An Evaluation of the CWSN Activities in Raichur District

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LIST OF ABBREVIATIONS

ASD	Autism
BEO	Block Education Officer
BRC	Block Resource Centre
BRG	Block resource group
CRC	Cluster Resource Centre
CABE	Central Advisory Board of Education
CP	Cerebral Palsy
CWSN	Children With Special Need
DDPI	Deputy Director of Public Instruction
DIERT	District Inclusive Education Resource Teacher
DPEP	Distinct Primary Education Programme
DRG	District resource group
HBE	Home Based Education
HI	Hearing Impairment
IEDC	Integrated Education for Disabled Children
IERTs	Inclusive Education Resource Teachers
LD	Learning Disability
LV	Low Vision
MD	Multiple Disability
MR	Mental Retardation
NCERT	National Council of Educational Research and Training
NCFSE	National Curriculum Framework for School Education
OI	Orthopedically Impairment
SEN	Special Education Needs
SI	Speech Impairment
SN	Special Needs
SNE	Special Needs Education
SSA	Sarva Shikshana Abhiyan
TB	Totally Blind

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The state unit of SSA assigned the task of evaluating educational program relating to Children With Special Needs (CWSN) to Centre for Multidisciplinary Development Research (CMDR) Dharwad which is a national level research institute recognized by Indian Council of Social Science Research (ICSSR), Government of India. The study team initiated the process of evaluation and the present report is based on the survey of CWSN, HBE children and host of actors like Volunteers of HBE, Special Teachers, Cluster and Block Resource persons, District officials of Education Department. Along with these key people the team also surveyed officials of other connected department. The findings of the study show that the program has made a positive dent in the district of Raichur. The facilities and other inputs provided to the needy children have served the cause for which they been supplied. There are a few areas of concern which can be sorted out with ease. It was an excellent and unique opportunity for us at CMDR to accomplish this task.

The study team sincerely thank the Project Director of SSA Karnataka for providing CMDR this opportunity. We also place on record our sincere thanks to all the officials of SSA Bangalore and those in the district of Raichur, for extending their full support in completing this study. Volunteers, Special Teachers, IERTs, BRC and CRC co-ordinators also deserve sincere thanks for supporting the study team.

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Study Team

Executive Summary

Education of children with special needs constitutes a major concern of UEE. In this context, SSA tries to address issues of discrimination against marginalized groups like CWSN and how best it can resolve them effectively. In all districts of the state SSA has initiated the CWSN activities. As the physical disabilities vary among children not only in terms of degrees but also in terms of kind, special efforts are needed to bring them into the main stream of educational fold. With this noble idea in mind the SSA has been putting in significant amount of resources for the benefit of CWSN. The present study makes a modest attempt in assessing the impact of current programs in the district of Raichur in the state of Karnataka which are aimed at providing necessary facilities to these needy children.

The study team surveyed 367 CWSN and 55 HBE Students in the selected district. As per the guidelines of SPO the district resource group (DRG) and block resource groups (BRG) are constituted for effective implementation of IE activities. A district working committee on IE is constituted under the chairmanship of Chief Executive Officer, Zilla Panchayat. The meetings of these committees are held and the strategies for effective implementation of IE activities are discussed regularly. In order to meet the requirements of CWSN the authorities have provided special teachers. The authorities in collaboration with such special teachers would identify the children with special needs.

Major Findings

1. There are 3487 CWSN in the district. Out of this 413 are identified as HBE and rest are classified under school based education. Within HBE category, 221 students are school based and 181 are Home based children. Among such students Orthopedically Impaired (OI) has the highest dominance with about 25 per cent share followed by Mentally Retarded (MR) (19.6%) and Speech Impairment (SI) with about 18 per cent. Low Vision (LV) and Multiple Disabilities (MD) are around 11 per cent and Hearing Impairment (HI) accounts for about 7 per cent. Total Blind (TB), Cerebral Palsy (CP), Learning Disability (LD) and Autism (ASD) account for very small proportion of the total disabilities.

2. Between 60 to 88 per cent of the CWSN children attend medical camps and most of them are satisfied by the inputs received in such camps and the situation seems to be

better for HBE students. Non participation in medical camps is on account of the following reasons.

- Parents do not find time to take the child to the medical camp
- Lack of awareness among the parents apart from information provided by Teachers and HBE volunteers
- Neglect of parents about to child's needs

3. Percentage of children who received Aids and Appliances shows that much distance needs to be covered in the district. However the suitability of such provision is quite encouraging and it has served the purpose for which it has been given.

4. Schools are made barrier free by building of ramps. Medically designed toilets are constructed for the CWSN in schools. Provision of ramps to the needy children is an important indicator of the concern and care towards such children. Such a provision is making progress in the district. However, improvement is needed in the taluks of Devadurga and Raichur. Provision of user friendly toilets also needs improvement across the district.

5. Disability may occur on account of physical, environmental and attitudinal barriers, which exist in the education systems and in society as a whole. Community awareness programmes are conducted to educate the community regarding inclusive education. Awareness program needs to be strengthened in the district because in various programs under the initiative there seem to be somewhat lesser percentage of parents participating in such events.

6. Participation of CWSN children in co-curricular activities especially in sports needs improvement. Exposure visits did reveal very low participation of CWSN children.

7. Role played by the HBE volunteers is encouraging in the district. But they did raise the voice that they are not receiving the stipend on regular basis which needs to be probed further.

8. Provision of HBE kits reflects satisfactory picture however usage of such kits needs improvement in select taluks.

9. Children and parents are using the Resource Centres in varying degrees but the non usage of such centres needs attention due to the following reasons which come in their usage.

   - Lack of interest among parents
   - Lack of information
   - Poverty
   - Resource centre is far away from the home
   - No availability of equipments at centre
   - No availability of physiotherapy personnel

10. One of the important issues that came out during the field investigation with regard to teachers training is that the teachers are satisfied with the duration of training. They also opined that training need to be more practical oriented rather than class room oriented. They also expressed the desire that they need to be provided accommodation during the training period.

11. Issues of Concern and Possible Corrective Strategies: In the following write up an attempt is made to present the major issues of concern and how best one can address to bring in corrective measures.

Raichur and Devadurga seem to be poor performing taluks and Sindhnoor and Manvi are better performing taluks in the district. Lingasugur stands as the average taluk.

Issues of Concern	Taluks Concerned	Corrective Measures
Low attendance by Children in Medical Camps	Devadurg	Prior information of such programs to the stake holders deserves attention
Aids and appliances: Short fall in the provision	Raichur, Devadurga & Manvi	Concentrated efforts for the supply of Aids and Appliances
Ramp Facility: Need to have full coverage of the facility in the schools.	Raichur & Devadurg	Ramp construction need to be executed in speedy manner
User Friendly toilets: Need to have full coverage of the facility of user friendly toilets in the schools.	Raichur & Sindhanur	Construction of user friendly toilets to be prioritized in needy locations
Lower Parents' participation in training programme, community awareness programme, World Disability Day, Kala Jatha and other programmes.	Raichur & Devadurg	Need to enthuse local teachers and HBE Volunteers. Prior information of such programs to the stake holders deserves attention
Children's participation in co-curricular activities is very low	Raichur & Devadurg	Need to encourage parent's participation in awareness programs
Visits of HBE volunteers to child's house needs to be improved	Raichur	Special Teachers, Head Masters and Community members can be made to monitor effectively.
Volunteers are not getting their remuneration regularly.	All Taluks	Need to rectify procedural delays in the release of such funds
Lack or lesser level of supply of HBE Kits	Sindhnur	Strengthen measures to effectively distribute HBE Kits
Usage of Resource Centre by Children is low	Raichur	Benefits of such visits need to be spread effectively to Teachers and Parents

In sum one can say that both CWSN and HBE initiatives have made significant dent in meeting the needs of the needy children. The efforts put in by the officials, Special Teachers, Volunteers and others need to be appreciated with full seriousness. The teething problems as highlighted above deserve attention.

CHAPTER 1

INTRODUCTION

1.1. INTRODUCTION

The educational scene in the country has undergone major change over the years, resulting in better provision of education and better educational practices. In 1944, the Central Advisory Board of Education (CABE) published a comprehensive report called the Sergeant Report on the post-war educational development of the country. As per the report, provisions for the education of the handicapped were to form an essential part of the national system of education, which was to be administered by the Education Department. According to this report, handicapped children were to be sent to special schools only when the nature and extent of their defects made this necessary. The Kothari Commission (1964–66), the first education commission of independent India, observed: "the education of the handicapped children should be an inseparable part of the education system." The commission recommended experimentation with integrated programmes in order to bring as many children as possible into these programmes (Alur, 2002). The government's agenda to universalise elementary education, and its commitment to the Directive Principles of the Constitution, are guided by the recognition that a new universal system of education should be based on equity, the redressal of past imbalances, and the provision of access to quality education, especially for marginalised groups. Recent educational developments and the Seventy Third and Seventy Fourth Constitutional Amendments outline the possibility of entrusting basic education to the local elected bodies in towns and villages. This would allow for community participation in education at the elementary level and would introduce radical change, leading to the empowerment of learners with Special Educational Needs (SEN). Until the 1970s, the policy encouraged segregation. Most educators believed that children with physical, sensory, or intellectual disabilities were so different that they could not participate in the activities of a common school (Advani, 2002). Christian missionaries, in the 1880s, started schools for the disabled as charitable undertakings (Mehta, 1982). The first school for the blind was established in 1887. An institute for the deaf and mute was set up in 1888. Services for the physically disabled were also initiated in the middle of the twentieth century. Individuals with mental retardation were the last to receive attention.

The first school for the mentally challenged was established in 1934 (Mishra, 2000). Special education programmes in earlier times were, therefore, heavily dependent on voluntary initiative.

Support was provided to voluntary organisations for the establishment of model schools for the blind, the deaf, and the mentally retarded. The union government set up the National Library for the Blind, the Central Braille Press, and employment exchanges for the disabled. It also made provisions for scholarships, for prevention and early identification of disabling conditions, for the development of functional skills, and for aids and appliances for the disabled.

1.2 Support to Children with Special Needs: Two Important Acts

It needs to be noted that the official and state support has been accorded to children with special needs in particular and to people with special needs in general. These Acts have been passed to serve the cause of the children with special needs. The following discussion would briefly picture the provisions of the said Acts.

1.2.1 View from the US

An individual with Disabilities Education Improvement Act was passed in the US in 2003, a committee headed by Lady Laurence was appointed to fine tune the provisions of the Act. The committee tried to improve the Individuals with Disabilities Education Act (IDEA) through the following provisions,

(1) Encourage informal and speedy resolution of problems, prevent misidentification of students, and reduce bureaucratic paperwork for teachers;

(2) Provide local fiscal relief through risk pools and allowing localities to use a percentage of IDEA funds in a flexible manner;

(3) Shift IDEA from a compliance-driven model to a performance-driven model;

(4) Make schools safer by providing greater clarity and flexibility in the law, as well as supporting approaches, including behavioural interventions, that prevent dangerous discipline problems;

(5) Provide increased resources to better train teachers and parents;

(6) Facilitate better transitioning for students with disabilities from school to post-secondary experiences; and

(7) Strengthen implementation of the law to ensure that every child with a disability receives a free and appropriate public education (FAPE).

Thus, an attempt was made to evolve a holistic approach toward provision of educational services to the physically challenged people.

1.2.2 Relevance of Persons with Disabilities Act, 2011 to CWSN: An Overview Of Indian version

India has ratified the UN Convention on the Rights of Persons with Disabilities (UN CRPD) and has undertaken the obligation to ensure and promote the full realization of all human rights and fundamental freedoms for all Persons with Disabilities without discrimination of any kind on the basis of disability. In fulfilment of this international commitment, the country is obligated to enact suitable legislation in furtherance of the rights recognized in the UN Convention.

The act has the following broad provisions for people with physical disabilities.

a. Guarantee equality and non-discrimination to all persons with disabilities;

b. Recognize legal capacity of all persons with disabilities and make provision for support where required to exercise such legal capacity;

c. Recognize the multiple and aggravated discrimination faced by women with disabilities and induct a gendered understanding in both the rights and the programmatic interventions;

d. Recognize the special vulnerabilities of children with disabilities and ensure that they are treated on an equal basis with other children;

e. Mandate special programmatic interventions for home bound persons with disabilities; persons with disabilities in institutions as also persons with disabilities with high support needs;

f. Establish a Disability Rights Authority which facilitates the formulation of disability policy and law with active participation of persons with disabilities; dismantles structural discrimination existing against persons with disabilities and regulates the due observance of regulations promulgated under this Act for the protection, promotion and enjoyment of all rights guaranteed in this Act;

g. Specify civil and criminal sanctions for acts and conduct deemed to be wrongful;

1.2.3 Provisions of the Act with regard to Human Resource Development

(1) The appropriate government shall ensure that the social, economic and civil political rights guaranteed in this Act are duly implemented and to that end shall:

(a) Undertake the development of human resource so that it renders available services inclusive;

(b) sensitizes existing personnel and creates curricula which is disability sensitive to persons with disabilities;

(c) make provision for adequate numbers of professionals in such manner that such personnel are available in appropriate ratios to provide services for persons across all disabilities at the central, state, local and Panchayat level;

(d) the provision of personnel to monitor the conduct of training at central, state, district and local bodies and Panchayat levels to ensure effective functioning of institutions and professionals.

(2) In order to fulfil the obligation stated in sub section (1) of section 5, the appropriate governments shall periodically undertake a needs based analysis and formulate plans for the recruitment, induction, orientation and training of suitable personnel to undertake the various responsibilities outlined in this Act;

(3) The appropriate governments shall ensure that the terms and conditions of service of all personnel and professionals working in the field of disability are appropriate, just and equitable so as to ensure the induction and retention of quality personnel and professionals in the field in adequate numbers;

(4) Without prejudice to any function and power of Rehabilitation Council of India contained in the Rehabilitation Council of India Act and in addition to the cadre creating obligations outlined in sub section (2) of section 5, the appropriate governments shall ensure human resource development in this sector by inter alia:

(5a) Mandating training on disability rights in all courses for the training of administrators, police officials, judges, lawyers and judicial officers: (b) Induction of disability as a component for all education courses/ programmes for school, college and university teachers, doctors, nurses, para-medical personnel, social welfare officers, rural development officers, Aasha workers, Anganwadi workers engineers, architects, other professionals and community workers;

(c) Initiating capacity building programmes, including training in independent living and community relationships for families and care providers on care giving and support:

(d) Ensuring independence training for persons with disabilities to build community relationships on mutual contribution and respect: (e) Conducting training programmes for sports teachers with specific focus on sport needs of persons with disabilities.

1.2.4 Right to Education of women and girls with disabilities as per the ACT

(1) Girls and women with disabilities shall not be excluded from the general education system on the basis of sex or disability;

(2) The appropriate government shall take all appropriate measures to ensure that all girls and women with disabilities have access to an inclusive education system, without discrimination and on an equal basis with others, at all levels;

(3) Without prejudice to the generality of sub-section (1), the appropriate government shall take measures to:

(a) Provide special allowance for families of girls with disabilities to meet educational expenses;

(b) Provide incentives to educational institutions, both in public and private sectors, to enroll girls with disabilities and retain them after enrolment till the completion of education;

(c) Provide reasonable accommodation of the requirements of girls with disabilities at all levels of the education system;

(d) Ensure that all girls with disabilities have access to necessary, adequate and appropriate support for the completion of primary, secondary and higher education;

(e) Ensure that all school buildings are accessible to girls with disabilities.

1.3. Learners with Special Educational Needs (SEN)

In India a learner with SEN is defined variously in different documents. For example, a child with SEN in a District Primary Education Programme (DPEP) document is defined as a child with disability, namely, visual, hearing, loco motor, and intellectual (DPEP,2001). However, the country report of the NCERT UNESCO regional workshop report titled "Assessment of needs for Inclusive Education: Report of the First Regional Workshop for SAARC Countries" (2000) states that SEN goes beyond physical disability. It also refers to … the large proportion of children—in the school age—belonging to the groups of child labour are, street children, victims of natural catastrophes and social conflicts, and those in extreme social and economic deprivation. These children constitute the bulk of dropouts from the school system. The SSA Framework for Implementation covers children with Special Needs (SN) under the section on Special Focus Groups. While separating children with disabilities from other groups like girls, Scheduled Castes (SC), Scheduled Tribes (ST), and urban deprived children, it makes provisions for these children under the section on SEN. The Department of Education of Groups with SN in the NCERT itself, initiates programmes for meeting the learning needs of the disabled and the socially disadvantaged and marginalised, such as the SCs, STs, and minorities.

According to the International Standard Classification of Education (ISCED-97) (UNESCO, 1997), the term Special Needs Education (SNE) means educational intervention and support designed to address SEN. The term "SNE" has come into use as a replacement for the term "Special Education". The earlier term was mainly understood to refer to the education of children with disabilities that takes place in special schools or institutions distinct from, and beyond the institutions of the regular school and university system. In many countries today a large proportion of disabled children are in fact educated in institutions under the regular

system. Moreover, the concept of children with SEN extends beyond those who may be included in handicapped categories to cover those who are failing in school, for a wide variety of reasons that are known to be likely impediments to a child's optimal progress. Whether or not this more broadly defined group of children is in need of additional support, depends on the extent to which schools need to adapt their curriculum, teaching, and organisation and/or to provide additional human or material resources so as to stimulate efficient and effective learning for these pupils.

However, only in a few instances and documents, across the various States of the country, has SEN been accepted in its broad perspective. On the whole, the focus has remained on learners with specific disabilities.

1.4. Educational Provisions for Children with Special Needs

In the 1970s, the government launched the Centrally Sponsored Scheme of Integrated Education for Disabled Children (IEDC). The scheme aimed at providing educational opportunities to learners with disabilities in regular schools, and to facilitate their achievement and retention. The objective was to integrate children with disabilities in the general community at all levels as equal partners to prepare them for normal development and to enable them to face life with courage and confidence. A cardinal feature of the scheme was the liaison between regular and special schools to reinforce the integration process. Meanwhile, the National Council of Educational Research and Training (NCERT) joined hands with UNICEF and launched Project titled Integrated Education for Disabled Children (PIED) in the year 1987, to strengthen the integration of learners with disabilities into regular schools. An external evaluation of this project in 1994 showed that not only did the enrolment of learners with disabilities increased considerably, but the retention rate among disabled children was also much higher than the other children in the same blocks. In 1997 IEDC was amalgamated with other major basic education projects like the DPEP (Chadha, 2002) and the Sarva Shiksha Abhiyan (SSA) (Department of Elementary Education, 2000).

The IEDC scheme provides for a wide range of incentives and interventions for the education of children with disabilities. These include preschool training, counselling for parents, allowances for books and stationery, uniforms, transport, readers and escorts, hostel facilities, and other assistive devices. The scheme provides one special teacher for every eight children

with disabilities, community involvement, and a resource room in a cluster of eight to ten schools. A number of voluntary organisations are implementing the scheme in the various States.

It is believed that the fundamental right to education will bring more students with SEN into ordinary schools, which will in turn provide an impetus for change and bring about a number of innovations in the field of SNE.

1.5. Inclusive Education

The National Curriculum Framework for School Education (NCFSE) (2000), brought out by the NCERT, recommended inclusive schools for all without specific reference to pupils with SEN as a way of providing quality education to all learners. According to NCFSE:

"Segregation or isolation is good neither for learners with disabilities nor for general learners without disabilities. Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices" (NCERT, 2000)

The NCFSE also recommended definitive action at the level of curriculum makers, teachers, writers of teaching–learning materials, and evaluation experts for the success of this strategy.

1.6 SSA Initiatives for Children with Special Needs (CWSN) in Karnataka

Education of children with special needs constitutes a major concern of UEE. In this context, SSA tries to address issues of discrimination against marginalized groups like CWSN and how best it can resolve them effectively. In all districts of the state SSA has initiated the CWSN activities. These activities are carried out in all the Government schools. Every Block has a resource centre to strengthen CWSN activities. IERTs and DIERTs facilitate the activities at the Block and District levels. This Programme began in the state in 2004 – 05 and has expanded progressively over the years.

The thrust areas / objectives of the state with regard to CWSN are as noted below.

- To provide school access to all the children with special needs.
- To provide necessary supporting services to the children with special needs in the context of education is the fundamental right and universalisation of elementary education.

- To reduce the gaps between the normal children and children with special needs in the context of Universalisation of education
- To empower the teachers and parents to manage the CWSN in the process of education
- Establishment of resource persons and resource centers at block level to handle the children with special needs.
- To impart quality education to CWSN.

Head teachers, teachers, IERTs, DIERTs Special Resource Teachers, Home Based Education Volunteers, Parents of CWSNs, CRCs, BRCs, BEOs, DYPCs, DDPIs and other educational officers are provided with capacity building exposures for conducting the activities in Inclusive Education intervention.

With this framework, the SSA in the state is trying to reach out to the needy students and help them to join the mainstream of the schooling system.

1.7 Objectives of the Study

In the background of the above stated discussion, the present tried to examine the following objectives as part of the evaluation of CWSN activities in the district of Raichur in Karnataka state. Following are the specific objectives of the study.

1. Examine the nature of activities, efficiency of performance of HBE volunteers.
2. Examine the performance of IERT's at various levels – their job chart.
3. Examine the quality of environment building efforts by IERT's and community involvement therein.
4. Review the nature of counselling provided to parents, in the awareness camps.
5. Examine the medical assessment camps.
6. Examine the quality of aids and appliances provided.
7. To examine the nature of co – curricular activities like sports, games – extent of participation, innovativeness in activities, community involvement.
8. Examine case studies – HBE.
9. To know the opinion of long term and short term training on Inclusive Education for Teachers and IERTs.
10. To examine the accuracy in identification of CWSN in household child census and its harmonious follow - up by IERTs,

11. To examine Creating Barrier free environment in Govt. Schools.
12. To Examine the Quality and accuracy in Supply of Braille and Home Based Education Kit.
13. To Know the Outcome of Educational Impact of Exposure visit for CWSNs with Normal Children.
14. To compare the quality of attention given to CWSN with normal children in Schools.
15. To know whether the remuneration reaching in time every month for HBE Volunteers and Special Resource Teachers.

CHAPTER 2
METHODOLOGY OF THE STUDY

2.1 THE STUDY AREA

The study has been conducted in Raichur district as it one of the less developed district in Karnataka. The district is situated in north eastern part of Karnataka state. It falls in the northern maidan region, between 15° 33'- 16° 34' North latitudes and 76° 14'- 77° 36' East longitudes and also between the two major rivers namely the Krishna and the Tungabhadra. It is located in the northeast part of the state and is bounded by Yadgir district in the north, Bijapur and Bagalkot district in the northwest, Koppal district in the west, Bellary district in the south, Mahabubnagar and Kurnool districts of Andhra Pradesh in the east.

2.2 EDUCATIONAL PROFILE OF THE DISTRICT

According to the 2011 census Raichur district has a population of 1,924,773. This gives it a ranking of 246th in India (out of a total of 640). The district has a population density of 228 inhabitants per square kilometre (590 /sq mi). Its population growth rate over the decade 2001-2011 was 15.27%. Raichur has a sex ratio of 992 females for every 1000 males, and a literacy rate of 60.46%. The district has five taluks and table 2.1 gives the area and population of the district.

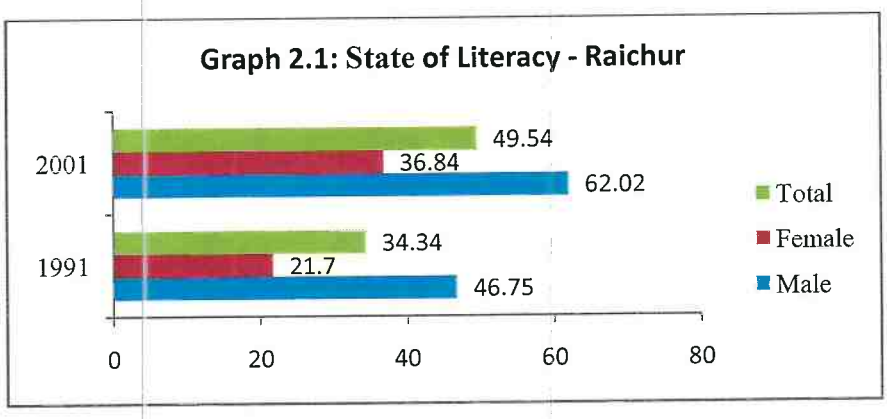
Table 2.1: Area and Population of Raichur District (2001)

Sl. No.	Taluk	Area	Population
1	Devadurga	1508	222457
2	Lingsugur	1948	321042
3	Raichur	1535	330719
4	Manavi	1793	435380
5	Sindhanur	1599	360164
6	Total	8383	1669762

In terms of educational achievements as well as with regard to other aspects of development, Raichur is considered as the most backward district in the state. Table 2.2 and graph 2.1 would depict the literacy level in the district.

Table 2.2: State of Literacy in Raichur District (%)

Category	1991	2001	Decadal Increase
Male	46.75	62.02	15.27
Female	21.7	36.84	15.14
Total	34.34	49.54	15.2

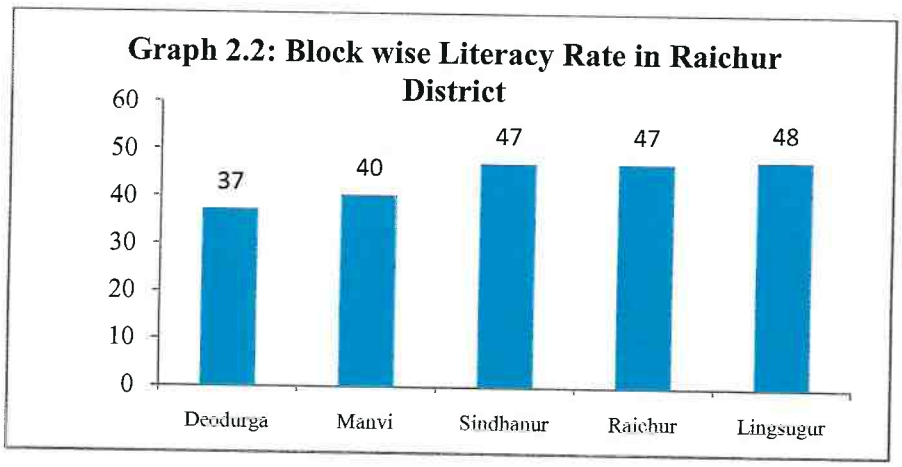


It can be observed that the male literacy has shown signs of improvement while much distance needs to be covered as far as female literacy is concerned. Table 2.3 and graph 2.2 would depict the block wise literacy levels in the district.

Table 2.3: Block wise Literacy Rate in Raichur District

Block	Area	2001		
		Male	Female	Total
Devadurga	Rural	41.7	20.9	31.4
	Urban	50.1	36.3	43.4
	Total	45.1	28.6	37.4
Lingsugur	Rural	50.6	24.9	37.9
	Urban	68.4	48.0	58.5
	Total	59.5	36.5	48.2
Manavi	Rural	44.4	24.0	34.2
	Urban	54.5	38.6	46.7
	Total	49.5	31.3	40.5
Raichur	Rural	43.4	20.8	32.1
	Urban	68.8	56.1	62.6
	Total	56.1	38.5	47.4
Sindhanur	Rural	52.8	29.2	40.9
	Urban	62.7	44.2	53.7
	Total	57.7	36.7	47.3
Total	Rural	46.6	24.0	35.3
	Urban	60.9	44.6	53.0
	Total	62.0	36.8	49.5

Source: Census 2001



Source: Census 2001

One can observe that overall literacy needs improvement across blocks. However blocks of Sindhnur, Raichur and Lingasgur are ahead of other blocks in the district.

