

# **STUDY OF BLOCK RESOURCE TEACHERS PERFORMANCE ON INTEGRATED EDUCATION FOR DISABLED CHILDREN**

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<b>Index</b>			
<b>Contents</b>			<b>Page No</b>
Acknowledgements			I-II
Table of Contents			III-VIII
List of Tables			IX-XII
List of Graphs			-
Abbreviation			XIII
Executive Summary			XIV-XXVI
<b>Sr No</b>	<b>Topic No</b>	<b>Topic Name</b>	<b>Page No</b>
<b>Chapter 1 Introduction</b>			
1	1.0.0.0	Background	1-3
2	1.1.0.0	Resource Teacher (RT)	
3	1.1.2.0	Role of Resource Teacher (RT)	
4	1.2.0.0	Resource Room	
5	1.3.0.0	Benefits of CWSN	
<b>Chapter 2 Methodology</b>			
6	2.0.0.0	Title of the study, Objectives and Operational Terms	4-12
7	2.1.0.0	Methodology	
8	2.2.0.0	Population, Sample and Sampling	
9	2.3.0.0	Tools Construction	
10	2.4.0.0	Action Points:	
11	2.5.0.0	Data Collection	
12	2.6.0.0	Data Analysis	

<b>Sr No</b>	<b>Topic No</b>	<b>Topic Name</b>	<b>Page No</b>
<b>Chapter – 3 Data Analysis Interpretation and Findings</b>			
<b>Ahmedabad</b>			
1	3.0.0.0	Background	13-27
2	3.1.0.0	Ahmedabad	
3	3.1.1.0	The academic and professional development of the RTs.	
4	3.1.1.1	RTs' academic qualifications	
5	3.1.1.2	RTs' professional development	
6	3.1.1.3	Special training received by the RTs	
7	3.1.1.4	RTs' work as a resource person	

8	3.1.1.5	Production of learning material by RTs for CWSN	
9	3.1.2.0	The academic role of the RTs	
10	3.1.3.0	The administrative roles of the RTs	
11	3.1.4.0	The special training provided by the RTs to the teachers of the school having CWSN	
12	3.1.5.0	The benefits accrued by the beneficiaries of IED programs.	
13	3.1.6.0	People's awareness programs for CWSN organized by the RTs.	
14	3.1.6.1	Making people aware of the disabilities for the CWSN.	
15	3.1.6.2	RTs roles to identify CWSN in context of different stake holders	
16	3.1.7.0	Parents opinion about RTs' home visit	
17	3.1.8.0	Observation of CWSN classroom	
<b>Sr No</b>	<b>Topic No</b>	<b>Topic Name</b>	<b>Page No</b>
<b>Banaskantha</b>			
18	3.2.1.0	The academic and professional development of the RTs.	28-41
19	3.2.1.1	RTs' academic qualifications	
20	3.2.1.2	RTs' professional development	
21	3.2.1.3	Special training received by the RTs	
22	3.2.1.4	RTs' work as a resource person	
23	3.2.1.5	Production of learning material by RTs for CWSN	
24	3.2.2.0	The academic role of the RTs	
25	3.2.3.0	The administrative roles of the RTs	
26	3.2.4.0	The special training provided by the RTs to the teachers of the school having CWSN	
27	3.2.5.0	The benefits accrued by the beneficiaries of IED programs.	
28	3.2.6.0	People's awareness programs for CWSN organized by the RTs.	
29	3.2.6.1	Making people aware of the disabilities for the CWSN.	
30	3.2.6.2	RTs roles to identify CWSN in context of different stake holders	
31	3.1.7.0	Parents opinion about RTs' home visit	
32	3.1.8.0	Observation of CWSN classroom	

<b>Sr No</b>	<b>Topic No</b>	<b>Topic Name</b>	<b>Page No</b>
<b>Bhavnagar</b>			
33	3.3.1.0	The academic and professional development of the RTs.	42-56
34	3.3.1.1	RTs' academic qualifications	
35	3.3.1.2	RTs' professional development	
36	3.3.1.3	Special training received by the RTs	
37	3.3.1.4	RTs' work as a resource person	
38	3.3.1.5	Production of learning material by RTs for CWSN	
39	3.3.2.0	The academic role of the RTs	
40	3.3.3.0	The administrative roles of the RTs	
41	3.3.4.0	The special training provided by the RTs to the teachers of the school having CWSN	
42	3.3.5.0	The benefits accrued by the beneficiaries of IED programs.	
43	3.1.6.0	People's awareness programs for CWSN organized by the RTs.	
44	3.1.6.1	Making people aware of the disabilities for the CWSN.	
45	3.3.6.2	RTs roles to identify CWSN in context of different stake holders	
46	3.3.7.0	Parents opinion about RTs' home visit	
47	3.3.8.0	Observation of CWSN classroom	
<b>Sr No</b>	<b>Topic No</b>	<b>Topic Name</b>	<b>Page No</b>
<b>Junagadha</b>			
48	3.4.1.0	The academic and professional development of the RTs.	57-70
49	3.4.1.1	RTs' academic qualifications	
50	3.4.1.2	RTs' professional development	
51	3.4.1.3	Special training received by the RTs	
52	3.4.1.4	RTs' work as a resource person	
53	3.4.1.5	Production of learning material by RTs for CWSN	
54	3.4.2.0	The academic role of the RTs	
55	3.4.3.0	The administrative roles of the RTs	
56	3.4.4.0	The special training provided by the RTs to the teachers of the school having CWSN	
57	3.4.5.0	The benefits accrued by the beneficiaries of IED programs.	

58	3.4.6.0	People's awareness programs for CWSN organized by the RTs.	
59	3.4.6.1	Making people aware of the disabilities for the CWSN.	
60	3.4.6.2	RTs roles to identify CWSN in context of different stake holders	
61	3.4.7.0	Parents opinion about RTs' home visit	
62	3.4.8.0	Observation of CWSN classroom	
<b>Sr No</b>	<b>Topic No</b>	<b>Topic Name</b>	<b>Page No</b>
<b>Panchmahal</b>			
63	3.5.1.0	The academic and professional development of the RTs.	71-85
64	3.5.1.1	RTs' academic qualifications	
65	3.5.1.2	RTs' professional development	
66	3.5.1.3	Special training received by the RTs	
67	3.5.1.4	RTs' work as a resource person	
68	3.1.1.5	Production of learning material by RTs for CWSN	
69	3.5.2.0	The academic role of the RTs	
70	3.5.3.0	The administrative roles of the RTs	
71	3.1.4.0	The special training provided by the RTs to the teachers of the school having CWSN	
72	3.5.5.0	The benefits accrued by the beneficiaries of IED programs.	
73	3.5.6.0	People's awareness programs for CWSN organized by the RTs.	
74	3.5.6.1	Making people aware of the disabilities for the CWSN.	
75	3.5.6.2	RTs roles to identify CWSN in context of different stake holders	
76	3.5.7.0	Parents opinion about RTs' home visit	
77	3.5.8.0	Observation of CWSN classroom	
<b>Sr No</b>	<b>Topic No</b>	<b>Topic Name</b>	<b>Page No</b>
<b>Surat</b>			
78	3.6.1.0	The academic and professional development of the RTs.	86-98
79	3.6.1.1	RTs' academic qualifications	
80	3.6.1.2	RTs' professional development	
81	3.6.1.3	Special training received by the RTs	
82	3.6.1.4	RTs' work as a resource person	

83	3.6.1.5	Production of learning material by RTs for CWSN	
84	3.6.2.0	The academic role of the RTs	
85	3.6.3.0	The administrative roles of the RTs	
86	3.6.4.0	The special training provided by the RTs to the teachers of the school having CWSN	
87	3.6.5.0	The benefits accrued by the beneficiaries of IED programs.	
88	3.6.6.0	People's awareness programs for CWSN organized by the RTs.	
89	3.6.6.1	Making people aware of the disabilities for the CWSN.	
90	3.6.6.2	RTs roles to identify CWSN in context of different stake holders	
91	3.6.7.0	Parents opinion about RTs' home visit	
92	3.6.8.0	Observation of CWSN classroom	
<b>Sr No</b>	<b>Topic No</b>	<b>Topic Name</b>	<b>Page No</b>
<b>Vadodara</b>			
93	3.7.1.0	The academic and professional development of the RTs.	99-113
94	3.7.1.1	RTs' academic qualifications	
95	3.7.1.2	RTs' professional development	
96	3.7.1.3	Special training received by the RTs	
97	3.7.1.4	RTs' work as a resource person	
98	3.7.1.5	Production of learning material by RTs for CWSN	
99	3.7.2.0	The academic role of the RTs	
100	3.7.3.0	The administrative roles of the RTs	
101	3.7.4.0	The special training provided by the RTs to the teachers of the school having CWSN	
102	3.7.5.0	The benefits accrued by the beneficiaries of IED programs.	
103	3.7.6.0	People's awareness programs for CWSN organized by the RTs.	
104	3.7.6.1	Making people aware of the disabilities for the CWSN.	
105	3.7.6.2	RTs roles to identify CWSN in context of different stake holders	
106	3.7.7.0	Parents opinion about RTs' home visit	
107	3.7.8.0	Observation of CWSN classroom	



<b>Sr No</b>	<b>Topic No</b>	<b>Topic Name</b>	<b>Page No</b>
<b>ALL DISTRICTS</b>			
108	3.8.1.0	The academic and professional development of the RTs.	114-142
109	3.8.1.1	RTs' academic qualifications	
110	3.8.1.1	RTs' professional development	
111	3.8.1.3	Special training received by the RTs	
112	3.8.1.4	RTs' work as a resource person	
113	3.8.1.5	Production of learning material by RTs for CWSN	
114	3.8.2.0	The academic role of the RTs	
115	3.8.3.0	The administrative roles of the RTs	
116	3.8.4.0	The special training provided by the RTs to the teachers of the school having CWSN	
117	3.8.5.0	The benefits accrued by the beneficiaries of IED programs.	
118	3.8.6.0	People's awareness programs for CWSN organized by the RTs.	
119	3.8.6.1	Making people aware of the disabilities for the CWSN.	
120	3.8.6.2	RTs roles to identify CWSN in context of different stake holders	
121	3.8.7.0	Parents opinion about RTs' home visit	
122	3.8.8.0	Observation of CWSN classroom	
123	3.9.1.0	Major Findings	
124	3.10.1.0	Suggetions	
<b>Appendixes</b>			143-201
<b>Photo Gallery</b>			202-205

Table Index

Sr. No.	Chapter	Table No.	Content	Page No.
<b>1</b>	<b>Methodology</b>	<b>2.1</b>	Description of the Population of the study	<b>6</b>
		<b>2.2</b>	Sample Size Suggested	<b>7</b>
		<b>2.3</b>	Actual Sample Size	<b>7</b>
		<b>2.4</b>	Construction of the Tools for data collection	<b>9</b>
<b>2</b>	<b>Amedabad</b>	<b>3.1</b>	RTs Academic Qualifications	13
		<b>3.2</b>	RTs Professional Development	14
		<b>3.3</b>	Special Training Received By RTs	15
		<b>3.4</b>	RTs Work as a Resource Persons	15
		<b>3.5</b>	RTs Material Production for CWSN	16
		<b>3.6</b>	The Academic Roles of the RTs	17
		<b>3.7</b>	The Administrative Roles of the RTs	19
		<b>3.8</b>	The Training Received by the Regular Teachers.	21
		<b>3.9</b>	Names of the Benefits and No of Beneficiaries of IED programmes	22
		<b>3.10</b>	People's Awareness Programs for the CWSN	23
		<b>3.11</b>	RTs Roles for Identify CWSN in Context of Different Stake Holders	24
		<b>3.12</b>	Parent's Opinion about the RTs Home Visits	25
		<b>3.13</b>	CWSN Class-Room Observation by FIs	26
<b>3</b>	<b>Banaskantha</b>	<b>3.14.</b>	RTs Academic Qualifications	28
		<b>3.15</b>	RTs Professional Development	29
		<b>3.16</b>	Special Training Received By RTs	29
		<b>3.17</b>	RTs Work as a Resource Persons	30
		<b>3.18</b>	RTs Material Production for CWSN	30
		<b>3.19</b>	The Academic Roles of the RTs	31
		<b>3.20</b>	The Administrative Roles of the RTs	33
		<b>3.21</b>	The Training Received by the Regular Teachers.	36
		<b>3.22</b>	Names of the Benefits and No of Beneficiaries of IED programmes	37
		<b>3.23</b>	People's Awareness Programs for the CWSN	38
		<b>3.24</b>	RTs Roles for Identify CWSN in Context of Different Stake Holders	39

		<b>3.25</b>	Parent's Opinion about the RTs Home Visits	39
		<b>3.26</b>	CWSN Class-Room Observation by FIs	40
<b>4</b>	<b>Bhavnagar</b>	<b>3.27</b>	RTs Academic Qualifications	42
		<b>3.28</b>	RTs Professional Development	43
		<b>3.29</b>	Special Training Received By RTs	43
		<b>3.30</b>	RTs Work as a Resource Persons	44
		<b>3.31</b>	RTs Material Production for CWSN	44
		<b>3.32</b>	The Academic Roles of the RTs	45
		<b>3.33</b>	The Administrative Roles of the RTs	47
		<b>3.34</b>	The Training Received by the Regular Teachers.	51
		<b>3.35</b>	Names of the Benefits and No of Beneficiaries of IED programmes	51
		<b>3.36</b>	People's Awareness Programs for the CWSN	52
		<b>3.37</b>	RTs Roles for Identify CWSN in Context of Different Stake Holders	53
		<b>3.38</b>	Parent's Opinion about the RTs Home Visits	54
		<b>3.39</b>	Observation of CWSN's Class-Room	55
<b>5</b>	<b>Junagadha</b>	<b>3.40</b>	RTs Academic Qualifications	57
		<b>3.41</b>	RTs Professional Development	58
		<b>3.42</b>	Special Training Received By RTs	58
		<b>3.43</b>	RTs Work as a Resource Persons	59
		<b>3.44</b>	RTs Material Production for CWSN	59
		<b>3.45</b>	The Academic Roles of the RTs	60
		<b>3.46</b>	The Administrative Roles of the RTs	62
		<b>3.47</b>	The Training Received by the Regular Teachers.	65
		<b>3.48</b>	Names of the Benefits and No of Beneficiaries of IED programmes	66
		<b>3.49</b>	People's Awareness Programs for the CWSN	67
		<b>3.50</b>	RTs Roles for Identify CWSN in Context of Different Stake Holders	67
		<b>3.51</b>	Parent's Opinion about the RTs Home Visits	68
		<b>3.52</b>	CWSN Class-Room Observation by FIs	69
<b>6</b>	<b>Panchmahal</b>	<b>3.53</b>	RTs Academic Qualifications	71
		<b>3.54</b>	RTs Professional Development	72
		<b>3.55</b>	Special Training Received By RTs	72

		<b>3.56</b>	RTs Work as a Resource Persons	73
		<b>3.57</b>	RTs Material Production for CWSN	74
		<b>3.58</b>	The Academic Roles of the RTs	74
		<b>3.59</b>	The Administrative Roles of the RTs	76
		<b>3.60</b>	The Training Received by the Regular Teachers.	80
		<b>3.61</b>	Names of the Benefits and No of Beneficiaries of IED programmes	81
		<b>3.62</b>	People's Awareness Programs for the CWSN	82
		<b>3.63</b>	RTs Roles for Identify CWSN in Context of Different Stake Holders	82
		<b>3.64</b>	Parent's Opinion about the RTs Home Visits	83
		<b>3.65</b>	CWSN Class-Room Observation by FIs	85
<b>7</b>	<b>Surat</b>	<b>3.66</b>	RTs Academic Qualifications	86
		<b>3.67</b>	RTs Professional Development	87
		<b>3.68</b>	Special Training Received By RTs	87
		<b>3.69</b>	RTs Work as a Resource Persons	88
		<b>3.70</b>	RTs Material Production for CWSN	89
		<b>3.71</b>	The Academic Roles of the RTs	89
		<b>3.72</b>	The Administrative Roles of the RTs	91
		<b>3.73</b>	The Training Received by the Regular Teachers.	94
		<b>3.74</b>	Names of the Benefits and No of Beneficiaries of IED programmes	95
		<b>3.75</b>	People's Awareness Programs for the CWSN	95
		<b>3.76</b>	RTs Roles for Identify CWSN in Context of Different Stake Holders	96
<b>8</b>	<b>Vadodara</b>	<b>3.77</b>	Parent's Opinion about the RTs Home Visits	97
		<b>3.78</b>	CWSN Class-Room Observation by FIs	98
		<b>3.79</b>	RTs Academic Qualifications	99
		<b>3.80</b>	RTs Professional Development	100
		<b>3.81</b>	Special Training Received By RTs	100
		<b>3.82</b>	RTs Work as a Resource Persons	101
		<b>3.83</b>	RTs Material Production for CWSN	102
		<b>3.84</b>	The Academic Roles of the RTs	102
		<b>3.85</b>	The Administrative Roles of the RTs	105
		<b>3.86</b>	The Training Received by the Regular Teachers.	108

		<b>3.87</b>	Names of the Benefits and No of Beneficiaries of IED programmms	109
		<b>3.88</b>	People's Awareness Programs for the CWSN	109
		<b>3.89</b>	RTs Roles for Identify CWSN in Contex of Different Stake Holders	110
		<b>3.90</b>	Parent's Opinion about the RTs Home Visits	111
		<b>3.91</b>	CWSN Class-Room Observation by FIs	112
<b>9</b>	<b>All District</b>	<b>3.92</b>	RTs Acadamic Qualifications	114
		<b>3.93</b>	RTs Professional Development	115
		<b>3.94</b>	Special Training Received By RTs	115
		<b>3.95</b>	RTs Work as a Resource Persons	116
		<b>3.96</b>	RTs Material Production for CWSN	117
		<b>3.97</b>	The Acadamic Roles of the RTs	118
		<b>3.98</b>	The Administrative Roles of the RTs	121
		<b>3.99</b>	The Training Received by the Regular Teachers.	125
		<b>3.100</b>	Names of the Benefits and No of Beneficiaries of IED programmms	126
		<b>3.101</b>	People's Awareness Programs for the CWSN	127
		<b>3.102</b>	RTs Roles for Identify CWSN in Contex of Different Stake Holders	128
		<b>3.103</b>	Parent's Opinion about the RTs Home Visits	129
		<b>3.104</b>	CWSN Class-Room Observation by FIs	131

### List of Graphs

<b>Sr No</b>	<b>Graph No</b>	<b>Title</b>	<b>Page No</b>
<b>1</b>	<b>1</b>	Actual sample size.	8
<b>2</b>	<b>2</b>	Names of the benefits ans No. of Beneficeries of IED Programmes	126

<b>ABBREVIATION</b>	
B.Ed.	Bachelor of Education
CP	Cerebral Percy
CWSN	Children With Special Need
DPEP	District Primary Education Programme
FI	Field Investigator
HI	Hearing impaired
HMs	Head Masters
HSCE	Higher Secondary School Certificate Examination
IED	Integrated Education for Disabled
IEP	Individual Education Programme
M.A.	Master of Arts
M.Ed.	Master of Education
MD	Multiple Disability
MR	Mentally Retarded
No.	Number
OH	Orthopedic Handicap
PG	Post Graduate
Q	Question
RP	Resource Person
RTs	Resource Teacher
SP.	Special
SSA	Sarve Shikha Abhiyan
Std	Standard
T	Table
Trs.	Teachers
UG	Under Graduate
VI	Visual Impearled
WK	Work-shop
OIC	Officer Incharge
TLM	Teaching Learning Materials
SPO	State Project Office
GCPE	Gujarat Council of Primary Education

## **Executive Summary**

The Executive summary is to get the holistic ideas of the research work. Here the summary covers background, objectives, methodology, sample, construction of the stools, data collection, data analysis, findings and suggestions of the study.

### **Background**

The scheme of Integrated Education of Disabled (IED) is the Central Government Scheme of India. Its implementation started from 1986-87 by NGO. Formation of IEDC from 1992-98 was in Education Department of Gujarat. Then it was also transferred to SSA a Primary Education from 1-8-1998. From 2010, according to 'Right to Education Act' the scheme started to educate CWSN with students of the normal schools. The scheme gives an opportunity of getting inclusive education to more and more CWSN. According to laws and scheme of Indian Government, free inclusive and integrated education is being provided to most of the CWSN under the age of 18 by the trained Regular Teachers and occasionally by RTs themselves in the school as well as at the resource rooms. To make the scheme successful, the RTs are the key persons and their performance is the impotent factor . So SSA (IED) decided to have the research work on the following topic which was allotted to our department.

### **Topic of the study:**

**STUDY OF BLOCK RESOURCE TEACHERS PERFORMANCE ON INTEGRATED EDUCATION FOR DISABLED**

### **The objectives of the study:**

- 1 To study the academic and professional development of the RTs.
- 2 To study the academic role of the RTs.
- 3 To study the administrative role of the RTs.
- 4 To study the special training provided by the RTs to the teachers of the school having CWSN.
- 5 To study the benefits accrued by the beneficiaries of IED programs.
- 6 To study the awareness programs organized by the RTs.
- 7 To study the visit made by the RTs to CWSN's home.
- 8 To study the work of the regular teachers through CWSN class room observation

### **Methodology**

For the research work, numerical information was essential so ‘Survey Method’ was used.

### **Population**

In this study total population was 111 RTs and 6816 CWSN from the suggested seven districts by SSA(IED) office.

### **Sample**

From the whole state, seven districts namely Ahmedabad, Banaskantha, Bhavnagar, Junagadh, Panchmahala, Surat and Vadodara were suggested. From each district, 10 RTs were selected randomly and 16 CWSN were selected conveniently. In each district, 16 Head masters, 16 parents and 16 regular teachers were from the selected schools of the CWSN.

### **Construction of the Tools for data collection**

The tools for collecting the data were developed scientifically by the team of the research associates. The primary formats were prepared by the research team. After constructing the tools, each item was discussed with the team of the experts in SSA. Then they were finalized. Following were the schedules and main sources for getting information.

- 1 Information Schedule – The main sources were RTs
- 2 Questionnaire, Observation Schedule, Information Schedule – The main sources were RTs, Teachers, HMs
- 3 Interview Schedules – The main sources were CWSN and their parents
- 4 Observation Schedule - The main sources were Resources Room
- 5 Rating Scale - The main sources were CWSN’s class-room

### **Data Collection**

To serve the purposes of the study, FIs were trained to collect the data from the RTs and other respondents. A special meeting was organized on 4-12-2011 at the Department of Education, Ganpat University, Ganpat Vidyanagar. The members of research team trained FIs explaining purpose of the study and schedule of work. Each item of the tools was discussed in detail with the purpose. They were also advised how to work according to the plan and collect the data in the details and photos. They were also given one manual with full detail for ready reference of work. The trained field investigators met the RTs, the school Head Master, Teachers, CWSN and their Parents at their relevant places to collect the required data for the study by using the



set of tools. Data was collected by the FIs from 5-12-2011 to 30-12-2011 and submitted to the Department up to 8-1-2012.

### **Data Analysis**

The data was collected from the RTs, Regular teachers. Head Master of the schools , CWSN and their Parents using the prepared tools by the FIs. The collected data was submitted to the department where it was analyzed, tabulated, and presentation in relevant table objective wise and district wise. It was converted into percentage where ever required . The it was interpreted in terms of the objectives.

## **Executive Summary**

### **Findings**

1 (a) Out of 70 RTs of all districts, 17 RTs improved their academic qualifications 10 RTs got graduation and 7 got post graduation during the service in SSA District wise data is as follows

- In Ahmedabad two got graduation,
- In Banaskantha two got graduation and one got PG,
- In Bhavnagar four got post graduation,
- In Junagadh two got graduation, and one got PG
- In Panchmahala two got graduation and one got PG,
- In Surarat no one improved qualification
- In Vadodara two got graduation,

Still there were four RTs of Vadodara with HSC which is low than the expected qualification.

(b) Out of 70 RTs of all districts, six RTs improved their professional Qualifications. Out of six, 4 RTs got special B.Ed. and two RTs got special post graduation during the service in SSA. District wise data is as under.

- In Banaskantha, Junagadh, Surat and Vadodara, the RTs did not improve their qualification
- In Ahmedabad two got special B.Ed.
- In Bhavnagar Panchmahal , one in each got post graduation

(c) The RTs participated 58 programmes at district level, 47 programmes at state level and four programmes at national level. However,

- The RTs of Ahmedabad, and Panchmahal, participated in less programmes and
- No district except Bhavnagar participated in module writing

(d) The RTs worked as RPs in 65 programmes, yet

- The RTs of Banaskantha and Junagadha district did not work as RPs ,
- No RTs of seven districts worked as RPs at state level.

(e) All the RTs produced totally 325 TLM but booklet writing – 5 , article writing - 7 , Action research work – 6 were produced very less,

- The RTs of Panchmahal and Baroda district produced 16 and 14 TLM respectively, which is less.

2.(a) In all seven districts 97% RTs responded that they visited CWSN's home to identify them for the purpose, 81% parents also agreed with the RTs' responses but In Ahmedabad – 7 (6.25%), In Banaskantha – 4 (3.57%), In Bhavnagar – 5(6.46%), In Junagadh – 2 (1.79%), In panchmahal – 3(2.68%) and totally – 21(19%) parents did not agree with the responses of the RTs.

(b) In all seven districts 94% RTs responded that they advised the regular teachers for convenient seating arrangement of CWSN in the class-room. Over all 81% regular teachers also agreed with the RTs responses but in Ahmedabad – 6 (15.36%), In Banaskantha – 1(0.89%), In Bhavnagar – 6(5.36%), In Junagadh – 2(1.79%), In Panchmahal – 2(1.79%), In Vadodara – 1(0.89) and totally – 18(16%) did not agree with the responses of the RTs.

(c) In all seven districts 100% RTs responded that they prepared individual programmes for the CWSN.

(d) In all seven districts 98% RTs responded that they tried to enrich CWSN's vocabulary and knowledge of Language but over all 67% regular teachers agreed with the responses of the RTs. In Ahmedabad – 10(8.93%), In Banaskantha – 3(2.68%), In Bhavnagar – 9(8.04%), In Junagadh – 5(4.46%), In panchmahal – 6(5.36%), In Surat – 1(0.89), In Vadodara – 7(6.25% ) and totally – 41(33%) regular teachers did not agree with the responses of the RTs.

(e) In all seven districts, 96% RTs responded that they tried to teach CWSN the hard spots themselves.

(f) In all seven districts, 100% RTs responded that they made CWSN understand the importance of sense organs in cognitive development. Over all 81% parents agreed with the RTs but In Ahmedabad – 4(3.57%), In Banaskantha – 6(5.36%), In

Bhavnagar – 4(3.57%), In Junagadh – 1(0.89%), In panchmahal – 6(5.36%), and totally – 21(19%) parents did not agree with the responses of the RTs.

(g) In all seven districts 100% RTs responded that they helped the CWSN to perform their day to day activities. Over all 81% of the parents also agreed with the RTs but In Ahmedabad – 4(3.57%), In Banaskantha – 6(5.36%), In Bhavnagar – 4(3.57%), In Junagadh – 1(0.89%), In panchmahal – 6(5.36%) and totally – 21(19%) parents did not agree with the responses of the RTs.

(h) In all seven districts, 94% RTs responded that they made the CWSN aware of the Geographical environment of their village/ town / city and path of school to home but overall only 58% Regular Teachers agreed with the RTs but In Ahmedabad – 11(9.82%), In Banaskantha – 10(8.93%), In Bhavnagar – 8(7.14%), In Junagadh – 8(7.14%), In panchmahal – 6(5.36%), In Surat – 1(0.89), In Vadodara – 3(2.68% ) and totally – 47(42%) regular teachers did not agree with the responses of the RTs.

(i) In all seven districts, 95% RTs responded that they took CWSN to the Resource-room to teach the hard spots. Over all 86% Head Masters also agreed to the RTs but In Ahmedabad – 4(3.57%), In Banaskantha – 4(3.57%), In Bhavnagar – 4(3.57%), In Surat – 1(0.89), In Vadodara – 3(2.68% ) and totally – 16(14%) head masters did not agree with the responses of the RTs.

(j) In all seven districts, 100% RTs responded that they tried to teach CWSN the uses of aids and appliances according to their need in the Resource-room, but only 59% Regular teachers agreed with the RTs but In Ahmedabad – 11(9.82%), In Banaskantha – 7(6.25%), In Bhavnagar – 12(10.71%), In Junagadh – 5(4.46%), In panchmahal – 5(4.46%), In Surat – 1(0.89), In Vadodara – 5(4.46% ) and totally – 46(41%) regular teachers did not agree with the responses of the RTs.

3. (a) In all seven districts, 99% RTs responded that they helped CWSN to get their disability certificate from a Doctor / Civil / Surgen and prepared the profile of the CWSN with photos.

(b) In all seven districts, 100% RTs responded that they made parents of CWSN aware of their children's disabilities and over all 80% parents also agreed with the RTs but In Ahmedabad – 4(3.57%), In Banaskantha – 6(5.36%), In Bhavnagar – 5(4.46%), In Junagadh – 1(0.89%), In panchmahal – 6(5.36%) and totally – 22(20%) parents did not agree with the responses of the RTs.

(c) In all seven districts, 100% RTs responded that they helped the parents to admit the CWSN in the school, but only 65% parents agreed with the RTs but In Ahmedabad – 12(10.71%), In Banaskantha – 5(4.46%), In Bhavnagar – 11(9.82%), In Junagadh – 5(4.46%), In panchmahal – 3(2.60%), In Vadodara – 6(5.36%) and totally – 42(35%) parents did not agree with the responses of the RTs.

(d) In all seven districts, 97% RTs responded that they provided the special help to CWSN to get necessary aids like books, sticks, bicycle etc.

(e) In all seven district, 94% RTs responded that they arranged programmes for training the Regular Teachers and 91% Head Masters also agreed with the RTs but In Banaskantha – 1(0.89%), In Bhavnagar – 1(0.89%), In Junagadh – 2(1.79%), In Surat – 1(0.89%) and totally – 6(5%) Head masters did not agree with the responses of the RTs.

(f) In all seven districts, 96% RTs responded that they arranged the programmes to aware the parents and society members regarding disabilities of CWSN and various benefits available to CWSN.

(g) In all seven districts, 100% RTs responded that they helped the CWSN and their parents to get benefits in kind and scholarships from the government and NGO and 81% parents also agreed with them but In Ahmedabad – 5(4.46%), In Banaskantha – 4(3.57%), In Bhavnagar – 1(0.89%), In Junagadh – 3(2.60%), In panchmahal – 6(5.36%), In Vadodara – 2(1.79%) and totally – 21(19%) parents did not agree with the responses of the RTs..

(h) In all seven districts, 100% RTs responded that they prepared daily, weekly and monthly reports regularly.

(i) In all seven districts, 100% RTs responded that they planned for the scholastics and non-scholastics activities but only 62% Regular Teachers agreed with the RTs but In Ahmedabad – 12(10.71%), In Banaskantha – 5(4.46%), In Bhavnagar – 11(9.82%), In Junagadh – 5(4.46%), In panchmahal – 3(2.60%), In Vadodara – 6(5.36%) and totally – 42(38%) regular teachers did not agree with the responses of the RTs.

(j) In all seven districts, 90% RTs responded that they maintained the resource-room registers and visit books.

(h) In all seven districts, 100% RTs responded that they took care of different aids and appliances of the resource-room.

(i) In all seven districts, 100% RTs responded that they explained the parents of the CWSN how to bring them up but only 71% parents agreed with the RTs but In Ahmedabad – 7(6.25%), In Banaskantha – 10(8.93%), In Bhavnagar – 5(4.46%), In Junagadh – 1(0.89%), In panchmahal – 6(5.36%) and totally – 29(26%) parents did not agree with the responses of the RTs.

(j) In all seven districts, 100% RTs responded that they made parents aware of special traits of the CWSN, but only 77% parents agreed with the RTs but In Ahmedabad – 4(3.57%), In Banaskantha – 7(6.25%), In Bhavnagar – 7(6.25%), In Junagadh – 2(1.79%), In panchmahal – 4(3.57%), In Vadodara – 2(1.79%) and totally – 26(23%) parents did not agree with the responses of the RTs.

(k) In all seven districts 100% RTs responded that they tried to make parents of CWSN free from the traditions wrong beliefs and superstitions about them.

(i) In all seven districts 84%. RTs responded that they explained the orientation of mobility to CWSN but only 58% Regular Teachers agreed with the RTs but In Ahmedabad – 11(9.82%), In Banaskantha – 10(8.93%), In Bhavnagar – 8(7.14%), In Junagadh – 8(7.14%), In panchmahal – 6(5.36%), In Surat – 1(0.89), In Vadodara – 3(2.60%) and totally – 47(34.42%) regular teachers did not agree with the responses of the RTs.

(m) In all seven districts, 100% RTs responded that they followed the instructions of the higher authorities.

(n) In all seven districts, 100% RTs responded that they followed the action plan and the budget for CWSN.

(o) In all seven districts, 94% RTs responded that they tried to make CWSN rehabilitant.

(p) In all seven districts 100% ,RTs responded that made CWSN celebrate the special days like Braille day, National Disability day

4 (a) In seven districts, 70 RTs trained the Regular Teachers for different disabilities

(b) Maximum 18 programmes were attended by the Regular Teacher of Junagadha and minimum three programmes were attended by those of Vadodara.

(c) In Surat and Vadodara districts hardly any training programmes were organized.

(d) No any training for MD was organized in any district during last two years.

5 (a) In all the districts, 112 beneficiaries covered in the study accrued 186 benefits in the forms of things and scholarships.

- Minimum benefits were accrued by the 16 beneficiaries each of Junagadha and Panchmahal, and

- Maximum 42 benefits were accrued by 16 beneficiaries of Ahmedabad district,

(b) Disability wise benefits accrued were as follows

- Out of 13 OH, - three accrued calipers, -seven accrued wheel chair, but no one accrued shoes,
- Out of 59 MR, 14 received therapeutic service
- Out of 31 HI, only six accrued earphone,
- Out of 33 VI, five accrued Escort Allowance and only one got spectacles.
- The beneficiaries of Panchmahal did not accrued any scholarship.

6.(a) In all the seven districts, 104 awareness programmes for the parents of CWSN and the society members were organized by the RTs. They were prayer, Bhajans, Prabhat Rally, advertisement, Hoardings, procession, drama, bhavai. Among them Prayer was at the top and Bhavai was at the bottom .

- In Bhavnagar, only one program was organized for awareness.

(b) All the RTs contacted totally 514 stakeholders to identify CWSN from different areas.

- Mostly, Talatis, Sarpanches, School teachers, doctors and bus conductors were contacted for the purpose,
- Maximum 129 stakeholders were contacted by the RTs of Panchmahal

7. ( a) Most of the RTs visited the CWSN's home regularly but district wise less visit was as follows:

Ahmedabad 56% only and

Bhavnagar 69% only

(b) Most of the RTs guided CWSN for self learning but district wise less guidance was as follows:

Banaskantha and Panchmahal each 63% only

(c) Most of the RTs discussed about CWSN's behaviour with family members but district wise less discussion was done in the following districts:

Banaskantha and Bhavnagar 57% each district

(d) Most of the RTs made children aware of the performance of their CWSN district wise less awareness was done in the following districts.

Ahmedabad 69%

Banaskantha 63%

Bhavnagar 69% &

Panchmahal 63%

(e) Most of the RTs discussed the special problem of their CWSN but less work was done in the following districts:

Ahmedabad 56% only

Banaskantha 38% only

Bhavnagar 69% only

Panchmahal 63% only

(f) Most of the RTs regularly took their CWSN to the resource room but district wise less performance was as follows:

Banaskantha, Bhavnagar, Panchmahal 63% each

(g) When the CWSN & their parents were taken to the resource room they were not paid TA & refreshment in the following districts:

Ahmedabad 75% only

Banaskantha 63% only and

Panchmahal 69% only

(h) Most of the RTs helped the beneficiaries to get special benefits provided by Government and NGOs but the less work was done in the following districts.

Ahmedabad 69% only

Banaskantha 75% only and

Panchmahal 63% only

(i) Most of the RTs took CWSN to the different places for tours /camps /picnics but less work was done in the following districts:

Ahmedabad 69% only

Banaskantha 38% only

Bhavnagar 75% only

Panchmahal 50% only and

Vadodara 75% only

8.(a) In class room observation behavior of the teachers seating arrangement and motivation to CWSN were good.

(b) Teaching aids were found less in numbers

(c) In classes of Junagadha and Panchmahal teaching aids were hardly found. That means RTs were not performing their roles to the regular teaches.

### **Observations of Research Investigators**

From the discussion with the RTs of the following things were observed by the members of the Investigator team.

#### **FROM GOHDARA DISTRICT**

1. Resource-room register was maintained but when RTs was asked about the numbers and sources of the aids and appliances they knew nothing. The appliances were in the hard papers box.
2. In Godhara, the resource-room was self in the school building. The CWSN came to school for study after the school hours.
3. The CWSN visited the resource-room in less numbers than the numbers registered.
4. Instead of keeping IEP in the resource-room, the RTs of Godhara kept them at their home.

#### **FROM SURAT DISTRICT**

1. The aids and appliances were found in the resource-room but the group hearing system was not in working condition.
2. IEP were not kept update according to its format.
3. The CWSN studing in std. – V & VI neither could read no copy any written text.

#### **FROM JUNAGADH DISTRICT**

1. In keshod, it was observed that the aids and appliance were stored as the building was under repairing. When the RTs were asked, they should some of the appliance which were in working condition.
2. In mangrol, the RTs were found very active and prepared many TLM. The resource-room was also in good condition.

#### **FROM BHAVNAGAR DISTRICT**

1. During the visit of Bhavanagar district, it was found that according to the HM, the RTs' were regular in their visits and work, but for the same thing, the parents' opinions were negative.



## SUGGESTIONS

1. (a) Four RTs of Vadodara district were with low qualification (HSC) and the RTs of Surat, Banaskantha, Junagadh did not improve their qualification during the service. So the RTs They should be motivated and facilitated to improve their qualification by State Project Office.

(b) For the RTs of all the districts, more workshops should be organized for material production like booklets, articles and action research. The district coordinators should make provision of the budget for the special workshops.

(c) The efficient RTs from all the districts should be identified and motivated to work as resource persons by District Co-ordinations.

2. (a) The RTs of Ahmedabad and Bhavnagar should make more visits to CWSN's home to Identify CWSN. It should be monitored by the Districts Project Co-coordinators (IED).He should also frequently visit CWSN home and contact the parents without pre-notice.

(b) The RTs of Ahmedabad, Bhavnagar and Junagadha should advise the regular teachers to make their convenient seating arrangement of CWSN in the class-room.

(c) The RTs of Ahmedabad, Bhavnagar, Junagadha and vadodara should try to enrich CWSN' vocabulary and knowledge of language the district project office should monitor for that.

(d) The RTs of Banaskantha and Panchmahal should make CWSN understand the importance of sense organs in cognitive development and help them to perform their day to day activities.

(e) The RTs of Ahmedabad, Banaskantha, Bhavnagar, Junagadha and Panchmahal districts should make CWSN aware of Geographical environment of their village /town /city and that to school home.

(f) The RTs of Ahmedabad,Banaskantha, Bhavnagar and Junagadha, Panchmahal and Vadodara should try to teach CWSN the uses of aids and appliances according to their need in the resource room.

3 (a) The RTs of Ahmedabad, Banaskantha, Banaskantha, Bhavnagar, and Panchmahal should make parents of CWSN aware of their children 's disabilities.

(b) The RTs of Ahmedabad, Banaskantha, Bhavnagar, Junagadh and Vadodara should help the parents to admit their CWSN in the School.

- (c) The RTs of Ahmedabad and Panchmahal should help the beneficiaries to get the benefits in kind and scholarship from the government and NGOs.
  - (d) The RTs of Ahmedabad, Banaskantha, Bhavnagar , Junagadha and Vadodara should plan for the scholastic and non-scholastics activities.
  - (e) The RTs of Ahmedabad, Banaskantha, Bhavnagar and Panchmahal should explain the parents of CWSN how to bring up their children, make them aware of the special traits of their CWSN.
  - (f) The RTs of Ahmedabad, Banaskantha, Bhavnagar , Junagadha and Vadodara should help the parents of admit their CWSN in the school.
4. (a) For the RTs of Surat and vadodara district special training programmes should be organized. Moreover, the training programmes for MD should be organized for all the RTs. So the District coordinator should manage to send them for training programmes and make provision for training expenses
5. (a) The RTs of Junagadha and Panchmahal should help the beneficiaries to get more common benefits like kits, scholarships from different agencies-Government as well as NGO.
- (b) The RTs of all the districts should help the beneficiaries to get special benefits for special disabilities like escort allowance, therapeutic allowance, calipers, shoes for OH, MR , HI and VI from the different agencies.
6. (a) The RTs of Bhavnagar should contact more stakeholders to identify CWSN from the area.
- (b) They should also organized more programmes to make people aware of CWSN
- 7.(a)The RTs of Ahmedabad and Bhavnagar should visit the CWSN's home frequently.
- (b) The RTs of Banaskantha and Panchmahal should guide CWSN for self learning. Different types of self learning material should be used.
- (c) The RTs of Banaskantha and Bhavnagar should discuss about CWSN's behavior with family members.
- (d) The RTs of Ahmedabad, Banaskantha, Bhavnagar and Panchmahal should make CWSN's parents aware of their performance; like their achievement, day to day activities, behavior.
- (e) The RTs of Ahmedabad, Banaskantha, Bhavnagar and Panchmahal should discuss the special problems of their CWSN.

(f) The RTs of Banaskantha, Bhavnagar, Panchmahal should take CWSN to the resource-room.

(g) The RTs of Ahmedabad, Banaskantha and Panchmahal should pay TA and Refreshment when CWSN and their parents were taken to the resource-room.

(h) The RTs of Ahmedabad, Banaskantha and Panchmahal should help the beneficiaries to get special benefits provided by the Government and NGO.

(i) The RTs of Ahmedabad, Banaskantha, Bhavnagar, Panchmahal and Vadodara should take CWSN to different places for tours / camps / picnics.

8.(a) All the regular teachers should be guided for different self-learning methods related to CWSN and use of aids and appliances. CRCs' and HMs should take care of it.

(b) The RTs should be instructed by the District Project Officer to keep the aid and appliance in working condition and to use them for CWSN.

# CHAPTER – I

## INTRODUCTION

### 1.0.0.0 Background

The scheme of Integrated Education of Disabled (IED) is the Central Government Scheme of India. Its implementation started from 1986-87 by NGO. Formation of IEDC from 1992-98 was in Education Department of Gujarat. Then it was also transferred to SSA a Primary Education from 1-8-1998. From 2010, according to 'Right to Education Act' the scheme started to educate CWSN with students of the normal schools. The scheme gives an opportunity of getting inclusive education to more and more CWSN. According to laws and scheme of Indian Government, free inclusive and integrated education is being provided to most of the CWSN under the age of 18 by the trained Regular Teachers and occasionally by RTs themselves in the school as well as at the resource rooms. To make the scheme successful, the RTs are the key persons and their performance is the impotent factor .

### 1.1.0.0 Resource Teacher (RT)

IED provides one Resource Teacher for 8 CWSN children except locomotors impaired. There are only 3 resource teachers per block under DPEP pattern which is inadequate. Therefore, programs like Janshala and DPEP need support of IEDC for appointment of special teachers in schools.

**Ratio:** SSA (IEDC) provides one Resource Teacher (RT) for ten CWSN. The ratio between teacher and students is 1:10.

**Appointment:** Having the qualification required for the primary teacher of the relevant state plus one year integrated curriculum or special diploma course for the required disability can be appointed as an RT.

Specially appointed resource teacher has to look after 8-10 general schools, guide the school teachers for teaching CSWN and keep aware the Head master of the children, parents, teachers, and facilities/benefits for CSWN and also changes in the policies regarding CWSN.

**1.1.2.0 Role of the Resource Teacher (RT):** Moreover, he holds the following responsibilities.

1. Prepare child portfolio containing full detail of a child with the photo.

2. Identify the disable of his area arranging the home visits, programs and content with the leaders of the society
3. Collect the certificate of disabilities of the child from the special doctor or the civil surgeon of the area.
4. Helps the parents to admit the CWSN.
5. Collect the certificate from the head master of the school where the child is studying.
6. Prepares Individual Educational Program (IEP) of each child.
7. Prepare a time table to visit children at school and at their homes.
8. Prepares a file for each child and keeps the necessary forms in it.
9. Fills up a daily report of daily notebook which includes Daily visit of schools, Resource room, parents visits (home visits) and different activities/programs of awareness.
10. Fills up Weekly Report of each child.
11. Fills up Monthly Reports regarding his duties and send to higher authorities.
12. Maintain a Resource Room and take the children to the resource room to teach the hard-spots.
13. Does the activities assigned by the District and State offices.
14. Prepares special Teaching learning Material (TLM) for the CWSN.

#### **1.2.0.0 Resource Room:**

The absence of substantial training creates gaps in the knowledge of the students. Hence to provide remedial assistance to children with special needs, resource room have been developed at the block level in BRC/CRC bhavan facilitated with equipments ( Approximately 120 items according to their need) for all types of disabilities.

The main objective of the resource room is to provide extra remedial resistance required by children having special need. Whenever the child is unable to understand the point in a regular classroom, he/she is taken to the resource room with his parent/escort once in a week and a skilled teacher provides remedial tutoring. The resource room also aims at reequipping the students for filling the gaps in their knowledge, which have been created during the normal classes.

#### **1.3.0.0 Benefits for CSWN**

According to the scheme the following benefits are available to CSWN:

- Rs 1000 per disabled child per annum

- Actual expenses on books and stationary
- Actual expenses on uniform
- Transport allowance(bus pass/railway pass)
- Reader allowance (after class 4 )
- Escort allowance for sever disability
- Stipend for girls students
- Actual cost of assistive devices(maximum Rs 2000 for 5 years)
- Attendant in school for the child with server orthopedics impairment
- Boarding and lodging charges
- Therapeutic services
- Purchase of screen reading software
- Learning material for special disabilities
- Special aids and appliances

## CHAPTER 2

### METHODOLOGY

#### 2.0.0.0 Title of the study, Objectives and Operational Terms

In each sub section, the details as under

##### **Title of the Study**

#### **STUDY OF BLOCK RESOURCE TEACHERS PERFORMANCE ON INTEGRATED EDUCATION FOR DISABLED**

##### **Objectives of the Study**

1. To study the academic and professional development of the RTs
2. To study the academic role of the RTs
3. To study the administrative role of the RTs
4. To study the special training provided by the RTs to the teachers of the school having CWSN
5. To study the benefits accrued by the beneficiaries of IED programs
6. To study the awareness of the programs organized by the RTs.
7. To study the visit made by the RTs to CWSN's home
8. To study the work of the regular teachers through CWSN class room observation

##### **Operationalization of terms**

1. **Academic Development** means addition in RT's educational qualifications after joining the service, such as Graduation, Post graduation.
2. **Professional Development** means addition in special professional qualification and skills after joining the service, such as special Diploma / B.Ed. course and training at different levels, Productions of learning material, teaching learning aids and methods, writing articles and action research work done by the RTs.
3. **The Academic Role comprises the following things**
  - Guidance to the teachers of the school having CWSN.
  - Teaching hard–Spots to CWSN when and where they required.
  - Guidance to CWSN in the Resource rooms.
  - Involvement of CWSN in Scholastic and Co-scholastics activities.
4. **The Administrative Role comprises**
  - Identifying the CWSN.
  - Getting certificates of their disabilities from the special doctors

- Enrolling the CWSN in the regular school.
- Preparing detailed profile of CWSN with the photos.
- Providing the special learning aids and appliances to CWSN.
- Arranging the training for the teachers of the school having the CWSN.
- Maintaining the Resource-room registers and visit-book.
- Arranging the awareness programs for the parents and society members.
- Making visits to the homes of CWSN with their parents.
- Filling up the daily, weekly and monthly reports and sending them to the relevant Higher authorities.

