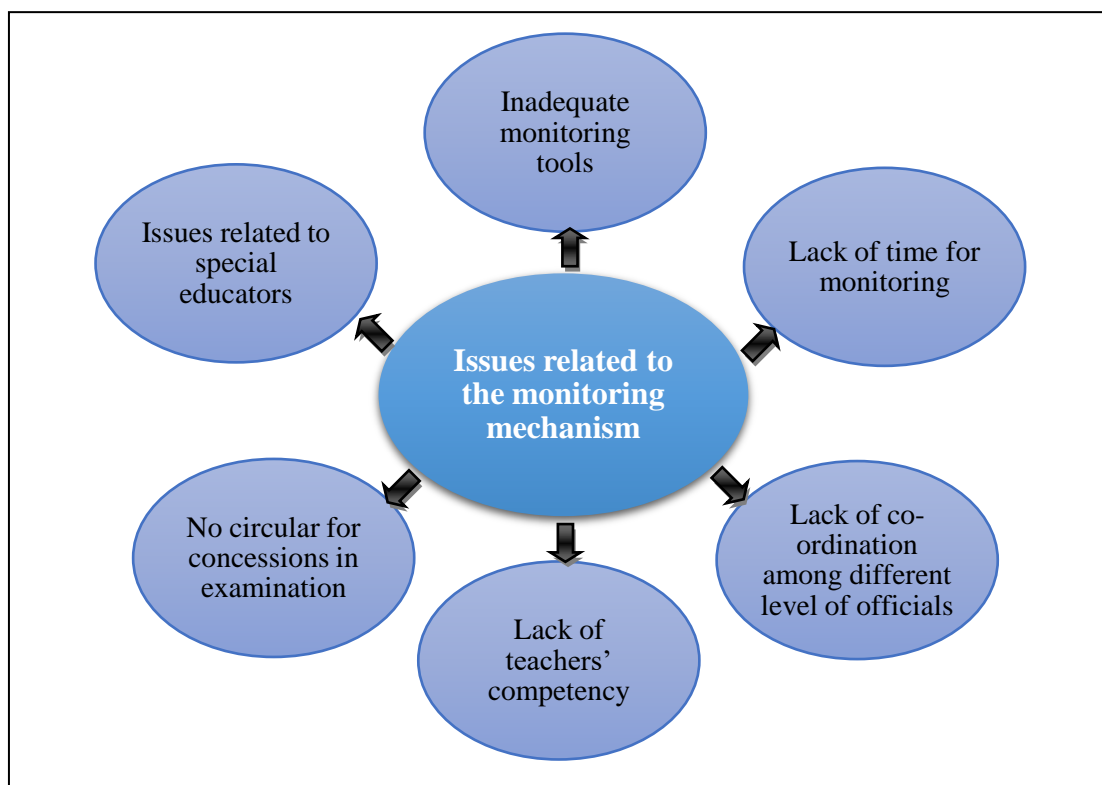


Chart 4.1: Issues related to the monitoring mechanism

4.6.1 Inadequate monitoring tools

Learning outcomes is one of the major indicators to know the actual progress of CwDs in an inclusive set up. But due to inadequate monitoring mechanism followed in the state of West Bengal the data of learning outcomes is not captured properly. As per the analysis of questionnaires and interviews only IEP used to capture data of learning outcomes of CwDs but there is also ambiguity of using this format in different level. In school level it is not found any IEP format used for those children. Some formats are available at cluster level but not used in a proper manner for all

types of CwDs. So, due to lack of adequate monitoring tool substantive outcome is not achieved to improve the learning outcome of CwDs.

4.6.2 Lack of time for monitoring

Time schedule for visiting to each school is very limited. The special educators cannot get enough time to co-ordinate between schools and cluster resource centers. District inclusive education co-ordinator also have burden to complete administrative works and do monitoring to the schools, clusters and also in home based education.

4.6.3 Lack of co-ordination among different level of officials

Percolation of data from school to state level is very much needed to find out a meaningful outcome. But in West Bengal, there is lack of co-ordination found among school heads, special educators, district inclusive education co-ordinator and state inclusive education coordinator while monitoring the data of CwDs. There is no linear pathway to percolate data related to learning outcomes of those CwDs. In each level the system of capturing the data related to learning outcomes is very different which does not provide any substantial outcome.

4.6.4 Lack of teachers' competency

The major problem pointed out by monitoring officials was lack of adequate trained teachers for inclusive education. It is also analysed from the questionnaire of school heads that teachers are not competent enough to teach those CwDs. As a result teaching aids and appliances which are provided to the schools are not used.

4.6.5 No circular for concessions in examination

Formative and summative evaluation is conducted in the sample schools from class VI-VIII of West Bengal. Formative examination held twice in a year, in the month of April- May and July – August and summative exam held in the month of December. Any facilities related to concessions in exam are not given. The situation is worse for the students who are mentally retarded, having cerebral palsy, etc. In some schools oral test is taken instead of written examination for those CwDs but there is not any written guideline available in schools for using these techniques. In examination systems they are just providing them pass marks and promoted them for next class. There is no circular with respect to concessions in the examination provided to CwDs; the only material with respect to evaluation in examination available in the form of guideline from the states for board exams.

4.6.6 Issues related to special educators

In West Bengal after the year of 2010 there was no appointment of special educators. Due to that reasons in those cluster levels which are taken as sample there is no adequate number of special educators. As a result they face lots of work pressure and cannot give special attention to those CwDs individually. Special educators are trained in a particular disability that's why they are not effectively handle the others types of CwDs who are not belong to their specialized field.

4.6.7 Findings

4.6.7.1 There was no specific monitoring tool followed from school to state level to monitor the learning outcome of CwDs.

4.6.7.2 Due to workload, special educators and district inclusive education co-ordinator were not get enough time to monitor all the schools and all CLRC respectively.

4.6.7.3 There was lack of co-ordination among different level of officials to collect data on CwDs.

4.6.7.4 No circular with respect to the concessions in examination for CwDs was provided to the schools.

4.6.7.5 Due to not recruitment in the post of special educators; there was inadequacy in the number of special educator in cluster level.

4.7 RECOMMENDATIONS

From the previous analysis it is clear that the monitoring mechanism to monitor the learning outcome of CwDs is lacking in the state of West Bengal than Gujarat and Chandigarh. Various issues are emerging in this state regarding monitoring mechanism of CwDs to monitor their learning outcome. So in this chapter researcher tries to give some suggestions as a recommendation to overcome the issues in the state of West Bengal.

4.7.1 Designing, adapting and modifying the existing monitoring framework

While designing monitoring format state may adapt the international monitoring framework discussed in this study. This will be a good reference to make a synergy between different levels of officials i.e. from school to national level. Existing Individualized Educational Plan used at West Bengal may be modified by adding the points used in IEP format of Chandigarh.

4.7.2 Innovative practices should be encouraged

In the area of inclusive education innovative practices should be encouraged while designing monitoring format. Monitoring which is executive level policy generally gets missed out by the reason that people don't think that they have rights to make policy, they only feel policy has to come from the top level and they only have to follow it. So various level of officials e.g. schools heads, special educators, district inclusive education co-ordinators and state inclusive education co-ordinators should influence themselves to design appropriate monitoring formats to monitor the learning outcomes of CwDs.

4.7.3 Single consolidated monitoring format

District inclusive education co-ordinator suggests that a single consolidated format is essential to monitor the learning outcome of CwDs. Filling up various format consumes more time and does not provide meaningful outcome to take further decisions in the specific area. If the single consolidated format manage digitally means if online platform is arranged to monitor inclusive education then it will be more helpful. If it is managed it makes the monitoring system more easy and relevant in ground realities.

4.7.4 Reduce administrative responsibility

In West Bengal field visit revealed that there is acute shortage of special educators from the year of 2010 that's why special educators are feel burden with administrative work. They are pressurized with work in the resource room at circle level, home visit and also school visit. At the school level they have to visit all primary schools, upper primary schools and secondary schools in their respective circle level. For that reason they are not get enough time to visit all the schools where CwDs are enrolled. District Inclusive Education co-ordinator also suggests that administrative work should be reduced and there should be clearly defined responsibility while monitoring the activities for inclusive education.

4.7.5 Follow up mechanism required

Follow up is an important aspect while monitoring. Proper follow up mechanism is required so that feedback provided by different level of officials can be utilized in concerned level. To improve the learning achievement level of CwDs regular follow up action is main concerned. Accordingly action should be taken for further

improvement of learning outcome of CwDs and also system level intervention may be taken.