2.3. Sample Frame of the Study

The study is mainly based on the primary data collected in Raichur district in Karnataka. The required secondary data are collected from district and block offices. The sample was drawn keeping in view the total number of CWSN and HBE children identified in the district. The total of such identified children is presented in table 2.5. Table 2.4 provides the sample frame of the study.

Table 2.4: Sample Frame for the Study

Resource Centres	IERTs	Special Resource Teachers	HBE Resource Volunteers	90 Days Foundation Trained Teachers	CWSN Children*	HBE Students
Raichur	3	2	5	6	83	10
Manavi	3	2	5	6	81	11
Sindhanur	3	2	5	6	68	11
Lingasgur	3	2	5	6	58	10
Devadurga	3	2	5	6	77	13
Total	15	10	25	30	367	53

- 10 % of total children in the district

Table 2.5: Total Number of CWSN Children in Raichur District (Disability Wise)

Taluk	LV	TB	HI	SI	OHP	MR	MD	LD	CP	AUT	Total
Sindhanur	90	16	65	124	206	155	117	0	1	2	776
Manavi	98	17	54	161	176	192	95	0	0	0	793
Lingasgur	74	18	77	111	162	175	48	7	0	0	672
Devadurga	58	14	21	120	154	68	73	9	1	1	519
Raichur	91	37	41	115	183	94	67	22	77	0	727
Total	411	102	258	631	881	684	400	38	79	3	3487

Note: Sample has been drawn from this table.

Table 2.6 gives taluk wise and category wise number of sample children selected.

Table 2.5: No of Sample CWSN Children

Taluk	LV	TB	HI	SI	OI	MR	MD	LD	CP	ASD	Total
Sindhanur	9	2	7	13	21	18	12	0	0	1	83
Manavi	10	2	5	17	18	19	10	0	0	0	81
Lingasgur	7	2	8	11	16	18	5	1	0	0	68
Devadurga	7	3	2	12	16	7	8	1	1	1	58
Raichur	10	4	5	12	19	10	7	2	8	0	77
Total	43	13	27	65	90	72	42	4	9	2	367

Note: in some cases more than 10 % children have been selected to get their representation

To collect the primary data from various role players and stakeholders, different sets of instruments were prepared to elicit the relevant information. Following is the list for whom such instruments were developed.

1. IERT
2. Resource Canters
3. Special teachers
4. CWSN children and Parents
5. HBE children and parents
6. HBE volunteers

2.3.1 Case Studies

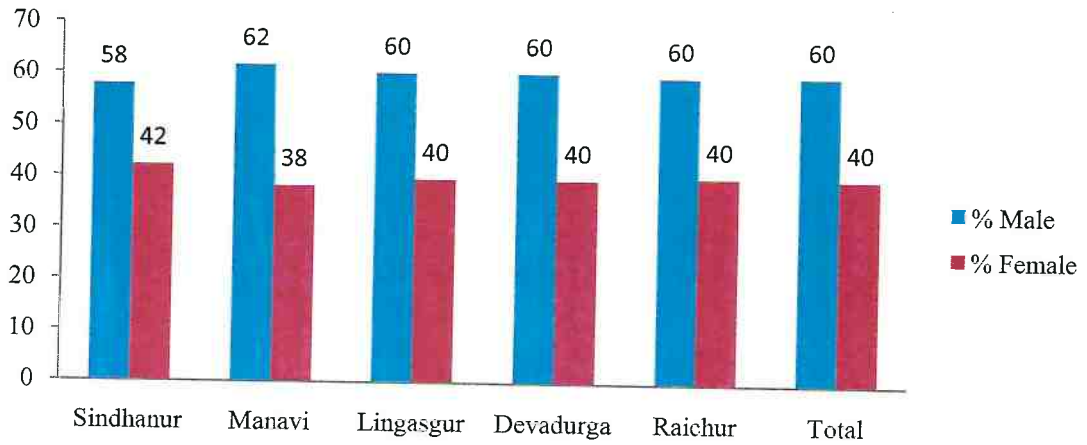
In order to get greater insights into the functioning of the program we have attempted select case studies as well. From each taluk, we have taken 2 cases of both HBE and CWSN. Thus, totally, 10 students of HBE and 10 students of CWSN have been surveyed in Raichur district to get in-depth information about the impact of the programme. The selection of students for the study is mainly based on the availability of parents and willingness to reveal information. In case of HBE students, we had covered the students having the problems of MD, MR, OI and HI. In case CWSN we have considered MR, HI, SD, MD, OI and SI students have been covered. In view of very limited cases and difficulty in locating the respective households, other varieties of CWSN and HBE could not be included in the case studies.

2.4 Profile of CWSN and HBE Children

2.4.1 Profile of CWSN Children

The survey which gathered relevant information from the CWSN community in the district revealed certain facts which deserve consideration. At the outset a gender break up of CWSN shows that it is the male students who are more in number as compared to the females. In all the taluks of the district, about 40 per cent of CWSN are females and rest of the category belongs to males. The secondary data, collected by DDPI office, also reveals same proportion of male and female CWSN children. The following graph (2.3) depicts this scenario.

Graph 2.3: Gender wise Sample CWSN Children



Graph 2.4: Occupation Status of Parents of CWSN Children

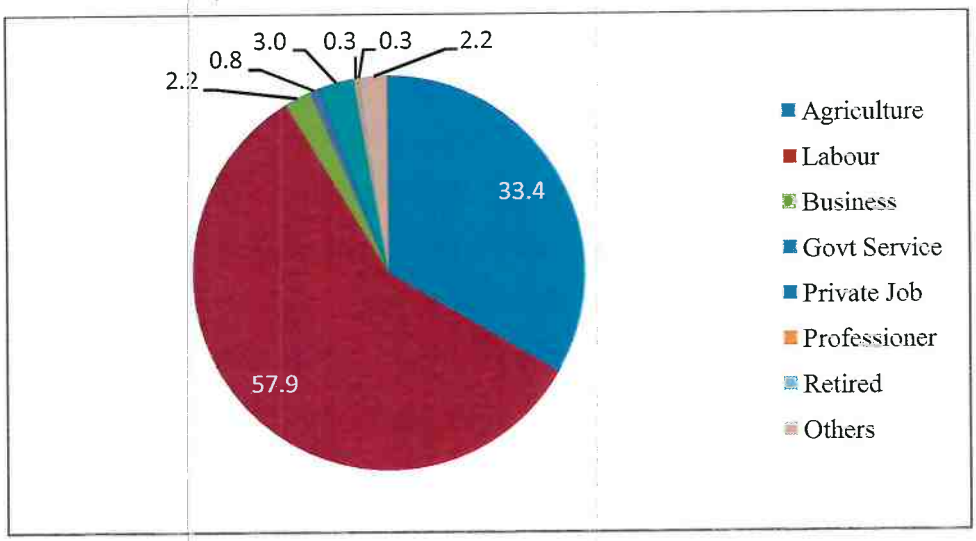


Table 2.7: Occupation Status of the Parents of CWSN Children in Raichur District

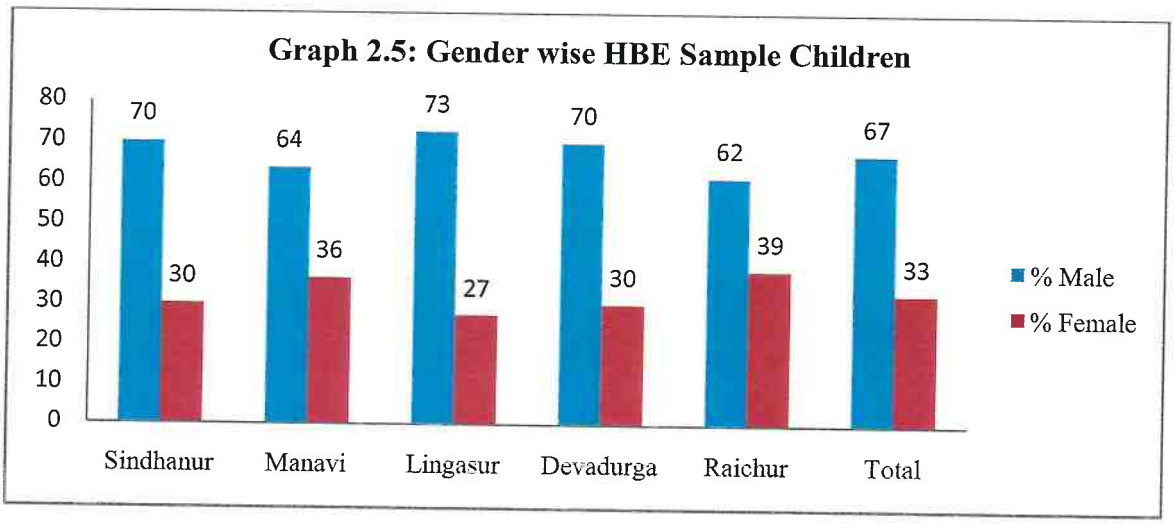
Taluk	Agriculture	Labour	Business	Govt Service	Private Job	Professional	Retired	Others	Total
Sindhanur	46.3	48.8	1.2		1.2			2.4	100.0
Manavi	18.2	75.8	6.1						100.0
Lingasur	23.0	63.9		4.9	3.3			4.9	100.0
Devadurga	31.7	64.6			1.2			2.4	100.0
Raichur	42.9	40.3	3.9		9.1	1.3	1.3	1.3	100.0
Total	33.4	57.9	2.2	0.8	3.0	0.3	0.3	2.2	100.0

Table 2.8 : % of CWSN Children in Different Income Groups

Taluk	Income Groups			
	Below 18000	18000-50000	Above 50000	Total
Sindhanur	98.8		1.2	100.0
Manavi	100.0			100.0
Lingasur	88.5	9.8	1.6	100.0
Devadurga	78.0	22.0		100.0
Raichur	59.7	37.7	2.6	100.0
Total	84.5	14.4	1.1	100.0

2.4.2 Profile of HBE Students

Graph 2.5 depicts gender wise number and percentage of sample HBE students in Raichur district. In all 55 students were surveyed and out of the total surveyed, 67 per cent were boys and 33 per cent were girls.



Occupation status of the parents of the HBE children is shown in the graph 2.6. It can be observed that 50.9 per cent of the parents were labourers followed by agriculture which was to the extent of 18.2 per cent. Small business constituted about 12.7 per cent followed by Government service (10.9 %), Private jobs (5.5 %) and rest of the 1.8 per cent were jobless.

Graph 2.6: Occupation Status of Parents of HBE Children

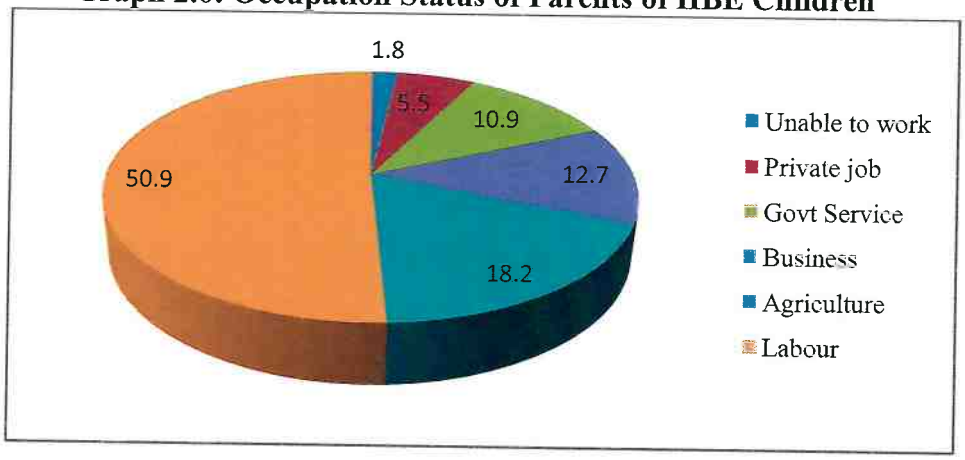


Table 2.9: Occupation Status of the Parents of HBE Children in Raichur District (%)

Taluk	Labour	Agriculture	Govt Service	Business	Private job	Unable to work	Total
Sindhanur	40.0	30.0	0.0	20.0	10.0	0.0	100.0
Manavi	63.6	27.3	0.0	9.1	0.0	0.0	100.0
Lingasur	54.5	9.1	18.2	0.0	18.2	0.0	100.0
Devadurga	70.0	0.0	10.0	10.0	0.0	10.0	100.0
Raichur	30.8	23.1	23.1	23.1	0.0	0.0	100.0
Total	50.9	18.2	10.9	12.7	5.5	1.8	100.0

Incomes wise distribution of households reveals that greater proportion of them were below the poverty line with income less than Rs. 18,000 per annum. The taluk wise distribution of households as per income ranges is shown in table 2.10.

Table 2.10: Percentage of Households in Different Income Groups

Taluk	Income Groups			
	Below 18000	18000-50000	above 50000	Total
Sindhanur	100.0	0.0	0.0	100.0
Manavi	100.0	0.0	0.0	100.0
Lingasur	63.6	9.1	27.3	100.0
Devadurga	80.0	10.0	10.0	100.0
Raichur	61.5	15.4	23.1	100.0
Total	80.0	7.3	12.7	100.0

Social category of HBE children is shown in the graph 2.7 below. It can be observed that OBC category was topping the list with about 32.7 per cent share followed by Minorities with about 27.3 per cent. SC students accounted for 23.6 per cent while STs were to the extent of about 5.5 per cent. Other category had a share of about 10.9 per cent. Table 2.11 presents taluk wise social category of households of HBE children.

Graph 2.7: Social Category of Households of HBE Children

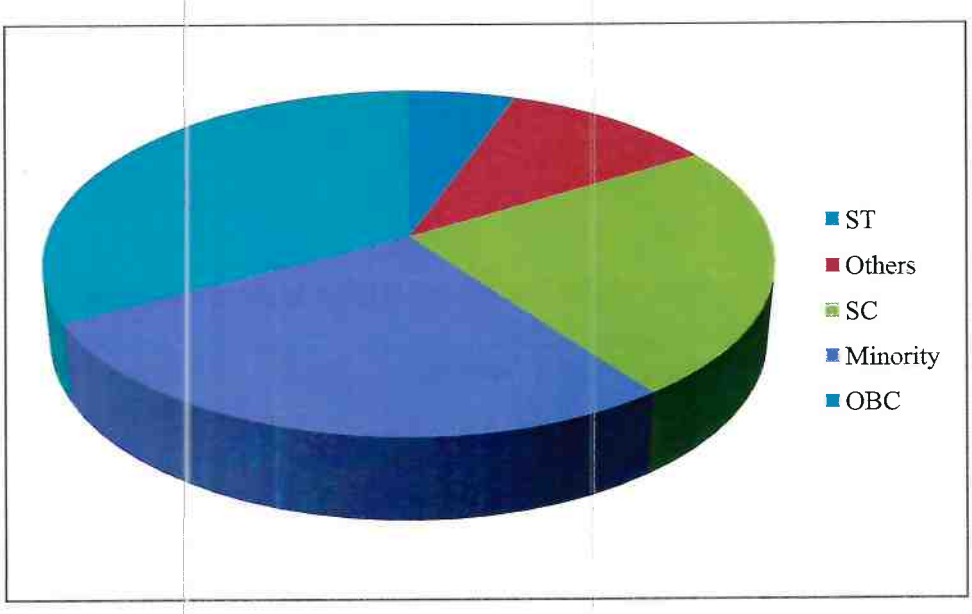


Table 2.11: Social Category of Households of HBE Children (%)

Taluk	SC	ST	OBC	Minority	Others	Total
Sindhanur	20.0	0.0	10.0	50.0	20.0	100.0
Manavi	9.1	9.1	36.4	45.5	0.0	100.0
Lingasur	27.3	0.0	27.3	36.4	9.1	100.0
Devadurga	20.0	10.0	50.0	0.0	20.0	100.0
Raichur	38.5	7.7	38.5	7.7	7.7	100.0
Total	23.6	5.5	32.7	27.3	10.9	100.0

The CWSN and HBE scenario is dominated by students belonging to SC, ST and OBC categories.

CHAPTER 3

FINDIGINGS OF THE STUDY

3.1 IDENTIFICATION OF CWSN

A survey is made every year to identify children with special needs. Assessment guidelines are provided to teachers. The schools provide adequate provisions for scientific way of identification in order to avoid unnecessary labelling of the child. Training was imparted to the teachers as to how to identify various impairments. Adequate provision has also been made at CRC / BRC level for consultations and reference for any assessment which is based on the educational /medical needs. For early identification and intervention health check up camps were conducted at the Anganwadi Centres. The authorities in collaboration with such special teachers would identify the children with special needs. Tables 3.1 show details of CWSN identification and coverage in Raichur district.

Table 3.1: Category Wise No of CWSN in Raichur District 20011-12

Sl.No	Category	CWSN Identified			CWSN Enrolled in Schools			CWSN Covered through HBE		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	LV	254	157	411	254	157	411	0	0	0
2	TB	67	35	102	67	35	102	0	0	0
3	HI	147	111	258	147	111	258	0	0	0
4	SI	393	238	631	393	238	631	0	0	0
5	OI	540	341	881	528	331	859	12	10	22
6	MR	408	276	684	269	177	446	139	99	238
7	MD	249	151	400	176	105	281	73	46	119
8	LD	23	15	38	23	15	38	0	0	0
9	CP	52	27	79	31	15	46	21	12	33
10	ASD	1	2	3	0	2	2	1	0	1
	Total	2134	1353	3487	1888	1186	3074	246	167	413

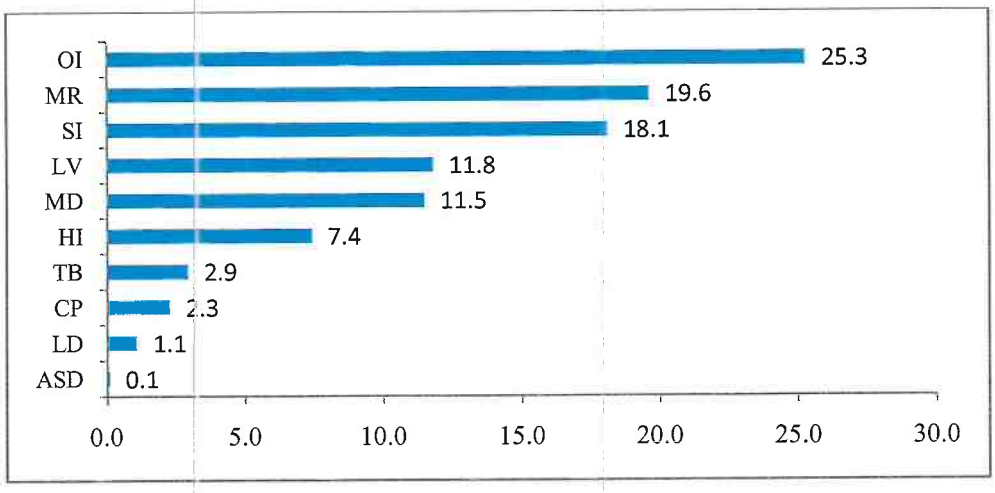
Source: DDPI Office, Raichur

It can be noted from the table above that there are more than 3000 CWSN in the district. The number of CWSN covered through HBE is to the tune of 413 and the share of Boys is more than 50 per cent. This only speaks about the amount of task that needs to be performed in order to achieve the objective of inclusive education in the district.

Graph 3.1 indicates the magnitude of different disabilities in the district. For example Orthopedically Impaired (OI) has the highest dominance with about 25 per cent share followed by Mentally Retarded (MR) (19.6%) and Speech Impairment (SI) with about 18 per cent. Low Vision (LV) and Multiple Disabilities (MD) are around 11 per cent and Hearing Impairment (HI) accounts for about 7 per cent. Total Blind (TB), Cerebral Palsy (CP),

Learning Disability (LD) and Autism (ASD) account for very small proportion of the total disabilities.

Graph 3.1: Percentage Share of Physical Disabilities among CWSN in Raichur District



HBE Children in Raichur District

At the outset an attempt is made to sketch the number of HBE children in the district. Table 3.2 gives the details of such students for the year 2011-12. One can observe from the table that there are 221 school based children and 181 home based children in the district. As the needs of such children are varied in nature, the role of volunteers would be significant in the delivery of kind of services to these children.

Table 3.2: No of School Based/ Home Based Children in Raichur District (2011-12)

Sl No	Taluk	School Based Children/Volunteers			Home Based Children/Volunteers			Total		
		School Based Centres	Children	No of Volunteers	Home Based Centres	Children	No of Volunteers	Total Centres	Total Children	Total No of Volunteers
1	Devadurga	2	6	2	15	47	15	17	53	17
2	Lingasgur	14	46	14	19	49	18	32	95	32
3	Manavi	20	59	20	18	46	18	38	105	38
4	Raichur	19	59	19	2	4	2	21	63	21
5	Sindhanur	12	51	12	18	35	18	30	86	30
	Total	67	221	67	72	181	71	138	402	138

Note: Total HEB children are 413, because of age limit 10 children are excluded and one more children for being Visually Impaired

Source: DDPI Office, Raichur

To examine the accuracy in identification of CWSN in census, we have contacted Village leaders, ASHA workers, Angalwadi workers and other villagers about the same in some villages. The study found that all the children have been included in the CWSN child census.

3.2 Medical Assessment Camps

Medical camps were conducted regularly in the district for the benefit of children with physical difficulties. Such identified students would be taken to the medical camp to determine the nature, type and extent of disability. These camps would try to explore the needs of the children in accordance with their physical challenges and would advise the child and the parents about necessary steps that need to be taken to manage the difficulties in a effective manner. This activity is crucial because the kind of medical advice given is useful for parents to initiate further steps which would benefit the child for seeking treatment as well as in pursuing education. The medical camps were conducted by competent Specialists with the co-operation of District Disability Rehabilitation Centre (DDRC), District Blind Control Association (DBCA), All India Institute of Speech & Hearing (AIISH) and Artificial Limbs Manufacturing Corporation of India (ALIMCO). Table 3.3 gives block wise medical camps conducted and children whose needs were identified for providing necessary aids and appliances in the district for the year 2011-12.

Table 3.3: Details of Medical Camps Held in Raichur District

Taluk	Date of Medical Camp Conducted	No of Children Attended	No of Children Selected for Aids & Appliances	% of Children Selected for Aids & Appliances
Devadurg	28.06.2011	67	22	32.8
Lingasgur	27.06.2011	163	44	27.0
Manavi	30.06.2011	126	47	37.3
Raichur	29.06.2011	208	72	34.6
Sindhanur	01.07.2011	106	36	34.0
Total		670	221	33.0

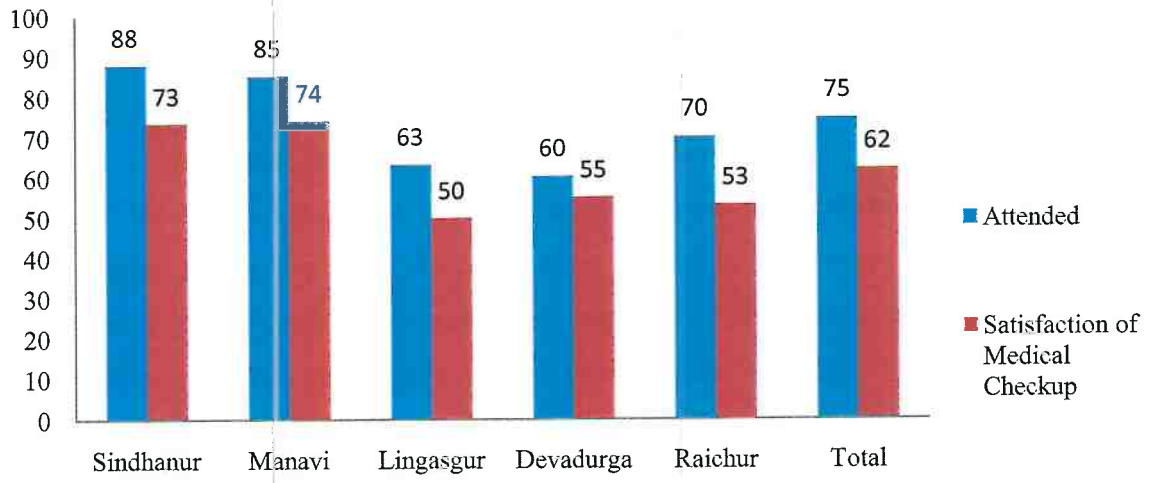
Source: DDPI Office, Raichur

3.2.1 Medical Camps- CWSN Children

Information about the child's attendance and satisfaction about the case given to the child in the medical camp have been obtained from the selected households. One can note from the

graph 3.2 that except in Lingasur and Devadurga taluks more than 70 per cent of the students attended the medical camps. The satisfaction derived from such attendance is also quite significant across taluks.

Graph 3.2: Medical Assessment Camps: Attended & Satisfied (% of CWSN)



3.2.2 Medical Camps-HBE Children

Table 3.4 shows percentage of children who attended medical camps and the opinion of the parents regarding the advise their they received during the camps.

Table 3.4: HBE Children Attending Medical Camp (%)

Taluk	HBE Children who Attended Medical Camp	% of Households having Good Opinion about the Suggestions given in Medical Camp
Sindhanur	100.0	100.0
Manavi	100.0	100.0
Lingasur	100.0	100.0
Devadurga	80.0	70.0
Raichur	69.2	53.8
Total	89.1	83.6

From the table 3.4, we can note that in all taluks almost 100 per cent of the identified children attended the medical camps. Extra efforts are needed to get greater percentage of students in the taluks of Devadurga and Raichur. Households also opined that they were satisfied with

the kind of suggestions that were provided during medical camps. Such opinion needs improvement in the taluks of Devadurga and Raichur.

Compare to CWSN children, the HBE children's participation in medical camps is higher. This is mainly because of constant efforts of the HBE volunteers. On an average, 25 per cent of CWSN children and about 11 percent of HBE children have not attended the medical assessment camps mainly because of following reasons.

- Parents do not find time to take the child to the medical camp
- Lack of awareness among the parents apart from information provided by Teachers and HBE volunteers
- Neglect of parents about the child

3.2.3 Corrective Surgery

Apart from providing such appliances, the authorities also make necessary arrangements for the provision of corrective surgery to the needy children. Only such children found to be seriously ill would be considered for the provision of surgery. Table 3.5 gives such surgery conducted for the year 2011-12.

Table 3.5: Details of Corrective Surgery (2011-12)

Sl No	Taluk	No of Children who Received Corrective Surgery
1	Devadurga	0
2	Lingasgur	5
3	Manavi	2
4	Raichur	0
5	Sindhanur	1
	Total	8

Source: DDPI Office, Raichur

3.3 Aids and Appliances for CWSN and HBE Children

In order to help such needy children the programs of SSA do provide critical inputs so that the learning process would be easier for them. The kind of facilities / inputs provided in the district is shown in table 3.6.