5. **Beneficiaries** are CWSN and their parents.

6. **Benefits** mean aids and appliances provided to the CWSN and their parents under the different scheme of the governments and the NGOs for the development and rehabilitation of them, such as books, uniforms, vehicles, scholarship.

7. **Awareness** programmes means prayers, Bhajans, Prabhat Raily, Films, Programmes, Advertisement, Hoardings, Procession, Drama and Bhawaai.

8. **RTs' Required** Qualifications means the RT should be graduate for academic qualification and special diploma for professional qualification.

#### 2.1.0.0 Methodology

In this study, Survey Method was used. To collect numerical data from the respondents such as RTs', HMs', Regular Teachers, CWSN and their parents, information Schedule, Questiamaires and Interview Schedule were used. Observation Schedule / rating Scale was used for Regular Teachers' classroom. Special training programme was held on 4<sup>th</sup> December 2011 and the experts team guided FIs for the followings:

- The purpose of the project
- Introduction to the SSA Scheme for CWSN
- Explanation of the Tools and how to fill them for collection of data
- How to behave with the functionaries
- How to make the work schedule and complete the documents
- Distribution of the necessary materials regarding data collection and detail manual for all procedure.

Appendix – IV Comprises training schedule and training manual.

#### 2.2.0.0 Population, Sample and Sampling



### Population

In seven selected districts, No. of total blocks, in each block No. of RTs and No. of schools and children are mentioned in the following table.

Table- 2.1 Description of the Population of the study

Sr. No	Name of the Districts	Total No .of Blocks	Name of Blocks	No of RTs	No. of CWSN
1	Ahmedabad	4	Dascroi, Balva Dholka, V-gam	22	1042
2	Banaskantha	4	Palanpur, Deesa Danta, Tharad	20	932
3	Bhavnagar	4	Bhavnagar, Talaja Mahuva, Palitana	24	520
4	Junagadh	4	Junagadh, Una Veraval, Kesod	16	3364
5	Panchmahal	4	Lunavada, Morva Godhara, Halol	15	170
6	Surat	4	Choryasi, Olpad Songadh, Vyara	13	459
7	Vadodara	4	Vadodara, Padara Pavijetpur, Sankheda	17	329
Total	7	28		111	6816

### Sample Size Suggested

For the study seven districts were allotted to the research agency by IED-SSA office. From each district four block, and ten RTs, fourteen head masters, fourteen children with special need (CWSN) and fourteen parents were allotted for study. The following table gives details with figures,

Table-2.2 Sample Size Suggested

Sr. No.	Name of the District	No. of blocks	Name of blocks	No. of RTs	No. Of Head Master	No. of CWSN	No. of parents
1	Ahmedabad	4	Dascroi, Balva Dholka, V-gam	10	14	14	14
2	Banaskantha	4	Palanpur Deesa Danta Tharad	10	14	14	14
3	Bhavnagar	4	Bhavnagar Talaja Mahuva Palitana	10	14	14	14
4	Junagadh	4	Junagadh Una Veraval Kesod	10	14	14	14
5	Panchmahal	4	Lunavada Morva Godhara Halol	10	14	14	14
6	Surat	4	Choryasi Olpad Songadh Vyara	10	14	14	14
7	Vadodara	4	Vadodara Padara Pavijetpur Sankheda	10	14	14	14
Total		28		70	98	98	98

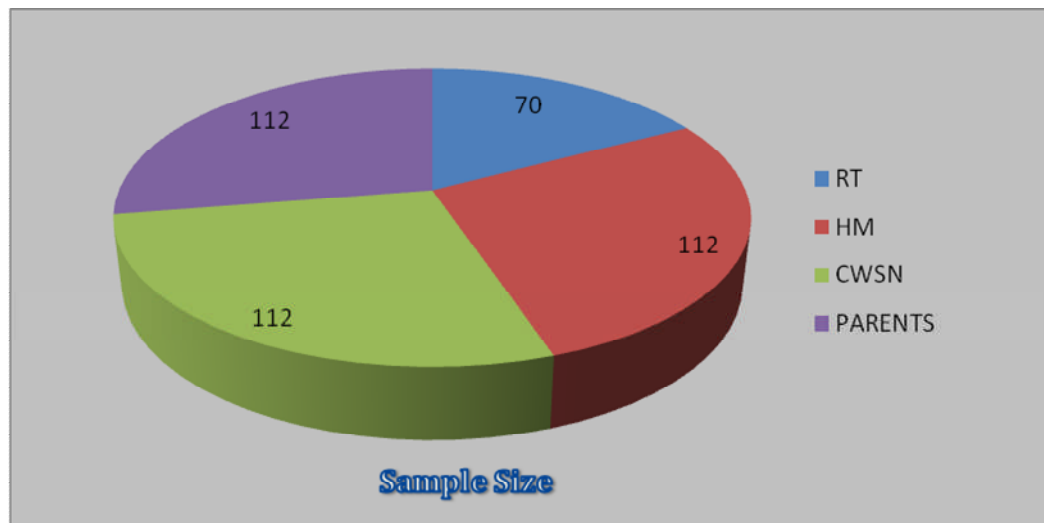
Table-2.3 Actual Sample Size

Sr.No	Name of the District	No. of Blocks	No. of RTs	No. of schools	No. of HM	No. of CWSN	No. of Parents
1	Ahmedabad	4	10	16	16	16	16
2	Banaskantha	4	10	16	16	16	16

3	Bhavnagar	4	10	16	16	16	16
4	Junagadh	4	10	16	16	16	16
5	Panchmahal	4	10	16	16	16	16
6	Surat	4	10	16	16	16	16
7	Vadodara	4	10	16	16	16	16
Total		28	70	112	112	112	112

### Sampling

From the whole state, seven districts namely Ahmedabad, Banaskantha, Bhavnagar, Junagadh, Panchmahala, Surat and Vadodara were suggested. From each district, 10 RTs were selected randomly and 16 CWSN were selected conveniently. In each district, 16 Head masters, 16 parents and 16 regular teachers were from the selected schools of the CWSN. Graph No. – 1 also presents the view of actual sample size.



Graph No – 1 Actual Sample Size

### 2.3.0.0 Tools Construction

The tools for collecting the data were developed scientifically by the team of the research associates. The primary formats were prepared and expert advice was taken. After constructing the tool, each item was discussed with the members of the scrutiny committees. Then they were finalized. Finally the all the eight Schedules were in various formats which were comprised in the following Table.

Table –2.4 Construction of the Tools for data collection

Sr.No.	Code	Name of the tool	Source of Information
1	T-1	Information Schedule	RTs (Certificates, BRC, Time-book, Articles)
2	T-2	Questionnaire, Information Schedule, Observation Schedule	RTs (dairy, Teachers, CWSN, Parents)
3	T-3	Interview Schedule	RTs, BRC, Documents (Reports), CWSN, Parents, Teachers
4	T-4/1	Questionnaire	Teachers, Head Masters, Certificates, Time-books, CWSN, RTs, Parents
	T-4/2	Questionnaire	CWSN, Parents, Head Masters, Teachers
5	T-5	Interview Schedule	RTs, Teachers, Parents, community members
6	T-6	Information Schedule	Parents CWSN, Parents
7	T-7	Interview Schedule	FI Class-room Students, Teacher, aids and appliances
8	T-8	Observation Schedule	FIs - Classroom

*Name in dark word is the main source.*

#### 2.4.0.0 Action Points:

In order to achieve the objectives, the following action points were taken.

Objective (i): To study the academic and professional development of the RTs  
 Schedule -I was prepared comprising gaps and tables with necessary columns to collect the information regarding the, academic qualifications, professional qualifications and special training of the RTs. The FIs visited the RTs at the blocks and got the schedule filled and collected relevant information.

Objective (ii): To study the academic role of the RTs

*Schedule 2* is the Questionnaire. It contained ten questions to collect the information regarding the academic role of the RTs. There was also the provision to ask the questions to get detailed information. While visited the block, the FIs got the schedule filled up by the RTs and collected the necessary information. With tool, one observation schedule was also prepared to collect the information regarding the aids and appliances in the resource room. With the help of the RT, the FI got the information in the schedule.

Objective (iii): To study the administrative role of the RTs

*Schedule 3* was the Interview Schedule. It contained twenty questions to collect the information regarding the administrative role of the RTs. There also the provision to ask the questions to get detailed information. While visited the block, the FIs got the schedule filled up by the RTs and collected the necessary information.

Objective (iv) : To study the special training provided by the RTs to the teachers of the school having CWSN

*Schedule -4/1 The Questionnaire* was prepared comprising tables and with necessary columns to collect the information regarding the training of the teachers by RTs. The FIs visited the RTs at the blocks and got the schedule filled and collected relevant information

Objective (v): To study the benefits accrued by the beneficiaries of IED programs  
Schedule- 5 was an interview to collect the data regarding the benefits received by the CWSN. The CWSN were interviewed individually by the FIs either at home or at school. The received aid and appliances were checked by the FI and they were listed in the schedule.

Objective (vi): To study the awareness of programs organized by the RTs

Schedule- 6 was prepared to collect the data about awareness of the IED Programs. The data was filled by the RT individually and cross checking /verification was done by the FI.

Objective (vii): To study the visit made by the RTs to CWSN's home

Schedule-7 was prepared for the personal interview of the parents of CWSN to get the information for verification of the data provided by the RT of the relevant block. The interview was conducted by the trained FI using the questions given in the tool and the responses were collected in the tool. Later on using the responses, the information was verified.

Objective (vii): To study the work of the regular teachers through CWSN class room observation

Schedule-8 was prepared for CWSN's class room observation by the FIs. They observed aids and appliances in use, Teacher's method of teaching, his behavior to CWSN, sitting arrangement in the class room and motivation to CWSN and made the note in the schedule.

#### 2.5.0.0 Data Collection

After finalizing the tools a meeting to train the FIs was held at the Department of Education, Ganpat University, Ganpat Vidyanagar. The members of the research team trained the FIs explaining the each item of the tools for purpose of collecting data. The FIs were also provided the sets of tools, The authority letter from OIC IED of SPO and necessary contingency such as a note book, tapler, pen, pencil, scale. According to the advised of OCI SPO (IED).

They were advised to meet OIC IED of DPO to explain the purpose and way of work of the study. They were also guided how to behave with the functionaries and collect real data, what to observe in the Resource Room as well as in the Regular Teachers' Class-room. They were also informed to visit the respondents at their proper places if they can't contact any respondent at the first visit, they should repeat the visit till they contact the respondent, Group discussion were also organized to clear their confusion.

From 5-12-2011 to 30-12-2011, the FIs had field visits and collected data in the tools in there and diaries. Collected data and diaries were submitted to the Department in the first week of January – 2012.

It was found from their diaries that they visited parents' home twice or thrice to interview them in some cases.

It was also found that the aids and appliances were scattered, dusted, gathered in the corner or cupboards or in almaries because new buildings were under construction.

According to the advice of OIC-SPO (IED)

#### 2.6.0.0 Data Analysis

The data collected was compiled, analyzed and tabulated objective wise. Where ever required the data was converted into percentage.

Factual information collected was analyzed quantitatively by using frequency and percentage analysis. Information obtained by various tools was analyzed, tabulated and presented in the relevant tables.

## CHAPTER – 3

### DATA ANALYSIS, INTERPRETATION AND FINDINGS

#### 3.0.0.0 Background

This chapter presents objective wise and sub-objective wise analysis of the data of Ahmedabad district. Then it is interpreted in terms of the performance of the RTs. According to the proposal, four blocks in each district e.g. – Ahmedabad, Banaskantha, Bhavnagar, Junagadha, Panchmahal, Surat and Vadodara- were covered. Objective wise data was condensed, tabulated and interpreted.

#### DISTRICT WISE DATA ANALISYS AND INTERPRETATION

##### 3.1.0.0 Ahmedabad

##### 3.1.1.0 The academic and professional development of the RTs.

##### 3.1.1.1. RTs’ academic qualifications

To collect the data regarding the RTs academic qualifications, Question-3 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using Question-3 of the tool, the FIs collected information from the RTs , which was condensed, tabulated and presented in Table-3.1. The digit in each cell shows no. of RTs who were qualified for the degree. RT’s minimum required qualification was graduation.

Table-3.1 RT’s academic qualifications

BLOCKS	Before Joining the Service				During the Service	
	HSC.	Graduation	PG	Total RTs	Graduation	PG
<b>DASKOI</b>	0	1	1	2	0	0
<b>BAVLA</b>	0	2	0	2	0	0
<b>DHOLKA</b>	1	1	1	3	1	0
<b>VIRAMGAM</b>	1	1	1	3	1	0
<b>TOTAL</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>10</b>	<b>2</b>	<b>0</b>



Table 3.1 shows that when the RTs were contacted for data collection, they were with the following qualification. HSc. 2, Graduates 5, Post graduates 3. It clearly shows that 10 RTs were with required qualifications (Graduation).

### 3.1.1.2 RTs' professional development

To collect the data regarding the RTS professional development, Question-4 of an information schedule-T-1 (Appendix-I) was set by the team of investigators. Using the Question-4 of the tool, the FIs collected information from the RTs, Then it was condensed, tabulated and presented in Table-3.2. The digit in each cell shows the frequency of RTs who were qualified with the degree. RT's minimum required qualifications was Special Diploma in any area.

Here professional development means improvement in special professional qualification such as special B.Ed. / M. Ed. course. The detail of the staff profile of the RTs is in Appendix-II.'

Table-3.2 RTs professional development

BLOCKS	Before Joining the Service				During the service	
	Sp. Diploma	Sp. B.Ed.	SP. PG	Total	Sp. B.Ed.	SP. PG
<b>DASKOI</b>	1	1	0	2	1	0
<b>BAVLA</b>	0	2	0	2	0	0
<b>DHOLKA</b>	2	1	0	3	1	0
<b>VIRAMGAM</b>	3	0	0	3	0	0
<b>TOTAL</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>10</b>	<b>2</b>	<b>0</b>

Table 3.2 shows that when RTs were contacted by the FIs for data collection, they were with following qualification. Sp.Diploma 6 , Sp. B.Ed 4, It clearly shows that 10 RTs had required qualification. Tw0 RTs improved their qualification during the service.

### 3.1.1.3 Special training received by the RTs

Every year one training programme at district level and one training programme at state level are organized according to state OIC IED For the year 2010-2011. to study about training received by the RTs at different level in different programs.Question-5 of an information schedule-T-1 (Appendix-I) was set to get the frequency of the RTs who received the training by the team of Investigators. Using

the Question-5 of the tool, the FIs collected data by the RTs, which was condensed, tabulated and presented in Table-3.3. The digit in each cell shows the frequency of the training programs the RTs received.

Table-3.3 Special training received by the RTs

BLOCKS	District Level			State Level			Total
	Seminar	Workshop	Module writing Workshop	Seminar	Workshop	Module Writing Workshop	
DASKOI	0	0	0	0	0	0	0
BAVLA	0	0	0	0	4	0	4
DHOLKA	0	0	0	0	0	0	0
VIRAMGAM	2	0	0	0	6	0	8
TOTAL	02	00	00	00	10	00	12

Table-3.3 shows that in the District, 10 RTs participated in two programs at district level and 10 programs at state level, which is very less. The RTs of Daskoi and Dholka did not receive any Special training.

#### 3.1.1.4 RTs' work as a resource person

To study about RTs' work as a resource person at different level in different programs, Question-6 of an information schedule-T-1 (Appendix-I) was set by the team of investigators. Using the Question-6 of the tool, the FIs collected data from the RTs, which was condensed, tabulated and presented in Table-3.4. The digit in each cell shows the frequency of the programmes.

Table-3.4 RTs' work as a resource person

BLOCKS	District level			State level			Total
	Seminar	Workshop	Module Writing Workshop	Seminar	Workshop	Module Writing workshop	
DASKOI	2	1	0	0	0	0	3
BAVLA	4	0	0	0	0	0	4
DHOLKA	1	0	0	0	0	0	1
VIRAMGA	9	0	0	0	0	0	9
TOTAL	16	01	00	00	00	00	17

Table-3.4 clearly indicates that in the District, 10 RTs worked as an RP for 16 times in seminar and only once in a workshop at district level. No one worked at state or national level.

### 3.1.1.5 Production of learning material by RTs for CWSN

To study about production of the material by the RTs for CWSN in different form, Question-7 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-7 of the tool, the FIs collected data from the RTs, which was condensed, tabulated and presented in Table-3.5. The digit in each cell shows the frequency of the materials.

Table-3.5 RTs Material Production for CWSN

BLOCKS	Materials produced						Total
	TLM	Book lets	Articles	New Technique of Teaching	Action Research	Research Work	
<b>DASKOI</b>	19	0	0	0	0	0	<b>19</b>
<b>BAVLA</b>	05	0	0	0	0	0	<b>05</b>
<b>DHOLKA</b>	00	0	0	0	0	0	<b>0</b>
<b>VIRAMGAM</b>	21	0	0	1	0	0	<b>22</b>
<b>TOTAL</b>	<b>45</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>46</b>

Table-3.5 shows that no material like booklet, Articles, Action Research and research Work was produced in any of the block of this district. The Maximum Material like TLM was produced.

The Dholka block is blind and Black.

### 3.1.2.0 The academic role of the RTs.

To study the academic roles of the RTs, a questionnaire T-2(Appendix-I) was developed by the team of the investigators. Using the tool, FIs collected the responses from the RTs in 'Yes' or 'No'.

RTs selected for responses block wise were 2, 2, 3, 3 respectively Daskoi, Bavala, Dholka and Viramgam. The supporting elements like parents, teachers, and head masters were selected 16, 16 & 16 as respondents. The collected data was condensed, tabulated and presented in Table 3.6.

In each cell, upper figure stand for the RTs' responses and lower figures stand for the responses of the respondents. Under each questions role is mentioned in bold text.

Table-3.6 the academic roles of the RTs

Sr. No.	BLOCKS NO. OF RTS QUESTIONS ⇓	DASKOI 2	BAVLA 2	DHOLKA 3	VIRAMGAM 3	TOTAL N = 10
1	Do you make home to home visit in each term to identify CWSN? N = 10 <b>Parents (Q 1)(To make home to home visit) N = 6</b>	2 2	2 2	3 3	3 2	<b>10</b> <b>(100%)</b> <b>9</b> <b>(56%)</b>
2	Do you advice the teacher to make convenient sitting arrangement for the CWSN in the class-room? N = 10 <b>Teacher Q 4 (Convenient sitting arrangement)N =16</b>	2 3	2 3	3 3	3 1	<b>10</b> <b>(100%)</b> <b>10</b> <b>(63%)</b>
3	Do you prepare an individual program me for each WSN?N = 10 <b>( To prepare an individual programme)N = 16</b>	2 -	2 -	3 -	3 -	<b>10</b> <b>(100%)</b> <b>-</b>
4	Do you try to enrich CWSN's vocabulary and knowledge of language? Teacher Q 5 N = 10 <b>(To try to enrich CWSN's Vocabulary and knowledge of language)N = 16</b>	2 1	2 2	3 2	3 1	<b>10</b> <b>(100%)</b> <b>6</b> <b>(38%)</b>
5	Do you try to teach CWSN the hard-spots yourself? N = 10 <b>(To try to teach CWSN the hard-spots) N = 16</b>	1 -	2 -	2 -	3 -	<b>8</b> <b>(80%)</b> <b>-</b>
6	Do you try to make CWSN understand the importance of sense	2 4	2 2	3 4	3 2	<b>10</b> <b>(100%)</b> <b>12</b>

	organs in the cognitive development? Parents ( Q 2 N = 10 <b>(To try to make CWSN understand the importance of sense organs) N = 16</b>					<b>(75%)</b>
7	Do you help the CWSN to perform their day to day activities independently? Parents (Q 2 N = 10) <b>(Day to day activities)N = 16</b>	2 4	2 2	3 4	3 2	<b>10 (100%) 12 (75%)</b>
8	Do you make the CWSN aware of the Geographical environment of their village / town / city and the path of school to Home? N = 10 Teacher Q 10 <b>(To Geographical environment) N = 16</b>	2 3	2 2	1 0	3 0	<b>8 (80%) 5 (31%)</b>
9	Do you take CWSN to the resource-room to teach the hard spots? Q 6 N = 10 <b>(To teach the hard spots) N = 16</b>	2 4	2 4	1 4	3 2	<b>8 (80%) 14 (88%)</b>
10	Do you try to teach CWSN the uses of aids and appliance according to their need in the resource-room? Teacher Q 7 N = 10 <b>(The uses of aids and appliance at resource-room) N = 16</b>	2 1	2 3	3 1	3 0	<b>10 (100%) 5 (31%)</b>

It is seen from the table 3.6 that all the RTs responded that they performed their role 100%., however the supporters were of the opinion that the RTs performed their expected roles satisfactorily except awareness of geographical environment, vocabulary of CWSN and information regarding available aids and appliances.

### 3.1.3.0 The administrative roles of the RTs.

The RT has to perform minimum twenty administrative roles. To study the roles of the RTs, a questionnaire T-3(Appendix-I) was developed by the team of the

investigators. Using the tool , FIs collected the responses from the RTs in ‘Yes’/ ‘No’.

RTs selected for responses block wise were 2, 2, 3, 3 respectively from Daskoi, Bavala, Dholka and Viramgam.

The supporting elements like parents, teachers and head masters were selected 16, 16 &16 as respondents. The collected data was condensed, tabulated and presented in Table 3.7

In each cell, upper figure stand for the RTs’ responses and lower figures stand for the responses of the respondents.

Table-3.7 the administrative role of the RTs

Sr. No.	BLOCKS NO. OF RTS QUESTIONS	DASKOI 2	BAVLA 2	DHOLKA 3	VIRAMGAM 3	TOTAL N=10
1	Do you help CWSN to get their disability certificate from a Doctor / civil surgeon? N=10 <b>(Disability certificate from a Doctor / civil surgeon)</b>	2	2	3	3	<b>10 (100%)</b>
2	Do you prepare the profile of the CWSN with the photo? N=10 <b>(To prepare the profile)</b>	2	2	3	3	<b>10 (100%)</b>
3	Do you make the parents of the CWSN aware of their child’s disability? Parents Q 2, Q 3, Q 4 N=10 <b>(To make the parents aware of their CWSN) N=16</b>	2 3	2 2	3 3	3 4	<b>10 (100%) 12 (75%)</b>
4	Do you help the parents to admit the CWSN in the school? Teacher Q 6 N=10 <b>(Parents to admit the CWSN in the school) N=16</b>	2 1	2 1	3 2	3 0	<b>10 (100%) 4 (25%)</b>
5	Do you provide the special help to CWSN to get necessary aids like books, stick, bicycle etc.? N=10 <b>(To get necessary aids and appliances)</b>	1	2	2	3	<b>8 (80%)</b>
6	Do you arrange to provide training and guidance programs for the teacher of the school having CWSN? Q 5 N=10 <b>(To arrange to provide training and guidance programs for the teacher of</b>	2 4	2 4	3 4	3 4	<b>10 (100%) 16 (100%)</b>

	<b>the school having CWSN) N=16</b>					
7	Do you arrange the programs to aware the parents and society members regarding disabilities of CWSN and various facilities and benefits available to CWSN? N=10 <b>(To arrange the programs to aware the parents and society members)</b>	2	2	3	3	<b>10</b> <b>(100%)</b>
8	Do you help the CWSN and their parents to get the benefits in kind and cash from the government and NGOs? Parents Q 8 N=10 <b>(To get the benefits in kind and Scholarship from the government and NGOs) N=16</b>	2 4	2 2	3 3	3 2	<b>10</b> <b>(100%)</b> <b>11</b> <b>(69%)</b>
9	Do you prepare Reports of the following activities (Daily, Weekly, Monthly)? N=10 <b>(To prepare Reports of the activities)</b>	2	2	3	3	<b>10</b> <b>(100%)</b>
10	Do you plan the scholastics and non-scholastics activities? Q 6 N=10 <b>(To plan the scholastics and non-scholastics activities)</b>	2 1	2 1	3 2	3 0	<b>10</b> <b>(100%)</b> <b>4</b> <b>(25%)</b>
11	Do you maintain the Resource-room Register and the visit-book <b>(To maintain the Resource-room Register)</b>	1	0	0	2	<b>3</b> <b>(30%)</b>
12	Do you take care of different aids & appliance of the resource-room? (Aids & appliance) N=10	2	2	3	3	<b>10</b> <b>(100%)</b>
13	Do you explain the parents of the CWSN how to bring them up? Parents Q 5 N=10 <b>(To explain the parents of the CWSN how to bring them up) N=16</b>	2 2	2 2	3 3	3 2	<b>10</b> <b>(100%)</b> <b>9</b> <b>(57%)</b>
14	Do you make the parents aware of special traits of the CWSN? Parents Q 3 N=10 <b>(To make the parents aware of special traits of the CWSN) N=16</b>	2 3	2 2	3 3	3 4	<b>10</b> <b>(100%)</b> <b>12</b> <b>(75%)</b>
15	Do you try to make the parents of CWSN free from the traditions, wrong beliefs and superstitions about them? RTs programs N=10 <b>(CWSN free from the traditions, wrong beliefs)</b>	2	2	3	3	<b>10</b> <b>(100%)</b>
16	Do you explain the orientation of mobility to CWSN? Teacher Q 10 N=10 <b>(To explain the orientation of mobility to CWSN) N=16</b>	1 3	2 2	1 0	3 0	<b>7</b> <b>(70%)</b> <b>5</b> <b>(31%)</b>
17	Do you follow the instructions of the higher authorities? N=10 <b>(To follow the instructions)</b>	2	2	3	3	<b>10</b> <b>(100%)</b>
18	Do you follow your action plan and the	2	2	3	3	<b>10</b>

	budget for CWSN? N=10 <b>(To follow action plan and the budget)</b>					<b>(100%)</b>
19	Do you try to make CWSN rehabitant? N=10 <b>(To try to make CWSN rehabitant)</b>	2	2	3	3	<b>10 (100%)</b>
20	Do you make the CWSN celebrate the special day? (like-Braille day, National Disability Day) N=10 <b>(To make the CWSN celebrate the special day)</b>	2	2	3	3	<b>10 (100%)</b>

It is seen from the table 3.7 that all the RTs responded that they performed their role 100%, however the supporters were of the opinion that the RTs did not perform their expected roles like to make the parents of the CWSN aware of their child's disability, to help the parents to admit the CWSN in the school, to arrange to provide training and guidance programs for the teacher, to help the CWSN and their parents to get the benefits, to plan the scholastics and non-scholastics activities, to explain the parents of the CWSN how to bring them up, to make the parents aware of special traits of the CWSN, to explain the orientation of mobility to CWSN to provide the special help to CWSN to get necessary aids like books, stick, bicycle etc.

#### **3.1.4.0 The special training provided by the RTs to the teachers of the school having CWSN.**

##### **3.1.4.1 No. of CWSN in regular teachers' classes and Training received by the regular teachers**

A special training programme is organized once at District Level and once at State Level in a year for the regular teachers. To collected data of training received by the regular teachers, a questionnaire T- 4/1 (Appendix-I) was developed by the team of investigators and Q-2 was set to know the frequency of different training programmes. Using the Q-2 of the tool, the FIs collected information from the regular teachers, which was condensed, tabulated and presented in Table-3.8. The digit in each cell of Table-3.8.. shows Frequency of training.

Table-3.8 the training received by the Regular Teachers

BLOCKS	Frequency of training						Total
	OH	MR	VI	HI	CP	MD	
<b>DASKOI</b>	1	0	0	0	0	0	<b>1</b>
<b>BAVLA</b>	0	1	1	0	0	0	<b>2</b>
<b>DHOLKA</b>	1	2	1	1	2	0	<b>7</b>
<b>VIRAMGAM</b>	0	0	0	0	0	0	<b>0</b>
<b>TOTAL</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>10</b>



It is clearly seen in Table 3.8 that the frequency of the training programmes attended by the regular teachers of Dholka block was Seven, while that of Daskoi, Bavla and Viramgam were One, Two and Zero respectively.

### 3.1.5.0 The benefits accrued by the beneficiaries of IED programs.

To study the administrative role of the RTs in terms of benefits accrued by the beneficiaries of IED programs, an interview schedule T-5 (Appendix-I) was developed by the team of investigators. Using the tool, the FIs collected the responses from the CWSN in the schools. A list of the benefits accrued by CWSN (Appendix-III) was made and the frequency of beneficiaries was done. The collected data was condensed, tabulated and presented in table -3.9. Digit in each cell shows the number of the beneficiaries who accrued the benefits.

Table-3.9 Names of benefits and No. of beneficiaries of IED programs

Sr.No	BLOCKS NO. OF CWSN BENEFITS	DASKOI N = 4	BAVALA N = 4	DHOLKA N = 4	VIRAMGAM N = 31	TOTAL N = 16
1.	Scholarship	1	4	3	0	08
2.	IED kits	3	3	4	4	14
3.	Transport allowance	0	2	0	4	06
4.	Escort allowance	0	2	0	0	02
5.	Therapeutic allowance	1	1	0	0	02
6.	Calipers	1	2	0	0	03
7.	Wheel chair	0	2	0	0	02
8.	Ear phone	0	1	0	3	04
9.	Spectacles	1	0	0	0	01
10.	Shoes	0	0	0	0	00
	TOTAL	07	17	07	11	42

Table 3.9 reveals that the RTs could provide benefits to 42 CWSN. The benefits mostly they accrued were scholarship, IED kits & Ear Phone. That Means RTs did not help the CWSN to get more benefits.

It was also clearly seen that maximum 17 beneficiaries of Bavala and minimum seven beneficiaries of Viramgam accrued the benefits.

### 3.1.6.0 People's awareness programs for CWSN organized by the RTs.

#### 3.1.6.1 Making people aware of the disabilities for the CWSN.

To study the above role of the RTs, Q-2 was set in an information schedule T – 6 (Appendix –I) was developed by the team of Investigators. Using Q-2 of the tools the FI collected the data of programme organized. '1' is put in each cell of the table for awareness of the programme.

Table-3.10 People's awareness programmes for the CWSN

<b>Sr. No.</b>	<b>BLOCKS ACTIVITIES</b>	<b>DASKO I</b>	<b>BAVAL A</b>	<b>DHOLKA</b>	<b>VIRAMG AM</b>	<b>TOTAL</b>
1	<b>Prayer</b>	1	1	1	1	<b>4</b>
2	<b>Bhajan</b>	1	0	1	1	<b>3</b>
3	<b>Prabhat Rally</b>	0	0	0	0	<b>0</b>
4	<b>Film Prog</b>	1	0	1	1	<b>3</b>
5	<b>Advertisement</b>	1	0	0	0	<b>1</b>
6	<b>Hordings</b>	0	0	0	1	<b>1</b>
7	<b>Procession</b>	1	0	0	0	<b>1</b>
8	<b>Drama</b>	1	0	1	1	<b>3</b>
9	<b>Bhavai</b>	0	0	0	0	<b>0</b>
10	<b>Other</b>	1	0	0	1	<b>2</b>
	<b>TOTAL</b>	<b>7</b>	<b>1</b>	<b>4</b>	<b>6</b>	<b>18</b>

Table-3.10 shows that all the Ten RTs organized 18 programmes. Daskoi and Viramgam organized seven and six programmes but Bavla and Dholka organized one and four programme respectively to keep people aware of disabilities of CWSN.

#### 3.1.6.2 RTs roles to identify CWSN in context of different stake holders

To study the administrative roles of the RTs in term of identifying CWSN in context of different stake holders of the area, Q-3 in an information schedule-T-6 (Appendix-I) was developed by the team of investigators. Using Q-3 of the tool, the FIs collected the no. of stakeholders given in the table. The collected data was condensed, tabulated and presented in table 3.11. Digit in each cell shows the no. of the stake holders the RTs' contacted.

Table-3.11 RT's roles to identify CWSN in context of different stake holders

<b>Sr. No.</b>	<b>BLOCKS NO. OF IDENTIFIED CWSN STAKE HOLDERS</b>	<b>DASKOI N=17</b>	<b>BAVALA N=27</b>	<b>DHOLKA N=14</b>	<b>VIRAMGAM N=31</b>	<b>TOTAL N=89</b>
1	President / Talati/ Serpanch	2	2	0	4	8
2	Gram Vikas Adhikari	2	0	2	0	4
3	Specialist doctors / the civil surgeon	0	0	6	2	8
4	Politicians / and Post man	1	0	0	1	2
5	School Teachers	2	2	3	3	10
6	Religious leaders	2	0	0	1	3
7	The rich / Judge/ advocate	0	0	0	0	0
8	Social leaders / and institution	4	2	1	1	8
9	bus drivers / conductors / Shop-keepers / Businessman	6	0	7	3	16
10	Previous CWSN	2	0	3	1	6
11	NGO's	2	0	0	2	4
	<b>TOTAL NO. OF STAKEHOLDER</b>	<b>23</b>	<b>6</b>	<b>22</b>	<b>18</b>	<b>69</b>

Table 3.11 shows that 10 RTs of Ahmedabad district contacted totally 69 stakeholders and identified 89 CWSN of their areas. This clearly shows that they should have contacted more stakeholders to identify more CWSN.

### 3.1.7.0 Parents opinion about RTs' home visit

To study the administrative roles of the RTs in terms of their visits to CWSN's home to make their parents aware of their children's development, progress, personal help and benefits, an interview schedule T-7 (Appendix-I) was developed by the team of investigators. Using the tool, the FIs collected the data. Then it was condensed, tabulated and presented in table 3.12. Digit in each cell shows frequency of parents responses collected in 'Yes' / 'No'.

Table-3.12 Parents' opinion about the RT's home visit

Sr. No.	BLOCKS NO. OF PARENTS QUESTIONS	DASKOI 4	BAVALA 4	DHOLKA 4	VIRAMGAM 4	TOTAL N=16
1	Does the RT regularly visit you at your home for your children? N=16	2	2	3	2	9 (56%)
2	Does the RT guide your child for self-learning at home? N=16	4	2	4	2	12 (75%)
3	Does the RT discuss with your family members about the behavior of your child? N=16	3	2	3	4	12 (75%)
4	Does the RT make you aware of your child's performance? N=16	4	2	3	2	11 (69%)
5	Does the RT discuss with you about the special problem of your child? N=16	2	2	3	2	9 (56%)
6	Does the RT regularly take your child and you to resources room? N=16	2	3	4	3	12 (75%)
7	Does the RT pay	3	3	4	2	12

	your TA and refreshment when he takes you to the resources-room? <b>N=16</b>					<b>(75%)</b>
8	Does the RT helps you to get special benefits provided by Government & NGOs? <b>N=16</b>	4	2	3	2	<b>11 (69%)</b>
9	Does the RT take your child to the different places for tours/camps/picnics? <b>N=16</b>	2	2	4	3	<b>11 (69%)</b>
10	Does the RT arrange the programmes to make you aware of different benefits and schemes? <b>N=16</b>	3	2	2	0	<b>7 (44%)</b>

Table 3.12 indicates that the parents supporters were of the opinion that all the RTs did not perform their all expected roles to their satisfaction.

### 3.1.8.0 To study the work of the regular teachers through CWSN class room observation

To observe CWSN class room, observation schedule 8 (Appendix-I) was developed and used by the FIs to make the note. FIs observed the use of aids and appliances with relevant qualities in the class room, Teacher' Behavior, Teaching Method, Sitting Arrangement and Motivation of the Teachers to CWSN. Observation is marked with (√) against each scale point.

Table-3.13 CWSN classroom observation by FIs

<b>BLOCKS OBSERVATION SCALE</b>		<b>DASKOI</b>	<b>BAVALA</b>	<b>DHOLKA</b>	<b>VIRAMGAM</b>	<b>TOTAL</b>
<b>Teaching. Aids</b>	<b>Existing</b>	1	4	4	0	<b>9</b>
	<b>Working condition</b>	1	4	2	0	<b>7</b>
	<b>Used</b>	1	4	2	0	<b>7</b>
<b>Behavior of the Teacher</b>	<b>Good</b>	√	√	√	√	<b>4</b>
	<b>Medium</b>	0	0	0	0	<b>0</b>

	<b>Poor</b>	0	0	0	0	<b>0</b>
<b>Teaching method</b>	<b>Tr.oriented</b>	√	√	√	0	<b>3</b>
	<b>Ss.oriented</b>	0	0	0	0	<b>0</b>
	<b>Mixed</b>	0	0	0	√	<b>1</b>
<b>Sitting arrangement</b>	<b>Good</b>	√	√	√	0	<b>3</b>
	<b>Medium</b>	0	0	0	0	<b>0</b>
	<b>Poor</b>	0	0	0	√	<b>1</b>
<b>Motivation</b>	<b>High</b>	√	0	0	√	<b>2</b>
	<b>Moderate</b>	0	√	√	0	<b>2</b>
	<b>Low</b>	0	0	0	0	<b>0</b>

It is shown in Table-3.13 that in Daskoi one aid was existing and it was in use; in Bavla four aids were existing and all were in use; in Dholka four were existing but two were in use; but in Viramgam no one was existing.

So far behavior of the teacher is concerned, four teachers of Daskoi, four teachers of Bavla, four teachers of Dholka and four teachers of Viramgam were good in behavior.

So far teaching is concerned, three teachers in each of Daskoi, Bavla and Dholka were found using student oriented method, and one teacher was found using mixed method.

Sitting arrangement was good in all the blocks except Viramgam.

Students motivation was high in Daskoi and Viramgam but medium in Bavla and Dholka.

All these observations suggested that RTs training of teachers did not perform their roles of to provide aid and appliances and to apply student oriented methods.

### 3.2.0.0 Banaskantha

#### 3.2.1.0 The academic and professional development of the RTs.

##### 3.2.1.1 RTs' academic qualifications

To collect the data regarding the RTS academic qualifications, Question-3 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using Question-3 of the tool, the FIs collected information from the RTs, which was condensed, tabulated and presented in Table-3.14. The digit in each cell shows no. of RTs who were qualified for the degree. RT's minimum required qualification was graduation.

Table-3.14 RT's academic qualifications

BLOCKS	Before Joining the Service				During the Service	
	HSC.	Graduation	PG	Total RTs	Graduation	PG
<b>PALANPUR</b>	1	2	0	3	1	0
<b>DEESA</b>	1	1	0	2	1	0
<b>DANTAA</b>	0	2	0	2	0	0
<b>THARAD</b>	0	3	0	3	0	1
<b>TOTAL</b>	<b>2</b>	<b>8</b>	<b>0</b>	<b>10</b>	<b>2</b>	<b>1</b>

Table 3.14 shows that when the RTs were contacted for data collection, they were with the following qualification. HSC. 2, Graduates 8,.It clearly shows that 10 RTs were with required qualifications (Graduation).

##### 3.2.1.2 RTs' professional development

To collect the data regarding the RTS professional development, Question-4 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-4 of the tool, the FIs collected information from the RTs. Then it was condensed, tabulated and presented in Table-3.15. The digit in each cell shows no. of RTs who were qualified with the degree. RT's minimum required qualification was special Diploma. Here professional development means improvement in special professional qualifications, such as special B.Ed. / M. Ed. Course. The detailed staff profile of the RTs is in Appendix – II.

Table-3.15 RTs professional development

BLOCKS	Before Joining the Service				During the service	
	Sp. Diploma	Sp. B.Ed.	SP. PG	Total	Sp. B.Ed.	SP. PG
<b>PALANPUR</b>	2	1	0	3	0	0
<b>DEESA</b>	2	0	0	2	0	0
<b>DANTAA</b>	0	2	0	2	0	0
<b>THARAD</b>	1	2	0	3	0	0
<b>TOTAL</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>

Table 3.15 shows that when RTs were contact by the FIs for data collection, they were with following qualification. Sp.Diploma 5 , Sp. B.Ed 5, It clearly shows that 10 RTs had required qualification. No RT improved his / her qualification.

### 3.2.1.3 Special training received by the RTs

Every year one training programme at district level and one training programme at state level are organized according to state OIC IED year 2010-11. To study about training received by the RTs at different level in different programs. Question-5 of an information schedule-T-1 (Appendix-I) was set to get the frequency of the RTs who received the training by the team of Investigators. Using the Question-5 of the tool, the FIs collected data by the RTs, which was condensed, tabulated and presented in Table-3.16. The digit in each cell shows the frequency of the training programs the RTs received.

Table-3.16 Special training received by the teachers from the RTs

BLOCKS	District Level			State Level			Total
	Seminar	Workshop	Module WK	Seminar	Workshop	Module WK	Total
<b>PALANPUR</b>	2	1	0	3	4	0	<b>10</b>
<b>DEESA</b>	1	1	0	1	1	0	<b>04</b>
<b>DANTA</b>	2	-	0	1	1	0	<b>04</b>
<b>THARAD</b>	1	1	0	-	2	0	<b>04</b>
<b>TOTAL</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>8</b>	<b>0</b>	<b>22</b>
	<b>9</b>			<b>13</b>			<b>22</b>



Table-3.16 shows that in all four blocks of Banskantha District, 10 RTs participated in Nine programs at district level and 13 programs at state level but no one at national level. Most of them participated seminars and workshops.

#### 3.2.1.4 RTs' work as a resource person

To study about RTs' work as a resource person at different level in different programs, Question-6 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-6 of the tool, the FIs collected data from the RTs , which was condensed, tabulated and presented in Table-3.17. The digit in each cell shows the frequency of the training programme.

Table-3.17 RTs' work as a resource person

BLOCKS	District level			State level			Total
	Seminar	Workshop	Module WK	Seminar	Work shop	Module WK	
PALANPUR	0	0	0	0	0	0	0
DEESA	0	0	0	0	0	0	0
DANTA	0	0	0	0	0	0	0
THARAD	0	2	0	0	0	0	2
TOTAL	0	2	0	0	0	0	2

Table-3.17 clearly indicates that in the district, 10 RTs worked as RP for only Two times in a workshop at district level. No one RTs worked at state or national level.

#### 3.2.1.5 The Production of learning material by the RTs for CWSN

To study about RTs' production of the material by the RTs for CWSN in different form, Question-7 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-7 of the tool, the FIs collected data from the RTs, which condensed, tabulated and presented in Table-3.18. The digit in each cell shows the frequency of the items of material.

Table-3.18 RT s' material production for CWSN

BLOCKS	Materials produced						Total
	TLM	Booklets	Articles	New Technique of Teaching	Action Research	Research Work	
PALANPUR	14	0	0	0	2	0	16
DEESA	2	0	0	0	0	0	02
DANTA	2	0	0	0	0	0	02

<b>THARAD</b>	5	1	0	0	0	0	<b>06</b>
<b>TOTAL</b>	<b>23</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>26</b>

Table-3.18 shows that in the District, 10 RTs created 23 TLMs, One booklet and Two action researches. The RTs of Palanpur and Tharad prepared 16 and Six items of materials respectively, but the RTs of Deesa prepared only Two and those of Danta also did only Two. It shows that the RTs of Deesa and Danta did not performed their expected roles of producing materials.



### 3.2.2.0 The academic role of the RTs.

To study the academic roles of the RTs, a questionnaire T-2(Appendix-I) was developed by the team of the investigators. Using the tool , FIs collected the responses from the RTs in 'Yes' or 'No'.

RTs selected for responses block wise were 3, 2, 2, 3 respectively of Palanpur, Deesa, Danta and Tharad. The supporting elements like parents, teachers, and head masters were selected 16, 16 & 16 as respondents. The collected data was condensed, tabulated and presented in Table 3.19.

In each cell, upper figure stand for the RTs' responses and lower figures stand for the responses of the respondents. Under each questions role is mentioned in bold text.

Table-3.19 The academic role of the RTs

<b>Sr. No</b>	<b>BLOCKS NO. OF RTS</b>  <b>QUESTIONS</b> 	<b>PALANPUR</b> 3	<b>DEESA</b> 2	<b>DANTA</b> 2	<b>THARAD</b> 3	<b>TOTAL</b> N=10
1	Do you make home to home visit in each term to identify CWSN? N = 10 <b>Parents ( Q 1)</b> <b>(To make home to home visit) N = 16</b>	3 2	2 4	2 2	3 4	10 (100%) 12 (75%)
2	Do you advice the teacher to make convenient sitting arrangement for the CWSN in the class-room? N = 10 <b>Teacher Q 4</b> <b>(Convenient sitting arrangement)N = 16</b>	3 3	2 4	2 4	3 4	10 (100%) 15 (94 %)
3	Do you prepare an individual program me for each CWSN?N = 10 <b>( To prepare an individual programme)N = 16</b>	3	2	2	3	10 (100%)
4	Do you try to enrich CWSN's vocabulary and knowledge of language?	2 2	2 4	2 3	3 4	9 (90%) 13

	Teacher Q 5 N = 10 <b>(To try to enrich CWSN's vocabulary and knowledge of language)</b> N = 16					(81 %)
5	Do you try to teach CWSN the hard-spots yourself? N = 10 <b>(To try to teach CWSN the hard-spots)</b> N = 16	3	2	2	3	10 (100%) -
6	Do you try to make CWSN understand the importance of sense organs in the cognitive development? Parents ( Q 2 N = 10 <b>(To try to make CWSN understand the importance of sense organs)</b> N = 16	3 2	2 3	2 1	3 4	10 (100%) 10 (63 %)
7	Do you help the CWSN to perform their day to day activities independently? Parents ( Q 2 N = 10 <b>(Day to day activities)</b> N = 16	3 2	2 3	2 1	3 4	10 (100%) 10 (63%)
8	Do you make the CWSN aware of the Geographical environment of their village / town / city and the path of school to Home? N = 10 Teacher Q 10 <b>(To Geographical environment)</b> N = 16	3 3	2 2	2 1	3 0	10 (100%) 6 (38 %)
9	Do you take CWSN to the resource-room to teach the hard spots? HM Q 6 N = 10 <b>(To teach the hard spots)</b> N = 16	3 2	2 3	2 3	3 4	10 (100%) 12 (75%)
10	Do you try to teach CWSN the uses of aids and appliance according to their need in the resource-room? Teacher Q 7 N = 10 <b>(The uses of aids and appliance at resource-room)</b> N = 16	3 3	2 2	2 1	3 3	10 (100%) 9 (57 %)

It is seen from the table 3.19 that all the RTs responded that they performed their roles 100% however the supporters were of the opinion that the RTs did not performed their Following roles.