4.7.6 Capacity building of general teachers

State needs to pay attention in building the capacity of general education teachers because it is observed from the field that the teachers in the school are not competent to teach CwDs. In teacher education programme focus should be given so that the teacher trainees not only gather theoretical knowledge to teach those CwDs but also in internship programme it should be practiced in reality. Apart from this in-service teacher training programme should be organised in-order to equip the general teachers with knowledge skills required to teach the CwDs in inclusive system of education. There should be consistency while organising training for general teachers for making it more effective one. Simultaneously, it is important to determine if teachers are implementing the knowledge of the training they have undergone. As a result, systematic monitoring and the follow-up process of in-service training programmes is needed.

4.7.7 Immediate recruitment of special educators

State government should take necessary steps to fill the gaps of special educators by immediate recruitment. Special educators who are presently working at cluster level mainly acquainted with the skill to handle the students of one particular disability. Dearth of manpower effects on proper monitoring and also to take necessary measures to improve the learning outcomes of CwDs. So while recruiting special educators it should be taken into consideration that special educators are recruited with various specialization. To improve academic support to CWSN, one resource teacher from each category of disability should be assigned at the block level as far as possible and multi-category training should be given to all resource teachers.

4.7.8 Inter-state workshop, seminar, conference should be arranged

Inter-state workshop, seminar and conference should be arranged so that states/ UTs get a chance to know the good practices followed while monitoring the activities of inclusive education to know the status of learning outcome of CwDs and according steps can be taken to improve the situations.

4.7.9 Indicators of learning outcome should be clearly defined

Gujarat and Chandigarh adapted the indicators developed by NCERT while monitoring the learning outcome of CwDs but for the state of West Bengal, indicators regarding learning outcome is not clearly defined. For getting good results from the monitoring mechanism at various level of officials to monitor the learning outcome the indicators should be clearly defined so that there is consistency maintain in each and every level of monitoring.

4.7.10 Synergies build among different level of officials from school to state level

Communication system can be scaled up in a different level of officials while monitoring. Monitoring mechanism is only successful when the real issues at the ground level can reach upto the higher level of authority. Appropriate measures can be taken up to solve those issues.

4.7.11 Directorate of school education has to issue a circular on evaluation and examination provisions for CwDs

There is a great need that directorate of school education should issue a policy circular on evaluation and examination provisions for CwDs in elementary classes. There was no guideline and circular provided till now apart from board exams. That's why teachers are not serious about the exception given to those CwDs even in elementary classes. The only exceptions provides to those students are done at an individual level.

4.7.12 Formulate and execution of proper rules and regulation on monitoring the learning outcomes of CwDs

It is true that Samagra Shiksha is focusing on improving the learning outcome of all children. The findings of the present study suggest that there are no proper rules and regulations execute from directorate of education to monitor the learning outcome of CwDs. But to actualize the policy intention; formulation and execution of proper rules and regulation is mandatory.

CHAPTER-V
EDUCATIONAL
IMPLICATION AND
CONCLUSION

CHAPTER-V

EDUCATIONAL IMPLICATION AND CONCLUSION

5.1 INTRODUCTION

This chapter contains the educational implication, conclusion and suggestion for future research. This chapter extensively discussed the educational implication in three sections such as theoretical implication, policy implication and practitioners' implication. This chapter proceeds in three broad headings- educational implication, suggestion for further studies and conclusion.

5.2 IMPLICATIONS OF THE PRESENT STUDY

The educational implication of this study discussed in three section, first- theoretical implication that dealt with the educational implications of the present study on the theoretical framework of the present study which were discussed in chapter one. Secondly, policy implications mean how present study has a policy implication to improve the monitoring mechanisms which capture the learning outcome data of CwDs in more systematic way. Thirdly, implication for practitioners which dealt the implication of present study to improve the monitoring mechanism by various practitioners in school education at different hierarchical level i.e., school heads, special educators, district inclusive education co-ordinator and state inclusive education co-ordinator.

5.2.1 Implication for theoretical background

As discussed in the theoretical framework, in section 16 of the RPwD act, there is a provision to monitor the participation and progress in terms of attainment levels and completion of education in respect of every student with disability. . But the data suggests that learning attainment level of CwDs is not at par. In school they are just promote from one class to another for the no detention policy, so their actual learning progress is not observed. To capture the actual data there is a gap regarding monitoring mechanism to monitor learning outcome of CwDs especially in West Bengal. For inclusive education one comprehensive monitoring mechanism is required but the findings of the study suggest that the present status of monitoring mechanism followed in West Bengal is not comprehensive. By considering these findings the present study has an implication to take evidence based decision to

improve the system further and help to make the provisions of RPwD act 2016 in reality.

As discussed in the second theoretical framework of the study, ‘A Comparative Review of Policies and Practices of Monitoring and Evaluation of Education Systems’ by UNESCO, highlighted that monitoring mechanism is important for the introduction of a well established system of reporting on programmes and initiatives, the availability of quality and reliable data, the efficient coordination among all departments and stakeholders at all levels, and the availability of necessary infrastructure and capacity for implementing the improved system. The present study also highlighted how the monitoring mechanism has its crucial role to improve the effectiveness of inclusive education by capturing the data related to learning outcome of CwDs and accordingly take the future interventions. In one hand Chandigarh and Gujarat performing well in monitoring the learning outcome related data on the other hand West Bengal is very low performing state while monitoring the data related to learning outcome of CwDs. This study has implication to strengthen monitoring mechanism in future and also proper standard operating procedure can be followed so that their learning outcome, progress in education can be captured.

5.2.2 Policy implication

Samagra shiksha 2020 and NEP 2020 talks about improvement of learning outcome. The new approach of Samagra Shiksha has emphasized on improving learning outcomes where all administrators, schools, teachers and children would engage themselves in various activities mentioned in Samagra. In NEP 2020 it is recommended that, “The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education”. Monitoring mechanism is an important tool to understand the gap of existing learning outcome of CwDs. In the present study it shows that there is a gap regarding monitoring mechanisms to monitor learning outcome of CwDs. Present study helps to know the gap and also take adequate measures to improve the existing monitoring mechanism accordingly. Learning outcome can be increased through appropriate monitoring mechanism. Several issues were emerging while monitoring inclusive education in West Bengal has been noticed in the present study. The findings from Gujarat and Chandigarh shows that appropriate monitoring

mechanism through online application help to track the learning outcome of CwDs and accordingly further action has been taken to improve their learning outcome. The findings from this study may be helpful to take further action to realistic the vision of NEP 2020 in a more fruitful manner. The findings of international monitoring mechanism has an implication while designing monitoring formats for various level of officials by taking into consideration all the variables like input, process and outcome in a single consolidated way.

5.2.3 Implication for practitioners

The findings of the study helps to various practitioners like school heads, special educators, district inclusive education co-ordinators and state inclusive education co-ordinators to redefine their roles while monitoring by taking examples from the high performing states and UTs to monitor the learning outcome of CwDs. The findings of the study also highlighted that the role of teachers in imparting education to CwDs is utmost. Without qualified, trained, and learned teachers, effective learning of CwDs is not possible. Further, focus needs to be given on training of teachers, especially on pedagogical skills of teachers to teach those CwDs. There should be co-ordination and co operation among various levels of officials while monitoring. Present study has an implication to know the gaps in various levels of officials while collecting data on learning outcome of CwDs, using monitoring formats, using online application while monitoring and also performing duties while monitoring. To bridge the gap the present study has implication to design the monitoring mechanism more systematic to monitor the learning outcome for CwDs as well as make adequate changes in present practices of monitoring mechanism.

5.3 SUGGESTIONS FOR FURTHER STUDY

- 5.3.1 A study on design monitoring framework by considering the learning outcome indicator to improve the effectiveness of inclusive education for CwDs.
- 5.3.2 Same type of study can be conducted in other districts of West Bengal to get more consistent result.
- 5.3.3 An in-depth study involving other modes of data collection can be used to produce more consistent results.
- 5.3.4 Due to time limit and COVID situation the study is conducted among two states and one Union territory. Same study can be conduct in other states and union territories to know which states/UTs perform better.

5.3.5 This study was only taken as a sample of CwDs enrolled in Class VI, VII and VIII. Same type of study can be done in other stage like secondary and higher secondary classes.

5.3.6 A comparative study may be conducted on the monitoring mechanism followed in state government schools and central government schools.