Table 3.6: Details of Aids and Appliances Distributed for CWSN Children in Raichur District (2011-12)

Sl No	Aids and Appliances	Name of Taluks					Total
		Devadurga	Lingasgur	Manavi	Raichur	Sindhanur	
1	M.R. Tool Kit/2	12	25	26	37	20	120
2	Surgical *Sandle*	8	25	10	26	7	76
3	Hearing Aid	8	12	16	24	11	71
4	Spectacle	4	14	12	17	9	56
5	Wheel Chair	8	12	11	15	4	50
6	U.L.AFO	5	13	5	11	0	34
7	M.R .Tool Kit/1	1	6	7	11	7	32
8	B.L.A.F.O	1	8	5	12	5	31
9	Surgical Shoes	0	4	5	11	1	21
10	Body Brain	1	3	4	5	7	20
11	Tricycle (S)	1	5	0	8	1	15
12	BL Net Slint	3	3	3	2	4	15
13	P.T. Ball	0	0	5	5	1	11
14	CP Chair	0	3	1	0	6	10
15	Braille Kit	2	0	3	2	2	9
16	Cruches	1	5	0	2	0	8
17	Iper Control Chair	1	0	2	5	0	8
18	BL Gaters	1	0	1	4	0	6
19	Philadelphia Collar	0	0	0	0	6	6
20	K.A.F.O.BL	2	1	0	3	0	6
21	Cok of Slint. U.L	0	0	3	3	0	6
22	H.K.A.F.O.BL	1	3	0	0	1	5
23	CP Walker	0	1	0	0	1	2
24	U.L.Elfoslint	0	0	1	1	0	2
25	K.A.F.O.UL	0	0	0	1	1	2
26	Neekage	0	1	0	1	0	2
27	BL Elto Cruches	0	0	0	1	1	2
28	Camed Chair	1	0	0	0	0	1
29	U.L. Gaters	0	0	0	1	0	1
30	Multi Chair	1	0	0	0	0	1
31	K.T. Brain	0	0	0	1	0	1
32	H.T. Brain	0	0	0	1	0	1
33	M.K. Limb	0	1	0	0	0	1
	Total	62	145	120	210	95	632

Source: DDPI Office, Raichur

Percentage of children who received Aids and Appliances shows that much distance needs to be covered in the district. Sindhanur has the highest score of 59 per cent where as other taluks are lagging behind significantly. This is depicted in the graph 3.3.

Graph 3.3: % of CWSN Children who have Received Aids and Appliances

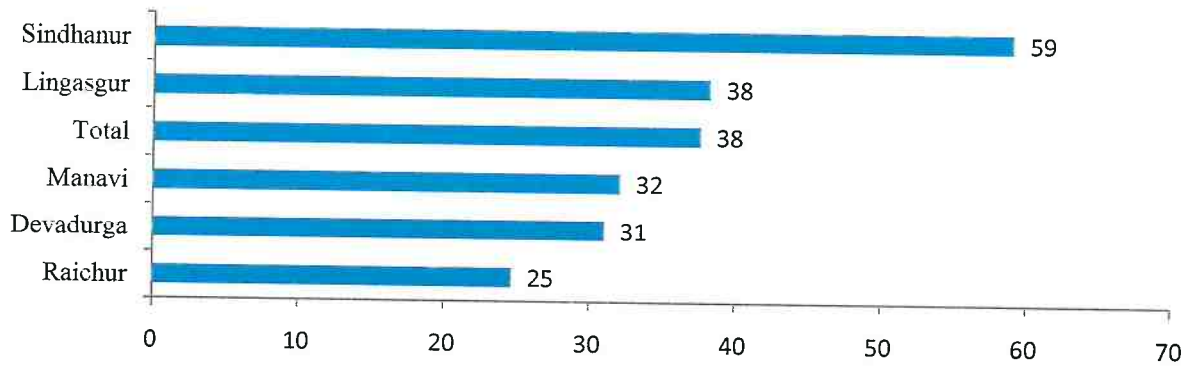


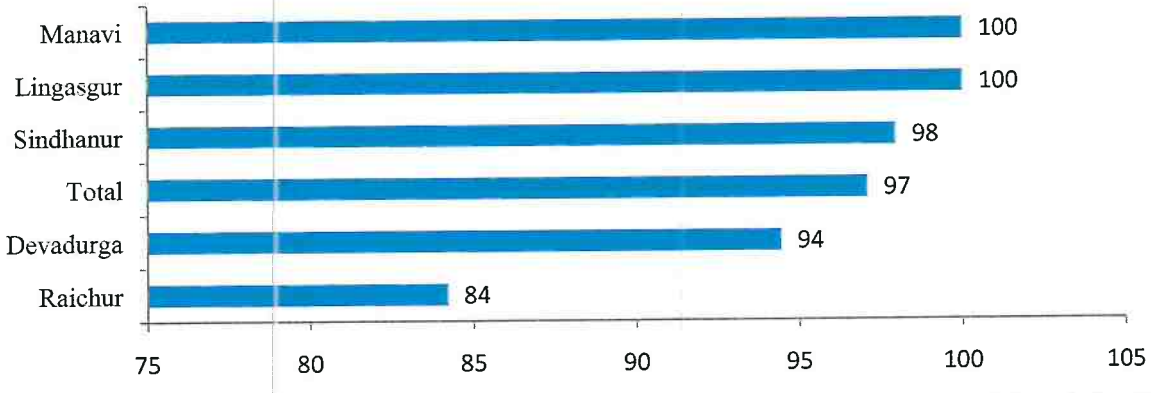
Table 3.7 depicts the list of Aids and Appliances provided to CWSN children in the district.

Table 3.7: No of Aids and Appliances Given to Selected CWSN Children(Sample)

Sl No	Taluk	Sindhanur	Manavi	Lingasgur	Devadurga	Raichur	Total
1	M R Kit	15	19	10	7	2	53
2	Ear equipment	10	4	6	4	6	30
3	Wheel chair	4	2	4	4	2	16
4	Spectacles	8	0	3	1	3	15
5	Cycle	3	0	2	2	1	8
6	Tricycle	2	2	0	3	1	8
7	Belt & Stick	3	2	0	0	2	7
8	Shoes	2	0	1	1	0	4
9	Learning material	0	0	0	0	3	3
10	Switch tresser	2	0	0	0	0	2
11	CP Walker	2	0	0	0	0	2
12	Spick walker	0	2	0	0	0	2
13	Califer	0	0	0	1	1	2
14	Brell kit	1	0	1	0	0	2
15	B L Klinch	2	0	0	0	0	2
16	KAFO	1	0	0	0	0	1
17	Foot wear	0	0	0	0	1	1
18	Ramps	0	0	0	0	1	1
19	Watch	1	0	0	0	0	1
20	Cards	0	0	0	1	0	1
21	Reading stand	1	0	0	0	0	1
22	Body braise	1	0	0	0	0	1
23	BCAPO	1	0	0	0	0	1
24	AEO	1	0		0	0	1
25	Total	60	31	27	24	23	165

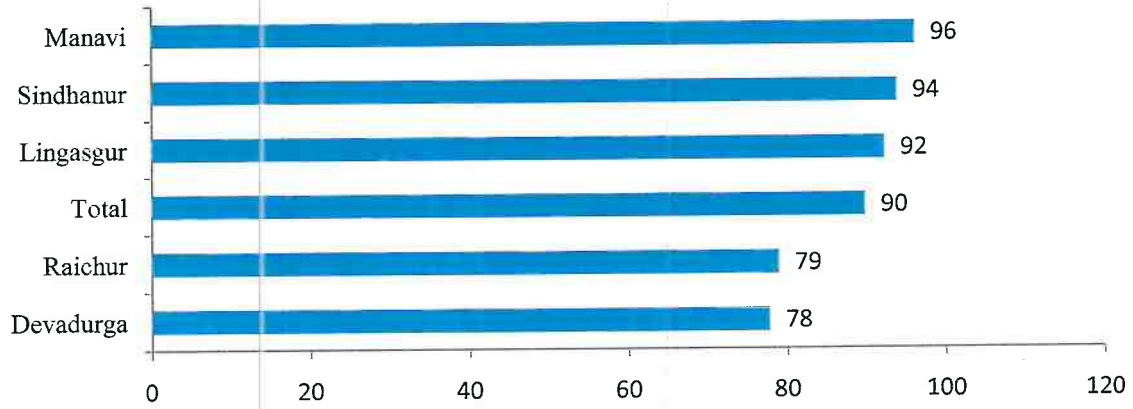
The aids and appliances supplied by the government and received by the CWSN children are in the same proportion indicating demand based supply of materials. To know the suitability of aids and appliances given to the CWSN children, the selected households/children have been asked about the same and verified personally by the investigators. If one looks at the suitability of such provision it quite satisfactory that in two taluks they are suitable to the extent of 100 per cent followed by Devadurga where it is to the extent of 98 per cent and Raichhur where it is 84 per cent. Graph 3.4 depicts this picture.

Graph 3.4: Suitability of Aids and Appliances to CWSN Children %



Greater percentage of students is making use of Aids and Appliances provided in the district. The picture is depicted in graph 3.5.

Graph 3.5: % of CWSN Children who Use Aids & Appliances Regularly



Along with suggestions and guidance, the HBE children also receive useful Aids and Appliances which would help them to perform in a better way. Such provision would help in mitigating their physical challenges and encourage them to participate in study and other curricular activities. Table 3.8 gives the provision of Aids and Appliances to HBE Children.

Table 3.8: Provision of Aids and Appliances to HBE Children

Taluk	% of HBE Children
Sindhanur	90.0
Manavi	90.9
Lingasur	81.8
Devadurga	50.0
Raichur	23.1
Total	65.5

From the table 3.8 one can note that provision of Aids and Appliances is quite satisfactory in the taluks of Sindhanur and Manvi followed by Lingasur. However this need improvement in Devadurga and Raichur.

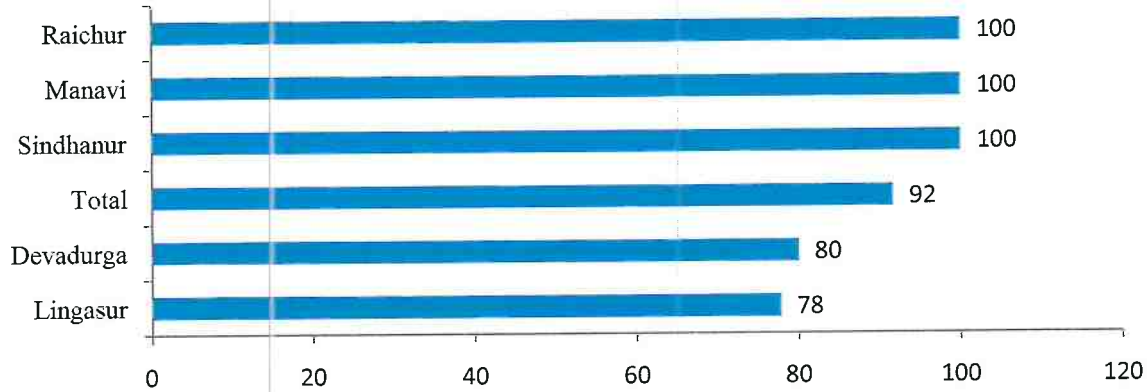
Table 3.9 gives the details of the kind of Aids and Appliances given to surveyed HBE children in the district.

Table 3.9: No of Aids and Appliances given to Sample HBE Children in Raichur District

Aids and Appliances	Sindhanur	Manavi	Lingasur	Devadurga	Raichur	Total
Wheel Chair	9	1	4	3	1	18
MR Kit	4	10	5	1	2	18
Belt	2	1	1	1	0	5
Round Standing Chair	2	0	0	0	0	2
Calliper	0	0	2	0	0	2
Hearing Aid	0	0	1	0	0	1
Bars Shoes	0	0	0	1	0	1
Walker	0	0	1	0	0	1
Medical Kit	0	0	0	0	1	1
Speckles	0	1	0	0	0	1
Cycle	0	0	1	0	0	1
Leg Clamp	0	1	0	0	0	1
Standing Chair	1	0	0	0	0	1
CP Chair	0	0	1	0	0	1
BLAFO	1	0	0	0	0	1
Total	19	14	16	6	4	55

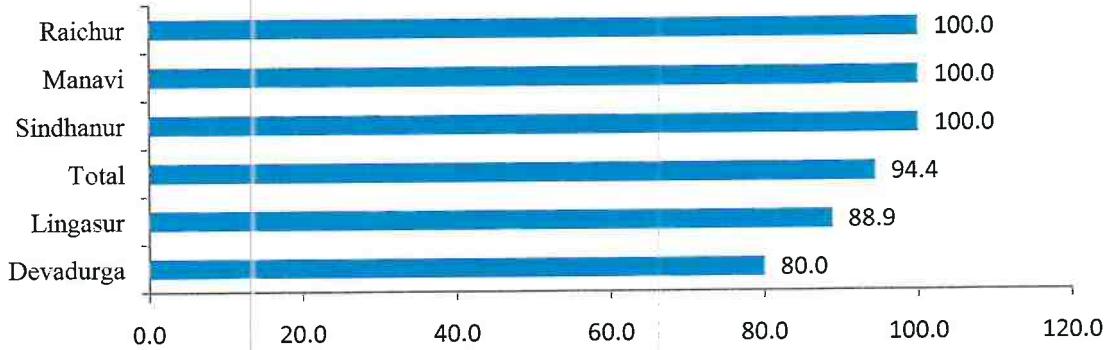
Children do receive Aids and Appliances under the program. If one looks at the suitability of such provision it quite satisfactory that in three taluks they are suitable to the extent of 100 per cent followed by Devadurga where it is to the extent of 80 per cent and Lingasur where it is 78 per cent. Graph 3.6 depicts this picture.

Graph 3.6: Suitability of Aids and Appliances to HBE Children %



After the receipt of Aids and Appliances, most of the students are making use of such Aids which is depicted in graph 3.7.

Graph 3.7: % of HBE Children who Use Aids & Appliances Regularly



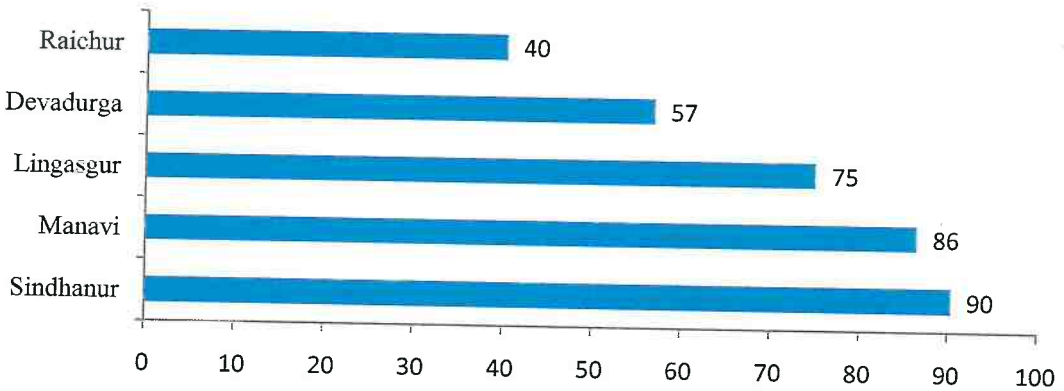
3.4 Efforts of Creating Barrier Free Environment in Schools

Barrier free environment does not only refer to provision of buildings and physical infrastructure but it extends to curriculum and teaching learning processes especially to CWSN children. The CWSN have variety of learning needs which need to be addressed. In this context, under inclusive education, efforts are being made to provide access to the

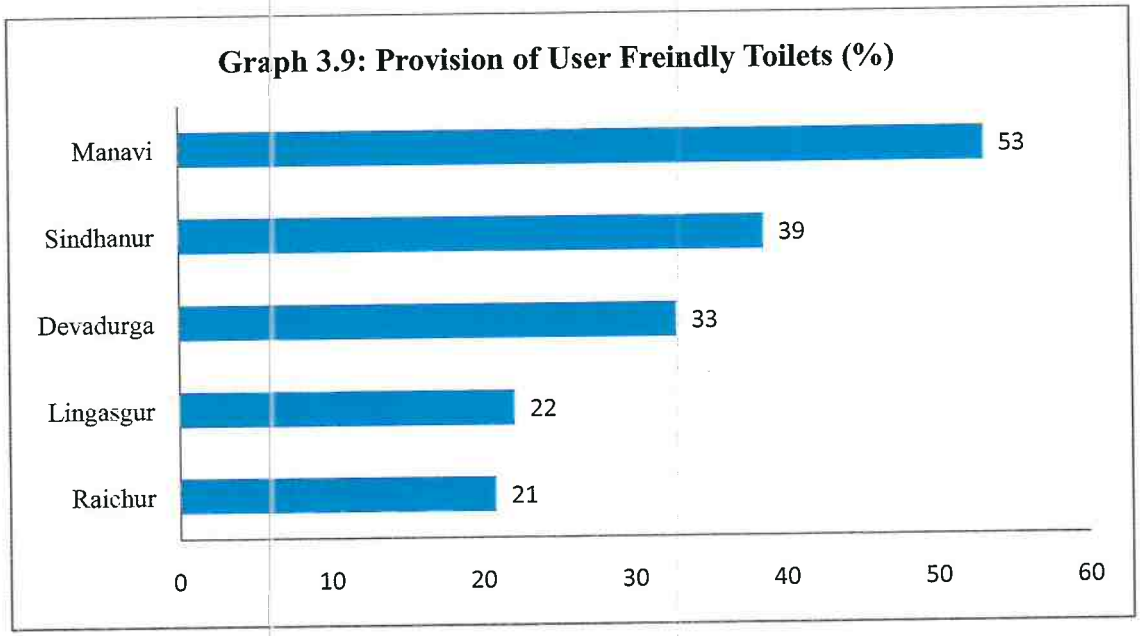
physical environment as well as access to curriculum and the teaching environment. Access to the physical environment mainly takes care of the children with orthopaedic impairment as well as visual impairment, access to the curriculum and teaching learning environment is particularly important for children with visual impairment, hearing impairment, intellectually challenges, children with cerebral palsy and children with multiple disabilities.

Schools are made the barrier free by the building of ramps. Medically designed toilets are constructed for the CWSN in schools. Provision of ramps to the needy children is an important indicator of the concern and care towards such children. Graph 3.8 gives us the information of provision of ramps in the taluks of Raichur district for the needy children. In Sindhnur we can find that children enjoy the facility of ramps to the extent of 90 per cent. This is followed by Manvi 86 per cent and Lingasur 75 per cent. Provision of such ramps need to be improved in the taluks of Devadurga and Raichur.

Graph 3.8: Availability of Ramps Facility (%)



Provision of toilets and especially to suit the needs of CWSN is very important to attract them to the school. Graph 3.9 shows that on in Manavi taluk such provision has crossed the 50 per cent mark. In all other taluks provision of user friendly toilets needs improvement.



3.5 Awareness Camps

Disability is not cost by the individual but by the physical, environmental and attitudinal barriers, which exist in the education systems and in society as a whole. Community awareness programmes are conducted to educate the community regarding inclusive education. Table 3.10 shows percentage of CWSN parents/ children participating in different awareness programmes. It reveals that patents' awareness program needs to be strengthened in the district because in various programs under the initiative there seem to be somewhat lesser percentage of parents participating in such events.

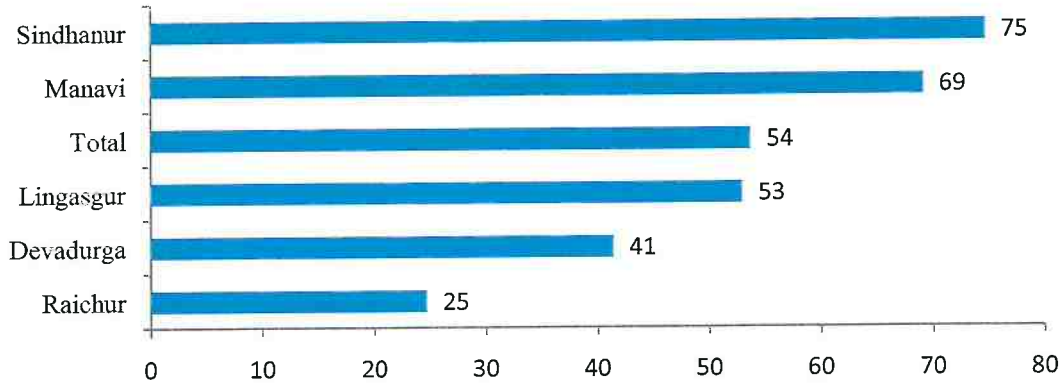
Table 3.10: % of Parents of CWSN Children Participating in Different Awareness Programmes

Taluk	Training Programme for Parents	Community Awareness Programme	World Disability Day	Kalajatha	Other Programmes
Sindhanur	72.3	62.7	62.7	48.2	0.0
Manavi	56.8	51.9	46.9	23.5	3.7
Lingasgur	33.8	25.0	41.2	5.9	2.9
Devadurga	31.0	20.7	19.0	1.7	0.0
Raichur	20.8	11.7	13.0	2.6	2.6
Total	44.4	36.0	37.9	18.0	1.9

Parents do follow the instructions provided in the counselling programs. The following graph shows the percentage of parents following such instructions. Improvement is

desired in the taluks of Raichur, Devadurga and Lingasur. The following graph depicts the picture.

Graph 3.10: % of Parents of CWSN Children Adopting Instructions given in the Counselling



Parents and HBE children also participate in various awareness programmes. This will help the HBE children to boost their morale. The purpose of such awareness programs is to instil confidence among HBE children and push them forward to continue their education Patents' awareness program needs to be strengthened in the district because in various programs under the initiative there seem to be somewhat lesser percentage of parents participating in such events. Table 3.11shows percentage of parents of HBE children participating in different awareness programmes.

Table 3.11: % of Parents of HBE Children Participating in Different Awareness Programmes

Taluk	Parents' Training	Community Awareness Programme	World Disability Day	Other Programme
Sindhanur	100	80	70	100
Manavi	73	36	27	100
Lingasur	64	45	64	82
Devadurga	40	20	10	40
Raichur	23	0	0	46
Total	58	35	33	73

Child Welfare Department in collaboration with the Department of Education conducts counselling programs to provide needed advice with regard to healthy practices and ways and means of dealing with the challenges of the children. These are very useful events which are

quite popular among the members of the community. Following table gives the details of such counselling programs in the district.

Table 3.12: Counselling for Parents

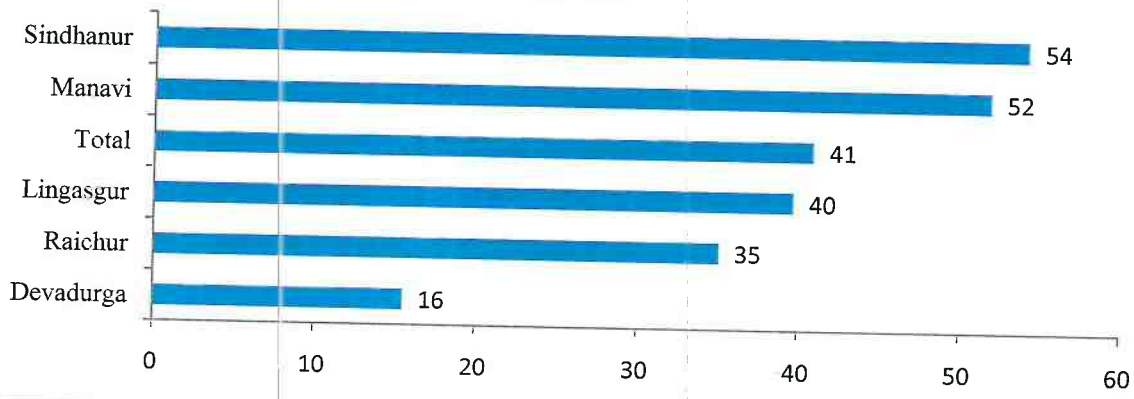
Taluk	% of HBE Children parents who have taken counselling about child's Welfare and Education (Conducted by Education Dept)	% of Households Following Instructions given in the Counselling
Sindhanur	100.0	80.0
Manavi	81.8	90.9
Lingasur	54.5	45.5
Devadurga	40.0	40.0
Raichur	30.8	30.8
Total	60.0	56.4

It can be observed from the table above that the follow up of the counselling needs improvement in the taluks of Lingasur, Devadurga and Raichur. However counselling itself needs better coverage in these districts as well.

3.6 Participation in Co-curricular Activities

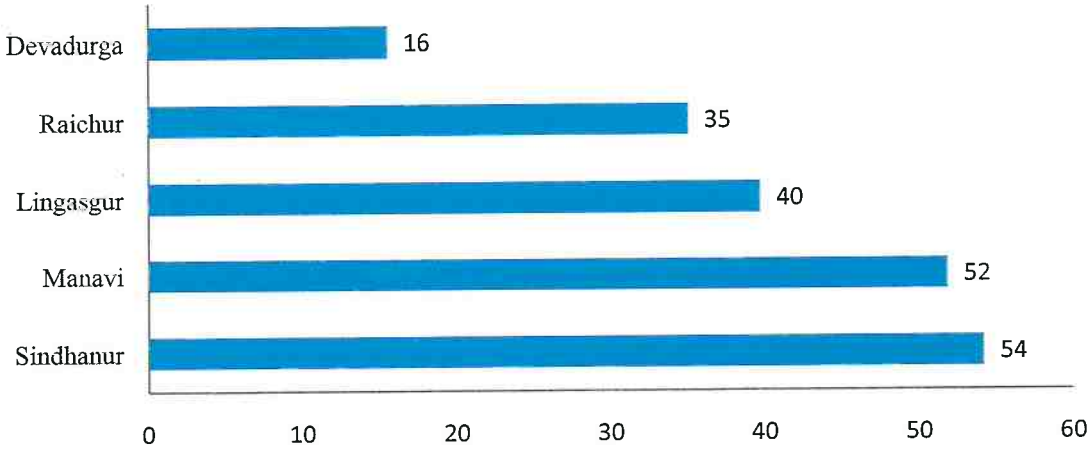
Participation of CWSN children in co curricular activities is promoted under the program. However such participation needs improvement in the district. But at the same time it is interesting to note that the taluks of Sindhnur and Manavi have crossed 50 per cent marks which in note worthy. The following graph depicts the picture.

Graph 3.11: % of CWSN Children Participated in Co-Curricular Activities



As far as creative activities undertaken by the children, we can observe from the graph below that Sindhnur is topping the list with 54 per cent followed by Manavi (52 %). Raichur and Lingasur are between 35 and 40 per cent. Improvement is desired in the taluk of Devadurga.

Graph 3.12: Children Performing Creative Activities (%)



With all the above stated physical, psychological and social inputs to the children it is expected that they would participate well in curricular and sports activities. The following table gives such participation as revealed from the survey.

Table 3.13: HBE Children's Participation in Study and Sports

Taluk	Participation in study & Creative activities	Children Participating in Sports
Sindhanur	60.0	10.0
Manavi	72.7	45.5
Lingasur	18.2	9.1
Devadurga	10.0	0.0
Raichur	30.8	7.7
Total	38.2	14.5

From the table above, it can be observed that Sindhnur and Manvi are doing better as compared to other taluks in the district as far as study related activities are concerned. The activities relating to sports need significant improvement.

3.7 Exposure Visit for CWSN with Normal Children

Chinnara Zilla Darshana programmes were conducted in all the taluks (During the month of November and December) in Raichur during the year 2011-12. The CWSN with non-disabled children were taken to the places like; Thinthani, Gabbur, Sugureswar, Raichur, Ambamath, Maski, Mudgal, Dev Sugur, Google, Mouneswar, Basavasagar, Gurugunta, Jaladurga, Neermanvi, Kolada Amareswar, Adavi Amareswar in the district. Chinnara Zilla Darshana programmes were conducted in the month of November/December. Table 3.14 shows percentage of children participating in district tour. It reveals that on an average 11.4 per cent of the children are participated in the tour. It is distressing to note tha no children in Devadurga have participated in the tour. The participation is also low in Raichur and Manvi taluks.

Table 3.14: % of Children Participating in District Tour

Taluk	% of Children
Sindhanur	24.1
Manavi	9.9
Lingasgur	17.6
Devadurga	0.0
Raichur	2.6
Total	11.4

3.8 HBE Volunteers

Role played by the HBE volunteers is also very important in pushing forward the cause of serving physically challenged children. The basic task of these volunteers is to provide necessary guidance to the parents of physically challenged children. Through such guidance the parents are made to seek necessary medical assistance and also to enthuse children to join the learning process. There will be one volunteer for 3 HBE children. These volunteers visit each child's house for three days per week. The children with physical disabilities are taught a general syllabus whereas children who are mentally challenged are trained to do routine everyday activities on their own

3.8.1 Profile of HBE Volunteers

Table 3.15 shows number of HBE volunteers surveyed in different taluk. It shows that out of the 25 surveyed volunteers, 56 per cent are female and remaining 44 per cent are male.