- To help to do day to day activities
- To make understand of importance of sense organs
- To make aware of geographical environment
- To teach the use of aids and appliances

### 3.2.3.0 The administrative roles of the RTs.

The RT has to perform minimum twenty administrative roles. To study the roles of the RTs, a questionnaire T-3(Appendix-I) was developed by the team of the investigators. Using the tool, FIs collected the responses from the RTs in ‘Yes’ and ‘No’.

RTs selected for responses block wise were 3, 2, 2, 3 respectively of Palanpur, Deesa, Danta and Tharad.

The supporting elements like parents, teachers, head masters were selected 16, 16 &16 as respondents. The collected data was condensed, tabulated and presented in Table 3.20

In each cell, upper figure stand for the RTs’ responses and lower figures stand for the responses of the respondents.

Table-3.20 The administrative role of the RTs

Sr. No.	BLOCKS NO. OF RTS QUESTIONS ↓	PALANPUR 3	DEESA 2	DANTA 2	THARAD 3	TOTAL N=10
1	Do you help CWSN to get their disability certificate from a Doctor / civil surgeon? N=10 <b>(Disability certificate from a Doctor / civil surgeon)</b>	3	2	2	3	10 (100%)
2	Do you prepare the profile of the CWSN with the photo? N=10 <b>(To prepare the profile)</b>	3	2	2	3	10 (100%)
3	Do you make the parents of the CWSN aware of their child’s disability? Parents Q 2, Q 3, Q 4 N=10 <b>(To make the parents aware of their CWSN) N=16</b>	3 2	2 3	2 2	3 3	10 (100%) 10 (63%)
4	Do you help the parents to admit the CWSN in the school? Teacher Q 6 N=10	3 2	2 4	2 1	3 4	10 (100%) 11 ( 69%)

	<b>(Parents to admit the CWSN in the school) N=16</b>					
5	Do you provide the special help to CWSN to get necessary aids like books, stick, bicycle etc.? N=10 <b>(To get necessary aids and appliances)</b>	3	2	2	3	10 (100%)
6	Do you arrange to provide training and guidance programs for the teacher of the school having CWSN? HM Q 5 N=10 <b>(To arrange to provide training and guidance programs for the teacher of the school having CWSN) N=16</b>	3 3	2 4	2 4	3 4	10 (100%) 15 (94%)
7	Do you arrange the programs to aware the parents and society members regarding disabilities of CWSN and various facilities and benefits available to CWSN? N=10 <b>(To arrange the programs to aware the parents and society members)</b>	3	2	2	3	10 (100%)
8	Do you help the CWSN and their parents to get the benefits in kind and cash from the government and NGOs? Parents Q 8 N=10 <b>(To get the benefits in kind and Scholarship from the government and NGOs) N=16</b>	3 2	2 4	2 2	3 4	10 (100%) 12 (75%)
9	Do you prepare Reports of the following activities (Daily, Weekly, Monthly)? N=10 <b>(To prepare Reports of the activities)</b>	3	2	2	3	10 (100%)
10	Do you plan the scholastics and non-	3	2	2	3	10

	scholastics activities? Teacher Q 6 N=10 <b>(To plan the scholastics and non-scholastics activities)</b>	2	4	1	4	(100%) 11 (69%)
11	Do you maintain the Resource-room Register and the visit-book <b>(To maintain the Resource-room Register)</b>	3	2	2	3	10 (100% )
12	Do you take care of different aids & appliance of the resource-room? (Aids & appliance)N=10	3	2	2	3	10 (100% )
13	Do you explain the parents of the CWSN how to bring them up? Parents Q 5 N=10 <b>(To explain the parents of the CWSN how to bring them up) N=16</b>	3 1	2 1	2 2	3 2	10 (100% ) 6 (38% )
14	Do you make the parents aware of special traits of the CWSN? Parents Q 3 N=10 <b>(To make the parents aware of special traits of the CWSN) N=16</b>	3 2	2 3	2 2	3 2	10 (100% ) 9 (57% )
15	Do you try to make the parents of CWSN free from the traditions, wrong beliefs and superstitions about them? RTs programs N=10 <b>(CWSN free from the traditions, wrong beliefs)</b>	3	2	2	3	10 (100% )
16	Do you explain the orientation of mobility to CWSN? Teacher Q 10 N=10 <b>(To explain the orientation of mobility to CWSN) N=16</b>	3 3	0 2	2 1	0 0	5 (31% ) 6 (38 % )
17	Do you follow the instructions of the higher authorities? N=10 <b>(To follow the instructions)</b>	3	2	2	3	10 (100% )

18	Do you follow your action plan and the budget for CWSN? N=10 <b>(To follow action plan and the budget)</b>	3	2	2	3	10 (100% )
19	Do you try to make CWSN rehabitant? N=10 <b>(To try to make CWSN rehabitant)</b>	3	2	2	3	10 (100% )
20	Do you make the CWSN celebrate the special day? (like-Braille day, National Disability Day) N=10 <b>(To make the CWSN celebrate the special day)</b>	3	2	2	3	10 (100%)

Table- 3.20 shows that all the RTs responded that the RTs performed their roles 100% except in Sr.No. 16, however the supports were of the opinion that most of the RTs did not performed their role of making parents aware of their CWSN's disability, helping the parents for their CWSN in the school, benefits available to CWSN, planning the scholastic and non-scholastic activities, bringing CWSN up, making parents aware of special traits of CWSN and explaining the orientation of mobility.

#### **3.2.4.0 The special training provided by the RTs to the teachers of the school having CWSN.**

##### **3.2.4.1. No. of CWSN in regular teachers' classes and Training received by the regular teachers.**

A special training programme is organized once at District Level and once at State Level in a year for the regular teachers. To collected data of training received by the regular teachers, a questionnaire T- 4/1 (Appendix-I) was developed by the team of investigators and Q-2 was set to know the frequency of different training programmes. Using the Q-2 of the tool, the FIs collected information from the regular teachers, which was condensed, tabulated and presented in Table-3.21. The digit in each cell of Table-3.21. shows Frequency of training.

Table-3.21 The training received by the regular teachers

BLOCKS	Frequency of training						
	OH	MR	VI	HI	CP	MD	Total
PALANPUR	0	1	1	0	0	0	2

<b>DEESA</b>	0	1	1	0	0	0	<b>2</b>
<b>DANTA</b>	2	3	0	0	0	0	<b>5</b>
<b>THARAD</b>	1	1	0	1	0	0	<b>3</b>
<b>TOTAL</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>12</b>

It is clearly seen in Table-3.21 that the frequency of the training programmes attended by the regular teachers of Danta were maximum (5) and those of Palanpur and Deesa were minimum two.

### 3.2.5.0 The benefits accrued by the beneficiaries of IED programs.

To study the administrative role of the RTs in terms of benefits accrued by the beneficiaries of IED programs, an interview schedule T-5 (Appendix-I) was developed by the team of investigators. Using the tool, the FIs collected the responses from the CWSN in the school. A list of the benefits accrued by CWSN (Appendix-III) was made and the frequency of beneficiaries was done. The collected data was condensed, tabulated and presented in table -3.22. Digit in each cell shows frequency of the beneficiaries who accrued the benefits.

Table-3.22 Names of benefits and No. of beneficiaries of IED programs

<b>Sr.No</b>	<b>BLOCKS NO. OF CWSN BENEFITS</b>	<b>PALANPUR N=4</b>	<b>DEESA N=4</b>	<b>DANTA N=4</b>	<b>THARAD N=4</b>	<b>TOTAL N=16</b>
<b>1.</b>	Scholarship	0	1	3	4	<b>08</b>
<b>2.</b>	IED kits	4	4	4	4	<b>16</b>
<b>3.</b>	Transport allowance	0	0	0	1	<b>01</b>
<b>4.</b>	Escort allowance	<b>0</b>	<b>0</b>	<b>0</b>	0	<b>00</b>
<b>5.</b>	Therapeutic allowance	0	0	0	<b>0</b>	<b>00</b>
<b>6.</b>	Calipers	0	0	0	0	<b>00</b>
<b>7.</b>	Wheel chair	0	0	1	1	<b>02</b>
<b>8.</b>	Ear phone	1	<b>0</b>	0	0	<b>01</b>
<b>9.</b>	Spectacles	0	0	<b>0</b>	<b>0</b>	<b>00</b>
<b>10.</b>	Shoes	0	0	0	0	<b>00</b>
<b>TOTAL</b>		<b>5</b>	<b>5</b>	<b>8</b>	<b>10</b>	<b>28</b>

Table 3.22 reveals that the RTs could provide benefits to 28 CWSN. The benefits mostly they accrued were scholarship and IED kits. That Means RTs did not help the CWSN to get more benefits. It was also clearly seen that maximum 10 beneficiaries of Tharad and minimum five of beneficiaries Palanpur accrued that benefits.



### 3.2.6.0 People's awareness programs for CWSN organized by the RTs.

#### 3.2.6.1 Making people aware of the disabilities for the CWSN.

To study the above role of the RTs, Q-2 was set in an information schedule T – 6 (Appendix –I) was developed by the team of Investigators. Using Q-2 of the tools the FI collected the data of programme organized. '1' is put in each cell of the table for awareness of the programme.

Table-3.23 People's awareness programmes for the CWSN

Sr. No.	BLOCKS ACTIVITIES	PALANPUR	DEESA	DANTA	THARAD	TOTAL
1	Prayer	1	1	1	1	4
2	Bhajan	0	1	1	1	3
3	Prabhat Rally	0	0	1	1	2
4	Film Prog	1	0	1	1	3
5	Advertisement	0	0	1	0	1
6	Hordings	0	0	1	0	1
7	Procession	0	1	0	0	1
8	Drama	1	1	1	0	3
9	Bhavai	0	0	0	0	0
10	Other	0	0	0	0	0
<b>TOTAL</b>		<b>3</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>18</b>

Table-3.23 shows that all the 10 RTs organized 18 programmes. RTs of Danta organized maximum (seven) programmes, Those of Deesa and Tharad organized four programmes each and those of Palanpur organized minimum three programmes.

#### 3.2.6.2 RTs role to identify CWSN in the context of different stake holders

To study the administrative roles of the RTs in term of identifying CWSN in context of different stake holders of the area, Q-3 in an information schedule-T-6 (Appendix-I) was developed by the team of investigators. Using Q-3 of the tool, the FIs collected the no. of stakeholders listed in the table. The collected data was condensed, tabulated and presented in table 3.24. Digit in each cell shows the no. of the stake holders the RTs' contacted.

Table3.24 RTs roles to identify CWSN in the context of different stake holders

Sr. No.	<div> <div>BLOCKS</div> <div> <div>NO. OF INDENTIFIED CWSN</div> <div>NO. OF STAKE HOLDERS</div> </div> </div>	PALANPUR N=38	DEESA N=40	DANTA N=39	THARAD N=27	TOTAL N=144
1	president / Talati/ Serpanch	5	3	3	2	13
2	Gram Vikas Adhikari	1	0	0	0	1
3	Specialist doctors / the civil surgeon	3	2	2	2	9
4	Politicians / and Post man	1	0	2	0	3
5	School Teachers	3	1	2	1	7
6	Religious leaders	0	0	1	0	1
7	The rich / Judge/ advocate	1	1	0	0	2
8	Social leaders / and institution	3	1	2	1	7
9	bus drivers / conductors / Shop-keepers / Businessman	2	2	3	2	9
10	Previous CWSN	2	1	1	1	5
11	NGO's	2	1	1	1	5
	<b>TOTAL</b>	<b>23</b>	<b>12</b>	<b>17</b>	<b>10</b>	<b>62</b>

Table 3.24 shows that the RTs of district contacted totally 62 stake holders and identified 144 CWSN of their area.

### 3.1.7.0 Parents opinion about RTs' home visit

To study the administrative roles of the RTs in terms of their visits to CWSN's home to make their parents aware of their children's development, progress, personal help and benefits. An interview schedule T-7 (Appendix-I) was developed by the team of investigators. Using the tool, the FIs collected the data. Then it was condensed, tabulated and presented in table 3.25. Digit in each cell shows the no. of parents responses collected in 'Yes' / 'No'. Frequency of responses is shown in each cell of the table

Table-3.25 Parents' opinion about the RT's home visit

Sr. No.	BLOCKS NO. OF PARENTS QUESTIONS	PALANPUR 4	DEESA 4	DANTA 4	THARAD 4	TOTAL N=16
1	Does the RT regularly visit you at your home for your children? N=16	2	4	2	4	12 (75%)
2	Does the RT guide your child for self-learning at home? N=16	2	3	1	4	10 (63%)
3	Does the RT discuss with	2	3	2	2	9

	your family members about the behavior of your child? N=16					(57%)
4	Does the RT make you aware of your child's performance? N=16	2	2	2	4	10 (63%)
5	Does the RT discuss with you about the special problem of your child? N=16	1	1	2	2	6 (38%)
6	Does the RT regularly take your child and you to resources room? N=16	1	4	1	4	10 (63%)
7	Does the RT pay your TA and refreshment when he takes you to the resources-room? N=16	2	4	0	4	10 (63%)
8	Does the RT helps you to get special benefits provided by Government & NGOs? N=16	2	4	2	4	12 (75%)
9	Does the RT take your child to the different places for tours/camps/picnics? N=16	1	3	0	2	6 (38%)
10	Does the RT arrange the programs to make you aware of different benefits and schemes? N=16	1	4	2	4	11 (69%)

Table 3.25 indicates that the parents were of the opinion that all the RTs did not perform their all expected roles to their satisfaction.

### 3.1.8.0 To study the work of the regular teachers through CWSN class room observation

To Observe CWSN class room, observation schedule 8 (Appendix-I) was developed and use by the FIs to make the note. FIs observe the use of aids and appliances with relevant qualities in the class room, Teacher' Behavior, Teaching Method, Sitting Arrangement and Motivation of the Teachers to CWSN observation is mark (√) against each scale point.

Table-3.26 Observation of CWSNs' classroom

Sr.no.	BLOCKS QUESTIONS	Palanpur	Deesa	Danta	Tharad	TOTAL
Teaching . Aids	Existing	0	2	0	3	5
	Working	0	2	0	3	5

	<b>condition</b>					
	<b>Used</b>	0	2	0	3	<b>5</b>
<b>Behavior of the Teacher</b>	<b>Good</b>	√	√	√	√	<b>4</b>
	<b>Medium</b>	0	0	0	0	<b>0</b>
	<b>Poor</b>	0	0	0	0	<b>0</b>
<b>Teaching method</b>	<b>Tr. Oriented</b>	0	√	0	√	<b>2</b>
	<b>Ss. Oriented</b>	0	0	0	0	<b>0</b>
	<b>Mixed</b>	√	0	√	0	<b>2</b>
<b>Sitting arrangement</b>	<b>Good</b>	√	√	√	√	<b>4</b>
	<b>Medium</b>	0	0	0	0	<b>0</b>
	<b>Poor</b>	0	0	0	0	<b>0</b>
<b>Motivation</b>	<b>High</b>	√	√	√	√	<b>4</b>
	<b>Moderate</b>	0	0	0	0	<b>0</b>
	<b>Low</b>	0	0	0	0	<b>0</b>

It is shows in Table-3.26 that in Deesa- two and in Tharad three aids were existing and all were in use; But in Palanpur and Danta no one aid existed.

So far behavior of the teachers is concerned, all were good. So far teaching methods were concerned, two were using teacher oriented method and two were using mixed methods.

Sitting arrangement was good in all the blocks. Students were highly motivated in all the blocks of the district.

All the observations shows that the RTs did not perform their roles of training the teachers to use aids and appliances and to apply student oriented methods of teaching.

### 3.3.0.0 Bhavnagar

#### 3.3.1.0 The academic and professional development of the RTs.

##### 3.3.1.1 RTs' academic qualifications

To collect the data regarding the RTS academic qualifications, Question-3 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using Question-3 of the tool, the FIs collected information from the RTs, which was condensed, Tabulated and presented in Table-3.27. The digit in each cell shows no. of RTs who were qualified for the degree. RT's minimum required qualification was graduation.

Table-3.27 RT's academic qualifications

BLOCKS	Before Joining the Service				During the service	
	HSC.	Graduation	PG	Total RTs	Graduation	PG
<b>BHAVNAGAR</b>	0	1	1	2	0	0
<b>TALAJA</b>	0	3	0	3	0	2
<b>MAHUVA</b>	0	2	0	2	0	1
<b>PALITANA</b>	0	1	2	3	0	1
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>3</b>	<b>10</b>	<b>0</b>	<b>4</b>

Table 3.27 shows that when the RTs were contacted for data collection, they were with the following qualification. Graduates 7, Post graduates 3. It clearly shows that 10 RTs were with required qualifications (Graduation).

##### 3.3.1.2 RTs' professional development

To collect the data regarding the RTS professional development, Question-4 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-4 of the tool, the FIs collected information from the RTs. Then it was condensed, tabulated and presented in Table-3.28. The digit in each cell shows no. of RTs who were qualified with the degree. RT's minimum required qualification was Special Diploma in any area. Here professional development means improvement in Special professional qualification such as special B.Ed. / M. Ed. course. The detailed staff profile of the RTs is in Appendix – II

Table-3.28 RTs professional development

BLOCKS	Before Joining the Service				During the service	
	Sp. Diploma	Sp. B.Ed.	SP. PG	Total	Sp. B.Ed.	SP. PG
<b>BHAVNAGAR</b>	2	0	0	2	0	0
<b>TALAJA</b>	3	0	0	3	0	0
<b>MAHUVA</b>	2	0	0	2	0	0
<b>PALITANA</b>	1	1	1	3	1	1
<b>TOTAL</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>1</b>

Table 3.28 shows that when RTs were contact by the FIs for data collection, they were with following qualification. Sp.Diploma 8, Sp. B.Ed 1 and SP. PG 1. It clearly shows that 10 RTs had required qualification.

### 3.3.1.3 Special training received by the RTs

Every year one training programme is organized at district level and one training programme at state level according to state OIC IED. To study about training received by the RTs at different level in different programs. Question-5 of an information schedule-T-1 (Appendix-I) was set to get the frequency of the RTs who received the training by the team of Investigators. Using the Question-5 of the tool, the FIs collected data by the RTs, which was condensed, tabulated and presented in Table-3.29. The digit in each cell shows the frequency of the training programs the RTs received.

Table-3.29 Special training received by the RT

BLOCKS	District Level			State Level			National Level			Total
	Seminar	Workshop	Module writing workshop	Seminar	Workshop	Module writing workshop	Seminar	Workshop	Module writing workshop	
<b>BHAVNAGAR</b>	1	1	1	0	1	0	1	0	0	<b>05</b>
<b>TALAJA</b>	0	0	0	0	5	0	0	1	0	<b>06</b>
<b>MAHUVA</b>	0	0	0	0	0	0	0	0	0	<b>00</b>
<b>PALITANA</b>	1	1	1	0	1	0	0	0	0	<b>04</b>
<b>TOTAL</b>	<b>02</b>	<b>02</b>	<b>02</b>	<b>00</b>	<b>07</b>	<b>00</b>	<b>01</b>	<b>01</b>	<b>00</b>	<b>15</b>
<b>TOTAL</b>	<b>6</b>			<b>7</b>			<b>2</b>			<b>15</b>

Table-3.29 shows that in Bhavnagar, all RTs participated in six programs at district level and seven programs at state level and two at national level. Mostly they participated workshop. The RTs of Mahuva did not receive any training.

#### 3.3.1.4. RTs' work as a resource person

To study about RTs' work as a resource person at different level in different programs, Question-6 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-6 of the tool, the FIs collected data from the RTs, which was condensed, tabulated and presented in Table-3.30. The digit in each cell shows the frequency of the training programs.

Table-3.30 RTs' work as a resource person

BLOCKS	District level			State level			Total
	Seminar	Workshop	Module writing workshop	Seminar	Workshop	Module writing workshop	
BHAVNAGAR	6	0	0	0	0	0	09
TALAJA	3	2	0	0	0	0	05
MAHUVA	0	0	0	0	0	0	00
PALITANA	0	1	1	0	0	0	02
TOTAL	9	3	1	0	0	0	13

Table-3.30 clearly indicates that in the District, 10 RTs worked as an RP for nine times in seminar, three times in workshops and once in module writing workshop at district level. No one worked as an RP at state or national level. RTs of Mahuva did not work as an RP.

#### 3.3.1.5 Production of learning material by RTs for CWSN

To study about RTs' production of the material by the RTs for CWSN in different form, Question-7 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-7 of the tool, the FIs collected data from the RTs, which condensed, tabulated and presented in Table-3.31. The digit in each cell shows the frequency of the items of the materials.

Table-3.31 RT s' material Production for CWSN

BLOCKS	Materials produced						Total
	TLM	Books	Articles	New Technique of Teaching	Action Research	Research Work	
BHAVNAGAR	1	0	1	1	0	0	03

<b>TALAJA</b>	3	0	0	0	0	0	<b>03</b>
<b>MAHUVA</b>	20	0	3	5	1	0	<b>29</b>
<b>PALITANA</b>	33	0	0	0	0	0	<b>33</b>
<b>TOTAL</b>	<b>57</b>	<b>00</b>	<b>04</b>	<b>06</b>	<b>01</b>	<b>0</b>	<b>68</b>

Table-3.31 shows that in the District, 10 RTs created 57 TLMs, Four Articles, six New Technique of Teaching and one action research. The RTs of Mahuva and Palitana prepared 29 and 33 respectively, but the RTs of Bhavnagar and Talaja prepared only three each. This indicates that the RTs of Bhavnagar and Mahuva did not perform their expected role of producing materials.

### 3.3.2.0 The academic role of the RTs.

To study the academic roles of the RTs, a questionnaire T-2(Appendix-I) was developed by the team of the investigators. Using the tool, FIs collected the responses from the RTs in 'Yes' or 'No'.

RTs selected for responses block wise were 2, 3, 2, 3 respectively from Bhavnagar, Talaja, Mahuva and Palitana. The supporting elements like parents, teachers, and head masters were selected 16, 16 & 16 as respondents. The collected data was condensed, tabulated and presented in Table 3.32.

In each cell, upper figure stands for the RTs' responses and lower figure stands for the responses of the respondents. Under each questions, role is mentioned in bold text.

Table-3.32 the academic role of the RTs

<b>Sr. No</b>	<b>BLOCKS NO. OF RTS QUESTIONS</b>	<b>BHAVNAGAR 2</b>	<b>TALAJA 3</b>	<b>MAHUVA 2</b>	<b>PALITANA 3</b>	<b>TOTAL N=10</b>
1	Do you make home to home visit in each term to identify CWSN? N = 10 <b>Parents (Q 1) (To make home to home visit) N = 16</b>	2 4	3 4	2 3	1 0	8 (80%) 11 (69%)
2	Do you advice the teacher to make convenient sitting arrangement for the CWSN in the class-room? N = 10 <b>Teacher Q 4 (Convenient sitting arrangement)N = 16</b>	2 3	3 2	2 3	3 2	10 (100%) 10 (63%)



3	Do you prepare an individual programme for each CWSN? N = 10 ( <b>To prepare an individual programme</b> ) N = 16	2	3	2	3	10 (100%)
4	Do you try to enrich CWSN's vocabulary and knowledge of language? Teacher Q 5 N = 10 ( <b>To try to enrich CWSN's vocabulary and knowledge of language</b> ) N = 16	2 3	3 1	2 1	3 2	10 (100%) 7 (44%)
5	Do you try to teach CWSN the hard-spots yourself? N = 10 ( <b>To try to teach CWSN the hard-spots</b> ) N = 16	2	3	2	3	10 (100%)
6	Do you try to make CWSN understand the importance of sense organs in the cognitive development? Parents (Q 2 N = 10 ( <b>To try to make CWSN understand the importance of sense organs</b> ) N = 16	2 4	3 4	2 4	3 0	10 (100%) 12 (75%)
7	Do you help the CWSN to perform their day to day activities independently? Parents (Q 2 N = 10 ( <b>Day to day activities</b> ) N = 16	2 4	3 4	2 4	3 0	10 (100%) 12 (75%)
8	Do you make the CWSN aware of the Geographical environment of their village / town / city and the path of school to Home? N = 10 Teacher Q 10 ( <b>To Geographical environment</b> ) N = 16	2 3	3 2	2 1	3 2	10 (100%) 8 (50%)
9	Do you take CWSN to the resource-room to teach the hard spots? Q 6 N = 10 ( <b>To teach the hard spots</b> ) N = 16	2 4	3 4	2 2	3 2	10 (100%) 12 (75%)
10	Do you try to teach CWSN the uses of aids and appliance according to their need in the resource room? Teacher Q 7 N = 10 ( <b>The uses of aids and appliance at resource-room</b> ) N = 16	2 2	3 1	2 0	3 1	10 (100%) 4 (25%)

It is clearly seen from the table 3.32 that the RTs responded that they performed their roles 100%, however the supporters were of the opinion that the Rts did not perform their roles mentioned in Table – 3.32 (Sr.No.1,2,4 ,6,7,8,9,10) to their satisfaction.

### 3.3.3.0 The administrative roles of the RTs.

To study the administrative roles of the RTs, a questionnaire T-3(Appendix-I) was developed by the team of the investigators. Using the tool , FIs collected the responses from the RTs in ‘Yes’ or ‘No’.

RTs selected for responses block wise were 2, 3, 2, 3 respectively from Bhavnagar, Talaja, Mahuva and Palitana.

The supporting elements like parents, teachers and head masters were selected 16, 16 &16 as respondents. The collected data was condensed, tabulated and presented in Table 3.33

In each cell, upper figure stands for the RTs’ responses and lower figure stands for the responses of the respondents.

Table-3.33 the administrative role of the RTs

Sr. No.	BLOCKS NO. OF RTS QUESTIONS ⇓	BHAVNAGAR 2	TALAJA 3	MAHUVA 2	PALITANA 3	TOTAL N=10
1	Do you help CWSN to get their disability certificate from a Doctor / civil surgeon? N=10 <b>(Disability certificate from a Doctor / civil surgeon)</b>	2	2	2	3	9 (90%)
2	Do you prepare the profile of the CWSN with the photo? N=10 <b>(To prepare the profile)</b>	2	3	2	3	10 (100%)
3	Do you make the parents of the CWSN aware of their child’s disability? Parents Q 2, Q 3, Q 4 N=10 <b>(To make the parents aware of their CWSN) N=16</b>	2 3	3 4	2 4	3 0	10 11 (100%) (69 %)
4	Do you help the parents to admit the CWSN in the school? Teacher Q 6	2 1	3 2	2 0	3 2	10 5 (100%)

	N=10 <b>(Parents to admit the CWSN in the school)</b> N=16					(31 %)
5	Do you provide the special help to CWSN to get necessary aids like books, stick, bicycle etc.? N=10 <b>(To get necessary aids and appliances)</b>	2	3	2	3	10 (100%)
6	Do you arrange to provide training and guidance programs for the teacher of the school having CWSN? HM Q 5 N=10 <b>(To arrange to provide training and guidance programs for the teacher of the school having CWSN) N=16</b>	0 4	1 4	2 4	3 3	6 (60%) 15 (94 %)
7	Do you arrange the programs to aware the parents and society members regarding disabilities of CWSN and various facilities and benefits available to CWSN? N=10 <b>(To arrange the programs to aware the parents and society members)</b>	1	1	2	3	7 (70%)
8	Do you help the CWSN and their parents to get the benefits in kind and cash from the government and NGOs? Parents Q 8 N=10 <b>(To get the benefits in kind and Scholarship from the government and NGOs)</b> N=16	3 4	2 4	2 4	3 3	10 (100%) 15 (94%)
9	Do you prepare Reports of the following activities (Daily, Weekly, Monthly)? N=10 <b>(To prepare Reports of the activities)</b>	2	3	2	3	10 (100%)

10	Do you plan the scholastics and non-scholastics activities? Teacher Q 6 N=10 <b>(To plan the scholastics and non-scholastics activities) N= 16</b>	2 1	3 2	2 0	3 2	10 (100%) 5 (31 %)
11	Do you maintain the Resource-room Register and the visit-book <b>(To maintain the Resource-room Register)</b>	2	3	2	3	10 (100%)
12	Do you take care of different aids & appliance of the resource-room? (Aids & appliance)N=10	2	3	2	3	10 (100%)
13	Do you explain the parents of the CWSN how to bring them up? Parents Q 5 N=10 <b>(To explain the parents of the CWSN how to bring them up) N=16</b>	2 3	3 4	2 4	3 0	10 (100%) 11 (69 %)
14	Do you make the parents aware of special traits of the CWSN? Parents Q 3 N=10 <b>(To make the parents aware of special traits of the CWSN) N=16</b>	2 2	3 3	2 4	3 0	10 (100%) 9 (57 %)
15	Do you try to make the parents of CWSN free from the traditions, wrong beliefs and superstitions about them? RTs programs T N=10 <b>(CWSN free from the traditions, wrong beliefs)</b>	2	3	2	3	10 (100%)
16	Do you explain the orientation of mobility to CWSN? Teacher Q 10 N=10 <b>(To explain the orientation of mobility to CWSN) N=16</b>	1 3	1 2	2 1	3 2	7 (70%) 8 (50%)
17	Do you follow the instructions of the higher authorities? N=10	2	3	2	3	10 (100%)

	<b>(To follow the instructions)</b>					
18	Do you follow your action plan and the budget for CWSN? N=10 <b>(To follow action plan and the budget)</b>	2	3	2	3	10 (100%)
19	Do you try to make CWSN rehabitant? N=10 <b>(To try to make CWSN rehabitant)</b>	1	1	2	2	6 (60%)
20	Do you make the CWSN celebrate the special day? (like-Braille day, National Disability Day) N=10 <b>(To make the CWSN celebrate the special day)</b>	2	3	2	3	10 (100%)

It is seen from the table 3.33 that all the RTs responded that they performed their roles 100%, however the supporters were of the opinion that the RTs did not perform their roles to their satisfaction. The roles were regarding parents' CWSN, to make parents aware of the disability of their child, to help for admission in the schools, to plan scholastic and non-scholastic activities, how to bring CWSN, to make parents aware of CWSN's traits and to explain CWSN orientation of mobility.

#### **3.3.4.0 The special training provided by the RTs to the teachers of the school having CWSN.**

A special training programme is organized once at District Level and once at State Level in a year for the regular teachers. To collected data of training received by the regular teachers, a questionnaire T- 4/1 (Appendix-I) was developed by the team of investigators and Q-2 was set to know the frequency of different training programmes. Using the Q-2 of the tool, the FIs collected information from the regular teachers, which was condensed, tabulated and presented in Table-3.34. The digit in each cell of Table-3.34. shows Frequency of training.

### 3.3.4.1 No. of CWSN in the regular teachers classes and training received by the regular teachers

Table-3.34 the training received by the Regular Teachers

BLOCKS	Frequency of training						Total
	OH	MR	VI	HI	CP	MD	
<b>BHAVNAGAR</b>	1	0	0	0	0	0	<b>01</b>
<b>TALAJA</b>	0	0	0	0	0	0	<b>00</b>
<b>MAHUVA</b>	1	3	3	3	1	0	<b>11</b>
<b>PALITANA</b>	1	1	1	1	1	0	<b>5</b>
<b>TOTAL</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>17</b>

It is clearly seen in Table 3.34 that the frequency of the training programmes attended by the regular teachers of Mahuva and Palitana were 11 and Five respectively, however those of Bhavnagar and Talaja were one and zero respectively.

### 3.3.5.0 The benefits accrued by the beneficiaries of IED programs.

To study the administrative roles of the RTs in terms of benefits accrued by the beneficiaries of IED programs, an interview schedule T-5 (Appendix-I) was developed by the team of investigators. Using the tool, the FIs collected the responses from the CWSN in the school. A list of the benefits accrued by CWSN (Appendix-III) was made and the frequency of beneficiaries was done. The collected data was condensed, tabulated and presented in table -3.35. Digit in each cell shows the number of the beneficiaries who accrued the benefits.

Table-3.35 Names of benefits and No. of beneficiaries of IED programs

Sr. No.	BLOCKS NO. OF CWSN BENEFITS	BHAVNAGAR N=4	TALAJA N=4	MAHUVA N=4	PALITANA N=4	TOTAL N=16
1.	Scholarship	3	3	0	0	06
2.	IED kits	4	3	4	4	15
3.	Transport allowance	1	0	0	0	01
4.	Escort allowance	0	1	0	0	01
5.	Therapeutic allowance	0	0	0	0	00
6.	Calipers	0	0	0	0	00
7.	Wheel chair	0	0	0	1	01
8.	Ear phone	0	0	0	0	00
9.	Spectacles	0	0	0	0	00
10.	Shoes	0	0	0	0	00
<b>TOTAL</b>		<b>8</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>24</b>

Table 3.35 reveals that the RTs could provide 24 CWSN. The benefits mostly they accrued were scholarship & IED kits. The remaining were either one or zero that means RTs did not help CWSN for the benefits.

It was also clearly seen that maximum eight beneficiaries of Talaja and minimum 4 of beneficiaries of Mahuva accrued the benefits.

### **3.1.6.0 People's awareness programs for CWSN organized by the RTs.**

#### **3.1.6.1 Making people aware of the disabilities for the CWSN.**

To study the above role of the RTs, Q-2 was set in an information schedule T – 6 (Appendix –I) was developed by the team of Investigators. Using Q-2 of the tools the FI collected the data of programme organized. Digit '1' in each cell shows that the mentioned programme was organized in the area.

Table-3.36 People's awareness programmes for the CWSN

<b>Sr. No.</b>	<b>BLOCKS ACTIVITIES</b>	<b>BHAVNAGAR</b>	<b>TALAJA</b>	<b>MAHUVA</b>	<b>PALITANA</b>	<b>TOTAL</b>
1	<b>Prayer</b>	0	1	0	0	<b>1</b>
2	<b>Bhajan</b>	0	0	0	0	<b>0</b>
3	<b>Prabhat Rally</b>	0	0	0	0	<b>0</b>
4	<b>Film Prog</b>	0	0	0	0	<b>0</b>
5	<b>Advertisement</b>	0	0	0	0	<b>0</b>
6	<b>Hordings</b>	0	0	0	0	<b>0</b>
7	<b>Procession</b>	0	0	0	0	<b>0</b>
8	<b>Drama</b>	0	0	0	0	<b>0</b>
9	<b>Bhavai</b>	0	0	0	0	<b>0</b>
10	<b>Other</b>	0	0	0	0	<b>0</b>
	<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

Table-3.36 shows that only one programme was organized. That means all the RTs of the district did little to make people aware of CWSN.

#### **3.3.6.2 RTs' roles to identify CWSN in the context of different stake holders**

To study the administrative roles of the RTs in term of identifying CWSN in context of different stake holders of the area, Q-3 in an information schedule-T-6 (Appendix-I) was developed by the team of investigators. Using Q-3 of the tool, the FIs collected the no. of stake holders listed in the table. The collected data was condensed, tabulated and presented in table 3.37. Digit in each cell shows the no. of the stake holder the RTs' contacted.

Table3.37 RTs role to identify CWSN in the context of different stake holders

Sr. No.	BLOCKS NO. OF IDENTIFIED CWSN NO. OF STAKE HOLDERS	BHAVNAGAR N=27	TALAJA N=17	MAHUVA N=22	PALITANA N=26	TOTAL N=92
1	President / Talati/ Serpanch	1	2	3	3	9
2	Gram Vikas Adhikari	0	0	2	0	2
3	Specialist doctors / the civil surgeon	1	0	3	0	4
4	Politicians / and Post man	0	0	0	0	0
5	School Teachers	2	2	3	3	10
6	Religious leaders	1	0	0	0	1
7	The rich / Judge/ advocate	0	1	0	0	1
8	Social leaders / and institution	0	2	0	0	2
9	bus drivers / conductors / Shop-keepers / Businessman	5	3	0	1	9
10	Previous CWSN	1	0	0	0	1
11	NGO's	2	3	0	2	7
	<b>TOTAL NO. OF STAKEHOLDER</b>	<b>13</b>	<b>13</b>	<b>11</b>	<b>9</b>	<b>46</b>

Table 3.37 shows that RTs of Bhavnagar and Talaja contacted maximum (13) stake holders each; those of Mahuva contacted 11 stake holders while those of Palitana contacted nine stake holders (the minimum number) in all the blocks to identify the CWSN. That means the RTs could have contacted more stake holders for identifying CWSN.

### 3.3.7.0 Parents' opinion about RTs' home visit

To study the administrative roles of the RTs in terms of their visits to CWSN's home to make their parents aware of their children's development, progress, personal help and benefits, An interview schedule T-7 (Appendix-I) was developed by the team of investigators. Using the tool, the FIs collected the data. Then it was condensed, tabulated and presented in table 3.38. Digit in each cell shows the no. of parents responses collected in 'Yes' or 'No'. Frequency of responses is shown in each cell of the table.



Table-3.38 Parents' opinion about the RT's home visit

Sr. No.	BLOCKS NO. OF PARENTS QUESTIONS	BHAVNAGAR 4	TALAJA 4	MAHUVA 4	PALITANA 4	TOTAL N=16
1	Does the RT regularly visit you at your home for your children? <b>N=16</b>	4	4	3	0	11 (69 %)
2	Does the RT guide your child for self-learning at home? <b>N=16</b>	4	4	4	0	12 (75 %)
3	Does the RT discuss with your family members about the behavior of your child? <b>N=16</b>	2	3	4	0	9 (57 %)
4	Does the RT make you aware of your child's performance? <b>N=16</b>	4	4	3	0	11 (69 %)
5	Does the RT discuss with you about the special problem of your child? <b>N=16</b>	3	4	4	0	11 (69 %)
6	Does the RT regularly take your child and you to resources room? <b>N=16</b>	3	2	4	1	10 (63 %)
7	Does the RT pay your TA and refreshment when he takes you to the resources-room? <b>N=16</b>	3	2	4	1	10 (63 %)
8	Does the RT helps you to get special benefits provided by Government & NGOs? <b>N=16</b>	4	4	4	3	15 (94 %)
9	Does the RT take your child to the different places for tours/camps/picnics? <b>N=16</b>	3	3	4	2	12 (75 %)
10	Does the RT arrange the programmes to make you aware of different benefits and schemes? <b>N=16</b>	4	4	4	2	14 (88 %)

Table 3.38 indicates that the parents supporters were of the opinion that all the RTs did not perform their all expected roles to their satisfaction except helping CWSN to get benefits and arranging the programmes to make parents aware of different benefits.

### 3.3.8.0 To study the work of the regular teachers through CWSN class room observation

To observe CWSN class room, observation schedule 8 (Appendix-I) was developed and used by the FIs to make the note. FIs observed the use of aids and appliances with relevant qualities in the class room, Teacher' Behavior, Teaching Method, Sitting Arrangement and Motivation of the Teachers to CWSN observation is marked with (√) against each scale point.

Table-3.39 Observation of CWSN's classroom

<b>BLOCKS SCALE OBSERVATION</b>		<b>BHAVNAGAR</b>	<b>TALAJA</b>	<b>MAHUVA</b>	<b>PALITANA</b>	<b>TOTAL</b>
<b>Teaching . Aids</b>	<b>Existing</b>	2	2	0	0	<b>4</b>
	<b>Working Condition</b>	2	2	0	0	<b>4</b>
	<b>Used</b>	2	2	0	0	<b>4</b>
<b>Behavior of the Teacher</b>	<b>Good</b>	√	√	√	0	<b>3</b>
	<b>Medium</b>	0	0	0	√	<b>1</b>
	<b>Poor</b>	0	0	0	0	<b>0</b>
<b>Teaching method</b>	<b>Tr. Oriented</b>	√	√	0	√	<b>3</b>
	<b>Ss. Oriented</b>	0	0	√	0	<b>1</b>
	<b>Mixed</b>	0	0	0	0	<b>0</b>
<b>Sitting arrangement</b>	<b>Good</b>	√	√	√	√	<b>4</b>
	<b>Medium</b>	0	0	0	0	<b>0</b>
	<b>Poor</b>	0	0	0	0	<b>0</b>
<b>Motivation</b>	<b>High</b>	√	√	√	√	<b>4</b>
	<b>Moderate</b>	0	0	0	0	<b>0</b>
	<b>Low</b>	0	0	0	0	<b>0</b>

It is seen in Table-3.39 that in Bhavnagar two aids were existing and both were in use; in Talaja two existed and both were in use; but in Mahuva and Palitana no aid was exiting.

So far behavior of the teacher is concerned, three teachers were good and one was medium.

Three teachers were found using teacher oriented method and one teacher was found using Ss. Oriented method.

Sitting arrangement was good in all the blocks.

All the teachers were highly motivating the CWSN.

All these observations shows that RTs training of teachers did not perform their roles of providing aids and appliances and of applying student oriented methods.

### 3.4.0.0 Junagadha

#### 3.4.1.0 The academic and professional development of the RTs’.

##### 3.4.1.1 RTs’ academic qualifications

To collect the data regarding the RTs academic qualifications, Question-3 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using Question-3 of the tool, the FIs collected information from the RTs, which was condensed, tabulated and presented in Table-3.40 The digit in each cell shows no. of RTs who were qualified for the degree. RT’s minimum required qualification was graduation.

Table-3.40 RT’s Academic Qualifications

BLOCKS	Before Joining the Service				During the Service	
	HSC.	Graduation	PG	Total RTs	Graduation	PG
<b>JUNAGADHA</b>	0	2	0	2	0	0
<b>UNA</b>	1	2	0	3	1	1
<b>VERAVAL</b>	0	3	0	3	0	0
<b>KESHOD</b>	1	1	0	2	1	0
<b>TOTAL</b>	<b>2</b>	<b>8</b>	<b>0</b>	<b>10</b>	<b>2</b>	<b>1</b>

Table 3.40 shows that when the RTs were contacted for data collection, they were with the following qualification. HSc. 2, Graduates 8. It clearly shows that 10 RTs were with required qualifications (Graduation).

##### 3.4.1.2 RTs’ professional development

To collect the data regarding the RTs professional development, Question-4 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-4 of the tool, the FIs collected information from the RTs. Then it was condensed, tabulated and presented in Table-3.41. The digit in each cell shows the frequency of the RTs who were qualified with the degree. RT’s minimum required qualification was Special Diploma in any area.

Here professional development means improvement in Special professional qualification such as special B.Ed. / M. Ed. Course. The detail of the staff profile of the RTs is in Appendix – II.

Table-3.41 RTs' professional development

BLOCKS	Before Joining the Service				During the service	
	Sp. Diploma	Sp. B.Ed.	SP. PG	Total	Sp. B.Ed.	SP. PG
<b>JUNAGADHA</b>	2	0	0	2	0	0
<b>UNA</b>	2	1	0	3	0	0
<b>VERAVAL</b>	2	1	0	3	0	0
<b>KESHOD</b>	2	0	0	2	0	0
<b>TOTAL</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>

Table 3.41 shows that when RTs were contact by the FIs for data collection, they were with following qualification. Sp.Diploma 8 , Sp. B.Ed 2, It clearly shows that 10 RTs had required qualification.

### 3.4.1.3 Special training received by the RTs

Every year one training programme is organized at district level and one training programme at state level according to state OIC IED in year 2010-11. To study about training received by the RTs at different level in different programs. Question-5 of an information schedule-T-1 (Appendix-I) was set to get the frequency of the RTs who received the training by the team of Investigators. Using the Question-5 of the tool, the FIs collected data by the RTs, which was condensed, tabulated and presented in Table-3.42. The digit in each cell shows the frequency of the training programs the RTs received.

Table-3.42 Special training received by the RT

BLOCKS	District Level			State Level			Total
	Seminar	Workshop	Module workshop	Seminar	Workshop	Module workshop	
<b>JUNAGADH</b>	1	1	0	0	3	0	<b>05</b>
<b>UNA</b>	0	2	0	0	2	0	<b>4</b>
<b>VERAVAL</b>	2	0	0	0	2	0	<b>04</b>
<b>KESOD</b>	0	2	0	0	2	0	<b>04</b>
<b>TOTAL</b>	<b>03</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>17</b>
	<b>8</b>			<b>9</b>			<b>17</b>

Table-3.42 shows that in the District, 10 RTs participated in 8 programs at district level and 9 programs at state level, which was very good effort for professional development. Mostly they participated seminars and workshops.

#### 3.4.1.4 RTs' work as a resource person

To study RTs' work as a resource person at different level in different programs, Question-6 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-6 of the tool, the FIs collected data from the RTs, which was condensed, tabulated and presented in Table-3.43 The digit in each cell shows the frequency of the training the RTs received.

Table-3.43 RTs' work as a resource person

BLOCKS	District level			State level			Total
	Seminar	Workshop	Module writing workshop	Seminar	Workshop	Module writing workshop	
JUNAGADH	0	0	0	0	0	0	0
UNA	0	0	0	0	0	0	0
VERAVAL	0	0	0	0	0	0	0
KESOD	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0

Table-3.43 clearly indicates no RTs of the district worked as resource person at any level.

#### 3.4.1.5 Production of learning material for CWSN

To study about RTs' production of the material for CWSN in different form, Question-7 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-7 of the tool, the FIs collected data from the RTs, which was condensed, tabulated and presented in Table-3.44. The digit in each cell shows the frequency of the items of materials.

Table-3.44 RT s' material production for CWSN

BLOCKS	Materials produced						Total
	TLM	Booklet	Articles	New Technique of Teaching	Action Research	Research Work	
JUNAGADH	18	0	2	0	0	0	20
UNA	4	2	0	3	3	0	12

<b>VERAVAL</b>	4	0	0	0	0	0	<b>04</b>
<b>KESOD</b>	2	0	0	0	0	0	<b>02</b>
<b>TOTAL</b>	<b>28</b>	<b>02</b>	<b>02</b>	<b>03</b>	<b>03</b>	<b>00</b>	<b>38</b>

Table-3.44 reveals that in the 10 RTs prepared 28 TLM. Production of the remaining was of two booklets, two articles and three new techniques of teaching.

The RTs of Junagadh and Una prepared 20 and 12 respectively, but the RTs of Veraval prepared only 4 and those of Dholka prepared only 2. Over all they contributed 38 items of materials.

### 3.4.2.0 The academic role of the RTs.

To study the academic roles of the RTs, a questionnaire T-2(Appendix-I) was developed by the team of the investigators. Using the tool , FIs collected the responses from the RTs in ‘Yes’ or ‘No’.

RTs selected for responses block wise were 2, 3, 3, 2 respectively from Junagadh, Una, Veraval and Keshod. The supporting elements like parents, teachers, and head masters were selected 16, 16 & 16 as respondents. The collected data was condensed, tabulated and presented in Table 3.45.

In each cell, upper figure stand for the RTs’ responses and lower figures stand for the responses of the respondents. Under each questions role is mentioned in bold text.

