
**ACHIEVEMENT LEVELS OF CHILDREN WITH SPECIAL NEEDS
(CWSN) UNDER INCLUSIVE EDUCATION PROGRAMME
(IEP), IN ANDHRA PRADESH STATE**

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Abstract :

*The present research investigation was undertaken to study the Achievement levels of Children with Special needs (CWSN) under Inclusive Education Programme (IEP), in Andhra Pradesh state. The total sample selected for the present study includes, 90 schools, 90 teachers, 45 mandals, 9 districts from 3 regions of AP state. Data was collected through Interview schedule Open ended questionnaire and checklists developed for the present study. **The study proved the following results:***

Inclusion is possible in the community

Training is a key component to achieve inclusion

Inclusion does not demand a highly technical programme with expensive equipment, but with community resources inclusion is achievable.

KEYWORDS :

Children with Special needs (CWSN) , Inclusive Education Programme (IEP) , community.

Concept of Inclusive education: UNESCO defines inclusive education as 'a process of addressing to the diverse needs of all learners and it also involves changes and modifications in content, approaches, structures and strategies, with a common vision to educate all children'.

INTRODUCTION

The right to live with dignity and self-respect as a human being leads to a continuous analysis of policies and services aimed at marginalized sections. UNICEF's Medium-Term Strategic Plan for 2002–05, in line with the Convention on the Rights of the Child, demands that 'all children have access to and complete an education of good quality'. Several initiatives by governments, NGOs, INGOs, UN agencies and others have addressed the special education needs of children with disabilities, and some have successfully demonstrated examples of special and inclusive education.

A specific feature of SSA is a zero-rejection policy: This suggests that no child having special needs can be neglected, nor denied enrolment on the basis of such concerns. The PWD Act provides, however, a loophole in how this is defined in practical terms. It states that children will be educated in an "environment, which is best suited to his or her learning needs" and that it is possible that the special needs of a child compel him or her to be educated in special schools.

NEED FOR INCLUSION IN INDIA:

1. More than 90% of disabled children are found in the rural areas in India. The special schools as well as integrated education Programmes are only a few in numbers and cannot serve all disabled children. Therefore, inclusive education is needed to provide equal educational opportunities to all disabled children in their own locations.

2. As far as the standardized models of integration are concerned, one specialist teacher serves 8 to 10 disabled children of the same category. This approach is not practical in rural areas.

In most villages of the country, disabled children of different categories are present. Therefore, the disabled child has to depend on the general school for education. As a result, inclusion is inevitable for these children from rural areas.

3. The extent of disability in each category ranges from mild to severe and profound cases. The mild and moderate cases are more in number than the severe and profound cases and they depend on the general education system. This calls for the involvement of general education so that the children who are currently left out of schools or those who are at risk can be served.

Therefore, the reality in India focuses the need for inclusive education.

Title of the Research Project: Achievement levels of Children with Special needs (CWSN) under Inclusive Education Programme (IEP), in Andhra Pradesh state.

OBJECTIVES:

To collect the base line information about the School, Teachers and CWSN

To find out the achievement levels of CWSN under IEP

To find out the improvement and constraints of CWSN under IEP in non-Scholastic areas

To find out the measures taken by the school in terms of physical access, social access and quality of access for CWSN under Inclusive Education programme.

To find out the constraints & problems experienced by the teachers in teaching CWSN under Inclusive Education programme.

To find out the needs of the teachers under Inclusive Education programme.

METHODOLOGY- SAMPLE DISTRIBUTION:

9 districts = 3 from Telangana, 4 from Coastal Andhra and 2 from Rayalaseema region

5 mandals from each district = $5 \times 9 = 45$ mandals

2 schools from each mandal = $2 \times 5 \times 9 = 90$ schools

TOOLS USED FOR THE STUDY:

Interview schedule to collect base line information about the School, Teachers and CWSN

Performance reports (supported by teacher's feed back) to find out the achievement levels of CWSN under IEP

Open ended questionnaire to find out the improvement and constraints of CWSN under IEP in non-Scholastic areas

Open ended questionnaire to find out the measures taken by the school in terms of physical access, social access and quality of access for CWSN under Inclusive Education programme.

Open ended questionnaire to find out the constraints & problems experienced by the teachers in teaching CWSN under IEP.

Needs checklist to find out the needs of teachers under IEP.

Part –A School

I. Base line data about the Schools: Out of the total number of 90 schools selected

A. Building facilities:

All the schools have proper class rooms for the children, 49% of the schools have 5 class rooms; and 48% have 5-7 classrooms. Comparatively, Coastal Andhra schools have more (68%) no of (5-7) classrooms.

B. Health & Sanitation facilities:

83% have proper drinking water facility; only 50% of the schools have toilet facility for children and 43% have water facility available in the toilets. Comparatively, Coastal Andhra schools have proper toilets (73%) and also water facility (63%) in the toilets for both staff and children.

C. Class room facilities:

63% of the schools seating arrangements is on the floor. 59% of the schools have book shelves and only 37% have built in cupboards to store learning material & children's note books.

D. Teaching aids in the classroom:

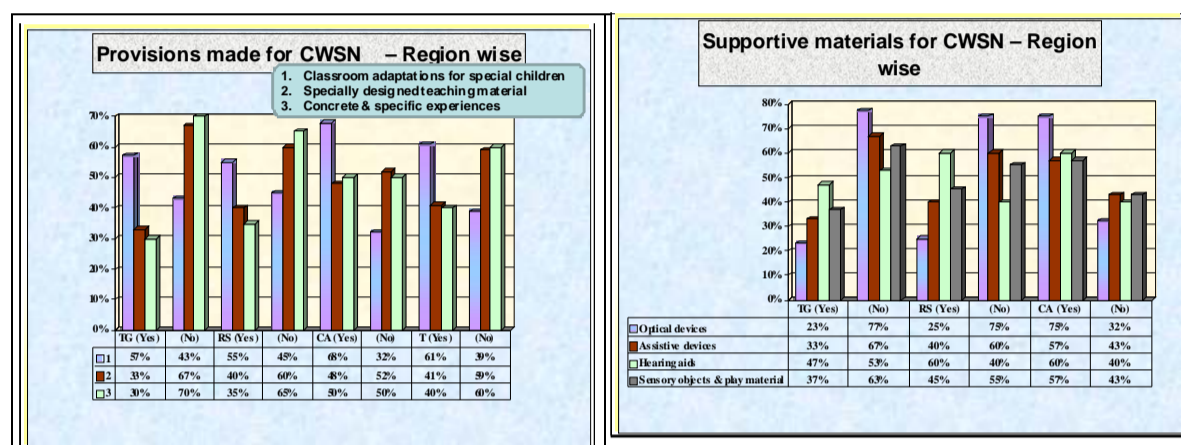
All schools have proper Black board facility

E. Learning materials:

All schools were providing Text books to children.