5.4 CONCLUSION

In India, though inclusive is a priority in various policies, programmes and schemes but it does not reflect in practice at grass root level. The vision of inclusive education change from intensive based approach to outcome based approach. But in reality most of time CwDs are only getting admission in school for the compulsion of enrolling them into inclusive system their learning achievement at par with their peers is far dream. The findings of the present study on status of monitoring mechanism helps to know the existing monitoring mechanisms in West Bengal, Gujarat, Chandigarh and Serbia which is an international monitoring mechanism. The study revealed the gap especially in West Bengal while monitoring the learning outcome of CwDs. This study would help West Bengal to reflect on their own practices and bring necessary changes wherever required. The improvement of effectiveness of monitoring mechanism of inclusive education should be envisaged as a multi-tiered one: at the school level, at the cluster/ block level, at the district level, at the state level and at the national level. This necessitated development of a proper monitoring mechanism for assuring effectiveness of inclusive education by recording learning outcome data for different levels of officials. The information collected at the lower level (for example, at school) should flows to the next higher level (cluster) where it is consolidated and analysed to provide necessary feedback and take measures for improvement at the lower level (school).The purpose is not to document or pile up the data but to use it for improving the learning outcome of CwDs. The information should be analysed and appropriate necessary action taken for improvement of educational processes in the states/UTs and also ensure that the learning outcomes are monitored at all levels. It is important to analyse the formats and flow of information vertically as well as horizontally from one level to another. This exercise needs a commitment on the part of officials engaged at different hierarchical levels right from school level to state level. Learning levels of CwDs will be improved if actions to plug the learning gaps are taken without delay from the data captured at various level of officials At last it is

important to conduct more systemic researches in the existing monitoring mechanism which will help policy makers to make changes in the policies and practices regarding monitoring mechanism related to learning outcome of CwDs and make provisions for the facilities required to improve the effectiveness of inclusive education.

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APPENDIX- A

Appendix- A.1

QUESTIONNAIRE FOR SCHOOL HEADS/ PRINCIPALS



Sl. No.-

Banashree Mondal

Research Scholar

National Institute of Educational Planning and Administration

Title of the research – Status of Monitoring Mechanism: Improving Effectiveness of Inclusive Education for Children with Disabilities

INSTRUCTIONS:

You are requested to spare some of your valuable time to give your responses. The responses will be kept confidential and used for the purpose of the research only. You are requested to express your own opinion. Your invaluable inputs and the right information will be of great use to improve the quality as well as the credibility of my research.

The purpose of the study is to know the comprehensiveness of monitoring mechanism available at school, cluster, block, district and state level for Children with Disabilities (CwDs) to monitor their learning outcome. This questionnaire is made specifically for school heads/ principals to understand the monitoring mechanism available for children with disabilities to monitor their learning outcome.

1. *This is a questionnaire with total 10 questions. Read them carefully and post your responses in the relevant places.*
2. *This questionnaire contains different types of questions:*
 - a) *Some of them are Proforma based questions which you have to fill up and give specific responses.*
 - b) *Some are Yes/No category where only one option can be selected.*
 - c) *Please make tick marks in the check boxes for selection of options.*
 - d) *Some questions are open ended where you have to give your view and suggestions.*

Note: 1. Please furnish the details as required in respective question to enable the correct result of my research.

2. Wherever a copy of any documents is required in the questionnaire, please ensure that the same is attached with the questionnaire.

3. The information provided to the questionnaire should be related with Children with Disabilities (CwDs) enrolled in elementary classes from class VI-VIII.

1. Please provide the data of enrolment of Children with Disabilities in your school in the following table

ENROLMENT OF CHILDREN WITH DISABILITIES IN THE ACADEMIC YEAR 2019-2020

Types of disability	Number of students enrolment class wise		
	VI	VII	VIII
Blindness			
Low-Vision			
Hearing impairment			

Speech and Language			
Locomotor Disability			
Mental illness			
Specific Learning Disabilities			
Cerebral palsy			
Autism Spectrum Disorder			
Multiple Disability incl. deaf, blindness			
Leprosy Cured students			
Dwarfism			
Intellectual Disability			
Muscular Dystrophy			
Chronic Neurological conditions			
Multiple Sclerosis			
Thalassemia			
Hemophilia			
Sickle Cell disease			
Acid Attack victim			
Parkinson's disease			
Total Number of Enrolled Student			

2. In which month formative and summative assessment is conducted in your school? Give me a time table of formative assessment and summative assessment in your school.

.....
.....
.....
.....
.....

3. Are there any concessions and exemptions given to CwDs in formative and summative assessment from class VI to class VIII?

Yes No

If yes, kindly give me a circular / notice for exemptions given to CwDs in assessment.

.....
.....
.....
.....
.....
.....
.....

4. Please fill up the following details of class wise and subject wise learning achievement score of CwDs in formative examination.

Class wise and subject wise learners' (CwDs) achievement score in formative assessment in the academic year 2019-2020

CLASS VI

Sl. No.	Name of the student	Month							Month							Month							
		Beng.	Eng.	Hist.	Geo.	Math	Sc.	Overall score	Beng.	Eng.	Hist.	Geo.	Math	Sc.	Overall score	Beng.	Eng.	Hist.	Geo.	Math	Sc.	Overall score	
1																							
2																							
3																							
4																							
5																							
6																							
7																							
8																							
9																							
10																							

CLASS VII

Sl. No.	Name of the student	Month							Month							Month								
		Beng.	Eng.	Hist.	Geo.	Math	Sc.	Overall score	Beng.	Eng.	Hist.	Geo.	Math	Sc.	Overall score	Beng.	Eng.	Hist.	Geo.	Math	Sc.	Overall score		
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								

CLASS VIII

Sl. No.	Name of the student	Month							Month							Month							
		Beng.	Eng.	Hist.	Geo.	Math	Sc.	Overall score	Beng.	Eng.	Hist.	Geo.	Math	Sc.	Overall score	Beng.	Eng.	Hist.	Geo.	Math	Sc.	Overall score	
1																							
2																							
3																							
4																							
5																							
6																							
7																							
8																							
9																							
10																							

5. Please fill up the following details of class wise and subject wise learning achievement score of CwDs in summative examination.

Class wise and subject wise learners' (CwDs) achievement score in summative examination in the academic year 2019-2020

Sl. No.	Name of the student	Class – VI						
		Bengali	English	History	Geography	Math	Science	Overall score
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Sl. No.	Name of the student	Class – VII						
		Bengali	English	History	Geography	Math	Science	Overall score
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Sl. No.	Name of the student	Class – VIII						
		Bengali	English	History	Geography	Math	Science	Overall score
1								
2								
3								
4								
5								
6								
7								

8								
9								
10								

6. Put a tick (✓) in the relevance column on assessment technique used specifically for CwDs

Sl. No.	Assessment technique used for CwDs	Put a Tick (✓)
1	Objective type question instead of essay type question	
2	Provide more alternative questions	
3	Diagrammatic questions made optional with descriptive questions	
4	Oral test instead of written	
5	Written test instead of oral	

7. Put a tick (✓) in which way you keep the record of the data on learning outcome of CwDs

Sl. No.	Various ways to keep the record of the data on learning outcome of CwDs	Put a Tick (✓)
1	Pupil wise (CwDs) progress report card is being maintained by school.	
2	Teachers keep the record of learning outcome of CwDs in their diary	
3	School has proper documentation of learning progress of CwDs	
4	In school evaluation report data of learning outcome of CwDs is captured	

8. Is there any monitoring format provided by directorate to collect the data of learning outcome of CwDs?

Yes No

If yes, please provide the format.

9. Put a tick (√) in which area which level of officials (cluster, block, district and state level) collect data for CwDs.

Different areas on which various level of officials collect data for CwDs

Sl. No.	Variables	Cluster Level	Block Level	District Level	State Level
1	Disability wise enrolment				
2	Availability of ramps				
3	Availability of toilets for children with disabilities				
4	Identification and assessment camps				
5	Distribution of aids & appliances				
6	Use of Universal Design of Learning (UDL)				
7	Availability of teaching Learning Materials				
8	Use of teaching Learning Materials				
9	Use of Individualized Education Plan				
10	Pedagogy used for CwDs				
11	Learning achievement of CwDs				
12	Learning progress of CwDs				
13	Evaluation techniques used for CwDs				

10. Please mention the issues regarding monitoring mechanism to monitor the learning outcome of CwDs.

- a)
- b)
- c)
- d)
- e)

11. As a school head / principal, suggest some areas to overcome the issues related to monitoring mechanisms on learning outcome of CwDs.

- a)
- b)
- c)
- d)
- e)

Appendix- A.2

QUESTIONNAIRE FOR SPECIAL EDUCATOR

Sl. No.-



Banashree Mondal

Research Scholar

National Institute of Educational Planning and Administration

Title of the research – Status of Monitoring Mechanism: Improving Effectiveness of
Inclusive Education for Children with Disabilities

INSTRUCTIONS:

You are requested to spare some of your valuable time to give your responses. The responses will be kept confidential and used for the purpose of the research only. You are requested to express your own opinion. Your invaluable inputs and the right information will be of great use to improve the quality as well as the credibility of my research.

The purpose of the study is to know the comprehensiveness of monitoring mechanism available at school, cluster, block, district and state level for children with disabilities to monitor their learning outcome. This questionnaire is made specifically for cluster resource center coordinator to understand the monitoring mechanisms available for children with disabilities to monitor their learning outcome.