Table-3.45 the academic role of the RTs

<b>Sr. No.</b>	<b>BLOCKS</b> <b>NO. OF RTs</b> <b>QUESTIONS</b>	<b>JUNAGADHA</b> 2	<b>UNA</b> 3	<b>VERAVAL</b> 3	<b>KESOD</b> 2	<b>TOTAL</b> N=10
1	Do you make home to home visit in each term to identify CWSN? N = 10 <b>Parents Q 1</b> <b>(To make home to home visit)</b> <b>N = 16</b>	2 2	3 4	3 4	2 4	10 (100%) 14 (88%)
2	Do you advice the teacher to make convenient sitting arrangement for the CWSN in the class-room? N = 10 <b>Teacher Q 4</b> <b>(Convenient sitting arrangement)N = 16</b>	2 2	3 4	3 4	2 4	10 (100%) 14 (88%)
3	Do you prepare an individual program me for each CWSN?N = 10 <b>( To prepare an individual programme)N = 16</b>	2	3	3	2	10 (100%)

4	Do you try to enrich CWSN's vocabulary and knowledge of language? Teacher Q 5 N = 10 <b>(To try to enrich CWSN's vocabulary and knowledge of language)</b> <b>N = 16</b>	2 1	3 4	3 3	2 3	10 (100%) 11 (69%)
5	Do you try to teach CWSN the hard-spots yourself? N = 10 <b>(To try to teach CWSN the hard-spots)</b> N = 16	2	3	3	2	10 (100%)
6	Do you try to make CWSN understand the importance of sense organs in the cognitive development? Parents ( Q 2 N = 10 <b>(To try to make CWSN understand the importance of sense organs)</b> N = 16	2 3	3 4	3 4	2 4	10 (100%) 15 (94%)
7	Do you help the CWSN to perform their day to day activities independently? Parents ( Q 2 N = 10 <b>(Day to day activities)</b> N = 16	2 3	3 4	3 4	2 4	10 (100%) 15 (94%)
8	Do you make the CWSN aware of the Geographical environment of their village / town / city and the path of school to Home? N = 10 Teacher Q 10 <b>(To Geographical environment)</b> N = 16	2 1	3 1	3 3	2 3	10 (100%) 8 (50%)
9	Do you take CWSN to the resource-room to teach the hard spots? HM Q 6 N = 10 <b>(To teach the hard spots)</b> N = 16	2 4	3 4	3 4	2 4	10 (100%) 16 (100%)
10	Do you try to teach CWSN the uses of aids and appliance according to their need in the resource-room? Teacher Q 7 N = 10 <b>(The uses of aids and appliance at resource-room)</b> N = 16	2 1	3 4	3 3	2 3	10 (100%) 11 (69%)

It is seen from the table 3.45 that all the RTs responded that they performed their role 100%., however the supporters were of the opinion that the RTs did not perform their expected roles of enriching vocabulary and knowledge of language and teaching the use of aid and appliances to their satisfaction.



### 3.4.3.0 The administrative role of the RTs.

The RT has to perform minimum twenty administrative roles. To study the roles of the RTs, a questionnaire T-3(Appendix-I) was developed by the team of the investigators. Using the tool , FIs collected the responses from the RTs in ‘Yes’ or ‘No’.

RTs selected for responses block wise were 2, 3, 3, 2 respectively from Junagadh, Una, Veraval and Keshod.

The supporting elements like parents, teachers and head masters were selected 16, 16 and 16 as respondents. The collected data was condensed, tabulated and presented in Table 3.46

In each cell, upper figure stand for the RTs’ responses and lower figures stand for the responses of the respondents.

Table-3.46 the administrative roles of the RTs

Sr. No.	BLOCKS NO. OF RTS QUESTIONS ⇓	JUNAGADH 2	UNA 3	VERAVAL 3	KESOD 2	TOTAL N=10
1	Do you help CWSN to get their disability certificate from a Doctor / civil surgeon? N=10 <b>(Disability certificate from a Doctor / civil surgeon)</b>	2	3	3	2	10 (100%)
2	Do you prepare the profile of the CWSN with the photo? N=10 <b>(To prepare the profile)</b>	2	3	3	2	10 (100%)
3	Do you make the parents of the CWSN aware of their child’s disability? Parents Q 2, Q 3, Q 4 N=10 <b>(To make the parents aware of their CWSN) N=16</b>	2 3	3 4	3 4	2 4	10 15 (100%) (94 %)
4	Do you help the parents to admit the CWSN in the school? Teacher Q 6 N=10 <b>(Parents to admit the CWSN in the school) N=16</b>	2 1	3 4	3 3	2 3	10 11 (100%) (69%)

5	Do you provide the special help to CWSN to get necessary aids like books, stick, bicycle etc.? N=61 <b>(To get necessary aids and appliances)</b>	2	3	3	2	10 (100%)
6	Do you arrange to provide training and guidance programs for the teacher of the school having CWSN? HM Q 5 N=10 <b>(To arrange to provide training and guidance programs for the teacher of the school having CWSN) N=16</b>	2 3	3 4	3 4	2 3	10 (100%) 14 (88 %)
7	Do you arrange the programs to aware the parents and society members regarding disabilities of CWSN and various facilities and benefits available to CWSN? N=10 <b>(To arrange the programs to aware the parents and society members)</b>	2	3	3	2	10 (100%)
8	Do you help the CWSN and their parents to get the benefits in kind and cash from the government and NGOs? Parents Q 8 N=10 <b>(To get the benefits in kind and Scholarship from the government and NGOs) N=16</b>	2 3	3 4	3 3	2 3	10 (100%) 13 (81 %)
9	Do you prepare Reports of the following activities (Daily, Weekly, Monthly)? N=10 <b>(To prepare Reports of the activities)</b>	2	3	3	2	10 (100%)
10	Do you plan the scholastics and non-scholastics activities? Teacher Q 6 N=10 <b>(To plan the scholastics</b>	2 1	3 4	3 3	2 3	10 (100%) 11 (69 %)

	<b>and non-scholastics activities)</b>					
11	Do you maintain the Resource-room Register and the visit-book <b>(To maintain the Resource-room Register)</b>	2	3	3	2	10 (100%)
12	Do you take care of different aids & appliance of the resource-room? (Aids & appliance)N=10	2	3	3	2	10 (100%)
13	Do you explain the parents of the CWSN how to bring them up? Parents Q 5 N=10 <b>(To explain the parents of the CWSN how to bring them up) N=16</b>	2 3	3 4	3 4	2 4	10 (100%) 15 (94 %)
14	Do you make the parents aware of special traits of the CWSN? Parents Q 3 N=10 <b>(To make the parents aware of special traits of the CWSN) N=16</b>	2 2	3 4	3 4	2 4	10 (100%) 14 (88 %)
15	Do you try to make the parents of CWSN free from the traditions, wrong beliefs and superstitions about them? RTs programs T N=10 <b>(CWSN free from the traditions, wrong beliefs)</b>	2	3	3	2	10 (100%)
16	Do you explain the orientation of mobility to CWSN? Teacher Q 10 N=10 <b>(To explain the orientation of mobility to CWSN) N=16</b>	2 1	3 1	3 3	2 3	10 (100%) 8 (50%)
17	Do you follow the instructions of the higher authorities? N=10 <b>(To follow the instructions)</b>	2	3	3	2	10 (100%)
18	Do you follow your action plan and the budget for CWSN? N=10 <b>(To follow action plan and the budget)</b>	2	3	3	2	10 (100%)

19	Do you try to make CWSN rehabitant? N=10 <b>(To try to make CWSN rehabitant)</b>	2	3	3	2	10 (100%)
20	Do you make the CWSN celebrate the special day? (like-Braille day, National Disability Day) N=10 <b>(To make the CWSN celebrate the special day)</b>	2	3	3	2	10 (100%)

It is seen from the table 3.46 that all the RTs responded that they performed their role 100%., however the supporters were of the opinion that the RTs did not perform their expected roles of helping parents to admit their CWSN, doing scholastic and non-scholastic activities and orientation of mobility to their satisfaction.

#### **3.4.4.0 The special training provided by the RTs to the teachers of the school having CWSN.**

##### **3.4.4.1 No. of children in RT's class and training one has received for disabilities**

A special training programme is organized once at District Level and once at State Level in a year for the regular teachers. To collected data of training received by the regular teachers, a questionnaire T- 4/1 (Appendix-I) was developed by the team of investigators and Q-2 was set to know the frequency of different training programmes. Using the Q-2 of the tool, the FIs collected information from the regular teachers, which was condensed, tabulated and presented in Table-3.47. The digit in each cell of Table-3.47. shows Frequency of training.

Table-3.47 The training received by the Regular Teachers

BLOCKS	Frequency of training						Total
	OH	MR	VI	HI	CP	MD	
<b>JUNAGADH</b>	1	3	0	2	0	0	<b>06</b>
<b>UNA</b>	0	4	1	1	0	0	<b>06</b>
<b>VERAVAL</b>	1	2	1	0	0	0	<b>04</b>
<b>KESOD</b>	0	1	0	0	1	0	<b>02</b>
<b>TOTAL</b>	<b>2</b>	<b>10</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>18</b>

It is clearly seen in Table 3.47 that the frequency of the training programmes attended by the regular teachers of Junagadh, Una and Veraval were Six, Six and Four respectively but those of Keshod were only Two. Over all total 18 training programme in this District.

### 3.4.5.0 The benefits accrued by the beneficiaries of IED programs.

To study the administrative role of the RTs in terms of benefits accrued by the beneficiaries of IED programs, an interview schedule T-5 (Appendix-I) was developed by the team of investigators. Using the tool, the FIs collected the responses from the CWSN in the school. A list of the benefits accrued by CWSN (Appendix-III) was made and the frequency of beneficiaries was done. The collected data was condensed, tabulated and presented in table -3.48. Digit in each cell shows the number of the beneficiaries who accrued the benefits.

Table-3.48 Names of benefits and No. of beneficiaries of IED programs

Sr. No'	BLOCKS NO. OF CWSN BENEFITS	JUNAGADH N=4	UNA N=4	VERAVAL N=4	KESOD N=4	TOTAL N=16
1.	Scholarship	0	0	0	0	00
2.	IED kits	4	4	4	2	14
3.	Transport allowance	0	0	0	0	00
4.	Escort allowance	0	0	0	0	00
5.	Therapeutic allowance	0	0	0	0	00
6.	Calipers	0	0	0	0	00
7.	Wheel chair	0	0	0	1	1
8.	Ear phone	0	0	0	0	00
9.	Spectacles	0	0	0	0	00
10.	Shoes	0	0	0	0	00
	TOTAL	4	4	4	3	15

Table 3.48 reveals that the RTs could provide benefits to 15CWSN. The benefits mostly they accrued were IED kits.

It was also clearly seen that maximum four beneficiaries of Keshod and minimum three beneficiaries of Una accrued the benefits.

### 3.4.6.0 People's awareness programs for CWSN organized by the RTs.

#### 3.4.6.1 Making people aware of the disabilities for the CWSN.

To study the above role of the RTs, Q-2 was set in an information schedule T – 6 (Appendix –I) was developed by the team of Investigators. Using Q-2 of the tools the FI collected the data of programme organized. The collected data was condensed, tabulated and presented in table 3.49. Digit '1' in each cell shows that the mentioned programme was organized in the area.

Table-3.49 People's awareness programmes for the CWSN

Sr. No.	BLOCKS ACTIVITIES	JUNAGADH	UNA	VERAVAL	KESHOD	TOTAL
1	Prayer	1	1	1	0	3
2	Bhajan	1	1	1	0	3
3	Prabhat Rally	1	1	0	1	3
4	Film Prog	1	1	1	0	3
5	Advertisement	1	1	0	0	2
6	Hoardings	1	0	0	0	1
7	Procession	0	1	1	0	2
8	Drama	1	1	1	0	3
9	Bhavai	0	1	0	0	1
10	Other	1	1	1	0	3
<b>TOTAL</b>		<b>8</b>	<b>9</b>	<b>6</b>	<b>1</b>	<b>24</b>

Table-3.49 shows that all the 10 RTs organized totally 24 programmes. Junagadh, Una and Veraval organized eight, Nine and six programmes but Keshod organized only one programme.

### 3.4.6.2 RTs role to identify CWSN in the context of different stake holders

To study the administrative roles of the RTs in terms of identifying CWSN in context of different stake holders of the area, Q-3 in an information schedule-T-6 (Appendix-I) was developed by the team of investigators. Using Q-3 of the tool, the FIs collected the no. of stakeholders listed in the table. The collected data was condensed, tabulated and presented in table 3.50. Digit in each cell shows the no. of the stake holders the RTs' contacted.

Table3.50\ RTs role to identify CWSN in the context of different stake holders

Sr. No.	BLOCKS NO. OF IDENTIFIED CWSN STAKE HOLDERS	JUNAGADH N=18	UNA N=24	VERAVAL N=21	KESOD N=13	TOTAL N=76
1	President / Talati/ Serpanch	5	3	2	2	12
2	Gram Vikas Adhikari	1	0	0	0	1
3	Specialist doctors / the civil surgeon	2	0	4	1	7
4	Politicians / and Post man	3	3	0	1	7
5	School Teachers	2	3	2	1	8
6	Religious leaders	1	1	0	0	2
7	The rich / Judge/ advocate	1	0	0	0	1
8	Social leaders / and institution	2	2	2	0	6

9	bus drivers / conductors / Shop-keepers / Businessman	4	3	2	2	<b>11</b>
10	Previous CWSN	1	0	2	0	<b>3</b>
11	NGO's	2	2	2	1	<b>7</b>
<b>TOTAL NO. OF STAKEHOLDER</b>		<b>24</b>	<b>17</b>	<b>16</b>	<b>8</b>	<b>65</b>

Table 3.50 shows that 10 RTs of Junagadh district contacted totally 65 stakeholders and identified 76 CWSN of their areas. This clearly shows that they should have contacted more stakeholders to identify more CWSN.

### 3.4.7.0 Parents opinion about RTs' home visit

To study the administrative roles of the RTs in terms of their visits to CWSN's home to make parents aware of their children's development, progress, personal help and benefits. An interview schedule T-7 (Appendix-I) was developed by the team of investigators. Using the tool, the FIs collected the data. Then it was condensed, tabulated and presented in table 3.51. Digit in each cell shows frequency of parents responses collected in 'Yes' or 'No'.

Table-3.51 Parents' opinion about the RT's home visit

Sr. No.	BLOCKS NO. OF PARENTS QUESTIONS	JUNAGADH 4	UNA 4	VERAVAL 4	KESOD 4	TOTAL N=16
1	Does the RT regularly visit you at your home for your children? N=16	2	4	4	4	14 (88%)
2	Does the RT guide your child for self-learning at home? N=16	3	4	4	4	15 (94%)
3	Does the RT discuss with your family members about the behavior of your child? N=16	2	4	4	4	14 (88%)
4	Does the RT make you aware of your child's performance? N=16	3	4	4	4	15 (94%)
5	Does the RT discuss with you about the special problem of your child? N=16	3	4	4	4	15 (94%)
6	Does the RT regularly take your child and you to resources room? N=16	3	4	3	3	13 (81%)
7	Does the RT pay your TA and refreshment when he takes you to the resources-room? N=16	3	4	3	3	13 (81%)

8	Does the RT helps you to get special benefits provided by Government & NGOs? N=16	3	4	3	3	13 (81%)
9	Does the RT take your child to the different places for tours/camps /picnics? N=16	3	4	4	3	14 (88%)
10	Does the RT arrange the programmes to make you aware of different benefits and schemes? N=16	2	4	4	3	13 (81%)

Table 3.51 indicates that most of the parents supporters were of the opinion that all the RTs performed their all expected roles to their satisfactions.

#### **3.4.8.0 To study the work of the regular teachers through CWSN class room observation**

To Observe CWSN class room, observation schedule 8 (Appendix-I) was developed and used by the FIs to make the note. FIs observed the use of aids and appliances with relevant qualities in the class room, Teacher' Behavior, Teaching Method, Sitting Arrangement and Motivation of the Teachers to CWSN Observation is marked with (√) against each scale point.

Table-3.52 Observation of CWSN classroom

<b>BLOCKS SCALE Observation</b>		<b>JUNAGADH</b>	<b>UNA</b>	<b>VERAVAL</b>	<b>KESOD</b>	<b>TOTAL</b>
<b>Teaching . Aids</b>	<b>Existing</b>	0	0	0	0	<b>0</b>
	<b>Working Condition</b>	0	0	0	0	<b>0</b>
	<b>Used</b>	0	0	0	0	<b>0</b>
<b>Behavior of the Teacher</b>	<b>Good</b>	√	√	√	√	<b>4</b>
	<b>Medium</b>	0	0	0	0	<b>0</b>
	<b>Poor</b>	0	0	0	0	<b>0</b>
<b>Teaching method</b>	<b>Tr. Oriented</b>	0	0	0	0	<b>0</b>
	<b>Ss. Oriented</b>	0	0	0	√	<b>1</b>
	<b>Mixed</b>	√	√	√	0	<b>3</b>
<b>Sitting arrangement</b>	<b>Good</b>	√	√	√	0	<b>3</b>
	<b>Medium</b>	0	0	0	√	<b>1</b>
	<b>Poor</b>	0	0	0	0	<b>0</b>
<b>Motivation</b>	<b>High</b>	√	√	√	√	<b>4</b>
	<b>Moderate</b>	0	0	0	0	<b>0</b>
	<b>Low</b>	0	0	0	0	<b>0</b>

It is a show that in Table-3.52 no one aids was existing in the classes observed.



So far behavior of the teacher is concerned all the four regular teachers was good in behavior.

The regular teachers were using mostly mixed method during the period.

The Sitting arrangement was good according to the requirement.

Students' motivation was high in all the classes.

Over all observations show that RTs did not provided aid and appliances and did not train the regular teachers for teaching method. Students were highly motivated in all the blocks.

### 3.5.0.0 Panchmahal

#### 3.5.1.0 The academic and professional development of the RTs.

##### 3.5.1.1 RTs' academic qualifications

To collect the data regarding the RTs academic qualifications, Question-3 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using Question-3 of the tool, the FIs collected information from the RTs , which was condensed, tabulated and presented in Table-3.53. The digit in each cell shows no. of RTs who were qualified for the degree. RT's minimum required qualification was graduation.

Table-3.53 RT's academic qualifications

BLOCKS	Before Joining the Service				During the Service	
	HSC.	Graduation	PG	Total RTs	Graduation	PG
<b>LUNAVADA</b>	0	2	0	2	0	1
<b>MORVA</b>	0	3	0	3	0	0
<b>GODHARA</b>	1	2	0	3	1	0
<b>HALOL</b>	1	1	0	2	1	0
<b>TOTAL</b>	<b>2</b>	<b>8</b>	<b>0</b>	<b>10</b>	<b>2</b>	<b>1</b>

Table 3.53 shows that when the RTs were contacted for data collection, they were with the following qualification. HSc. 2, Graduates 8. It clearly shows that 10 RTs were with required qualifications (Graduation).

##### 3.5.1.2 RTs' professional development

To collect the data regarding the RTS professional development, Question-4 of an information schedule-T-1 (Appendix-I) was set by the team of investigators. Using the Question-4 of the tool, the FIs collected information from the RTs, then it was condensed, tabulated and presented in Table-3.54. The digit in each cell shows the frequency of RTs who were qualified with the degree. RT's minimum required qualifications was Special Diploma in any area.

Here professional development means improvement in special professional qualification such as special B.Ed. / M. Ed. course. The detail of the staff profile of the RTs is in Appendix-II.

Table-3.54 RTs professional development

BLOCKS	Before Joining the Service				During the service	
	Sp. Diploma	Sp. B.Ed.	SP. PG	Total	Sp. B.Ed.	SP. PG
<b>LUNAVADA</b>	1	1	0	2	1	1
<b>MORVA</b>	3	0	0	3	0	0
<b>GODHARA</b>	2	1	0	3	0	0
<b>HALOL</b>	2	0	0	2	0	0
<b>TOTAL</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>10</b>	<b>1</b>	<b>1</b>

Table 3.54 shows that when RTs were contact by the FIs for data collection, they were with following qualification. Sp.Diploma 8 , Sp. B.Ed 2, It clearly shows that 10 RTs had required qualification.

### 3.5.1.3 Special training received by the RTs

Every year one training programme as district level and one at state level were organized according to state OIC IED. To study about training received by the RTs at different level in different programs. Question-5 of an information schedule-T-1 (Appendix-I) was set to get the frequency of the RTs who received the training by the team of Investigators. Using the Question-5 of the tool, the FIs collected data by the RTs, which was condensed, tabulated and presented in Table-3.55. The digit in each cell shows the frequency of the training programs the RTs received.

Table-3.55 Special training received by the RT

BLOCKS	District Level			State Level			National Level			Total
	Seminar	Workshop	Module Writing Workshop	Seminar	Workshop	Module WK	Seminar	Workshop	Module Writing Workshop	
<b>LUNAVADA</b>	3	0	0	0	2	0	0	0	0	<b>5</b>
<b>MORVA</b>	1	2	0	0	0	0	0	0	0	<b>3</b>
<b>GODHARA</b>	0	0	0	0	2	0	1	1	0	<b>4</b>
<b>HALOL</b>	0	0	0	0	0	0	0	0	0	<b>00</b>
<b>TOTAL</b>	<b>04</b>	<b>02</b>	<b>00</b>	<b>00</b>	<b>04</b>	<b>00</b>	<b>01</b>	<b>01</b>	<b>00</b>	<b>12</b>
	<b>06</b>			<b>04</b>			<b>02</b>			

Table-3.55 shows that in all four blocks of panchmahal District, 10 RTs participated in six programs at district level and four programs at state level two programme at national levels, Mostly they participated in all type of program at different level. But the RTs of Halol Attended zero.

#### 3.1.1.4 RTs' work as a resource person

To study about RTs' work as a resource person at different level in different programs, Question-6 of an information schedule-T-1 (Appendix-I) was set by the team of investigators. Using the Question-6 of the tool, the FIs collected data from the RTs, which was condensed, tabulated and presented in Table-3.56. The digit in each cell shows the frequency of the programmes the RTs given.

Table-3.56 RTs' work as a resource person

BLOCKS	District level			State level			Total
	Seminar	Workshop	Module Writing Workshop	Seminar	Workshop	Module Writing Workshop	
<b>LUNAVADA</b>	2	2	2	0	0	0	<b>06</b>
<b>MORVA</b>	1	1	1	0	0	0	<b>03</b>
<b>GODHARA</b>	0	0	0	0	0	0	<b>00</b>
<b>HALOL</b>	0	0	0	0	0	0	<b>00</b>
<b>TOTAL</b>	<b>03</b>	<b>03</b>	<b>03</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>09</b>

Table-3.56 clearly Indicates suggests that in the four blocks of Panchmahal District, 10 RTs worked as an RP for nine times at district level. It is Also Clearly Seen that the RTs of Godhara and Halol never Worked as a resource persons. No one worked at state or national level. This indicates that the RTs of Godhara & Halol never worked as a resource person.

#### 3.5.1.5 Production of learning material by the RTs for CWSN

To study about production of the material by the RTs for CWSN in different form, Question-7 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-7 of the tool, the FIs collected data from the RTs , which was condensed, tabulated and presented in Table-3.57. The digit in each cell shows the frequency of the items of materials.

Table-3.57 RT s' material production for CWSN

BLOCKS	Materials Produced						Total
	TLM	Booklet	Articles	New Techniques of Teaching	Action Research	Research Work	
LUNAVADA	8	0	0	0	0	0	08
MORVA	0	0	0	0	0	0	00
GODHARA	4	1	0	0	0	0	05
HALOL	4	0	0	0	0	0	04
TOTAL	16	01	00	00	00	00	17

Table-3.57 reveals that in the four blocks of Panchmahal District, 10 RTs prepared 16 TLM. And wrote one booklet, nothing else. The RTs of Morva Produced Nothing.

### 3.5.2.0 The academic role of the RTs.

To study the academic roles of the RTs, a questionnaire T-2(Appendix-I) was developed by the team of the investigators. Using the tool , FIs collected the responses from the RTs in 'Yes' or 'No'.

RTs selected for responses block wise were 2, 3, 3, 2 respectively Lunavada, Morva, Godhara, Halol,. The supporting elements like parents, teachers, and head masters were selected 16, 16 & 16 as respondents. The collected data was condensed, tabulated and presented in Table 3.58.

In each cell, upper figure stand for the RTs' responses and lower figures stand for the responses of the respondents. Under each questions role is mentioned in bold text.

Table-3.58 the academic role of the RTs

Sr. No.	BLOCKS NO. OF RTS QUESTIONS ⇓	⇓⇓	LUNAVADA 2	MORVA 3	GODHARA 3	HALOL 2	TOTAL N=10
1	Do you make home to home visit in each term to identify CWSN? N = 10 <b>Parents ( Q 1) (To make home to home visit) N = 16</b>		2 3	3 3	3 3	2 4	10 (100 %) 13 (81.25 %)

2	Do you advice the teacher to make convenient sitting arrangement for the CWSN in the class-room? N = 10 <b>Teacher Q 4 (Convenient sitting arrangement)N = 16</b>	2 4	3 4	3 3	2 3	10 (100 %) 14 (88 %)
3	Do you prepare an individual program me for each CWSN? N = 10	2	3	3	2	10 (100 %)
4	Do you try to enrich CWSN's vocabulary and knowledge of language? Teacher Q 5 N = 10 <b>(To try to enrich CWSN's vocabulary and knowledge of language) N = 16</b>	2 4	3 4	3 3	2 3	10 (100 %) 14 (88 %)
5	Do you try to teach CWSN the hard-spots yourself? N = 10 <b>(To try to teach CWSN the hard-spots) N = 16</b>	2	3	3	2	10 (100 %)
6	Do you try to make CWSN understand the importance of sense organs in the cognitive development? Parents (Q 2 N = 10 <b>(To try to make CWSN understand the importance of sense organs) N = 16</b>	2 3	3 2	3 3	2 2	10 (100 %) 10 (63%)
7	Do you help the CWSN to perform their day to day activities independently? Parents (Q 2 N = 10 <b>(Day to day activities)N = 16</b>	2 3	3 2	3 3	2 2	10 (100 %) 10 (63 %)
8	Do you make the CWSN aware of the Geographical environment of their village / town / city and the path of school to Home? N = 10 Teacher Q 10 <b>(To Geographical environment) N = 16</b>	2 3	3 4	2 1	2 2	9 (90 %) 10 (63 %)
9	Do you take CWSN to the resource-room to teach the hard spots? HM Q 6 N = 10 <b>(To teach the hard spots) N = 16</b>	2 4	3 4	3 4	2 4	10 (100 %) 16 (100 %)

10	Do you try to teach CWSN the uses of aids and appliance according to their need in the resource-room? Teacher T Q 7 N = 10 ( <b>The uses of aids and appliance at resource-room</b> ) N = 16	2 4	3 4	3 0	2 3	10 (100 %) 11 (69 %)
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It is seen from the table 3.58 that all the RTs responded that they performed their role 100%., however most of the supporters were of the opinion that the RTs did not perform the following roles to their satisfaction. They are To Make the CWSN Understand the Importance of Senses. Day to Day Activities, To Make them Aware of Geographical Environment to use aids and appliances.

### 3.5.3.0 The administrative role of the RTs.

The RT has to perform minimum twenty administrative roles. To study the roles of the RTs, a questionnaire T-3(Appendix-I) was developed by the team of the investigators. Using the tool , FIs collected the responses from the RTs in ‘Yes’ or ‘No’.

RTs selected for responses block wise were 2, 3, 3, 2 respectively from Lunavada, Morva, Godhara, Halol .

The supporting elements like parents, teachers and head masters were selected 16, 16 and 16 as respondents. The collected data was condensed, tabulated and presented in Table 3.59

In each cell, upper figure stand for the RTs’ responses and lower figures stand for the responses of the respondents.

Table-3.59 The administrative role of the RTs

Sr. No.	BLOCKS NO. OF RTs QUESTIONS ⇔ ⇓	LUNAVADA 2	MORVA 3	GODHARA 3	HALOL 2	TOTAL N=10
1	Do you help CWSN to get their disability certificate from a Doctor / civil surgeon? N=10 (Disability certificate from a Doctor / civil surgeon	2	3	3	2	10 (100 %)

2	Do you prepare the profile of the CWSN with the photo? N=10 <b>(To prepare the profile)</b>	2	3	3	2	10 (100 %)
3	Do you make the parents of the CWSN aware of their child's disability? Parents 3.64 Q 2, Q 3, Q 4 N=10 <b>(To make the parents aware of their CWSN) N=16</b>	2 3	3 2	3 3	2 2	10 (100 %) 10 (63 %)
4	Do you help the parents to admit the CWSN in the school? Teacher Q 6 N=10 <b>(Parents to admit the CWSN in the school) N=16</b>	2 3	3 3	3 4	2 3	10 (100 %) 13 (81 %)
5	Do you provide the special help to CWSN to get necessary aids like books, stick, bicycle etc.? N=10 <b>(To get necessary aids and appliances)</b>	2	3	3	2	10 (100 %)
6	Do you arrange to provide training and guidance programs for the teacher of the school having CWSN? HM 3.80 Q 5 N=10 <b>(To arrange to provide training and guidance programs for the teacher of the school having CWSN) N=16</b>	2 4	3 4	3 4	2 4	10 (100 %) 16 (100 %)
7	Do you arrange the programs to aware the parents and society members regarding disabilities of CWSN and various facilities and benefits available to CWSN? N=10 <b>(To arrange the programs to aware</b>	2	3	3	2	10 (100 %)



	<b>the parents and society members)</b>					
8	Do you help the CWSN and their parents to get the benefits in kind and cash from the government and NGOs? Parents Q 8 N=10 ( <b>To get the benefits in kind and Scholarship from the government and NGOs</b> ) N=16	2 3	3 2	3 3	2 2	10 (100 %) 10 (63 %)
9	Do you prepare Reports of the following activities (Daily, Weekly, Monthly)? N=10 ( <b>To prepare Reports of the activities</b> )	2	3	3	2	10 (100 %)
10	Do you plan the scholastics and non-scholastics activities? Teacher Q 6 N=10 ( <b>To plan the scholastics and non-scholastics activities</b> )	2 3	3 3	3 4	2 3	10 (100 %) 13 (81%)
11	Do you maintain the Resource-room Register and the visit-book ( <b>To maintain the Resource-room Register</b> )	2	3	3	2	10 (100%)
12	Do you take care of different aids & appliance of the resource-room? (Aids & appliance)N=10	2	3	3	2	10 (100 %)
13	Do you explain the parents of the CWSN how to bring them up? Parents Q 5 N=10 ( <b>To explain the parents of the CWSN how to bring them up</b> ) N=16	2 3	3 2	3 3	2 2	10 (100 %) 10 (63 %)

14	Do you make the parents aware of special traits of the CWSN? Parents Q 3 N=10 <b>(To make the parents aware of special traits of the CWSN)</b> N=16	2 3	3 4	3 3	2 2	10 (100 %) 12 (75 %)
15	Do you try to make the parents of CWSN free from the traditions, wrong beliefs and superstitions about them? RTs programs T N=10 <b>(CWSN free from the traditions, wrong beliefs)</b>	2	3	3	2	10 (100%)
16	Do you explain the orientation of mobility to CWSN? Teacher Q 10 N=10 <b>(To explain the orientation of mobility to CWSN)</b> N=16	2 3	3 4	3 1	2 2	10 (100%) 10 (63%)
17	Do you follow the instructions of the higher authorities? N=10 <b>(To follow the instructions)</b>	2	3	3	2	10 (100%)
18	Do you follow your action plan and the budget for CWSN? N=10 <b>(To follow action plan and the budget)</b>	2	3	3	2	10 (100%)
19	Do you try to make CWSN rehabitant? N=10 <b>(To try to make CWSN rehabitant)</b>	2	3	3	2	10 (100%)
20	Do you make the CWSN celebrate the special day? (like-Braille day, National	2	3	3	2	10 (100 %)

	Disability Day) N=10 (To make the CWSN celebrate the special day)					
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All the RTs responded that they Discharged 100% Duties, However the Supporters were of the all the RTs did not performed the following roles to their satisfaction. They are

To make parents aware of their CWSN.

To get the benefits and scholarship for them.

To explain how to bring up CWSN.

To make parents aware of the special traits of their CWSN.

To explain to the CWSN orientation of mobility.

### **3.1.4.0 The special training provided by the RTs to the teachers of the school having CWSN.**

#### **3.1.4.1 No. of CWSN in regular teachers' classes and Training received by the regular teachers.**

A special training programme is organized once at District Level and once at State Level in a year for the regular teachers. To collected data of training received by the regular teachers, a questionnaire T- 4/1 (Appendix-I) was developed by the team of investigators and Q-2 was set to know the frequency of different training programmes. Using the Q-2 of the tool, the FIs collected information from the regular teachers, which was condensed, tabulated and presented in Table-3.60. The digit in each cell of Table-3.60. shows Frequency of training.

Table-3.60 the training received by the Regular Teachers

<b>BLOCKS</b>	<b>Frequency of training RTs received</b>						
	<b>OH</b>	<b>MR</b>	<b>VI</b>	<b>HI</b>	<b>CP</b>	<b>MD</b>	<b>Total</b>
<b>LUNAVADA</b>	1	1	-	o	o	o	<b>02</b>
<b>MORVA</b>	1	o	2	0	0	0	<b>03</b>
<b>GODHARA</b>	1	o	1	0	0	0	<b>02</b>
<b>HALOL</b>	2	o	1	0	0	0	<b>03</b>
<b>TOTAL</b>	<b>05</b>	<b>01</b>	<b>04</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>10</b>

It is Clearly Seen in Table-3.60 that the frequency of the training programs attended by the regular teachers of Lunavada, Morva, Godhara and Halol were 2,3,2,3 respectively.

### 3.5.5.0 The Benefits accrued by the beneficiaries of IED programs.

To study the administrative role of the RTs in terms of benefits accrued by the beneficiaries of IED programs, an interview schedule T-5 (Appendix-I) was developed by the team of investigators. Using the tool, the FIs collected the responses from the CWSN in the school. A list of the benefits accrued by CWSN (Appendix-III) was made and the frequency of beneficiaries was done. The collected data was condensed, tabulated and presented in table -3.61. Digit in each cell shows the number of the beneficiaries who accrued the benefits.

Table-3.61 Names of benefits and No. of beneficiaries of IED programs

Sr. No.	BLOCKS NO. OF CWSN BENEFITS	LUNAVADA N=4	MORVA N=4	GODHARA N=4	HALOL N=4	TOTAL N=16
1.	Scholarship	0	0	0	0	0
2.	IED kits	4	3	3	4	14
3.	Transport allowance	0	0	0	0	0
4.	Escort allowance	0	0	0	0	0
5.	Therapeutic allowance	0	0	0	0	0
6.	Calipers	0	0	0	0	0
7.	Wheel chair	0	0	0	0	0
8.	Ear phone	1	0	0	0	01
9.	Spectacles	0	0	0	0	0
10.	Shoes	0	0	0	0	00
TOTAL		5	3	3	4	15

Table 3.61 reveals that the RTs could provide benefits to 15 CWSN. The benefits mostly they accrued were scholarship, IED kits &. That Means RTs did not help the CWSN to get more benefits.

Looking at block wise figures it was clearly seen that CWSN of Morva and Godhara, Accrued three each. CWSN of Halol Accrued four and those of Lunavada accrued five benefits.

### 3.5.6.0 People's awareness programs for CWSN organized by the RTs.

#### 3.5.6.1 Making people aware of the disabilities for the CWSN.

To study the above role of the RTs, Q-2 was set in an information schedule T – 6 (Appendix –I) was developed by the team of Investigators. Using Q-2 of the tools the FI collected the data of programme organized. The Collected data was Condensed,

tabulated and presented in Table 3.62 Digit '1' in each cell Shows that the mentioned programme was organized in the area to make people aware.

Table-3.62 People's awareness programmes for the CWSN

Sr. No.	BLOCKS ACTIVITIES	LUNAVADA	MORVA	GODHARA	HALOL	TOTAL
1	Prayer	1	1	1	1	4
2	Bhajan	0	0	1	1	2
3	Prabhat Rally	0	0	0	0	0
4	Film Prog	1	1	1	1	4
5	Advertisements	0	0	0	0	0
6	Hordings	1	1	0	0	2
7	Procession	0	0	0	0	0
8	Drama	1	1	1	1	4
9	Bhavai	0	0	1	1	2
10	Other	0	0	0	0	0
<b>TOTAL</b>		<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>18</b>

Table-3.62 shows that The RTs of each block organized four or five programs to make people aware of CWSN.

### 3.5.6.2 RTs role to identify CWSN in context of different stake holders

To study the administrative roles of the RTs in terms of identifying CWSN in context of different stake holders in the area, Q-3 in an information schedule-T-6 (Appendix-I) was developed by the team of investigators. Using Q-3 of the tool, the FIs collected the no. of stake holders given in the table. The collected data was condensed, tabulated and presented in table 3.63. Digit in each cell shows the no. of the stake holders the RTs' contacted.

Table3.63 RT's roles to identify CWSN in context of different stake holders

Sr. No.	BLOCKS → NO. OF IDENTIFIED CWSN → STAKE HOLDERS↓	LUNAVADA 22	MORVA 26	GODHARA 19	HALOL 22	TOTAL N=89
1	President / Talati/ Serpanch	3	2	2	2	9
2	Gram Vikas Adhikari	0	0	0	0	0
3	Specialist doctors / the civil surgeon	3	2	6	4	15
4	Politicians / and Post man	0	0	1	0	1
5	School Teachers	3	2	3	2	10

6	Religious leaders	0	0	3	0	<b>3</b>
7	The rich / Judge/ advocate	0	0	22	0	<b>22</b>
8	Social leaders / and institution	0	0	22	2	<b>24</b>
9	bus drivers / conductors / Shop-keepers / Businessman	5	3	6	11	<b>25</b>
10	Previous CWSN	3	2	3	2	<b>10</b>
11	NGO's	3	2	3	2	<b>10</b>
	<b>TOTAL</b>	<b>20</b>	<b>13</b>	<b>71</b>	<b>25</b>	<b>129</b>

Table 3.63 shows that 10 RTs of district contacted totally 129 stakeholders and identified 89 CWSN of their areas. This clearly a show that they should have contact was with social leaders bus drivers, conductors and shopkeepers.

### 3.5.7.0 Parents opinion about RTs' home visit

To study the administrative roles of the RTs in terms of their visits to CWSN's home to make their parents aware of their children's development, progress, personal help and benefits. An interview schedule T-7 (Appendix-I) was developed by the team of investigators. Using the tool, the FIs collected the data. Then it was condensed, tabulated and presented in table 3.64. Digit in each cell shows frequency of parents responses collected in 'Yes' or 'No'. Frequency of responses is shown in each cell of the table.

Table-3.64 Parents' opinion about the RT's home visit

Sr. No.	BLOCKS ⇒ NO. OF PARENTS ⇒ QUESTIONS ↓	LUNAVADA 4	MORVA 4	GODHARA 4	HALOL 4	TOTAL N=16
1	Does the RT regularly visit you at your home for your children? N=16	3	3	3	4	13 (81%)
2	Does the RT guide your child for self-learning at home? N=16	3	2	3	2	10 (63%)
3	Does the RT discuss with your family members about the	3	4	3	2	12 (75%)

	behavior of your child? <b>N=16</b>					
4	Does the RT make you aware of your child's performance? <b>N=16</b>	3	2	3	2	10 (63%)
5	Does the RT discuss with you about the special problem of your child? <b>N=16</b>	3	2	3	2	10 (63%)
6	Does the RT regularly take your child and you to resources room? <b>N=16</b>	3	2	3	2	10 (63%)
7	Does the RT pay your TA and refreshment when he takes you to the resources-room? <b>N=16</b>	3	2	3	3	11 (69 %)
8	Does the RT helps you to get special benefits provided by Government & NGOs? <b>N=16</b>	3	2	3	2	10 (63 %)
9	Does the RT take your child to the different places for tours/camps/picnics? <b>N=16</b>	3	2	1	2	8 (50 %)
10	Does the RT arrange the programmes to make you aware of different benefits and schemes? <b>N=16</b>	3	2	3	2	10 (63 %)

The parent supporters were of the opinion that all the RTs did not perform their expected roles to their satisfaction except regular visit to CWSN home.

### **3.5.8.0 To study the work of the regular teachers through CWSN class room observation**

To Observe CWSN class room, observation schedule 8 (Appendix-I) was developed and used by the FIs to make the note. FIs observed the use of aids and appliances with relevant qualities in the class room, Teacher' Behavior, Teaching Method,

Sitting Arrangement and Motivation of the Teachers to CWSN Observation is mark with (√) against each scale point.

Table-3.65 Observation of CWSN class-room

Observation	BLOCKS Scale	LUNAVADA	MORVA	GODHARA	HALOL	TOTAL
Teaching Aids	Existing	0	1	0	0	1
	Working Condition	0	1	0	0	1
	Used	0	1	0	0	1
Behavior of the Teacher	Good	0	√	√	√	3
	Medium	√	0	0	0	1
	Poor	0	0	0	0	0
Teaching method	Tr. Oriented	√	√	√	√	4
	Ss. Oriented	0	0	0	0	0
	Mixed	0	0	0	0	0
Sitting arrangement	Good	√	√	√	√	4
	Medium	0	0	0	0	0
	Poor	0	0	0	0	0
Motivation	High	√	√	√	√	4
	Moderate	0	0	0	0	0
	Low	0	0	0	0	0

It is Shows in Table-3.65 that in Morva only one aid was existing and it was also use in other blocks no teaching aids were existing.

So far behavior of the teacher is concerned, three teachers behavior was good, one was medium.

In all the classes all the four teachers were found using teacher oriented method, So far sitting arrangement is concerned, observation shows that it was good according to the need.

Students were highly motivated in all the classes.

All these observations show that all the RTs did not perform their roles, teachers to provide and use the aids and appliances and to teach CWSN with student oriented method.



### 3.6.0.0 Surat

#### 3.6.1.0 The academic and professional development of the RTs.

##### 3.6.1.1 RTs' academic qualifications

To collect the data regarding the RTs academic qualifications, Question-3 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using Question-3 of the tool, the FIs collected information from the RTs , which was condensed, tabulated and presented in Table-3.66. The digit in each cell shows no. of RTs who were qualified for the degree. RT's minimum required qualification was graduation.

Table-3.66 RT's academic qualifications

BLOCKS	Before Joining the Service				During the Service	
	HSC.	Graduation	PG	Total RTs	Graduation	PG
<b>CHORYASI</b>	0	1	2	3	0	0
<b>OLPAD</b>	0	0	2	2	0	0
<b>SONGADHA</b>	0	0	3	3	0	0
<b>VYARA</b>	0	0	2	2	0	0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>9</b>	<b>10</b>	<b>0</b>	<b>0</b>

Table 3.66 shows that when the RTs were contacted for data collection, they were with the following qualification, Graduates 1, Post graduates 9. It clearly shows that 10 RTs were with required qualifications (Graduation).

##### 3.6.1.2 RTs' professional development

To collect the data regarding the RTS professional development, Question-4 of an information schedule-T-1 (Appendix-I) was set by the team of investigators. Using the Question-4 of the tool, the FIs collected information from the RTs, Then it was condensed, tabulated and presented in Table-3.67. The digit in each cell shows the frequency of RTs who were qualified with the degree. RT's minimum required qualifications was Special Diploma in any area.

Here professional development means improvement in special professional qualification such as special B.Ed. / M. Ed. course. The details of the staff profile of the RTs is in Appendix-II.

Table-3.67 RTs professional development

BLOCKS	Before Joining the Service				During the service	
	Sp. Diploma	Sp. B.Ed.	SP. PG	Total	Sp. B.Ed.	SP. PG
<b>CHORYASI</b>	3	0	0	3	0	0
<b>OLPAD</b>	1	1	0	2	0	0
<b>SONGADHA</b>	2	1	0	3	0	0
<b>VYARA</b>	1	1	0	2	0	0
<b>TOTAL</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>

Table 3.67 shows that when RTs were contact by the FIs for data collection, they were with following qualification. Sp.Diploma 7 , Sp. B.Ed 3, It clearly shows that 10 RTs had required qualification.

### 3.6.1.3 Special training received by the RTs

Every year one training programme at district level and one training programme were organizing at state level according to state OIC IED Year 2010-11. To study about training received by the RTs at different level in different programs. Question-5 of an information schedule-T-1 (Appendix-I) was set to get the frequency of the RTs who received the training by the team of Investigator. Using the Question-5 of the tool, the FIs collected data by the RTs, which was condensed, tabulated and presented in Table-3.68. The digit in each cell shows the frequency of the training programs the RTs received.

Table-3.68 Special training received by the RTs

BLOCKS	District Level			State Level			Total
	Seminar	Workshop	Module Writing Workshop	Seminar	Workshop	Module Writing Workshop	
<b>CHORYASI</b>	3	1	0	0	1	0	<b>5</b>
<b>OLPAD</b>	2	1	0	0	1	0	<b>4</b>
<b>SONGADHA</b>	0	1	0	0	1	0	<b>2</b>
<b>VYARA</b>	0	1	0	0	1	0	<b>2</b>
<b>TOTAL</b>	<b>05</b>	<b>4</b>	<b>0</b>	<b>00</b>	<b>4</b>	<b>0</b>	<b>13</b>
	<b>9</b>			<b>4</b>			<b>13</b>

Table-3.68 Shows that in all four blocks of Surat District, 10 RTs participated in nine programs at district level and four programs at state level. The RTs Participated all type of programme at both level.

#### 3.6.1.4 RTs' work as a resource person

To study about RTs' work as a resource person at different level in different programs, Question-6 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-6 of the tool, the FIs collected data from the RTs, which was, condensed, tabulated and presented in Table-3.69 The digit in each cell shows the frequency of the programs.

Table-3.69 RTs' work as a resource person

BLOCKS	District level			State level			Total
	Seminar	Workshop	Module Writing Workshop	Seminar	Workshop	Module Writing Workshop	
CHORYASI	0	2	3	0	0	0	05
OLPAD	0	0	0	0	0	0	00
SONGADHA	7	0	0	0	0	0	07
VYARA	0	4	0	0	0	0	04
TOTAL	07	06	03	00	00	00	16

Table-3.69 clearly shows that in the four blocks of Surat District, 10 RTs worked as an RP for 16 times in seminar and only once in a workshop at district level. No one worked at state or national level. This indicates that the RTs' of Olpad did not discharge their expected duty.

#### 3.6.1.5 The production of learning material by the RTs for CWSN

To study about production of the material by the RTs for CWSN in different form, Question-7 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-7 of the tool, the FIs collected data from the RTs, which was condensed, tabulated and presented in Table-3.70. The digit in each cell shows the frequency of the item of materials.

Table-3.70 RT s' material Production for CWSN

BLOCKS	Materials Produced						Total
	TLM	Booklets	ArticleS	New Techniques of Teaching	Action Research	Research Work	
CHORYASI	000	0	0	0	0	0	000
OLPAD	010	0	0	0	0	0	010
SONGADHA	027	0	0	0	0	0	027
VYARA	105	0	0	0	0	0	105
TOTAL	142	0	0	0	0	0	142

Table-3.70 reveals that in the four blocks of Surat District, 10 RTs prepared 142 TLM. There was no contribution of books or articles or anything else. The RTs of Vyara prepared maximum 105 items and Olpad prepared minimum 10 items but the RTs of Choryasi did not produced any Materials.

### 3.6.2.0 The academic role of the RTs.

To study the academic roles of the RTs, a questionnaire T-2(Appendix-I) was developed by the team of the investigators. Using the tool, FIs collected the responses from the RTs in 'Yes' or 'No'.

RTs selected for responses block wise were 3,2,3,2 respectively Choryasi, Olpad, Songadha, Vyara.. The supporting elements like parents, teachers, and head masters were selected 16, 16 and 16 as respondents. The collected data was condensed, tabulated and presented in Table 3.71.