F. Provisions made for CWSN:

61% of the schools made Classroom adaptations for special children
 Specially designed teaching material was available in 41% of the schools
 Only 40% of the schools provided Concrete & specific experiences to children. In this area Coastal Andhra scored 50%.
 58% of the schools made Adaptations in the curriculum for special children.
 67% of the schools made Adaptations in evaluation process of special children for recording their performance.



G. Supportive materials for CWSN:

Based on the type of disability material was provided to CWSN (VI & HI). In case of Mentally challenged children, only 44% provided Sensory objects & play material.

H. Experts for CWSN: It is observed from the findings that:

Speech therapist is not available at the MRC, only resource teachers are helping special children. Auditory training & Clinical assessment is being provided only at the time of medical assessment camp.

No Resource rooms are available for CWSN, but rooms are arranged at the time of training in the classroom or headmaster's room

Comparatively Coastal Andhra is doing better in Multi-sensory training (63%) & Individualized teaching programme (68%)

II. Measures taken by the Schools for CWSN under IEP

A. Physical access:

89% of the schools were located within the reach of children.

84% of the schools do not have provision for transport /escort facility. Mostly parents / siblings were accompanying the special child.

B. Quality of access:

87% of the schools could not follow the prescribed student teacher ratio (40:1) in the classroom.

Only 56% of the schools could create Barrier free environment - Ramps with handrails for CWSN.

C. Social access:

The pattern of attendance of CWSN was found to be regular & consistent in 71% of the schools.

No serious discrimination was found against CWSN by the teachers or peers in majority (83%) of the schools.

69% of the school teachers paid special attention to the CWSN.

All most all the School Head masters took special responsibility in promoting effective co-operation between class teachers and other supportive staff.

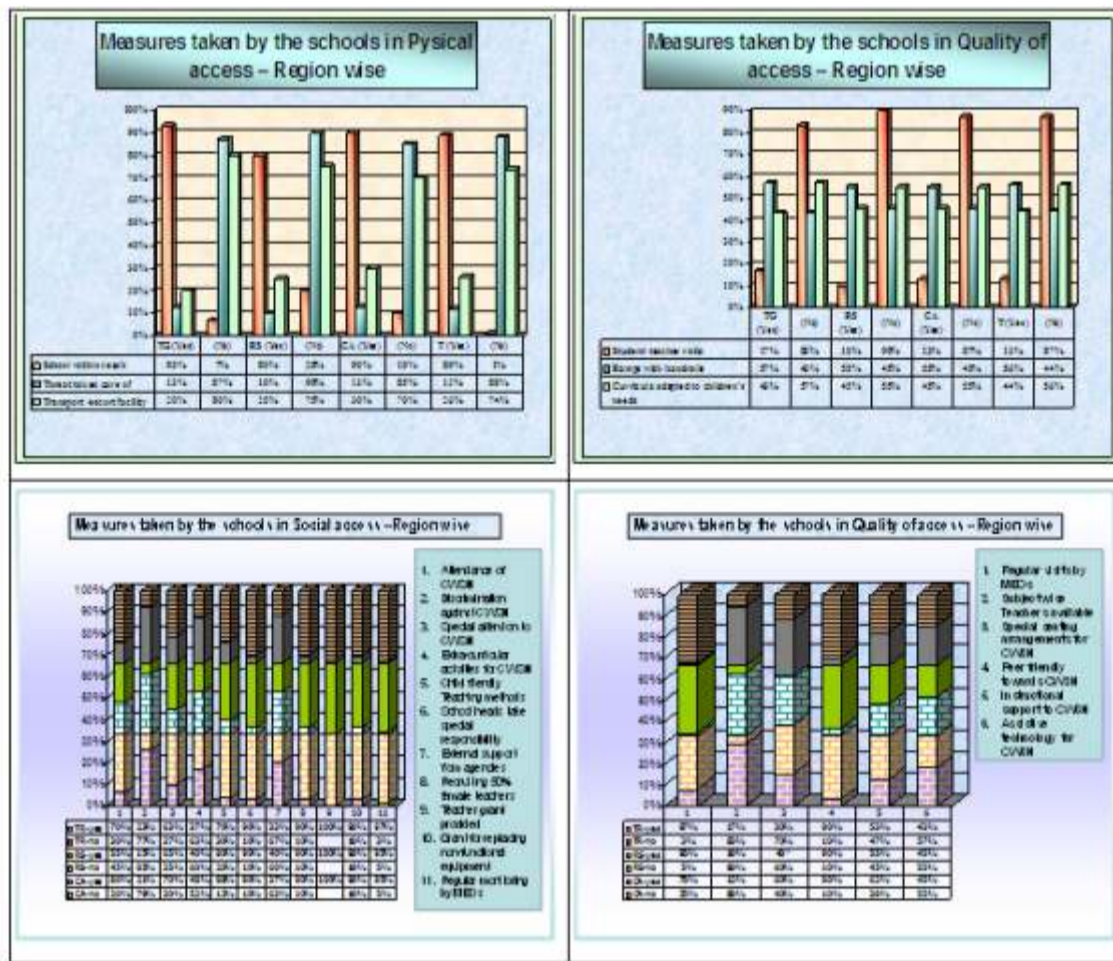
No External support was observed in 74% of the schools.

All Schools were given Government grant on annual basis for the replacement of non-functional school equipment and for incurring other recurring cost, such as consumables, play material, games, sports equipment etc.

