

Evaluation of Children with Special Needs with special reference to Continuous and Comprehensive Evaluation

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Abstract: With the Right to Education Act in place, it has become imperative for children with special needs to be mainstreamed. It has given new thrust to the education of Children with Special Needs (CWSN). Thus to fulfill the main aim of Continuous and Comprehensive Evaluation (CCE) that is to evaluate every aspect of the child during their presence at the school the evaluation of CWSN also becomes an important task. The focus of the present research is to study the perception of teachers about CWSN with special reference to CCE.

The study revealed that the inclusion of CWSN do not negatively affect the performance of mainstream students. Inclusive Education is beneficial for CWSN. Teachers also find CCE flexible to evaluate CWSN. They also supported collaboration with special educators for better results and special programmes to be organized in schools.

Introduction: Education is one of the fundamental needs of human beings. It plays a key role in the development of a nation. The education system in a country reflects the ethos and aspirations. All children of the world with their individual strength and weaknesses have the right to education. Right to Education (RTE) Act, 2009, provides children the right to full time elementary education of satisfactory and equitable quality in a formal school. Every child should get education without any discrimination or exclusion. As per this act CWSN will also be educated in the mainstream school. (Inclusive Education in SSA)

A child has special educational needs if s/he has difficulty in learning. This may require some special educational provisions. A child may have learning difficulty because of a particular disability which hinders her/him from making use of the existing educational facilities provided for the other children of her/his class. In this manner evaluation of CWSN also require some special provisions.

Implementation of CCE in school education is considered to be an important paradigm shift in the field of measurement and evaluation. It is meant for holistic evaluation and all round development of children. Also for far too long have the schooling systems ignored children with special needs. Now, with the Right to Education Act in place, it has become imperative for most children with special needs to be mainstreamed.

Objectives: To study the perception of teachers about CWSN with special reference to CCE.

Methodology: In the present study Descriptive Survey Method has been used.

Sample: The sample consisted of sixty teachers, six each from 5 government schools and 5 private schools of East Delhi Zone.

Tools: The data in this study was collected through a self made questionnaire.

Results and Discussion:

Table1: Perception of teachers about CWSN with special reference to CCE

S.No.	Items	Responses in %		
		Disagree	Undecided	Agree
1	Suitability of school infrastructure for CWSN.	52	0	48
2	Provision of learning material for CWSN.	28	23	48
3	Negative effect of inclusion on mainstream students.	68	18	13
4	Improvement in quality of teaching through CCE.	33	18	48
5	CCE provides flexibility for assessing CWSN.	15	13	72
6	CWSN should go to special schools.	38	17	45
7	Awareness of assessment through CCE.	47	17	37
8	Special programmes should be organized for CWSN..	8	5	87
9	Collaboration with special educators for assessing CWSN.	5	5	90
10	Inclusive education is beneficial for CWSN.	12	6	82