In each cell, upper figure stand for the RTs' responses and lower figures stand for the responses of the respondents. Under each questions role is mentioned in bold text.

Table-3.71 The academic role of the RTs

Sr. No	BLOCKS NO. OF RTS QUESTIONS ↓	CHORYASI 3	OLPAD 2	SONGADHA 3	VYARA 2	TOTAL N=10
1	Do you make home to home visit in each term to identify CWSN? N = 10 Parents ( Q 1) <b>(To make home to home visit)</b> N = 16	3 4	2 4	3 4	2 4	10 (100 %) 16 (100 %)

2	Do you advice the teacher to make convenient sitting arrangement for the CWSN in the class-room? N = 10 <b>Teacher Q 4 (Convenient sitting arrangement)N = 16</b>	3 4	2 4	3 4	2 4	10 (100 %) 16 (100 %)
3	Do you prepare an individual program me for each CWSN?N = 10 ( <b>To prepare an individual programme</b> )N = 16	3	2	3	2	10 (100 %)
4	Do you try to enrich CWSN's vocabulary and knowledge of language? Teacher Q 5 N = 10 <b>(To try to enrich CWSN's vocabulary and knowledge of language)</b> N = 16	3 3	2 4	3 4	2 4	10 (100 %) 15 (94 %)
5	Do you try to teach CWSN the hard-spots yourself? N = 10 <b>(To try to teach CWSN the hard-spots) N = 16</b>	3	2	3	2	10 (100 %)
6	Do you try to make CWSN understand the importance of sense organs in the cognitive development? Parents (Q 2 N = 10 <b>(To try to make CWSN understand the importance of sense organs) N = 16</b>	3 4	2 4	3 4	2 4	10 (100 %) 16 (100 %)
7	Do you help the CWSN to perform their day to day activities independently? Parents ( Q 2 N = 10 <b>(Day to day activities)</b> N = 16	3 4	2 4	3 4	2 4	10 (100 %) 16 (100 %)
8	Do you make the CWSN aware of the Geographical environment of their village / town / city and the path of school to Home? N = 10 Teacher Q 10 <b>(To Geographical environment) N = 16</b>	3 3	2 4	3 4	2 4	10 (100 %) 15 (94 %)
9	Do you take CWSN to the resource-room to teach the hard spots? HM Q 6 N = 10 <b>(To teach the hard spots) N = 16</b>	3 3	2 4	3 4	2 4	10 (100%) 15 (94 %)
10	Do you try to teach CWSN the uses of aids and appliance according to their need in the resource-room? Teacher Q 7 N = 10 <b>(The uses of aids and appliance at resource-room) N = 16</b>	3 3	2 4	3 4	2 4	10 (100 %) 15 (94 %)

It is seen from the table 3.71 all the RTs responded that they have performed their roles 100 % . Most of the supporters ( 94% to 100%) also supported that the RTs performed their all the roles well.

### 3.6.3.0 The administrative role of the RTs.

The RT has to perform minimum twenty administrative roles. To study the roles of the RTs, a questionnaire T-3(Appendix-I) was developed by the team of the investigators. Using the tool , FIs collected the responses from the RTs in ‘Yes’ or ‘No’.

RTs selected for responses block wise were 3,2,3,,2 respectively Choryasi, Olpad, Songadha, Vyara.

The supporting elements like parents, teachers and head masters were selected 16, 16 and 16 as respondents. The collected data was condensed, tabulated and presented in Table 3.72

In each cell, upper figure stand for the RTs’ responses and lower figures stand for the responses of the respondents.

Table-3.72 The administrative role of the RTs

Sr. No.	BLOCKS NO. OF RTS QUESTIONS ↓	CHORYASI 3	OLPAD 2	SONGADHA 3	VYARA 2	TOTAL N=10
1	Do you help CWSN to get their disability certificate from a Doctor / civil surgeon? N=10 <b>(Disability certificate from a Doctor / civil surgeon)</b>	2	3	3	2	10 (100%)
2	Do you prepare the profile of the CWSN with the photo? N=10 <b>(To prepare the profile)</b>	2	3	3	2	10 (100%)
3	Do you make the parents of the CWSN aware of their child’s disability? Parents Q 2, Q 3, Q 4 N=10 <b>(To make the parents aware of their CWSN) N=16</b>	2 4	3 4	3 4	2 4	10 16 (100%)
4	Do you help the parents to admit the CWSN in the school? Teacher Q 6 N=10 <b>(Parents to admit the CWSN in the school) N=16</b>	2 4	3 4	3 4	2 4	10 16 (100%)

5	Do you provide the special help to CWSN to get necessary aids like books, stick, bicycle etc.? N=10 <b>(To get necessary aids and appliances)</b>	2	3	3	2	10 (100%)
6	Do you arrange to provide training and guidance programs for the teacher of the school having CWSN? HM Q 5 N=10 <b>(To arrange to provide training and guidance programs for the teacher of the school having CWSN) N=16</b>	2 3	3 4	3 4	2 4	10 (100%) 15 (94 %)
7	Do you arrange the programs to aware the parents and society members regarding disabilities of CWSN and various facilities and benefits available to CWSN? N=10 <b>(To arrange the programs to aware the parents and society members)</b>	2	3	3	2	10 (100%)
8	Do you help the CWSN and their parents to get the benefits in kind and cash from the government and NGOs? Parents Q 8 N=10 <b>(To get the benefits in kind and Scholarship from the government and NGOs) N=16</b>	2 4	3 4	3 4	2 4	10 (100%) 16 (100%)
9	Do you prepare RepoRTs of the following activities (Daily, Weekly, Monthly)? N=10 <b>(To prepare RepoRTs of the activities)</b>	2	3	3	2	10 (100 %)
10	Do you plan the scholastics and non-scholastics activities? Teacher Q 6 N=10 <b>(To plan the scholastics and non-scholastics activities)</b>	2 4	3 4	3 4	2 4	10 (100 %) 16 (100%)
11	Do you maintain the Resource-room Register and the visit-book <b>(To maintain the Resource-room Register)</b>	2	3	3	2	10 (100 %)

12	Do you take care of different aids & appliance of the resource-room? (Aids & appliance)N=10	2	3	3	2	10 (100 %)
13	Do you explain the parents of the CWSN how to bring them up? Parents Q 5 N=10 <b>(To explain the parents of the CWSN how to bring them up) N=16</b>	2 4	3 4	3 4	2 4	10 (100%) 16 (100%)
14	Do you make the parents aware of special traits of the CWSN? Parents Q 3 N=10 <b>(To make the parents aware of special traits of the CWSN) N=16</b>	2 4	3 4	3 4	2 4	10 (100 %) 16 (100 %)
15	Do you try to make the parents of CWSN free from the traditions, wrong beliefs and superstitions about them? RTs programs N=10 <b>(CWSN free from the traditions, wrong beliefs)</b>	2	3	3	2	10 (100 %)
16	Do you explain the orientation of mobility to CWSN? Teacher Q 10 N=10 <b>(To explain the orientation of mobility to CWSN) N=16</b>	2 3	3 4	3 4	2 4	10 (100 %) 15 (94 %)
17	Do you follow the instructions of the higher authorities? N=10 <b>(To follow the instructions)</b>	2	3	3	2	10 (100 %)
18	Do you follow your action plan and the budget for CWSN? N=10 <b>(To follow action plan and the budget)</b>	2	3	3	2	10 (100 %)
19	Do you try to make CWSN rehabitant? N=10 <b>(To try to make CWSN rehabitant)</b>	2	3	3	2	10 (100 %)
20	Do you make the CWSN celebrate the special day? (like-Braille day, National Disability Day) N=10 <b>(To make the CWSN celebrate the special day)</b>	2	3	3	2	10 (100 %)

All the RTs Responded that they performed their roles 100% and most of the supported that they performed their expected roles to their satisfaction.



### 3.6.4.0 The special training provided by the RTs to the teachers of the school having CWSN.

#### 3.6.4.1 No. of CWSN in regular teachers' classes and Training received by the regular teachers.

A special training programme is organized once at District Level and once at State Level in a year for the regular teachers. To collected data of training received by the regular teachers, a questionnaire T- 4/1 (Appendix-I) was developed by the team of investigators and Q-2 was set to know the frequency of different training programmes. Using the Q-2 of the tool, the FIs collected information from the regular teachers, which was condensed, tabulated and presented in Table-3.73. The digit in each cell of Table-3.73. shows Frequency of training.

Table-3.73 the Training Received by the Regular Teachers

BLOCKS	Frequency of training RTs received						
	OH	MR	VI	HI	CP	MD	T
CHORYASI	0	0	0	0	0	0	00
OLPAD	0	0	0	0	0	0	00
SONGADHA	0	0	0	0	0	0	00
VYARA	0	0	0	0	0	0	00
TOTAL	00	00	00	00	00	00	00

It is clearly seen in Table 3.73 that No teachers of the district attended any training programme.

#### 3.6.5.0 The benefits accrued by the beneficiaries of IED programs.

To study the administrative role of the RTs in terms of benefits accrued by the beneficiaries of IED programs, an interview schedule T-5 (Appendix-I) was developed by the team of investigators. Using the tool, the FIs collected the responses from the CWSN in the school. A list of the benefits accrued by CWSN (Appendix-III) was made and the frequency of beneficiaries was done. The collected data was condensed, tabulated and presented in table -3.74 Digit in each cell shows the number of the beneficiaries of the benefits.

Table-3.74 Names of benefits and No. of beneficiaries of IED programs

Sr. No.	BENEFITS	CHORYASI N=4	OLPAD N=4	SONGADHA N=4	VYARA N=4	TOTAL N=16
1.	Scholarship	1	1	0	0	02
2.	IED kits	4	4	4	4	16
3.	Transport allowance	2	4	3	1	10
4.	Escort allowance	0	0	0	0	00
5.	Therapeutic allowance	0	0	0	0	0
6.	Calipers	0	0	0	0	0
7.	Wheel chair	0	0	0	0	0
8.	Ear phone	0	0	0	0	0
9.	Spectacles	0	0	0	0	0
10.	Shoes	0	0	0	0	0
<b>TOTAL</b>		<b>7</b>	<b>9</b>	<b>7</b>	<b>5</b>	<b>28</b>

Table 3.74 reveals that the RTs could provide benefits to 28 CWSN. The benefit mostly they accrued were IED kits & transport allowance.

### 3.6.6.0 People's awareness programs for CWSN organized by the RTs.

#### 3.6.6.1 Making people aware of the disabilities for the CWSN.

To study the above role of the RTs, Q-2 was set in an information schedule T – 6 (Appendix –I) was developed by the team of Investigators. Using Q-2 of the tools the FI collected the data of programme organized. Then it was condensed , tabulated and presented in Table 3.75 , '1' is in each cell shows that the mentioned programme was organized .

Table-3.75 People's awareness programmes for the CWSN

Sr. No.	BLOCKS ACTIVITIES	CHORYASI	OLPAD	SONGADHA	VYARA	TOTAL
1	Prayer	1	1	0	1	3
2	Bhajan	0	0	0	0	0
3	Prabhat Rally	0	0	1	1	2
4	Film Prog	1	0	1	1	3
5	Advertisement	0	0	0	0	0
6	Hordings	1	1	0	0	2
7	Procession	0	0	0	0	0
8	Drama	0	0	0	0	0
9	Bhavai	0	0	0	0	0
10	Other	1	1	0	1	3
	<b>TOTAL</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>13</b>

Table-3.75 shows that all the RTs of district organized totally 13 programmes. The RTs of Choryasi, Olpad, Songadh and Vyara organized 4, 3, 2 and 4 programmes respectively.

This clearly shows that the RTs should have organized more programmes to make more people aware of the CWSN.

### 3.6.6.2 RTs role to identify CWSN in context of different stake holders

To study the administrative roles of the RTs in term in context of different stake holders of the area, Q-3 in an information schedule-T-6 (Appendix-I) was developed by the team of investigators. Using Q-3 of the tool, the FIs collected the no. of stakeholders listed in the table. The collected data was condensed, tabulated and presented in table 3.76. Digit in each cell shows the no. of the stake holders the RTs' contacted.

Table 3.76 RTs role to identify CWSN in context of different stake holders

Sr.no.	BLOCKS NO. OF IDENTIFIED CWSN STAKE HOLDERS	CHORYASI 19	OLPAD 14	SONGADHA 18	VYARA 23	TOTAL N=74
	⇨ ⇨ ⇩					
1	President / Talati/ Sarpanch	7	4	3	2	16
2	Gram Vikas Adhikari	2	0	0	0	2
3	Specialist doctors / the civil surgeon	6	4	0	0	10
4	Politicians / and Post man	5	0	0	0	5
5	School Teachers	3	2	3	2	10
6	Religious leaders	2	0	0	0	2
7	The rich / Judge/ advocate	5	0	0	0	5
8	Social leaders / and institution	6	0	2	2	10
9	bus drivers / conductors / Shop-keepers / Businessman	11	2	4	2	19
10	Previous CWSN	3	0	2	2	7
11	NGO's	3	0	1	0	4
	<b>TOTAL NO. OF STAKEHOLDER</b>	<b>53</b>	<b>12</b>	<b>15</b>	<b>10</b>	<b>90</b>

Table 3.76 shows that All the RTs of district contacted totally 90 stake holders and identified 74 CWSN of their areas.

### 3.6.7.0 Parents opinion about RTs' home visit

To study the administrative roles of the RTs in terms of their visits to CWSN's home to make their parents aware of their children's development, progress, personal help and benefits. An interview schedule T-7 (Appendix-I) was developed by the team of investigators. Using the tool, the FIs collected the data. Then it was condensed,

tabulated and presented in table 3.77. Digit in each cell shows frequency of parents responses collected in ‘Yes’ or ‘No’.

Table-3.77 Parents’ opinion about the RT’s home visit

Sr. No.	BLOCKS NO. OF PARENTS QUESTIONS	CHORYASI 4	OLPAD 4	SONGADHA 4	VYARA 4	TOTAL N=16
1	Does the RT regularly visit you at your home for your children? N=16	4	4	4	4	16 (100 %)
2	Does the RT guide your child for self-learning at home? N=16	4	4	4	4	16 (100 %)
3	Does the RT discuss with your family members about the behavior of your child? N=16	4	4	4	4	16 (100 %)
4	Does the RT make you aware of your child’s performance? N=16	4	4	4	4	16 (100 %)
5	Does the RT discuss with you about the special problem of your child? N=16	4	4	4	4	16 (100 %)
6	Does the RT regularly take your child and you to resources room? N=16	4	4	4	4	16 (100 %)
7	Does the RT pay your TA and refreshment when he takes you to the resources-room? N=16	4	4	4	4	16 (100 %)
8	Does the RT helps you to get special benefits provided by Government & NGOs? N=16	4	4	4	4	16 (100 %)
9	Does the RT take your child to the different places for tours/camps/picnics? N=16	4	4	4	4	16 (100 %)
10	Does the RT arrange the programmes to make you aware of different benefits and schemes? N=16	4	4	4	4	16 (100 %)
	<b>TOTAL</b>	40	40	40	40	160 (100 %)

All the HMs were of the opinion that all the RTs performed their expected roles to their full satisfaction.

### 3.6.8.0 To study the work of the regular teachers through CWSN class room observation

To Observe CWSN class room, observation schedule 8 (Appendix-I) was developed and used by the FIs to make the note. FIs observed the use of aids and appliances with relevant qualities in the class room, Teacher’ Behavior, Teaching Method, Sitting Arrangement and Motivation of the Teachers to CWSN Observation is mark with (√) against each scale point.

Table-3.78 Observation of CWSN's class-rooms

BLOCKS OBSERVATION SCALE		CHORYASI	OLPAD	SONGADHA	VYARA	TOTAL
Teaching Aids	Existing	1	2	2	2	7
	Working Condition	1	2	2	2	7
	Used	1	2	2	2	7
Behavior of the Teacher	Good	0	0	√	√	2
	Medium	√	0	0	0	1
	Poor	0	0	√	0	1
Teaching method	Tr. Oriented	√	√	√	0	3
	Ss. Oriented	0	0	0	0	0
	Mixed	0	0	0	√	1
Sitting arrangement	Good	0	√	√	√	3
	Medium	0	0	0	0	0
	Poor	√	0	0	0	1
Motivation	High	√	√	√	√	4
	Moderate	0	0	0	0	0
	Low	0	0	0	0	0

It is suggested in Table-3.78 that in Choryasi, Olpadh ,Vyara and Songadha totally seven aids were existing and all were in use.

So far behavior of the teacher is concerned, two teachers of Behavior was good one was Medium and one was poor.

In all classes in Three teachers were found using teachers orientate method.

Sitting arrangement is concerned so that it was good according to their need.

Student was highly motivated in the all classes.

All the observations shows that RTs did not train the teachers for their behavior to the CWSN and the teaching method properly.

### 3.7.0.0 Vadodara

#### 3.7.1.0 The academic and professional development of the RTs.

##### 3.7.1.1 RTs' academic qualifications

To collect the data regarding the RTs academic qualifications, Question-3 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using Question-3 of the tool, the FIs collected information from the RTs, which was condensed, tabulated and presented in Table-3.79. The digit in each cell shows no. of RTs who were qualified for the degree. RT's minimum required qualification was graduation.

Table-3.79 RT's academic qualifications

BLOCKS	Before Joining the Service				During the Service	
	HSC.	Graduation	PG	Total RTs	Graduation	PG
<b>VADODARA</b>	2	1	0	3	0	0
<b>PADARA</b>	2	0	0	2	0	0
<b>PAVIJETPUR</b>	2	1	0	3	2	0
<b>SAMKHEDA</b>	0	0	2	2	0	0
<b>TOTAL</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>10</b>	<b>2</b>	<b>0</b>

Note: - 6 Graduates + 4 HSC = 10

Table 3.79 shows that when the RTs were contacted for data collection, they were with the following qualification. HSc. 6, Graduates 2, Post graduates 2. It clearly shows that 10 RTs were with required qualifications (Graduation).

##### 3.7.1.2 RTs' professional development

To collect the data regarding the RTS professional development, Question-4 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-4 of the tool, the FIs collected information from the RTs , Then it was condensed, tabulated and presented in Table-3.80 The digit in each cell shows the frequency no. of RTs who were qualified with the degree. RT's minimum required qualification was Special Diploma in any area.

Here professional development means improvement in Special professional qualification such as special B.Ed. / M. Ed. course.

Table-3.80 RTs professional development

BLOCKS	Before Joining the Service				During the service	
	Sp. Diploma	Sp. B.Ed.	SP. PG	Total	Sp. B.Ed.	SP. PG
<b>VADODARA</b>	3	0	0	3	0	0
<b>PADARA</b>	1	1	0	2	0	0
<b>PAVIJETPUR</b>	3	0	0	3	0	0
<b>SAMKHEDA</b>	2	0	0	2	0	0
<b>TOTAL</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>

Table 3.80 shows that when RTs were contact by the FIs for data collection, they were with following qualification. Sp.Diploma 9 , Sp. B.Ed 1, It clearly shows that 10 RTs had required qualification.

### 3.7.1.3 Special training received by the RTs

Every year one training programme at district level and one training programme at state level are organized according to state OIC IED year 2010-11. To study about training received by the RTs at different level in different programs. Question-5 of an information schedule-T-1 (Appendix-I) was set to get the frequency of the RTs who received the training by the team of Investigators. Using the Question-5 of the tool, the FIs collected data by the RTs, which was condensed, tabulated and presented in Table-3.81. The digit in each cell shows the frequency of the training programs the RTs received.

Table-3.81 Special training received by the RTs

BLOCKS	District Level			State Level			Total
	Seminar	Workshop	Module Writing workshop	Seminar	Workshop	Module Writing workshop	
<b>VADODARA</b>	0	5	0	0	5	0	<b>05</b>
<b>PADARA</b>	1	3	0	0	0	0	<b>04</b>
<b>PAVIJETPUR</b>	3	2	0	0	0	0	<b>05</b>
<b>SANKHEDA</b>	2	2	0	0	0	0	<b>04</b>
<b>TOTAL</b>	<b>06</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

Table-3.81 shows that in all four blocks of Vadodara District, 10 RTs participated in 18 programs at district level but no program at state level and National Level. Mostly they participated in seminars and workshops.

#### 3.7.1.4 RTs' work as a resource person

To study about **RTs'** work as a resource person at different level in different programs Question-6 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-6 of the tool, the FIs collected data from the RTs , which was condensed, tabulated and presented in Table-3.82 The digit in each cell shows the frequency of the programs.

Table-3.82 RTs' work as a resource person

<b>BLOCKS</b>	<b>District level</b>			<b>State level</b>			<b>Total</b>
	<b>Seminar</b>	<b>Work shop</b>	<b>Module Writing workshop</b>	<b>Seminar</b>	<b>Work shop</b>	<b>Module Writing workshop</b>	
<b>VADODARA</b>	2	0	1	0	0	0	<b>03</b>
<b>PADARA</b>	1	1	0	0	0	0	<b>02</b>
<b>PAVIJETPUR</b>	2	1	0	0	0	0	<b>03</b>
<b>SANKHEDA</b>	0	0	0	0	0	0	<b>00</b>
<b>TOTAL</b>	<b>05</b>	<b>02</b>	<b>01</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>08</b>

Table-3.82 clearly indicates that in the District, 10 RTs worked as an RP for eight times in seminars and workshops at district level. No one worked at state or national level. No RTs of Sankheda worked as RP.

#### 3.7.1.5 Production of learning material for CWSN

To study about production of the material by the RTs for CWSN in different form, Question-7 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-7 of the tool, the FIs collected data from the RTs, which was condensed, tabulated and presented in Table-3.83. The digit in each cell shows the frequency of the items of materials.



Table-3.83 RTs' material Production for CWSN

BLOCKS	Materials produced						Total
	TLM	Booklet	Articles	New Technique of teaching	Action Research	Research Work	
VADODARA	3	1	1	0	0	0	05
PADARA	2	0	0	0	0	0	02
PAVIJETPUR	5	0	0	0	0	0	05
SANKHEDA	4	0	0	0	0	0	04
TOTAL	14	01	01	0	0	0	16

Table-3.83 reveals that in the four blocks of Vadodara District, 10 RTs prepared 14 TLM, One booklet and one article, The RTs of Vadodara and Pavijetpur prepared maximum (five) and those of Padara prepared minimum (two) items of material.

### 3.7.2.0 The academic role of the RTs.

To study the academic roles of the RTs, a questionnaire T-2(Appendix-I) was developed by the team of the investigators. Using the tool , FIs collected the responses from the RTs in 'Yes' or 'No'. RTs selected for responses block wise were 3, 2, 3, 2 respectively Vadodara, Padara, Pavijetpur, Sankheda. The supporting elements like parents, teachers, and head masters were selected 16, 16 and 16 as respondents. The collected data was condensed, tabulated and presented in Table 3.84. In each cell, upper figure stand for the RTs' responses and lower figures stand for the responses of the respondents. Under each questions role is mentioned in bold text.

Table-3.84 The academic role of the RTs

Sr. No.	BLOCKS NO. OF RTS QUESTIONS ↓	VADODARA 3	PADARA 2	PAVIJETPUR 3	SANKHEDA 2	TOTAL N=10
1	Do you make home to home visit in each term to identify CWSN? N = 10 <b>Parents (Q 1)</b> (To make home to home visit) N = 16	3 4	2 4	3 4	2 4	10 (100%) 16 (100%)

2	Do you advice the teacher to make convenient sitting arrangement for the CWSN in the class-room? N = 10 <b>Teacher Q 4 (Convenient sitting arrangement)N = 16</b>	3 3	2 4	3 4	2 4	10 (100%) 15 (88%)
3	Do you prepare an individual program me for each CWSN? N = 10 <b>(To prepare an individual programme)N = 16</b>	3	2	3	2	10 (100%)
4	Do you try to enrich CWSN's vocabulary and knowledge of language? Teacher Q 5 N = 10 <b>(To try to enrich CWSN's vocabulary and knowledge of language) N = 16</b>	3 1	2 3	3 2	2 3	10 (100 %) 9 (56%)
5	Do you try to teach CWSN the hard-spots yourself? N = 10 <b>(To try to teach CWSN the hard-spots) N = 16</b>	3	1	3	2	9 (90%)
6	Do you try to make CWSN understand the importance of sense organs in the cognitive development? Parents (Q 2 N = 10 <b>(To try to make CWSN understand the importance of sense organs) N = 16</b>	3 4	2 4	3 4	2 4	10 (100%) 16 (100%)
7	Do you help the CWSN to perform their day to day activities independently? Parents (Q 2 N = 10 <b>(Day to day activities) N = 16</b>	3 4	2 4	3 4	2 4	10 (100%) 16 (100%)

8	Do you make the CWSN aware of the Geographical environment of their village / town / city and the path of school to Home? N = 10 Teacher Q 10 <b>(To eographical environment) N = 16</b>	3 3	2 4	2 2	2 4	9 (56%) 13 (81.25%)
9	Do you take CWSN to the resource-room to teach the hard spots? HM Q 6 N = 10 <b>(To teach the hard spots) N = 16</b>	3 3	1 2	3 4	2 4	9 (90%) 13 (81%)
10	Do you try to teach CWSN the uses of aids and appliance according to their need in the resource-room? Teacher Q 7 N = 10 <b>(The uses of aids and appliance at resource-room) N = 16</b>	3 1	2 3	3 3	2 4	10 (100%) 11 (69%)

It is seen from the table 3.84 that all the RTs responded that they performed their role 100%., however the supporters were of the opinion that the RTs performed their expected roles satisfactorily except awareness of geographical environment, vocabulary of CWSN and information regarding available aids and appliances.

### 3.7.3.0 The administrative role of the RTs.

The RT has to perform minimum twenty administrative roles. To study the roles of the RTs, a questionnaire T-3(Appendix-I) was developed by the team of the investigators. Using the tool , FIs collected the responses from the RTs in ‘Yes’ or ‘No’.

RTs selected for responses block wise were 3, 2, 3, 2 respectively from Vadodara, Padara, Pavijetpur, Sankheda.

The supporting elements like parents, teachers and head masters were selected 16, 16 and 16 as respondents. The collected data was condensed, tabulated and presented in Table 3.85

In each cell, upper figure stand for the RTs' responses and lower figures stand for the responses of the respondents.

Table-3.85 the administrative role of the RTs

Sr. No.	BLOCKS NO. OF RTS QUESTIONS	VADODARA 3	PADARA 2	PAVLJETPU R 3	SANKHEDA 2	TOTAL N=10
1	Do you help CWSN to get their disability certificate from a Doctor / civil surgeon? N=10 ( <b>Disability certificate from a Doctor / civil surgeon</b> )	2	3	3	2	10 (100%)
2	Do you prepare the profile of the CWSN with the photo? N=10 ( <b>To prepare the profile</b> )	2	3	3	2	10 (100%)
3	Do you make the parents of the CWSN aware of their child's disability? Parents Q 2, Q 3, Q 4 N=10 ( <b>To make the parents aware of their CWSN</b> ) N=16	2 4	3 4	4 4	2 4	10 16 (100%)
4	Do you help the parents to admit the CWSN in the school? Teacher Q 6 N=10 ( <b>Parents to admit the CWSN in the school</b> ) N=16	2 2	3 3	3 2	2 3	10 10 (100%) (63%)
5	Do you provide the special help to CWSN to get necessary aids like books, stick, bicycle etc.? N=10 ( <b>To get necessary aids and appliances</b> )	2	3	3	2	10 (100%)
6	Do you arrange to provide training and guidance programs for the teacher of the school having CWSN? HM Q 5 N=10 ( <b>To arrange to provide training and guidance programs for the teacher of the school having CWSN</b> ) N=16	2 4	3 4	3 4	2 3	10 15 (100%) (94%)

7	Do you arrange the programs to aware the parents and society members regarding disabilities of CWSN and various facilities and benefits available to CWSN? N=10 ( <b>To arrange the programs to aware the parents and society members</b> )	2	3	3	2	10 (100%)
8	Do you help the CWSN and their parents to get the benefits in kind and cash from the government and NGOs? Parents Q 8 N=10 ( <b>To get the benefits in kind and Scholarship from the government and NGOs</b> ) N=16	2 4	3 4	3 3	2 3	10 (100%) 14 (88%)
9	Do you prepare Reports of the following activities (Daily, Weekly, Monthly)? N=10 ( <b>To prepare Reports of the activities</b> )	2	3	3	2	10 (100%)
10	Do you plan the scholastics and non-scholastics activities? Teacher Q 6 N=10 ( <b>To plan the scholastics and non-scholastics activities</b> )	2 2	3 3	3 2	2 3	10 (100%) 10 (63 %)
11	Do you maintain the Resource-room Register and the visit-book? ( <b>To maintain the Resource-room Register</b> )	2	3	3	2	10 (100%)
12	Do you take care of different aids & appliance of the resource-room? (Aids & appliance)N=10	2	3	3	2	10 (100%)
13	Do you explain the parents of the CWSN how to bring them up? Parents Q 5 N=10 ( <b>To explain the parents of the CWSN how to bring them up</b> ) N=16	2 3	3 4	3 3	2 3	10 (100%) 13 (81%)
14	Do you make the parents aware of special traits of	2	3	3	2	10 (100%)

	the CWSN? Parents Q 3 N=10 ( <b>To make the parents aware of special traits of the CWSN</b> ) N=16	4	3	4	3	14 (88%)
15	Do you try to make the parents of CWSN free from the traditions, wrong beliefs and superstitions about them? RTs programs T N=10 ( <b>CWSN free from the traditions, wrong beliefs</b> )	2	3	3	2	10 (100%)
16	Do you explain the orientation of mobility to CWSN? Teacher Q 10 N=10 ( <b>To explain the orientation of mobility to CWSN</b> ) N=16	2 3	3 4	3 2	2 4	10 (100%) 13 (81%)
17	Do you follow the instructions of the higher authorities? N=10 ( <b>To follow the instructions</b> )	2	3	3	2	10 (100%)
18	Do you follow your action plan and the budget for CWSN? N=10 ( <b>To follow action plan and the budget</b> )	2	3	3	2	10 (100%)
19	Do you try to make CWSN rehabitant? N=10 ( <b>To try to make CWSN rehabitant</b> )	2	3	3	2	10 (100%)
20	Do you make the CWSN celebrate the special day? (like-Braille day, National Disability Day) N=10 ( <b>To make the CWSN celebrate the special day</b> )	2	3	3	2	10 (100%)

It is clearly seen from the table 3.85 that all the RTs responded that they performed their role 100%, and more than 80% supporters also were of the opinion that the RTs performed their expected roles except helping parents for their CWSN admission and planning scholastic and non-scholastic activities.

### 3.7.4.0 The special training provided by the RTs to the teachers of the school having CWSN.

#### 3.7.4.1 No. of CWSN in regular teachers' classes and Training received by the regular teachers.

A special training programme is organized once at District Level and once at State Level in a year for the regular teachers. To collected data of training received by the regular teachers, a questionnaire T- 4/1 (Appendix-I) was developed by the team of investigators and Q-2 was set to know the frequency of different training programmes. Using the Q-2 of the tool, the FIs collected information from the regular teachers, which was condensed, tabulated and presented in Table-3.86. The digit in each cell of Table-3.86. shows Frequency of training.

Table-3.86 The training received by the Regular Teachers

BLOCKS	Frequency of training						Total
	OH	MR	VI	HI	CP	MD	
VADODARA	0	0	0	0	0	0	00
PADARA	0	0	0	0	0	0	00
PAVIJETPUR	0	0	1	0	0	0	01
SANKHEDA	0	1	0	1	0	0	02
TOTAL	00	01	01	01	00	00	03

It is clearly seen in Table 3.86 that the frequencies of the training programmes attended by the regular teachers of were totally three. One was attended by the regular teacher of Pavijetpur and two were attended by those of Sankheda No training was attended by the regular teacher of Vadodara and Padara.

#### 3.7.5.0 The benefits accrued by the beneficiaries of IED programs.

To study the administrative role of the RTs in terms of benefits accrued by the beneficiaries of IED programs, an interview schedule T-5 (Appendix-I) was developed by the team of investigators . Using the tool, the FIs collected the responses from the CWSN in the school. A list of the benefits accrued by CWSN (Appendix-III) was made and the frequency of beneficiaries was done. The collected data was condensed, tabulated and presented in table -3.87. Digit in each cell shows the number of the beneficiaries who accrued the benefits.

Table-3.87 Names of benefits and No. of beneficiaries of IED programs

Sr. No.	BLOCKS NO. OF CWSN BENEFITS	VADODARA N =4	PADARA N = 4	PAVIJETPUR N = 4	SANKHEDA N=4	TOTAL N=16
1.	Scholarship	4	3	1	3	11
2.	IED kits	4	3	4	4	15
3.	Transport allowance	2	1	0	1	04
4.	Escort allowance	0	0	0	0	00
5.	Therapeutic allowance	0	0	0	0	00
6.	Calipers	0	0	0	0	00
7.	Wheel chair	2	0	0	0	2
8.	Ear phone	0	0	0	0	00
9.	Spectacles	0	2	0	0	2
10.	Shoes	0	0	0	0	00
TOTAL		12	9	5	8	34

Table 3.87 reveals that the RTs could provide benefits to 34 CWSN. The benefits mostly they accrued were scholarship, IED kits & transport allowance.

It was also clearly seen that maximum 12 beneficiaries of Vadodara and minimum 5 of beneficiaries of Pavijetpur accrued the benefits.

### 3.7.6.0 People's awareness programs for CWSN organized by the RTs.

#### 3.7.6.1 Making people aware of the disabilities for the CWSN.

To study the above role of the RTs, Q-2 was set in an information schedule T – 6 (Appendix –I) was developed by the team of Investigators. Using Q-2 of the tools the FI collected the data of programme organized. '1' is put in each cell of the table for awareness of the programme.

Table-3.88 People's awareness programmes for the CWSN

Sr. No.	BLOCKS ACTIVITIES	VADODARA	PADARA	PAVIJETPUR	SANKHEDA	TOTAL
1	Prayer	0	0	1	1	2
2	Bhajan	0	1	1	1	3
3	Prabhat Rally	0	0	1	1	2
4	Film Prog	0	0	0	0	0



5	<b>Add</b>	0	0	0	0	0
6	<b>Hording</b>	0	0	0	0	0
7	<b>Procession</b>	1	0	0	0	1
8	<b>Drama</b>	0	1	1	0	2
9	<b>Bhavai</b>	0	0	0	0	0
10	<b>Rali/Other</b>	0	1	1	0	2
	<b>TOTAL</b>	1	3	5	3	12

Table-3.88 shows that all the RTs organized 12 programmes. Pavijetpur, Padara and Sankheda organized 5,3, and 3 programmes respectively but those of Vadodra organized only One programme. Overall performance of keeping people aware of CWSN was poor.

### 3.7.6.2 RTs role to identify CWSN in context of different stake holders

To study the administrative roles of the RTs in term of identifying CWSN in context of different stake holders of the area, Q-3 in an information schedule-T-6 (Appendix-I) was developed by the team of investigators. Using Q-3 of the tool, the FIs collected the no. of stake holders given in the table. The collected data was condensed, tabulated and presented in table 3.89. Digit in each cell shows the no. of the stake holders the RTs' contacted.

Table-3.89 RT's roles to identify CWSN in context of different stake holders

<b>Sr. No.</b>	<b>BLOCKS NO. OF IDENTIFIED CWSN STAKE HOLDERS ↓</b>	<b>VADODARA N=20</b>	<b>PADARA N=34</b>	<b>PAVIJETPUR N=17</b>	<b>SANKHEDA N=12</b>	<b>TOTAL N=83</b>
1	President/Talati/ Serpanch	2	3	0	0	5
2	Gram Vikas Adhikari	1	0	0	1	2
3	Specialist doctors / the civil surgeon	3	1	0	0	4
4	Politicians / and Post man	1	2	0	0	3
5	School Teachers	3	2	3	2	10
6	Religious leaders	0	0	0	0	0
7	The rich / Judge/ advocate	0	1	0	0	1
8	Social leaders / and institution	2	1	0	2	5
9	bus drivers / conductors / Shopkeepers/Businessman	0	0	8	6	14
10	Previous CWSN	3	2	0	0	5
11	NGO's	1	2	1	0	4
	<b>TOTAL</b>	16	14	12	11	53

Table 3.89 shows that all RTs of contacted totally 53 stake holders and identified 83 CWSN. The RTs of Padara indentify maximum (34) and those of Sankheda indentify minimum (12) CWSN.

### 3.7.7.0 Parents opinion about RTs' home visit

To study the administrative roles of the RTs in terms of their visits to CWSN's home to make their parents aware of their children's development, progress, personal help and benefits. An interview schedule T-7 (Appendix-I) was developed by the team of investigators. Using the tool, the FIs collected the data. Then it was condensed, tabulated and presented in table 3.90. Digit in each cell shows frequency of parents responses collected in 'Yes' / 'No'.

Table-3.90 Parents' opinion about the RT's home visit

Sr. No.	BLOCKS NO. OF PARENTS QUESTIONS	VADODARA 4	PADARA 4	PAVLJETPUR 4	SANKHEDA 4	TOTAL N=16
1	Does the RT regularly visit you at your home for your children? <b>N=16</b>	4	4	4	4	16 (100%)
2	Does the RT guide your child for self-learning at home? <b>N=16</b>	4	4	4	4	16 (100%)
3	Does the RT discuss with your family members about the behavior of your child? <b>N=16</b>	4	3	4	3	14 (88%)
4	Does the RT make you aware of your child's performance? <b>N=16</b>	4	4	4	4	16 (100%)
5	Does the RT discuss with you about the special problem of your child? <b>N=16</b>	3	4	3	3	13 (81%)
6	Does the RT regularly take your child and you to resources room? <b>N=16</b>	4	4	4	4	16 (100%)
7	Does the RT pay your TA and refreshment when he takes you to the resources-room? <b>N=16</b>	4	4	4	4	16 (100%)
8	Does the RT helps you to get special benefits provided by Government & NGOs? <b>N=16</b>	4	4	3	3	14 (88%)

9	Does the RT take your child to the different places for tours/camps/picnics? <b>N=16</b>	3	4	3	2	12 (75%)
10	Does the RT arrange the programmes to make you aware of different benefits and schemes? <b>N=16</b>	4	4	4	4	16 (100%)

Table 3.90 indicates that the parents were of the opinion that all the RTs performed their roles related to them to their satisfaction except taking CWSN to different places four tours/ camps/picnics.

### 3.7.8.0 To study the work of the regular teachers through CWSN class room observation

To Observe CWSN class room, observation schedule 8 (Appendix-I) was developed and used by the FIs to make the note. FIs observed the use of aids and appliances with relevant qualities in the class room, Teacher' Behavior, Teaching Method, Sitting Arrangement and Motivation of the Teachers to CWSN Observation is mark with (√) against each scale point.

Table-3.91 Observation of CWSN's classroom

<b>BLOCKS SCALE Observation</b>		<b>VADODARA</b>	<b>PADARA</b>	<b>PAVIJETPUR</b>	<b>SANKHEDA</b>	<b>Total</b>
<b>Teaching Aids</b>	<b>Existing</b>	2	2	2	2	8
	<b>Working Condition</b>	2	2	2	2	8
	<b>Used</b>	2	2	2	2	8
<b>Behavior of the Teacher</b>	<b>Good</b>	√	√	√	√	4
	<b>Medium</b>	0	0	0	0	0
	<b>Poor</b>	0	0	0	0	0
<b>Teaching method</b>	<b>Tr. Oriented</b>	0	√	√	√	3
	<b>Ss. Oriented</b>	√	0	0	0	1
	<b>Mixed</b>	0	0	0	0	0
<b>Sitting arrangement</b>	<b>Good</b>	√	√	√	√	4
	<b>Medium</b>	0	0	0	0	0
	<b>Poor</b>	0	0	0	0	0
<b>Motivation</b>	<b>High</b>	√	√	√	√	4
	<b>Moderate</b>	0	0	0	0	0
	<b>Low</b>	0	0	0	0	0

In each block of the district, mostly two teaching aids were found, which were in working condition and were in use. So far behavior of the teacher is concerned four classes of Vadodara, Padara, Pavijetpur and Sankheda. Teachers behavior was good.. So far teaching method is concerned, in three classes teachers were found using teacher oriented method, and in one regular teacher was found using student oriented method.

Sitting arrangement was good in all the blocks.

Students' motivation was high in all the classes observed.

All these observations shows that RTs' training to the teachers was not sufficient to make them use the aids and appliances and the teachers oriented method.

### 3.8.0.0 ALL DISTRICTS

#### 3.8.1.0 The academic and professional development of the RTs.

##### 3.8.1.1 RTs' academic qualifications

To collect the data regarding the RTS academic qualifications, Question-3 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using Question-3 of the tool, the FIs collected information from the RTs, which was condensed, tabulated and presented in Table-3.92. The digit in each cell shows no. of RTs who were qualified for the degree. RT's minimum required qualification was graduation.

Table-3.92 RT's academic qualifications

DISTRICTS	Before Joining the Service				During the Service	
	HSC.	Graduation	PG	Total RTs	Graduation	PG
<b>AHMEDABAD</b>	2	5	3	10	2	0
<b>BANASKANTHA</b>	2	8	0	10	2	1
<b>BHAVNAGAR</b>	0	7	3	10	0	4
<b>JUNAGADHA</b>	2	8	0	10	2	1
<b>PANCHMAHAL</b>	2	8	0	10	2	1
<b>SURAT</b>	0	1	9	10	0	0
<b>VADODARA</b>	6	2	2	10	2	0
<b>TOTAL</b>	<b>14</b>	<b>39</b>	<b>17</b>	<b>70</b>	<b>10</b>	<b>7</b>

Table 3.92 shows that when the RTs were contacted for data collection, they were with the following qualification. HSc. 14, Graduates 39, Post graduates 17. It clearly shows that 70 RTs were with required qualifications (Graduation).

##### 3.8.1.2 RTs' professional development

To collect the data regarding the RTS professional development, Question-4 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-4 of the tool, the FIs collected information from the RTs, Then it was condensed, tabulated and presented in Table-3.93. The digit in each cell shows no. of RTs who were qualified with the degree. RT's minimum required qualification was Special Diploma.

Here professional development means improvement in Special professional qualification such as special B.Ed. / M. Ed. course.

Table-3.93 RTs professional development

DISTRICTS	Before Joining the Service				During the service	
	Sp. Diploma	Sp. B.Ed.	SP. PG	Total	Sp. B.Ed.	SP. PG
<b>AHMEDABAD</b>	6	4	0	10	2	0
<b>BANASKANTHA</b>	5	5	0	10	0	0
<b>BHAVNAGAR</b>	8	1	1	10	1	1
<b>JUNAGADHA</b>	8	2	0	10	0	0
<b>PANCHMAHAL</b>	8	2	0	10	1	1
<b>SURAT</b>	7	3	0	10	0	0
<b>VADODARA</b>	9	1	0	10	0	0
<b>TOTAL</b>	<b>51</b>	<b>18</b>	<b>1</b>	<b>70</b>	<b>4</b>	<b>2</b>

Table 3.93 shows that when RTs were contact by the FIs for data collection, they were with following qualification. Sp.Diploma 51, Sp. B.Ed 18, Sp.PG 1. It clearly shows that 70 RTs had required qualification.

### 3.8.1.3 Special training received by the RTs

Every year one training programme at district level and one training programme at state level were organized according to OIC IED year 2010-11. To study about training received by the teachers from the RTs at different level in different programs, Question-5 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-5 of the tool, the FIs collected data from the RTs, which was condensed, tabulated and presented in Table-3.94 the digit in each cell shows the frequency of the training programs the RTs received in seven districts.

Table-3.94 Special training received by the RTs

Districts	District Level			State Level			National Level			Total
	Seminar	Workshop	Module WK	Seminar	Workshop	Module WK	Seminar	Workshop	Module WK	
<b>AHMEDABAD</b>	02	00	00	00	10	00	00	00	00	<b>12</b>
<b>BANASKANTHA</b>	06	03	00	05	08	00	00	00	00	<b>22</b>
<b>BHAVNAGAR</b>	02	02	02	00	07	00	01	01	00	<b>15</b>
<b>JUNAGADHA</b>	03	05	00	00	09	00	00	00	00	<b>17</b>
<b>PANCHMAHAL</b>	04	02	00	00	04	00	01	01	00	<b>12</b>
<b>SURAT</b>	05	04	00	00	04	00	00	00	00	<b>13</b>

<b>VADODARA</b>	06	12	00	00	00	00	00	00	00	<b>18</b>
<b>TOTAL</b>	<b>28</b>	<b>28</b>	<b>2</b>	<b>5</b>	<b>42</b>	<b>00</b>	<b>02</b>	<b>02</b>	<b>00</b>	<b>109</b>
	<b>58</b>			<b>47</b>			<b>04</b>			<b>109</b>

Table-3.94 shows that in all districts, 70 RTs participated in 58 programs at district level and 47 programs at state level, four programmes at national level. Mostly they participated only seminars and workshops. Participation of the RTs of each district is in between 12 and 22.

#### 3.8.1.4 RTs' work as a resource person

To study about RTs' work as a resource person at different level in different programs, Question-6 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-6 of the tool, the FIs collected data from the RTs , which was condensed, tabulated and presented in Table-3.95. The digit in each cell shows the frequency of the programs.

Table-3.95 RTs' work as a resource person

<b>DISTRICTS</b>	<b>District level</b>			<b>State level</b>			<b>Total</b>
	<b>Seminar</b>	<b>Workshop</b>	<b>Module WK</b>	<b>Seminar</b>	<b>Workshop</b>	<b>Module WK</b>	
<b>AHMEDABAD</b>	16	01	00	00	00	00	<b>17</b>
<b>BANASKANTHA</b>	00	02	00	00	00	00	<b>02</b>
<b>BHAVNAGAR</b>	09	03	01	00	00	00	<b>13</b>
<b>JUNAGADHA</b>	00	00	00	00	00	00	<b>00</b>
<b>PANCHMAHAL</b>	03	03	03	00	00	00	<b>09</b>
<b>SURAT</b>	07	06	03	00	00	00	<b>16</b>
<b>VADODARA</b>	05	02	01	00	00	00	<b>08</b>
<b>TOTAL</b>	<b>40</b>	<b>17</b>	<b>8</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>65</b>
	<b>65</b>			<b>00</b>			<b>65</b>

Table-3.95 clearly shows that in all Districts 70 RTs as Resource Person worked 40 times in seminar, 70 times in work-shops, Eight times in module work-shops at District level but no one worked at state or national level.

#### 3.8.1.5 RTs' production of the material for CWSN

To study about RTs' production of the material for CWSN in different form, Question-7 of an information schedule-T-1 (Appendix-1) was set by the team of investigators. Using the Question-7 of the tool, the FIs collected data from the RTs , which was condensed, tabulated and presented in Table-3.96 The digit in each cell shows the no. of items of material they produced.