All the Schools were regularly monitored by the MEOs

D. Quality issues:

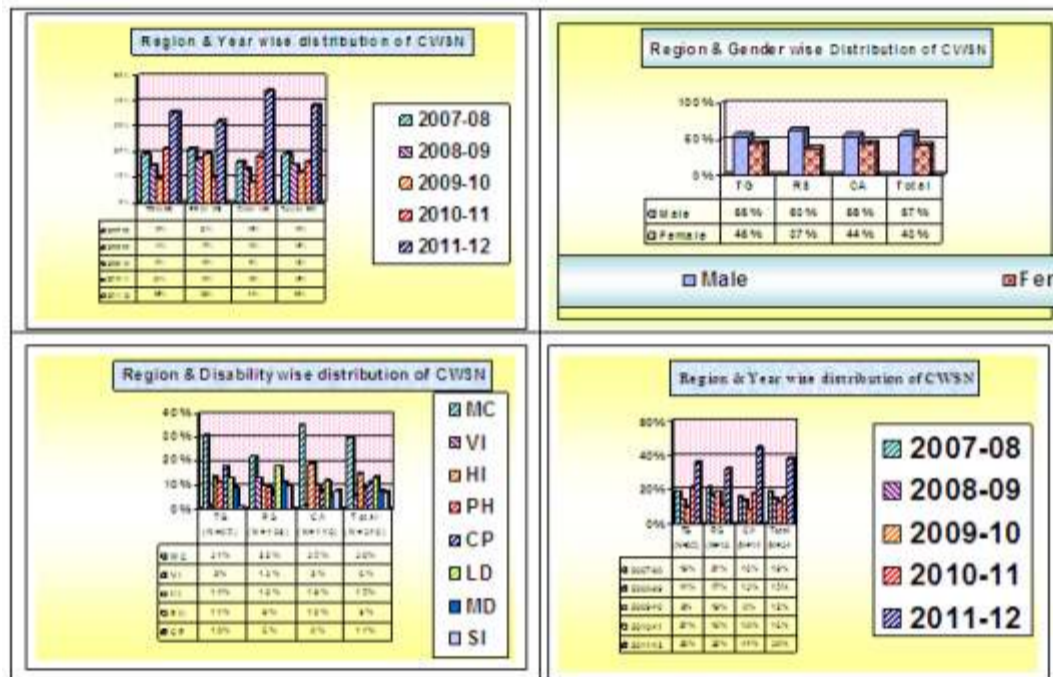
In 87% of the schools no separate subject wise Teachers were available for teaching Science, Mathematics and languages. Mostly class teachers were teaching most of the subjects. 55% of the schools provided Special seating arrangements for CWSN. However 60% of the schools in Coastal Andhra region took extra measure in this regard. Only 48% of the CWSN received additional instructional support by the class teacher. Appropriate assistive technology is not used to aid communication, mobility and learning in 56% of the schools by the class teachers due to over crowded classrooms & diversified needs of the children.



Part - B CWSN

I. Demographic profiles of CWSN under IEP: Out of 340 special children

43% were from Coastal Andhra, 32% from Rayalaseema and 25% from Telangana region. 55% were between 5-10 yrs and 38% were between 10-15 yrs age group. Similar pattern was observed across all the 3 regions. 57% were boys and 43% were girls. The gender variation remained consistent across all the 3 regions. 45% were second born, 33% first born, and 17% middle born. 30% were Mentally challenged, 15% were Hearing Impaired, 14% were Learning disabled, 11% were with Cerebral palsy, 9% were Physically handicapped, 8% were with Multiple disability, 7% were Speech Impaired and 6% were Visually Impaired. 38% were enrolled in 2011-12, 19% during 2007-08, 16% during 2010-11, 15% during 2008-09 and 12% during 2009-10. 23% were from Class II, 22% from Class V, 20% from Class III, 18% from Class I and 17% from Class IV (at the time of data collection).



II. Achievement levels of CWSN under IEP - Out of 340 children (from Class 1-V),

A. Performance of Special children in English:

49% obtained poor grade, 33% Average grade and only 16% obtained good grade in English. 57% were boys and 43% were girls. Similar pattern was observed across the classes in English.

B. Performance of Special children in Telugu:

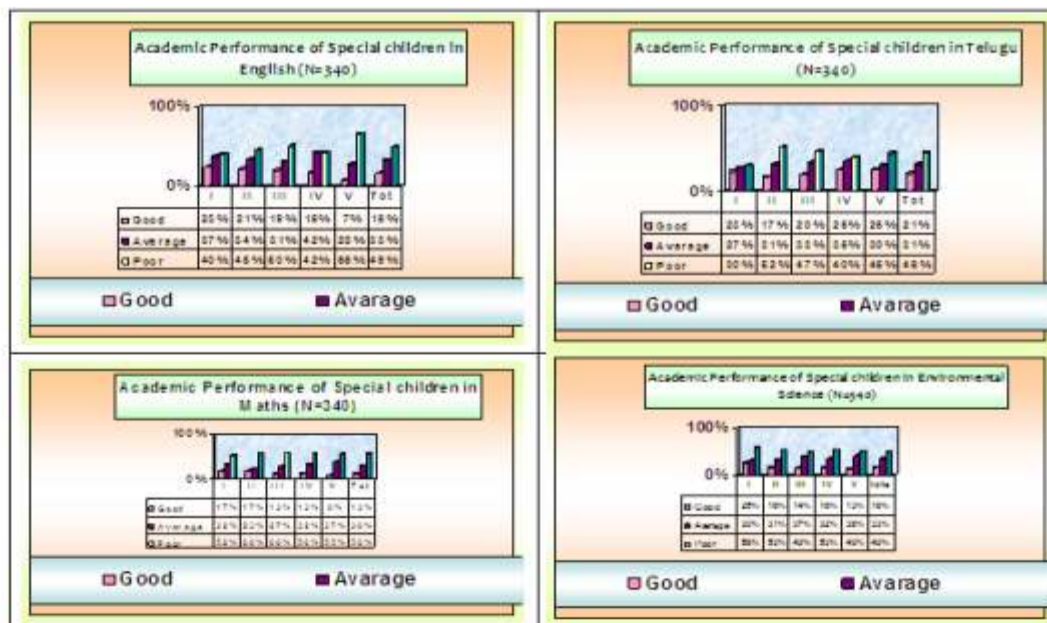
31% Average grade and only 21% obtained good grade in Telugu. 57% were boys and 43% were girls. Similar pattern was observed across the classes in Telugu.

C. Performance of Special children in Maths:

30% Average grade and only 13% obtained good grade in Maths. 57% were boys and 43% were girls.

D. Performance of Special children in Environmental science:

49% obtained poor grade, 33% Average grade and only 16% obtained good grade in Environmental science. 57% were boys and 43% were girls.



III. Up gradation of CWSN – Regions wise

Telangana: Out of 82 special children

13% were upgraded to class II (from class I), 25% were upgraded to class III (from class II), 23% were upgraded to class IV (from class III), 22% were upgraded to class V (from class IV), and 16% were upgraded to class VI (from class V). Special children who were upgraded, 13% were VI, 28% were HI, 11% were MC, 18% were PH, 10% were CP, 10% were LD, 5% were MD and 12% were SI.