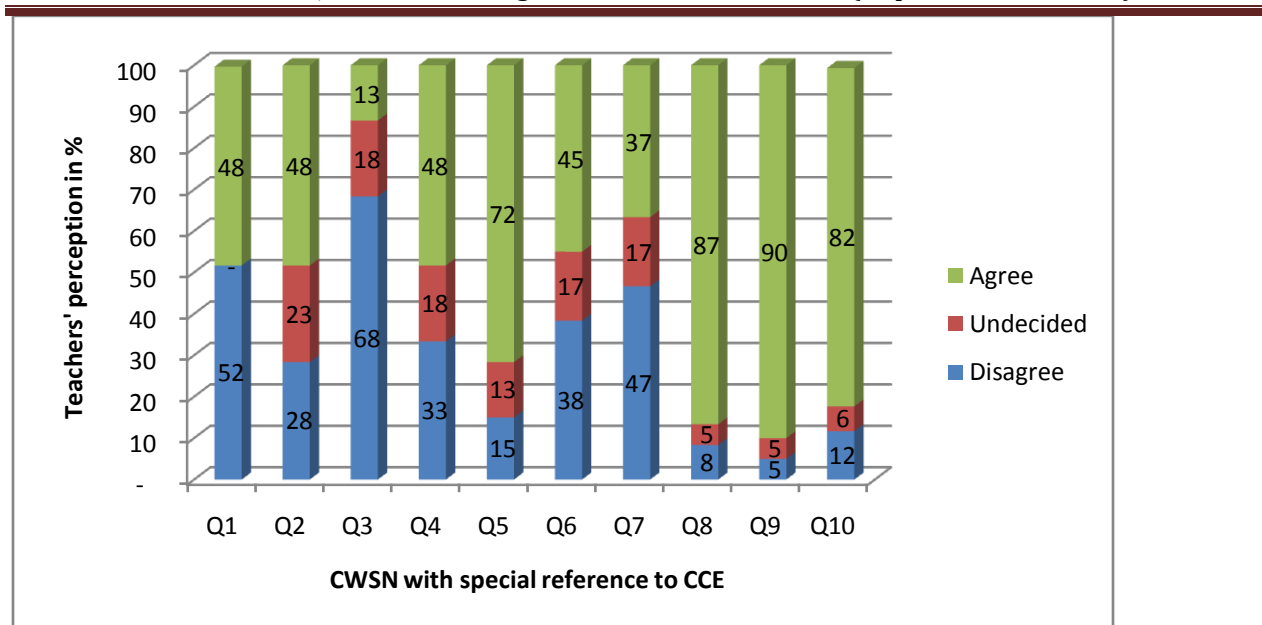


Fig.1. To study the perception of teachers about CWSN with special reference to CCE.

Fig.1 indicates that 48% teachers agree that their School infrastructure is suitable for Children with Special Needs (CWSN) while 52% disagree to it. 48% teachers agree that CWSN are provided with appropriate learning material so that they could perform well. 28% teachers disagree to it while 23% are undecided. It is evident from the data that schools lack the provision of appropriate learning aids for CWSN. A combination of resource and regular classroom teaching results in improved educational progress for students with mild disabilities. Lingard (1994) and Martson (1996) as cited in Das and Kattumuri (2011).

Majority of teachers i.e. 68% disagree that the inclusion of CWSN in regular classes negatively affects the performance of mainstream students. The findings of the present study contradict the results of the study conducted by Das and Kattumuri (2011) which reveals that the teachers felt that children with disabilities to be a 'disturbance' to the class and as causing distractions which delayed course completion. The present study shows that most of the teachers do not find the presence of CWSN affecting the mainstream students.

48% teachers agree that CCE has improved the quality of their teaching. 33% disagree to it. 18% teachers are undecided on this issue. A majority of teachers i.e. 72% agree that CCE provides flexibility for assessing CWSN.

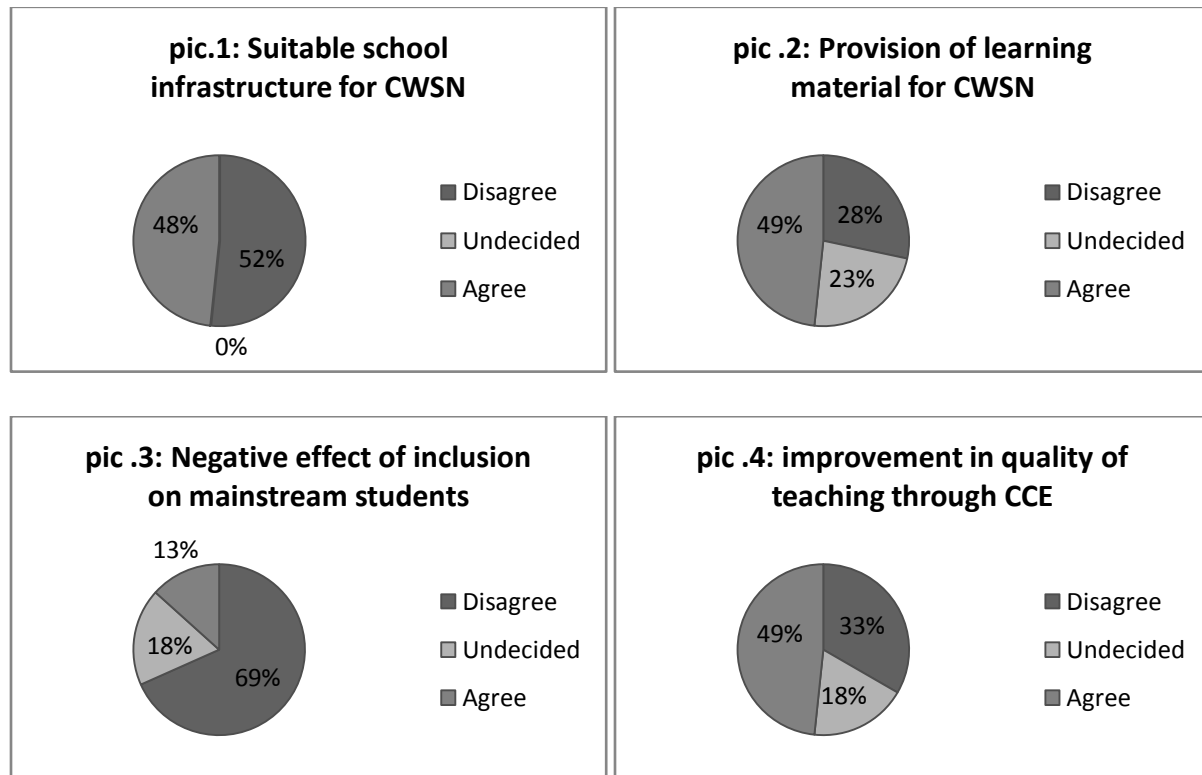
45% teachers agree that children with special needs should go to special schools whereas 38% teachers disagree to this. 17% respondents find themselves undecided on the issue. RTE act, 2009 says that