Table-3.96 RT s' material Production for CWSN

DISTRICTS	Materials produced						Total
	TLM	Books	Articles	New Technique	Action Research	Research Work	
<b>AHMEDABAD</b>	45	0	0	1	0	0	<b>46</b>
<b>BANASKANTHA</b>	23	1	0	0	2	0	<b>26</b>
<b>BHAVNAGAR</b>	57	00	04	06	01	0	68
<b>JUNAGADHA</b>	28	02	02	03	03	00	<b>38</b>
<b>PANCHMAHAL</b>	16	01	00	00	00	00	17
<b>SURAT</b>	142	0	0	0	0	0	<b>142</b>
<b>VADODARA</b>	14	01	01	0	0	0	16
<b>TOTAL</b>	<b>325</b>	<b>5</b>	<b>7</b>	<b>10</b>	<b>6</b>	<b>0</b>	<b>353</b>

Table-3.96 reveals that in all Districts, 70 RTs prepared 325 TLM, five books, seven articles, 10 new techniques and six action researches, but no research work.

Maximum (142) items were prepared by the RTs of Surat and minimum (16) items were prepared by the RTs of Vadodara.

### 3.8.2.0 The academic role of the RTs.

To study the ten academic role of the RTs, a questionnaire – T-3 (Appendix-1) was developed by the team of investigators. Using the tool, the FIs collected the responses from the RTs in 'Yes' / 'No'. The collected data was condensed, tabulated and presented in table -3.97

For verification of RTs responses, FIs' checking of documents and records, teachers', HMs' parents' and CWSN' responses were collected which were in respective tables. (Appendix-1) All responses were condensed, tabulated and presented in respective table.

In each cell, upper figure stands for **RTs' responses** and the lower figure stands for the responses of the supporters. No. of the supporters were 112 Teachers, 112 HMs, 112 parents in all districts.



Table-3.97 the academic role of the RTs

Sr. No.	DISTRICTS NO. OF RTs QUESTIONS	AHMEDABAD 16	BANASKANTHA 16	BHAVNAGAR 16	JUNAGADHA 16	PANCHMAHAL 16	SURAT 16	VADODARA 16	TOTAL N=112
1	Do you make home to home visit in each term to identify CWSN? N = 70 <b>Parents (Q 1) (To make home to home visit) N = 112</b>	10 (100%) 9 (56%) 7 (6.25%)	10 (100%) 12 (75%) 4 (3.57%)	8 (80%) 11 (69%) 5 (4.46%)	10 (100%) 14 (88%) 2 (1.79%)	10 (100%) 13 (81%) 3 (2.68%)	10 (100%) 16 (100%) 0 (0%)	10 (100%) 16 (100%) 0 (0%)	68 (97%) 91 (81%) 21 (19%)
2	Do you advice the teacher to make convenient sitting arrangement for the CWSN in the class-room? N = 70 <b>Teacher Q 4 (Convenient sitting arrangement)N = 112</b>	10 (100%) 10 (63%) 6 (5.36%)	10 (100%) 15 (94%) 1 (0.89%)	10 (100%) 10 (63%) 6 (5.36%)	10 (100%) 14 (88%) 2 (1.79%)	10 (100%) 14 (88%) 2 (1.79%)	10 (100%) 16 (100%) 0 (0%)	10 (100%) 15 (88%) 1 (0.79%)	70 (100%) 94 (84%) 18 (16%)
3	Do you prepare an individual program me for each CWSN?N = 70 ( To prepare an individual programme)N = 112	10 (100%) -	10 (100%)	10 (100%)	10 (100%)	10 (100%)	10 (100%)	10 (100%)	70 (100%)
4	Do you try to enrich CWSN's vocabulary and knowledge of language? Teacher Q 5 N = 700 (To try to enrich CWSN's vocabulary and knowledge of language) N = 112	10 (100%) 6 (38%) 10 (8.93%)	9 (90%) 13 (81%) 3 (2.68%)	10 (100%) 7 (44%) 9 (8.04%)	10 (100%) 11 (69%) 5 (4.46%)	10 (100%) 14 (88%) 6 (5.36%)	10 (100%) 15 (94%) 1 (0.79%)	10 (100%) 9 (56%) 7 (6.25%)	69 (98%) 75 (67%) 41 (33%)
5	Do you try to teach CWSN the hard-spots yourself? N = 70(To try to teach CWSN the hard-spots)	8 (80%)	10 (100%)	10 (100%)	10 (100%)	10 (100%)	10 (100%)	9 (90%)	67 (96%)

6	Do you try to make CWSN understand the importance of sense organs in the cognitive development? Parents (Q 2 N = 70 ( <b>To try to make CWSN understand the importance of sense organs</b> ) N = 112	10 (100%) 12 (75%) 4 (3.57%)	10 (100%) 10 (63%) 6 (5.36%)	10 (100%) 12 (75%) 4 (3.57%)	10 (100%) 15 (94%) 1 (0.89%)	10 (100%) 10 (63%) 6 (5.36%)	10 (100%) 16 (100%) 0 (0%)	10 (100%) 16 (100%) 0 (0%)	70 (100%) 91 (81%) 21 (19%)
7	Do you help the CWSN to perform their day to day activities independently? Parents (Q 2 N = 70 ( <b>Day to day activities</b> ) N = 112	10 (100%) 12 (75%) 4 (3.57%)	10 (100%) 10 (63%) 6 (5.36%)	10 (100%) 12 (75%) 4 (3.57%)	10 (100%) 15 (94%) 1 (0.89%)	10 (100%) 10 (63%) 6 (5.36%)	10 (100%) 16 (100%) 0 (0%)	10 (100%) 16 (100%) 0 (0%)	70 (100%) 91 (81%) 21 (19%)
8	Do you make the CWSN aware of the Geographical environment of their village / town / city and the path of school to Home? N = 70 Teacher Q 10 ( <b>To Geographical environment</b> ) N = 112	8 (80%) 5 (31%) 11 (9.82%)	10 (100%) 6 (38%) 10 (8.93%)	10 (100%) 8 (50%) 8 (7.14%)	10 (100%) 8 (50%) 8 (7.14%)	9 (90%) 10 (63%) 6 (5.36%)	10 (100%) 15 (94%) 1 (0.89%)	9 (56%) 13 (81%) 3 (2.68%)	66 (94%) 65 (58%) 47 (42%)
9	Do you take CWSN to the resource-room to teach the hard spots? HM Q 6 N = 70 ( <b>To teach the hard spots</b> ) N = 112	8 (80%) 12 (75%) 4 (3.57%)	10 (100%) 12 (75%) 4 (3.57%)	10 (100%) 12 (75%) 4 (3.57%)	10 (100%) 16 (100%) 0 (0%)	10 (100%) 16 (100%) 0 (0%)	10 (100%) 15 (94%) 1 (0.89%)	9 (90%) 13 (81%) 3 (2.68%)	67 (96%) 96 (86%) 16 (14%)
10	Do you try to teach CWSN the uses of aids and appliance according to their need in the resource-room? Teacher Q 7 N = 70 ( <b>The uses of aids and appliance at resource-room</b> ) N 112	10 (100%) 5 (31%) 11 (9.82%)	10 (100%) 9 (57%) 7 (6.25%)	10 (100%) 4 (25%) 12 (10.71%)	10 (100%) 11 (69%) 5 (4.46%)	10 (100%) 11 (69%) 5 (4.46%)	10 (100%) 15 (94%) 1 (0.89%)	10 (100%) 11 (69%) 5 (4.46%)	70 (100%) 66 (59%) 46 (41%)

The data in Table 3.97 shows that most of the RTs of the all districts responded that they performed their expected roles more than 94%, however the supporters were of the opinion that they did not perform their expected roles to their satisfaction of enriching CWSNs' vocabulary and knowledge of language, making CWSNs' aware of geographical environment of their village/town/city and the path of the home to school and teach CWSN the uses of aids and appliances according to their needs in the resources room to their satisfaction.

The supporters were also of the opinion that all the RTs of the districts except Surat and Vadodara did not perform their roles to their satisfaction.

From the field notes of FIs and the Research team members and Appendix – I , it was found that in the resources room was found that most of aids and appliances (Appendix – IV) were locked in the cupboard. For examples - Godhara and Keshod.

In Godhara, the special room was not allotted for resource room.

#### **3.8.3.0 The administrative role of the RTs.**

To study the ten administrative roles of the RTs, a questionnaire – T-3 (Appendix-1) was developed by the team of investigators . Using the tool, the FIs collected the responses from the RTs in 'Yes' / 'No'. The collected data was condensed, tabulated and presented in table -3.98

For the verification of the RTs responses, teachers, HMs and Parents responses were collected which are in respective Table. FIs checked the performance on records and diaries.

In each cell, upper figure stands for **RTs' responses** and the lower figure stands for the responses of the supporters. No. of the supporters were 112 Teachers, 112 HMs, 112 parents in all district.

Table-3.98 the administrative role of the RTs

Sr. No.	DISTRICTS NO. OF RTS QUESTIONS	AHMEDABAD 16	BANASKANTHA 16	BHAVNAGAR 16	JUNAGADHA 16	PANCHMAHAL 16	SURAT 16	VADODARA 16	TOTAL N=112
1	Do you help CWSN to get their disability certificate from a Doctor / civil surgeon? N=70 <b>(Disability certificate from a Doctor / civil surgeon)</b>	10 (100%)	10 (100%)	9 (90%)	10 (100%)	10 (100 %)	10 (100 %)	10 (100 %)	69 (99%)
2	Do you prepare the profile of the CWSN with the photo? N=70 <b>(To prepare the profile)</b>	10 (100%)	10 (100%)	10 (100%)	10 (100%)	10 (100 %)	10 (100 %)	10 (100 %)	70 (100%)
3	Do you make the parents of the CWSN aware of their child's disability? Parents Q 2, Q 3, Q 4 N=70 <b>(To make the parents aware of their CWSN)</b> N=112	10 (100%) 12 (75%) 4 (3.57%)	10 (100%) 10 (63 %) 6 (5.36%)	10 (100%) 11 (69 %) 5 (4.46%)	10 (100%) 15 (94 %) 1 (0.89%)	10 (100 %) 10 (63 %) 6 (5.36%)	10 (100 %) 16 (100 %) 0 (0%)	10 (100 %) 16 (100 %) 0 (0%)	70 (100%) 90 (80%) 22 (20%)
4	Do you help the parents to admit the CWSN in the school? Teacher Q 6 N=70 <b>(Parents to admit the CWSN in the school)</b> N=112	10 (100%) 4 (25%) 12 (10.71%)	10 (100%) 11 ( 69 %) 5 (4.46%)	10 (100%) 5 (31 %) 11 (9.82%)	10 (100%) 11 (69%) 5 (4.46%)	10 (100 %) 13 (81 %) 3 (2.60%)	10 (100 %) 16 (100 %) 0 (0%)	10 (100 %) 10 ( 63%) 6 (5.36%)	70 (100%) 73 (65%) 42 (35%)
5	Do you provide the special help to CWSN to get necessary aids like books, stick, bicycle etc.? N=70	8 (80%)	10 (100%)	10 (100%)	10 (100%)	10 (100 %)	10 (100 %)	10 (100 %)	68 (97%)

	<b>(To get necessary aids and appliances)</b>								
6	Do you arrange to provide training and guidance programs for the teacher of the school having CWSN? HM Q 5 N=70 <b>(To arrange to provide training and guidance programs for the teacher of the school having CWSN) N=112</b>	10 (100%) 16 (100%) 0 (0%)	10 (100%) 15 (94 %) 1 (0.89%)	6 (60%) 15 (94 %) 1 (0.89%)	10 (100%) 14 (88 %) 2 (1.79%)	10 (100 %) 16 (100 %) 0 (0%)	10 (100 %) 15 (94 %) 1 (0.89%)	10 (100 %) 15 (94%) 1 (0.89%)	66 (94%) 106 (95%) 6 (5%)
7	Do you arrange the programs to aware the parents and society members regarding disabilities of CWSN and various facilities and benefits available to CWSN? N=70 <b>(To arrange the programs to aware the parents and society members)</b>	10 (100%)	10 (100%)	7 (70%)	10 (100%)	10 (100 %)	10 (100 %)	10 (100 %)	67 (96%)
8	Do you help the CWSN and their parents to get the benefits in kind and cash from the government and NGOs? Parents Q 8 N=70 <b>(To get the benefits in kind and Scholarship from the government and NGOs)</b>	10 (100%) 11 (69%) 5 (4.46%)	10 (100%) 12 (75 %) 4 (3.57%)	10 (100%) 15 ( 94%) 1 (0.89%)	10 (100%) 13 (81 %) 3 (2.60%)	10 (100 %) 10 (63 %) 6 (5.36%)	10 (100 %) 16 (100 %) 0 (0%)	10 (100 %) 14 (88 %) 2 (1.79%)	70 (100%) 91 (81%) 21 (19%)

	<b>N=112</b>								
9	Do you prepare Reports of the following activities (Daily, Weekly, Monthly)? N=70 ( <b>To prepare Reports of the activities</b> )	10 (100%)	10 (100%)	10 (100%)	10 (100%)	10 (100 %)	10 (100 %)	10 (100 %)	70 (100%)
10	Do you plan the scholastics and non-scholastics activities? Teacher Q 6 N=70 ( <b>To plan the scholastics and non-scholastics activities</b> ) N=112	10 (100%) 4 (25%) 12 (10.71% )	10 (100%) 11 (69 %) 5 (4.46%)	10 (100%) 5 (31 %) 11 (9.82%)	10 (100%) 11 (69 %) 5 (4.46%)	10 (100 %) 13 (81%) 3 (2.60%)	10 (100 %) 16 (100 %) 0 (0%)	10 (100 %) 10 (63 %) 6 (5.36%)	70 (100%) 70 (62%) 42 (38%)
11	Do you maintain the Resource-room Register and the visit-book N = 70 ( <b>To maintain the Resource-room Register</b> )	3 (30%)	10 ( 100% )	10 (100%)	10 (100%)	10 ( 100%)	10 (100 %)	10 (100 %)	63 (90%)
12	Do you take care of different aids & appliance of the resource-room? (Aids & appliance)N=70	10 (100%)	10 (100 % )	10 (100%)	10 (100%)	10 (100 %)	10 (100 %)	10 (100 %)	70 (100%)
13	Do you explain the parents of the CWSN how to bring them up? Parents Q 5 N=70 ( <b>To explain the parents of the CWSN how to bring them up</b> ) N=112	10 (100%) 9 (57%) 7 (6.25%)	10 (100 % ) 6 (38 % ) 10 (8.93%)	10 (100%) 11 (69 %) 5 (4.46%)	10 (100%) 15 (94 %) 1 (0.89%)	10 (100 %) 10 (63 %) 6 (5.36%)	10 (100 %) 16 (100%) 0 (0%)	10 (100 %) 16 ( 100%) 0 (0%)	70 (100%) 83 (74%) 29 (26%)
14	Do you make the parents aware of special traits of the CWSN? Parents Q 3	10 (100%) 12 (75%)	10 (100% ) 9 (57 % )	10 (100%) 9 ( 57 %)	10 (100%) 14 (88 %)	10 (100 %) 12 (75 %)	10 (100 %) 16 (100 %)	10 (100 %) 14 ( 88%)	70 (100%) 86 (77%)

	N=70 <b>(To make the parents aware of special traits of the CWSN)</b> N=112	4 (3.57%)	7 (6.25%)	7 (6.25%)	2 (1.79%)	4 (3.57%)	0 (0%)	2 (1.79%)	26 (23%)
15	Do you try to make the parents of CWSN free from the traditions, wrong beliefs and superstitions about them? RTs programs N=70 <b>(CWSN free from the traditions, wrong beliefs)</b>	10 (100%)	10 (100 % )	10 (100%)	10 (100%)	10 (100%)	10 (100 % )	10 (100 % )	70 (100%)
16	Do you explain the orientation of mobility to CWSN? Teacher Q 10 N=70 <b>(To explain the orientation of mobility to CWSN)</b> N=112	7 (70%) 5 (31%) 11 (9.82%)	5 (31 % ) 6 (38 % ) 10 (8.93%)	7 (70%) 8 (50%) 8 (7.14%)	10 (100%) 8 (50%) 8 (7.14%)	10 (100%) 10 (63%) 6 (5.36%)	10 (100 % ) 15 (94 % ) 1 (0.89%)	10 (100 % ) 13 ( 81%) 3 (2.60%)	59 (84%) 65 (58%) 47 (34.42% )
17	Do you follow the instructions of the higher authorities? N=70 <b>(To follow the instructions)</b>	10 (100%)	10 (100 % )	10 (100%)	10 (100%)	10 (100%)	10 (100 % )	10 (100 % )	70 (100%)
18	Do you follow your action plan and the budget for CWSN? N = 70	10 (100%)	10 (100 % )	10 (100%)	10 (100%)	10 (100%)	10 (100 % )	10 (100 % )	70 (100%)
19	Do you try to make CWSN rehabitant? N = 70	10 (100%)	10 (100 % )	6 (60%)	10 (100%)	10 (100%)	10 (100 % )	10 (100 % )	66 (94%)
20	Do you make the CWSN celebrate the special day? (like-Braille day, National Disability Day) N = 70	10 (100%)	10 (100 % )	10 (100%)	10 (100%)	10 (100 % )	10 (100 % )	10 (100 % )	70 (100%)

The Data shows that all the RTs responded that they performed their roles about 100%, however the supporters were of the opinion that all the RTs did not perform that roles of helping parents to admit their CWSNs' in school, planning for scholastic and non-scholastic activities and explaining the orientation of mobility.

The supporters were also of the opinion that all the RTs of all district except Junagadh and Surat did not perform that roles to their satisfaction.

#### **3.8.4.0 The special training provided by the RTs to the teachers of the school having CWSN.**

##### **3.8.4.1 No. of CWSN in regular teachers class and training one has received by the regular teachers.**

A special training programme is organized once at District Level and once at State Level in a year for the regular teachers. To collected data of training received by the regular teachers, a questionnaire T- 4/1 (Appendix-I) was developed by the team of investigators and Q-2 was set to know the frequency of different training programmes. Using the Q-2 of the tool, the FIs collected information from the regular teachers, which was condensed, tabulated and presented in Table-3.99. The digit in each cell of Table-3.99. shows Frequency of training.

Table-3.99 the training received by the Regular Teacher

District	Frequency of training						
	OH	MR	VI	HI	CP	MD	TOTAL
<b>AHMEDABAD</b>	<b>02</b>	<b>03</b>	<b>02</b>	<b>01</b>	<b>02</b>	<b>00</b>	<b>10</b>
<b>BANASKANTHA</b>	<b>03</b>	<b>06</b>	<b>02</b>	<b>1</b>	<b>00</b>	<b>00</b>	<b>12</b>
<b>BHAVNAGAR</b>	<b>03</b>	<b>04</b>	<b>04</b>	<b>04</b>	<b>02</b>	<b>00</b>	<b>17</b>
<b>JUNAGADH</b>	<b>02</b>	<b>10</b>	<b>02</b>	<b>03</b>	<b>01</b>	<b>00</b>	<b>18</b>
<b>PANCHMAHAL</b>	<b>05</b>	<b>01</b>	<b>04</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>10</b>
<b>SURAT</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>
<b>VADODARA</b>	<b>00</b>	<b>01</b>	<b>01</b>	<b>01</b>	<b>00</b>	<b>00</b>	<b>03</b>
<b>TOTAL</b>	<b>15</b>	<b>25</b>	<b>15</b>	<b>10</b>	<b>5</b>	<b>0</b>	<b>70</b>

It is clearly seen in Table 3.99 that the frequency of the training programmes attended by the regular teachers of Junagadh were maximum 18 and those of Vadodara were minimum 3.

#### **3.8.5.0 The benefits accrued by the beneficiaries of IED programs.**

To study the administrative role of the RTs in terms of benefits accrued by the beneficiaries of IED programs, an interview schedule T-5 (Appendix-1) was developed by the team of investigators . Using the tool, the FIs collected the

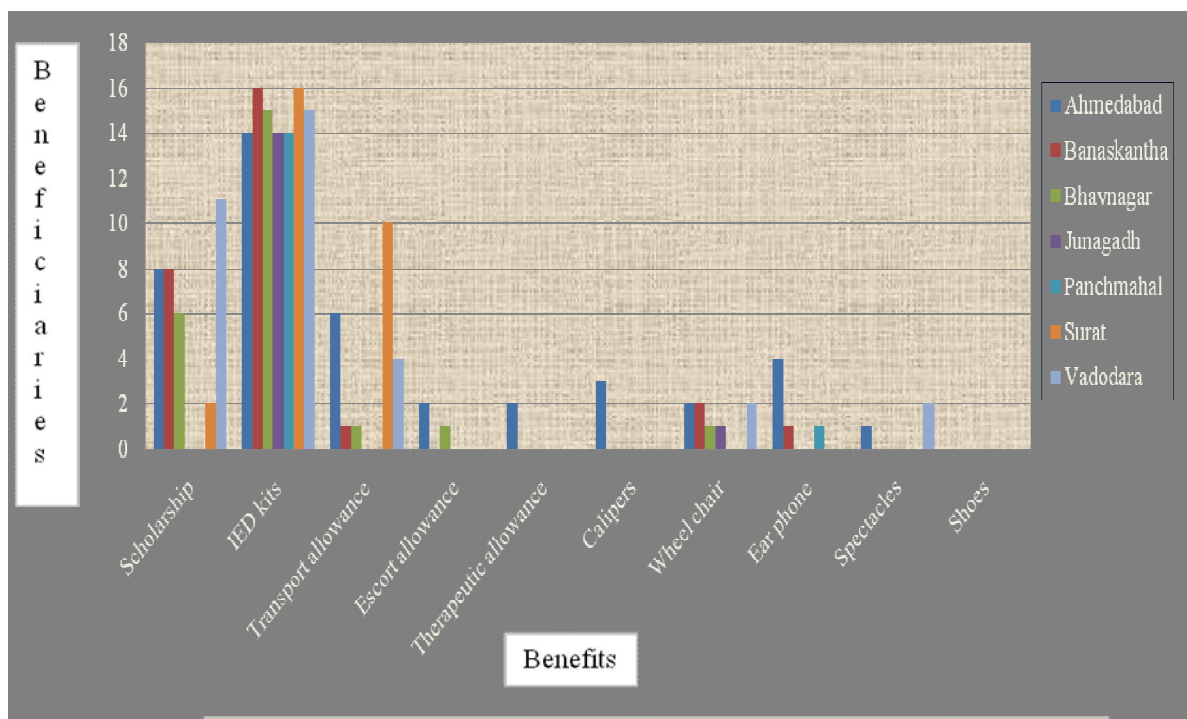


responses from the CWSN in the school. A list of the benefits accrued by CWSN was made and the frequency of beneficiaries was done. The collected data was condensed, tabulated and presented in table -3.100. Digit in each cell shows the no. of the beneficiaries of the who accrued the benefits.

Table-3.100 Names of benefits and No. of beneficiaries of IED programs

Sr. No.	DISTRICTS NO. OF BENEFICIERS BENEFITS	AHMEDABAD N=16	BANASKANTHA N=16	BHAVNAGAR N=16	JUNAGADHA N=16	PANCHMAHAL N=16	SURAT N=16	VADODARA N=16	TOTAL N=112
1.	Scholarship	08	08	06	00	0	02	11	35
2.	IED kits	14	16	15	14	14	16	15	104
3.	Transport allowance	06	01	01	00	0	10	04	22
4.	Escort allowance	02	00	01	00	0	00	00	3
5.	Therapeutic allowance	02	00	00	00	0	0	00	2
6.	Calipers	03	00	00	00	0	0	00	03
7.	Wheel chair	02	02	01	1	0	0	2	8
8.	Ear phone	04	01	00	00	01	0	00	6
9.	Spectacles	01	00	00	00	0	0	2	3
10	Shoes	00	00	00	00	00	0	00	0
TOTAL BENEFITS ACCURED		42	28	24	15	15	28	34	186

The Table 3.100 and Graph No - 02 clearly shows that totally 112 beneficiaries of all districts were interviewed. Out of them the different benefits were accrued by the beneficiaries are as follows.



Graph no -2 Names of benefits and No. of beneficiaries of IED programs

Scholarship - by 35 beneficiaries

IED kits – by 104 beneficiaries

Transport Allowance – by 22 beneficiaries

Maximum 42 Benefits were accrued by the beneficiaries of Ahmedabad Districts and Minimum 15 by the beneficiaries of Junagadh and Panchmahal District each.

Disability wise special benefits are mentioned in appendix – III

### **3.8.6.0 People's awareness programmes for CWSN organized by RTs.**

#### **3.8.6.1 Making people aware of the disabilities for CWSN.**

To study the administrative roles of the RTs in term of the programs organized by RTs to make the people aware of the disabilities and benefits and facilities for the disabled, Q-2 was set in an information schedule T-6 (Appendix-1) developed by the team of investigators. Using Q-2 of the tool, the FIs collected the no. of CWSN in the area. The collected data was analyzed, reduced and presented in table 3.101. Digit 1 in each cell suggests that the mentioned program was organized in the area to make people aware of the following purposes. The purposes were

Table-3.101 People's awareness programmes for the CWSN

Sr.no	DISTRICTS ACTIVITIES	AHMEDABAD	BANASKANTHA	BHAVNAGAR	JUNAGADHA	PANCHMAHAL	SURAT	VADODARA	TOTAL
1	Prayer	4	4	1	3	4	3	2	21
2	Bhajan	3	3	0	3	2	0	3	14
3	Prabhat Rally	0	2	0	3	0	2	2	9
4	Film Prog	3	3	0	3	4	3	0	16
5	Advertisement	1	1	0	2	0	0	0	4
6	Hoardings	1	1	0	1	2	2	0	7
7	Procession	1	1	0	2	0	0	1	5
8	Drama	3	3	0	3	4	0	2	15
9	Bhavai	0	0	0	1	2	0	0	3
10	Other	2	0	0	3	0	3	2	10
	<b>TOTAL</b>	<b>18</b>	<b>18</b>	<b>1</b>	<b>24</b>	<b>18</b>	<b>13</b>	<b>12</b>	<b>104</b>

Table-3.101 shows that The RTs of all districts organized totally 104 programmes RTs of Ahmedabad, Banaskantha, Bhavnagar, Junagadh, Panchmahal Surat and Vadodara organized 18, 18, 1, 24, 18, 13 and 12 programmes respectively to keep aware of disabilities of CWSN.

### 3.8.6.2 RTs roles to identify CWSN in context of different stakes holders

To study the administrative roles of the RTs in term of identifying CWSN in context of different stakes holders of the area Q-3 in an information schedule-T-6 (Appendix-1) was developed by the team of investigators. Using Q-3 of the tool, the FIs collected the no. of visits of the persons of the group. The collected data was condensed, tabulated and presented in table 3.102. Digit in each cell suggests no. of stake holders the RTs' contacted.

Table-3.102 RTs roles to identify CWSN in context of different stakes holders

Sr. No.	DISTRICTS NO. OF IDENTIFIED CWSN STAKE HOLDERS	AHMEDABAD N=43	BANASKANTHA N=33	BHAVNAGAR N=31	JUNAGADHA N=50	PANCHMAHAL N=32	SURAT N=28	VADODARA N=39	TOTAL N=256
1	President / Talati/ Serpanch	8	13	9	12	9	16	5	72
2	village Development officer	4	1	2	1	0	2	2	12
3	Specialist doctors / the civil surgeon	8	9	4	7	15	10	4	57
4	Politicians / and Post man	2	3	0	7	1	5	3	21
5	School Teachers	10	7	10	8	10	10	10	65
6	Religious leaders	3	1	1	2	3	2	0	12
7	The rich/Judge/advocate	0	2	1	1	22	5	1	32
8	Social leaders /and institution	8	7	2	6	24	10	5	62
9	bus drivers / conductors / Shop-keepers/ Businessman	16	9	9	11	25	19	14	103

10	Previous CWSN	6	5	1	3	10	7	5	37
11	NGO's	4	5	7	7	10	4	4	41
	<b>TOTAL</b>	<b>69</b>	<b>62</b>	<b>46</b>	<b>65</b>	<b>129</b>	<b>90</b>	<b>53</b>	<b>514</b>

Table-3.102 shows that the RTs of all districts contacted totally 514 State holders. Districts wise the RTs of Ahmedabad, Banaskantha, Bhavnagar, Junagadh, Panchmahal Surat and Vadodara contacted 69, 62, 46, 65, 129, 90, and 53 stake holders respectively.

Maximum 103 (20%) out of 514 contacts were with busdrivers/Conductor and shop keeper and minimum 12 (2%) contacts were with religious leaders.

### 3.8.7.0 Parents opinion about RTs' home visit

To study the administrative roles of the RTs in terms of their visits to CWSN's home to make their parents aware of their children's development, progress, personal help, benefits and facilities. an interview schedule T-7 (Appendix-1) was developed by the team of investigators. Using the tool, the FIs collected the data. Then it was condensed, tabulated and presented in table 3.103. Digit in each cell suggests the no. of responses collected in 'Yes' or 'No'.

Table-3.103 Parents' opinion about the RT's home visit and his role

Sr. No.	DISTRICTS NO. OF PARENTS QUESTIONS	AHMEDABAD 16	BANASKANTHA 16	BHAVNAGAR 16	JUNAGADHA 16	PANCHMAHAL 16	SURAT 16	VADODARA 16	TOTAL N=112
1	Does the RT regularly visit you at your home for your children? N=112	9 (56%)	12 (75%)	11 (69%)	14 (88%)	13 (81%)	16 (100%)	16 (100%)	91 (81%)
2	Does the RT guide your child for self-learning at home? N=112	12 (75%)	10 (63%)	12 (75%)	15 (94%)	10 (63%)	16 (100%)	16 (100%)	91 (81%)
3	Does the RT discuss with your family members about the behavior of your child? N=112	12 (75%)	9 (57%)	9 (57%)	14 (88%)	12 (75%)	16 (100%)	14 (88%)	86 (77%)
4	Does the RT make you aware of your child's performance? N=112	11 (69%)	10 (63%)	11 (69%)	15 (94%)	10 (63%)	16 (100%)	16 (100%)	89 (79%)
5	Does the RT discuss with you about the special problem of your child? N=112	9 (56%)	6 (38%)	11 (69%)	15 (94%)	10 (63%)	16 (100%)	13 (81%)	80 (71%)
6	Does the RT regularly take your	12 (75%)	10 (63%)	10 (63%)	13 (81%)	10 (63%)	16 (100%)	16 (100%)	87 (78%)

	child and you to resources room? <b>N=112</b>								
7	Does the RT pay your TA and refreshment when he takes you to the resources-room? <b>N=112</b>	12 (75 %)	10 (63 %)	10 (63 %)	13 (81 %)	11 (69 %)	16 (100 %)	16 (100 %)	88 (79%)
8	Does the RT help you to get special benefits provided by Government & NGOs? <b>N=112</b>	11 (69 %)	12 (75 %)	15 (94 %)	13 (81 %)	10 (63 %)	16 (100 %)	14 ( 88%)	91 (81%)
9	Does the RT take your child to the different places for tours/camps/picnics? <b>N=112</b>	11 (69 %)	6 (38 %)	12 (75 %)	14 (88 %)	8 (50 %)	16 (100 %)	12 (75 %)	79 (71%)
10	Does the RT arrange the programmes to make you aware of different benefits and schemes? <b>N=112</b>	7 (44 %)	11 (69 %)	14 (88 %)	13 (81 %)	10 (63 %)	16 (100 %)	16 (100 %)	87 (78%)

According to the data in table 3.103, most of the parents responded that RTs visited their home regularly and guided them for their CWSN, guided their CWSN for self-learning, made them aware of CWSN's performance, took their CWSN and them the resources room paid them TA and Refreshment, helped to get the special benefits and arranged the programmes to make aware of benefits and scheme, however they did not discuss their CWSN's problems and did not take their CWSN tour/Camp/Picnics.

#### **3.8.8.0 To study the work of the regular teachers through CWSN class room observation**

To study the different roles of the regular teachers in the class-room to know RTs performance, and observation schedule T-8 (Appendix-1) was developed by the team of investigators Using the tool the FIs collected the data. Then it was condensed, tabulated and presented in table 3.104. Digit in each cell of the column of teaching aids and appliances shows the no. of aids and appliances with relevant qualities in the class-room . Digit in each cell of the column of the Teacher' Behavior shows the no. of teachers with relevant qualities in the class-room. and Digit in each cell of the column of Teaching Method, Sitting Arrangement and Motivation of the Teachers,(√ ) mark shows the relevant quality.

Table-3.104CWSN classroom observation by FIs

Sr. No.	DISTRICTS QUESTIONS	AHMEDABAD	BANASKANTHA	BHAVNAGAR	JUNAGADHA	PANCHMAHAL	SURAT	VADODARA	TOTAL
Teaching Aids	Existing	9	5	4	0	1	7	8	34
	Working Condition	7	5	0	0	1	7	8	28
	Used	7	5	4	0	1	7	8	32
Behavior of the Teacher	Good	4	4	3	4	3	2	4	24
	Medium	0	0	1	0	1	1	0	3
	Poor	0	0	0	0	0	1	0	1
Teaching Method	Tr. Oriented	3	2	3	0	4	3	3	18
	Ss. Oriented	0	0	1	1	0	0	1	3
	Mixed	1	2	0	3	0	1	0	7
Sitting arrangement	Good	3	4	4	3	4	3	4	25
	Medium	0	0	0	1	0	0	0	1
	Poor	1	0	0	0	0	1	0	2
Motivation	High	2	4	4	4	4	4	4	26
	Moderate	2	0	0	0	0	0	0	2
	Low	0	0	0	0	0	0	0	0

In table 3.104 observations show that in all districts there were totally 34 teaching aids in all the classes, Among which 32 were in working condition and were also in use.

Observations show that in all districts 24 (86%) out of 28 observed regular teachers behavior was good

So far teaching method is concerned, 18 (64%) out of 28 observed Regular Teachers' were found using teachers oriented and mixed method.

Sitting arrangement was good in all the classes observed.

The regular teachers were found highly motivating CWSN in the classes.

Over all observations show that all the RTs should provide more teaching to the schools aids and train the regular teachers how to use them. They should also train them for self-learning methods.

### 3.9.1.0 Major Findings

1 (a) Out of 70 RTs of all districts, 17 RTs improved their academic qualifications 10 RTs got graduation and 7 got post graduation during the service in SSA District wise data is as follows

- In Ahmedabad two got graduation,

- In Banaskantha two got graduation and one got PG,
- In Bhavnagar four got post graduation,
- In Junagadh two got graduation, and one got PG
- In Panchmahala two got graduation and one got PG,
- In Surarat no one improved qualification
- In Vadodara two got graduation,

Still there were four RTs of Vadodara with HSC which is low than the expected qualification.

(b) Out of 70 RTs of all districts, six RTs improved their professional Qualifications. Out of six, 4 RTs got special B.Ed. and two RTs got special post graduation during the service in SSA. District wise data is as under.

- In Banaskantha, Junagadh, Surat and Vadodara, the RTs did not improve their qualification
- In Ahmedabad two got special B.Ed.
- In Bhavnagar Panchmahal, one in each got post graduation

(c) The RTs participated 58 programmes at district level, 47 programmes at state level and four programmes at national level. However,

- The Rts of Ahmedabad, and Panchmahal, participated in less programmes and
- No district except Bhavnagar participated in module writing

(d) The RTs worked as RPs in 65 programmes, yet

- The RTs of Banaskantha and Junagadha district did not work as RPs ,
- No RTs of seven districts worked as RPs at state level.

(e) All the RTs produced totally 325 TLM , but

- booklet writing, article writing , research work was produced very less,
- The RTs of Panchmahal and Baroda district produced 16 and 14 TLM respectively

To study the academic roles of the RTs, their responses were collected for different roles. For verification of their responses, the responses of the Regular teachers, the Head Masters, the Parents of the CWSN were also collected. Findings were as follows

2.(a) In all Seven districts 97% RTs responded that they visited CWSN's home to identify them for the purpose, 81% parents also agreed with the RTs' responses. District wise less agreement was as follows,

In Ahmedabad 56% only

In Bhavnagar 69% only.

The rest parents of those districts disagreed with the RTs.

(b) In all seven districts 94% RTs responded that they advised the regular teachers for convenient sitting arrangement of CWSN in the class-room. Over all 81% regular teachers also agreed with the RTs responses

District wise less agreement was as follows,

In Ahmedabad 63% only and

In Bhavnagar only 63% only .

The rest of the RTs disagreed.

(c) In all seven districts 100% RTs responded that they prepared individual programmes for the CWSN.

(d) In all seven districts 98% RTs responded that they tried to enrich CWSN's vocabulary and knowledge of Language but over all 67% regular teachers agreed with the RTs. District wise less agreement was as follows:

In Ahmedabad 38% only,

In Bhavnagar 44% only,

In Junagadh 69% only,

In Vadodara 56% only,

The rest of the RTs disagreed.

(e) In all seven districts, 96% RTs responded that they tried to teach CWSN the hard spots themselves.

(f) In all seven districts, 100% RTs responded that they made CWSN understand the importance of sense organs in cognitive development. Over all 81% parents agreed with the RTs but District wise less agreement was as follows.

In Banaskantha 63% only, and

In Panchmahal 63% only

The rest did not agree with the RTs.

(g) In all seven districts 100% RTs responded that they helped the CWSN to perform their day to day activities. Over all 81% of the parents also agreed with the RTs but district wise less agreement was as follows,

In Banaskantha 63% only, and

In Panchmahal 63% only

The rest did not agree with the RTs.

(h) In all seven districts, 94% RTs responded that they made the CWSN aware of the Geographical environment of their village/ town / city and path of school to



home but overall only 58% Regular Teachers agreed with the RTs. District wise less agreement was as follows:

In Ahmedabad 31% only,

In Banaskantha 38% only,

In Bhavnagar 50% only,

In Junagadh 50% only and

In Panchmahal 63% only.

The rest did not agreed with the RTs.

(i) In all seven districts, 95% RTs responded that they took CWSN to the Resource-room to teach the hard spots. Over all 86% Head Masters also agreed to the RTs.

(j) In all seven districts, 100% RTs responded that they tried to teach CWSN the uses of aids and appliances according to their need in the Resource-room, but only 59% Regular teachers agreed with the RTs. Districts wise less agreement was as follows:

In Ahmedabad 31% only,

In Banaskantha 57% only,

In Bhavnagar 25% only,

In Junagadh 69% only

In Panchmahal 69% only and

In Vadodara 69% only

The rest did not agree with the RTs.

3.(a) In all seven districts, 99% RTs responded that they helped CWSN to get their disability certificate from a Doctor / Civil / Surgen and prepared the profile of the CWSN with photos.

(b) In all seven districts, 100% RTs responded that they made parents of CWSN aware of their children's disabilities and over all 80% parents also agreed with the RTs, yet district wise less agreement was as follows:

In Ahmedabad 75% only,

In Banaskantha 63% only,

In Bhavnagar 69% only and

In Panchmahal 63% only.

The rest did not agree with the RTs.

(c) In all seven districts, 100% RTs responded that they helped the parents to admit the CWSN in the school, but only 65% parents agreed with the RTs. District wise less agreement was as follows:

In Ahmedabad 25% only,  
 In Banaskantha 69% only,  
 In Bhavnagar 31% only,  
 In Junagadh 69% only, and  
 In Vadodara 63% only.

The rest did not agree with the RTs.

(d) In all seven districts, 97% RTs responded that they provided the special help to CWSN to get necessary aids like books, sticks, bicycle etc.

(e) In all seven districts, 94% RTs responded that they arranged programmes for training the Regular Teachers and 91% Head Masters also agreed with the RTs.

(f) In all seven districts, 96% RTs responded that they arranged the programmes to aware the parents and society members regarding disabilities of CWSN and various benefits available to CWSN.

(g) In all seven districts, 100% RTs responded that they helped the CWSN and their parents to get benefits in kind and scholarships from the government and NGO and 81% parents also agreed with them yet districts wise less agreement was as follows:

In Ahmedabad 69%,  
 In Panchmahal 63%

The rest did not agree with the RTs.

(h) In all seven districts, 100% RTs responded that they prepared daily, weekly and monthly reports regularly.

(i) In all seven districts, 100% RTs responded that they planned for the scholastics and non-scholastics activities but only 62% Regular Teachers agreed with the RTs. District wise less agreement was as follows:

In Ahmedabad 25% only,  
 In Banaskantha 69% only,  
 In Bhavnagar 31% only,  
 In Junagadh 69% only and  
 In Vadodara 63% only.

The rest did not agree with the RTs.

(j) In all seven districts, 90% RTs responded that they maintained the resource-room registers and visit books.

(h) In all seven districts, 100% RTs responded that they took care of different aids and appliances of the resource-room.

(i) In all seven districts, 100% RTs responded that they explained the parents of the CWSN how to bring them up but only 71% parents agreed with the RTs.

District wise less agreement was as follows:

In Ahmedabad 57% only,

In Banaskantha 38% only,

In Bhavnagar 69% only,

In Panchmahal 63% only and

In Surat 16% only.

The rest did not agree with the RTs.

(j) In all seven districts, 100% RTs responded that they made parents aware of special traits of the CWSN, but only 77% parents agreed with the RTs, yet District wise less agreement as follows:

In Ahmedabad 75% only,

In Banaskantha 57% only,

In Bhavnagar 57% only and

In Panchmahal 75% only.

The rest did not agree with the RTs.

(k) In all seven districts 100% RTs responded that they tried to make parents of CWSN free from the traditions wrong beliefs and superstitions about them.

(l) In all seven districts 84% RTs responded that they explained the orientation of mobility to CWSN but only 58% Regular Teachers agreed with the RTs.

District wise less agreement was as follows:

In Ahmedabad 31% only,

In Banaskantha 38% only,

In Bhavnagar 50% only,

In Junagadh 50% only and

In Panchmahal 75% only.

The rest did not agree with the RTs.

(m) In all seven districts, 100% RTs responded that they followed the instructions of the higher authorities.

(n) In all seven districts, 100% RTs responded that they followed the action plan and the budget for CWSN.

(o) In all seven districts, 94% RTs responded that they tried to make CWSN rehabilitant.

(p) In all seven districts 100% RTs responded that made CWSN celebrate the special days like Braille day, National Disability day

4 (a) In seven districts, 70 RTs trained the Regular Teachers for different disabilities

(b) Maximum 18 programmes were attended by the Regular Teacher of Junagadha and minimum three programmes were attended by those of Vadodara.

(c) In Surat and Vadodara districts hardly any training programmes were organized.

(d) No any training for MD was organized in any district during last two years.

5 (a) In all the districts, 112 beneficiaries covered in the study accrued 186 benefits in the forms of things and scholarships.

- Minimum benefits were accrued by the 16 beneficiaries each of Junagadha and Panchmahal, and
- Maximum 42 benefits were accrued by 16 beneficiaries of Ahmedabad district,

(b) Disability wise benefits accrued were as follows

- Out of 13 OH, - three accrued calipers, -seven accrued wheel chair, but no one accrued shoes,
- Out of 59 MR, 14 received therapeutic service
- Out of 31 HI, only six accrued earphone,
- Out of 33 VI, five accrued Escort Allowance and only one got spectacles.
- The beneficiaries of Panchmahal did not accrued any scholarship.

6.(a) In all the seven districts, 104 awareness programmes for the parents of CWSN and the society members were organized by the RTs. Prayer was at the top and Bhavai was at the bottom .

- In Bhavnagar, only one program was organized for awareness.

(b) All the RTs contacted totally 514 stakeholders to identify CWSN from different areas.

- Mostly, Talatis, Sarpanches, School teachers, doctors and bus conductors were contacted for the purpose,
- Maximum 129 stakeholders were contacted by the RTs of Panchmahal

7. ( a) Most of the RTs visited the CWSN's home regularly but district wise less visit was as follows:

Ahmedabad 56% only and

Bhavnagar 69% only

(b) Most of the RTs guided CWSN for self learning but district wise less guidance was as follows:

Banaskantha and Panchmahal each 63% only

(c) Most of the RTs discussed about CWSN's behaviour with family members but district wise less discussion was done in the following districts:

Banaskantha and Bhavnagar 57% each district

(d) Most of the RTs made children aware of the performance of their CWSN district wise less awareness was done in the following districts.

Ahmedabad 69%

Banaskantha 63%

Bhavnagar 69% &

Panchmahal 63%

(e) Most of the RTs discussed the special problem of their CWSN but less work was done in the following districts:

Ahmedabad 56% only

Banaskantha 38% only

Bhavnagar 69% only

Panchmahal 63% only

(f) Most of the RTs regularly took their CWSN to the resource room but district wise less performance was as follows:

Banaskantha, Bhavnagar, Panchmahal 63% each

(g) When the CWSN & their parents were taken to the resource room they were not paid TA & refreshment in the following districts:

Ahmedabad 75% only

Banaskantha 63% only and

Panchmahal 69% only

(h) Most of the RTs helped the beneficiaries to get special benefits provided by Government and NGOs but the less work was done in the following districts.

Ahmedabad 69% only

Banaskantha 75% only and

Panchmahal 63% only

(i) Most of the RTs took CWSN to the different places for tours /camps /picnics but less work was done in the following districts:

Ahmedabad 69% only

Banaskantha 38% only

Bhavnagar 75% only

Panchmahal 50% only and

Vadodara 75% only

- 8.(a) In class room observation, teaching aids were found less in numbers ‘
- (b) In classes of Junagadha and Panchmahal teaching aids were hardly found. That means RTs were not performing their roles to the regular teachers.

#### **Observations of Research Investigators**

From the discussion with the RTs of the following things were observed by the members of the Investigator team.

##### **FROM GODHARA DISTRICT**

1. Resource-room register was maintained but when RTs were asked about the numbers and sources of the aids and appliances they knew nothing. The appliances were in the hard papers box.
2. In Godhara, the resource-room was self in the school building. The CWSN came to school for study after the school hours.
3. The CWSN visited the resource-room in less numbers than the numbers registered.
4. Instead of keeping IEP in the resource-room, the RTs of Godhara kept them at their home.

##### **FROM SURAT DISTRICT**

1. The aids and appliances were found in the resource-room but the group hearing system was not in working condition.
2. IEP were not kept update according to its format.

3. The CWSN studying in std. – V & VI neither could read nor copy any written text.

**FROM JUNAGADH DISTRICT**

1. In Keshod, it was observed that the aids and appliances were stored up as the building was under repairing. When the RTs were asked, they showed some of the appliances which were in working condition.
2. In Mangrol, the RTs were found very active and prepared many TLM. The resource-room was also in good condition.

**FROM BHAVNAGAR DISTRICT**

1. During the visit of Bhavnagar district, it was found that according to the HM, the RTs' work was regular in their visits and work, but for the same thing, the parents' opinions were negative.

### **3.10.1.0 SUGGESTIONS**

1. (a) Four RTs of Vadodara district were with low qualification (HSC) and the RTs of Surat, Banaskantha, Junagadh did not improve their qualification during the service. So the RTs They should be motivated and facilitated to improve their qualification by State Project Office.
- (b) For the RTs of all the districts, more workshops should be organized for material production like booklets, articles and action research. The district coordinators should make provision of the budget for the special workshops.
- (c) The efficient RTs from all the districts should be identified and motivated to work as resource persons by District Co-ordinations.
2. (a) The RTs of Ahmedabad and Bhavnagar should make more visits to CWSN's home to identify CWSN. It should be monitored by the Districts Project Co-coordinators (IED).
- (b) The RTs of Ahmedabad, Bhavnagar and Junagadh should advise the regular teachers to make their convenient sitting arrangement of CWSN in the classroom.

(c) The RTs of Ahmedabad, Bhavnagar, Junagadha and vadodara should try to enrich CWSN' vocabulary and knowledge of language the district project office should monitor for that.

(d) The RTs of Banaskantha and Panchmahal should make CWSN understand the importance of sense organs in cognitive development and help them to perform their day to day activities.

(e) The RTs of Ahmedabad, Banaskantha, Bhavnagar, Junagadha and Panchmahal districts should make CWSN aware of Geographical environment of their village /town /city and that to school home.

(f) The RTs of Ahmedabad, Banaskantha, Bhavnagar and Junagadha, Panchmahal and Vadodara should try to teach CWSN the uses of aids and appliances according to their need in the resource room.

3 (a) The RTs of Ahmedabad, Banaskantha, Banaskantha, Bhavnagar, and Panchmahal should make parents of CWSN aware of their children 's disabilities.

(b) The RTs of Ahmedabad, Banaskantha, Bhavnagar, Junagadh and Vadodara should help the parents to admit their CWSN in the School.

(c) The RTs of Ahmedabad and Panchmahal should help the beneficiaries to get the benefits in kind and scholarship from the government and NGOs.

(d) The RTs of Ahmedabad, Banaskantha, Bhavnagar , Junagadha and Vadodara should plan for the scholastic and non-scholastics activities.

(e) The RTs of Ahmedabad, Banaskantha, Bhavnagar and Panchmahal should explain the parents of CWSN how to bring up their children, make them aware of the special traits of their CWSN.

(f) The RTs of Ahmedabad, Banaskantha, Bhavnagar , Junagadha and Vadodara should help the parents of admit their CWSN in the school.

4. (a) For the RTs of Surat and vadodara district special training programmes should be organforized. Moreover, the training programmes for MD should be organized for all the RTs. So the District coordinator should manage to send them for training programmes and make provision for training expenses

5. (a) The RTs of Junagadha and Panchmahal should help the beneficiaries to get more comman benefits like kits, scholarships from different agencies- Government as well as NGO.

(b) The RTs of all the districts should help the beneficiaries to get special benefits for special disabilities like escort allowance, therapeutic allowance, calipers, shoes for OH, MR , HI and VI from the different agencies.



6. (a) The RTs of Bhavnagar should contact more stakeholders to identify CWSN from the area.

(b) They should also organized more programmes to make people aware of CWSN

7.(a)The RTs of Ahmedabad and Bhavnagar should visit the CWSN's home frequently.

(b) The RTs of Banaskantha and Panchmahl should guide CWSN for self learning. Different types of self learning material should be used.

(c) The RTs of Banaskantha and Bhavnagar should discuss about CWSN's behavior with family members.

(d) The RTs of Ahmedabad, Banaskantha, Bhavnagar and Panchmahal should make CWSN's parents aware of their performance; like their achievement, day to day activities, behavior.

(e) The RTs of Ahmedabad, Banaskantha, Bhavnagar and Panchmahal should discuss the special problems of their CWSN.

(f)The RTs of Banaskantha, Bhavnagar, Panchmahal should take CWSN to the resource-room.

(g) The RTs of Ahmedabad, Banaskantha and Panchmahal should pay TA and Refreshment when CWSN and their parents were taken to the resource-room.

(h) The RTs of Ahmedabad, Banaskantha and Panchmahal should help the beneficiaries to get special benefits provided by the Government and NGO.

(i) The RTs of Ahmedabad, Banaskantha, Bhavnagar, Panchmahl and Vadodara should take CWSN to different places for tours / camps / picnics.

8.(a) All the regular teachers should be guided for different self-learning methods related to CWSN and use of aids and appliances. CRCs' and HMs should take care of it.

(b) The RTs should be instructed by the District Project Officer to keep the aid and appliance in working condition and to use them for CWSN.

T - 1/1

ZL: M "8LRZGIGD: ; 5S"GP

**IJS, RUTG11F+:** MR ☐ VI ☐ HI ☐ CP ☐ Vgl ☐ H6EJM ☐

1. ZL; M "8LRZGL VF PVF PV[DAHDFIF TFZLBo\_\_\_\_\_
2. ZL; M "8LRZGMVF PVF PV[PGMS], VGEJ JOB\_\_\_\_\_ DF; \_\_\_\_\_
3. ZL; M "8LRZGL X1H6S , FISFT: (IMI BFGDA✓ D\$M)

, F1 SFTM	, F1 SFTMD/ J1 FGM; DI	
	GMSZIDAHDFIF 5C] A	GMSZL NZIDIFG
(i) WNZ6- ! Z (HSC)		
(ii) :GFTS		
(iii) VG]:GFTS		
(iv) Vgl		

4. ZL: M "8LRZ[D/J, LjIJ; fl S , fl SFTM: (IMI BFGDA√ D\$M

, FI SFTM	, FI SFTMD\j I FGM; DI	
	S.S.A GMSZLV[HFDF F 5C, F	GMSZL NZID I FG
(i) :5XLI , 10% IDF		
(ii) :5XLI , ALPVDP		
(iii) :5XLI , VG}GFTS		
(iv) VqI		

5. ZL; M "8LRZ[, LW, TF, LD0 sGFW : , FU]G 50[T[DF8' v ' D\$JL)

8E GI\U GM5  SFZ		Level of the training along with its frequencies (numbers)											
		IH<, F S1FFV				ZFI-I S1FFV				ZF08-S1FFV			
		:  DGfZ	JSX115	D1101], JSX115	Vgl	:  DGfZ	JSX115	D1101], JSX115	Vgl	:  DGfZ	JSX115	D1101], JSX115	Vgl
	MR												
	VI												
HI													
CP													
Vgl													

T - 1/2.

6. ZL; M "8LRZGL IJLW 5SFZGL TF, LDNDATH7 TZLSGL ; PF: (IMI BFGDATF, LDGL ; bIFGMVFSOM, BDPF

5JIT → SIF ↓	; DIGFZ	JSXN5	DNDI] ; DIGFZ	Vgl
(i) IH<, F S1FV[				
(ii) ZFH I S1FV[				
(iii) ZF08-S1FV[				

7. ZL; M "8LRZ[T4FZ SZ] ; HctI: (IMI BFGFDANZ\$GL ; bIF , BJLPF

	MR	VI	HI	CP	Any other
(i) TLM					
(ii) 5J TSM					
(iii) , B					
(iv) GJL 5aITGJIGDF6					
(v) ISJ ftds ; XNMG					
(vi) ; XNMG SFI "sISJ ftds ; XNMG I; JFI f					

IO<0 . gJf8LUPZGL ; CL:\_\_\_\_\_ ZL; M "8LRZGL ; CL:\_\_\_\_\_

TFZLB:\_\_\_\_\_ TFZLB:\_\_\_\_\_

ZL; M "8LRZGL Xqf6S E)DSF HF6JF DF8GL 5j GFJ , l

T - 2

ALPVFZP; LPGJGFD: \_\_\_\_\_; LPVFZP; LP: \_\_\_\_\_ IH<, M \_\_\_\_\_

ZL; M "1X1FSGJGFD: \_\_\_\_\_; 5S"GP \_\_\_\_\_

SP	5j GL	5j I L Z CfGF
!	IJS, FUNG[VW/BJF DF8(TDM3Zv3Z NZ\$ ; +DF HFVMMKh _____	
Z	TD(JUB0DRAJS, FUTF DHA APS j I J:YF S. ZIT(ZFBJL TGL ; DH VF5MMKh _____	
#	X TD(NZ\$ IJnFYLVMDf8(Jq IST SFI "I MHGF Tq FZ SZMMKh _____	
\$	TD(IJS, FU AF/SG)XaN EDM/ TYF ERf7FG JWFZJF DF8(5j tG SZMMKh _____	
5	TD(IJS, FU AF/SIG(SI9G IANVMHFT(XLBJMMKh _____	
&	TDMIJS, FUNGF 7FGvLJSF; DF8(TDGL 7FG(q\$ I MGL p5 I MULTFGL ; DHF VF5MMKh _____	
*	TDMIJS, FUNG(TDGL ZMHNL ISj FVM:JT+ ZIT(SZL XS(T(DF8(DNN~5 YFVMMKh _____	
(	TDMIJS, FUNG(TDGF UFDqGUZqXCZGL EFUM, S 5IZI:YITYL TYF 3ZYL XF/F ; JMGF Z:TFYL JFSP SZMMKh _____	
)	TDMIJS, FUNG(SI9GvIAN)MMXLBJJF IZ; Mj "-DDA, . HFVMMKh _____	
! _	TDMIJS, FUNG(TDGL H~IZI FT DHAGF ; RvNGMF p5 I NU IJX(XLBJMMKh _____	

GIRGF 5+SDADICTI EZNP

s, FUJ50TJCM tIA√ SZNF

SP	IZ; M "-DDA; DFIJQ8 ; RWGNGAGFD	J5ZFXGF G , . XSFI TJL	; FDfgl I:YITDA	; FZL I:YITDA
!	Af , AN"			
Z	Af , , IGU SIJA			
#	Af , SFU/			
\$	:8f. , sS, Df			
5	Af , RI5			
&	. g8Z I5j8 Af , : , β			
*	5M\$B0D			
(	Af , Z			
)	. , β8MGS Af , Z			
!_	ZM Z			
!!	Af , Z VβAMhZ			
!Z	Af , Z 8fg; SI%KG ; M8JZ			
!#	3M F": β			
!\$	8f Z\$M0Z			
!5	; LPOLP q VDP5LPVl % M Z			
!&	0hl % M Z			
!*	DfGL 0, F. U u, F;			
!(	VMDZ CD 5MH\$8Z			
!)	; LP; LP8LPJLP			
Z_	I:SG ZLOLU ; M8JZ			
Z!	ZLOLU DXIG			
ZZ	8f Z AN			
Z#	VIZYDl8S 8f. d;			
Z\$	Vl ÒAf 8f. %			
Z5	VAF;			
Z&	8MSU S\$S, βZ			
Z*	HfDβE-Sl8			
Z(	Uf0 AN			
Z)	EFDITS VFSfZM			
#_	5/7f :SIRU			
#!	% [ U SF0			
#Z	Rf XTZH			
##	VMOA, 0, F. U 0L;			
#\$	DM00F. 0 IS\$β Sl8			
#5	; ON , FSOL			
#&	OP5LPVl P			
#*	GLO,			
#(	DhZ 8f			
#)	Af , 3I0IF/			
\$_	8MSU 3I0IF/			
\$!	8MSU YDFDl8Z			
SP	IZ; M "-DDA; DFIJQ8 ; RWGNGAGFD	J5ZFXGF G , . XSFI TJL	; FDfgl I:YITDA	; FZL I:YITDF

\$Z	IOSBf ONG			
\$#	8MSU IOSXGZL			
\$\$	5; G, Sd%ßZ			
\$5	GMB 8ßZ			
\$&	5; G, IOIH8, VF; :8j0			
\$*	DN00F. 0 DF. S DL8Z			
zJ6DN VG[DNA]âGf Af/SMDf8[ Jf6l IX1f6G[, UTF ; RWGMTYf p5l MU s! f zJ6 1fDTf IJS; EJJf szf Jf6l IX1f6 DF8[				
\$(	:5l; 8ßZ			
\$)	. g0FZD l; :8D			
5_	0jUF			
5!	8lxI j5ßZ			
5Z	D<8l DLOl f			
5#	8LPJLP			
5\$	Rf8"			
55	Vf . g0LSßZ			
5&	VpPVpM; :8D			
5*	:8M			
5(	5lK			
5)	VZl; l			
&_	; LPOLP% ll Z			
&!	dI jhS, 8M h			
&Z	DMk;			
&#	Vp . g0LSßZ			
&\$	zJ6 l+			
&5	HjNL HjNL 5h<;			
&&	Uß IC lIZU Vf 0 l; :8D			
&*	, ß . g0SXG l; :8D			
&(	8ß ZßM0Z			
&)	Jf6l DkIFSG 5+S			
*_	JfRS VJ lJNGf IR+l			
*!	Jf. AM8ß8f. , Vf 0			
*Z	lJlh 5lR . g0LSßZ			
EFOF IX1f6G[, UTA; RWGMVG[p5l MU s! f EFOF 1fDTf IJS; EJJf szf 5f9l 5}TSGl 1fDTf l; â SZJf				
*#	zJ6DNGf 1f+G[, UTF 5}TSM			
*\$	IX1f6G[, UTF 5}TSM			
*5	Vgl IJS, FUTFG[, UTF 5}TSM			
*&	Vgl IJS, FUTFG[, UTA; fDf l SM			
**	H~Zl 5f9l 5}TSM			
* (	; NE"5}TSM			
*)	; DFRfZ 5+l			
(_	lJ0f lG[VG]-5 Jf:TIJS J:TjMl			
(!	lJ7fGGf ; RWGM			
SP	IZ; M "-DDA; DfJQ8 ; RWGMGAGFD	J5ZFXGf G , . XSf l TjL	; fDf gl l:YITDA	; fZl l:YITDA
(Z	ZDTvUDTGF ; RWGM			
(#	XZlZGF VJ lJl			

( \$	XI\$EFOGF GFDA			
( 5	VS:DFTGF IR+I			
( &	INJ; VG[ZFTGF GSXF			
( *	5yJIGMUM/I			
( (	IJOFI G[, UTF RF8"			
UH6ITS IX1F6G[, UTF ; FNGMVG[p5I NUMs! f ; S<5GFVMIJS; EJJF sZf ZMHNF jIJCfZ DF8				
( )	DM8f; ZI S18			
) _	V\$ 5pL			
) !	EF(DITS S18			
) Z	V5pFS RF8"			
) #	DM8f; sJHG4UHNf4 GF64 3I0IF/ JUZF			
) \$	Yd5 5IG			
) 5	RF8"5pZ			
) &	SF0"AM s5pff			
) *	Of. ,			
) (	SFTZ			
) )	OG, AM"			
! _	OM U 5pZ			
! _!	0JSM			
! _Z	:8p5 5p			
! _#	DIOS, S18			
! _\$	SM sNMZLf			
! _5	Jp;			
! _&	Vf; G 5If			
! _*	; M8 AM			
! _ (	ZULG SFU/			
! _)	5pZ S8Z			
!! _	Sf pOZ			
!!!	IJJW 5pZGL Uf d;			
!! Z	a, p AM			
!! #	S,			
!! \$	0:8AIG			
!! 5	JF8SF			
!! &	0:8Z			
!! *	RMS			
!! (	AX			
!! )	JMBZ SAZ			
! Z_	; FJZ6L			

IO<0 . gJf8LUpZGL ; Cl:\_\_\_\_\_ ZL; M "8IRZGL ; Cl:\_\_\_\_\_

TFZLB:\_\_\_\_\_ TFZLB:\_\_\_\_\_

ZL; M "8LRZGL JCLJ8L E)DSF HF6JF DF8G] D], FSFT 5+S

T - 3

ALPVFZP; LPG]GFD: \_\_\_\_\_; IPVFZP; LP: \_\_\_\_\_ IH<, M \_\_\_\_\_  
 ZL; M "8LRZG]GFD: \_\_\_\_\_; 5S"GP \_\_\_\_\_

SP	5] GM	CRGF
1	TDMIJS, FUNG[TPGL IJS, FUTF DF8[0FS8Zq; LJ, ; HG 5F; YL 5Pf65+MD/JJF DNN~5 YFVM Klnh _____	
2	TDMIJS, FU AF/SINGL 5]DF. , ONBF ; FY[Tq FZ SZMKMh _____	
3	TDMIJS, FU AF/SGL IJS, FUTF LJX[TPGF DFTFvI5TFG[JFSF SZMKMh _____	
4	TDMIJS, FU AF/SNG[XF/FDF NFB, SZJFDF DNN~5 YFVMKlnh _____	
5	TDMiIJS, FUNGF E6JF DF8[H-ZL ; ANGMV5FJMKMhsHJ]S[5]TSM , FSOL4 ; F. S, JUZF _____	
6	H[XF/FDF IJS, FUME6TF CM TPJL XF/FGF IX1FSMDF8[TF, LD VG[DFUNXG I NHF[KMh _____	
7	IJS, FUNG[ D/TF , FE4 ; UJOM VG[ TPGL IJS, FUTF LJX[ TPGF DFTFvI5TF TYF ; DFHG[ JFSF SZJFGF SFI SPMUMJMKMh _____	
8	TDMIJS, FUNG[ VG[ TPGF DFTFvI5TFG[ ; ZSFZL TYF ; YFVMFZF D/TF , FEMsJ:T] :J~5[ VG[ ZNSODFF D/JJF DNN~5 YFVMKlnh _____	
9	TD[GLRGL 5]JL; VNGMVCJF, Tq FZ SZMKMh (i) N[GS (ii) V9JHOS (iii) DH; S _____	
10	TDMXqH6S TYF ; CvXqH6S 5]ITVNG VFIMHG SZMKMh _____	



11	TDMIZ; M "D ZÖ:8Z VG[D] FSFTIVMDf8GL D] FSFT5M/L IGEfJMKMh _____	
12	TDMIZ; M "DGL IJfW ; fWgv; fDUfGL ; fZv; Ef/ ZfBMKMh _____	
13	TDMIJS, fUMGF pKZ AfAT[TPGF DFTfvI5TFG[; DHEfJMKMh _____	
14	TDMIJS, fUMGF BF; , f6MJX[TPGF DFTfvI5TFG[fJfSp SZMKMh _____	
15	TDMIJS, fUMGF DFTfvI5TFG[fJS, fUMfJXGL ~I-VM BfBL DfGL fFVMVG[fVWzafVM/L Nf ZCfF ; DHEfJMKMh _____	
16	TD[fJS, fU Df8GL DMfI, 8L fJX[TPG[; DHEfJMKMh _____	
17	TDMprR VfwSFZfVNGf ; fRGfG 5f, G SZMKMh _____	
18	TDMIJS, fUMDF8[fTf fZ SZ[, AHf VG[fSfI "fNHGF 5Pf6[fSfD SZMKMh _____	
19	TDMIJS, fUMGF 5GfJ ; G Df8[5f] tG SZMKMh _____	
20	TDMIJS, fUMEFZf BF; fNJ; MGL pHJ6L SZfJMKMhsHfJL S[‘A[ , fNG` 4 Zf8H fJS, fUTFvING`f _____	

IO<0 . gJf8LUBZGL ; CL:\_\_\_\_\_ ZL; M "8fRZGL ; CL:\_\_\_\_\_

fFZfLB:\_\_\_\_\_ fFZfLB:\_\_\_\_\_

IX1FSMDF8GL 5J GFJ , low ZL; M "8LRZ EFZF V5FTL IX1FSMGL TF, ID

T - 4/1

ALPVFZP; IPGJGFD: \_\_\_\_\_; LPVFZP; LP: \_\_\_\_\_ IH<, M \_\_\_\_\_

IX1FSGJGFD: \_\_\_\_\_; 5S"GP \_\_\_\_\_

(1) TDFZF JUDASB, FIJS, FUMK<sub>m</sub> (IMI BFGDADF+ ; bIF , Bmf

IJS, FUTF	OH	MR	VI	HI	CP	SJ
; bIF						

(2) TD[S. IJS, FUTFGL TF, ID , LML K<sub>m</sub>S. S1FV<sub>m</sub> (IMI BFGDADF+ ; bIF , Bmf

S1F	OH	MR	VI	HI	CP	SJ
; LPVFZP; LP						
ALPVFZP; L						
IH<, I						

(3) ZL; M "8LRZ EFZF TDM/[IJS, FUMG[VM/BJFGL TF, ID D/JL K<sub>m</sub>

CfqGF

(4) TDM/[IJS, FUMG[JUDFAE; FOJF DF8GL TF, ID IZ; M "8LRZ EFZF D/JL K<sub>m</sub>

CfqGF

(5) IJLW 5SFZGF IJS, FUMG[IJQFI vJ:T]XLBJJFGL TF, ID IZ; M "IX1FS EFZF D/JL K<sub>m</sub>

CfqGF

(6) HNF HNF 5SFZGF IJS, FUMG[X1H6S TYF ALG X1H6S 5JITVMsVeIF; [TZFDf8[IZ; M " 8LRZ EFZF TF, ID , LML K<sub>m</sub>

CfqGF

(7) TDM/[IZ; M "8LRZ EFZF HNF HNF ; FNGMVG[X1H6S ; HCTI GF p5I MU DF8GL TF, ID D/JL K<sub>m</sub>

CfqGF

(8) TDM/[IZ; M "8LRZ EFZF IJS, FUM; FY[SJL ZLT[SFD , U]TGL TF, ID D/JL K<sub>m</sub>

CfqGF

(9) TDM/[IZ; M "8LRZ EFZF IED programmeDAD/TF , FE VG[, FEFYLVMAFAT[

	DHCTI D/JI Kfn	CHGF
(10)	TDIM[IZ; M "8LRZ 5F; YL IJS, FUNGI DNAI, 8L AFAT[DHCTI D/JI Kfn	CHGF
(11)	IZ; M "8LRZ 5F; YL D/JI, TF, ID AFAT[TDG]; VFOF YIMKfn	CHGF

IO<0 . gJf8LUßZGI ; CI:\_\_\_\_\_ IX1FSGL ; CI:\_\_\_\_\_

TFZLB:\_\_\_\_\_ TFZLB:\_\_\_\_\_

5| GFJ , lov IZ; M "8LRZGL E)DSF ; NE[DpI IX1FSGF DVjI M

T - 4/2.

ALPVFZP; IPGJGFD: \_\_\_\_\_; IPVFZP; IP: \_\_\_\_\_ IH<, M \_\_\_\_\_  
 DPXPN/VRFI GJGFD: \_\_\_\_\_; 5S"GP \_\_\_\_\_  
 XF/FGJGFD: \_\_\_\_\_

(1) TDFZL XF/FDASB, F IJS, FUMVeIF; SZ[Km sNZBGL ; bIF I MI BFGFDA, BNF

IJS, FUTF	OH	MR	VI	HI	CP	Sj
; bIF						

(2) TDFZL XF/FGF IX1FSM/IJS, FU AF/SNG[E 6EJJFGL TF, ID , LWL Km SB, F IX1FSM/Km CfqGF  
 sGLRGF 8A, DAJUTMEZNF

IX1FSG' GFD	SIF WNZ6DF E 6EJ[Km
1.	
2.	
3.	
4.	
5.	

(3) IX1FS[H[IJS, FUTF DF8GL TF, ID , LWL CM TG[H IJS, UMGJIX1F6 SFI"; B5MKMh CfqGF

(4) TDNG[; YFVMTZ0YL TLM VG[; RWGMIG I IDT D/[Km CfqGF

(5) IZ; M "8LRZ XF/FGI D], FSFT[IGI IDT VFJ[Km CfqGF

(6) IZ; M "8LRZ IJS, FUNG[VG[TPGF DFTF I5TFG[IZ; M "D[, . HFI Km CfqGF

(7) IJS, FUNGF VeIF; SPGF Dkf XIBJJF DF8[IZ; M "8LRZ DNN~5 YFI Km CfqGF

(8) IZ; M "8LRZ IJS, FUMDF8[; CvVeIF; S 5pI, VMsHPL S[; DZSp545pF; 4ZDTM UMPJ[Km CfqGF

IO<0 . gJf8LUPZGL ; Cl: \_\_\_\_\_ DPXPN/VRFI GIGI ; Cl: \_\_\_\_\_

TFZLB: \_\_\_\_\_ TFZLB: \_\_\_\_\_

IJS, RU AF/SG[D], FSFT sIJS, RU AF/SG[D/TF , FE VUf

T - 5

AIPVfZP; IPGjGFD: \_\_\_\_\_; IPVfZP; IP: \_\_\_\_\_ IH<, M

IJnFYIGjGFD: \_\_\_\_\_

XF/FGjGFD: \_\_\_\_\_

IJS, RUMG[D/[, F , FEIIGL I FNL

sp	, FEGjGFD	S. IJS, RUTF DF8[
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

IO<0 . gJf8LUPZGL ; Cl: \_\_\_\_\_ DPfXpVfRFI GL ; Cl: \_\_\_\_\_

TFZLB: \_\_\_\_\_ TFZLB: \_\_\_\_\_

<b>DACTL 5+So IZ; M "8LRZGL ; SI, T IX1F6 VUGL HFUTTF</b>		<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">T - 6</div>
<b>ALPVFZP; IPGJGFD:</b> _____ ; <b>IPVFZP; IP:</b> _____ <b>IH&lt;, M</b>	<div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div>	
<b>ZL; M "8LRZGJGFD:</b> _____ ; <b>5S"GP</b>		
<b>XF/FGJGFD:</b> _____ ; <b>5S"GP</b>		

(1) VF IJ:TFZDASB, F IJS, FUMK<sub>h</sub>

IJS, FUTF	OH	MR	VI	HI	CP	Vgl	SJ
; bIF							

(2) TDFZ IJ:TFZDATD[I NH], F IED SFI SPGL DACTL VF5M

SP	IED programmeGJGFD	Df;	:Y/	* C[T]sGIR[NXFJ], C[T]VM5&L H[T] C[T]GMSD H , BMM
1	5FYGF ; Ef			
2	EHG			
3	5EFT OZL			
4	IO<D SFI SP			
5	ZL1F EFZF HFCZFT			
6	CNOu;			
7	; Z3;			
8	Gf8S			
9	EJF.			
10	Vgl			

\* The purpose sC[T]VM

1. IJS, FUMGMXF/FDA5JX SZEJJM
2. DFTFvI5TFG[IJS, FUMTZOGL VWzâFVNDPVL D\$T SZJF
3. IJS, FUMTZO DFTFvI5TFG]CSFZfDS J, 6 IJS; EJJ]
4. IJS, FUMGJIX1F6SFI "5Z]YIF 5KL TPGJ5GJ; G SZEJJP
5. IJS, FUMDF8[Bf; , FE D/JJF

(3) RF, JJO[IJS, FUMG[VW/BJfQXMMJF TDFZ IJ:TFZDAGLRGF 5&L S. jIISTVINGMTD[; 5S"SI fCTM<sub>h</sub>  
(HGF; 5S"SI fCTM TGF; FDGF AIB; DA ✓ D\$M)

1. 5pB  T, f8L  ; Z5R

2. UFD IJSF; VIWSFZL

3.      0FS8Z            q I; LJ, ; HG
4.      ZFHSFZ6LVM       85F, L
5.      XF/FGF IX1FSM
6.      WHDS GTFVM
7.      5£ FNZ , MSM  gIFI FWLX4  VG[JSL,
8.      ; FDFHS GTFVM  ; YFVM
9.      A; 0H JZM  A; S0S8ZM   
          N\$FGNFZM       WWFYLVVM
10.     VUfp E6L UII, FIJS, RUM
11.     :J[rKS ; YFVM

IO<0 . gJ£8LUPZGL ; CL:\_\_\_\_\_ ZL; M "8LRZGL ; CL:\_\_\_\_\_

TFZLB:\_\_\_\_\_ TFZLB:\_\_\_\_\_

JF, IGL DJ, FSFT sIZ; M "8LRZGL 3ZGL DJ, FSFTf

T - 7

ALPVFZP; IPGJGFD: \_\_\_\_\_; IPVFZP; IP: \_\_\_\_\_ IH<, M \_\_\_\_\_

IJnFYIGJGFD: \_\_\_\_\_

JF, IGLGFD: \_\_\_\_\_; 5S"GP \_\_\_\_\_

ZL; M "8LRZGLGFD: \_\_\_\_\_; 5S"GP \_\_\_\_\_

Name of the area: \_\_\_\_\_

TFZLB: \_\_\_\_\_; DI: \_\_\_\_\_ :Y/: \_\_\_\_\_

SP	5  GM	CfGf
1	IZ; M "8LRZ TDFZF AF/S DF8(TDFZF 3ZGL DJ, FSFT IG I IDT Kf	
2	IZ; M "8LRZ TDFZF AF/SG[:JvVwl I G DF8(DFUNXG VF5(Kf	
3	IZ; M "8LRZ TDFZF AF/SGF JT6\$ AFAT(TDFZF S\$AGF ; e I l ; FY(RRF"SZ(Kf	
4	IZ; M "8LRZ TDFZF AF/SGI 5JITYL TDNG(JFSD SZ(Kf	
5	IZ; M "8LRZ TDFZF AF/SGF IJIX08 ; D:I FV/MVUGL RRF"TDfZL ; FY(SZ(Kf	
6	IZ; M "8LRZ TDFZF AF/SGI ; FY(TDNG[56 IZ; M "-DDf , . HFI Kf	
7	IZ; M "8LRZ TDFZF AF/S ; FY(TDNG[IZ; M "-DDf , . HFI t I fZ(TDG(EF0 R\$J(Kf GF:TF 5f6L SZFJ(Kf	
8	IZ; M "8LRZ TDNG[; ZSFZ EFZF TYF AIG ; ZSFZL ; :YFVMEFZF D/TF , FE D/JJF DNN SZ(Kf	
9	IZ; M "8LRZ TDFZF AF/SG(HNF HNF :Y/MGF 5Jf; [qS\$5DF qI5SIGSDF , . HFI Kf	
10	IZ; M "8LRZ HNF HNF , FE q I MHGFVMIJX(TDNG[; DHEJJF SFI \$PMI NH(Kf	

IO<0 . gJf8LUßZGL ; Cl: \_\_\_\_\_ JF, IGL ; Cl: \_\_\_\_\_

TFZLB: \_\_\_\_\_ TFZLB: \_\_\_\_\_



**IJS, RU AF/SGF JUGJIGZL1F6**

T - 8

APVFZP; IPGJGFD: \_\_\_\_\_; IPVFZP; IP: \_\_\_\_\_ IH<, M \_\_\_\_\_  
 XF/FGJGFD: \_\_\_\_\_  
 JU"IX1FSGJGFD: \_\_\_\_\_ VMZ6o \_\_\_\_\_; 5S"GP \_\_\_\_\_  
 VJ, MGGM; DI: \_\_\_\_\_

**GIRGI AFATMD8[10<0 . gJf8LUßZGF HFT VGEJIM**

(1) **JUB0DAIJS, RUMDF8Gff ; RINGGJVI: TtJ VG[ :YIT:**

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_

(2) **IJS, RUM5fI [IX1FSMGJTG**

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

(3) **IX1FSGI JUB0GI Vwl IGvVwl F5G 5JSIF**

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_
- (v) \_\_\_\_\_
- (vi) \_\_\_\_\_

(4) **JUB0DAIJS, RU AF/SGI AßS jIJ:YF**

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

(5) **JUB0DAIJS, RU AF/SG[IX1FS 5Z6F VF5[KP**

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

**10<0 . gJf8LUßZGL GFD VG[; Cl: \_\_\_\_\_**

**TFZLB: \_\_\_\_\_**



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### **Study of Block Resource Teacher's performance on Integrated Education for Disabled Children**

#### **Project Team:**

Dr.Somabhai A.Patel  
Dr.Tejalbhai J.Sheth  
Dr.Ramchandra G.Prajapati

Principal Investigator  
Co-Investigator  
Co-Investigator

#### **\* Objectives of the Study**

1. To study the academic and professional development of the RTs.
2. To study the academic role of the RTs.
3. To study the administrative role of the RTs.
4. To study the special training provided by the RTs to the teachers of the school having CWSN.
5. To study the benefits accrued by the beneficiaries of IED programmes.
6. To study the awareness of the RTs for the IED programmes.
7. To study the visit made by the RTs to CWSN's home.
8. To study the work of the regular teachers through CWSN class room observation.

- \* In this study the RT's performance means his development and different roles during his service in SSA. This performance comprises the following points.

- RT's educational development
- RT's professional development
- RT's academic role
- RT's administrative role
- RT's role regarding the benefits for beneficiaries under the different schemes of the Government and NGOs

#### **\* Operationalization of terms**

1. **Academic Development** means addition in RT's educational qualifications such as Graduation, Post graduation.
2. **Professional Development** means addition in Special professional qualification & skills such as special Diploma/B.Ed. course and training at different levels, Productions of learning material, teaching learning aids and methods, writing articles and Special research work done by the RT's.
3. **The Academic Role comprises the following things**
  - i. Guidance to the teachers of the school having CWSN.
  - ii. Teaching hard-Spots to CWSN when and where required.
  - iii. Guidance to CWSN in the Resource rooms.
  - iv. Involvement of CWSN in Scholastic and Co-scholastics activities.
4. **The Administrative Role comprises**

- i. Identifying the CWSN.
  - ii. Getting certificates of their disabilities from the special doctors/the civil surgeon
  - iii. Enrolling the CWSN in the regular school.
  - iv. Preparing detail profile of CWSN with the photos.
  - v. Providing the special learning aids and appliances to CWSN.
  - vi. Arranging the training for the teachers of the school having the CWSN.
  - vii. Maintaining the Resource-room registers and visit-book.
  - viii. Arranging the awareness programmes for the parents and society members.
  - ix. Making visits to the homes of CWSN with their parents.
  - x. Filling up the daily, weekly and monthly reports and sending them to the relevant higher authorities.
5. **Beneficiaries** are CWSN and their parents.
6. **Benefits** means kind and cash provided to the CWSN and their parents under the different Scheme of the governments and the NGOs for the development and rehabilitation of them. Such as books, uniforms, vehicles, money, expenses etc.
7. **IED programmes** means the programme suggested in the draft of Integrated Education of Disabled such as Prayer Assembly, Bhajan, Prabhat Rally, Film Programmes.
- ★ **Methodology: Sample for the study:**  
 SSA suggested twenty eight blocks Covering seven District, seventy Resource Teacher, one hundred CWSN and one hundred Parents have been suggested for the study. All the functionaries and beneficiaries of twenty eight blocks will constitute sample for the study. Out line of the names of districts, blocks and number of resources teachers, Head masters, CWSN and Parents in each block is mentioned below:

**Table: 1 IED Sample size**

Sr. N o.	Name of District	No. of Block	Name of Block	No. of Resource Techers	No. of Head Master	No. of CWSN	No. of Parents
1	Ahmedabad	4	Dascroi, Balva, Dholka, Viramgam	10	15	15	15
2	Banaskantha	4	Palanpur, Deesa, Danta, Tharad	10	14	14	14
3	Bhavnagar	4	Bahnagar, Talaja, Mahuva Palitana	10	15	15	15
4	Junagadha	4	Junagadha, Una, Veraval, Kesod	10	14	14	14
5	Panchmahal	4	Lunavada, Morva, Godhara, Halol	10	14	14	14
6	Surat	4	Choryasi, Oldpad, Songadh, Vyara	10	14	14	14
7	Vadodara	4	Vadodara, Padra, Pavijetpur, Sankheda	10	14	14	14
		<b>28</b>	<b>70</b>	<b>70</b>	<b>100</b>	<b>100</b>	<b>100</b>

There will be proposanal random selection of RT's, Head master, CWSN and Parents after getting details information from the SSA district offecies and the RT's.

**Table : 2 Tools for data collection**

Sr.No.	Code	Name of the tool
1	T-1	Information Schedule
2	T-2	Questionnaire
		Information Schedule, Observation Schedule
3	T-3	Interview Schedule
4	T-4/1	Questionnaire
	T- 4/2	Questionnaire
5	T-5	Interview Schedule
6	T-6	Information Schedule
7	T-7	Interview Schedule
8	T-8	Observation Schedule

**Table : 3 Source of Information**

Objective No.	Tool used	Source of Information
One	T-1	<b>RTs</b> (Certificates, BRC, Time-book, Articles)
Two	T-2	<b>RTs</b> (dairy, Teachers, CWSN, Parents)
Three	T-3	<b>RTs</b> , BRC, Documents (Reports), CWSN, Parents, Teachers
Four	T-4/1, 4/2	<b>Teachers</b> , Head Masters, Certificates, Time-books, CWSN, RTs, Parents
Five	T-5	<b>CWSN</b> , Parents, Head Masters, Teachers
Six	T-6	<b>RTs</b> , Teachers, Parents, community members
Seven	T-7	<b>Parents</b> CWSN, Parents
General	T-8	<b>FI</b> Class-room Students, Teacher, aids and appliances

- ★ Name in dark word is the main source.

**Data Collection**

The trained field Investigators will meet the RTs, the schools, Head master, CWSN and their parents to collect the required data for the study by using the set of tools developed. The team members will also check the data randomly visiting different places and persons.

**Data Analysis**

Factual information collected will analyzed quantitatively by using frequency and percentage analysis. Information obtained by various tools will be analyzed qualitatively.

The following qualitative data analysis technique will be used.

- (i) Data reduction
- (ii) Data Display
- (iii) Conclusion drawing and verification

The Conclusive findings will be drawn based on data obtained on information schedules, Questionnaires observation schedule and personal interview of functionaries and beneficiaries of the present study.

## Information Schedule for RT's Professional Development

T - 1/1

Name of BRC: \_\_\_\_\_, CRC: \_\_\_\_\_ and District: \_\_\_\_\_

Name of the RT: \_\_\_\_\_ Contact No. \_\_\_\_\_

Specialization of Disability: MR ☐ VI ☐ HI ☐ CP ☐ any other ☐ Specify ☐

1. RT's joining date in SSA: \_\_\_\_\_
2. RT's total experience in SSA: Years \_\_\_\_\_ months \_\_\_\_\_
3. RT's Academic Qualifications: (Put  $\sqrt{\quad}$  mark in the relevant column)

Qualifications	Received	
	Before joining service	After joining service
(i) Std- xii (HSC)		
(ii) Graduation		
(iii) Post-graduation		
(iv) any other – (state it)		

4. Professional Qualifications added by the RT : (Put  $\checkmark$  mark in the relevant column)

Qualifications	Received	
	Before joining service	After joining service
(i) Special Diploma		
(ii) Special B.Ed.		
(iii) Special Post-graduation		
(iv) any other – (state it)		

5. Special training received from the RT: (Note: Put ' v ' in the cell not applicable)

[illegible]

6. Worked as a resource person for different types of training by the RT  
(Put its numbers in relevant cell)

T - 1/2
---------

Activities level	Seminars	Workshops	Module work-shop	other
(i) District Level				
(ii) State Level				
(iii) National Level				

7. Production of the material for CWSN by the RT: (Write the number of each in the relevant cell)

	OH	MR	VI	HI	CP	Any other
(i) TLM						
(ii) Books						
(iii) Articles						
(iv) Developed new method						
(v) Action Research (AR)						
(vi) Research work (Other than AR)						

FI's signature: \_\_\_\_\_ RT's signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

### Questionnaire for Academic Role of RT

T - 2

Name of BRC: \_\_\_\_\_, CRC: \_\_\_\_\_ and District: \_\_\_\_\_

Name of the RT: \_\_\_\_\_

Sr. no.	Questions	Y/N
1	Do you make home to home visit in each term to identify CWSN? _____	
2	Do you advice the teacher to make convenient sitting arrangement for the CWSN in the class-room? _____	
3	Do you prepare an individual programme for each CWSN? _____	
4	Do you try to enrich CWSN's <b>vocabulary</b> and <b>knowledge of language</b> ? _____	
5	Do you try to teach CWSN the hard-spots yourself? _____	
6	Do you try to make CWSN understand the importance of sense organs in the cognitive development? _____	
7	Do you help the CWSN to perform their day to day activities independently? _____	
8	Do you make the CWSN aware of the Geographical environment of their village / town / city and the path of school to Home? _____	
9	Do you take CWSN to the resource-room to teach the hard spots? _____	
10	Do you try to teach CWSN the uses of aids and appliance according to their need in the resource-room? _____	



\* Fill up the special information schedule attached here with.

(Note: Put  $\sqrt{\quad}$  mark.)

Sr.No.	Name of the thing	Can not be used	Fair condition	Good condition
FOR VI				
1	Braille Board			
2	Braille Learning Cube			
3	Braille Paper			
4	Stylus			
5	Braille Chip			
6	Inter-print Braille slate			
7	Pocket Frame			
8	Brailler			
9	Electronic Brailler			
10	Roller			
11	Braille Embozer			
12	Braille Transcription Software			
13	Dherya Slate			
14	Tape recorder			
15	C.D. M.P.3 Player			
16	Dazzy Player			
17	Magnifying Glass			
18	Overhead Projector			
19	Close circuit T.V., Video Magnifier L.C.D., L.C.D.			
20	Screen Reading Software			
21	Reading Machine			
22	Telior Board			
23	Arithmetic Types			
24	Algebra Types			
25	Abacus			
26	Talking Calculator			
27	Geometry kit			
28	Graph Board			
29	Geographical shape			
30	Pragya Scatching Devices			
31	Playing cards			
32	Chess			
33	Auduable flying Disc			
34	Modified Cricket Kit			
35	Long cane, Folding Cane, cruck cane, Electronic Cane			
36	Global Positioning System			
37	Needle			
38	Measure Tape			

39	Braille watch			
40	Talking watch			
41	Talking Thermometer			
42	Dictaphone			
43	talking Dictionary			
44	Personal computer			
45	Note taker			
46	Personal Digital Assistant			
47	Modified Micrometer			
<b>FOR HI &amp; MR</b>				
48	Speech Trainer			
49	Infrared System			
50	Balloons			
51	Tissue Paper			
52	Multi-media			
53	T.V.			
54	Different Charts			
55	S-indicator			
56	FM System			
57	Straw			
58	Feather			
59	Mirror			
60	C.D. player			
61	Musical toys			
62	Models			
63	F-Indicator			
64	Hearing Machine			
65	Different Puzzles			
66	Group Hearing Aids System			
67	Loop Indication System			
68	Tape-recorder			
69	Speech Assessment Sheet			
70	Picture of Speech organs			
71	Vibra tactile Aids			
72	Visi Speech Indicator			
<b>FOR HI</b>				
73	Books for HI			
74	Books for Methodology			
75	Books for other disabilities			
76	Magazines for other disabilities			
77	Necessary Text-Books			
78	Reference Books			
79	News –Papers			
80	Picture-Books			
81	Lab equipments			
82	Sports equipments			
83	Parts of the body			

84	Parts of vegetation			
85	Charts of Accident			
86	Maps of day & Night			
87	Glob of the Earth			
88	Charts based on the Texts			
<b>FOR MR &amp; MATHEMATICS</b>				
89	Montessori Kit			
90	Number box			
91	Geometry Kit			
92	Charts of Fraction			
93	Models (Weight, space, currency, clock etc.)			
94	Thumb pin			
95	Chart-paper			
96	Card-boards			
97	Files			
98	Cesar			
99	Fennel Board			
100	Drawing Paper			
101	Favicol			
102	Stamp-pad			
103	Medical Kit			
104	Code			
105	Vax			
106	Mats			
107	Soft Board			
108	Colour Paper			
109	Paper cutter			
110	Calendar			
111	Different games			
112	Black-Board			
113	Clay			
114	Dustbin			
115	Bowls			
116	Duster			
117	Chalk			
118	Brush			
119	Water colour			
120	Broom			

FI's signature: \_\_\_\_\_ RT's signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

**Interview schedule to identify Administrative Role of RT**
**T - 3**

Name of BRC: \_\_\_\_\_ CRC: \_\_\_\_\_ District: \_\_\_\_\_

Name of the RT: \_\_\_\_\_ Contact No. \_\_\_\_\_

Sr. no.	Questions	Y/ N
1	Do you help CWSN to get their disability certificate from a Doctor / civil surgeon? _____	
2	Do you prepare the profile of the CWSN with the photo? _____	
3	Do you make the parents of the CWSN aware of their child's disability? _____	
4	Do you help the parents to admit the CWSN in the school? _____	
5	Do you provide the special help to CWSN to get necessary aids (like books, strick, bicycle etc.) to CWSN? _____	
6	Do you arrange to provide training and guidance programmes for the teacher of the school having CWSN? _____	
7	Do you arrange the programmes to aware the parents and society members regarding disabilities of CWSN and various facilities and benefits available to CWSN? _____	
8	Do you help the CWSN and their parents to get the benefits in kind and cash from the government and NGOs? _____	
9	Do you prepare Reports of the following activities? (i) Daily (ii) Weekly (iii) Monthly _____	
10	Do you plan the scholastics and non-scholastics activities?	

	_____	
11	Do you maintain the Resource-room Register and the visit-book? _____	
12	Do you take care of different aids & appliance of the resource-room? _____	
13	Do you explain the parents of the CWSN how to bring them up? _____	
14	Do you make the parents aware of special traits of the CWSN? _____	
15	Do you try to make the parents of CWSN free from the traditions, wrong beliefs and superstitions about them? _____	
16	Do you explain the orientation of mobility to CWSN? _____	
17	Do you follow the instructions of the higher authorities? _____	
18	Do you follow your action plan and the budget for CWSN? _____	
19	Do you try to make CWSN rehabitant? _____	
20	Do you make the CWSN celebrate the special day? (like-Braille day, National Disability Day) _____	

FI's signature: \_\_\_\_\_ RT's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**Questionnaire for Teachers: Training of the teachers from the RT**

T – 4/1

Name of BRC: \_\_\_\_\_ CRC: \_\_\_\_\_ District: \_\_\_\_\_

Name of the Teacher: \_\_\_\_\_ Contact No. \_\_\_\_\_

Name of the school: \_\_\_\_\_ Contact No. \_\_\_\_\_

(1) How many CWSN are there in you class?

Disabilities	OH	MR	VI	HI	CP	Total
Numbers						

(2) For which disabilities have you received the training? At which level?  
(write the total number of the trainings in the relevant column)

Level	OH	MR	VI	HI	CP	Total
CRC						
BRC						
District						

(3) Have you received the training from the RT to identify the CWSN? Y/N

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---

(4) Have you received the training for sitting arrangement of CWSN in the class-room from the RT? Y/N

---



---

(5) Have you received the training from the RT to teach the content to the different type of CWSN? Y/N

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---

(6) Have you received the training of scholastic and non-scholastic activities for the different types of the CWSN from the RT? Y/N

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---

(7) Have you received the training from the RT for the use of teaching learning materials and different types of aids and appliances? Y/N

---



---

(8) Have you received the training to how deal with the CWSN from the RT? Y/N

\_\_\_\_\_

\_\_\_\_\_

(9) Have you received the information regarding the special benefits and beneficiaries of the IED programme from the RT? Y/N

\_\_\_\_\_

\_\_\_\_\_

(10) Have you received the information regarding the mobility of CWSN from the RTs? Y/N

\_\_\_\_\_

\_\_\_\_\_

(11) Are you satisfied with these types of training from the RT? Y/N

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

FI's signature:\_\_\_\_\_ Teacher's signature:\_\_\_\_\_

Date:\_\_\_\_\_ Date:\_\_\_\_\_

**Questionnaire: Responses of the Head Master regarding RT's Role in the school having CWSN**

T – 4/2

Name of BRC: \_\_\_\_\_ CRC: \_\_\_\_\_ District: \_\_\_\_\_

Name of the Head Master: \_\_\_\_\_ Contact No. \_\_\_\_\_

Name of the school: \_\_\_\_\_ Contact No. \_\_\_\_\_

(1) How many CWSN are studying in your school?

Disabilities	OH	MR	VI	HI	CP	Total
Numbers						

(2) How many teachers have received training to teach the CWSN in your school?

Yes/No

Name of the teacher	Std. in which she/he is teaching (Std.)
1.	
2.	
3.	
4.	
5.	
6.	
7.	