Special children who were upgraded, 54% were boys and 46% were girls

Rayalaseema: Out of 102 special children

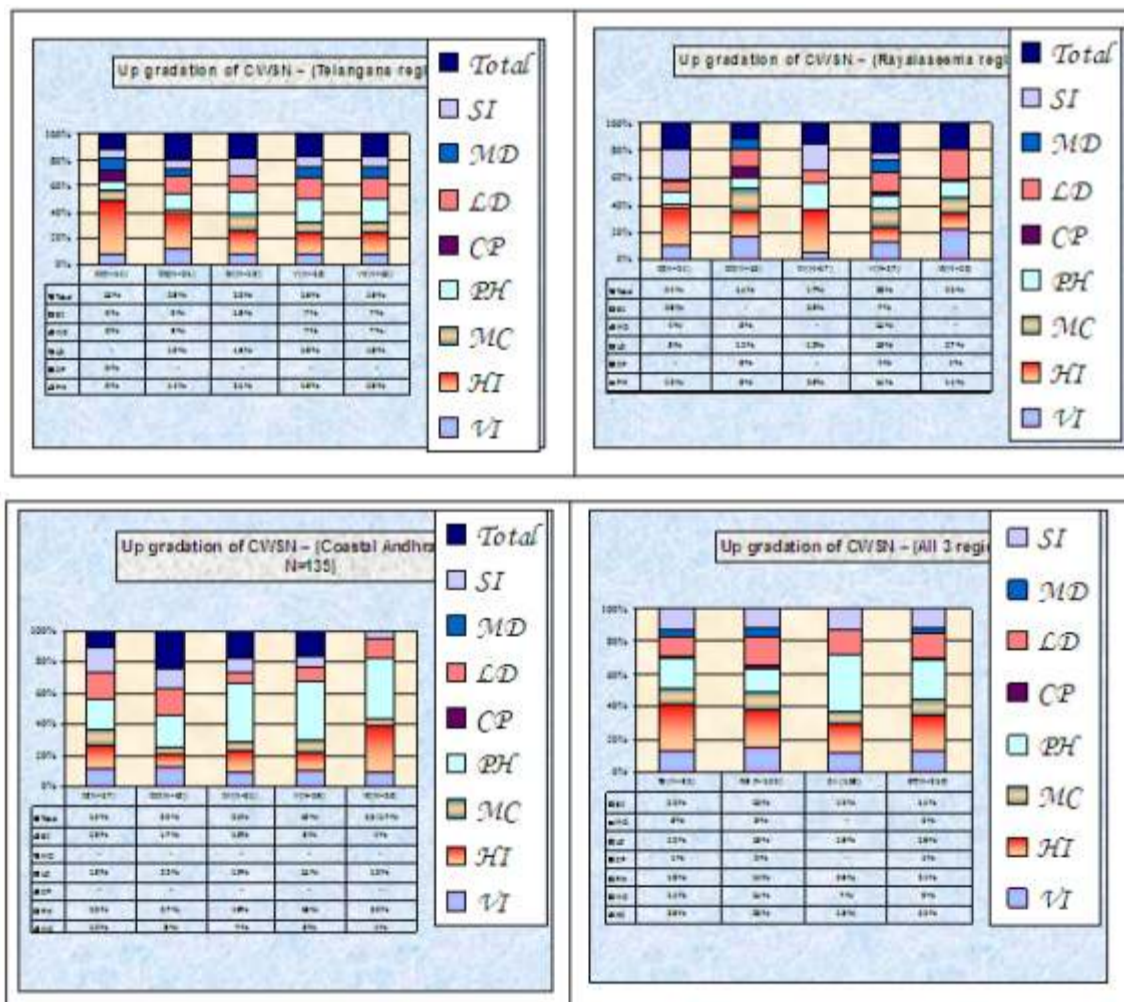
24% were upgraded to class II (from class I), 11% were upgraded to class III (from class II), 17% were upgraded to class IV (from class III), 28% were upgraded to class V (from class IV), and 22% were upgraded to class VI (from class V). Special children who were upgraded, 16% were VI, 23% were HI, 11% were MC, 14% were PH, 3% were CP, 18% were LD, 5% were MD and 12% were SI.

Special children who were upgraded, 62% were boys and 38% were girls.

Coastal Andhra: Out of 135 special children

13% were upgraded to class II (from class I), 32% were upgraded to class III (from class II), 21% were upgraded to class IV (from class III), 18% were upgraded to class V (from class IV), and 16% were upgraded to class VI (from class V). Special children who were upgraded, 12% were VI, 18% were HI, 7% were MC, 36% were PH, 16% were LD, and 12% were SI.

Special children who were upgraded, 56% were boys and 44% were girls.



IV. Direct enrollment of CWSN in to classes as per age & ability

Telangana: Out of 10 special children

20% were directly enrolled in to class I, 10% were directly enrolled in to class II, 40% were directly enrolled in to class III, 20% were directly enrolled in to class IV, and 10% were directly enrolled in to class V as per age & ability.

Special children who were directly enrolled in to different classes, 10% were VI, 40% were HI, 10% were PH, 30% were LD, and 10% were SI.

Special children who were directly enrolled in to different classes, 70% were boys and 30% were girls.

Rayalaseema: Out of 15 special children

27% were directly enrolled in to class I, 20% were directly enrolled in to class II, 20% were directly enrolled in to class III, 13% were directly enrolled in to class IV, and 20% were directly enrolled in to class V as per age & ability.

Special children who were directly enrolled in to different classes, 33% were VI, 27% were HI, 7% were PH, 20% were LD, and 13% were SI.