Table 3.15: Sample HBE Volunteers for Study

Taluk	Male	Female	Total
Sindhanur	1	4	5
Manavi	2	3	5
Lingasgur	3	2	5
Devadurga	4	1	5
Raichur	1	4	5
Total	11	14	25

Table 3.16 shows percentage HBE volunteers by age ground. It reveals that more number of HBE volunteers are young. On an average 56 per cent of the volunteers are in the age group of 20 to 30 years, 32 per cent are in 31 to 40 years and remaining 12.0 per cent are in the age group of 41 to 50 years. Thus, more number of HBE volunteers are young and hence implementation of inclusive education would be effective.

Table 3.16: % of HBE Volunteers by Age Group (%)

Taluk	20 to 30 Years	31 to 40 Years	41 to 50 Years	Total
Sindhanur	80.0	20.0	0.0	100.0
Manavi	60.0	20.0	20.0	100.0
Lingasgur	20.0	40.0	40.0	100.0
Devadurga	60.0	40.0	0.0	100.0
Raichur	60.0	40.0	0.0	100.0
Total	56.0	32.0	12.0	100.0

Table 3.17: No of HBE Volunteers by Social Group (%)

Taluk	SC	ST	OBC	Minority	Others	Total
Sindhanur	60.0	0.0	0.0	0.0	40.0	100.0
Manavi	0.0	20.0	60.0	20.0	0.0	100.0
Lingasgur	0.0	0.0	60.0	0.0	40.0	100.0
Devadurga	20.0	60.0	0.0	0.0	20.0	100.0
Raichur	20.0	0.0	40.0	0.0	40.0	100.0
Total	20.0	16.0	32.0	4.0	28.0	100.0

Table 3.17 shows number of HBE volunteers by social groups. It reveals that majority of volunteers belong to socially back communities. This would help the volunteers to have better relation with the families of CWSN and HBE children who also (majority) belong to weaker section,

3.8.2 Performance of HBE Volunteers

To know the efficiency of HBE volunteers, 25 HBE volunteers have been surveyed. The fact that 24 volunteers (out of 25) have received training shows the dedication of the authorities in imparting necessary skills to the volunteers. The opinion of parents regarding volunteers visit, co-operation with the parents, giving instructions to parents, implementation of instruction of volunteers by parents and perception about the improvements in the child, have been obtained to understand the efficiency of HBE volunteers. Table 3.18 shows details of visits of HBE volunteers to HBE child's house. It shows that on an average 87.3 per cent of volunteers visit child's house and 76.4 per cent visit at regular intervals (periods) and all the volunteers who visit child's households are co-operating with the parents in improving the child.

Table 3.18: Details of Visits of HBE Volunteers

Taluk	% of HHs Reporting Visits of HBE Volunteers	% of HHs Reporting Visits of Volunteers at Regular Period	% of HHs Reporting Co-operation of Volunteers
Sindhanur	100.0	100.0	100.0
Manavi	100.0	81.8	100.0
Lingasur	90.9	72.7	90.9
Devadurga	100.0	90.0	100.0
Raichur	53.8	46.2	53.8
Total	87.3	76.4	87.3

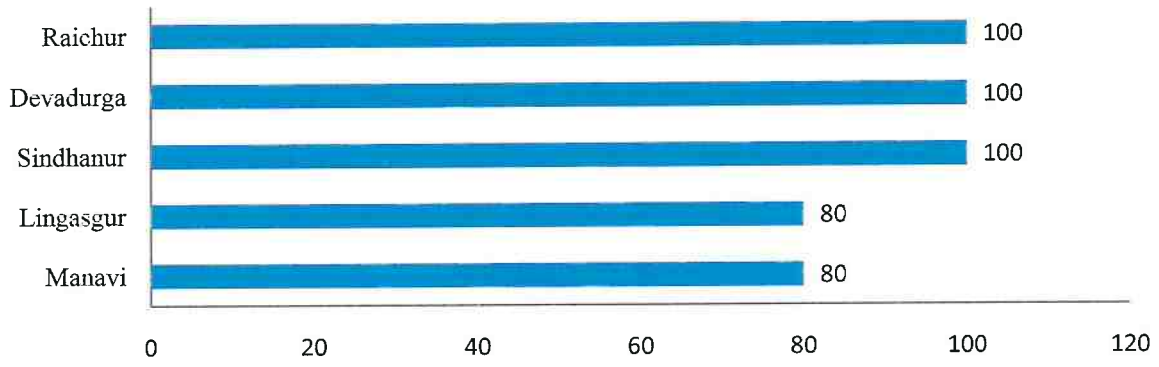
We can note from the table 3.19 that except Raichur taluk, we find that the volunteers have covered all the parents / children in providing such guidance.

Table 3.19: Provision of Suggestion/Guidance by Volunteers

Taluk	% of HHs who got Volunteers' Suggestions
Sindhanur	100
Manavi	100
Lingasur	100
Devadurga	100
Raichur	80
Total	96

HBE Volunteers also put their efforts in bringing the needy children to the medical camps so that they would receive proper advice and assistance. The following graph shows that except in Lingasur and Manavi taluks almost all the children have been brought to the medical camps which show the efficacy levels of these volunteers. Uniform and books are made available to all the needy students with coverage of 100 per cent in all the taluks. The same is the case as far as receipt of stipend by the students.

Graph 3.13: HBE Volunteers Role in Bringing Children to Medical Camps (%)



The role played by the volunteers in the domain of home based education (HBE) is very crucial and they are considered as a bridge between the children and the main stream schooling system. The way they deal with children and parents of such children, the suggestions and advice they provide go a long way in enthusing physically challenged children in pursuing education in a sustained manner. Table 3.20 would depict such role played by the volunteers and the impact that they have on the parents of such children.

Table 3.20: Effectiveness of HBE volunteers (%)

Taluk	Advice is Useful	HHs Which Implemented the Advice	HHs Reporting Improvement in Children
Sindhanur	100.0	100.0	90.0
Manavi	100.0	100.0	90.9
Lingasur	100.0	81.8	63.6
Devadurga	100.0	100.0	80.0
Raichur	100.0	46.2	38.5
Total	100.0	83.6	70.9

It can be observed from the above table that all households surveyed feel in all the taluks that the advice provided by the volunteers is very useful. This only suggests the kind of positive role played by the volunteers in promoting HBE in the district. Except in Raichur taluk, almost all the HHs in all taluks have implemented the advice they received from the volunteers. This has certainly improved the way children learn and perform the activities of daily living. Thus, we can say that the role volunteers have proved to be quite positive and have served the purpose for which they have been employed.

In Raichur district, all the taluks have resource centres. The resource centres are provided with Refraction Kit, Braille kit, MR Kit, Audio meter with Hearing aid repair Kit, Ortho repair tool kit, Physiotherapy equipments etc., Reading materials, TL materials, etc. these resources are used for HBE parents training, Physiotherapy of HBE children and repair of aids and appliances. Physiotherapy is necessary for some HBE children which is provided in block resource centres. Physiotherapy will be provided for two days in a week the parents are also taught physiotherapy so that they can give physiotherapy to their children. So parents have also to visit Resource centres with their children. Now we will have a look at the opinion of the household as regards the facilities at the Resource Centre and about the scholarship payment. Following table 3.21depicts this information.

Table 3.21: Details of Visit to Resource Centre by HBE Children in Raichur District

Taluk	Visit of HBE Children to Resource Centre (%)	Satisfaction of Children on Availability of Aids and Appliances (%)	Children Receiving Escort Facility (%)	Children receiving Escort Facility on Time (%)
Sindhanur	80	100	100	100
Manavi	90.9	60	80	100
Lingasur	45.5	100	100	83.3
Devadurga	40	100	50	100
Raichur	7.7	100	100	100
Total	50.9	89.3	89.3	100

From the table above it can be observed that most of the students (90 %) visit Resource Centre in Manavi taluk followed by Sindhanur (80 %). Lingasur and Devadurga are hovering around 40 to 45 per cent where as the situation is worst in Raichur with 7 per cent. Out of those visiting resource centres, all the children feel that the Aids and Appliance are quite satisfactory. This certainly reflects on the efficacy of the resource centres and the equipments available in those places.

REASONS FOR NOT USING RESOURCE CENTRE

- Lack of interest among parents
- Lack of information
- Poverty
- Resource centre is far away from the home
- No availability of equipments at centre
- No availability of physiotherapy doctors

About the escort facility, it is satisfactory that 100 per cent of the students receive escort facility in Sindhanur, Lingasur and Raichur. Manavi is moderate here with about 80 per cent of the students getting escort facility. The situation demands further probe as only 50 per cent of the students are getting escort facility in Devadurga taluk. As far as the timing of provision of escort facility is concerned, the matter is perfect in all taluks except Lingasur.

In order to gain maximum benefit from the services of the volunteers, the need is felt to train them effectively. Table 3.22 gives the details of HBE volunteers training conducted in the district during the year 2011-12.

Table 3.22: Details of HBE Volunteers Training in Raichur District (2011-12)

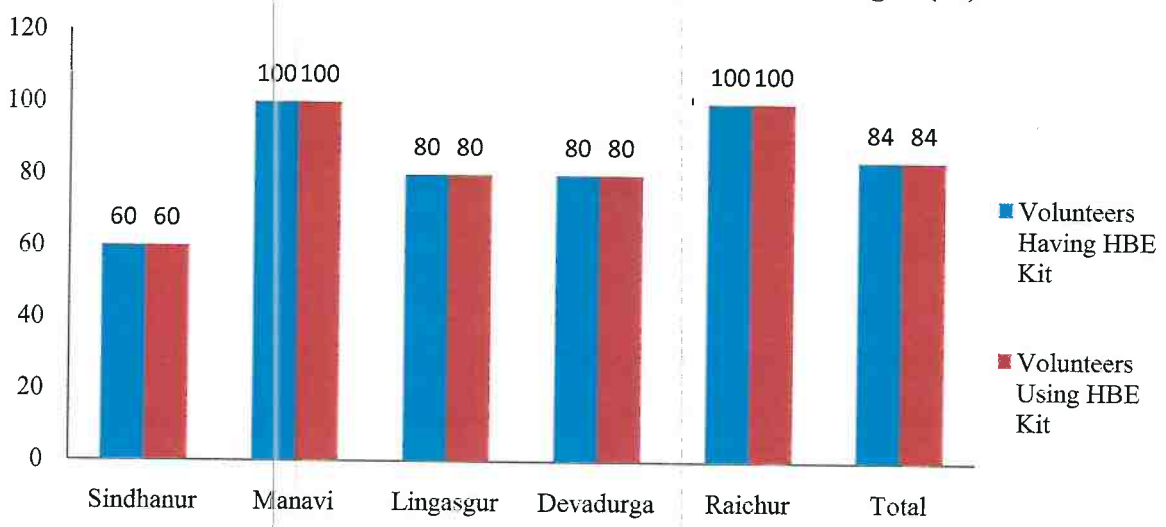
Sl No	Training Date	Taluk	No of Volunteers Trained
1	25.11.2011-29.11.2011	Devadurga	4
2	13.08.2011-17.08.2011	Lingasgur	8
3	02.09.2011-06.09.2011	Manavi	8
4	-	Raichur	No new appointments
5	26.08.2011-30.08.2011	Sindhanur	8
		Total	28

Source: DDPI Office, Raichur

3.9 Distribution of HBE Kit and Usage

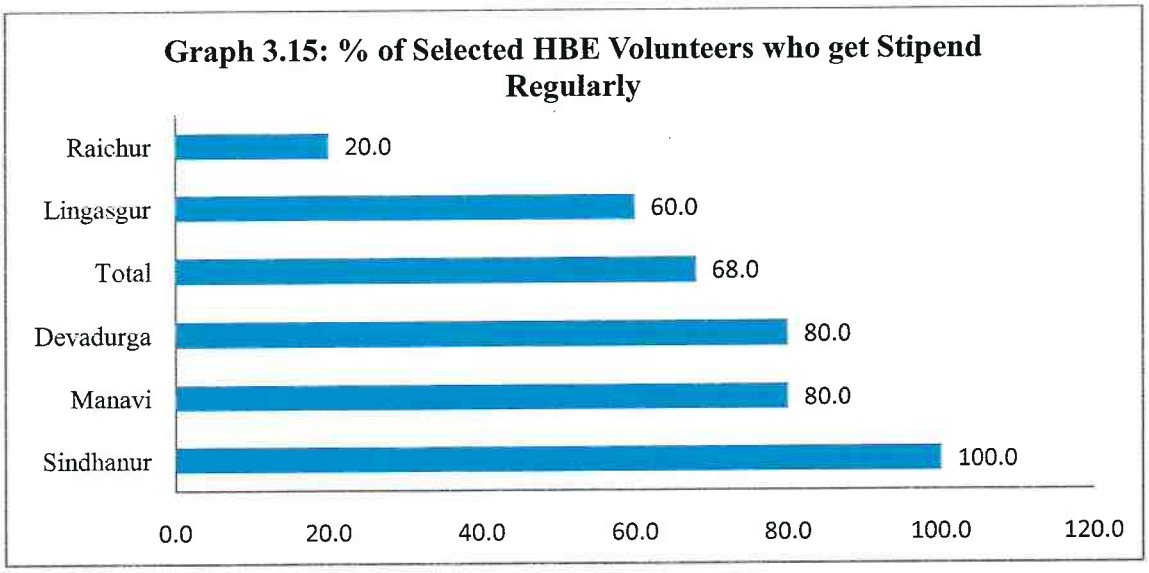
Distribution of HBE kit is an important activity under the scheme. Skanda Educationl Trust and Medical Seva Trust, Bangalore are responsible for distribution of HBE kits in the district. From the following graph we can note that in the taluks of Manavi and Raichur 100 per cent distribution of HBE kit has taken place. However in the taluks of Sindhanur, Linasgur and Devadurga, some distance need to be covered. It can be also observed that all the volunteers, who have got HBE Kit, are using it.

Graph 3.14: Volunteers Having HBE Kit and Using It (%)



3.10 Remuneration for HBE Volunteers and Special Teachers

All the selected HBE Volunteers and special teachers reported that they are getting stipend for their work. But only 68 per cent HBE Volunteers reported that they have not been getting their stipend regularly i.e. they are getting once in two or three months. This is mainly because of procedural methods, i.e. the salary needs to be passed in SDMC meeting. The meetings are held occasionally. Therefore, efforts should be made to release the amount regularly in the 1st week of every month. Apart from this the HBE volunteers are getting the stipend only for 10 months in a year and they are not getting the stipend for remaining two months. This will hamper the quality of service provided by the volunteers.



3.11 Inclusive Education Resource Teachers (IERTs)

The regular teachers who had 90 days of basic training are placed at block level as resource teachers (IERT's) for the effective implementation of inclusive education. These teachers are oriented regarding their roles and responsibilities in the context of universalisation of elementary education. These IERTs conduct survey of children; medical camps; sharing workshop and training to teachers and parents; awareness programme, etc. These teachers also give 'on site support' to class room teachers in teaching learning process of CWSN. They visit the schools regularly. At the time of school visit they meet head master, concerned teachers and all other teachers and discuss various issues related to CWSN – observe and discuss the activities which had been planned to develop required competencies in CWSN – help teachers to prepare TLM – help teachers in curricular adaptation and in evaluation technique etc. They monitor the progress of CWSN and all the activities related to CWSN. If one looks at the IERT job chart we can find 13 different jobs being performed. In all the selected taluks these jobs are being performed with right earnest. Table 3.23 gives the details of the IERT jobs accomplished in the district.

Table 3.23: Job Chart of IERTs in Raichur District

Sl No	Tasks	Sindhanur	Manavi	Lingasgur	Devadurga	Raichur	Total
1	Identification of CWSN Children through Census	YES	YES	YES	YES	YES	YES
2	To ensure to include all the CWSN Children in the Census	YES	YES	YES	YES	YES	YES
3	Classifying Children according to caste, age, sex, etc	YES	YES	YES	YES	YES	YES
4	Taking children to medical check-up	YES	YES	YES	YES	YES	YES
5	No of children not attended medical check up	NIL	NIL	NIL	NIL	NIL	NIL
6	Identification of children for Home Based Education	YES	YES	YES	YES	YES	YES
7	Appointing HBE volunteers to all children	YES	YES	YES	YES	YES	YES
8	Supervision of HBE volunteers (no of days/month)	6 Days	6 Days	6 Days	6 Days	6 Days	6 Days
9	Appointing alternative volunteers wherever necessary	YES	YES	YES	YES	YES	YES
10	Preparation list of children for various aids and appliances	List prepared	List prepared	List prepared	List prepared	List prepared	List prepared
11	CWSN not included in census	All the children are included	All the children are included	All the children are included	All the children are included	All the children are included	All the children are included
12	No of visits to resource centre to check availability of facilities and services (Average)	6 Days	6 Days	6 Days	6 Days	6 Days	6 Days
13	Visit to schools to observe implementation of Inclusive Education in a month	15 Days	15 Days	15 Days	15 Days	15 Days	15 Days

3.12 Opinion of Long Term and Short Term Training: Teachers and IERTs

A trained and motivated teacher is at the heart of effective inclusion therefore translating policy into practice will depend on the continued development of the skills and confidence of teachers and support staff in meeting a diverse range of pupils needs. In order to empower the teachers to handle CWSN long terms training of 90 days or 45 days is given. All regular teachers are being trained for 4/5 days on Inclusive Education. Table 3.24 gives such training imparted to teachers in Raichur district.

Table 3.24: No of Teachers Trained for Inclusive Education in Raichur District

Taluk	90 Days Training	45 Days Training	4/5 Days Training	Special BED Teachers	Special DED Teaches	Total
Devadurga	45	0	250	0	0	295
Lingasgur	43	0	257	2	0	302
Manavi	34	8	300	9	0	351
Raichur	22	0	331	2	0	355
Sindhanur	44	0	395	0	0	439
Total	188	8	1533	13	0	1742

Source: DDPI Office, Raichur

Content of 45/90 Day Teacher Training

- Philosophy, principles and strengths of inclusive education
- Different kinds of special needs(VI, HI, OI, MD, MR, CP, LD, Autism)
- Characteristics and causes of different kinds of special needs
- IE guidelines in SSA
- Various models of inclusive education
- Equipment and TLM required by CWSN
- Special schools as resource centers
- Educational implications/ needs of each impairment
- Role of teacher
- State and central schemes for CWSN
- Observations –02 lesson in each area
- Development of Individualised Educational Plan
- Community mobilization including role of SMC
- Peer sensitisation
- Tackling attitudinal barriers
- Practice teaching 15 lessons

One of the important issues that came out during the field investigation with regard to teachers training is that the teachers are satisfied with the duration of training. They also opined that training need to be more practical oriented rather than class room oriented. They also expressed the desire that they need to be provided accommodation during the training period. The IERT trainees did feel that the duration of the training is satisfactory. They feel that the inputs received during the training have helped to manage CWSN in a better way. They were very much appreciative of the physical exercises and physiotherapy component of the training.

3.13 QUALITY OF ATTENTION GIVEN TO CWSN WITH NORMAL CHILDREN

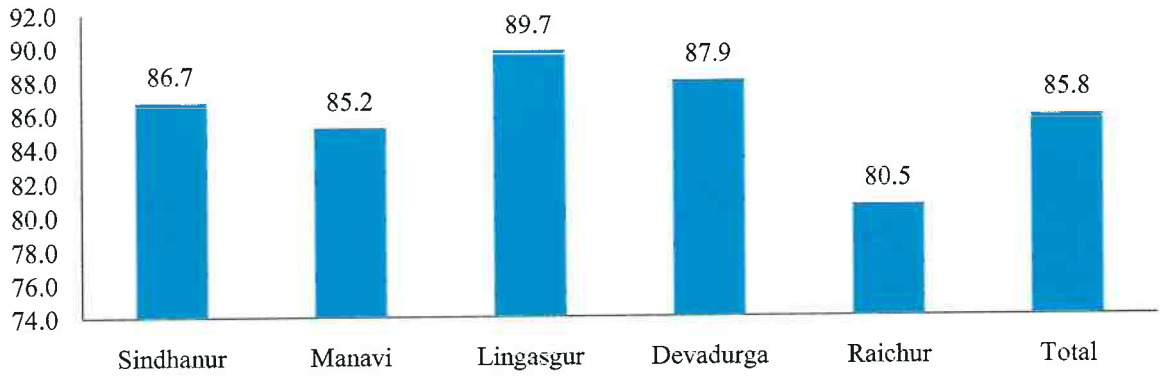
Teachers have been trained to treat all children on the same footing irrespective of their physical status. In this regard teachers do implement such a directive and pay attention to provision of quality while treating children with disabilities.

Support to CWSN inside the Classroom

- Appropriate seating arrangements
- Peer group participation
- Training to teachers on simple teaching techniques for CWSN
- Appropriate TLMs and evaluation techniques
- Use and maintenance of aids and appliances

Apart from this, the special teachers also visit the schools and suggest and guide the teachers about the IE. We have observed that NALI-KALI has also played important role in involving CWSN children in the learning process.

Graph 3.16: % of CWSN Children Reporting Equal Importance Given to Them Compared to Normal Children



CHAPTER 4

CASE STUDIES OF HBE & CWSN STUDENTS

HBE Case Study -1	
Student Information	Rahul Raj Kumar *Gender*: Male *DOB*: 22/7/2004 Resident of Sindhnoor School Name: Lower Primary School-Gurusiddamath Volunteer: Sarswathi Sanappa Machagir
Nature of Disability	Multiple Disabilities
About Parents	Father is a small businessman and mother is a housewife. The family belongs to the minority community.
Participation in Programs	Both child and parents have participated in training, social awareness and World Disability Activities
Amenities Provided	Wheel chair Standing chair Belt
Few Observations	
The medical facilities extended and the kind of equipment provided to the child has done a good deal for the better quality of life to this needy boy. Now he can balance with the wall and also speaks well. He enjoys visiting the resource centre. Due to the effective intervention of the volunteer, the child is able to participate in various activities. The child has also tried to overcome the speech impairment. He also now identifies the things in a better way. **In sum the program has benefitted the child in a positive manner.**	
Few Concerns	**Absence of Doctor at the resource Centre**

HBE Case Study -2	
Student Information	Parashuram Govind Rathod *Gender*: Male *DOB*: 01-05-2001 Resident of Sindhnoor School Name: GHPS Mehaboob Nagar, Sindhnoor Volunteer: Laxmidevi Machagir
Nature of Disability	Multiple Disabilities
About Parents	Father is a small businessman and mother is a housewife. The family belongs to the SC community.
Participation in Programs	Both child and parents have participated in training, social awareness and World Disability Activities
Amenities Provided	No Facility Provided
Few Observations	
The volunteer visits the home 6 times a week for help the child to cope up with physical challenges. Parents have all praises for the role of the volunteer. One can observe certain physical changes in the child. **In sum the role played by the volunteer has benefitted the child in a positive manner.**	
Few Concerns	Required equipments need to be supplied to the child.

HBE Case Study -3	
Student Information	Mohammad Adil Mustaf *Gender*: Male *DOB*: 10.05.2002 Resident of Manvi School Name: Alfurkhan, Manvi Volunteer: M D Jafar
Nature of Disability	Mentally Retarded
About Parents	Both father and mother are working coolies and earn a very meager income every month. They belong to the minority community.
Participation in Programs	Parents have attended the training program
Amenities Provided	MR Kit and spectacles
Few Observations	
As the parents are visiting the resource centre along with the child, the child is now able to name the animals and identify the birds. The volunteer visits the home twice a week and has been able to enthuse the child as well as the parents in taking the things further. Parents feel that HBE has really helped their child a lot. **In sum the role played by the volunteer has benefitted the child in a positive manner.**	
Few Concerns	Need is felt to provide special medical care and or advise for the benefit of the child

HBE Case Study -4	
Student Information	Asi Suleman *Gender*: Male *DOB*: 01.08.2003 Resident of Manvi School Name: Govt. Lower Primary School. Urdu Androni Kila, Manvi Volunteer: M D Jafar
Nature of Disability	Mentally Retarded and has attended the medical camp
About Parents	Both father and mother are illiterates. They are working as coolies and earn a very meager income every month. They belong to the minority community.
Participation in Programs	Parents have attended the training program and nutritional awareness programs. They have also attended the World Disability Day events.
Amenities Provided	MR Kit and parents visit the resource centre
Few Observations	
As the parents are visiting the resource centre along with the child, the child is now able to name the animals and identify the birds. The volunteer visits the home twice a week and during emergencies as well. Regular visits of the volunteer and the guidance provided has improved the status of the child considerably. Parents feel that HBE has really helped their child a lot. **In sum the role played by the volunteer has benefitted the child in a positive manner.**	
Few Concerns	Need is felt to provide special teacher / school for the benefit of the child

HBE Case Study -5	
Student Information	Kartik. Hanumanth *Gender*: Male *DOB*: 18/09/2000 Resident of Hatti Camp School Name: Govt. Higher primary school, Hatti camp, Lingsur Volunteer: Ambuja
Nature of Disability	Multiple Disorders
About Parents	Father is well qualified and works as a teacher. Mother is a housewife. Family belongs to the SC category.
Participation in Programs	Child and parents have attended various awareness program like parents training in 2008, social awareness program in 2009, and World Disability Day awareness program in 2011. All these have benefitted them significantly.
Amenities Provided	Child Department officials have intervened effectively to bring critical improvements in the behavior of the child. The child has received the MR Kit and bicycle.
Few Observations	
Volunteer visits the child regularly or weekly thrice if need be. The services of the volunteer have proved to be useful for the child to face the challenges. Now the child is able to balance with the help of the wall. **In sum the role played by the volunteer has benefitted the child in a positive manner.**	
Few Concerns	Need is felt to provide toilet facility in vicinity of the residence which is now about ½ k.m. from the home. Even medical facility is lacking within the reach of the family.

HBE Case Study -6	
Student Information	Vinayak Manappa Gender: Male DOB: 13/10/2003 Resident of Lingsur School Name: Higher Primary School Khalapur, Lingsur Cluster: Khalapur Village: Khalapur Taluq: Lingsur Volunteer: Prathibha Hiremath
Nature of Disability	Orthopedically Impaired
About Parents	Both the parents have completed their primary education. The father works as a carpenter & mother is housewife. Father earns 9000/- per year. They belong to OBC category.
Participation in Programs	Parents participated in the training programs like education on health & children care & nutritional.
Amenities Provided	M.R. Kit, caliphor & Wheel chair
Few Observations	
In the resources centre there is need of improvement in teaching. The volunteers visit home twice a week, Due to the volunteers visit has lead step by step progress has occurs. Progress in learning & improvement in health. **On the whole the role played volunteers has benefitted in a positive approach.**	
Few Concerns	Only visiting weekly twice is not enough which creates discontinuation among parents. No proper equipments in Resources centre.

HBE Case Study -7	
Student Information	Basavaraj Durgappa Kamparadavar *Gender*: Male *DOB*: 13.04.1999 Resident of Shinchodi School Name: H.P.S. Chinchodi *Cluster:* - Jalahalli *Taluq:*Devadurga Volunteer: Chandrashekhar Shivappa Sasive
Nature of Disability	Mentally Retarded
About Parents	Both father and mother are illiterates. Father works as a coolie and mother is house wife. They have a meager income and belong to the SC community.
Participation in Programs	The family has attended the Patent's Training program, Community Training program and World Disability Day events. Such events have helped the patents to improve child's health and education.
Amenities Provided	Child seems to have received no equipments. However the child and the parents visit the resource centre where the equipments are available.
Few Observations	
The parents feel that HBE is a very useful concept and has helped their child considerably. The visit of the volunteer take place regularly and also during emergencies. **Role played by the volunteer seems to be quite significant.**	
Few Concerns	School distance is a matter of concern which is about 0.5 kms from the residence. Medical facility is a real problem which is about 8 kms from the place of residence.