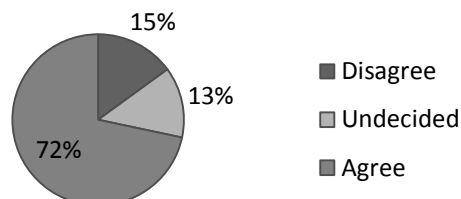
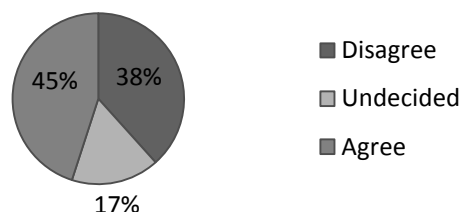
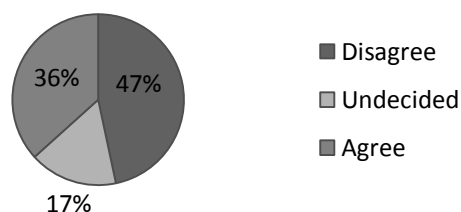
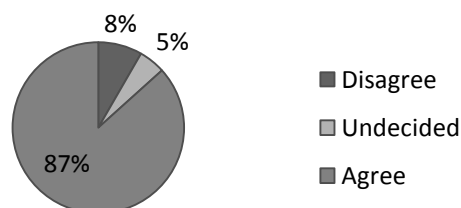
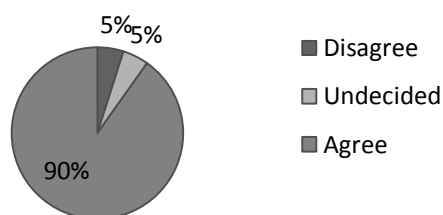
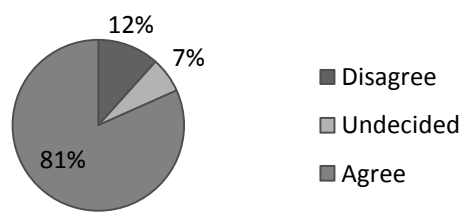
Children with disabilities will also be educated in the mainstream schools. Thus it supports inclusion. These children should be treated on par with other children in the school.

Only 37% teachers agree that they are aware of the assessment of CWSN through CCE. While 47% disagree to it 17% are undecided on the issue. It is clear that very few teachers know the assessment procedures to be adopted for CWSN, which again makes the inclusion of such students unjustifiable.

Majority of teachers i.e.87% agree that Special programmes should be organized in schools for CWSN. Unanimously 90% teachers agree that teachers should collaborate with special educators for assessing CWSN. The findings of the present study are consistent with the study conducted by Ali, Mustapha and Jelas (2006) which revealed that the collaboration between the special education teachers and regular teachers is vital in the implementation of the inclusive program.

Majority of the teachers i.e. 82% agree that Inclusive Education is beneficial for CWSN. The results of the present study are consistent with the study done by Leatherman (2007) which revealed that inclusive classrooms as positive learning environments for young children with and without disabilities. The teachers felt having an inclusive classroom was positive and agreed they would do it again.



pic .5: CCE provides flexibility in assessment of CWSN**pic .6: CWSN should go to special schools****pic .7: Awareness of assessment of CWSN through CCE****pic .8: Special programmes should be organised in schools****pic. 9: Collaboration with special educators for assessing CWSN****pic .10: Inclusive education is beneficial for CWSN**

pic.1to pic.10 corresponds to Q1. to Q10. of Table 1.

Major Findings:

1. 68% teachers disagree that the inclusion of CWSN in regular classes negatively affects the performance of mainstream students.
2. 72% teachers agree that CCE provides flexibility for assessing CWSN.
3. 87% teachers agree that Special programmes should be organized in schools for CWSN.
4. 90% teachers agree that teachers should collaborate with special educators for assessing CWSN.
5. 82% teachers agree that Inclusive Education is beneficial for CWSN.

Conclusion: The present study revealed that teachers consider inclusive education beneficial for children with special needs. They don't find inclusion as a hindrance in the performance of mainstream students. At the same time schools must ensure that their teachers know the evaluation procedures to be adopted for CWSN. It is also revealed that schools lack the provision of suitable learning material for CWSN which is an essential requirement as it will help the learners with special needs.

Suggestions:

- Similar study can be done for different zone, different states.
- Teachers from Kendriya Vidyalayas, Navodaya Vidyalayas, Rajkiya Pratibha Vikas Vidyalayas and Army Public School can be taken for a similar study.

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