- 3. This is a questionnaire with total 10 questions. Read them carefully and post your responses in the relevant places.*
- 4. This questionnaire contains different types of questions:*
 - e) Some of them are proforma based questions which you have to fill up and give specific responses.*
 - f) Some are Yes/No category where only one option can be selected.*
 - g) Please make tick marks in the check boxes for selection of options.*

h) Some questions are open ended where you have to give your view and suggestions.

Note: 1. Please furnish the details as required in respective question to enable the correct result of my research.

2. Wherever a copy of any documents is required in the questionnaire, please ensure that the same is attached with the questionnaire.

3. The information provided to the questionnaire should be related with Children with Disabilities (CwDs) enrolled in elementary classes from class VI-VIII.

1. Details learning achievement of CwDs, class wise and subject wise for classes VI-VIII in the academic year 2019-2020.

Sl. No.	Details learning achievement of CwDs	Number
1	Total number of schools of the cluster which provided this information	
2	Total number of schools of the cluster which have not provided this information	
3	Total number of schools of the cluster which have low pupil achievement levels	

2. How many times in a month you visited school?

Not visited	Once in a month	Twice in a month	Thrice in a month	If more than three then how many times

3. Put a tick (√) in which areas you collect data from school for CwDs, as a cluster resource center coordinator?

Sl. No.	Different areas on which cluster resource center coordinator collect data for CwDs	Put a tick (√)
1	Disability wise enrolment	
2	Availability of ramps	
3	Availability of toilets for children with disabilities	
4	Identification and assessment camps	

5	Distribution of aids & appliances	
6	Use of Universal Design of Learning (UDL)	
7	Availability of teaching Learning Materials	
8	Use of teaching Learning Materials	
9	Use of Individualized Education Plan	
10	Pedagogy used for CwDs	
11	Learning achievement of CwDs	
12	Learning progress of CwDs	
13	Evaluation techniques used for CwDs	

4. How do you monitor the learning progress of CwDs while visiting schools?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

5. Make a list of different evaluation technique used by the schools for CwDs.

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)
- i)
- j)

6. Has the state authority provided any guideline for monitoring the learning outcome of CwDs?

Yes No

If yes, please attach the guideline in this questionnaire.

7. Is there any monitoring format available at CRC level to collect data of learning outcome of CwDs from the school?

Yes No

If yes, kindly specify by which level (block, district and state) of official the monitoring format is designed and also attach the format.

If no, how do you monitoring the learning outcome of CwDs?

.....

8. Do the block, district and state level authorities collect the data for CwDs from cluster level? Yes No

If yes, put a tick (√) in which area which level of officials (block, district and state level) collect data for CwDs?

Different areas on which various level of officials collect data for CwDs

Sl. No.	Variables	Block Level	District Level	State Level
1	Disability wise enrolment			
2	Availability of ramps			
3	Availability of toilets for children with disabilities			
4	Identification and assessment camps			
5	Distribution of aids & appliances			
6	Use of Universal Design of Learning (UDL)			
7	Availability of teaching Learning Materials			
8	Use of teaching Learning Materials			
9	Use of Individualized Education Plan			
10	Pedagogy used for CwDs			
11	Learning achievement of CwDs			

12	Learning progress of CwDs			
13	Evaluation techniques used for CwDs			

9. Please specify the issues related to monitoring mechanism on learning outcome for CwDs.

- a).....
.....
- b).....
.....
- c).....
.....
- d).....
.....

10. As a cluster resource center coordinator, please suggest some areas to resolve the issues related to monitoring mechanism on learning outcome for CwDs.

- a).....
.....
- b).....
.....
- c).....
.....
- d).....
.....

Appendix- A.3

SEMI- STRUCTURED INTERVIEW SCHEDULE FOR DISTRICT INCLUSIVE EDUCATION COORDINATOR

Sl. No.-



Banashree Mondal

Research Scholar

National Institute of Educational Planning and Administration

Title of the research –Status of Monitoring Mechanism: Improving Effectiveness of
Inclusive Education for Children with Disabilities

-
1. How do you monitor the learning outcome of CwDs from class VI to VIII in your district?
 2. What are the areas of inclusive education you collect data from the Cluster resource centre co-ordinator?
 3. Do you organise meeting with BRCCs and CRCCs and school heads to understand the problems related to learning outcome of CwDs? What is the frequency of organising meeting in a month?
 4. How many times in a month you visit CLRC?
 5. What is the format you use to monitor CLRC? Please give me the format.
 4. How does the Cluster resource centre co-ordinator (special educator) monitor the learning progress of CwDs? Please give me the monitoring format.
 5. What is the evaluation techniques used by the schools (from class VI- VIII) for CwDs in your district? Does the directorate of the school provide circular for the same? If yes, provide me the format.

6. Has the state authority provided any guideline to district level officials for monitoring the learning outcome of CwDs? If yes, provide me the guideline.
7. Is there any monitoring format available at district level to collect data of learning outcome of CwDs?
8. By which level (state and central) the monitoring format is designed? Give me a copy of that format.
9. Do the state and central level authorities collect the data for CwDs from district level? What is the area?
10. What are the issues related to monitoring mechanisms to monitor the learning outcome of CwDs?
11. According to you what are the way forward to mitigate the issues related to monitoring mechanisms to monitor the learning outcome of CwDs?

Appendix- A.4

SEMI- STRUCTURED INTERVIEW SCHEDULE FOR STATE INCLUSIVE EDUCATION COORDINATOR

Sl. No.-



Banashree Mondal

Research Scholar

National Institute of Educational Planning and Administration

Title of the research – Status of Monitoring Mechanism: Improving Effectiveness of
Inclusive Education for Children with Disabilities

1. What are the areas of inclusive education you collect data from the District Inclusive Education co-ordinator?
2. How do you monitor the learning outcome of CwDs from class VI to VIII in your state?
3. What is the format you use to monitor learning outcome of CwDs? Please give me the format.
4. Do you organise meeting with district inclusive education coordinator, BRCCs and CRCCs and school heads to understand the problems related to learning outcome of CwDs? What is the frequency of organising meeting in a month?
5. How many times in a year you collect data regarding inclusive education at your state?
6. What is the evaluation techniques used by the schools (from class VI- VIII) for CwDs in your state? Does the directorate of the school provide circular for the same? If yes, provide me the format.

7. Has the central authority provided any guideline to district level officials for monitoring the learning outcome of CwDs? If yes, attach the guideline in this sheet.
8. Is there any monitoring format available at state level to collect data of learning outcome of CwDs? If yes, attach the format in this sheet.
9. Do you provide any monitoring format to school, cluster, block and district level to collect the data of learning outcome of CwDs? If yes, attach the formats.
10. How do you build the capacity of teachers so that they can teach CwDs in a effective way to improve the learning outcome of those CwDs?
11. What are the issues related to monitoring mechanisms to monitor the learning outcome of CwDs?
12. According to you what are the way forward to mitigate the issues related to monitoring mechanisms to monitor the learning outcome of CwDs?

APPENDIX- B

Appendix- B.1

List of students for getting different allowance

Sl	NAME -	Category	Fesality.	
1	Sahab Kt	LV-40%	—	
2	Sangita Mandal	CP-60%	2000/-	
3	Gobinde Dalu	MP-10 70%	2000/-	Econt
4	Sandip Sarda	CP-60%	—	
5	Subhjit Das	M.P-80%	2500/-	
6	Jishu Mal-	Locomotor 70%	2000/-	Econt
7	Simta Kt.	13-100 70%	2000/-	Try ele
8	Subrata Kt	10-70*	2000/-	Econt
9	AKash Sen.	M-D-14-80%	2000/-	Econt
10	Bikram Mandal	Loco-75%	try ele (2000/-)	Econt
11	Simta Kt	CP-100%	2000/-	
12	Astom Kt	CP 80%	Try ele	
13	Subhanu Das	10D-13 70%	—	
14	Chaitali Kt			

Appendix- B.2

U-DISE format to capture data on CWSN

Academic Year: 2019-20

UDISECode

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

4.6 Enrolment by grade for Children with Special Needs

Classes	Type of Impairment	PP		I		II		III		IV		V		VI		VII		VIII		IX		X		XI		XII	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Blindness 1	General																										
	SC																										
	ST																										
	OBC																										
Low Vision 2	General																										
	SC																										
	ST																										
	OBC													01													
Hearing Impairment 3	General																										
	SC																										
	ST																										
	OBC														01											01	
Speech and Language 4	General																										
	SC																										
	ST																										
	OBC																									01	
Locomotor Disability 5	General																										
	SC																										
	ST																										
	OBC																										

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Classes		PP		I		II		III		IV		V		VI		VII		VIII		IX		X		XI		XII			
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
Mental illness 6	General																												
	SC												01								01								
	ST																												
	OBC													01															
Specific Learning Disabilities 7	General																												
	SC																												
	ST																												
	OBC																												
Cerebral palsy 8	General																												
	SC																												
	ST																					02							
	OBC																					01							
Autism Spectrum Disorder 9 (C.H.)	General																												
	SC																												
	ST																												
	OBC																												
Multiple Disability including deaf, blindness 10	General																					02	01						
	SC																												
	ST																												
	OBC																												