HBE Case Study -8	
Student Information	Pampavati Jagadish *Gender*: Male *DOB*: 13.05.2000 Resident of LBS Nagar North Raichur School Name: GMHPS Jalahalli *Cluster:* - Jalahalli *Taluq*: Devadurg Volunteer: Mudakappa Kakkeriyavar
Nature of Disability	Mentally Retarded & Handicapped
About Parents	Both father and mother are educated. Father earns an income of Rs. 15,000 per month and mother is housewife. They belong to the OBC category
Participation in Programs	Parents have not attended any of the programs conducted for the benefit of such children
Amenities Provided	MR Kit provided
Few Observations	
The parents feel that HBE is a very useful concept and has helped their child considerably. Their visit to the resource centre and provision of the Kit has helped the child to walk easily. The visit of the volunteer take place twice a week and also during emergencies. Suggestions given by the volunteer have put new courage and enthusiasm among the parents. **Role played by the volunteer seems to be quite significant.**	
Few Concerns	School distance is a matter of concern which is about 0.5 kms from the residence. Medical facility is a real problem which is about 8 kms from the place of residence.

HBE Case Study -9	
Student Information	Pooja Iranna Baligar *Gender*: Female *DOB*: 03.06.1995 Resident of Jalahalli School Name: GHPS L.B.S. Nagar *Cluster:* - North *Taluq*: Raichur Volunteer: Parvati
Nature of Disability	Hearing Impaired
About Parents	Both the parents are not well educated. Father is an agriculturist. They belong to the OBC category.
Participation in Programs	Child attended the medical camp and parents have participated in Parent training event.
Amenities Provided	Medical Kit provided
Few Observations	
The parents feel that HBE is a very useful concept and has helped their child considerably. Their visit to the resource centre and provision of the Kit has helped the child. The visit of the volunteer take place once a week and also during emergencies. Suggestions given by the volunteer have put new courage and enthusiasm among the parents.	
Few Concerns	School distance is a matter of concern which is about 0.5 kms from the residence. Medical facility is a real problem which is about 2 kms from the place of residence.

HBE Case Study -10	
Student Information	Sridevi. Krishtappa *Gender*: Female *DOB:* 11-08-1996 School Name: HPS. , Raichur Resident of L.B.S. Nagar *Cluster:* - North Raichur Volunteer: Parvati
Nature of Disability	Mentally Retarded
About Parents	Both the parents are not well educated. Father is working in APMC Raichur. They belong to the OBC category.
Participation in Programs	Child attended the medical camp and parents have not participated in Parent training event or any other event.
Amenities Provided	Nothing is provided
Few Observations	
Parents do visit the resource centre, but on account of poverty they are unable to provide any treatment for the child. Volunteer never visits the child and hence the progress of the child is hampered. The child deserves all kind of support like other children in the district.	
Few Concerns	School distance is a matter of concern which is about 1 km from the residence. Medical facility is a real problem which is about 4 kms from the place of residence.

CWSN Case Study -1	
Student Information	Shivraj Doddanna Bappur Gender: Male DOB: 25/07/2001 Resident of Cluster: Gunda Taluq: Sindhanur Village: Sankanal School Name: Govt. Lower Primary School, Sankanal. Std: 4th
Nature of Disability	Hearing Impairment
About Parents	Father has completed his primary education & mother is illiterate. Father is an agricultural labour earns Rs 6000 per year & mothers a house wife. They belong to OBC community,
Participation in Programs	Both child & parents have participated in training, social awareness, World Disability Day Activities, Kala Jathre and district tour to be progressive.
Amenities Provided & Role Played by the Department of Child Welfare	Switch bracer & hear machine at school. The visit at resources centre is benefitted for the child in self developed. Counseling of the department officials was very useful wherein they informed about the maintenance of equipment and hygiene.
Few Observations	
The advantage in attending school, mingling with others, study through play and participating with others in games. World Disability Day Activities, Kala Jathre and district tour was also advantages	
Few Concerns	It seems the student / household has not faced serious issues in availing the facilities

CWSN Case Study -2	
Student Information	Sharan Basav Kallappa Nandihal *Gender*: Male *DOB*: --- (10 Years of Age) Resident of Veerupapur Cluster: 7 Maili camp Taluq: Sindhanur School Name: GHPS Veerupapur Ravadakund
Nature of Disability	Mentally Retarded
About Parents	Both father and mother are working as coolies. The family belongs to minority community.
Participation in Programs	Both child and parents have participated in training, social awareness and World Disability Day Activities. Child and Parents found Students Kala Jathre very interesting. Participation of child in district tour also gave fresh air to the student.
Amenities Provided & Role Played by the Department of Child Welfare	MR Kit and Ramp at the school. Equipments at the resource centre are also useful for the child. Child also visits physiotherapy centre which is quite helpful. **Useful toilet is also provided** Counseling of department officials was really encouraging and motivated the child to pursue his education. Special tips were given on the following, Cleanliness and hygiene Participation in sports Encouragement to visit different places
Few Observations	
Construction of ramp and provision user friendly toilet has helped the student a lot. Counseling by department officials has encouraged the parents and the child to a considerable extent. District tour and Kala Jathre are very useful.	
Few Concerns	It seems the student / household has not faced serious issues in availing the facilities

CWSN Case Study -3	
Student Information	Jelani Rasil Saab Gender : Male DOB: 14.06.1998 Resident of Manavi Cluster: Manavi (Poorva) Taluq:Manavi School Name: Higher Primary School, Kumbarvaadi, Manavi.
Nature of Disability	Speech disability
About Parents	Both the parents are illiterate; father is working as labour and earning 3600 per year. The family belongs to minority category.
Participation in Programs	Child has attended the medical camp. Both child and parents have participated in, training, social awareness and World disability Day gaining awareness on cleanliness, health and education.
Amenities Provided & Role Played by the Department of Child Welfare	MR Kit at the school. Counseling of department officials was really encouraging and motivated the child for in taking healthy food habits. Special tips were given on the following, Cleanliness and hygiene Intake of mid-day meals Providing uniform at school
Few Observations	
Compulsory attendance, identifying the alphabet, helping them to get adjusted with others. Social awareness and World disability Day gaining awareness on cleanliness, health and education.	
Few Concerns	Need of proper training to fight against speech impairment.

CWSN Case Study -4	
Student Information	Mohammad Javid Aktar *Gender*: Male *DOB*: 13.06.1999 Resident of Manavi Cluster: Manavi (Poorva) Taluq: Manavi School Name: HPS Brahanwadi
Nature of Disability	Multiple Disabilities
About Parents	Father is small businessman and mother is housewife. The family belongs to Minority category.
Participation in Programs	Both child and parents have participated in, social awareness camp and World Disability Day. No participation in either Kala Jathre or district tour
Amenities Provided & Role Played by the Department of Child Welfare	MR Kit, Wheel Chair and Ramp at the school. Counseling of department officials was really encouraging and provided awareness about Cleanliness and hygiene
Few Observations	
Construction of ramp and provision of MR Kit and Wheel Chair have helped the student a lot. Counseling by department officials has encouraged the parents and the child to a considerable extent. Facilities at the resource centre are very useful to the child.	
Few Concerns	Need to better toilet

CWSN Case Study -5	
Student Information	Venkappa Hussainappa Kattimani *Gender*: Male *DOB*: 08.06.2004 Resident of Aamadihalli Cluster: Aamadihalli Taluq: Lingsur School Name: Govt. Primary school Aamadihalli
Nature of Disability	Multiple Disabilities
About Parents	Both the parents are illiterate. Father is a labour and earning 6000 per year. Mother is housewife and the family belongs to SC community.
Participation in Programs	Both child and parents have participated in Parent's awareness program, social awareness and World Disability Day Activities this has motivated them to care about the child health, special care child, and adjusting the child to society.
Amenities Provided & Role Played by the Department of Child Welfare	MR Kit at school. As the equipments are in good condition, can be used. Counseling of department officials was really encouraging and motivated the child to pursue his education. Special tips were given on the following, Taking care of the child's health. Regularly sending the child to school. Cleanliness and hygiene.
Few Observations	
Construction of provision for user friendly toilet has helped the student a lot. Counseling by department officials has encouraged the parents and the child to a considerable extent.	
Few Concerns	Need to encourage the child to participate in District tour and Kala Jathre.

CWSN Case Study -6	
Student Information	Shama begam Nabizan Jathi *Gender*: Female *DOB*: 04.04.2000 Resident of Village: Hatti Camp Cluster: Hatti Taluq: Lingsur School Name: Higher Primary school Hatti camp, Lingsur.
Nature of Disability	Hearing impairment
About Parents	Both the parents are illiterate. Father is a labour and earning 10000 per year. Mother is housewife and the family belongs to OBC community.
Participation in Programs	Both child and parents have participated in training, social awareness and World Disability Day Activities. Participation in the program has lead good opinion and advantage in child.
Amenities Provided & Role Played by the Department of Child Welfare	Hearing machine at the school. The child received consolation prize. Lack of physiotherapist in resources centre. Counseling of department officials was really encouraging and motivated the child to pursue his education. Maintenance of hear machine Awareness on child care.
Few Observations	
The have received hearing machine, and has helped the child to ear. Counseling by department officials has motivated the parents and the child to a considerable extent. District tour and Kala Jathre are the things wherein the child's participation needs to be encouraged.	
Few Concerns	Need for physiotherapist

CWSN Case Study -7	
Student Information	Mounesh. Chandappa *Gender*: Male *DOB*: --- (8 Years of Age) Resident of Chinchodi *Cluster:* Jalhalli *Taluq:* Devdurg School Name: HPS
Nature of Disability	Speech Impairment – Multiple Disorders
About Parents	Father is not so educated and works as coolie and mother is housewife. The family belongs to OBC category.
Participation in Programs	Both child and parents have participated in, social awareness camp and Parent's Training camp. It is because of such participation the parents decided to send the child to the school.
Amenities Provided & Role Played by the Department of Child Welfare	As parents were not aware of provision of facilities they have not collected any equipments. MR Kit and Ramp at the school. Counseling of department officials was really encouraging and motivated the child to pursue his education. Special tips were given on the following, Cleanliness and hygiene Regular intake of food Participation in sports Encouragement to visit different places
Few Observations	
The need is felt to provide awareness about various facilities to the parents of the child. Due to lack of such information they have not been able to use the benefits of the program fully.	
Few Concerns	Need to provide user friendly toilet

CWSN Case Study -8	
Student Information	Anjali. Basavaraj. Wali *Gender*: Female *DOB*: 24/06/2003 Resident of Kothadoodi *Cluster:* Kothadoodi *Taluq:* Devdurg School Name: HPS Kothadoodi
Nature of Disability	Orthopedically Impaired
About Parents	Both father and mother illiterate and work on their farm. The family belongs to the general category.
Participation in Programs	Parents did attend the awareness camp but it failed to make any impact on them. They have not heard about District Darshan program or any other campaigns.
Amenities Provided & Role Played by the Department of Child Welfare	No Ramp at the school. Wheel Chair Child visits the physiotherapy centre and finds it useful.
Few Observations	
Construction of ramp at the school is required for the benefit of CWSN children. Provision of wheel chair has helped the student a lot. Counseling by department officials still need to reach this child. District tour and Kala Jathre are the things wherein the child's participation needs to be encouraged.	
Few Concerns	Need user friendly toilet

CWSN Case Study -9	
Student Information	Shivanand Bhagawn *Gender*: Male *DOB*: 25/02/1999 Resident of Heegasanahalli *Cluster:* West *Taluq:* Raichur School Name: Govt. Higher Primary School, Deshanhalli
Nature of Disability	Mentally Retarded
About Parents	Father is not so educated and works as coolie and mother is housewife. The family belongs to SC category.
Participation in Programs	Parents have not attended any training camp, awareness program or World Disability Day events.
Amenities Provided & Role Played by the Department of Child Welfare	Ramp is not available for the child. No other facilities are provided to the child. However the child visits the resource centre and finds it useful. Counseling of department officials was really encouraging. Special tips were given on the following, Cleanliness and hygiene Regular intake of food Participation in sports Now the child is able to bath and brush on his own.
Few Observations	
The need is felt to provide awareness about various facilities to the parents of the child. Due to lack of such information they have not been able to use the benefits of the program fully.	
Few Concerns	Need to provide user friendly toilet

CWSN Case Study -10	
Student Information	Shamshad Begaum Hazimallaga.Shaikh *Gender*: Female *DOB*: 28/5/2000 Resident of L.B.S Nagar, *Cluster:* North, *Taluq:* Raichur. School Name Higher Primary School-L.B.S Nagar
Nature of Disability	Orthopedically Impaired
About Parents	Father is not so educated and works as coolie and mother is also working to support the family. The family belongs to Minority category.
Participation in Programs	Both child and parents have participated in, social awareness camp and Parent's Training camp. It is because of such participation the parents decided to send the child to the school. Discussions with the officials and such programs have helped to provide moral support for the child and the parents. Child has a keen interest in sports and has won a certificate in Throw Ball event.
Amenities Provided & Role Played by the Department of Child Welfare	Books, uniforms and scholarship. MR Kit and Ramp at the school. Counseling of department officials was really encouraging and motivated the child to pursue his education. Special tips were given on the following, Regular intake of food Participation in sports Encouragement to visit different places
Few Observations	
Role played by the officials through various programs have encouraged the child and the parents to continue education. Flair for sports of the child has received due recognition. The momentum needs to be sustained.	
Few Concerns	Need to provide user friendly toilet

4.3 Major Messages from HBE Case Studies

Taluks	Expressions of Parents and Community members on the Effect of the Program on CWSN	Issues of Concern	Few Suggestions
Sindhanur	Observable changes in Children Children coming out of isolation Improvement in Leg Movement Learnt Healthy and Hygienic Life Styles Better learning Positive role of volunteers	Need to address issues concerning volunteers Rapport building by volunteers need to be strengthened	Provision of equipments need to be made more user friendly. Need to provide usable toilets
Manavi	Children are able to read and learn effectively Children are able to feed themselves Encouraged sports Changes are indeed occurring though slowly	More encouragement is needed to use resource centre	In few instances play grounds are required
Lingasur	Learning taking place effectively Life styles have changed due to health education Child mingles with others Mental alertness has appeared on the scene	Effective role of the volunteers has not raised any issue for concern	Need to educate parents on a larger scale Issues of poverty need to be addressed simultaneously Medical treatment need to be provided to CWSN Need to increase the frequency of visits of the volunteers
Devdurga	Children are happy with the program Visit of volunteers is a boon for parents and children Activities of daily living have improved	Frequency of volunteer visits need to be enhanced	Need to have separate school such children Proper road and ramp construction in few places in required
Raichur	Learning taking place effectively Activities of daily living have improved	Frequency of volunteer visits need to be enhanced	Much ground needs to be covered in this taluk as far as awareness of the program is concerned

4.4 Major Messages from CWSN Case Studies

Taluks	Expressions of Parents and Community members on the Effect of the Program on CWSN	Issues of concern	Few suggestions
Sindhanur	• Better physical and mental changes among children • Children are able to use the equipments provided and are managing the disability effectively • Special needs children are now mingling with other children with ease and confidence. • Improvement in learning skills	• Need to enthuse parents and community • Need to have permanent teachers • Need to spread the required information among parents	• Provision of medical treatment at right time • Disability specific equipments to be provided • Need to encourage curricular activities • Provision of teachers without disruption •
Manavi	• Promotes educational activities. • CWSN children are able mingle with other children without inhibition. • Knowledge about physical exercises and hygiene. • Regular exercises have resulted in physical mental changes. • Convenience of tools and equipments. • Improvement learning skills.	• Delay of pension payment • Need to create awareness on large scale among parents • Timely provision medical check-up and necessary advice on how to tackle the physical disabilities •	• Need of more trained volunteers and block resources
Lingasagur	• Regularity of attendance at schools has helped in continuing education • Improved changes in nutritional aspects, other health practices • All round development of children • CWSN children are able mingle with other children without inhibition.	• Lack of information and parents usually staying away from resource centre. • Need for enhanced pension • Lack of tools & equipment al facility.	• Spread of information to parents • Need to recruit special trained teachers at zone and cluster levels • Need to strengthen the follow up activities
Devadurgaa	• The program was effective in promoting education among needy children • Regularity at schools. • CWSN children are able mingle with other children without inhibition. • Physical and mental improvements	• Lack of information. • Medical certificate not provided in few instances • Issue of pension payment	• Need to provide proper information, advice and suggestions
Raichur	• Good progress in physical and mental growth of children. • Medical checkups are useful. • Participation in sports has boosted the morale of needy children. • Change in parent's attitude for the better.	• Lack of tools and equipment and at right time. • The issue of pension payment. • Non issue of medical certificate in certain cases	• Eeffective medical facility • Need of trained teachers. • Guidance and awareness for family in treating the child.

CHAPTER 5

CONCLUDING OBSERVATIONS

CONCLUDING OBSERVATIONS

Importance of investment in education has been well recognized both by researchers and policy makers. The benefits accruing from education especially Primary Education in developing countries have been well documented in a number of studies both within India as well as from outside. India's commitment to the spread of knowledge and freedom of thought among its citizens is reflected in its Constitution. Educational Policy and Progress have been reviewed in the light of the goal of National Development and Priorities set from time to time. In its resolution of the National Policy on Education in 1968, an emphasis on quality improvement and a planned, more equitable expansion of educational facilities and the need to focus on the education of girls was stressed. More than fifteen years after this policy the National Policy on Education (NPE) 1986, was formulated which provided for a comprehensive policy framework for the development of education up to the end of the century and a Plan of Action (POA 1992) which spelt out specific responsibilities for organizing, implementing and financing its proposal of NPE. The focus in the recent past has been on the inclusive education which also encompasses children with special needs.

Education of children with special needs constitutes a major concern of UEE. In this context, SSA tries to address issues of discrimination against marginalized groups like CWSN and how best it can resolve them effectively. In all districts of the state SSA has initiated the CWSN activities. As the physical disabilities vary among children not only in terms of degrees but also in terms of kind, special efforts are needed to bring them into the main stream of educational fold. With this noble idea in mind the SSA has been putting in significant amount of resources for the benefit of CWSN. The present study makes a modest attempt in assessing the impact of current programs in the district of Raichur in the state of Karnataka which are aimed at providing necessary facilities to these needy children.

The study team surveyed 350 CWSN and 40 HBE Students in the selected district. As per the guidelines of SPO the district resource group (DRG) and block resource groups (BRG) are constituted for effective implementation of IE activities. A district working committee on IE is constituted under the chairmanship of Chief Executive Officer, Zilla Panchayat. The meetings of these committees are held and the strategies for effective implementation of IE

activities are discussed regularly. In order to meet the requirements of CWSN the authorities have provided special teachers. The authorities in collaboration with such special teachers would identify the children with special needs.

Magnitudes of different disabilities vary across the district. For example Orthopedically Impaired (OI) has the highest dominance with about 25 per cent share followed by Mentally Retarded (MR) (19.6%) and Speech Impairment (SI) with about 18 per cent. Low Vision (LV) and Multiple Disabilities (MD) are around 11 per cent and Hearing Impairment (HI) accounts for about 7 per cent. Total Blind (TB), Cerebral Palsy (CP), Learning Disability (LD) and Autism (ASD) account for very small proportion of the total disabilities. There are 402 HBE children and 138 volunteers who would take care of the needs of such children.

The identification of the needs CWSN is made through medical camps which would be addressed later for the benefit of such children. Authorities do supply necessary Aids and Appliances and would also provide necessary surgical assistance. In order to continue their education teachers also trained to manage these special children. One of the important issues that came out during the field investigation with regard to teachers training is that the teachers are satisfied with the duration of training. They also opined that training need to be more practical oriented rather than class room oriented. They also expressed the desire that they need to be provided accommodation during the training period. The IERT trainees did feel that the duration of the training is satisfactory. They feel that the inputs received during the training have helped to manage CWSN in a better way. They were very much appreciative of the physical exercises and physiotherapy component of the training.

The findings of the study have produced evidence that Aids and Appliances provided to the needy children are quite useful and these children are making best use of the same. Parents program is also doing well but needs to be strengthened in certain pockets of the district. Majority of the parents are adopting the suggestions provided during the counselling. These children with special needs are now enthused to participate in other co curricular and other creative activities.

The role played by the volunteers in the domain of home based education (HBE) is very crucial and they are considered as a bridge between the children and the main stream schooling system. The way they deal with children and parents of such children, the

suggestions and advice they provide go a long way in enthusing physically challenged children in pursuing education in a sustained manner. The households surveyed have opined that the role played by volunteers is quite satisfactory and they are happy about their intervention. HBE children are also making effective use of Resource Centre.

Provision of ramps is also quite satisfactory barring certain schools. Though user friendly toilets have provided in many places greater distance that need to be covered in this respect.

As part of the evaluation, study team also tried to understand some the concerns which need to be addressed to make the efforts more child friendly.

- Spread of awareness to parents need to be strengthened further
- Need to enhance the provision of user friendly toilets and ramps
- The equipments at the resource centres need to be enhanced and the news of availability of such resource centres need to be spread to the parent effectively
- The need is felt to provide Doctors in select locations
- HBE volunteers and Teachers need to get prior information regarding any new initiatives by the department so that they can gear themselves to the occasion
- HBE volunteers and Special Teachers demand salary during vacation also. This needs to be considered positively in view of the need for sustained efforts in managing the needy children.
- Provision of school and medical facility within the vicinity or easy reach of the children

In sum one can say that both CWSN and HBE initiatives have made significant dent in meeting the needs of the needy children. The efforts put in by the officials, Special Teachers, Volunteers and others need to be appreciated with full seriousness. The teething problems as highlighted above deserve attention.

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FEW GLIMPSES OF CWSN IN RAICHUR DISTRICT

HBE Volunteers' training in progress

CWSN children mingling with normal children

Volunteers escorting CWSN children

Normal and CWSN children enjoying Zilla Darshan

Resource Centre

ಸೆಂಟರ್ ಫಾರ್ ಮಲ್ಟಿ-ಡಿಸಿಪ್ಲಿನರಿ ಡೆವಲಪಮೆಂಟ್ ರಿಸರ್ಚ್ (ಸಿ.ಎಮ್.ಡಿ.ಆರ್.)

ಡಾ.ಬಿ.ಆರ್.ಅಂಬೇಡ್ಕರ ನಗರ, ಯಾಲಕ್ಕಿಶೆಟ್ಟರ ಕಾಲನಿ- ಧಾರವಾಡ-04

ರಾಯಚೂರ ಜಿಲ್ಲೆಯ ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳ ಚಟುವಟಿಕೆಗಳ ಮೌಲ್ಯಮಾಪನ

ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ವಿದ್ಯಾರ್ಥಿ ಮತ್ತು ಪಾಲಕರ ಪ್ರಶ್ನಾವಳಿ

ವಿಳಾಸದ ವಿವರಗಳು

ಗ್ರಾಮ/ಪಟ್ಟಣ	ಸಮೂಹ	ತಾಲುಕು

ಪಾಲಕರ ದೂರವಾಣಿ ಸಂಖ್ಯೆ:

I. ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ವಿದ್ಯಾರ್ಥಿಯ ಮಾಹಿತಿ

1.1 ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ವಿದ್ಯಾರ್ಥಿ ಹೆಸರು:

1.2 ಲಿಂಗ: *(ಗಂಡು-1, ಹೆಣ್ಣು-2)* :

1.3 ಹುಟ್ಟಿದ ದಿನಾಂಕ ಮತ್ತು ವಯಸ್ಸು:

1.4 ವಿಕಲತೆಯ ವಿಧ:

1.5 ಶಾಲೆಯ ಹೆಸರು:

1.6 ದಾಖಲಾಗಿರುವ ವರ್ಗ:

II. ಪಾಲಕರ/ಪೋಷಕರ ವಿವರ

2.1 ಪಾಲಕರ/ಪೋಷಕರ ವಿದ್ಯಾರ್ಹತೆ ಮತ್ತು ಉದ್ಯೋಗ

ಹೆಸರು	ವಿದ್ಯಾರ್ಹತೆ	ಉದ್ಯೋಗ	ವಾರ್ಷಿಕ ಆದಾಯ
ತಂದೆಯ :			
ತಾಯಿಯ :			

2.2 ಸಾಮಾಜಿಕ ಗುಂಪು:

(ಎಸ್.ಸಿ.-1, ಎಸ್.ಟಿ-2, ಇತರೆ ಹಿಂದುಳಿದವರು-3, ಅಲ್ಪಸಂಖ್ಯಾತರು-4, ಇತರರು-5)

2.3 ಕುಟುಂಬದ ಗಾತ್ರ:

ಗಂಡು	ಹೆಣ್ಣು	ಒಟ್ಟು

III. ವೈದ್ಯಕೀಯ ತಪಾಸಣೆ ಮಾಹಿತಿ

3.1 ವೈದ್ಯಕೀಯ ಶಿಬಿರಕ್ಕೆ ಹಾಜರಾಗಿದ್ದೀರಾ? (ಹೌದು-1, ಇಲ್ಲ-2)

3.2 ಹಾಜರಾಗಿದ್ದರೆ, ಯಾವ ವರ್ಷ?

3.3 ವೈದ್ಯಕೀಯ ತಪಾಸಣೆಯಲ್ಲಿ ನೀಡಿರುವ ಉಪಚಾರ ಸಮರ್ಪಕವಾಗಿದೆಯೇ? (ಹೌದು-1, ಇಲ್ಲ-2)

3.4 ವೈದ್ಯಕೀಯ ತಪಾಸಣೆಯಲ್ಲಿ ನೀಡುವ ಪ್ರಮಾಣ ಪತ್ರದ ವಿವರ (ವಿವರಿಸಿ)

IV. ಪಾಲಕರ ತಿಳುವಳಿಕೆ ಶಿಬಿರದ ಹಾಗೂ ವಿಕಲಚೇತನ ಮಕ್ಕಳ ಚಟುವಟಿಕೆಗಳ ಮಾಹಿತಿ

ಶಿಬಿರಗಳು	ಶೈಕ್ಷಣಿಕ ವರ್ಷ	ಭಾಗವಹಿಸಿದ್ದೀರಾ? *(ಹೌದು-1, ಇಲ್ಲ-2)*	ಹೌದಾದರೆ, ಅನುಭವ ತಿಳಿಸಿ
ಪಾಲಕರಿಗೆ ತರಬೇತಿ			
ಸಾಮುದಾಯಿಕಾ ತಿಳುವಳಿಕೆ ಕಾರ್ಯಕ್ರಮಗಳು			
ಜಾಗತಿಕ ವಿಕಲಚೇತನ ದಿನಾಚರಣೆ			
ಕಲಾಜಾಥಾ			
ಜಿಲ್ಲಾ ದರ್ಶನ ಪ್ರವಾಸ			
ಇತರೆ (ನಮೂದಿಸಿ)			

4.1 ಶಿಕ್ಷಣ ಇಲಾಖೆಯ ಸಿಬ್ಬಂದಿಯವರು ಪಾಲಕರ ತಿಳುವಳಿಕೆ ಶಿಬಿರಗಳಲ್ಲಿ ತಮ್ಮೊಂದಿಗೆ ವಿಕಲ ಚೇತನ ಮಗುವಿನ ಪಾಲನೆ ಪೋಷಣೆ ಹಾಗೂ ಶಿಕ್ಷಣ ನೀಡುವ ಕುರಿತು ಆಪ್ತ ಸಮಾಲೋಚನೆ ಮಾಡಿದ್ದಾರೆಯೇ? (ಹೌದು-1, ಇಲ್ಲ-2)

4.2 ಹೌದಾದರೆ, ತಮಗೆ ನೀಡಿರುವ ಸೂಕ್ತ ಸಲಹೆ ಸೂಚನೆಗಳು ಯಾವುವು?