(3) Do you assign the CWSN's teaching for whom he/she has taken training? Y/N

\_\_\_\_\_

(4) Do you get TLM and aid and appliances for the CWSN form the agencies? Y/N

\_\_\_\_\_

(5) Does the RT visit the school regularly? Y/N

\_\_\_\_\_

(6) Does the RT take CWSN and their parents to the resource room? Y/N

\_\_\_\_\_

(7) Is the RT helpful to your teacher to teach the course content to CWSN? Y/N

\_\_\_\_\_

(8) Does the RT arrange the co-curricular activities (Like – summer camp, tours, sports) for the CWSN? Y/N

\_\_\_\_\_

FI's signature: \_\_\_\_\_ Head Master's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



<b>Interview of the CWSN (Benefits received by CWSN)</b>	
Name of BRC: _____ CRC: _____ District: _____	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">T - 5</div> <div style="border: 1px solid black; width: 30px; height: 20px; margin-top: 5px;"></div>
Name of the Student: _____	
Name of the school: _____ Contact No. _____	

(1) List of the benefits received by the CWSN

Sr.No.	Name of the benefits	Types of Disabilities
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

FI's signature: \_\_\_\_\_

Head Master's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Information schedule: RT's awareness of IED Programmes</b>		<b>T - 6</b>
Name of BRC: _____	CRC: _____	District: _____
Name of the RT's: _____	Contact No. _____	
Name of the school: _____	Contact No. _____	

(1) How many CWSN are there in this area?

Disabilities	OH	MR	VI	HI	CP	Others	Total
Number							

(2) Give details of the following IED programmes arranged by you in your area.

Sr. No.	Name of the IED programme	Month	Place	• Purpose (Mention the number only given at the bottom of the Table)
1	Prayer assembly			
2	Bhajan			
3	Prabhat raily			
4	Film programme			
5	Announcement by Rickshaw			
6	Placing the hoardings			
7	Procession			
8	Drama			
9	Bhavai			
10	Others if any a. b. c.			

\* The purpose

1. To admit the CWSN in the School
2. To make parents free from the superstitions
3. To develop positive attitude towards the parents to the CWSN
4. To rehabilitate the CWSN after completion of their Education
5. To get special benefits of the CWSN

(3) For identifying CWSN from the area which of the following persons did you contact this year? (put  $\sqrt{\phantom{x}}$  in the box against each)

1. President ☐ Talati ☐ Serpanch ☐
2. Village Development officer ☐
3. Specialist doctors / the civil surgeon ☐

4. Politicians ☐ and Post man ☐
5. School Teachers ☐
6. Religious leaders ☐
7. The rich ☐ Judge ☐ Advocate ☐
8. Social leaders ☐ and institution ☐
9. bus drivers ☐ conductors ☐ shop-keepers ☐  
Businessman ☐
10. Previous CWSN ☐
11. NGO's ☐

FI's signature: \_\_\_\_\_ RT's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**Parents' Interview (RT's visit to their home)**

T - 7

BRC: \_\_\_\_\_ CRC: \_\_\_\_\_ District: \_\_\_\_\_ ☐

Name of the student: \_\_\_\_\_

Name of the Parents: \_\_\_\_\_ Contact No. \_\_\_\_\_

Name of the RT: \_\_\_\_\_ Contact No. \_\_\_\_\_

Name of the area: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

Sr. No.	Particulars	Y/N
1	Does the RT regularly visit you at your home for your children? _____	
2	Does the RT guide your child for self-learning at home? _____	
3	Does the RT discuss with your family members about the behavior of your child? _____	
4	Does the RT make you aware of your child's performance? _____	
5	Does the RT discuss with you about the special problem of your child? _____	
6	Does the RT regularly take your child and you to resources room? _____	
7	Does the RT pay your TA and refreshment when he takes you to the resources-room? _____	
8	Does the RT helps you to get special benefits provided by Government & NGOs? _____	
9	Does the RT take your child to the different places for tours/camps/picnics? _____	
10	Does the RT arrange the programmes to make you aware of different benefits and schemes? _____	

FI's signature: \_\_\_\_\_ Parents signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

<b>CWSN Class-room observation</b>		<b>T - 8</b>
BRC: _____	CRC: _____	District: _____
Name of the school: _____		Contact No. _____
Name of the Class Teacher: _____		Contact No. _____

(1) Existence and Condition of aids and appliances in the class-room:

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(2) Teacher's behavior to the CWSN in the class-room.

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(3) Teaching-Learning process of the teachers in the class-room.

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(4) Sitting arrangement for CWSN in the class-room.

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(5) Teacher's Motivation to CWSN in the class-room

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FI's Name and signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix - II

## RT'S PROFILE

Sr. No.	Name	Block	Sex M/F	Qualification				Experience (1,2,3,4,5)
				Graduate	PG	Sp.Di	Sp. B.Ed.	

## VADODARA

1	Nayar Nitaben Shreeraj	Pavi Jetpur	F	1		1		1
2	Patel Navinbhai Haribhai	Pavi Jetpur	M	1		1		1
3	Pandiya Sejalben Mahendrabhai	Pavi Jetpur	F	1		1		1
4	Gamit Varshaben P.	Sankheda	F		1	1		1
5	Raval Ishvarbhai Dhanabhai	Sankheda	M		1	1		1
6	Dave Kinjal Kiritkumar	Vadodara	F	1		1		1
7	Barad Dipti rameshbhai	Vadodara	F	1		1		1
8	Gameti Shankuntalaben Galjibhai	Vadodara	F			1		1
9	Panchal Pankajkumar M	Padra	M			1		1
10	Parmar Hetal Jayendrabhai	Padra	F	1		1	1	1

6 2 10 1

## BANASKANTHA

1	Katariya Shakarbhai D	Deesa	M			1		1
2	Mehta Reena B	Deesa	F	1		1		1
3	Barot Dipaben Natvarlal	Tharad	F	1	1	1		1
4	Khadaliya Rakeshkumar S	Tharad	M	1			1	1
5	Parmar Bharatkumar S	Tharad	M	1			1	1
6	Jadav Hasmukh M	Palanpur	M	1		1		1
7	Jani Ranna Maheshbhai	Palanpur	M	1		1		1
8	Raval Gayatri Manuprasad	Palanpur	F	1			1	1
9	Senama Sivabhai J	Datta	M	1			1	1
10	Lati Mahipatshih L	Datta	M	1			1	1

9 1 5 5

## SURAT

1	Chaudhari Sarsvati Jayantilal	Songadh	M	1	1	1		1
2	Chaudhari Amita M	Songadh	F	1	1	1		1
3	Kamaliya Asvinbhai V	Songadh	M	1	1	1	1	1
4	Vasva Aestar H	Vyara	M	1	1	1	1	1
5	Chaudhari Bhavnaben K	Vyara	F	1	1	1		1
6	Chaudhari Umeshbhai C	Chauryachi	M	1	1	1		1
7	Vegad Dinesh Arjunbhai	Chauryachi	M	1		1		1
8	Kasiya Dilipbhai Jemabhai	Chauryachi	M	1	1	1		1
9	Patel Milanbhai B	Olapad	M	1	1	1		1

10	Patel Bharatbhai J	Olapad	M	1	1	1	1	1
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10 9 10 3

#### AHMEDABAD

1	Makvana Vijaykumar K	Bavla	M	1			1	2
2	Kadiya Jagrutiben k	Bavla	F	1		1		2
3	Makvana Hareshbhai M	Viramgam	M	1		1		1
4	Makvana Mukeshbhai J	Viramgam	M	1		1		1
5	Chavda Hasmmukh M	Viramgam	M	1	1	1		1
6	Oza Komal H	Daskoi	F	1	1	1		1
7	Parmar Rameshbhai B	Daskoi	M	1		1		1
8	Makvana Taraben M	Dholaka	F	1		1		1
9	Chaudhari Mona M	Dholaka	F	1	1	1		1
10	Vegada Dipak D	Dholaka	F	1		1		1

10 3 9 1

#### JUNAGADH

1	Vyas Sonalben Suryakant	Junagadh	F	1		1		1
2	Baldha Sudhir Jitendrabhai	Junagadh	M	1			1	1
3	Bhatt Kalpana N	Junagadh	F	1		1		1
4	Dudagi Alka M	Keshod	F	1		1		1
5	Dhandhalya Praghnna M	Keshod	F			1		1
6	Payak Rahik I	Veraval	M	1		1		1
7	Sachani Kajal K	Veraval	F	1		1		1
8	Baria Jignesh A	Una	M	1		1		1
9	Purohit Dharmik C	Una	M	1	1		1	1
10	Gohil Swatiben P	Una	F			1		1

8 1 8 2

#### PANCHAMAHAL

1	Patel Jayesh M	Godhara	M	1		1		3
2	Patel Ashvin P	Godhara	M			1		5
3	Ghatadia Pravinaben	Godhara	F	1			1	1
4	Patel Naresh K	Halol	M			1		1
5	Patel Ankur G	Halol	F	1		1		1
6	Raval Rajendrakumar R	Morava	M	1		1		1
7	Chauhan Manojkumar B	Morava	M	1		1		1
8	Vihola vijaysinh J	Lunawada	M	1		1	1	1
9	Patel Rashmiben M	Lunawada	F	1	1	1		1
10	vankar Vanita D	Lunawada	F	1		1		1

8 1 9 2

## BHAVNAGAR

1	Gudigara Alpaben K	Bhavnagar	F	1	1	1		1
2	Jadeja ramdevsinh H	Bhavnagar	M	1		1		1
3	Pandya Punamben	Talaja	F	1		1		1
4	Patel Ronakben	Talaja	F	1	1	1		1
5	Bariya Pravinkumar S	Talaja	M	1	1	1		1
6	Makvana Sonalben M	Palitana	F	1	1	1	1	1
7	Pandya Jagdishkumar Girjashankar	Palitana	M	1	1	1		1
8	Solanki Mayankbhai	Palitana	M	1	1	1		1
9	Kalavadia Yoginiben B	Mahuva	F	1		1		1
10	Bariya Janakrai A	Mahuva	M	1		1		1
11	Pandya Rashmitaben	Mahuva	F	1	1	1		1

**10      7      10      1**

STATE = 1 TO 7 DISTRICT

61      24      61      15



## Appendix - V

0L5F8D68 VMD VHI\$XG  
U65T IJGJI; 8L4 BZJF

5MH\$8 8f. 8, 0 Study of Block Resource Teacher's performance on  
Integrated Education for Disabled Children

FI DF8[ D6I]V,

; FDFgl ; RGMb

! P TDG[ VF5[ L SL8Y GL J:TJMM D/JL , JLP  
ZP DL8LUGL H~ZL GFW GIBYAS; DfA SZL , JLP  
#P TDFZM RT VG[ TDGL XF/FVMGL D], FSFTG] SFDR, fp ; DI 5+S  
AGFJL TGL V\$ GS, SM, H DMS, JLP  
\$P ; FYL 5C[ fA RT 5F; YL q IH<, FGL VMO; YL H~ZL B8TL DFICTL  
D/JL , JLP  
5P RT G[ D/M tIFZ[ RT 5F; YL EZJFGfA Tools EZFJL , JfA TYF  
XSI CM TM Tool-3 EFZF . g8ZjI] 56 SZL , Jp  
&P TDGL XF/FVMGL D], FSFTGL H6 TDG[ SZL NjL HYL SZLG[ T]  
; FY[ ZCL XSP  
\*P XF/FGfA IX1FS q VFRFI" q JF, LVMG[ D/JFGM ; DI VUfpYL VF5JM  
HYL D], FSFT Y. XSP  
(P D], FSFTLVM ; FY[ B]A H ; FZ] JTG ZFBJP VFD KTA ; FRL  
DFICTL H GFWJL VG[ DFICTLGF VFWFZM HJf S[ 8f. D A\$4  
Z0:8ZM OFI ZL4 ZL5M8" JUZ[ RSF; L BZF. SZJp  
)P HF[ DFICTLGF VFWFZM G D/[ TM IX1FSM DP IXP4 UFDGF GFUIZSM  
ALPVEZP; LP 5F; YL DFICTL D/JL BZF. SZJLP  
! \_P HF[ DFICTL ; FRL CM TM ✓ SZJp OZOFZ CM TM 8\$L GFW  
SZJLP GFWGF XaNM ; RjIF D]HA ZFBJFP  
!!P Tools DfA SM BFGF BF, L G ZFBJFP DFICTL G H CM TM  
'v' SZJLP GFW UHZFTLDFH H SZJLP  
! ZP SFI\$D NZIDIFG NZ A[ INJ; [ SM, HG[ SFDGL 5JTLGL HF6 SZJLP  
! #P SFI" NZIDIFG SM 5[GM pEF G SZJF SNFR SM AfAT[ 5[ G  
pEM YFI TM TJZT H OFP TH, HP XpGM ; 5S" SZJMP

! \$P SM HuIF VYL q jIIST 5F; YL 5ZTL DFICTL G D/[ TM G  
 D/JFG\ SFZ6 GFWJ\ VG[ ; FDL jIISTGL ; CL , JL TYF DFICTL  
 5ZL SZJF AL0 DJ, FSFT UMJJLP  
 ! 5P . q8ZjIGF TYF IGZL1F6GF S; DF\ ONBMUfOL , JL VG[ TGL IJUTM  
 ; FY[ CD AGEJJLP IJUTMDF\ 38GF4 :Y/4 TFZLB4 ; DI4 jIISTVM  
 JUZGL GFW SZJLP  
 ! &P TDG[ VF5JFDF\ VFJ[, 5+S DJHA IGI`RT ; bIFDF\ RT, VFRFI4  
 IXUS4 JF, L 5F; YL DFICTL ; VMFSFZS ZLT[ EZFJJFGL ZCXP  
 ! \*P TDMV[ D/J[, DFICTIG\ Verification Investigator Team EFZF  
 H YX[ HYL DFICTL BJA RMS; F. YL , JLP  
 ! (P TDFZL AML H DFICTLVM D/JIF 5KL ; \$, G OMDDF\ IH<, FJFZ  
 DFICTL V\$+ SZJLP  
 ! )P TFP Z\_q! ZqZ\_!! ; JWL SFD 5Z\ SZJFG\ KP tIFZAFN VF5[, L  
 TFZLB[ ; 3/\ ; FICTI jIJI:YT OF. , SZL VMO; [ ~A~ VF5L HJP  
 Z\_P VMO; [ DFICTLJF/\ ; FICTI TYF TDFZF BR" I; JFI GF\ AL,  
 VF5JFGF\ YXP  
 Z!P TDG[ DHZL VF5[, BR" I; JFI SM BR" CM 4 DJ; FOZLGF BF;  
 ; FWG EFZF DJ; FOZL CM TM TGF\ AL, q8SL8M HF/JL ZFBJF\ VG[  
 AL, ; FY[ HFJJFGF\ ZCXP  
 ZZP ; VMFSFZS ZLT[ 5b" YI[ YL DCGTF6\ R\$JJFDF\ VFJXP  
 Z#P SFI \$P DJHAq; , F. 0 OZOZF ; FY[ YI[, F SFI GL OFI ZL ZFBJLP

## s8k; DA IJUTM EZEJTF GIRGL AFATM wFGDA ZFBJLP

## ToolsGL AFATM

ToolsGM GAZ VG[ GFD	SMGL 5F; YL DFCTL D/JJFGL Kfm	TGL BZF. DF8[ SMG[ D/J]	BZF. DF8[ SIF VFWFZM HFUF	IJXPF X wFG ZFBJ
T- 1 5j GMZ	RT 5F; [ EZEJ]	BRCG[	; 184 8F. D A\$4 VF18S,	IJUTM EZE. CM VG[ VFWFZM D/[ tIF v SZJ] VFWFZM G CM T[ AFAT[ G[ 5KLG[ GFw SZJLP
T- 2 5j GMZ	5F; [ EZEJ]	IX1FSM IJnFYLVMM DFTFvI5TF	RTGL OFI ZL	IJUTM EZE. S[ GIC T[ RSF; L , J]
	IZ; M; " ~DDF H. RT 5F; YL	; FWGM HFUF		; FWGMGL I:YITGL GFw SZJL4 ONBMUFO , JF
T- 3 . g8ZjI]	RT	CWSN DFTFvI5TF4 IX1FSM	D], FSFTLVMM[ , B[ ZL5MB"	ZL5MBGF VFWFZ
T- 4/1 5j GMZ	XF/FGF IX1FSM	DP1XP4 AF/SM	; 184 8F. D A\$4	
T- 4/2 5j GMZ	DFTFvI5TF	DP1XP4 AF/SM	; 184 8F. D A\$4	RTGL DFICTLVINGF JZLIOSXG DF8[ KP
T- 5 . g8ZjI]	CWSN	DFTFvI5TF4 DP1XP IX1FSM	v	VF DFICTLVMM EFZF RTV[ VF5], L DFICTLVINGL BZF. YXP AF/SMG[ 5KLG[ D/[ F , FE GFwJF XSI TB, L J:TVINGL RSF; 6L SZJLP
T- 6 DFICTL 5+S	RT	IX1FSM DFTFvI5TF4 GFUIZSM	v	5j GvZDF Kk, F BFGDF GIRGL GFwGF G [ ] , BJFP 5j Gv# DA v IGXFG SZJ]
T- 7 . g8ZjI]	DFTFvI5TFG	AF/SM		RTGL DFICTLGL BZF. DF8[ KP ONBMUFO , JF
T- 8 IGZLÜ6 5+S	v	v	v	NZ\$ IJUTMGL GFw SZJLP

Tools ; AIWT ; RGFVMB

T - 2

5| Gv!

IJS, FUG[ VM/BJF DF8[ ; FDFgI ZLT[ HG4 H], F. TYF INJF/LDA  
HTF CM K[

ZP IJS, FUG[ TGf 5\$FZ DHA A; F0JFDA VFJ[ K[ HD S[  
VMF5PLSsOHf4 AF/SG[ NZJFÔ 5F;[ Low Vision JF/L  
jIISTG[ 5C[, L CZM/DA

#P NZ\$ AF/SG[ IJS, FUTF DHA TGM V\$XG % FG TqFZ SZJFDA  
VFJ[ K[ HD S[ 5C[, F S\$, L IJS, FUTF CTL VtIFZ[ S\$, L K[m  
TGM VMJZVM, 5MJ; SJM K[m JUZPPP

\$P EF0FF7FG JWFZJF DF8[ HD S[ 'D' 5ZYL VFJTF XaNM AM, MPPP

5P HD S[ 'V5\$F\$GL' ; DH IJS; FJJF DF8[ TLMGM p5IMJ SZJM

&P 7FGlg\$INGF IJSF; DF8[ p5IMULTF ; NE[ GFSG\ SFD4 VFBG\  
SFDPPP

\*P ZMHNF IS|F V\$, [ A\$ SZJM SNZTL CFHT[ HJ\ JUZPPP

(P VW AF/SG[ 3ZYL IGXF/[ HTF\ DFUDA X\ VFJ[ K[ TGL ; DH  
VF5JLP

)P IJS, FUMG[ RMB; VJFH ; E/FJJF DF8[ ZL; M; " ~DDA , .  
HJFI KP HD S[ RS, LGM VJFH

!\_P VW AF/SG[ A[, , I, I5 IXBJJL4DN AF/SMG[ DT" J:TJMM  
ATFJJLPPP

★ IZ; M; " ~DDA ; DFJQB ; FNGM HD S[ A[, , AMGL I:YIT ÔTF  
sVJ, MGF FI GBL SZJ\ S[ VF ; FNG S. I:YITDA K[m

★ H[ ; FNGM IZ; M; " ~DDA G CM TGL ; FD[ ' - ' GL IGXFGI  
SZJLP H~Z  
H6FI tIF ONBUFO 56 , JPP

! P IJS, FU AF/SG[ TPGL IJS, FUTFGL DF+G[ wIFGDFA ZFBL I; IJ,  
; HG AF/SG[ 5PF65+ VF5[ KP VF 5PF65+DA IJS, FUTFG\  
5PF6 \$\_% K[ S[ T\YL JW[ K[ T[ NXFJJFDF\ VFJ[ KP  
ZP NZ\$ IJS, FU AF/SG\ 5MDF. , T\IFZ YFI K[ TPF\ AF/SGM ONBM  
XF/FG\ GFD4 VUFpGL XF/FG\ GFD4 IJS, FUTFGM 5\$FZ4 DF+F  
JUZPPP NXFJJ, CM KP  
#P AF/SGF ; FDFgI , Û6G[ wIFGDFA ZFBL IJS, FU AF/SG\ VM/B  
SZJFGL CM K[ HD S[ VI AF/S DF8[ VFB , F, YJL4  
VFBDFVL ; TT 5F6L 85SJ\ JUZPPP  
\$P IJS, FU AF/S & YL ! ( JOFGM CM TM 56 NFB, SZL XSFI  
KP IJS, FU AF/SG\ IJS, FUTFGL DF+FG[ wIFGDFA ZFBL AF/SG[  
5JX VF5JFDF\ VFJ[ KP  
&P IJS, FU AF/SM DF8[ SIF 5\$FZGL ; UJOM D/[ K\m 5GwJ; 'G S.  
ZLT[ YFI m Success storyGL JFT SZJFDF\ VFJ[ KP  
)P RTGM N\GS ZL5MB" q DFI; S ZL5MB" Ô. V5UP K[ S[ GCL\ T[  
T5F; JNP  
! \_P 5JF; G\ VFIMHG4 IS\$B4 5h<; 4 JStJ :5WF4 IGAW :5WF4 IR+  
:5WF" JUZ[  
!!P IZ; M; " ~D ZÒ:8ZDF\ SIF JFZ[ S. XF/FGF AF/SM VFJ[ KPs.  
IJS, FUTF JF/F AF/SM VFJ[ K[ HD S[ D], FSFTL TZLS[ JF, L4  
OFPS8Z4 VIWSFZL VFJ[ K\m D], FSFT ZÒ:8ZGL GF\W ÔJLP  
! ZP ! YL ! Z\_ ; FWGMGL IFNL VF5[, K[ TGL ; EF/ ZFB[ KMm  
I:YIT ÔJL  
! \$P 5\G v # DHA  
! )P 5GwJ; 'G DF8[ HD S[ . , \$8E\$ SFD4 ; JFZL SFD4 J6F8 SFD4  
UJ6G\ SFDPPP

#P RT EFZF VI, HI, MR,..... AF/SMG[ SPU ZLT[ VM/BJF TGL  
TF, LD VF5JF VU[ JW] IJUT DF8[ T-3GF 5|Gv# DHA

\$P JW] IJUT T-2GF 5|GvZ

5P JW] IJUT T-2GF 5|Gv5

&P JW] IJUT T-3GF 5|Gv!\_

\*P A[ , AMGM p5IMJ S. ZLT[ SZJM ICIZLU 5p SPU ZLT[  
p5IMJ SZJPP MR AF/S DF8[ SPU ; FICtI CMm SPU TLM  
AGFJFI

(P MR →  
VI →  
HI → } ; FY[ SPU ZLT[ JTU] TGL TF, LD

)P IED 5MFDFA \$\_% IJS, FUTF WZFJTF AF/SMG[ Normal  
AF/SGL HD ; FDFgI XF/FDA 5PU VF5JFDA VFJ[ KP SSA  
TZOYL ; FWG ; CFI VF5JFDA VFJ[ KP

!\_P JW] IJUT T-2GF 5|Gv(

T - 4/2

#P WMZ6v&DF\ MRGF- 2 IJS, FU AF/SM CM VG[ MRGL TF, LD  
 AFN HF[ IXÛS WMZ6v&GF AN, [ WMZ6v\*DF\ E6FJTF CM 4 J/L  
 VF S, F; DF\ V\$56 IJS, FU AF/S G CM VFJ\ 56 AG[ KP  
 T\Y\ TF, LDGF VFWFZ[ IXÛ6 SF1" ; F\$J\ Ô\ VP

\$P SSA, NGO, ; DFH S<IF6 TZOYL4 IJIJW S, AM TZOYL4 3MOL4  
 RZ4 RxDF JUZ[ VF5JFDF\ VFJ[ KP

5P RT GL IGIIDTTF V\, [ TGF ZM, DHA V9JFOLIFDF\ , \FGL  
 D], FSFTM v A[ JFZ D], FSFT

&P IZ; M, " ~D ; FDFgI ZLT[ a, MS p5ZqSÛFV[ CM K[ TM VF  
 IZ; M, " ~DGL D], FSFT JF, L TYF IXÛS[ , \FGL CM KP  
 JW\ IJUT T-2GF 5\Gv)

\*P HD S[ 3GTf4 JUD\ JUZGL ; DH VF5JF DF8[ RT GL DNN

!P RT GL IGI IDT D], FSFT Vß, [ V9JF0LIFDF\ V\$Q A[ JFZ VFJJR  
 #P AF/SGL JT6\$ Vß, [ AF/SGM :JEFJ4 J, 64 Z; 4 IH7F; FJIT  
 JUZ[  
 \$P AF/SGL 5UIT Vß, [ AF/SGL I; lâ4 SFI D\ YI[, OZOFZ HP S[  
 MR AF/SG[ X~VFTDF\ VD\$ concept clear CM WLD[ WLD[  
 JW] concept clear YT] ÔI Vß, [ AF/S WLD[ WLD[ normal  
 AF/SGL HP TZ0 -/TM ÔI  
 5P AF/SGL IJIX08 ; D:IF Vß, [ E I qIRVFqT6FJqGSFZftDSTF  
 NFBJJLP  
 (P JW] IJUT T-4/2GM 5| Gv\$  
 !\_P JW] IJUT T-4/2GM 5| Gv\$

**5MH\$8 ; AWT JW] IJUT DF8GM ; 5S" GAZ**

**s! f 0FP V| P VP 58[ s98258 62936 , 02762/286310)**  
**sZf 0FP TH, HP XØ s98257 99045, 9228553133)**



## Appendix - V

S.S.A.M. 5<sup>th</sup> H<sup>rs</sup>  
 10-0 . gJf 8LU8Z Tf, ID SFI SP

Project Title: STUDY OF BLOCK RESOURCE TEACHERS PERFORMANCE ON I.E.D.)

Tfo\$ql ZqZ\_!!

; DI	IJUT	SM/VMOGBZG GFD
10-15 to 10-45	Z0:8KG VG[RF v GF:TM	Rohit Patel & Hetal Patel
10-45 to 11-00	U65T IJGJI; 8LGM 5ZIRI 5hg8KG	Dr.Tejal Sheth
11-00 to 11-10	VFJSFZ v 5ZIRI	Dr.S.A.Patel Chief Investigator, S.S.A.M.
11-10 to 11-40	IJS, RU AF. SMDf8GJ IXU6 ; \$<5GftDS AfAT	Dr.Tejal Sheth
11-40 to 11-50	IH<, fGL I:YIT	Dr. R. G. Prajapati
11-50 to 12-30	0Pf S, \$XG SZJfGL jI f ZRGf Schedule 1 to 7	Dr. Tejal Sheth
12-30 to 1-00	Schedule- 8	Dr. R.G.Prajapati
1-00 to 1-30 <b>LUNCH</b>		
1-30 to 2-30	Shedule	Dr.Tejal Sheth Dr.R.G.Prajapati
2-30 to 3-15	10<0 . gJf 8LU8Z v ZM % VG[0Pf IOI, U40M5I Pf8KG4 ; \$, G 5+\$	Dr.R.G.Prajapati
3-15 to 3-35	Sample Size-Time Limit	Dr. S.A. Patel
3-35 to 4-00	5f GMZL	Dr.S.A.Patel
4-00 to 4-20	JS"10:8pI XG v Uf APS	Dr.R.G.Prajapati
4-20 to 5-00	D8LZII , IJTZ6	Dr.R.G.Prajapati Mukesh Patel

## DETAILS OF FI's VISIT FOR COLLECTING DATA

Name of FI	Name of Block	Date of Visit	Name of the School
Patel Hetalben Khodidas	Bavla	12/12/2011	Primary School, Bavla
		13/12/2011	Rupal Primary School, Jivapura
		14/12/2011	Chiyada Primary School, Bavla
		15/12/2011	Primary School, Rasham
		16/12/2011	Primary School, Rasham
		17/12/2011	Primary School, Kavika
Prajapati Ranjanben M	Daskoi	9/12/2011	Primary School, Lanbha
		10/12/2011	Primary School, Lanbha
		12/12/2011	Primary School, D-Kebin
		13/12/2011	Primary School, Chainpur
		20/12/2011	Primary School, Lambha
Prajapati Ranjanben M	Dholka	10/12/2011	B.R.C. Bhavan, Bareja
		16/12/2011	Primary School, Chaloda
Soni Sheetal Jagdishchandra	Viramgam	5/12/2011	Primary School, Bhojva
		7/12/2011	Primary School, Hasalpur
		10/12/2011	B.R.C. Bhavan, Viramgam
		15/12/2011	Primary School, Dhakdi
		19/12/2011	Primary School, Viramgam
		26/12/2011	B.R.C. Bhavan, Viramgam
Prajapati Ankitkumar Ranchhodbhai	Palanpur	9/12/2011	Primary School, Ganeshpura
		10/12/2011	Primary School, Laxmipura
		12/12/2011	Primary School, Police Head Quarters
		13/12/2011	Primary School, Palanpur
		14/12/2011	Primary School, Rampura
		15/12/2011	Primary School, Dhaniyana
		16/12/2011	Primary School, Sadarpura
		17/12/2011	RT Visit, Gayatriben, Jagana
		26/12/2011	RT Visit, Shivabhai, Jagana
		29/12/2011	RT Visit, Mahipal, Jagana
Prajapati Ankitkumar	Danta	19/12/2011	Primary School, Navavas
		20/12/2011	Primary School, Nanasada

Ranchhodbhai		21/12/2011	RT Visit, Mahipal, Gola
		23/12/2011	Primary School, JasavantGadh
		24/12/2011	Primary School, Danta
Dr.Bhavisha Jagdishchandra	Deesa	7/12/2011	Primary School, Deesa
		9/12/2011	Primary School, Jorapura
		13/12/2011	B.R.C. Bhavan, Deesa
		14/12/2011	Primary School, Rajpur
		26/12/2011	Primary School, Jorapura
Dr.Bhavisha Jagdishchandra	Tharad	10/12/2011	taluka Primary School, Tharad
		15/12/2011	Primary School, Khorda
		16/12/2011	B.R.C. Bhavan, Tharad
		19/12/2011	Parikh Primary School, Tharad
Bhatt Varshaben D	Bhvnagar	8/12/2011	Primary School, Bhavnagar
		8/12/2011	Primary School, Akwada
		9/12/2011	Primary School, Sardar Nagar
		14/12/2011	Primary School, Navaratnpar
		15/12/2011	Primary School, Vishuddhanand
		20/12/2011	Primary School, Gavad
Bhatt Varshaben D	Talaja	7/12/2011	B.R.C. Bhavan, Talaja
		10/12/2011	B.R.C. Bhavan, Sidsar
		12/12/2011	B.R.C. Bhavan, Talaja
		16/12/2011	Primary School, Sobhavad
		16/12/2011	Primary School, Raipara
Chavda Krishna K	Palitana	8/12/2011	Primary School, Talav
		9/12/2011	Shree Swami Primary School, Palitana
		9/12/2011	B.R.C. Bhavan, Luvarvav
		14/12/2011	Primary School, Garaji
		15/12/2011	Primary School, Charadi
		19/12/2011	Shree Swami Primary School, Palitana
Chavda Krishna K	Mahuva	10/12/2011	B.R.C. Bhavan, Mahuva
		12/12/2011	K.O Primary School, Mahuva
		12/12/2011	M.S.B. Primary School, Mahuva
		13/12/2011	Primary School, Talgajrda
		16/12/2011	Primary School, Thadaj

		20/12/2011	Primary School, Bhadrod
Rathod Sandip H	Veraval	12/12/2011	B.R.C. Bhavan, Veraval
		12/12/2011	Primary School, Sopnapat
		13/12/2011	Primary School, Chhtroda
		15/12/2011	B.R.C. Bhavan, Veraval
		16/12/2011	Primary School, Harsiddhi Vadi
		17/12/2011	Pay Center School, Veraval
Rathod Sandip H	Una	7/12/2011	B.R.C. Bhavan, Una
		8/12/2011	Kanya Pay School, Delvada
		9/12/2011	Primary School, Una
		9/12/2011	Primary School, Umej
		14/12/2011	B.R.C. Bhavan, Una
		14/12/2011	Primary School, Samter
		19/12/2011	B.R.C. Bhavan, Una
		20/12/2011	Primary School, Mathej
Rathod Krishna H	Junagadh	7/12/2011	Primary School, Timbavadi
		8/12/2011	B.R.C. Bahvan, Junagadh
		9/12/2011	B.R.C. Bahvan, Junagadh
		10/12/2011	Primary School, Manekvada
		10/12/2011	Primary School, Agatray
		13/12/2011	Primary School, Sardar Baug
		13/12/2011	Primary School, Dr.Ambedkar Nagar
		14/12/2011	Primary School, Vanzari
		16/12/2011	B.R.C. Bhavan, Junagadh
Rathod Krishna H	Keshod	10/12/2011	Primary School, Indiranagar
		12/12/2011	Primary School, Keshod
		19/12/2011	B.R.C. Bhavan, Keshod
		21/12/2011	Primary School, Godavari Bai
Parmar Maheshkumar Kalubhai	Lunavada	9/12/2011	Primary School, Rajayata
		14/12/2011	B.R.C. Bhavan, Lunavada
		20/12/2011	Primary School, Thesiya
		23/12/2011	Primary School, Handaliaya
		27/12/2011	B.R.C. Bhavan, Lunavada
		29/12/2011	B.R.C. Bhavan, Lunavada
Parmar Maheshkumar Kalubhai	Morvahadaf	15/12/2011	B.R.C. Bhavan, Morvahadap
		22/12/2011	Primary School, Baria

		28/12/2011	B.R.C. Bhavan, Morvahadap
Prajapati Jignesh Bhikubhai	Godhara	5/12/2011	Primary School, Kankuthabhala
		7/12/2011	B.R.C. Bhavan, Ambali
		10/12/2011	B.R.C. Bhavan, Ambali
		19/12/2011	Resource Room, Arad
		23/12/2011	B.R.C. Bhavan, Ambali
Prajapati Jignesh Bhikubhai	Halol	8/12/2011	Primary School, Sangava
		8/12/2011	B.R.C. Bhavan, Halol
		12/12/2011	Primary School, Ra.Fa. Janbudi
		13/12/2011	Primary School, Vadatalav
Valvi Ratishbhai Gulabbhai	Songadh	7/12/2011	B.R.C. Bhavan, Sonagadh
		9/12/2011	B.R.C. Bhavan, Sonagadh
		9/12/2011	Primary School, Vagda
		10/12/2011	Primary School, Singpur
		12/12/2011	Primary School, Pipalkuva
		13/12/2011	Primary School, Naviukai
		22/12/2011	B.R.C. Bhavan, Sonagadh
Valvi Ratishbhai Gulabbhai	Vyara	14/12/2011	B.R.C. Bhavan, Vyara
		17/12/2011	Kanya School, Vyara
		19/12/2011	Primary School, Duganri
		20/12/2011	Primary School, Dhanturi
		21/12/2011	Primary School, Vadligadat
		24/12/2011	Primary School, Singpur
Chaudhari Rajendra K	Chauryasi	5/12/2011	B.R.C. Bhavan, Kansad
		7/12/2011	Primary School, Utran
		8/12/2011	Primary School, Motavarachha
		13/12/2011	Resource-Room, Kansad
		20/12/2011	Primary School, Astanabad
		20/12/2011	B.R.C. Bhavan, Kansad
		21/12/2011	B.R.C. Bhavan, Kansad
		21/12/2011	Primary School, Motavarachha
Chaudhari Rajendra K	Olpad	22/12/2011	Primary School, Astanabad
		13/12/2011	Primary School, Nadhoi
		13/12/2011	Primary School, Kumbhari
		13/12/2011	Primary School, Olpad
		20/12/2011	Primary School, ChhpuraBhatha
		20/12/2011	Primary School, Ganeshpura

		21/12/2011	Primary School, Utran
		22/12/2011	B.R.C. Bhavan, Olpad
		22/12/2011	Primary School, Kumbhari
		22/12/2011	Primary School, ChhpraBhatha
		30/12/2011	Primary School, Ganeshpura
		30/12/2011	Primary School, Utran
Parmar Naresh Ranchhodbhai	Pavijetpur	7/12/2011	B.R.C. Bhavan, Pavijetpur
		8/12/2011	Primary School, Itvala
		9/12/2011	Primary School, Itvala
		10/12/2011	Sihod Primary School, Shithol
		12/12/2011	Primary School, Pavijetpur
		21/12/2011	Primary School, Pavijetpur
		22/12/2011	Primary School, Pavijetpur
Parmar Naresh Ranchhodbhai	Sankheda	13/12/2011	B.R.C. Bhavan, Sankheda
		14/12/2011	Vadgam Primary School, Gamdi
		15/12/2011	Primary School, Patana
		16/12/2011	Primary School, Kalatalavdi
		17/12/2011	Primary Kanya School, Bodeli
		19/12/2011	Primary School, Bodeli
		20/12/2011	Resource-room, Sankheda
Pancholi Nishaben Govindlal	Vadodara	7/12/2011	Primary School, Ramnath
		9/12/2011	Resource-Room, Tarsali
		12/12/2011	Primary School, Chhani
		13/12/2011	Primary School, Narayan Nagar
		14/12/2011	Primary School, Narayan Nagar, Chhani
		19/12/2011	Primary School, Hajipura
Pancholi Nishaben Govindlal	Padra	8/12/2011	Primary School, Por
		10/12/2011	Primary School, Por
		15/12/2011	Resource-Room, Mujpur
		16/12/2011	Resource-Room, Navapura, Muval
		20/12/2011	Primary School, Luna
		21/12/2011	Primary School, Sadra
rajapati Ankitkumar Ranchhodbhai	Palanpur	9/12/2011	Primary School, Ganeshpura
		10/12/2011	Primary School, Laxmipura

		12/12/2011	Primary School, Police Head Quarters
		13/12/2011	Primary School, Palanpur
		14/12/2011	Primary School, Rampura
		15/12/2011	Primary School, Dhaniyana
		16/12/2011	Primary School, Sadarpura
		17/12/2011	RT Visit, Gayatriben, Jagana
		26/12/2011	RT Visit, Shivabhai, Jagana
		29/12/2011	RT Visit, Mahipal, Jagana
Prajapati Ankitkumar Ranchhodbhai	Danta	19/12/2011	Primary School, Navavas
		20/12/2011	Primary School, Nanasada
		21/12/2011	RT Visit, Mahipal, Gola
		23/12/2011	Primary School, JasavantGadh
		24/12/2011	Primary School, Danta
Dr.Bhavisha Jagdishchandra	Deesa	7/12/2011	Primary School, Deesa
		9/12/2011	Primary School, Jorapura
		13/12/2011	B.R.C. Bhavan, Deesa
		14/12/2011	Primary School, Rajpur
		26/12/2011	Primary School, Jorapura
Dr.Bhavisha Jagdishchandra	Tharad	10/12/2011	taluka Primary School, Tharad
		15/12/2011	Primary School, Khorda
		16/12/2011	B.R.C. Bhavan, Tharad
		19/12/2011	Parikh Primary School, Tharad
Bhatt Varshaben D	Bhvnagar	8/12/2011	Primary School, Bhavnagar
		8/12/2011	Primary School, Akwada
		9/12/2011	Primary School, Sardar Nagar
		14/12/2011	Primary School, Navaratnpar
		15/12/2011	Primary School, Vishuddhanand
		20/12/2011	Primary School, Gavad
Bhatt Varshaben D	Talaja	7/12/2011	B.R.C. Bhavan, Talaja
		10/12/2011	B.R.C. Bhavan, Sidsar
		12/12/2011	B.R.C. Bhavan, Talaja
		16/12/2011	Primary School, Sobhavad
		16/12/2011	Primary School, Raipara
Chavda Krishna K	Palitana	8/12/2011	Primary School, Talav
		9/12/2011	Shree Swami Primary School, Palitana

		9/12/2011	B.R.C. Bhavan, Luvarvav
		14/12/2011	Primary School, Garaji
		15/12/2011	Primary School, Charadi
		19/12/2011	Shree Swami Primary School, Palitana
Chavda Krishna K	Mahuva	10/12/2011	B.R.C. Bhavan, Mahuva
		12/12/2011	K.O Primary School, Mahuva
		12/12/2011	M.S.B. Primary School, Mahuva
		13/12/2011	Primary School, Talgajrda
		16/12/2011	Primary School, Thadaj
		20/12/2011	Primary School, Bhadrod
Rathod Sandip H	Veraval	12/12/2011	B.R.C. Bhavan, Veraval
		12/12/2011	Primary School, Sopnapat
		13/12/2011	Primary School, Chhtroda
		15/12/2011	B.R.C. Bhavan, Veraval
		16/12/2011	Primary School, Harsiddhi Vadi
		17/12/2011	Pay Center School, Veraval
Rathod Sandip H	Una	7/12/2011	B.R.C. Bhavan, Una
		8/12/2011	Kanya Pay School, Delvada
		9/12/2011	Primary School, Una
		9/12/2011	Primary School, Umej
		14/12/2011	B.R.C. Bhavan, Una
		14/12/2011	Primary School, Samter
		19/12/2011	B.R.C. Bhavan, Una
		20/12/2011	Primary School, Mathej
Rathod Krishna H	Junagadh	7/12/2011	Primary School, Timbavadi
		8/12/2011	B.R.C. Bahvan, Junagadh
		9/12/2011	B.R.C. Bahvan, Junagadh
		10/12/2011	Primary School, Manekvada
		10/12/2011	Primary School, Agatray
		13/12/2011	Primary School, Sardar Baug
		13/12/2011	Primary School, Dr.Ambedkar Nagar
		14/12/2011	Primary School, Vanzari
		16/12/2011	B.R.C. Bhavan, Junagadh
Rathod Krishna H	Keshod	10/12/2011	Primary School, Indiranagar



		12/12/2011	Primary School, Keshod
		19/12/2011	B.R.C. Bhavan, Keshod
		21/12/2011	Primary School, Godavari Bai
Parmar Maheshkumar Kalubhai	Lunavada	9/12/2011	Primary School, Rajayata
		14/12/2011	B.R.C. Bhavan, Lunavada
		20/12/2011	Primary School, Thesiya
		23/12/2011	Primary School, Handaliya
		27/12/2011	B.R.C. Bhavan, Lunavada
		29/12/2011	B.R.C. Bhavan, Lunavada
Parmar Maheshkumar Kalubhai	Morvahadaf	15/12/2011	B.R.C. Bhavan, Morvahadap
		22/12/2011	Primary School, Baria
		28/12/2011	B.R.C. Bhavan, Morvahadap
Prajapati Jignesh Bhikubhai	Godhara	5/12/2011	Primary School, Kankuthabhala
		7/12/2011	B.R.C. Bhavan, Ambali
		10/12/2011	B.R.C. Bhavan, Ambali
		19/12/2011	Resource Room, Arad
		23/12/2011	B.R.C. Bhavan, Ambali
Prajapati Jignesh Bhikubhai	Halol	8/12/2011	Primary School, Sangava
		8/12/2011	B.R.C. Bhavan, Halol
		12/12/2011	Primary School, Ra.Fa. Janbudi
		13/12/2011	Primary School, Vadatalav
Valvi Ratishbhai Gulabbhai	Songadh	7/12/2011	B.R.C. Bhavan, Sonagadh
		9/12/2011	B.R.C. Bhavan, Sonagadh
		9/12/2011	Primary School, Vagda
		10/12/2011	Primary School, Singpur
		12/12/2011	Primary School, Pipalkuva
		13/12/2011	Primary School, Naviukai
		22/12/2011	B.R.C. Bhavan, Sonagadh
Valvi Ratishbhai Gulabbhai	Vyara	14/12/2011	B.R.C. Bhavan, Vyara
		17/12/2011	Kanya School, Vyara
		19/12/2011	Primary School, Duganri
		20/12/2011	Primary School, Dhanturi
		21/12/2011	Primary School, Vadligadat
		24/12/2011	Primary School, Singpur
Chaudhari Rajendra K	Chauryasi	5/12/2011	B.R.C. Bhavan, Kansad
		7/12/2011	Primary School, Utran
		8/12/2011	Primary School,

			Motavarachha
		13/12/2011	Resource-Room, Kansad
		20/12/2011	Primary School, Astanabad
		20/12/2011	B.R.C. Bhavan, Kansad
		21/12/2011	B.R.C. Bhavan, Kansad
		21/12/2011	Primary School, Motavarachha
Chaudhari Rajendra K	Olpad	22/12/2011	Primary School, Astanabad
		13/12/2011	Primary School, Nadhoi
		13/12/2011	Primary School, Kumbhari
		13/12/2011	Primary School, Olpad
		20/12/2011	Primary School, ChhpraBhatha
		20/12/2011	Primary School, Ganeshpura
		21/12/2011	Primary School, Utran
		22/12/2011	B.R.C. Bhavan, Olpad
		22/12/2011	Primary School, Kumbhari
		22/12/2011	Primary School, ChhpraBhatha
		30/12/2011	Primary School, Ganeshpura
Parmar Naresh Ranchhodbhai	Pavijetpur	30/12/2011	Primary School, Utran
		7/12/2011	B.R.C. Bhavan, Pavijetpur
		8/12/2011	Primary School, Itvala
		9/12/2011	Primary School, Itvala
		10/12/2011	Sihod Primary School, Shithol
		12/12/2011	Primary School, Pavijetpur
		21/12/2011	Primary School, Pavijetpur
		22/12/2011	Primary School, Pavijetpur
Parmar Naresh Ranchhodbhai	Sankheda	13/12/2011	B.R.C. Bhavan, Sankheda
		14/12/2011	Vadgam Primary School, Gamdi
		15/12/2011	Primary School, Patana
		16/12/2011	Primary School, Kalatalavdi
		17/12/2011	Primary Kanya School, Bodeli
		19/12/2011	Primary School, Bodeli
		20/12/2011	Resource-room, Sankheda
Pancholi Nishaben Govindlal	Vadodara	7/12/2011	Primary School, Ramnath
		9/12/2011	Resource-Room, Tarsali
		12/12/2011	Primary School, Chhani

		13/12/2011	Primary School, Narayan Nagar
		14/12/2011	Primary School, Narayan Nagar, Chhani
		19/12/2011	Primary School, Hajipura
Pancholi Nishaben Govindlal	Padra	8/12/2011	Primary School, Por
		10/12/2011	Primary School, Por
		15/12/2011	Resource-Room, Mujpur
		16/12/2011	Resource-Room, Navapura, Muval
		20/12/2011	Primary School, Luna
		21/12/2011	Primary School, Sadra

# Photo Gallery



**Resource Room- Olpad Taluka, Dist-Surat**



**Class Room Observation- Mota Varachha- Primary School,  
Surat**



**IED KIT – SSA Utaran primary School, Ta- Choryasi**



**Seating Arrangements, Olpad Dist- Surat**





**Aids and Appliances, RTs Resource Room at Olpad**



**Teaching Learning Materials – CWSN, Dist - Surat**