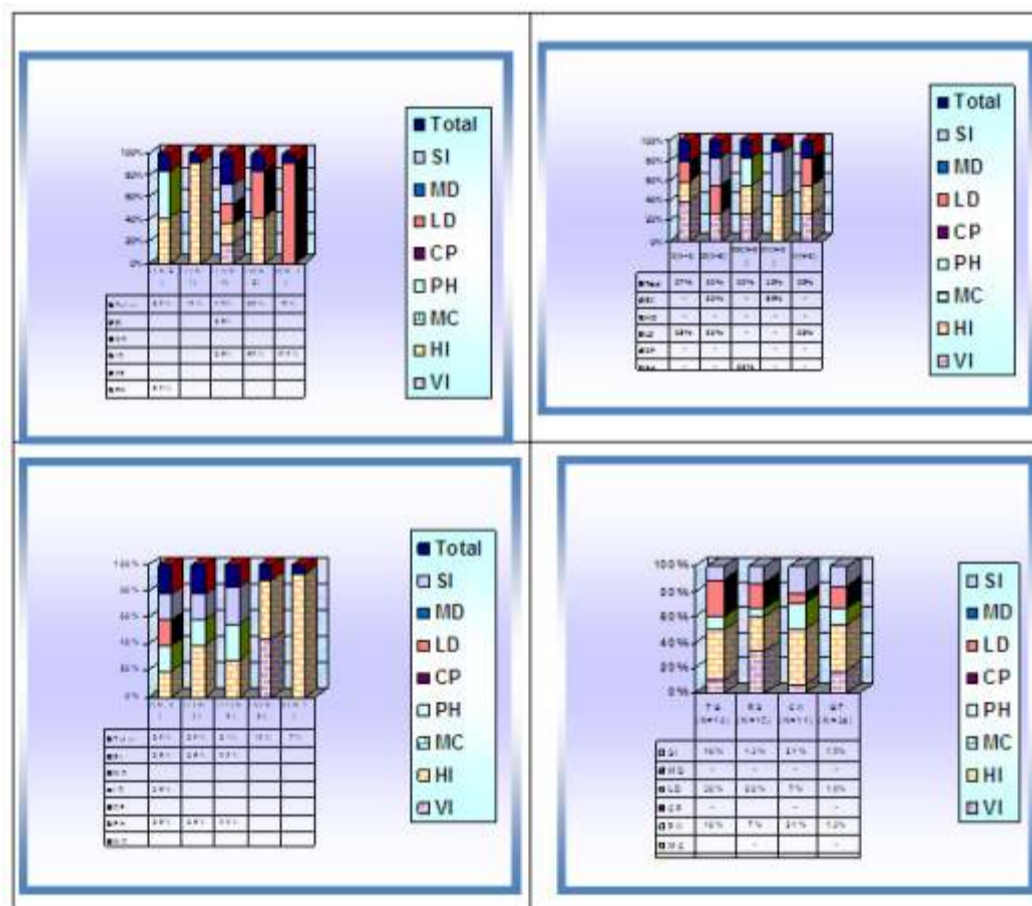
Special children who were directly enrolled in to different classes, 60% were boys and 40% were girls.

Coastal Andhra: Out of 14 special children

29% were directly enrolled in to class I, 29% were directly enrolled in to class II, 21% were directly enrolled in to class III, 13% were directly enrolled in to class IV, and 7% were directly enrolled in to class V as per age & ability.

Special children who were directly enrolled in to different classes, 7% were VI, 43% were HI, 21% were PH, 7% were LD, and 21% were SI.

Special children who were directly enrolled in to different classes, 21% were boys and 79% were girls.

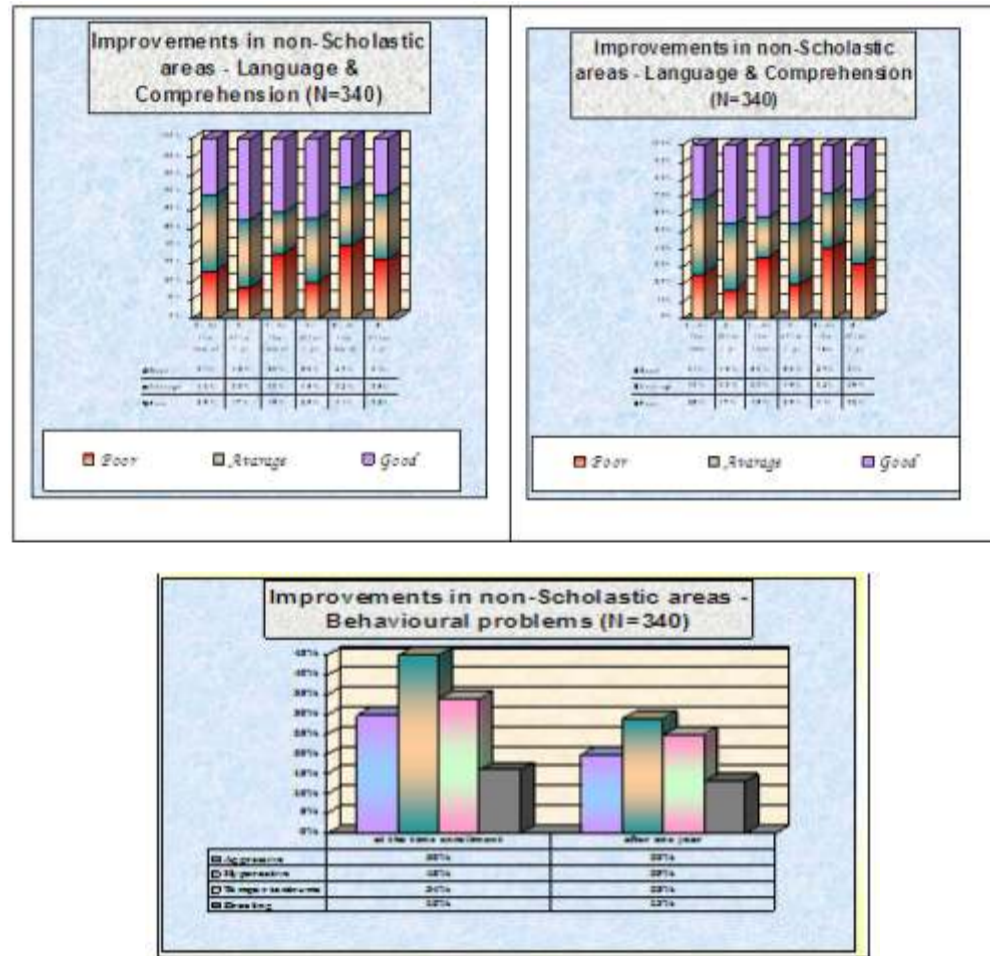


V. Improvement of CWSN in non-Scholastic areas: Out of 340 children, at the time of enrollment

1. Ability to communicate – 52% had poor & 26% average communication skills. Only 22% could communicate properly.
2. Comprehension ability – 61% of children could not comprehend & 26% could understand moderately with lot of cues. Only 12% could understand like any other normal children.
3. Ability to understand basic concepts - 26% could not understand basic concepts properly and 43% could understand concepts moderately with support from the teacher.
4. Ability to follow directions - 46% could not follow directions and 30% could follow directions to some extent.
5. Language usage – 41% could not use language properly to express wants or to respond to others and 32% could use with lot of support from peers & teachers. However, after one year significant improvements were observed in all the above 5 areas
6. Adaptive skills -24% had very poor toilet training skills, 28% had poor gross motor skills, 34% had poor gross motor skills and 29% had poor motor coordination
7. Social skills - 52% were not friendly, 55% were not cooperative, 39% were not willing to share and 35% were not receptive

towards their peers, teachers and other adults.

8. Behavioural & other problems - 30% were aggressive, 46% were hyperactive, 25% showed temper tantrums and only 13% had drooling problem. However after 2 yrs of intervention, significant improvements were observed in all the above 3 areas.

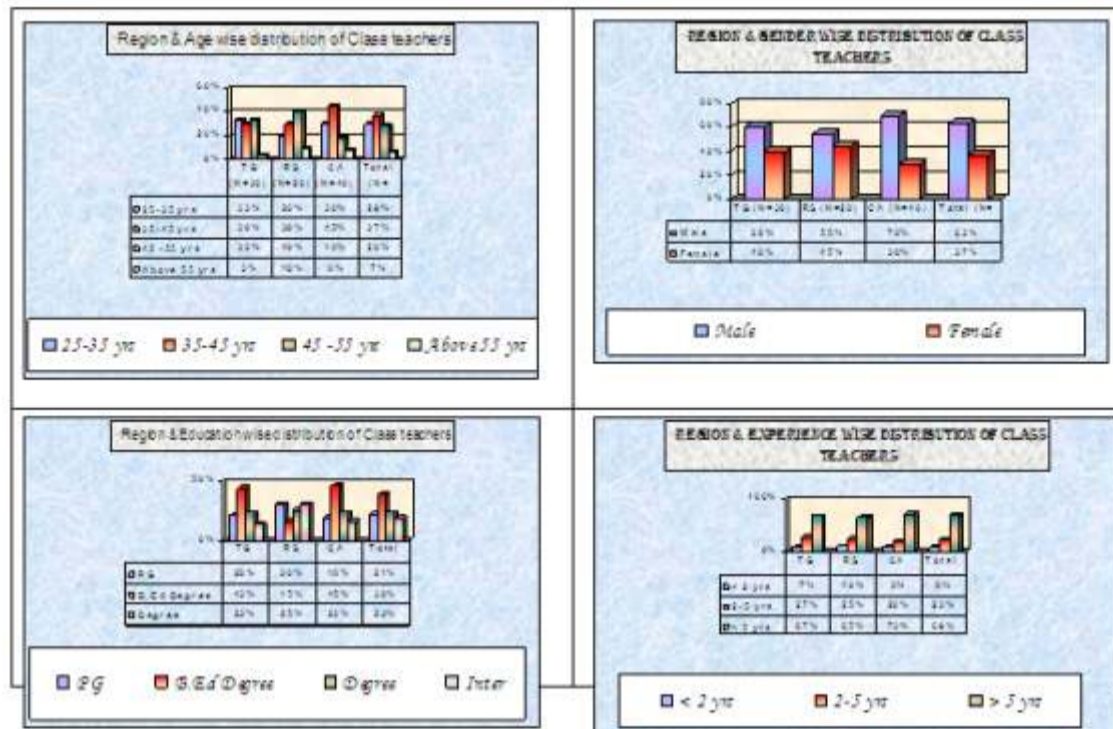


Part – C Teachers

I. Demographic profiles of the teachers

A. Class Teachers: Out of 90 class teachers selected:

- 37% were between 35-45 yrs; 29% between 25-35 yrs and 25% between 45 -55 yrs.
- 63% were male teachers & 37% were female teachers
- 38% were B.Ed graduates, 23% were ordinary graduates and 21% were post graduates
- 69% of the teachers had experience as class Teacher for 5 yrs
- Majority (93%) of the class teachers did not attend any special training programmes



B. Resource Teachers: Out of 40 Resource teachers selected:

60% were between 25-35 yrs; 40% in the age group of 35 -45 yrs.

65% were male teachers & 35% were female teachers

All were B.Ed graduates

43% were specialized in teaching Visually impaired; 33% in teaching Hearing impaired and 25% teaching Mentally challenged children

55% had experience of 5 yrs and 38% had 2-5 yrs of experience as Resource teachers

Majority (93%) of the class teachers did not attend any special training programmes

Note: In Telangana region, out of 15 Resource teachers, only 10 were recruited.



II. Problems expressed by the Class teachers under IEP: Out of 90 class teachers**1. Class related problems:**

72% expressed that classes were very crowded to pay individual attention (67%) to CWSN
 58% expressed that the Seating arrangements were not proper to teach children.
 62% expressed that ventilation is not proper for CWSN

2. Child related problems:

A. Language / speech problems: Class teachers expressed that they had problems dealing with CWSN at the time enrollment in language - especially in the following areas:

59% expressed Children's Inability communicate posed a major problem
 69% expressed that CWSN had Poor vocabulary
 59% expressed that CWSN could not understand what was being taught
 65% expressed that few special children were very slow in understanding
 55% expressed that special children had difficulty in expressing thoughts

Note: Most of the above feed back obtained from the class teachers was mostly centered on children with MR, CP, MD & SI.

B. Academic problems:

69% expressed that special children had problem in reading
 61% expressed that special children had problem in writing
 55% expressed that special children could not understand basic maths concepts
 72% expressed that special children had problem with readiness skills

C. Self help skills:

63% expressed that special children had very poor self help skills.

D. Social skills:

55% expressed that special children had very poor social skills

E. Behavioural & motor problems:

49% expressed that some special children were Aggressive
 64% expressed that some special children were Hyperactive
 59% expressed that some special children could not concentrate and
 68% expressed that some special children had problem with motor coordination

3. Teacher related problems: Out of 90 class teachers,

62% expressed that they feel tired & frustrated teaching CWSN
 73% expressed that they feel inadequate in teaching special needs children

4. Technical:

64% expressed that they were not able to correct the level of hearing aid
 68% expressed that they were not able to use effective evaluation techniques for assessing the performance of special children
 69% expressed that they do not have much knowledge about speech therapy & auditory training
 73% expressed that they lack knowledge on management of behavior problems / class room management guidelines

III. Needs of Resource teachers with regard to IEP: Out of 40 Resource teachers**1. Technical:**

80% wanted training in Functioning of hearing aid
 63% training in Techniques in speech reading,
 60% in Techniques in auditory training and
 all wanted training in Assessment procedure for VI, HI & MR

2.Academic :

55% wanted training in Techniques of teaching the blind child,
 73% in Behavior modification techniques,
 60% Techniques of teaching the HI child,
 58% Techniques of teaching the MR child and
 78% wanted Evaluation procedures/ guidelines for assessing the performance of special children.

3.Supportive material:

80% wanted teaching material available in the school/ resource room,
 78% wanted Adaptive material for helping the child learn and
 all wanted play material in the school & at MRC.

IV. Opinion of the Class teachers towards Inclusive Education:

All the teachers (both male & female) had positive attitude toward inclusive education. However, Younger teachers appeared to be more accepting of inclusive trends than their more experienced counterparts.

More experienced teachers found to be uncomfortable with inclusive practices, as the presence of resource teacher was perceived as an observer and not as additional support.

Large classes were also viewed as an obstacle to the successful implementation of inclusive education, as larger classes place additional demands on the regular class teacher, while reinforcing concern that all students may not receive proper time or attention.

Further the teachers mentioned their concerns about overcrowded classrooms, lack of prepared teaching materials, inflexible time table, inadequate time for planning, and inadequate specialist support in schools as factors against the successful implementation of inclusive education.

Resource teachers (both male & female) had more favourable attitude towards the inclusion of special children than General school teachers as they were well trained to teach special children.

Part - D Parents**I. Opinion of parents with regard to Inclusive Education - Out of 90 parents interviewed**

52% expressed that it is very good, 28% expressed that it is average and only 17% felt it is not that good.

With regard to Improvement observed by parents in the child in terms of

Child's Regularity to school – 70% expressed improvement.

Child's Enthusiasm to attend school – 78% expressed improvement.

Child's Responsiveness to questions – 69% expressed improvement.

Child attending to home work/ assignments - 65% expressed improvement.

Child taking sibling help for home work/ class preparation - 55% expressed improvement.

Child enjoying the company of classmates - 89% expressed improvement.

Child is involving in extra curricular activities – only 47% expressed improvement. This could be due to lack of mobility on the part of the special child.

Most of the parents showed favorable attitude towards inclusion as they were happy that it facilitated their special child in the acquisition of pre-academic, social, language, and motor skills.

Some Parents (48%) indicated that they were apprehensive about the inclusive setup only in terms of combined academics. They were concerned about the impact of inclusive education on academic abilities of normal children, while on the other about special children who would not be able to meet the standards of typical children. Therefore, parents suggested separate classes for academics.

Parents (62%) who favored inclusion believed that inclusive education would increase their child's learning ability and would facilitate their special child in the acquisition of pre-academic, social, language, and motor skills.

Over all evaluation of Resource teachers (40), Class teachers (90), & IED Coordinators (9) in Inclusive schools:**Criteria for evaluation:**

Attitude towards inclusive education
 Resourcefulness, regularity & commitment
 Use of locally available resources
 Effective teaching practices
 Ensures academic flexibility
 Uses innovative teaching methods
 Use of supportive / TLM material
 Curriculum focusing on functional academics

A. Best IERT (Resource) teachers - Region wise

Region	District	Mandal	Name	Contact number
Coastal Andhra	East Godavari	Annavaram	Haribabu	9440398300
			A. Mary (Katrenikona)	9705798135
		Gokavaram	Ester rani	9032570338
		Ravulapalem	Vishwapathi	9912182377
	Guntur	Repalle	Mohan rao	9949737959
		Guntur	Srinivas	9492713736
	Krishna	Machilipatnam	Sridhar	9014980120
	Vizag	Pendurthi	Sridevi	9491901836
Gajuwaka		Jagadamba	9989772145	
Rayalaseema	Kadapa	Vempalli	T. Satya janardan	8008728439
		Pulivendula	Vijayalaxmi	9441932150
	Kurnool	Aluru	Barathi	9703607178
Telangana	Hyderabad	Manchal	Srinivas	9440370625
			Krishnaiah	9951157067
		Malkajigiri	Priyanka	9640255430
	karimnagar	Peddapalli	Lakan babu	8897634629
		Karimanagar	Sarada	9440396377
	Adilabad	Dandepalli	Venkateswarulu	9494313176

B. Best class teachers:

Region	District	Mandal	School	Name
Telangana	karimnager	Ramagundam	M.P.P.School Gandhi park Godavarikhani	E.Ramanirmala Devi, M.A B.ED
Coastal Andhra	East Godavari	Katrenikona	M.P.P School cheyyaru	CH. Glory M.A B.ED
	vishkapatnam	Beemili	M.P Elementaty School, chepaladebbadapalem	D.Vimala kumari, M.A B.ED
Rayalaseema	Kurnool	Pathikonda	M.P.U.P school, Pandikona	B. Veeranjanyulu, B.A., B.ED (Head master)

C. Best IED Coordinators

Krishna
East Godavari
Guntur
Kadapa
Hyderabad

Personal reflections of the Principal Investigator:

Each special child is experiencing a positive and supportive learning environment in the class, not only with the support of class teachers and resource teachers but also with good support from peers and community in all regions, how ever comparatively this support is more satisfactory in Coastal Andhra than Telangana and Rayalaseema region.

Most of the schools in overall Andhra Pradesh are providing a supportive learning environment in the class room and a safe and friendly environment outside the classroom.

The response of the teachers towards IEP was mostly positive in all regions except in some of the schools. Although most of the class teachers lack experience and knowledge in teaching CWSN, they were very cooperative and supportive towards the special children.

With available regular teaching materials, class teachers are managing to teach special children to develop the basic concepts.

KEY OBSERVATIONS - Based on the findings, following key observations are made:

Many schools have large number of children in each classroom and few teachers. As a Consequence of this, many class teachers are reluctant to work with special children as they consider it an additional workload.

Different disabilities require different supports. The number of skilled and trained personnel for supporting inclusive practices is not adequate to meet the needs of different types of disability.

The curriculum lacks the required flexibility to cater to the needs of children with disabilities.

There are very limited teaching-learning materials for children both with and without Disabilities.

The teaching-learning process does not address the individual learning needs of children.

Families do not have adequate information about their child's particular disability, its impact on their child's capacity. This often leads to a sense of hopelessness. Parents need to be educated about the need to send special children too to schools.

RECOMMENDATIONS

Based on the findings of this study, it is recommended that the education and training of mainstream teachers to work with students with disabilities should be improved to ensure that teachers have the necessary skills to teach such students in inclusive settings.

Regular school teachers do not have any knowledge about assessment procedures, characteristics of disabled children, teaching strategies and preparing teaching learning materials. Therefore short term special education training programmes or guest lecturers from experts, visits to special schools, and providing teaching learning materials, resource books, modules, self instructional material is very much needed, as it may help them to teach the children with special needs in a better way.

Teachers' attitudes toward the inclusion of children with disabilities into regular classrooms appear to be shaped by the type and the degree of the disability of the student concerned. There is concern from teachers regarding the inclusion of students with multiple disabilities, children with intellectual and neurological problems (mental retardation & cerebral palsy).

The existing handful of resource teachers cannot attend to the vast number of children with disabilities in rural/ remote areas. There is a need to explore alternatives such as training Para-teachers, investing in pilot studies to develop tele-rehabilitation Programmes, and exploring strategies for distance education.

Finally there is a need for increased support from the government and the private and public sector in terms of funding to purchase equipment and resource facilities as well as upgrading of infrastructure to make inclusive education a success.

Sarva Shiksha Abhiyan provides every teacher with a yearly grant of Rs. 500 for developing teaching learning materials. Many states have conducted exclusive training programmes and workshops for teachers on development of TLM. The emphasis is on developing TLM that are local & relevant and helpful for Resource teachers and also for Class teachers. Hence such kind of training Programmes can be planned in AP.

Besides regular monitoring of the programme by the State and district officials, team selected by SSA (RGVM) may be formed to assess the achievement levels/ progress of the disabled children periodically. The report of the team should be reviewed for follow up action.

Vocational Training is another form of resource support for CWSN is in the form of vocational training. For children with multiple disabilities, CP and MC Sheltered workshops would be a better option.

The curriculum for "ALL" needs to be Child centered, Flexible, Participatory and should have Partnership with parents & community for successful implementation inclusive education

Other than aids and appliances, CWSN in regular schools, should be provided with all the necessary required support, which may be in the form of books, dress, stationary, transport allowance, escort allowance, hostel allowance, reader allowance, equipment allowance, resource room, helper and an assistant for locomotor impaired children. All these incentives could be provided to the CWSN in SSA through convergence with the IEDC scheme of MHRD.

CONCLUDING REMARKS:

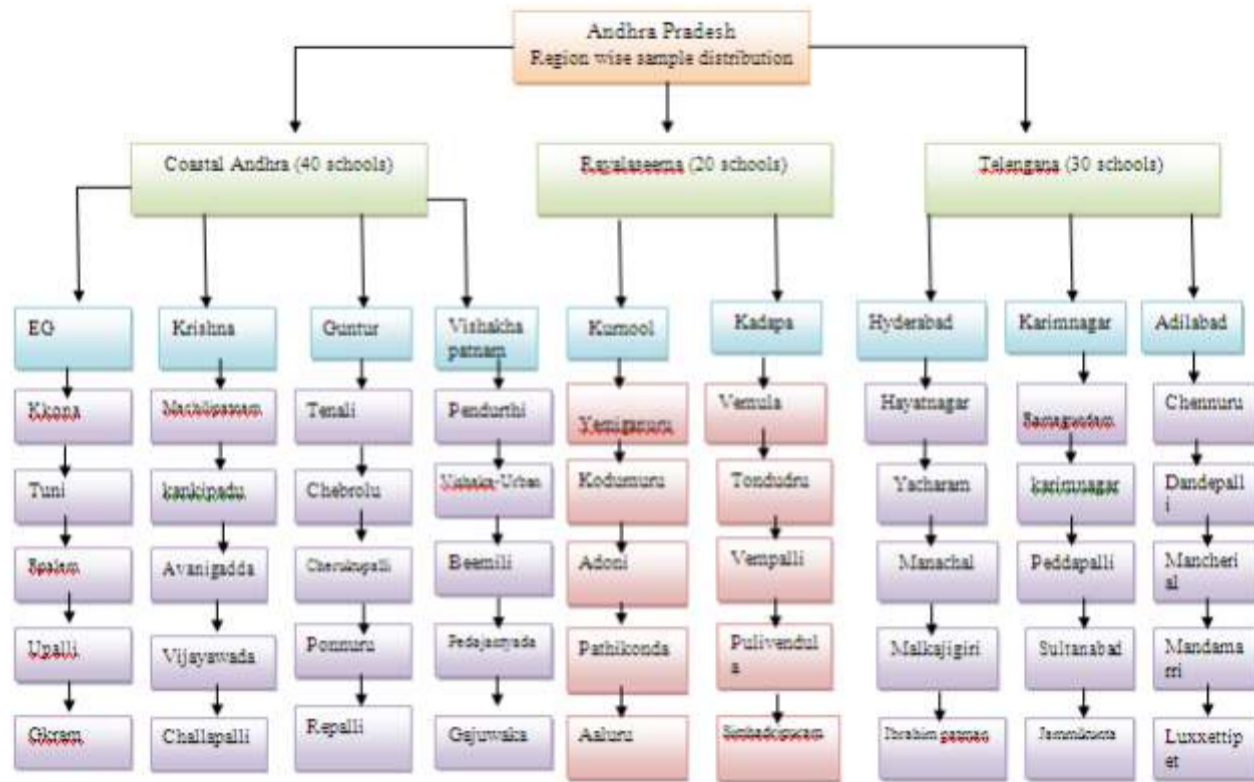
The attitude that 'inclusive education' is not an alternative but an inevitability needs to be inculcated among all the stakeholders - professionals, grassroots workers, teachers and community members, especially in rural areas, for providing basic education to all children.

In order to serve the special children in inclusive schools better:

Regular training for the class teachers needed

Recruiting adequate teaching staff in primary classes and

Equipping the resource centers is needed



Andhra Pradesh-Region wise sample distribution									
Region	Coastal Andhra (40 schools)				Rayalaseema (20 schools)		Telengana (30 schools)		
District	East Godavari	Krishna	Guntur	Vizag	Kurnool	Kadapa	Hyderabad	Karimnagar	Adilabad
Mandals	Katrenikona	Machilipatnam	Tenali	Pendurthi	Yemiganuru	Vemula	Hayatnagar	amagundam	Chenuru
	Tuni	kankipadu	Chebrolu	Vizag- Urban	Kodumuru	Tondudru	Yacharam	karimnagar	Dandepal
	Ravulapalem	Avanigadda	Cherukupalli	Beemili	Adoni	Vempalli	Manachal	Peddapalli	Mancheri
	Ukothapalli	Vijayawada	Ponnuru	Pedajantyad	Pathikonda	Pulivendula	Malkajigiri	Sultanabad	Mandam
	Gokaaram	Challapalli	Repalli	Gajuwaka	Aaluru	Sitahadri puram	Ibrahim patnam	Jammikunta	Luxxettip et



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