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4.3 ಮೇಲಿನ ಸಲಹೆ ಸೂಚನೆಗಳು ತಮಗೆ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಮನವರಿಕೆಯಾಗಿವೆಯೇ? (ಹೌದು-1, ಇಲ್ಲ-2)

4.4 ಆಗಿದ್ದರೆ, ಹೇಗೆ ವಿವರಿಸಿ.

4.5 ಮನವರಿಕೆಯಾಗಿರುವ ಅಂಶಗಳನ್ನು ತಾವು ಅಳವಡಿಸಿಕೊಂಡಿದ್ದೀರಾ? (ಹೌದು-1, ಇಲ್ಲ-2)

4.6 ಅಳವಡಿಸಿಕೊಂಡಿದ್ದರೆ, ಮಗು ಆಸಕ್ತಿಯಿಂದ ಸಕ್ರಿಯಾತ್ಮಕವಾಗಿ ಪಠ್ಯ ಹಾಗೂ ಪಠ್ಯೇತರ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಭಾಗವಹಿಸುತ್ತಿದೆಯೇ? (ಹೌದು-1, ಇಲ್ಲ-2)

4.7 ಭಾಗವಹಿಸುತ್ತಿದ್ದರೆ, ಯಾವ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಹೆಚ್ಚು ಆಸಕ್ತಿ ತೋರುತ್ತಿದೆ?

4.8 ಮೇಲೆ ತಿಳಿಸಿದ ಚಟುವಟಿಕೆಯಿಂದ ಯಾವುದಾದರೂ (4.7) ಸ್ಪರ್ಧೆಯಲ್ಲಿ ಮಗು ಭಾಗವಹಿಸಿದೆಯೇ? (ಹೌದು-1, ಇಲ್ಲ-2)

ಹೌದಾದರೆ, ಎಲ್ಲಿ? ಮತ್ತು ಯಾವಾಗ?

4.9 ಭಾಗವಹಿಸಿದ ಸ್ಪರ್ಧೆಯಿಂದ ಯಾವುದಾದರೂ ಪಾರಿತೋಷಕವನ್ನು ಪಡೆದುಕೊಂಡಿದೆಯೇ? ತಿಳಿಸಿ

V. ಸಾಧನ ಸಲಕರಣೆಗಳ ಮಾಹಿತಿ

5.1 ತಮಗೆ ಯಾವುದಾದರೂ ನ್ಯೂನ್ಯತೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಸಾಧನ ಸಲಕರಣೆಗಳನ್ನು ಶಿಕ್ಷಣ ಇಲಾಖೆಯಿಂದ ನೀಡಿದ್ದಾರೆಯೇ?

(ಹೌದು-1, ಇಲ್ಲ-2)

5.2 ನೀಡಿರುವ ಸಾಧನಸಲಕರಣೆಗಳು ಯಾವುವೆಂದು ತಿಳಿಸಿ

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5.3 ತಮಗಿರುವ ನ್ಯೂನ್ಯತೆಗೆ ಅವುಗಳು ಸಮರ್ಪಕವೆನಿಸಿವೆಯೇ? (ಹೌದು-1, ಇಲ್ಲ-2)

5.4 ಅವುಗಳನ್ನು ನಿಯತಕಾಲಿಕವಾಗಿ ಉಪಯೋಗಿಸುತ್ತಿದ್ದೀರಾ? (ಹೌದು-1, ಇಲ್ಲ-2)

5.5 ಉಪಯೋಗಿಸುತ್ತಿದ್ದರೆ ಫಲಿತಾಂಶ ತಿಳಿಸಿರಿ.

5.6 ಇಲ್ಲದಿದ್ದರೆ, ಕಾರಣ ಕೊಡಿ

5.7 ತಮ್ಮ ಮಗು ಕಲಿಯುತ್ತಿರುವ ಶಾಲೆಯಲ್ಲಿ ತಮ್ಮ ಮಗುವಿನ ನ್ಯೂನ್ಯತೆಗೆ ಅನುಕೂಲಕರವಾಗುವ ಸಾಧನ ಸಲಕರಣಗಳು ಹಾಗೂ ಯೋಗ್ಯ ವ್ಯವಸ್ಥೆ ಇದೆಯೇ? (ಹೌದು-1, ಇಲ್ಲ 2)

ಶಾಲೆಯಲ್ಲಿ ಸೌಲಭ್ಯಗಳ ಲಭ್ಯತೆ ವಿವರ

ಸೌಲಭ್ಯಗಳು	ಲಭ್ಯತೆ (ಇವೆ-1, ಇಲ್ಲ-2)	ಉಪಯೋಗ (ಸಂಪೂರ್ಣ-1,ಭಾಗಶಃ-2, ಉಪಯೋಗವಿಲ್ಲ-3)
ರ್‍ಯಾಂಪ್ಸ್		
ವಿಕಲಚೇತನರಿಗೆ ಅನುಕೂಲಕರ ಶೌಚಾಲಯ		

VI. ವಿಕಲಚೇತನ ಮಾಶಾಸನದ ಮಾಹಿತಿ

6.1 ತಮ್ಮ ಮಗುವಿಗೆ ವಿಕಲಚೇತನ ಮಾಶಾಸನವನ್ನು ನೀಡುತ್ತಿದ್ದಾರೆಯೇ? (ಹೌದು-1, ಇಲ್ಲ 2)

6.2 ಹೌದಾದರೆ ಎಷ್ಟು?

6.3 ಇಲ್ಲದಿದ್ದರೆ ಕಾರಣ ಕೊಡಿ

VII. ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರದ ಮಾಹಿತಿ

7.1 ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರಕ್ಕೆ ನಿಯಮಿತವಾಗಿ ಭೇಟಿ ನೀಡುತ್ತೀರಾ? (ಹೌದು-1, ಇಲ್ಲ 2)

7.2 ಇಲ್ಲವಾದರೆ, ಕಾರಣ ಕೊಡಿ

7.3 ಹೌದಾದರೆ, ತಮ್ಮ ನ್ಯೂನ್ಯತೆಗೆ ಅನುಕೂಲಕರವಾಗುವ ಸಾಧನ ಸಲಕರಣೆಗಳು ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರದಲ್ಲಿವೆಯೇ?

(ಇವೆ 1, ಇಲ್ಲ 2)

7.4 ಇದ್ದರೆ, ತಮಗಾದ ಉಪಯೋಗ ಹಾಗೂ ಅದರಿಂದಾದ ಬದಲಾವಣೆ ಕುರಿತು ವಿವರಿಸಿರಿ.

7.5 ಇಲ್ಲದಿದ್ದರೆ, ಈ ಕುರಿತು ಬೇಡಿಕೆಯನ್ನು ಸಲ್ಲಿಸಿದ್ದೀರಾ? (ಹೌದು 1, ಇಲ್ಲ 2)

7.6 ಮಗುವನ್ನು ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರಕ್ಕೆ ಫಿಸಿಯೋ ಥೆರಪಿಗಾಗಿ ಕರೆದುಕೊಂಡು ಹೋದಾಗ ದಿನ ಭತ್ತೆಯನ್ನು ನೀಡುತ್ತಾರೆಯೇ?

(ಹೌದು 1, ಇಲ್ಲ 2)

7.7 ಹೌದಾದರೆ, ಎಷ್ಟು ಹಣ ನೀಡಿರುತ್ತಾರೆ? ಕಳೆದ ತಿಂಗಳು ☐ ಕಳೆದ ವಷ ☐

7.8 ದಿನ ಭತ್ಯೆಯನ್ನು ನಿಗದಿತ ಅವಧಿ ಮತ್ತು ಪ್ರಮಾಣದಲ್ಲಿ ಕೊಡುತ್ತಾರೆಯೇ? (ಹೌದು 1, ಇಲ್ಲ 2)

7.9 ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರದಲ್ಲಿ ಲಭ್ಯವಿರುವ ಸಾಧನ ಸಲಕರಣೆ ಮತ್ತು ಸೇವೆಗಳಲ್ಲಿ ಏನಾದರೂ ಸುಧಾರಣೆಯಾಗಬೇಕೆಂದು ನಿಮಗೆ ಅನಿಸುತ್ತಿದೆಯೇ? (ಹೌದು 1, ಇಲ್ಲ 2)

7.10 ಹಾಗಿದ್ದರೆ, ಏನು ಸುಧಾರಣೆ ಆಗಬೇಕೆಂದು ತಮ್ಮ ಅಭಿಪ್ರಾಯ ವಿವರಿಸಿ

ಸಾಧನ ಸಲಕರಣಗಳಲ್ಲಿ ಸುಧಾರಣೆ	ಸೇವೆಗಳಲ್ಲಿ ಸುಧಾರಣೆ

VIII. ಸಮನ್ವಯ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮದ ಕುರಿತು ಅಭಿಪ್ರಾಯ

8.1 ಶಾಲೆಯಲ್ಲಿ ತಮ್ಮ ಮಗುವನ್ನು ಇತರ ಮಕ್ಕಳ ಜೊತೆಗೆ ಸಮಾನವಾಗಿ ನೋಡಿಕೊಳ್ಳಲಾಗುತ್ತಿದೆಯೇ? (ಹೌದು 1, ಇಲ್ಲ 2)

8.2 ಇಲ್ಲದಿದ್ದರೆ, ಯಾವ ರೀತಿಯಲ್ಲಿ ವಂಚನೆಯನ್ನು ತಮ್ಮ ಮಗು ಅನುಭವಿಸುತ್ತಿದೆ? ವಿವರಿಸಿ

8.3 ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳ ಕಾರ್ಯಕ್ರಮದಿಂದಾದ ಪ್ರಯೋಜನಗಳನ್ನು ವಿವರಿಸಿ.

1. ----------

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8.4 ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳ ಕಾರ್ಯಕ್ರಮಗಳಲ್ಲಿ ಆಗಿರುವ ನ್ಯೂನ್ಯತೆಗಳು ಮತ್ತು ಅಡ್ಡಿ ಆತಂಕಗಳನ್ನು ವಿವರಿಸಿ.

1. ----------

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8.5 ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳ ಕಾರ್ಯಕ್ರಮವನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿಸಲು ಸಲಹೆ ಸೂಚನೆಗಳನ್ನು ವಿವರಿಸಿ.

1. ----------

2. ----------

3. ----------

ಪರಿವೀಕ್ಷಕರ ಹೆಸರು ಮತ್ತು ಸಹಿ **ಪಾಲಕರ ಹೆಸರು ಮತ್ತು ಸಹಿ**

ದಿನಾಂಕ:

ಸೆಂಟರ್ ಫಾರ್ ಮಲ್ಟಿ-ಡಿಸಿಪ್ಲಿನರಿ ಡೆವಲಪಮೆಂಟ್ ರಿಸರ್ಚ್ (ಸಿ.ಎಮ್.ಡಿ.ಆರ್.)
ಡಾ.ಬಿ.ಆರ್.ಅಂಬೇಡ್ಕರ ನಗರ, ಯಾಲಕ್ಕಿಶೆಟ್ಟರ ಕಾಲನಿ- ಧಾರವಾಡ-04
ರಾಯಚೂರ ಜಿಲ್ಲೆಯ ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳ ಚಟುವಟಿಕೆಗಳ ಮೌಲ್ಯಮಾಪನ

ಗೃಹ ಆಧಾರಿತ ಶಿಕ್ಷಣ ಪಡೆಯುವ ಮಕ್ಕಳ ಮತ್ತು ಪಾಲಕರ ಪ್ರಶ್ನಾವಳಿ

ವಿಳಾಸದ ವಿವರಗಳು:

ಗ್ರಾಮ/ಪಟ್ಟಿಣ	ಸಮೂಹ	ತಾಲೂಕು

ಪಾಲಕರ ದೂರವಾಣಿ ಸಂಖ್ಯೆ:

I. ಗೃಹ ಆಧಾರಿತ ಶಿಕ್ಷಣ ಪಡೆಯುತ್ತಿರುವ ಮಗುವಿನ ಮಾಹಿತಿ

1.1 ಗೃಹ ಆಧಾರಿತ ಶಿಕ್ಷಣ ಪಡೆಯುತ್ತಿರುವ ಮಗುವಿನ ಹೆಸರು:

1.2 ಲಿಂಗ: *(ಗಂಡು-1 ಹೆಣ್ಣು-2)*

1.3 ಹುಟ್ಟಿದ ದಿನಾಂಕ ಮತ್ತು ವಯಸ್ಸು:

1.4 ವಿಕಲತೆಯ ವಿಧ:

1.5 ಹೆಸರು ನೋಂದಾಯಿಸಿಕೊಂಡ ಶಾಲೆಯ ಹೆಸರು:

1.6 ಗೃಹ ಆಧಾರಿತ ಸ್ವಯಂಸೇವಕರ ಹೆಸರು:

ಐಐ. ಪಾಲಕರ/ಪೋಷಕರ ಮಾಹಿತಿ

2.1 ಪಾಲಕರ/ಪೋಷಕರ ವಿದ್ಯಾರ್ಹತೆ ಮತ್ತು ಉದ್ಯೋಗ

ಹೆಸರು	ವಿದ್ಯಾರ್ಹತೆ	ಉದ್ಯೋಗ	ವಾರ್ಷಿಕ ಆದಾಯ
ತಂದೆಯ :			
ತಾಯಿಯ :			

2.2 ಸಾಮಾಜಿಕ ಗುಂಪು:

(ಎಸ್.ಸಿ.-1, ಎಸ್.ಟಿ-2, ಇತರೆ ಹಿಂದುಳಿದವರು-3, ಅಲ್ಪಸಂಖ್ಯಾತರು-4, ಇತರರು-5)

2.3 ಕುಟುಂಬದ ಗಾತ್ರ:

ಗಂಡು	ಹೆಣ್ಣು	ಒಟ್ಟು

III. ವೈದ್ಯಕೀಯ ತಪಾಸಣೆ ಮಾಹಿತಿ

3.1 ವೈದ್ಯಕೀಯ ಶಿಬಿರಕ್ಕೆ ಹಾಜರಾಗಿದ್ದೀರಾ? (ಹೌದು-1, ಇಲ್ಲ-2)

3.2 ಹಾಜರಾಗಿದ್ದರೆ, ಯಾವ ವರ್ಷ?

3.3 ವೈದ್ಯಕೀಯ ತಪಾಸಣೆಯಲ್ಲಿ ನೀಡಿರುವ ಉಪಚಾರ ಸಮರ್ಪಕವಾಗಿದೆಯೇ? (ಹೌದು-1, ಇಲ್ಲ-2)

3.4 ವೈದ್ಯಕೀಯ ತಪಾಸಣೆಯಲ್ಲಿ ನೀಡುವ ಪ್ರಮಾಣ ಪತ್ರದ ವಿವರ (ವಿವರಿಸಿ)

IV. ಸಮನ್ವಯ-ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮದ ಅನುಷ್ಠಾನದ ಪ್ರಕ್ರಿಯೆಗಳ ವಿವರ

4.1 ಪಾಲಕರ ತಿಳುವಳಿಕೆ ಶಿಬಿರದ ಹಾಗೂ ವಿಕಲಚೇತನ ಮಕ್ಕಳ ಚಟುವಟಿಕೆಗಳ ಮಾಹಿತಿ

ಶಿಬಿರಗಳು	ಶೈಕ್ಷಣಿಕ ವರ್ಷ	ಭಾಗವಹಿಸಿದ್ದೀರಾ? ಹೌದು-1, ಇಲ್ಲ-2	ಹೌದಾದರೆ, ಅನುಭವ ತಿಳಿಸಿ
ಪಾಲಕರಿಗೆ ತರಬೇತಿ			
ಸಾಮುದಾಯಿಕಾ ತಿಳುವಳಿಕೆ ಕಾರ್ಯಕ್ರಮಗಳು			
ಜಾಗತಿಕ ವಿಕಲಚೇತನ ದಿನಾಚರಣೆ			
ಇತರೆ (ನಮೂದಿಸಿ)			

4.2 ಶಿಕ್ಷಣ ಇಲಾಖೆಯ ಸಿಬ್ಬಂದಿಯವರು ಪಾಲಕರ ತಿಳುವಳಿಕೆ ಶಿಬಿರಗಳಲ್ಲಿ ತಮ್ಮೊಂದಿಗೆ ವಿಕಲ ಚೇತನ ಮಗುವಿನ ಪಾಲನೆ ಪೋಷಣೆ ಹಾಗೂ ಶಿಕ್ಷಣ ನೀಡುವ ಕುರಿತು ಆಪ್ತ ಸಮಾಲೋಚನೆ ಮಾಡಿದ್ದಾರೆಯೇ? (ಹೌದು-1, ಇಲ್ಲ-2)

4.3 ಹೌದಾದರೆ, ತಮಗೆ ನೀಡಿರುವ ಸೂಕ್ತ ಸಲಹೆ ಸೂಚನೆಗಳು ಯಾವುವು?

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4.4 ಮೇಲಿನ ಸಲಹೆ ಸೂಚನೆಗಳು ತಮಗೆ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಮನವರಿಕೆಯಾಗಿವೆಯೇ? (ಹೌದು-1, ಇಲ್ಲ-2)

4.5 ಆಗಿದ್ದರೆ, ಹೇಗೆ ವಿವರಿಸಿ.

4.6 ಮನವರಿಕೆಯಾಗಿರುವ ಅಂಶಗಳನ್ನು ತಾವು ಅಳವಡಿಸಿಕೊಂಡಿದ್ದೀರಾ? (ಹೌದು-1, ಇಲ್ಲ-2)

4.7 ಅಳವಡಿಸಿಕೊಂಡಿದ್ದರೆ, ಮಗು ಆಸಕ್ತಿಯಿಂದ ಸಕ್ರಿಯಾತ್ಮಕವಾಗಿ ಪಠ್ಯ ಹಾಗೂ ಪಠ್ಯೇತರ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಭಾಗವಹಿಸುತ್ತಿದೆಯೇ? (ಹೌದು-1, ಇಲ್ಲ-2)

4.8 ಭಾಗವಹಿಸುತ್ತಿದ್ದರೆ, ಯಾವ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಹೆಚ್ಚು ಆಸಕ್ತಿ ತೋರುತ್ತಿದೆ?

4.9 ಮೇಲೆ ತಿಳಿಸಿದ ಚಟುವಟಿಕೆಯಿಂದ ಯಾವುದಾದರೂ ಸ್ಪರ್ಧೆಯಲ್ಲಿ ಮಗು ಭಾಗವಹಿಸಿದೆಯೇ? (ಹೌದು-1, ಇಲ್ಲ-2)

ಹೌದಾದರೆ, ಎಲ್ಲಿ? ಮತ್ತು ಯಾವಾಗ?

4.10 ಭಾಗವಹಿಸಿದ ಸ್ಪರ್ಧೆಯಿಂದ ಯಾವುದಾದರೂ ಪಾರಿತೋಷಕವನ್ನು ಪಡೆದುಕೊಂಡಿದೆಯೇ? ತಿಳಿಸಿ

V. ಸಾಧನ ಸಲಕರಣೆ ಮತ್ತು ಇತರೆ ಸೌಲಭ್ಯಗಳ ಮಾಹಿತಿ

5.1 ತಮಗೆ ಯಾವುದಾದರೂ ನ್ಯೂನ್ಯತೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಸಾಧನ ಸಲಕರಣೆಗಳನ್ನು ನೀಡಿದ್ದಾರೆಯೇ? (ಹೌದು-1, ಇಲ್ಲ-2)

5.2 ನೀಡಿರುವ ಸಾಧನಸಲಕರಣೆಗಳು ಯಾವುವೆಂದು ತಿಳಿಸಿ

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5.3 ತಮಗಿರುವ ನ್ಯೂನ್ಯತೆಗೆ ಅವುಗಳು ಸಮರ್ಪಕವೆನಿಸಿವೆಯೇ? (ಹೌದು-1, ಇಲ್ಲ-2)

5.4 ಅವುಗಳನ್ನು ನಿಯತಕಾಲಿಕವಾಗಿ ಉಪಯೋಗಿಸುತ್ತಿದ್ದೀರಾ? (ಹೌದು-1, ಇಲ್ಲ-2)

5.5 ಉಪಯೋಗಿಸುತ್ತಿದ್ದರೆ ಫಲಿತಾಂಶ ತಿಳಿಸಿರಿ.

5.6 ಇಲ್ಲದಿದ್ದರೆ, ಕಾರಣ ಕೊಡಿ

5.7 ಶೈಕ್ಷಣಿಕ ಮತ್ತುವೈದ್ಯಕೀಯ ಸೌಲಭ್ಯಗಳ ಲಭ್ಯತೆ

ಸೌಲಭ್ಯಗಳು	ಮನೆಯಿಂದ ಇರುವ ದೂರ (ಕಿ.ಮೀ.ಗಳಲ್ಲಿ)
ಶಾಲೆ	
ವೈದ್ಯಕೀಯ ಸೇವೆ	

VI. ವಿಕಲಚೇತನ ಮಾಶಾಸನದ ಮಾಹಿತಿ

6.1 ತಮ್ಮ ಮಗುವಿಗೆ ವಿಕಲಚೇತನ ಮಾಶಾಸನವನ್ನು ನೀಡುತ್ತಿದ್ದಾರೆಯೇ? (ಹೌದು 1, ಇಲ್ಲ 2)

6.2 ಹೌದಾದರೆ ಎಷ್ಟು?

6.3 ಇಲ್ಲದಿದ್ದರೆ ಕಾರಣ ಕೊಡಿ

VII. ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರದ ಮಾಹಿತಿ

7.1 ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರಕ್ಕೆ ನಿಯಮಿತವಾಗಿ ಭೇಟಿ ನೀಡುತ್ತೀರಾ? (ಹೌದು 1, ಇಲ್ಲ 2)

7.2 ಇಲ್ಲವಾದರೆ, ಕಾರಣ ಕೊಡಿ

7.3 ಹೌದಾದರೆ, ತಮ್ಮ ನ್ಯೂನ್ಯತೆಗೆ ಅನುಕೂಲಕರವಾಗುವ ಸಾಧನ ಸಲಕರಣೆಗಳು ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರದಲ್ಲಿವೆಯೇ?

(ಇವೆ-1, ಇಲ್ಲ- 2)

7.4 ಇದ್ದರೆ, ತಮಗಾದ ಉಪಯೋಗ ಹಾಗೂ ಅದರಿಂದಾದ ಬದಲಾವಣೆ ಕುರಿತು ವಿವರಿಸಿರಿ.

7.5 ಇಲ್ಲದಿದ್ದರೆ, ಈ ಕುರಿತು ಬೇಡಿಕೆಯನ್ನು ಸಲ್ಲಿಸಿದ್ದೀರಾ? (ಹೌದು 1, ಇಲ್ಲ 2)

7.6 ಮಗುವನ್ನು ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರಕ್ಕೆ ಫಿಸಿಯೋ ಥೆರಪಿಗಾಗಿ ಕರೆದುಕೊಂಡು ಹೋದಾಗ ದಿನ ಭತ್ತೆಯನ್ನು ನೀಡುತ್ತಾರೆಯೇ?

(ಹೌದು 1, ಇಲ್ಲ 2)

7.7 ಹೌದಾದರೆ, ಎಷ್ಟು ? ಕಳೆದ ತಿಂಗಳ ☐ ಕಳೆದ ☐

7.8 ದಿನ ಭತ್ಯೆಯನ್ನು ನಿಗದಿತ ಅವಧಿ ಮತ್ತು ಪ್ರಮಾಣದಲ್ಲಿ ಕೊಡುತ್ತಾರೆಯೇ? (ಹೌದು 1, ಇಲ್ಲ 2)

7.9 ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರದಲ್ಲಿ ಲಭ್ಯವಿರುವ ಸಾಧನ ಸಲಕರಣೆ ಮತ್ತು ಸೇವೆಗಳಲ್ಲಿ ಏನಾದರೂ ಸುಧಾರಣೆಯಾಗಬೇಕೆಂದು ಅನಿಸುತ್ತಿದ್ದಿಯೇ? (ಹೌದು 1, ಇಲ್ಲ 2)

7.10 ಹಾಗಿದ್ದರೆ, ಏನು ಸುಧಾರಣೆ ಆಗಬೇಕೆಂದು ತಮ್ಮ ಅಭಿಪ್ರಾಯ ವಿವರಿಸಿ

ಸಾಧನ ಸಲಕರಣೆಗಳಲ್ಲಿ ಸುಧಾರಣೆ	ಸೇವೆಗಳಲ್ಲಿ ಸುಧಾರಣೆ

VIII. ಗೃಹ ಆಧಾರಿತ ಸ್ವಯಂ ಸೇವಕರ ಕಾರ್ಯ ನಿರ್ವಹಣೆಯ ವಿವರಗಳು

8.1 ಸ್ವಯಂ ಸೇವಕರು ತಮ್ಮ ಮನೆಗೆ ಭೇಟಿ ನೀಡುತ್ತಾರೆಯೇ? (ಹೌದು 1, ಇಲ್ಲ 2)

8.2 ಹೌದಾದರೆ, ವಾರಕ್ಕೆ ಎಷ್ಟು ದಿನಗಳು?

8.3 ನಿಗದಿತ ವೇಳೆಯಲ್ಲಿ ಭೇಟಿ ನೀಡುವರೇ?

8.4 ಸ್ವಯಂ ಸೇವಕರು ತಮ್ಮೊಡನೆ ಸೌಹಾರ್ದಯುತವಾಗಿ ನಡೆದುಕೊಳ್ಳುತ್ತಾರೆಯೇ? (ಹೌದು 1, ಇಲ್ಲ 2)

8.5 ಸ್ವಯಂ ಸೇವಕರು ಮಗುವಿನ ವಿಕಾಸಕ್ಕಾಗಿ ಸಲಹೆ ಸೂಚನೆಗಳನ್ನು ನೀಡುತ್ತಾರೆಯೇ? (ಹೌದು 1, ಇಲ್ಲ 2)

8.6 ನೀಡಿರುವ ಸಲಹೆ ಸೂಚನೆಗಳು ಪರಿಣಾಮಕಾರಿಯೆನಿಸಿವೆಯೇ? (ಹೌದು 1, ಇಲ್ಲ 2)

8.7 ಅವರು ನೀಡಿರುವ ಸಲಹೆಗಳನ್ನು ಅಳವಡಿಸಿಕೊಂಡಿದ್ದೀರಾ? (ಹೌದು 1, ಇಲ್ಲ 2)

8.8 ಅಳವಡಿಸಿಕೊಂಡಿದ್ದರೆ, ಮಗುವಿನ ಕ್ರಿಯಾತ್ಮಕ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಬದಲಾವಣೆ ಕಂಡಿದೆಯೇ? (ಹೌದು 1, ಇಲ್ಲ 2)

8.9 ಗೃಹ ಆಧಾರಿತ ಶಿಕ್ಷಣ ಬಗ್ಗೆ ಸಲಹೆ ಸೂಚನೆಗಳನ್ನು ವಿವರಿಸಿ.

IX. ಸಮನ್ವಯ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮದ ಕುರಿತು ಅಭಿಪ್ರಾಯ

9.1 ಮಗುವಿನ ವೈಕಲ್ಯತೆ ಕುರಿತು ತಮ್ಮ ಕುಟುಂಬದ ಇತರೆ ಸದಸ್ಯರು ಹಾಗೂ ಸಮುದಾಯದ ಅಭಿಪ್ರಾಯವೇನು? ವಿವರಿಸಿ

9.2 ಗೃಹ ಆಧಾರಿತ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮದಿಂದಾದ ಪ್ರಯೋಜನಗಳನ್ನು ವಿವರಿಸಿ.

4. ----------
5. ----------
6. ----------

9.3 ಗೃಹ ಆಧಾರಿತ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮಗಳಲ್ಲಿ ಆಗಿರುವ ನ್ಯೂನ್ಯತೆಗಳು ಮತ್ತು ಅಡ್ಡಿ ಆತಂಕಗಳನ್ನು ವಿವರಿಸಿ.