Classes	Type of Impairment	PP		I		II		III		IV		V		VI		VII		VIII		IX		X		XI		XII			
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
Multiple Sclerosis 16	General																												
	SC																												
	ST																												
	OBC																												
Thalassemia 17	General																												
	SC												01				0												
	ST																												
	OBC																01												
Hemophilia 18	General																												
	SC																												
	ST																												
	OBC																												
Sickle Cell disease 19	General																												
	SC																												
	ST																												
	OBC																												
Acid Attack victim 20	General																												
	SC																												
	ST																												
	OBC																												
Parkinson's disease 21	General																												
	SC																												
	ST																												
	OBC																												

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

5.3 Facilities provided to CWSN (Previous academic year)

Type of Facility	Pre-Primary		Primary		Upper Primary		Secondary		Higher Secondary	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Braille Book										
Braille Kit										
Low vision Kit										
Hearing aid										
Braces										
Crutches										
Wheel Chair										
Tri-cycle										
Caliper										
Escort										
Stipend										

Appendix- B.3

IEP format used by special educators (CLRC) of West Bengal

PASCHIM BANGA SARVA SIKSHA MISSION, BIRBHUM

CASE STUDY

1. Name of the Children with Special Needs PATHIK DAS

2. Father's Name NITYANANDA DAS

3. Age 14 Sex Male

4. Class VI

5. Height 4' 8"

6. Weight 25kg

7. Address Home VILL-KALIPUR. PO - BAROBAGAN. BIRE
School KARIDHYA JADURAY Memorial Institute

8. Name of the CLRC SADAR WEST

9. Type of Disability CP & MR

10. Details of Disability Slow learner, Attention span low etc by day

11. Extent of Disability 90% (Profound) (if possible mention percentage)

12. Medical History
a. Delivery Caesar Normal

b. Parental Period: High fever, Before delivery

c. Prenatal Period: Before delivery

d. Postnatal Period: _____

13. History of Treatment Treated before, now some medicine take continuously by advice of doctor.

14. Socio-Economic Status
a. Rural Urban _____
b. BPL APL _____
c. Member of the family Joint _____ Separate 3 members
d. It belongs to Block Municipality VEC MTA _____

15. Present level of children: He can't speak clearly. Can't write, read. Having no concept of number, Alphabet etc.

17. Received any support service from SSM (Aids & Appliances, Therapeutic Support, Special Education Support, Psychological Support Service, Resource room service) from S.P. Education (Please Tick)

18. Educational Report:

a. Preschool Level

a. Orientation & Mobility Having some problem about orientation & mobility.

b. Pre reading Skill / Prewriting Skill Fine motor activity is very weak so he face problem for holding pen/pencil.

c. Activities of Daily Living Skill

- i. Clothing NO
- ii. Brushing Some thing he knows, mother's help skin
- iii. Toileting YES
- iv. Bathing NO
- v. Eating YES
- vi. Moving mother help him to move.
- vii. Combing NO
- viii. Swallowing YES
- ix. Waking mother's helps him for waking up

d. Problems

- i. Problems of holding Pen & Pencil YES
- ii. Problem to understand small part of a story YES
- iii. Problems of naming Fruit, Vegetable etc. YES
- iv. Problems of naming days, months, year YES
- v. Problems of Understanding Color, Words YES
- vi. Problems of understanding names male, female YES
- vii. Problems of understanding simple YES

Acadmic Level

1. Environment of School

(i) With peers : He can't play or sharing with peer

(ii) With teachers : Teacher's behave very good with him

(iii) With others : a many student of his class helps to take class.

2. Level of conception : Conception is low

3. Concept of Alphabet/ Word/ Sentence : Having no concept

4. Numeric Concept : NO

5. Concept of Math

(i) Addition : NO

(ii) Subtraction : NO

(iii) Multiplication : NO

(iv) Division : NO

6. Games & Sports:

(i) Concept of Football / Cricket : NO

(ii) Sports/ Athletics Concept : NO

7. Socialization: (If problem arise mention below details)

(i) At Home : He behavies with parents is good

(ii) At School : He tries to play to others

(iii) With Neighbour : He^f behavies good with neighbours

(iv) With Special Educator : Fine

(v) Parents Attitude : Fine

1. Factors Affecting the Quality of Education

- Quality of Teachers Quality of Service Quality of
- Quality of School Quality of School Attendance
- Quality of Resources Quality of Service Quality of Resources
- Quality of Community Quality of Community Quality of the
Quality of Needs Quality of

Appendix- B.4

Daily diary used by special educators (CLRC) of West Bengal

PBSSM, IRBHUM
DAILY DIARY OF SPECIAL EDUCATOR
RAMPURIAT SOUTH CLRC

Name of the Special Educator:- BISWAJIT MAL

For the Month Of..... JANUARY 20.20

Area of specialization :- MR & locomotor
Time spent ... From 8 AM To 11 AM
Date of visit... 28/01/2020

Place of visit ... Nil ... Panjal

1	Name of CWSN (Class & Category)	SL NO	Name of CWSN	Class	Category	Remark	
		1	Santanu Das	VI	CP		
2	Work Done	1	Taught him to read simple bengali and english words of common objects matching with the picture.				
		2	Make him practice writing alphabet and number.				
		3	Physical management given to him and parent counselling done.				
		4					
		5					
		6					
		7					
		8					
		9					
		10					
3	Out put	1	With support. PP, GP & VP he able to do above mentioned activities.				
		2					
		3					
		4					
		5					
		6					
		7					
		8					
		9					
		10					

4 Plan for Next Visit: ... Shall make him practice above mentioned activities and give him need based support.

5 Date of Next Visit: ... Next month

Signature of Special Educator: *[Signature]* 28/01/2020

Signature of CPC/HM/Guardian of CWSN: *[Signature]*

Appendix- B.5

IEP format of Birbhum district (West Bengal)

CASE STUDY

SARVA SIKSHA ABHIYAN, BIRBHUM

1. Name of the Children with special needs :

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

2. Father's Name :

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

3. Age :

--	--	--	--	--	--	--	--	--

4. Sex :

--

5. Class :

--

6. Height :

--

7. Colour :

--

8. Address :-

Home	

School	

9. Type of Disability :

--

10. Onset Disability :

--

11. Details of Disability : _____

12. Extend of Disability : _____
(If possible mention percentage) _____

13. Medical History : Caesar Normal

- i) Pre-natal period: _____

- ii) Peri natal period: _____

- iii) Post natal period: _____

14. History of treatment : _____

15. Family Status :
- i) Rural Urban
 - ii) BPL APL
 - iii) Members of family :-
a) Joint b) Separate
 - iv) Family belongs to : Block / Municipality / VEC / MTA

16. Current Level of the child :
.....
.....
.....
.....

17. Required any support service from SSA & DPEP (Aids & Appliances) :.....
.....

18. Required any IEDC benefit :.....
.....

19. Educational report :-
(A) Pre School level :

- i) Orientation & Mobility :.....
.....
.....

ii) Activities of Daily living skills :-

- Clothing.....
- Brushing.....
- Toileting.....
- Bathing.....
- Eating.....
- Moving.....
- Combing.....
- Swallowing.....
- Walking.....

iii) Problems :
(Answer Yes/No)

- Problems in holding Pen & Pencil :.....
- Problem to understand small part of a story :.....
- Problem of naming of Fruit, Vegetable, Plants :.....
- Problem of naming Days, Month, Years :.....

(B) School level :-

a) Adjustment of School :

i) With Peers :.....
.....

ii) With Teachers :.....
.....

iii) Status of Subject wise information gathered by the student :-

◆ Bengali :.....
.....

◆ English :.....
.....

◆ Mathematics :.....
.....

◆ Others :.....
.....

b) Adaptation (with curriculum) :.....
.....
.....
.....

FOR MENTAL

i) Concept of Alphabet and Numbers with attractive books and materials :.....
.....

ii) Colour concept:.....
.....
.....

iii) Status of Subject wise information gathered by the student :-

◆ Bengali :.....
.....

◆ English :.....
.....

◆ Mathematics :.....
.....

◆ Others :.....
.....

FOR VISUAL

i) Concept of Alphabet :-

- Pre-Braille :.....
.....
- Braille :.....
.....
- Use of Tailor frame :.....
.....
- Use of Abacus :.....
.....

ii) Pre-Braille activities :-

- Touch :.....
.....
- Touch and Talk :.....
.....
- Sensory training :.....
.....
- Misc. :.....
.....
.....

iii) Low Vision : Use of L. Pmt., Magnifier, C.C., T.V.
.....
.....

iv) Status of Subject wise information gathered by the student :-

- ◆ Bengali :.....
.....
- ◆ English :.....
.....
- ◆ Mathematics :.....
.....
- ◆ Others :.....
.....

FOR HEARING

- i. Leap reading :.....
.....
- ii. Speech Therapy :.....
.....
- iii. Adaptation :.....
.....
- iv. Vocalisation :.....
.....
- v. Use of Sign Language :.....
.....
- vi. Gestures :.....
.....
- vii. Status of Subject wise information gathered by the student :-
 - ◆ Bengali :.....
.....
 - ◆ English :.....
.....
 - ◆ Mathematics :.....
.....
 - ◆ Others :.....
.....
.....

(C) Games and Sports :-

- i) Children played football alone / friends :.....
- ii) Children played cricket alone / friends :.....
- iii) Children played any game with his/her community :.....

(D) Socialization (If problem arise, mention below details):-

- i. At home:
- ii. At School:.....
- iii. At neighbour:.....
- iv. At Special Educator:.....
- v. Parents attitude:.....

(E) Support Service by Special Educator:-

- i. At home :.....
- ii. At School :.....
- iii. Role of Community :.....

Signature of the Secretary /
Officer-in-charge(DLRO)
with date & seal.

Signature of the Head Master
with date & Seal

Signature of Spl. Educator
with date

Appendix- B.6

Visiting format by District IEC

PASCHIM BANGA SARVA SIKSHA MISSION , BIRBHUM

VISITING REPORT ON INCLUSIVE EDUCATION (I.E.)

Name of CLRC _____

Date of Visit _____

INFORMATION RESOURCE ROOM ACTIVITY

1	Attendance Register of Special Educators	Y/N	
2	Attendance Register of CWSN available	Y/N	
3	How many CWSN is taking resource support on that day of visit		
4	Teaching Learning Materials are available	Y/N	
5	Therapeutic Service is going on & how many CWSN is attending on that day for Therapy	Y/N	
6	Avg. attendance of Therapeutic Support		
7	Name of the Hired Therapist is giving Therapeutic Service with his Qualification		
8	Name of the Special Educator giving service on that day of visit		
9	Status of distribution of Braille Books & Large Print Books		
10	Resource Materials for Special Support are available or not	Y/N	
11	Resource support is regular	Y/N	
12	Leave Register of Special Educators is available/maintaining properly	Y/N	
13	Advance Programme & Daily Dairy available with the Special Educators in the Office & maintaining properly	Y/N	
14	Status of IEP File		
15	Job Chart of the Special Educator along with order from DSE distributed in all schools	Y/N	
16	Name of Schools & homes visited by the Special Educators in last month		

INFORMATION ON ACTIVITY RELATED ON INCLUSIVE EDUCATION

Sl. No.	Name of Activity	Activity complete on	utilisation Status
1	IEDSS Grant		
2	Orientation of Parents of CWSN		
3	Assessment Camp		
4	World Disabled Day		
5	Inclusive Games & Sports		
6	Travelling & Escort Allowance		
7	Constructing of Resource Rooms at GP/CLRC		
8	Grant for functioning & Strengthening Resource Room		

Signature of Special Educators

Signature of CPC

District Co-ordinator IE

Appendix- B.7

Quarterly performance report on IE of West Bengal

Quarterly Performance Report on I.E.

PROGRESS MADE ON IE AT ELEMENTARY LEVEL				
Sl. No.	Activities	progress made on IE from 1st April ,		
		PHY	FIN	REMARKS (if any)
1	No. of CWSN identified in 2019-20 (UPTO 18 YRS OF AGE)			
2	No. of CWSN Enrolled in schools upto Elementary classes (as per UDISE,19-20)			
3	No. of CWSN Enrolled in schools At Sec & H.S. level classes (as per UDISE,19-20)			
4	No. of CWSN being covered through SRPs (at Resource Rooms)			
5	Total No. of CWSN being covered through home based education (HBE)			
6	Out of total CWSN being covered through HBE, how many CWSN are enrolled in schools ?			
7	Out of total CWSN being covered through HBE, how many CWSN are YET TO BE Enrolled in schools ?			
8	No. of IEPs have developed			

9	Actual number of CWSN provided with Braille books during 2020 Academic session .			
10	Actual number of CWSN provided with Large print text books during 2020 Academic session .			
11	Sports Events (Inclusive in nature)			
12	Therapeutic Services and functioning of MRCs	0	0	
13	No. of CWSN provided with benefits of Corrective surgery			
14	Additional cost expensed for procuring large print text books			
15	No. of CWSN provided with Aids & Appliances			
16	No. of Assessment camps conducted			
17	Reader Allowance given			
18	Assistive Devices, Equipments ,TLM etc towards functioning of			
19	Transportation allowance given			

20	Stipend for Girls CWSN given			
21	Number of Special Educators oriented on UDL (for 3days)			
22	Orientation of primary teachers on curriculum adaptation (One day)			
23	Orientation of Pry. Teachers on Sign language			
24	Total number of Special Educator working in the District			
25	Orientation of parents of CWSN on awareness generation			
26	Number of Anganwadi workers have been sensitized on disability related issues			
27	Development of Training Material			
28	Escort Allowance given			
29	Home Base Education support extended			
30	Total number of Resource Rooms are functioning in the District (
31	Total number of CWSN are being covered through these resource rooms.			
PROGRESS MADE ON IE AT SECONDARY & HIGHER SECONDARY				

P.T.O

Sl. No.	Activities	progress made on IE from 1st April ,		
		PHY	FIN	REMARKS (if any)
1	Purchase/Developm ent of instructional materials (Strengthening of Resource room)			
2	Provided braille text books			
3	Provided large print text books			
4	Books and stationary allowances given.			
5	Provided Aids & Appliances			
6	Reader Allowance given			
7	Uniform given			
8	Escort Allowance given			
9	Stipend for Girls CWSN provided			
10	Transportation allowance given			
11	In-service Training of Special Educators (two days) on need based issues.			
12	Environment Building programme			
13	Orientation of parents / guardians etc.			

Appendix- B.8

**Individualised Education Plan
Samagra Shiksha, Chandigarh**

Name: -	School: -	Class:-
Age: -	Disability :-	
Session:-	Subject: -	
Strengths:		
Weakness:		
Interest Areas:		

Subject	Chapter	Learning Outcome relevant to chapter	Current level	Teaching strategy to be adopted	Teaching learning material required	Mode of assessment	Achievement/output

Other Areas like Braille, communication skills, social, physical, behaviour:

Area	Activity	Annual Goal	Current level	Strategy to be adopted	Teaching learning material required	Mode of assessment	Achievement/output

Signature of Class In charge

Signature of Resource Teacher

Appendix- B.9

Individualised Education Plan-Gujarat

Sr. no.	Functional / Developmental Indicators	Disabilities												Areas in Gujarati
		Totally Blind	Low Vision	Hearing Impairment	Speech Impairment	Cerebral Palsy	Autism Spectrum Disorder	Muscular Dystrophy	Locomotor Disability	Intellectual Disability	Mental Illness	Multiple Disabilities	Specific Learning Disability	
A	Gross Motor Skills													Gross Motor Skills
1	Can walk on knees	*				*		*	*		*	*		બાળક ઘૂંટણીયા ભરી શકે છે
2	Can stand without support	*				*		*	*		*	*		બાળક આધાર વગર ઉભો રહી શકે છે.
3	Can cross legs and sit					*		*	*		*	*		બાળક પવાઠી વાળીને બેસી શકે છે.
4	Can walk independently without support	*	*			*	*	*	*	*	*	*		બાળક સપોર્ટ વગર બેસી શકે છે.
5	Can kick and catch a ball	*	*	*	*	*	*	*	*	*	*	*	*	પ થી ૬ ડગલાં ચાલી શકે છે.
6	Can jump and balance	*	*	*	*	*	*	*	*	*	*	*	*	બાળક દડાને વાત મારી શકે છે.
7	Can climb stairs independently	*	*			*		*	*	*	*	*		બાળક જાતે સીડી ચઢી શકે છે.
8	Can control Neck movement					*			*			*		બાળકની ગરદન કંટ્રોલ છે.

Sr. no.	Areas	Totally Blind	Low Vision	Hearing Impairment	Speech Impairment	Cerebral Palsy	Autism Spectrum Disorder	Muscular Dystrophy	Locomotor Disability	Intellectual Disability	Mental Illness	Multiple Disabilities	Specific Learning Disability	Areas in Gujarati
B	Fine Motor Skills													Fine Motor Skills
1	Can put beads through a thread	*	*	*	*	*	*	*	*	*	*	*	*	બાળક મણકા પરોવી શકે છે.
2	Can clap	*	*	*	*	*	*	*	*	*	*	*	*	બાળક તાલી પાડી શકે છે.
3	Can pick small things & place in a box	*	*			*		*	*	*	*	*		બાળક લખોટી અથવા નાની વસ્તુને પકડીને બાઉલમાં નાંખે છે.
4	Can throw a ball in any direction	*	*	*	*	*	*	*	*	*	*	*	*	બાળક કોઇપણ દિશામાં બોલ ફેંકી શકે છે.
5	Can pour water or any other liquid from one glass to the other without spilling	*	*	*	*	*	*	*	*	*	*	*	*	બાળક કોઇપણ પ્રવાહી એક ગ્લાસમાંથી બીજા ગ્લાસમાં ઢોલ્યા વગર નાખી શકે છે.
6	Can turn pages of a notebook one by one	*	*	*	*	*	*	*	*	*	*	*	*	બાળક ચોપડીના પાના એક પછી એક ઉથલાવે છે.
7	Can open a door	*				*		*	*	*	*	*		બાળક દરવાજો ખોલી શકે છે.
8	Can hold objects using a tumb	*				*		*	*	*	*	*		બાળક અંગુઠાની મદદથી કોઇપણ વસ્તુ ઉપાડીને પકડી શકે છે.
9	Can hold a pencil	*	*	*	*	*	*	*	*	*	*	*	*	બાળક પેન્સિલ પકડી શકે છે
10	Can meaningfully play with toys	*	*	*	*	*	*	*	*	*	*	*	*	બાળક રમકડા સાથે યોગ્ય રીતે રમત રમી શકે છે
11	Identify the objects by touch	*	*											કોઈ વસ્તુને અડકીને ઓળખ કરી શકે છે

Sr. no.	Areas	Totally Blind	Low Vision	Hearing Impairment	Speech Impairment	Cerebral Palsy	Autism Spectrum Disorder	Muscular Dystrophy	Locomotor Disability	Intellectual Disability	Mental Illness	Multiple Disabilities	Specific Learning Disability	Areas in Gujarati
C	Communication													Communication
C.I	Receptive													ઞહણશક્તિ (રીસેપટીવ)
1.1	Can understand gestures and signs			*		*				*	*	*		બાલક ઈશારો સમજી શકે છે.
1.2	Can understand and follow basic instructions like please sit down, come here, etc	*	*	*	*	*	*	*	*	*	*	*	*	બાલક સામાન્ય સૂચનાઓ સમજી શકે છે. ઢા.ત.બેસી જાઓ,
C.II	Expressive													પ્રતિચારાત્મક (એક્સપ્રેસીવ)
2.1	Can communicate a yes or no with a nod or no using the head			*	*	*		*		*	*	*		બાલક માથું હલાવી હા/નાં પાડી શકે છે.
2.2	Can communicate his/her needs through gestures			*	*	*								બાલક જરૂરિયાતને ઇશારાથી વ્યક્ત કરી શકે છે.
2.3	Can communicate his/he needs orally	*	*			*	*	*	*	*	*	*	*	બાલક બોલીને પોતાની જરૂરિયાત વ્યક્ત કરી શકે છે.
2.4	Can hear and immitate what is being said (songs, simple stories, words)			*	*	*				*	*	*		બાલક સાંભળીને અનુકરણ કરી શકે છે.
2.5	Can respond to simple oral questions	*	*	*	*	*	*	*	*	*	*	*	*	મૌખિક રીતે સરળ પ્રશ્નનો જવાબ આપે છે.

Sr. no.	Areas	Totally Blind	Low Vision	Hearing Impairment	Speech Impairment	Cerebral Palsy	Autism Spectrum Disorder	Muscular Dystrophy	Locomotor Disability	Intellectual Disability	Mental Illness	Multiple Disabilities	Specific Learning Disability	Areas in Gujarati
D	Activities for Daily Living (ADL)													Activities for Daily Living (ADL)
D.I	Eating habits and methods													ખાવાની ટેવો/પદ્ધતિઓ
1.1	Can understand what is edible and what is not					*		*		*	*	*		કઈ વસ્તુ ખાવાલાયક છે અને કઈ નથી તેની ઓળખ છે
1.2	Can eat liquid food items independently	*	*			*	*	*	*	*	*	*		જાતે કોઈ પ્રવાહી પી શકે છે.
1.3	Can eat solid food items independently	*	*			*	*	*	*	*	*	*		કોઈ કઠણ પદાર્થ જાતે ખાઈ શકે છે.
1.4	Can indicate thirst & hunger			*	*	*	*			*	*	*		પોતાને ભૂખ અને તરસ છે તો બોલી શકે છે.
D.I I	Toilet													પેશાબની ટેવો (ટોઇલેટીંગ)
2.1	Can communicate when needs to visit a toilet					*		*	*	*	*	*		પેશાબ/સંડાશની જરૂરિયાત જણાવી શકે છે.
2.2	Can independently visit a toilet and use it	*	*			*	*	*	*	*	*	*		બાથરૂમ સુધી જાતે પહોચી શકે છે.
3.1	Can tell which is more and which is less quantity of a given thing	*	*	*	*	*	*	*	*	*	*	*	*	
3.2	Can identify and speak numbers (0 to 9)	*	*	*	*	*	*	*	*	*	*	*	*	
3.3	Can read and write the numbers in order			*	*	*	*	*	*	*	*	*	*	
3.5	Can count numbers from 0 to 9	*	*	*	*	*	*	*	*	*	*	*	*	

Sr. no.	Areas	Totally Blind	Low Vision	Hearing Impairment	Speech Impairment	Cerebral Palsy	Autism Spectrum Disorder	Muscular Dystrophy	Locomotor Disability	Intellectual Disability	Mental Illness	Multiple Disabilities	Specific Learning Disability	Areas in Gujarati
F	Socialization													Socialization
1	Recognises the family members, friends and teachers.	*	*	*	*	*	*	*	*	*	*	*	*	પરિવારના સભ્યો, મિત્રો અને શિક્ષકને ઓળખે છે.
2	Participates in the activities (group/ solo) that the teacher is instructing	*	*	*	*	*	*	*	*	*	*	*	*	ગ્રુપમાં અને વ્યક્તિગત પ્રવૃત્તિમાં ભાગ લે છે.
3	Plays and interacts with the peer students	*	*	*	*	*	*	*	*	*	*	*	*	પોતાની ઉમરના બાળકો સાથે રમે છે.
4	Shares his/her things with the classmates	*	*	*	*	*	*	*	*	*	*	*	*	પોતાની વસ્તુઓ બીજા સાથે શેરીંગ કરે છે.
5	Participates in the co-curricular activities like music, arts, etc.	*	*	*	*	*	*	*	*	*	*	*	*	જુદા-જુદા સાંસ્કૃતિક કાર્યક્રમમાં ભાગ લે છે.
6	Takes initiative in participating in activities	*	*	*	*	*	*	*	*	*	*	*	*	વર્ગની શૈક્ષણિક પ્રવૃત્તિમાં ભાગ લેવા પહેલ કરે છે.
7	Communicates freely with unfamiliar people	*	*	*	*	*	*	*	*	*	*	*	*	અજાણ્યા વ્યક્તિ સાથે વાતચીત કરે છે.

Sr. no.	Areas	Totally Blind	Low Vision	Hearing Impairment	Speech Impairment	Cerebral Palsy	Autism Spectrum Disorder	Muscular Dystrophy	Locomotor Disability	Intellectual Disability	Mental Illness	Multiple Disabilities	Specific Learning Disability	Areas in Gujarati
G	Sign language													Sign language
1	Can communicate using gestures			*	*									હાઉ ભાવ થી સામાન્ય વાતચતી કરી શકે છે.
2	Can identify and speak the basic letters using sign language and lip reading			*	*									મૂળાક્ષરોને લીપ રીડીંગથી સમજી શકે છે. અને બોલવાનો પ્રયાસ કરે છે.
3	Can use letters using signs and speech			*	*									મૂળાક્ષરોની સાઈન અને બોલીને પ્રયોગ કરે છે.
4	Can tell his/her name using signs			*	*									પોતાનું નામ સાઈન થી બતાવે છે.
5	Can understand and speak the main vocabulary of a story or poem using lip reading and signs			*	*									વાર્તા અને કવિતાના મુખ્ય શબ્દ સાઈન અને લીપ રીડીંગ ધ્વારા સમજી અને બોલી શકે છે.
6	Can use signs and lip reading to identify numbers 0-9			*	*									સાઈન અને લીપ રીડીંગ ધ્વારા ૦ થી ૯ અંકોની ઓળખ કરે છે.
7	Can identify and understand the signs for addition, subtraction, etc			*	*									સરવાળા બાદબાકી, ગુણાકાર, ભાગાકાર ની સાઈનની સમજ છે.

Sr. no.	Areas	Totally Blind	Low Vision	Hearing Impairment	Speech Impairment	Cerebral Palsy	Autism Spectrum Disorder	Muscular Dystrophy	Locomotor Disability	Intellectual Disability	Mental Illness	Multiple Disabilities	Specific Learning Disability	Areas in Gujarati
H	Orientation and Mobility													Orientation and Mobility
1	Can reach the school independently	*	*											૧. બાળક શાળામાં જાતે આવી શકે છે.
2	Can move around the classroom independently	*	*											૨. બાળક જાતે વર્ગખંડમાં હરીફરી શકે છે.
3	Can reach the toilet/ drinking water place independently	*	*											૩. શાળામાં સેનિટેશન અને પાણીની પરબ પાસે જાતે જઈ શકે છે.
4	Can move around in the school campus independently (resource room/playground/mid day meal)	*	*											૪. શાળાના કમ્પાઉન્ડમાં જાતે હરીફરી શકે છે. (રીસોર્સરૂમ, પ્લેગ્રાઉન્ડ, મધ્યાહન ભોજન લેતી વખતે, વગેરે)
H.1	Pre-braille and braille													Pre-braille and braille
1	Can identify the nearby objects with touch	*												સ્પર્શ કરીને આસપાસની વસ્તુઓની ઓળખ કરી શકે છે.
2	Can identify basic pictures and shapes using tactile/embossed graphics	*												ટેકટાઇલ, એમ્બોઝ કરેલા ચિત્રોની આકારોની ઓળખ કરી શકે છે.
3	Can recognise stylus and slate	*												બાળકને ચીપ પાટી અને કલમની ઓળખ છે.
4	Can put a paper properly in the slate	*												બાળક ફાઇલ પાટીમાં કાગળ યોગ્ય રીતે ભરાવી શકે છે.
5	Can identify the basic letters on braille	*												બાળક મૂળાક્ષરોને ઓળખી શકે છે.
6	Can write letters on braille	*												બાળક બ્રેઇલ મૂળાક્ષરોને લખી શકે છે.
7	Can read and write simple words in braille	*												બાળક સાદા શબ્દો લખી-વાંચી શકે છે.
8	Can understand and use basic punctuations	*												વિરામચિન્હોની ઓળખ છે.

9	Can read and write numbers from 0-9	*													બ્રેઇલ ૦ થી ૯ અંકોની ઓળખ છે.
10	Can understand basic geometrical shapes	*													ગાણિતિક સાધનોની સમજ (ગણિતપાટી, ખીલ્લા) છે.
11	Can understand basic mathematical operations (addition, subtraction, multiplication)	*													ગાણિતિક સંજ્ઞાઓની સમજ (સરવાળા, બાદબાકી, ગુણાકાર, ભાગાકાર) છે.

Appendix- B.10

Report of Chetna Training Program



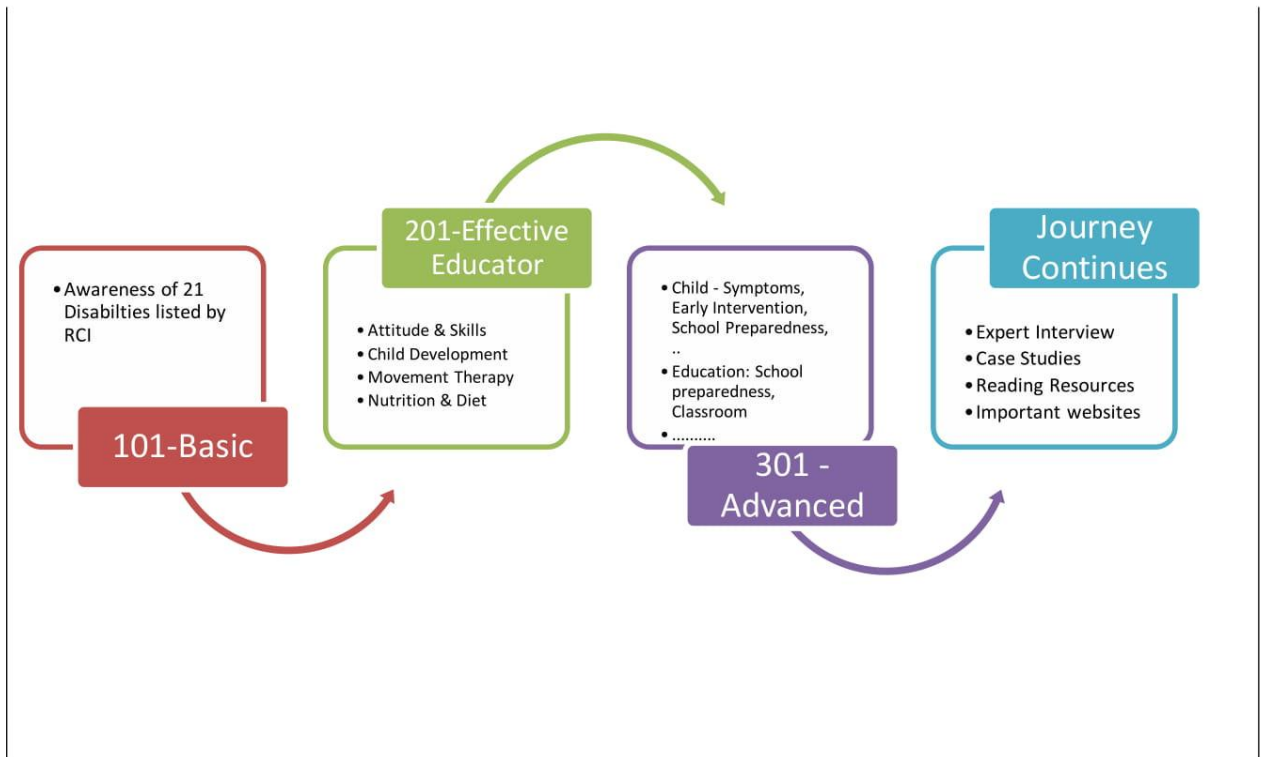
Chetna is a First of Its Kind Program –
An Innovation from the State of Gujarat
SSA- Gujarat is the First State In India to develop a
Mobile Learning Teacher Training Program on Children With Special needs
In Local Language.
This program will benefit over 1 Lakh children in Primary and Secondary Government Schools

INTRODUCTION	OBJECTIVES
<ul style="list-style-type: none">Chetna is derived from the Sanskrit word “Chaitanya” It means Inspiration and well being.It is an innovative and novel teacher training program for cross training and capacity building for teaching Children With Special Needs and InclusionIt is a 30 Hour Mobile Learning Program and consist of short video led sessions, rich course material, case studies and assessments.The content is provided by world class subject matter experts with long experience in the field of Special needs education.	<ol style="list-style-type: none">It is an innovative and novel teacher training program for cross training and capacity building for teaching Children With Special Needs and InclusionTo create Basic awareness of 21 disabilities listed by RPWD Act of 2016To gain practical Tips and knowledge on Role of a Special Educator and being an Inclusive TeacherTo gain practical Knowledge and practical tips on 9 disabilities commonly found in children such as ASD, CP, MI, HI, VI, ID, SLD, MD with Deafblindness, Speech and Language Disability

PROGRAM CONTENT

PROCESS

- The program can be taken by an individual using laptop / computer / mobile phone.
- There will be a unique user name, password / app code allocated to each individual user.
- Each teacher will go through the program at their own pace from any device
- The Head office will administer the progress with the help of real time dash board and analytics
- The teacher will have to complete Assessments at end of every module and will have an individual score for each
- At end of program the teacher will be issued an e-certificate of completion.



PROGRAM UTILITY	BEST FEATURES
<ol style="list-style-type: none"> 1. Resource teachers will get cross trained and hence have larger bandwidth 2. Regular teachers will gain insights on being an Inclusive teacher 3. Teachers can take the program from any place on their free time .. even 15 minutes is useful 4. Teachers can view the modules again and again as refresher training 5. Cost Savings on classroom logisitics 	<ol style="list-style-type: none"> 1. Knowledge partners are renowned NGOs across India such as Sense International, V-Excel Educational Trust, Prayas Parent Association ... 2. Celebrity showcase is pull factor – Shri Amitabh Bachchan’s National Anthem in Sign language, Guest interview with Dr Swaroop Sampar Rawal, and Case Study of Pranay Burde, Winner of President’s Award. 3. Designed & developed on the 361DM’s unique learning model of “Know-Do’Be” . 4. Can be developed in All Indian Languages



SUMMARY

Chetna is a Teacher Training program creating new horizons of learning, teaching and inclusion.

Chetna Enables teachers to be more Inclusive and Effective

Conclusion:

In phase 1, 1045 Elementary classes (1-8) Special Educators, in phase 2, 1026 Sr. Sec. classes (9-12) SEs and in phase 3, all 1.9 lakh + In-Service Teachers had successfully completed all the self-learning modules.