4. ----------
5. ----------
6. ----------

9.4 ಗೃಹ ಆಧಾರಿತ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮವನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿಸಲು ಸಲಹೆ ಸೂಚನೆಗಳನ್ನು ವಿವರಿಸಿ.

4. ----------
5. ----------
6. ----------

ಪರಿವೀಕ್ಷಕರ ಹೆಸರು ಮತ್ತು ಸಹಿ **ಪಾಲಕರ ಹೆಸರು ಮತ್ತು ಸಹಿ**

ದಿನಾಂಕ:

ಸೆಂಟರ್ ಫಾರ್ ಮಲ್ಟಿ-ಡಿಸಿಪ್ಲಿನರಿ ಡೆವಲಪಮೆಂಟ್ ರಿಸರ್ಚ್ (ಸಿ.ಎಮ್.ಡಿ.ಆರ್.)
ಡಾ.ಬಿ.ಆರ್.ಅಂಬೇಡ್ಕರ ನಗರ, ಯಾಲಕ್ಕಿಶೆಟ್ಟರ ಕಾಲನಿ- ಧಾರವಾಡ-04
ರಾಯಚೂರ ಜಿಲ್ಲೆಯ ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳ ಚಟುವಟಿಕೆಗಳ ಮೌಲ್ಯಮಾಪನ

ಗೃಹ ಆಧಾರಿತ ಸ್ವಯಂಸೇವಕರ ಪ್ರಶ್ನಾವಳಿ

ಅ ಪ್ರಶ್ನಾವಳಿ (IERT)

I. ವಿಳಾಸದ ವಿವರಗಳು

ಗ್ರಾಮ : _____

ಜನವಸತಿ : _____

ಸಮೂಹ : _____

ತಾಲೂಕು : _____

II. ಸ್ವಯಂಸೇವಕರ ವಯಕ್ತಿಕ ವಿವರಗಳು

2.1 ಸ್ವಯಂಸೇವಕರ ಹೆಸರು :

2.2 ದೂರವಾಣಿ ಸಂಖ್ಯೆ :

2.3 ಹುಟ್ಟಿದ ದಿನಾಂಕ ಮತ್ತು ವಯಸ್ಸು : ☐ ☐

2.4 ಸ್ವಯಂಸೇವಕರ ಲಿಂಗ *(ಗಂಡು-1, ಹೆಣ್ಣು-2)*: ☐

2.5 ಸಾಮಾಜಿಕ ಗುಂಪು : ☐

(ಎಸ್.ಸಿ.-1, ಎಸ್.ಟಿ-2, ಇತರೆ ಹಿಂದುಳಿದವರು-3, ಅಲ್ಪಸಂಖ್ಯಾತರು-4, ಇತರರು-5)

2.6 ಶೈಕ್ಷಣಿಕ ವಿದ್ಯಾರ್ಹತೆ : ☐

2.7 ಸ್ವಯಂಸೇವಕರಾಗಿ ನೇಮಕಗೊಂಡ ದಿನಾಂಕ ಮತ್ತು ಸೇವಾನುಭವ (ವರ್ಷಗಳಲ್ಲಿ) :

2.8 ತಾವು ಯಾವುದಾದರೂ ಪರ್ಯಾಯ ಉದ್ಯೋಗ ಮಾಡುತ್ತಿರುವಿರಾ? (ಹೌದು-1, ಇಲ್ಲ-2):

2.9 ಹೌದಾದರೆ, ಪರ್ಯಾಯ ಉದ್ಯೋಗ ಹಾಗೂ ಅದರಿಂದ ಬರುವ ವಾರ್ಷಿಕ ಆದಾಯ:

III. ಸ್ವಯಂಸೇವಕರು ಪಡೆದ ತರಬೇತಿ ವಿವರಗಳು

3.1 ಸ್ವಯಂ ಸೇವಕ ವೃತ್ತಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ತರಬೇತಿಯನ್ನು ಪಡೆದುಕೊಂಡಿದ್ದೀರಾ? (ಹೌದು-1, ಇಲ್ಲ-2) ಹೌದಾದರೆ, ಕೆಳಗಿನ ವಿವರಗಳನ್ನು ನೀಡಿ

3.2 ಎಷ್ಟು ಹಂತಗಳಲ್ಲಿ ನೀವು ತರಬೇತಿಯನ್ನು ತೆಗೆದುಕೊಂಡಿದ್ದೀರಿ?

ಹಂತ	ಶೈಕ್ಷಣಿಕ ವರ್ಷ	ತರಬೇತಿಪಡೆದ ದಿನಗಳು	ತರಬೇತಿಪಡೆದ ದಿನಗಳು ಸಮರ್ಪಕವಾಗಿವೆಯೇ? (ಹೌದು-1,ಇಲ್ಲ-2)	ತರಬೇತಿಯು ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಪ್ರಯೋಜನವಾಗಿದೆ? (ಸಂಪೂರ್ಣ-1,ಭಾಗಶಃ-2, ಏನೂ ಪ್ರಯೋಜನವಿಲ್ಲ-3)
I				
II				
III				

IV. ತಮ್ಮ ಉಸ್ತುವಾರಿಯಲ್ಲಿ ಗೃಹ ಆಧಾರಿತ ಶಿಕ್ಷಣ ಪಡೆಯುತ್ತಿರುವ ಮಕ್ಕಳ ವಿವರ

4.1 ತಮ್ಮ ಉಸ್ತುವಾರಿಯಲ್ಲಿ ಗೃಹ ಆಧಾರಿತ ಶಿಕ್ಷಣ ಪಡೆಯುತ್ತಿರುವ ಒಟ್ಟು ಮಕ್ಕಳ ಸಂಖ್ಯೆ

4.2 ಸದರಿ ಮಕ್ಕಳ ಸುವಿವರ

ಮಗುವಿನ ಹೆಸರು	ವಯಸ್ಸು	ಲಿಂಗ	ಹೊಂದಿರುವ ವಿಕಲಚೇತನದ ವಿಧ	ಸೇವೆ ಪ್ರಾರಂಭಿಸಿದ ದಿನಾಂಕ	ಮಗುವಿನಲ್ಲಿ ಯಾವುದಾದರೂ ಬದಲಾವಣೆಯಾಗಿದೆಯೇ? (ದೈಹಿಕ-1,ಮಾನಸಿಕ-2, ಬೌದ್ಧಿಕ-3)	ಬದಲಾವಣೆಯಾಗಿದ್ದರೆ, ಯಾವ ತರಹದ ಬದಲಾವಣೆ?	ಬದಲಾವಣೆಗೆ ಸ್ವಯಂಸೇವಕರ ಪಾತ್ರವನ್ನು ವಿವರಿಸಿರಿ

4.3 ಮಕ್ಕಳ ಬೆಳವಣಿಗೆಯಲ್ಲಿ ಯಾವುದೇ ಗಮನಾರ್ಹ ಬದಲಾವಣೆ ಕಂಡುಬಾರದಿದ್ದಲ್ಲಿ ಪ್ರಮುಖ ಕಾರಣ ತಿಳಿಸಿ

4.4 ತಾವು ಸೇವೆ ಸಲ್ಲಿಸುತ್ತಿರುವ ಮಗುವಿನ ಪಾಲಕರಿಗೆ ಯಾವುದಾದರೂ ತಿಳುವಳಿಕೆ, ಸಲಹೆ ಸೂಚನೆಗಳು ಹಾಗೂ ಅಭಿಪ್ರಾಯಗಳನ್ನು ಮನವರಿಕೆ ಮಾಡಿಕೊಟ್ಟಿದ್ದೀರಾ? (ಹೌದು-1, ಇಲ್ಲ-2)

4.5 ಹೌದಾದರೆ, ಪ್ರಮುಖ ಅಂಶಗಳನ್ನು ವಿವರಿಸಿರಿ.

V. ಸ್ವಯಂಸೇವಕರ ಕಾರ್ಯನಿರ್ವಹಣೆಯ ವಿವರ

5.1 ತಾವು ಮಕ್ಕಳ ಪಾಲಕರಿಗೆ ಮಕ್ಕಳನ್ನು ಫಿಸಿಯೋಥೆರಪಿಗಾಗಿ ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರಕ್ಕೆ ಕರೆದುಕೊಂಡು ಹೋಗಲು ತಿಳಿಸಿದ್ದೀರಾ? (ಹೌದು-1, ಇಲ್ಲ-2)

5.2 ಇಲ್ಲವಾದರೆ ಕಾರಣ ಕೊಡಿರಿ

5.2.1 ಇಂತಹ ಸಂದರ್ಭಗಳಲ್ಲಿ ತಾವು ಯಾವಾಗಲಾದರೂ ಮಗುವನ್ನು ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರಕ್ಕೆ ಕರೆದುಕೊಂಡು ಹೋಗಿದ್ದೀರಾ?

5.3 ತಾವು ಎಚ್.ಬಿ.ಕಿಟ್ ಪಡೆದುಕೊಂಡಿದ್ದೀರಾ? (ಹೌದು-1, ಇಲ್ಲ-2)

5.4 ಹೌದಾದರೆ, ಅದನ್ನು ಉಪಯೋಗಿಸುತ್ತಿದ್ದೀರಾ? (ಹೌದು-1, ಇಲ್ಲ-2)

5.5 ಇಲ್ಲವಾದರೆ ಕಾರಣ ಕೊಡಿರಿ

5.6 ತಾವು ಸಂಬಂಧಪಟ್ಟ ಶಾಲೆಗೆ ವಾರಕ್ಕೆ ಎಷ್ಟು ಸಲ ಭೇಟಿ ನೀಡಿ ದಿನಚರಿಯಲ್ಲಿ ಸಹಿ ಮಾಡುತ್ತೀರಿ?

(ಪ್ರತಿದಿನ-1, ಪರ್ಯಾಯ ದಿನಗಳಲ್ಲಿ-2, ವಾರಕ್ಕೆರಡು ಸಲ-3, ವಾರಕ್ಕೊಮ್ಮೆ-4, ಪಾಕ್ಷಿಕ-5, ಇತರೆ-6)

5.7 ಪ್ರತಿದಿನ ಶಾಲೆಗೆ ಭೇಟಿ ನೀಡದೇ ಇರಲು ಪ್ರಮುಖ ಕಾರಣ ತಿಳಿಸಿ.

5.8.1 ತಾವು ಯಾವ ಕಾರ್ಯಕ್ರಮಗಳಿಗೆ ಪಾಲಕರು ಹಾಗೂ ಮಕ್ಕಳಿಗೆ ಹಾಜರಾಗಲು ತಿಳಿಸಿದ್ದೀರಿ?

ಕಾರ್ಯಕ್ರಮಗಳು	ತಿಳಿಸಿದ್ದೀರಾ? (ಹೌದು-1, ಇಲ್ಲ-2)	ಪಾಲಕರು / ಮಕ್ಕಳು ಭಾಗವಹಿಸಿದ್ದರೆ (ಹೌದು-1, ಇಲ್ಲ-2)	ಇಲ್ಲವಾದರೆ ಕಾರಣ ಕೊಡಿ
ಪಾಲಕರಿಗೆ ತರಬೇತಿ			
ಸಾಮುದಾಯಿಕ ತಿಳುವಳಿಕೆ ಕಾರ್ಯಕ್ರಮಗಳು			
ಜಾಗತಿಕ ವಿಕಲಚೇತನ ದಿನಾಚರಣೆ			
ಕಲಾಜಾಥಾ			
ಮಕ್ಕಳ ಮೇಳ			
ಪ್ರತಿಭಾ ಕಾರಂಜಿ			
ಚಿಣ್ಣರ ಜಿಲ್ಲಾ ದರ್ಶನ			
ಇತರೆ (ನಮೂದಿಸಿ)			

5.8.2. ಮಕ್ಕಳನ್ನು ವೈದ್ಯಕೀಯ ಕಾರ್ಯಾಗಾರಕ್ಕೆ ಕರೆದುಕೊಂಡು ಹೋಗಲು ಪಾಲಕರಿಗೆ ತಿಳಿಸಿದ್ದೀರಾ? (ಹೌದು-1, ಇಲ್ಲ-2)

ಹೌದಾದರೆ, ಎಷ್ಟು ಮಕ್ಕಳನ್ನು ಕರೆದುಕೊಂಡು ಹೋಗಲಾಯಿತು?

5.8.3. ವೈದ್ಯಕೀಯ ಕಾರ್ಯಾಗಾರಕ್ಕೆ ಮಕ್ಕಳು ಹಾಜರಾಗದಿರಲು ಕಾರಣ

5.8.4. ಎಲ್ಲ ಮಕ್ಕಳಿಗೂ ಅವಶ್ಯಕತೆ ಇದ್ದಲ್ಲಿ ಅವಶ್ಯಕ ಸಾಧನೋಪರಣಗಳು ದೊರಕಿವೆಯೇ?

5.8.5. ದೊರಕದೆ ಇದ್ದರೆ, ಅವಶ್ಯಕ ಸಾಧನೋಪಕರಣ ಹಾಗೂ ದೊರಕದಿರುವ ಕಾರಣ ತಿಳಿಸಿ

5.8.6. ಮಕ್ಕಳಿಗೆ ಮಧ್ಯಾಹ್ನದ ಬಿಸಿಯೂಟ ಪ್ರತಿದಿನ ದೊರಕುತ್ತಿದೆಯೇ?

5.8.7. ಇಲ್ಲವಾದರೆ ಕಾರಣ ಕೊಡಿರಿ.

5.8.8. ಮಕ್ಕಳಿಗೆ ಶಾಲಾ ಸಮವಸ್ತ್ರ, ಪುಸ್ತಕಗಳು ದೊರಕುತ್ತಿವೆಯೇ?

5.8.9. ಇಲ್ಲವಾದರೆ ಕಾರಣ ಕೊಡಿರಿ.

5.9 ತಮ್ಮ ಗ್ರಾಮದಲ್ಲಿ 6-14 ವಯಸ್ಸಿನ ವಿಕಲಚೇತನ ಮಕ್ಕಳು ಶಾಲೆಯಲ್ಲಿ ದಾಖಲಾಗದೇ ಇರುವುದು ತಮ್ಮ ಗಮನಕ್ಕೆ ಬಂದಿದೆಯೇ?

ಹೌದಾದರೆ, ಎಷ್ಟು ಮಕ್ಕಳು? ಹಾಗೂ ಅವುಗಳ ವಿವರ ಕೊಡಿರಿ.

ಮಗುವಿನ ಹೆಸರು ಮತ್ತು ವಿಳಾಸ	ವಯಸ್ಸು	ದಾಖಲಾಗದಿರಲು ಕಾರಣ

5.10 ತಮ್ಮ ಸೇವೆ ಕುರಿತು ಪಾಲಕರ ಅಭಿಪ್ರಾಯವೇನು? (ಪ್ರಮುಖ ಅಂಶಗಳನ್ನು ತಿಳಿಸಿ)

5.11 ತಾವು ದಾಖಲಿಸಿಕೊಳ್ಳುವ ಪೂರ್ವದಲ್ಲಿ ಮಗುವಿನ ಸ್ಥಿತಿಗತಿ ಹಾಗೂ ಪಾಲಕರ ಧೋರಣೆ ಯಾವರೀತಿ ಇತ್ತು? ವಿವರಿಸಿರಿ

5.12 ತಾವು ಸೇವೆಯನ್ನು ಪ್ರಾರಂಭಿಸಿ ತಿಳುವಳಿಕೆ ನೀಡಿದ ನಂತರ ಪಾಲಕರ ಧೋರಣೆಯಲ್ಲಾದ ಪ್ರಮುಖ ಬದಲಾವಣೆಗಳು ಯಾವುವು? ವಿವರಿಸಿ

VI. ಸ್ವಯಂಸೇವಕರ ಗೌರವ ಧನದ ವಿವರಗಳು

6.1 ತಾವು ಗೌರವಧನ ಪಡೆಯುತ್ತಿದ್ದೀರಾ? (ಹೌದು-1, ಇಲ್ಲ-2)

6.2 ಹೌದಾದರೆ, ಎಷ್ಟು?

6.3 ಗೌರವ ಧನವನ್ನು ನಿಯಮಿತವಾಗಿ ಪಡೆಯುತ್ತಿದ್ದೀರಾ?

6.4 ಇಲ್ಲವಾದರೆ, ಕಾರಣಕೊಡಿರಿ

6.5 ತಮ್ಮ ಸೇವಾ ಅವಧಿ ಮತ್ತು ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಯಾವುದಾದರೂ ಯಶೋಗಾಥೆಗಳು ಕಂಡು ಬಂದಲ್ಲಿ ಅವುಗಳ ಸುವಿವರಗಳನ್ನು ಪ್ರಸ್ತುತಪಡಿಸಿ.

VII. ಗೃಹ ಆಧಾರಿತ ಶಿಕ್ಷಣ ನೀಡುವ ಕಾರ್ಯಕ್ರಮದ ಅವಲೋಕನ

ತಮ್ಮ ಕಾರ್ಯಕ್ಷೇತ್ರದಲ್ಲಿ ಅನುಷ್ಠಾನದ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಕಂಡುಬಂದ ನ್ಯೂನ್ಯತೆ / ತೊಂದರೆಗಳು ಮತ್ತು ನಿವಾರಣೆಗಳ ವಿವರ

ಅನುಷ್ಠಾನದಲ್ಲಿ ಕಂಡುಬಂದ ತೊಂದರೆಗಳು	ತೊಂದರೆಗೆ ಕಾರಣಗಳು	ನಿವಾರಣೋಪಾಯಗಳು

ಪರಿವೀಕ್ಷಕರ ಹೆಸರು ಮತ್ತು ಸಹಿ **ಸ್ವಯಂಸೇವಕರ ಸಹಿ**

ದಿನಾಂಕ:

ಸೆಂಟರ್ ಫಾರ್ ಮಲ್ಟಿ-ಡಿಸಿಪ್ಲಿನರಿ ಡೆವಲಪಮೆಂಟ್ ರಿಸರ್ಚ್ (ಸಿ.ಎಮ್.ಡಿ.ಆರ್.)
ಡಾ.ಬಿ.ಆರ್.ಅಂಬೇಡ್ಕರ ನಗರ, ಯಾಲಕ್ಕಿಶೆಟ್ಟರ ಕಾಲನಿ- ಧಾರವಾಡ-04
ರಾಯಚೂರ ಜಿಲ್ಲೆಯ ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳ ಚಟುವಟಿಕೆಗಳ ಮೌಲ್ಯಮಾಪನ

ಸಮನ್ವಯ ಶಿಕ್ಷಣ ಸಂಪನ್ಮೂಲ ಶಿಕ್ಷಕರ ಪ್ರಶ್ನಾವಳಿ (IERT)

I ಸಮನ್ವಯ ಶಿಕ್ಷಣ ಸಂಪನ್ಮೂಲ ಶಿಕ್ಷಕರ ವಿವರ

ಶಿಕ್ಷಕರ ಹೆಸರು : _____

ಕ್ಷೇತ್ರ **ಸಂಪನ್ಮೂಲ** ಕೇಂದ್ರ : _____

ದೂರವಾಣಿ ಸಂಖ್ಯೆ : _____

ಸಮನ್ವಯ ಶಿಕ್ಷಣ ಸಂಪನ್ಮೂಲ ಶಿಕ್ಷಕರ ಲಿಂಗ: _____

(ಗಂಡು-1, ಹೆಣ್ಣು-2)

ಸಾಮಾಜಿಕ ಗುಂಪು: [ ]

(ಎಸ್.ಸಿ.-1, ಎಸ್.ಟಿ-2, ಇತರೆ ಹಿಂದುಳಿದವರು-3, ಅಲ್ಪಸಂಖ್ಯಾತರು-4, ಇತರರು-5)

ಸಮನ್ವಯ ಸಂಪನ್ಮೂಲ ಶಿಕ್ಷಕರಾಗಿ ಸೇವಾ ಅನುಭವ (ವರ್ಷಗಳಲ್ಲಿ):

ಶೈಕ್ಷಣಿಕ ವಿದ್ಯಾರ್ಹತೆ: [ ]

II. ತರಬೇತಿಯ ವಿವರಗಳು:

2.1 ಎಷ್ಟು ಹಂತಗಳಲ್ಲಿ ನೀವು ಸಮನ್ವಯ ತರಬೇತಿಯನ್ನು ತೆಗೆದುಕೊಂಡಿದ್ದೀರಿ? ವಿವರಿಸಿ

ಹಂತ	ಶೈಕ್ಷಣಿಕ ವರ್ಷ	ತರಬೇತಿ ಪಡೆದ ದಿನಗಳು	ತರಬೇತಿ ಪಡೆದ ದಿನಗಳು ಸಮರ್ಪಕವಾಗಿವೆಯೇ? (ಹೌದು-1, ಇಲ್ಲ-2)	ತರಬೇತಿಯು ಕಾರ್ಯಕ್ರಮದ ಅನುಷ್ಠಾನಕ್ಕೆ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಪ್ರಯೋಜನವಾಗಿದೆ? (ಸಂಪೂರ್ಣ-1, ಭಾಗಶಃ-2, ಏನೂ ಪ್ರಯೋಜನವಿಲ್ಲ-3)	ತರಬೇತಿಯ ಪರಿಣಾಮಗಳನ್ನು ತಿಳಿಸಿರಿ
I					
II					
III					

ತರಬೇತಿಯು ಸಂಪೂರ್ಣ ಪ್ರಯೋಜನವಾಗದಿದ್ದರೆ, ತರಬೇತಿಯಲ್ಲಿ ಯಾವ ರೀತಿ ಸುಧಾರಣೆಯಾಗಬೇಕೆಂಬುದನ್ನು ಸೂಚಿಸಿ.

II. ಸಮನ್ವಯ ಸಂಪನ್ಮೂಲ ಶಿಕ್ಷಕರ ಕಾರ್ಯ ನಿರ್ವಹಣೆಯ ವಿವರ

2.1 ಪ್ರತಿ ವರ್ಷ ವಿಕಲ ಚೇತನ ಮಕ್ಕಳ ಗಣತಿ ಮಾಡಿಸುತ್ತೀರಾ?

2.2 ತಮ್ಮ ಕ್ಷೇತ್ರದಲ್ಲಿ ಬರುವ ಎಲ್ಲ ಗ್ರಾಮ ಮತ್ತು ಜನವಸತಿ ಪ್ರದೇಶಗಳಲ್ಲಿರುವ ವಿಕಲಚೇತನ ಮಕ್ಕಳು ಪಟ್ಟಿಯಲ್ಲಿ ದಾಖಲಾಗಿವೆಯೇ?

2.3 ದಾಖಲಾದ ವಿಕಲಚೇತನ ಮಕ್ಕಳನ್ನು ವಯೋವಾರು, ವರ್ಗವಾರು, ಜಾತಿವಾರು ವಿಕಲಚೇತನವಾರು ಪಟ್ಟಿಯನ್ನು ಮಾಡಿದ್ದೀರಾ? (ಹೌದು-1, ಇಲ್ಲ-2)

2.4ಮಾಡಿದ್ದರೆ, ವಿವರಗಳ ನಕಲು ಪ್ರತಿಯನ್ನು ಹಾಗೂ ಸದರಿ ಪಟ್ಟಿಯನ್ನು ಜಿಲ್ಲಾ ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆಗೆ ಕಳಿಸಿಕೊಟ್ಟಿದ್ದೀರಾ?

2.5 ಕ್ರೋಢೀಕರಣ ಪಟ್ಟಿಯನ್ನು ಮಾಡಿರದಿದ್ದರೆ ಕಾರಣ ಕೊಡಿರಿ.

2.6 ವಿಕಲ ಚೇತನ ಮಕ್ಕಳ ಗಣತಿಯಲ್ಲಿ ದಾಖಲಾದ ಎಷ್ಟು ಮಕ್ಕಳನ್ನು ವೈದ್ಯಕೀಯ ತಪಾಸಣೆಗೆ ಹಾಜರಾಗುವಂತೆ ನೋಡಿಕೊಂಡಿದ್ದೀರಿ?

2.7 ಎಷ್ಟು ಮಕ್ಕಳು ವೈದ್ಯಕೀಯ ತಪಾಸಣೆಗೆ ಹಾಜರಾಗಿರುವುದಿಲ್ಲ?

2.8 ವೈದ್ಯಕೀಯ ತಪಾಸಣೆಗೆ ಮಕ್ಕಳು ಹಾಜರಾಗದಿರುವುದಕ್ಕೆ ಕಾರಣ ಕೊಡಿರಿ.

2.9 ವಿಕಲ ಚೇತನ ಗಣತಿಯಲ್ಲಿ ಎಷ್ಟು ಮಕ್ಕಳಿಗೆ ಗೃಹಾಧಾರಿತ ಶಿಕ್ಷಣವನ್ನು ನೀಡುವುದು ಅವಶ್ಯವೆನಿಸಿದೆ?

2.10 ಎಲ್ಲ ಮಕ್ಕಳಿಗೂ ಸ್ವಯಂ ಸೇವಕರನ್ನು ನೇಮಿಸಲಾಗಿದೆಯೇ?

2.11 ಸ್ವಯಂ ಸೇವಕರ ಕಾರ್ಯಚಟುವಟಿಕೆಗಳನ್ನು ತಿಂಗಳಿಗೆ ಎಷ್ಟು ಸಲ ಮೇಲ್ವಿಚಾರಣೆ ಮಾಡುತ್ತೀರಿ?

2.12 ಅವಶ್ಯವಿದ್ದಲ್ಲಿ ಸ್ವಯಂಸೇವಕರನ್ನು ಬದಲಾವಣೆ ಮಾಡಿದ್ದೀರಾ? ಹಾಗೂ ಆ ಸ್ಥಳಕ್ಕೆ ಬೇರೆಯವರನ್ನು ನೇಮಕಮಾಡಿದ್ದೀರಾ?

2.13 ಬ್ಲಾಕ್ ಮಟ್ಟದಲ್ಲಿ ವಿಕಲಚೇತನ ಮಕ್ಕಳಿಗೆ ಅವಶ್ಯಕವಿರುವ ಸಾಧನೋಪಕರಣಗಳ ಬೇಡಿಕೆ ಪಟ್ಟಿಯನ್ನು ತಯಾರಿಸಿದ್ದೀರಾ?

2.14 ತಯಾರಿಸಿದ್ದರೆ, ಗುರಿ ಮತ್ತು ಸಾಧನೆಯನ್ನು ತಿಳಿಸಿ.

2.15 ತಮ್ಮ ವ್ಯಾಪ್ತಿಯಲ್ಲಿಯಾವುದಾದರೂ ವಿಕಲಚೇತನ ಮಕ್ಕಳ ಗಣತಿಯಲ್ಲಿ ದಾಖಲಾಗದೇ ಇರುವುದು ತಮ್ಮ ಗಮನಕ್ಕೆ ಬಂದಿದೆಯೇ?

2.16 ಬಂದಿದ್ದರೆ, ಎಷ್ಟು ಮಕ್ಕಳು?

2.17 ಕಾರಣ ಕೊಡಿರಿ.

2.3 ವಾರದಲ್ಲಿ ಎಷ್ಟು ಸಲ ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರಕ್ಕೆ ಭೇಟಿ ನೀಡಿ ಅಲ್ಲಿರುವ ಸೌಲಭ್ಯಗಳು ಸಂಪೂರ್ಣವಾಗಿ ವಿಕಲಚೇತನ ಮಕ್ಕಳಿಗೆ ದೊರಕುತ್ತವೆಯೇ ಎಂದು ತಪಾಸಣೆಯನ್ನು ಮಾಡುತ್ತೀರಾ?

2.4 ತಿಂಗಳಿಗೆ ಎಷ್ಟು ಸಲ ತಮ್ಮ ಕಾರ್ಯಕ್ಷೇತ್ರದಲ್ಲಿ ಬರುವ ಶಾಲೆಗಳಿಗೆ ಭೇಟಿ ನೀಡಿ, ಸಮನ್ವಯ ಶಿಕ್ಷಣದ ಅನುಷ್ಠಾನವನ್ನು ಪರಿಶೀಲಿಸುತ್ತೀರಾ?

2.5 ತಮ್ಮ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಬರುವ ಸಮನ್ವಯ ಶಿಕ್ಷಣ ತರಬೇತಿ ಪಡೆದ ಶಿಕ್ಷಕರ ವಿವರ

ತರಬೇತಿ ದಿನಗಳು	ತರಬೇತಿ ಪಡೆದ ಶಿಕ್ಷಕರ ಸಂಖ್ಯೆ	ತರಬೇತಿಯ ವಿಷಯಗಳು
3		
5		
9		
15		
45		
90		

2.6 ಅಲ್ಪಾವಧಿ ತರಬೇತಿ (3,5,9,15 ದಿನಗಳು) ಮತ್ತು ದೀರ್ಘಾವಧಿ ತರಬೇತಿ (45 ಮತ್ತು 90 ದಿನಗಳು) ಪಡೆದ ಶಿಕ್ಷಕರ ಗುಣಮಟ್ಟದಲ್ಲಿ ಕಂಡುಬಂದಿರುವ ಪ್ರಮುಖ ಪರಿಣಾಮಗಳನ್ನು ವಿವರಿಸಿರಿ.

ಅಲ್ಪಾವಧಿ ತರಬೇತಿ ಪಡೆದ ಶಿಕ್ಷಕರು	ದೀರ್ಘಾವಧಿ ತರಬೇತಿ ಪಡೆದ ಶಿಕ್ಷಕರು

4.2 ಈ ಕೆಳಗಿನ ಕಾರ್ಯಕ್ರಮಗಳು ತಮ್ಮ ಕಾರ್ಯಕ್ಷೇತ್ರದಲ್ಲಿ ಆಯೋಜಿಸಲಾಗಿತ್ತೇ? ವಿವರಿಸಿರಿ

ಕಾರ್ಯಕ್ರಮಗಳ ಆಯೋಜನೆ	ಹೌದು-1, ಇಲ್ಲ-2	ಕಾರ್ಯಕ್ರಮಗಳ ಸಂಖ್ಯೆ	ಪ್ರತಿ ಕಾರ್ಯಕ್ರಮಗಳಲ್ಲಿ ಭಾಗವಹಿಸಿರುವವರ ಸಂಖ್ಯೆ	ಕಾರ್ಯಕ್ರಮಗಳಿಂದಾದ ಪ್ರಯೋಜನಗಳು	ಕಾರ್ಯಕ್ರಮ ನಿರ್ವಹಣೆಯಲ್ಲಿ ಎದುರಿಸಿದ ಸವಾಲುಗಳು
ಪಾಲಕರಿಗೆ ತರಬೇತಿ					
ಸಾಮುದಾಯಿಕ ತಿಳುವಳಿಕೆ					
ಜಾಗತಿಕ ವಿಕಲಚೇತನ ಆಚರಣೆ					
ಸಮನ್ವಯ ಶೈಕ್ಷಣಿಕ ಪ್ರವಾಸ					
ಕಲಾಜಾಥಾ					
ಮಕ್ಕಳ ಮೇಳ					
ಪ್ರತಿಭಾ ಕಾರಂಜಿ					
ಇತರೆ (ನಮೂದಿಸಿ)					

4.3 ಮಕ್ಕಳ ಚಟುವಟಿಕೆಗಳ ಪ್ರಗತಿ ಪ್ರಕ್ರಿಯೆಗಳನ್ನು ದಾಖಲಿಸುವುದು

III. ಯಶೋಗಾಥೆಗಳ ವಿವರ

3.1 ತಮ್ಮ ಕಾರ್ಯಕ್ಷೇತ್ರದಲ್ಲಿ ಅನುಷ್ಠಾನದ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಕಂಡುಬಂದ ಯಶೋಗಾಥೆಗಳು ಯಾವವು? ತಿಳಿಸಿ

3.2 ಈ ಯಶೋಗಾಥೆಗಳಲ್ಲಿ ಸಮನ್ವಯ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮವು ವಹಿಸಿರುವ ಪ್ರಮುಖ ಪಾತ್ರವನ್ನು ವಿವರಿಸಿರಿ.

(ಅವಶ್ಯವಿದ್ದಲ್ಲಿ ಪ್ರತ್ಯೇಕ ಪ್ರತಿಯಲ್ಲಿ ವಿವರಣೆ ತೆಗೆದುಕೊಳ್ಳಬೇಕು)

3.3 ತಮ್ಮ ಕಾರ್ಯಕ್ಷೇತ್ರದಲ್ಲಿ ಅನುಷ್ಠಾನದ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಕಂಡುಬಂದ ನ್ಯೂನ್ಯತೆ / ತೊಂದರೆಗಳು ಮತ್ತು ನಿವಾರಣೆಗಳ ವಿವರ

ಅನುಷ್ಠಾನದಲ್ಲಿ ಕಂಡುಬಂದ ತೊಂದರೆಗಳು	ತೊಂದರೆಗೆ ಕಾರಣಗಳು	ನಿವಾರಣೋಪಾಯಗಳು

ಪರಿವೀಕ್ಷಕರ ಹೆಸರು ಮತ್ತು ಸಹಿ **ಸಮನ್ವಯ ಶಿಕ್ಷಣ ಸಂಪನ್ಮೂಲ ಶಿಕ್ಷಕರ ಸಹಿ**

ದಿನಾಂಕ:

ಸೆಂಟರ್ ಫಾರ್ ಮಲ್ಟಿ-ಡಿಸಿಪ್ಲಿನರಿ ಡೆವಲಪಮೆಂಟ್ ರಿಸರ್ಚ್ (ಸಿ.ಎಮ್.ಡಿ.ಆರ್.)
ಡಾ.ಬಿ.ಆರ್.ಅಂಬೇಡ್ಕರ ನಗರ, ಯಾಲಕ್ಕಿಶೆಟ್ಟರ ಕಾಲನಿ- ಧಾರವಾಡ-04
ರಾಯಚೂರ ಜಿಲ್ಲೆಯ ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳ ಚಟುವಟಿಕೆಗಳ ಮೌಲ್ಯಮಾಪನ

ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರದ ಮಾಹಿತಿ

ವಿಳಾಸದ ವಿವರಗಳು

ಸಮನ್ವಯ ಶಿಕ್ಷಣದ ಕಾರ್ಯಕ್ರಮದ ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರ:

ಸಮನ್ವಯ ಶಿಕ್ಷಣದ ಕಾರ್ಯಕ್ರಮದ ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರದ ವಿಳಾಸ:

ಸಮನ್ವಯ ಶಿಕ್ಷಣದ ಕಾರ್ಯಕ್ರಮದ ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರದ ದೂರವಾಣಿ ಸಂಖ್ಯೆ:

ಮಾಹಿತಿ ನೀಡಿದವರ ಹೆಸರು ಮತ್ತು ಹುದ್ದೆ:

I. ಸಮನ್ವಯ ಶಿಕ್ಷಣದ ಕಾರ್ಯಕ್ರಮದ ಅನುಷ್ಠಾನಕ್ಕಾಗಿ ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರವು ಹೊಂದಿರುವ ಮಾನವ ಸಂಪನ್ಮೂಲದ ವಿವರ

1.1 ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರದಲ್ಲಿ ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತಿರುವ ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿಗಳ ವಿವರ

ಕ್ರಮ ಸಂಖ್ಯೆ	ಹೆಸರು	ಹುದ್ದೆ	ಮೊಬೈಲ ನಂ.

1.2 ತೊಂಬತ್ತು ದಿನದ ಬುನಾದಿ ತರಬೇತಿ ಪಡೆದ ಶಿಕ್ಷಕರ ವಿವರ

ಕ್ರಮ ಸಂಖ್ಯೆ	ಶಿಕ್ಷಕರ ಹೆಸರು	ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತಿರುವ ಶಾಲೆ	ಲಿಂಗ	ವಯಸ್ಸು	ಸಾಮಾಜಿಕ ಗುಂಪು

1.3 ಗೃಹ ಆಧಾರಿತ ಸ್ವಯಂಸೇವಕರ ವಿವರ

ಸ್ವಯಂ ಸೇವಕರ ಹೆಸರು	ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತಿರುವ ಗ್ರಾಮ/ಜನವಸತಿ	ಲಿಂಗ	ವಯಸ್ಸು	ಸಾಮಾಜಿಕ ಗುಂಪು

1.4 ಪ್ರಸಕ್ತ ಸಾಲಿನ (2011-12) ರಲ್ಲಿನ ವಿಶೇಷ ಆಗತ್ಯವುಳ್ಳ ಹಾಗೂ ಗೃಹ ಆಧಾರಿತ ಶಿಕ್ಷಣ ಪಡೆಯುತ್ತಿರುವ ಮಕ್ಕಳ ವಿವರ

ವಿಕಲತೆ	ಲಿಂಗ	ಪ.ಜಾತಿ	ಪ.ಪಂಗಡ	ಇತರೆ ಹಿಂದುಳಿದ	ಅಲ್ಪ ಸಂಖ್ಯಾತ	ಸಾಮಾನ್ಯ	ಒಟ್ಟು
ದೃಷ್ಟಿದೋಷ	ಗಂ						
	ಹೆ						
ಶ್ರವಣ ದೋಷ	ಗಂ						
	ಹೆ						
ಮಾತನಾಡುವ ವಿಕಲತೆ	ಗಂ						
	ಹೆ						
ಬುದ್ಧಿಮಾಂದ್ಯ	ಗಂ						
	ಹೆ						
ಅಂಗವಿಕಲತೆ	ಗಂ						
	ಹೆ						
ಇತರೆ	ಗಂ						
	ಹೆ						
ಗೃಹಾಧಾರಿತ	ಗಂ						
	ಹೆ						

1.5 ಸಮನ್ವಯ ಶಿಕ್ಷಣ ತರಬೇತಿ ಪಡೆದ ಇತರೆ ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿಗಳ ವಿವರ

ತರಬೇತಿ ಪಡೆದವರ ಹೆಸರು	ಯಾವ ತರಬೇತಿ	ತರಬೇತಿ ಪಡೆದ ಸ್ಥಳ/ಸಂಸ್ಥೆ	ತರಬೇತಿ ಪಡೆದ ಕಾಲಾವಧಿ(ದಿನಗಳಲ್ಲಿ)

II. ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರದ ಭೌತಿಕ ಸಂಪನ್ಮೂಲಗಳ ವಿವರ
ಸಾಧನ ಸಲಕರಣಗಳ ಪೂರೈಕೆ ವಿವರ

ಸಾಧನ ಸಲಕರಣಗಳು	ಸೌಲಭ್ಯ ಪಡೆಯುತ್ತಿರುವ ಮಕ್ಕಳು	ಸೌಲಭ್ಯದಿಂದ ವಂಚಿತ ಮಕ್ಕಳು
1. ಗೃಹಾಧಾರಿತ ಶಿಕ್ಷಣದ ಕಿಟ್		
2. ಬ್ರೈಲ್‌ಗಳ ಪೂರೈಕೆ		
3. ರ್‍ಯಾಂಪಗಳ ನಿರ್ಮಾಣ		
4. ಸಿ.ಡಬ್ಲ್ಯೂ.ಎಸ್.ಎನ್. ಸ್ನೇಹಿ ಶೌಚಾಲಯ		

III. ಸಮನ್ವಯ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮಕ್ಕೆ ಪೂರಕವಾಗಿ ಆಯೋಜಿಸಲಾಗಿರುವ ಶಿಬಿರಗಳ ವಿವರ

ಶಿಬಿರಗಳ ಆಯೋಜನೆ

3.1 ಪೋಷಕರಿಗೆ ಭೌಗೋಳಿಕ ಶಿಬಿರಗಳನ್ನು ಸಂಯೋಜಿಸಲಾಗಿದೆಯೇ? ವಿವರಿಸಿ

3.2 ಸಾಮುದಾಯಿಕ ತಿಳುವಳಿಕೆಗಳ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಸಂಯೋಜಿಸಲಾಗಿದೆಯೇ?

3.3 ಜಾಗತಿಕ ಅಂಗವಿಕಲ ದಿನಾಚರಣೆಯನ್ನು ಆಚರಿಸಲಾಗಿದೆಯೇ?

3.4 ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳನ್ನು ಇತರೆ ಮಕ್ಕಳ ಜೊತೆಗೆ ಶೈಕ್ಷಣಿಕ ಪ್ರವಾಸಕ್ಕೆ ಕರೆದೊಯ್ಯಲಾಗಿತ್ತೇ?

3.5 ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರಕ್ಕೆ ಮಕ್ಕಳನ್ನು ಕರೆ ತರಲು ಸಹಾಯಕರಿಗೆ ದಿನಭತ್ಯೆಯನ್ನು ನೀಡಲಾಗುತ್ತದೆಯೇ?

3.6 ವಿಶೇಷ ಆಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳ ಹಾಗೂ ಗೃಹಾಧಾರಿತ ಶಿಕ್ಷಣ ಪಡೆಯುತ್ತಿರುವ ಮಕ್ಕಳ ಚಟುವಟಿಕೆ ಮತ್ತು ಪ್ರಗತಿ ಕುರಿತು ದಾಖಲೆಗಳನ್ನು ನಿರ್ವಹಿಸಿದ್ದೀರಾ?

IV. ಸಮನ್ವಯ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮಕ್ಕೆ ಪೂರಕವಾಗಿ ಹಣಕಾಸಿನ ಸಂಪನ್ಮೂಲಗಳ ಕ್ರೋಢಿಕರಣದ ಮತ್ತು ನಿರ್ವಹಣೆಯ ವಿವರ

1. ಹಣಕಾಸಿನ ಕ್ರೋಢಿಕರಣ

ಕ್ರಮ ಸಂಖ್ಯೆ	ಕಾರ್ಯಕ್ರಮಗಳು	ಹಣಕಾಸಿನ ಮೂಲಗಳು	ಗುರಿ	ಸಾಧನೆ

2. ಸಾಧನ ಸಲಕರಣೆಗಳ ವಿತರಣೆ

ಕ್ರಮ ಸಂಖ್ಯೆ	ಸಾಧನ ಸಲಕರಣೆಗಳು	ಆಕರ	ಗುರಿ	ಸಾಧನೆ

ಪರಿವೀಕ್ಷಕರ ಹೆಸರು ಮತ್ತು ಸಹಿ

ಮಾಹಿತಿ ನೀಡಿದ ಅಧಿಕಾರಿಗಳ ಹೆಸರು ಮತ್ತು ಸಹಿ

ದಿನಾಂಕ:

ಸೆಂಟರ್ ಫಾರ್ ಮಲ್ಟಿ-ಡಿಸಿಪ್ಲಿನರಿ ಡೆವಲಪಮೆಂಟ್ ರಿಸರ್ಚ್ (ಸಿ.ಎಮ್.ಡಿ.ಆರ್.)
ಡಾ.ಬಿ.ಆರ್.ಅಂಬೇಡ್ಕರ ನಗರ, ಯಾಲಕ್ಕಿಶೆಟ್ಟರ ಕಾಲನಿ- ಧಾರವಾಡ-04
ರಾಯಚೂರ ಜಿಲ್ಲೆಯ ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳ ಚಟುವಟಿಕೆಗಳ ಮೌಲ್ಯಮಾಪನ

ವಿಶೇಷ ವೈಕಲ್ಯತೆ ತರಬೇತಿ ಪಡೆದ ಶಿಕ್ಷಕರ ಪ್ರಶ್ನಾವಳಿ

I. ವಿಶೇಷ ವೈಕಲ್ಯತೆ ತರಬೇತಿ ಶಿಕ್ಷಣ ಪದ್ಧತಿಯಲ್ಲಿ ತರಬೇತಿ ಹೊಂದಿದ ಶಿಕ್ಷಕರ ವಯಕ್ತಿಕ ವಿವರಗಳು

1.1 ಶಿಕ್ಷಕರ ಹೆಸರು :

1.2 ಶಾಲೆಯ ಹೆಸರು :

1.3 ಗ್ರಾಮ :

1.4 ಸಮೂಹ :

1.5 ತಾಲುಕು :

1.6 ಲಿಂಗ *(ಗಂಡು-1, ಹೆಣ್ಣು-2)* :

1.7 ಸಾಮಾಜಿಕ ಗುಂಪು :

(ಎಸ್.ಸಿ.-1, ಎಸ್.ಟಿ-2, ಇತರೆ ಹಿಂದುಳಿದವರು-3, ಅಲ್ಪಸಂಖ್ಯಾತರು-4, ಇತರರು-5)

1.8 ಸೇವಾ ಅನುಭವ (ವರ್ಷಗಳಲ್ಲಿ) :

1.9 ಯಾವ ವೈಕಲ್ಯತೆಗೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಕಾರ್ಯ ನಿರ್ವಹಿಸುತ್ತಿರುವಿರಿ?:

II. ತರಬೇತಿ ಮತ್ತು ವಿಶೇಷ ಪದವಿ ವಿವರಗಳು

2.1 ಎಷ್ಟು ಹಂತಗಳಲ್ಲಿ ನೀವು ಸಮನ್ವಯ ತರಬೇತಿಯನ್ನು ತೆಗೆದುಕೊಂಡಿದ್ದೀರಿ?

2.2 ಪಡೆದ ತರಬೇತಿಯ ಮತ್ತು ವಿಶೇಷ ಪದವಿಯ ಸುವಿವರ

ಹಂತ	ಶೈಕ್ಷಣಿಕ ವರ್ಷ	ತರಬೇತಿಪಡೆದ ದಿನಗಳು/	ತರಬೇತಿಪಡೆದ ದಿನಗಳು ಸಮರ್ಪಕವಾಗಿವೆಯೇ? (ಹೌದು-1,ಇಲ್ಲ-2)	ತರಬೇತಿಯು ಕಾರ್ಯಕ್ರಮದ ಅನುಷ್ಠಾನಕ್ಕೆ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಪ್ರಯೋಜನವಾಗಿದೆ? (ಸಂಪೂರ್ಣ-1,ಭಾಗಶಃ-2, ಏನೂ ಪ್ರಯೋಜನವಿಲ್ಲ-3)	ತರಬೇತಿಯ ಉಪಯೋಗಗಳು
I					
II					
III					

2.3 ತರಬೇತಿಯು ಸಂಪೂರ್ಣ ಪ್ರಯೋಜನವಾಗದಿದ್ದರೆ, ತರಬೇತಿಯಲ್ಲಿ ಯಾವ ರೀತಿ ಸುಧಾರಣೆಯಾಗಬೇಕೆಂಬುದನ್ನು ಸೂಚಿಸಿ.

III ವಿಶೇಷ ತರಬೇತಿ ಹೊಂದಿದ ಶಿಕ್ಷಕರ ಕಾರ್ಯ ನಿರ್ವಹಣಾ ವಿವರಗಳು

3.1 ತಮ್ಮ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ತಮಗೆ ಸಂಬಂಧಪಟ್ಟ ವಿಕಲಚೇತನ ಮಕ್ಕಳ ಸಂಖ್ಯೆ ಎಷ್ಟು?

3.2 ತಾವು ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರಕ್ಕೆ ವಾರಕ್ಕೆ ಎಷ್ಟು ಸಲ ಭೇಟಿ ನೀಡುತ್ತೀರಿ?

3.3 ಶಿಕ್ಷಕರಿಗೆ ಯಾವ ಯಾವ ಮಾರ್ಗದರ್ಶನಗಳನ್ನು ಹಾಗೂ ತರಬೇತಿಯನ್ನು ನೀಡುತ್ತೀರಿ?

3.4 ತಮಗೆ ಒಂದು ವಾರದಲ್ಲಿ ಎಲ್ಲ ಮಕ್ಕಳನ್ನು ಸಂಪರ್ಕಿಸಲು ಸಾಧ್ಯವಾಗುತ್ತದೆಯೇ?

3.5 ಸಾಧ್ಯವಾಗದಿದ್ದರೆ ಕಾರಣ ತಿಳಿಸಿ.

3.6 ತಮ್ಮ ಅನುಭವಕ್ಕೆ ಬಂದಂತೆ ಮಕ್ಕಳಲ್ಲಿ ಸುಧಾರಣೆ ಕಂಡು ಬಂದಿದೆಯೇ?

3.7 ಸುಧಾರಣೆ ಕಂಡುಬಂದಲ್ಲಿ ಮಗುವಿನ ಸಂಪೂರ್ಣ ವಿವರಗಳನ್ನು ತಿಳಿಸಿ.

IV. **ವಿಶೇಷ ಶಿಕ್ಷಕರ ಸಂಭಾವನಾ ವಿವರಗಳು**

4.1 ತಾವು, ಸಂಭಾವನೆಯನ್ನು ಪಡೆಯುತ್ತಿದ್ದೀರಾ? (ಹೌದು-1, ಇಲ್ಲ-2)

4.2 ಹೌದಾದರೆ, ಎಷ್ಟು?

4.3 ಸಂಭಾವನೆಯನ್ನು ನಿಯಮಿತವಾಗಿ ಪಡೆಯುತ್ತಿದ್ದೀರಾ?

4.4 ಇಲ್ಲವಾದರೆ, ಕಾರಣಕೊಡಿರಿ

4.5 ತಮ್ಮ ಸೇವಾ ಅವಧಿ ಮತ್ತು ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಯಾವುದಾದರೂ ಯಶೋಗಾಥೆಗಳು ಕಂಡು ಬಂದಲ್ಲಿ ಅವುಗಳ ಸುವಿವರಗಳನ್ನು ಪ್ರಸ್ತುತಪಡಿಸಿ.

ಗಿ. ಗೃಹ ಆಧಾರಿತ ಶಿಕ್ಷಣ ನೀಡುವ ಕಾರ್ಯಕ್ರಮದ ಅವಲೋಕನ

ತಮ್ಮ ಕಾರ್ಯಕ್ಷೇತ್ರದಲ್ಲಿ ಅನುಷ್ಠಾನದ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಕಂಡುಬಂದ ನ್ಯೂನ್ಯತೆ / ತೊಂದರೆಗಳು ಮತ್ತು ನಿವಾರಣೆಗಳ ವಿವರ

ಅನುಷ್ಠಾನದಲ್ಲಿ ಕಂಡುಬಂದ ತೊಂದರೆಗಳು	ತೊಂದರೆಗೆ ಕಾರಣಗಳು	ನಿವಾರಣೋಪಾಯಗಳು

ಪರಿವೀಕ್ಷಕರ ಹೆಸರು ಮತ್ತು ಸಹಿ **ಶಿಕ್ಷಕರ ಸಹಿ**

ದಿನಾಂಕ:

ಸೆಂಟರ್ ಫಾರ್ ಮಲ್ಟಿ-ಡಿಸಿಪ್ಲಿನರಿ ಡೆವಲಪಮೆಂಟ್ ರಿಸರ್ಚ್ (ಸಿ.ಎಮ್.ಡಿ.ಆರ್.)
ಡಾ.ಬಿ.ಆರ್.ಅಂಬೇಡ್ಕರ ನಗರ, ಯಾಲಕ್ಕಿಶೆಟ್ಟರ ಕಾಲನಿ- ಧಾರವಾಡ-04
ರಾಯಚೂರ ಜಿಲ್ಲೆಯ ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳ ಚಟುವಟಿಕೆಗಳ ಮೌಲ್ಯಮಾಪನ

90 ದಿನದ ಬುನಾದಿ ತರಬೇತಿ ಪಡೆದ ಶಿಕ್ಷಕರ ಪ್ರಶ್ನಾವಳಿ

I. 90 ದಿನದ ಸಮನ್ವಯ ಶಿಕ್ಷಣ ಪದ್ಧತಿಯಲ್ಲಿ ತರಬೇತಿ ಹೊಂದಿದ ಶಿಕ್ಷಕರ ವಯಕ್ತಿಕ ವಿವರಗಳು

1.1 ಶಿಕ್ಷಕರ ಹೆಸರು :

1.2 ಶಾಲೆಯ ಹೆಸರು :

1.3 ಗ್ರಾಮ :

1.4 ಸಮೂಹ :

1.5 ತಾಲುಕು :

1.6 ಲಿಂಗ *(ಗಂಡು-1, ಹೆಣ್ಣು-2)* :

1.7 ಸಾಮಾಜಿಕ ಗುಂಪು :

(ಎಸ್.ಸಿ.-1, ಎಸ್.ಟಿ-2, ಇತರೆ ಹಿಂದುಳಿದವರು-3, ಅಲ್ಪಸಂಖ್ಯಾತರು-4, ಇತರರು-5)

1.8 ಸೇವಾ ಅನುಭವ (ವರ್ಷಗಳಲ್ಲಿ) :

1.9 ಕಲಿಸುತ್ತಿರುವ ವರ್ಗ ಹಾಗೂ ವಿಭಾಗ:

1.10 ಕಲಿಸುತ್ತಿರುವ ವಿಷಯಗಳು:

II. ತರಬೇತಿಯ ವಿವರಗಳು

2.1 ಎಷ್ಟು ಹಂತಗಳಲ್ಲಿ ನೀವು ಸಮನ್ವಯ ತರಬೇತಿಯನ್ನು ತೆಗೆದುಕೊಂಡಿದ್ದೀರಿ?

2.2 ಪಡೆದ ತರಬೇತಿಯ ಸುವಿವರ

ಹಂತ	ಶೈಕ್ಷಣಿಕ ವರ್ಷ	ತರಬೇತಿಪಡೆದ ದಿನಗಳು	ತರಬೇತಿಪಡೆದ ದಿನಗಳು ಸಮರ್ಪಕವಾಗಿವೆಯೇ? (ಹೌದು-1,ಇಲ್ಲ-2)	ತರಬೇತಿಯು ಕಾರ್ಯಕ್ರಮದ ಅನುಷ್ಠಾನಕ್ಕೆ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಪ್ರಯೋಜನವಾಗಿದೆ? (ಸಂಪೂರ್ಣ-1,ಭಾಗಶಃ-2, ಏನೂ ಪ್ರಯೋಜನವಿಲ್ಲ-3)
I				
II				
III				

2.3 ತರಬೇತಿಯು ಸಂಪೂರ್ಣ ಪ್ರಯೋಜನವಾಗದಿದ್ದರೆ, ತರಬೇತಿಯಲ್ಲಿ ಯಾವ ರೀತಿ ಸುಧಾರಣೆಯಾಗಬೇಕೆಂಬುದನ್ನು ಸೂಚಿಸಿ.

III. ಸಮನ್ವಯ ಬೋಧನಾ ಕ್ರಮ ನಿರ್ವಹಣೆಯಲ್ಲಿರುವ ತೊಂದರೆಗಳು

3.1 ಸಮನ್ವಯ ಬೋಧನಾ ಕ್ರಮದಲ್ಲಿ ತೊಂದರೆಗಳನ್ನು ಅನುಭವಿಸುತ್ತಿದ್ದೀರಾ? *(ಹೌದು-1 ಇಲ್ಲ-2)*

3.2 ಹೌದಾದರೆ, ಯಾವ-ಯಾವ ತೊಂದರೆಗಳು/ಸಮಸ್ಯೆ ಗಳನ್ನು ಎದುರಿಸುತ್ತಿದ್ದಿರಿ. ವಿವರಿಸಿ

3.3 ಸಮಸ್ಯೆಗೆ ಕಾರಣಗಳು :

3.4 ಸಮಸ್ಯೆಗೆ ಪರಿಹಾರಗಳು.

ಪರಿವೀಕ್ಷಕರ ಹೆಸರು ಮತ್ತು ಸಹಿ **ಶಿಕ್ಷಕರ ಸಹಿ**

ದಿನಾಂಕ: