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# Impact Assessment of "Sambalam Project"

*March 2025*



An end-term impact assessment of inclusive education under the Sambalam Project for Children with Visual Impairment in Rajasthan, Bihar and West Bengal" implemented by Sightsavers India, Supported by HCLTech Grant.

**The Report  
on  
End-Term Impact Evaluation of Project “Sambalam-  
Inclusive Education for Children with Visual Impairment  
(CVI) in Rajasthan, Bihar and West Bengal”**

**Implemented By  
Sightsavers India**

Submitted To  
**HCL Tech Grant**

Submitted By



1, Prabhu Dayal Marg, Near Sanganer Airport, Jaipur (302029), Rajasthan, India

Phone: +91-141-3924700, Fax: +91-141-3924738

Email: [iihmr@iihmr.edu.in](mailto:iihmr@iihmr.edu.in)

URL: [www.iihmr.edu.in](http://www.iihmr.edu.in)

**March 2025**



## Foreword



Inclusive Education (IE) is founded on the belief that every child can learn and reach their full potential if given equal opportunities to participate in school, supported with resources tailored to their individual needs, and taught in a manner that suits their condition. Inclusive education is the most effective approach to ensure all children have a fair chance to attend school, learn, and develop the skills they need to succeed in life.

IE promotes the integration of children with and without disabilities under one educational framework. It is about ensuring that all students have access to quality education by effectively addressing their diverse needs in ways that are responsive, accepting, respectful, and supportive.

In India, the inclusion of children with visual impairment (CVI) in education is supported by the Rights of Persons with Disabilities Act (RPWD Act) and various government programs, which aim to create accessible learning environments and ensure equal opportunities through mainstream education.

The Ministry of Education (MoE), Government of India, has launched the Integrated Scheme on School Education under Samagra Shiksha, which consolidates earlier initiatives such as IED-SSA and IEDSS-RMSA. This program aims to support the education of all children, including children with special needs (CwSN), from pre-nursery through Class XII.

Inclusive education is key to the success of students with special needs, not only in school but in life beyond. To achieve this, a comprehensive array of services and resources is essential, including:

- Adequate support services for students
- Utilization of technology and ICT tools
- Well-structured individualized education programs
- Ongoing professional development for all teachers, including both general and special educators
- Skill development in areas such as peer tutoring and adaptive curriculum design.

I am pleased to learn that Sightsavers India implemented the 'Project Sambalam – Inclusive Education for CVI' in three states—Bihar, Rajasthan, and West Bengal—with support from the HCL Foundation and in collaboration with the respective state governments. Through this project, Sightsavers India ensured the availability of assistive devices, accessible educational materials, and IT infrastructure for CVIs. The initiative also enhanced the learning outcomes of CVIs by providing hands-on training and strengthening the capacity of both resource and general teachers working under the Samagra Shiksha program.

IIHMR University conducted an end-term impact assessment of the "Sambalam Project," an inclusive education initiative for children with visual impairments under the Government's inclusive education program, across Rajasthan, Bihar, and West Bengal. This report will present both the provider and beneficiary perspectives on the project implemented by Sightsavers India in these states.

I would like to express my gratitude to the HCL Foundation for their support in enabling this assessment. The findings from this study will be valuable in refining and strengthening the interventions to create a more meaningful impact.

Best Wishes,

**Dr. P. R. Sodani**, PhD, MPH (UNC-CH), USA  
President, IIHMR University, Jaipur, India  
**Dated:** 19.03.2025

## Acknowledgments

We are pleased to present the study titled "End-Term Impact Evaluation of Project Sambalam: Inclusive Education for Children with Visual Impairment in Rajasthan, Bihar, and West Bengal," which was implemented by Sightsavers India. The purpose of this study is to assess the project's achievements in relation to its objectives and outputs, as outlined in the project documents. Specifically, it aims to understand the key successes and challenges encountered during the project's implementation and to identify organizational-level lessons and recommendations.

The broad objective of the project is to improve the quality of learning outcomes and foster an enabling environment that supports disability-inclusive educational decisions. The specific objectives of the project include:

- Building the capacity of teachers to create a conducive environment for children with visual impairments (CVI) to experience quality in-class learning.
- Assessing and systematically enhancing the learning levels of CVIs to meet grade-specific standards.
- Utilizing technology and ICT as crucial tools to bridge the learning gap between sighted and blind children in schools.

We extend our gratitude to HCL Foundation, particularly Mr. Vineet Kumar Mishra and Mr. Rahul Kumar of HCLTech, along with other team members, for their valuable insights, perspectives, and guidance throughout the study. We also thank Mr. Prasanna Kumar, Senior Director Programme Operations, Sightsavers India, Mr. Mrinal Ray Madhaw, Programme Coordinator, Sightsavers India, and other officials including Mr. Naveen Gautam, State Consultant, Sightsavers India, Jaipur; Mr. Suwendu Mitra, State Programme Lead, Bihar; and Ms. Sampa Paul, State Programme Lead, Sightsavers India, West Bengal, for their input and hands-on support in conducting the study across three states in India.

Our sincere thanks also go to Dr. P.R. Sodani, President of IIHMR University, Jaipur, for his unwavering encouragement, leadership, and guidance throughout the entire study process. I would like to recognize the outstanding efforts of the entire study team from IIHMR University, Jaipur, for their technical support in every phase of the study, including sampling, instrument development, fieldwork, data collection, analysis, and reporting. Special thanks to faculty member Dr. Ratna Verma and research officers Mr. Parvinder Sharma and Md. Intesar Alam for their contributions, particularly in fieldwork and data analysis. We sincerely appreciate all team members for their dedication and valuable insights, informed by their experience.

We are also grateful to all the respondents, CVIs, school teachers, and school principals from Rajasthan, Bihar, and West Bengal, as well as government officials such as Mr. Sita Ram ADPC, Jhalawar; Mr. Vimlesh Yadav, Program Officer, SSA Office, Udaipur; Dr. Niteshwar Pandey and Mr. Mohan Chaudhary, Bihar; Swapna Raulfsar, SI, BDO Office, Panchala, Howrah; and Mr. Dulichand Bairwa, RPCwSN, ADPC Office, Jhalawar, among others, for their valuable contributions and participation in our research. We are confident that these findings will serve as a valuable resource for Sightsavers India, government officials of the SSA, and schools in enhancing their efforts to deliver inclusive education for children with visual impairment (CVI).

**Dr. Himadri Sinha & Dr. Kajal Sitlani**

Principal Investigators

**Dated:** 19.03.2025

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## Executive Summary

This report has been prepared on the basis of a research project titled, '*End Term Impact Evaluation of Project Sambalam-Inclusive Education for Children with Visual Impairment in Rajasthan, Bihar and West Bengal*' awarded to IIHMR University, Jaipur by HCL Tech. The report is based on the primary data collected from the field survey conducted by IIHMR University as per the ethical clearance guidelines of IRB of IIHMRU authorized and approved agency under the UGC Act.

This impact assessment will provide valuable insights into the progress and challenges of inclusive education for children with visual impairment (CVI). The findings will help policymakers, educational institutions, and NGOs refine strategies to strengthen inclusive education frameworks and replicate successful models in other regions. Additionally, it will inform future funding and programmatic decisions for Sightsavers India and HCLTech to ensure long-term sustainability and effectiveness. This report will serve as a critical document for understanding the transformative role of the "Sambalam" initiative in shaping inclusive education for CVI in India.

The objectives of the study were as follows:

- a. To assess the quality of achieved outputs, outcomes, and results of the project throughout the period of the implementation.
- b. To determine the effectiveness of ICT intervention towards improving the learning level of CVI in the study area
- c. To assess the impact of the capacity building intervention in improving the knowledge, attitude, and practices amongst the teachers at government schools on inclusive education vis-à-vis efficacy of training
- d. To identify key good practices and key lessons learnt, including how these have been used throughout the project to improve its delivery and make recommendations for future improvements of similar projects based on the evaluation findings.

The primary beneficiaries are the children with visual impairments who are enrolled in inclusive education in mainstream schools in the selected districts of Rajasthan, Bihar, and West Bengal.

The other beneficiaries include School leaders, parents, community, teachers and Government. The teachers create an environment for inclusive education, leaders are responsible for implication of the inclusive education framework at the ground level.

IIHMR University evaluated the impact of the Sambalam Project in references of following five criteria defined below:

- a. **Effectiveness:** The extent to which the intervention achieved or is expected to achieve its objectives and its results, including any differential results across stakeholders.
- b. **Impact:** The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.

- c. **Inclusiveness:** To what extent do beneficiaries from all backgrounds get covered by the program?
- d. **Convergence:** To what extent does the program have the potential to link beneficiaries to government program /schemes, etc.?
- e. **Sustainability:** The extent to which the net benefits of the intervention continue or are likely to continue.

In this study, IIHMR University, Jaipur, collected information on learning levels of CVIs from 260 blind and low-vision students and collected information on knowledge, attitude, and practice (KAP) of 85 teachers (15 to 19 teachers from each district) across the study area. The respondents comprised key stakeholders who hold key role and position in the educational system and are also accountable for executing educational services at the district level. In-depth interviews were conducted with relevant stakeholders, viz. teachers, school authorities, state and district nodal persons from the inclusive education departments. The key components captured through the interview i.e., perception on inclusive education, knowledge about policies and laws related to inclusive education, programmatic activities conducted under Sambalam project, role of ICT towards improving the learning level of CVI, gaps and challenges in the functioning of the inclusive education system.

## **Findings**

### **1. Impact of Project Intervention, Achieved Outputs, Outcomes, and Learning Level of CVI**

#### **a. Demographic Composition of CVI:**

- Balanced gender distribution with minor regional variations.
- Majority aged 15-20, especially in West Bengal.
- Caste composition varied, with OBCs being the largest group.
- Economic vulnerability of CVI households — many are dependent on wage labour or subsistence farming. Government welfare schemes played a crucial role in economic support.

#### **b. Education Level of CVI:**

- 63.8% studied up to secondary level.
- 18.8% reached senior secondary.
- 15.3% pursued undergraduate or higher education.
- 2% studied only at the primary level.

#### **c. School Attendance of CVI:**

- 85% attended school regularly.
- Highest attendance in West Bengal (98%), followed by Rajasthan (87%) and Bihar (76%).
- 52% attended school for more than 20 days per month.

#### **d. School Location and Accessibility for CVI:**

- 50% had schools in their village or city ward.
- 50% attended schools in nearby areas.

- 28% lived in residential schools, the highest in Bihar (53%).

**e. Mode of Learning of CVI:**

- Nearly 50% had partial blindness; 91% had visual impairment from birth.
- Half used Braille; others used bold print or normal text.
- ICT tools like Google, YouTube, and mobile devices were common learning aids.
- Many depended on Block Resource Centres (BRC), limiting home use.

**f. Government Benefits for CVI:**

- 98% received government assistance for inclusive education.
- 86% received financial support.
- 48% got device facilities, 46% Braille books, and 39% study materials.

**g. Impact of ICT Tools on CVI:**

- 85% found ICT tools helpful, improving reading and writing skills. 12% did not benefit much, mainly due to irregular school attendance.

**h. Learning Outcomes:**

- 64% attended online classes during COVID-19.
- 91% developed reading skills, improving in both local and English languages.
- 48% could speak English sentences.
- 54% learned to use a Taylor Frame for mathematical calculations.

**2. Impact of the Capacity Building Intervention in Improving the Knowledge, Attitude, and Practices amongst the Teachers at Government Schools on Inclusive Education *vis-à-vis* Efficacy of Training**

**a. Teachers' Profile:**

- 85 teachers surveyed (56% male, 44% female).
- Majority (65%) aged 30–50.
- 78% taught in Hindi.
- 56% had 10–20 years of experience.

**b. Experience with CVI & Inclusive Education:**

- 67% had taught CVI students, mostly for 1–5 years.
- 61% believed CVI could study in regular schools; 22% preferred special schools.
- 93% faced challenges teaching CVI students.
- 78% agreed on the necessity of special educators.

**c. Government Support:**

- Mixed opinions: 45% found supports were adequate, 43% found it was inadequate.
- Types of government support included financial aid, training, and assistive devices.

- Integration of CVI in general schools: Only 28% felt CVI students were fully included in regular schools.

**d. Right to Education, Teaching Methods & Gender Disparity:**

- 81% aware of provisions of inclusive education for CVI under the Right to Education Act.
- Awareness of specialized teaching methods varied.
- 49% believed girls with CVI attended school less frequently than boys.

**e. Use of ICT for CVI:**

- 42% were fully aware, and 42% were partially aware of ICT tools for CVI.
- ICT seen as beneficial for confidence building, note-taking, and exams among CVI.
- 40% teachers faced difficulties due to inadequate training and familiarity of resources.

**f. Impact of ICT:**

- 62% rated the impact of ICT as moderate and below.
- Mean impact score of ICT on CVI as per the teachers were 39.8 out of max score of 68 which could be treated as close to "high" rating.
- Discontinuation of Sightsavers' support in Rajasthan and Bihar (2023) affected ICT exposure to teachers and thereby influenced their perspectives.

**g. Teacher Attitude & Inclusive Curriculum:**

- Positive attitude towards teaching CVI students.
- No major struggle with curriculum or parental awareness.
- Challenges included high student-teacher ratios, lack of individual attention, and limited community support.
- Addressing these challenges could improve inclusive education.

**3. Perspective of Government Officials, Heads of Schools, Sightsavers Functionaries, Good Practices and Key Lessons learned during the Project**

Sightsavers India, in partnership with the HCL Foundation, implemented *Project Sambalam* (2018–2023) to promote inclusive education for Children with Visual Impairment (CVI) across Bihar, Rajasthan, and West Bengal. The project aimed to enhance learning outcomes and foster an enabling environment for disability-inclusive policies. Key interventions included:

- ICT for Learning Enhancement:** Digital technologies, laptops, smartphones, and specialized training helped CVI students improve their academic skills.
- Teacher Capacity Building:** Over 500 teachers received training in inclusive pedagogy and ICT to better support CVI and other children with disabilities.
- Strengthening Block Level Resource Centres (BRCs):** These centres were modernized with assistive tools such as Braille displays, DAISY players, and screen-reading software. Community awareness was also increased to improve access.

- d. **Tele-Education Model:** Implemented during the COVID-19 pandemic, this initiative ensured continuity in learning via mobile-based education. The model was later adopted by the State Department of Education.
- e. **Key Program Components:** The initiative focused on student identification and assessment, parental engagement, advocacy, monitoring, and partnerships with government and community stakeholders.
- f. Project Sambalam has significantly advanced inclusive education by adopting a holistic, child-focused, and system-strengthening approach. The program's success stems from direct student support and reinforcing the broader educational framework through stakeholder sensitization, teacher training, and community engagement. The integration of Information and Communication Technology (ICT) has been instrumental in improving learning outcomes and enhancing the quality of life for Children with Visual Impairment (CVI).
- g. Teacher training in Inclusive Pedagogy and ICT has improved educators' knowledge, attitudes, and teaching practices, fostering a more supportive learning environment.
- h. Stakeholder engagement—including master trainers, schoolteachers, and community members—has enhanced awareness and inclusion efforts.
- i. ICT tools have boosted student engagement, confidence, and independence, leading to increased school attendance and participation.
- j. Parental involvement and community sensitization have played a crucial role in creating a more inclusive society.
- k. Some of the best practices of the projects are as follows:
  - Engaging CVI and teachers through online classes during COVID 19 in Howrah district in West Bengal.
  - Success story of Dasy Player in Jhalawar, Rajasthan.
  - Sugama Library in Rajasthan, Bihar and West Bengal with extended access rights to all CVI across all districts of West Bengal.
  - Plus Curriculum with daily living skill sets.
  - Special programme for adolescent CVI girls.

#### 4. Conclusion

The Sambalam program has been a game-changer in inclusive education, empowering visually impaired children with confidence, skills, and independence. By strengthening teachers' capabilities, integrating assistive technology, and fostering positive attitudes toward inclusion, the initiative has transformed the academic and social lives of CVI students. The program demonstrates that with the right support, visually impaired children can thrive in mainstream education and society.

Project Sambalam successfully improved educational access and learning outcomes for CVI students by integrating ICT, training teachers, and strengthening support infrastructure. Despite challenges such as initial government delays and pandemic disruptions, the project fostered an inclusive education system. Increased teacher preparedness, technological advancements, and policy advocacy played key roles in ensuring sustainable impact. The initiative demonstrated that with appropriate support and resources, CVI students can thrive in mainstream education.

The survey highlights both the progress and challenges in implementing inclusive education for Children with Visual Impairment (CVI). While **teachers demonstrate willingness and awareness** about CVI education, gaps remain in training, resources, and government support.

## Recommendations

### For BRC:

1. **Institutionalizing BRCs for Inclusive Education:** The role of Block Resource Centres (BRCs) in advancing inclusive education for children with visual impairments (CVI) is critical. It is therefore recommended that state governments formally integrate BRCs within the educational framework and ensure dedicated budgetary provisions for their effective functioning at the block level.
2. **Strategic Location and Infrastructure of BRCs:** To maximize accessibility for CVI students across rural areas, BRCs should be located within centrally positioned schools in each block. These centres should be equipped with inclusive infrastructure, including gender-sensitive washrooms, first aid facilities, and comfortable waiting areas for accompanying parents or guardians, ensuring a safe and welcoming environment for all.
3. **Qualified and Dedicated Staff at BRCs:** BRCs should be staffed with qualified instructors specializing in academics, vocational training for livelihood development, and health and safety training, including reproductive and child health (RCH) and self-defence. To ensure continuity and quality, these instructors should be appointed as regular employees under government service norms.
4. **Provision and Training in ICT Tools:** To enhance digital literacy and independent learning, all CVI students should be provided with personal ICT tools through the BRCs. Each centre should also be equipped with appropriate facilities and trained personnel to deliver hands-on training in the effective use of these tools.
5. **Access to Digital Library Resources:** It is recommended that digital library services be made accessible to CVI students on a 24/7 basis, enabling them to pursue learning at their own pace and convenience. Ensuring such continuous access can greatly contribute to

### For Teachers and Special Educators

1. **Mandatory Training for Inclusive Education:** To ensure effective inclusive education for children with visual impairments (CVI), it is recommended that training in inclusive pedagogy and the use of assistive ICT tools be made an integral part of teacher and special educator professional development. Linking such training to performance appraisals may help reinforce its importance and encourage greater engagement. Familiarity with ICT tools will enable teachers to better support CVI students in their day-to-day learning.
2. **Addressing Teacher-Student Ratio:** The current teacher-student ratio at the middle and secondary school levels poses challenges in providing individualized attention to all students, including those with visual impairments. This concern may be constructively addressed through continued dialogue and advocacy with relevant government bodies, aiming to enhance staffing and resource allocation in schools.
3. **Incentives for Teachers Supporting CVI:** Introducing targeted incentives for teachers who are actively engaged in educating CVI students could serve as a valuable motivation tool. Such recognition may not only boost morale but also encourage sustained commitment to inclusive education practices.

4. **Ensuring Accountability in Inclusive Education:** To improve the overall quality of inclusive education, it is suggested that teachers be entrusted with clear responsibilities in delivering equitable and effective instruction to all learners, including those with special needs. Strengthening accountability mechanisms in this regard could help bridge existing gaps in implementation.

#### For CVI

1. **Provision of ICT Tools for Learning:** To support equitable learning opportunities, it is recommended that all children with visual impairments (CVI) be provided with personal ICT tools to aid their education. Collaboration with IT companies could be explored to develop cost-effective, CVI-friendly models of laptops or mobile devices tailored to their specific needs.
2. **Financial and Social Support for Economically Disadvantaged CVI:** Recognizing that a majority of CVI students come from economically underprivileged backgrounds, it is suggested that the government extend comprehensive financial and social support to all CVI learners, irrespective of their caste, creed, or community background.
3. **Inclusive Infrastructure in Schools:** To create a more inclusive and accessible school environment, it is recommended that all educational institutions ensure the availability of gender-sensitive washrooms and essential first aid facilities specifically designed to accommodate the needs of CVI students.
4. **Health and Safety Training for Female CVI Students:** In line with promoting health and personal safety, it is advisable that all female CVI students receive appropriate training in reproductive and child health (RCH) and self-defence as part of their school curriculum.
5. **Integration of Vocational Training with Inclusive Education:** To enhance future livelihood opportunities, it is recommended that vocational education and skill development programs be integrated alongside formal education for CVI students, enabling them to become self-reliant and economically empowered.
6. **Scholarships for Higher Education:** To encourage academic excellence and continued learning, a special scholarship scheme for higher education may be introduced for meritorious CVI students. Eligibility could be determined based on academic performance, aligned with existing government norms and guidelines.

# CHAPTER 1

## Introduction

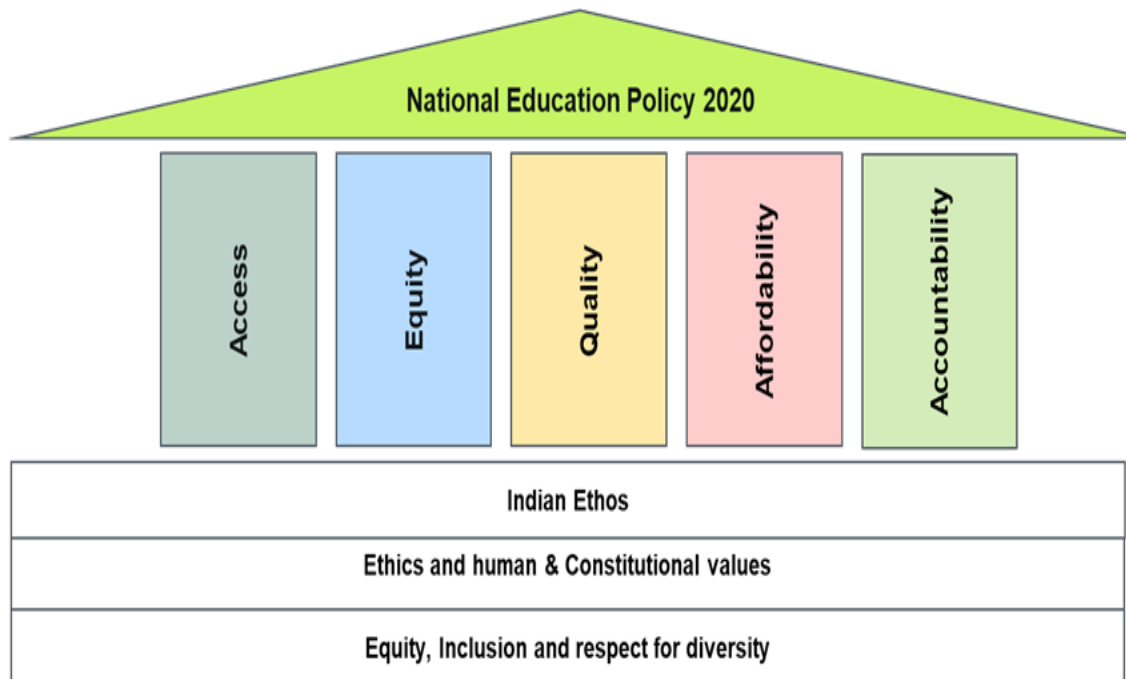
### 1.1 Introduction

This report has been prepared on the basis of a research project titled, ‘End Term Impact Evaluation of Project Sambalam-Inclusive Education for Children with Visual Impairment in Rajasthan, Bihar and West Bengal’ awarded to IIHMR University, Jaipur by HCL Tech. The report is based on the primary data collected from the field survey conducted by IIHMR University as per the ethical clearance guidelines of IRB of IIHMRU authorised and approved agency under UGC Act.

### 1.2 Background of the Study

Education is a fundamental right and a key driver of social and economic development. Samagra Shiksha Scheme which was started in 2018 brought about a paradigm shift by bringing a holistic approach to education without any segmentation. It is an integrated scheme to ensure inclusive and equitable holistic education.

National education policy 2020 (NEP 2020) further strengthened the transformation of education by envisioning and emphasizing on the holistic approach to education. It envisages the system by making it more learner centred, pliable and experiential. The Samagra Shiksha Scheme was aligned with NEP 2020 to ensure that the objectives of NEP 2020 are achieved. These are also being designed to align them to Sustainable Development Goals (SDG) for education. SDG for education (SDG-04) emphasizes on free, equitable and quality primary as well as secondary education irrespective of disparities. Equal access regardless of gender as well as for the vulnerable which include indigenous people, persons with disabilities.



**Fig. 1.1: Structural pillars of NEP**

NEP 2020 is emphasizing on universal access of education without any segmentation. It focuses on an integrated and inclusive education system at all levels. Fig 1.1 shows the various pillars of NEP 2020. These are:

- a. Access
- b. Equity
- c. Quality
- d. Affordability
- e. Accountability

Education is an essential instrument for developing an equitable and just society that is value driven. However, children with visual impairment often face significant barriers in accessing quality education. Inclusive education aims to bridge these gaps by integrating children with disabilities into mainstream schools, ensuring equal learning opportunities.

### 1.3 Inclusive Education: Learning for All

Inclusive education involves adaption in teaching methods, content, approaches, structures, as well as strategies to reduce challenges in a participatory learning experience for all students. It fosters a shift in culture, policy, and practice across both formal and informal educational settings, embracing diverse student needs. This approach is rooted in a commitment to removing obstacles that hinder access to quality education, creating an environment that aligns with students' individual requirements and preferences<sup>1</sup>. It allows all children to learn within the same educational system, irrespective of their vulnerability. Children with special educational needs are also welcomed to be a part of regular schools so that in the future, they can align their lives with others in the society (2002). The significance of providing education for students with varying disabilities cannot be overstated. There are ways to assist students with disabilities in a typical classroom setting.

India is aligned with the international framework to transform the conventional schools to include children with disability. Sarve Shiksha Abhiyan was further strengthened by the RTE Act, 2009, which focuses on free and compulsory elementary education to all children without any discrimination based on caste, gender, disability, etc. Similarly, to emphasize inclusion in secondary education, another scheme was introduced, i.e., Inclusive Education for Disabled at Secondary Stage (IEDSS).

The National Education Policy (NEP), 2020 advocates full equity and inclusion as the cornerstone of education to ensure that all students are able to thrive in the education system. It also underscores, within its framework, the education of children with special needs in order to ensure equitable quality schooling.

As stated in the *National Education Policy (NEP), 2020 [Para 5.9]* “Children with disabilities receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools.”

The Samagra Shiksha scheme is also aligned with the recommendations of NEP 2020 to ensure that all children have access to quality education in an equitable and inclusive classroom environment. It aims to look at education of all children including CwD in a continuum from foundational to secondary stage.

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<sup>1</sup> Source: United Nations, Convention on the Rights of Persons with Disabilities, 2016.

According to the Rights of Persons with Disabilities (RPwD) Act 2016, inclusive education for Children with special needs (CwSN) will support these children in government-run, government-aided, and local body schools. One of the physical disabilities covered under the act is Visual impairment which includes two categories: a. Blind and b. low vision

The student-oriented component for inclusive education for CwSN includes financial support, learning support, therapeutic services, device support and funding support. And this kind of support is also provided to students with visual impairment. The project “*Sambalam-Inclusive Education for children with visual impairment*” is based on such initiatives for the visually impaired.

## **1.4 Overview of the Project**

HCL Foundation’s flagship programme for rural development, HCL Grant, aims to recognize visionary organizations working towards development and nation building in rural India. For this HCL Tech Grant identified the and work with Royal Commonwealth Society for the Blind (Sightsavers India) in efforts towards creating a conducive and inclusive environment in educational institutions. The partnership aims to make schools accessible and a quality experience for Children with Visual Impairment (CVIs). This is a transformational step towards building inclusive rural communities and mainstreaming the students with visual impairment. Resonating the core values at HCL Foundation, this project places technology and use of ICT at the centre to bridge the gap amongst students. Digital empowerment will not only ensure a brighter future for CVIs but also enable them to be independent and lead a life of dignity. Royal Commonwealth Society for the Blind (Sightsavers India) has been working together with the HCL Foundation since 2018 for the implementation of ‘Project Sambalam – Inclusive education for children with visual impairment’ in three states of India, i.e., Bihar, Rajasthan, and West Bengal. The HCL Foundation has supported this project, which provides for the availability of assistive devices and accessible educational materials, the provision of compensatory skills training, infrastructure accessibility, and the development of education management and leadership, among other initiatives.

This report for the Project Sambalam end-term impact evaluation plan marks the initiation of a comprehensive evaluation study conducted by IIHMR University, Jaipur, as an independent third party for the HCL Foundation. The evaluation study, led by IIHMR University, employs a mixed-methods approach to assess program outcomes.

The impact assessment will establish key benchmarks on the knowledge, attitudes, and practices (KAP) of teachers in the school focusing on inclusive education. The study also includes qualitative components, such as key informant interviews with teachers, school authorities, state, and district nodal persons from the inclusive education department, which will ensure a holistic evaluation.

## **1.5 Purpose and Scope of Study**

Sightsavers India implemented the ‘Project Sambalam – Inclusive education for children with visual impairment’ in three states of India, i.e., Bihar, Rajasthan, and West Bengal, since 2018, together with the HCL Foundation supported by an HCLTech Grant. After five years of the project implementation, an impact assessment study has been conducted to understand the impact of the project objectives and outputs as detailed in the key focus areas under the project were to;

- a. providing capacity-building training to teachers for developing a conducive environment for CVI to undergo quality in-class learning,

- b. enhancing the learning levels of CVI to grade-specific learning levels through the usage of technology and ICT (information and communication technology) as a critical medium to bridging the learning gap between the sighted and blind children in the schools,
- c. key successes and challenges in the implementation of the project and
- d. strengthening 'Block Level Resource Centres' (BRCs) established by State Education Department, Government of India.

## **1.6 Significance of the study**

This impact assessment will provide valuable insights into the progress and challenges of inclusive education for children with visual impairment (CVI). The findings will help policymakers, educational institutions, and NGOs refine strategies to strengthen inclusive education frameworks and replicate successful models in other regions. Additionally, it will inform future funding and programmatic decisions for Sightsavers India and HCLTech, ensuring long-term sustainability and effectiveness. This report will serve as a critical document for understanding the transformative role of the "Sambalam" initiative in shaping inclusive education for children with visual impairment in India.

## CHAPTER 2

### Framework of the Study

#### 2.1 Study Objectives

The objectives of the study were to assess the outcomes and impact created on the beneficiaries and stakeholders covered under the program. The end-line survey/assessment was undertaken with the following objectives.

- e. To assess the quality of achieved outputs, outcomes, and results of the project throughout the period of the implementation.
- f. To determine the effectiveness of ICT intervention towards improving the learning level of CVI in the study area
- g. To assess the impact of the capacity building intervention in improving the knowledge, attitude, and practices amongst the teachers at government schools on inclusive education vis-à-vis efficacy of training
- h. To identify key good practices and key lessons learnt, including how these have been used throughout the project to improve its delivery and make recommendations for future improvements of similar projects based on the evaluation findings.

#### The expected benefits from the study

- a. The study has captured the perceptions of benefits of beneficiaries, stakeholders, their learning level and behavioural change
- b. The study has recorded responses from the respective Sightsavers India implementing the supported projects.
- c. The study has assessed the level of reach and absorption of the essence of the community-based projects and demonstrated the convergences at the beneficiary levels.
- d. The study has documented the performance of the Sightsavers India in their interventions.

#### 2.2 Study Framework

##### 2.2.1 Programme beneficiaries

The primary beneficiaries are the children with visual impairments who are enrolled in inclusive education in mainstream schools in the selected districts of Rajasthan, Bihar, and West Bengal.

The other beneficiaries include School leaders, parents, community, teachers, and Government. The teachers create an environment for inclusive education; leaders are responsible for the implementation of the inclusive education framework at the ground level.

##### 2.2.2 Intervention target group

- a. Learning assessment of visually impaired students
- b. KAP assessment of teachers
- c. And In-depth interview with other stakeholders i.e., Govt. officers, State program lead, school principals, and officials of the Sightsavers team

### 2.2.3 Assessment framework of the study

The impact evaluation study was designed in line with the assessment framework criteria for a comprehensive study. The objective and indicators under the assessment framework were derived from two core thematic areas, namely – ‘Learning Assessment of CVI’ and ‘Knowledge Attitude and Practices Assessment of Teachers.’

#### 1 **Thematic area:** Learning Assessment of Children with Visual Impairment (CVI)

**Specific objectives:** Assessed systematically whether the concerned students have acquired skills in terms of:

- a. Socio-Demographic and Economic profile of CVI
- b. Receipt of educational and other services from government
- c. Receipt of braille and low vision material training
- d. Availability of ICT Equipment (Laptops and smart phones, etc.), braille, and low vision material
- e. Reading and comprehensive capacities of CVI (local language and English) like alphabet read, word read, paragraph read, and story read, and
- f. Arithmetic skills of the CVI like identification of number from 1 to 9, 10-99, subtraction and division

#### 2 **Thematic area:** Assessment of the Knowledge Attitude Practices of teachers

**Specific objectives:** Assessed systematically, effectiveness of teachers’ training in terms of:

- a. Knowledge, beliefs, and behavioural patterns (Prospective) that may obstruct delivery of quality education to the children with visual impairment and children with other disabilities.
- b. Existing barriers prevailing in education system to help improving the systemic challenges; and
- c. Knowledge base of the teachers to make important decisions and support system in the school system for delivery of quality education to the children with special needs (CwSN).

## 2.3 Evaluation Criteria

IIHMR University evaluated the impact of the Sambalam Project in references of following five criteria defined below:

- f. **Effectiveness:** The extent to which the intervention achieved or is expected to achieve its objectives and its results, including any differential results across stakeholders.
- g. **Impact:** The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.
- h. **Inclusiveness:** To what extent do beneficiaries from all backgrounds get covered by the program?
- i. **Convergence:** To what extent does the program have the potential to link beneficiaries to government program /schemes, etc.?

j. **Sustainability:** The extent to which the net benefits of the intervention continue or are likely to continue.

**Table 2.1: Evaluation criteria, indicative questions and key performance indicators**

Evaluation criteria	Indicative questions	Key performance indicator
<b>Effectiveness</b>	To what extent has the programme been able to create an impact on CVIs for inclusive education?	The programme has a significant impact on the learning level of CVIs for their education.
<b>Impact</b>	The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.	Effectiveness of ICT Intervention in Improving the Learning Level of CVI in the Study Area.
<b>Inclusiveness</b>	Have the CVIs been able to prepare himself/herself educationally and mentally for inclusive education and be able to adjust with the common children in the mainstream school?	<ul style="list-style-type: none"> <li>• Programme included beneficiaries from all backgrounds, without any discrimination,</li> <li>• Knowledge Attitude and Practices and behavioural patterns (Prospective) of teachers that delivered the quality education to the children with visual impairment</li> </ul>
<b>Convergence</b>	<p>To what extent do beneficiaries (CVIs) and stakeholders from all backgrounds get covered by the program?</p> <p>To what extent do institutions take initiatives to link beneficiaries (CVIs) to government programs and schemes?</p>	Program involves collaboration with government or other non-government organisations operating in program area
<b>Sustainability</b>	To what extent does the program have the potential to create a sustainable impact after Sightsavers India's support is withdrawn?	Enhancement of teachers/institution skills to govern and manage inclusive education at the school level for CVIs, and linkages with the government for inclusive education for CVIs

## CHAPTER 3

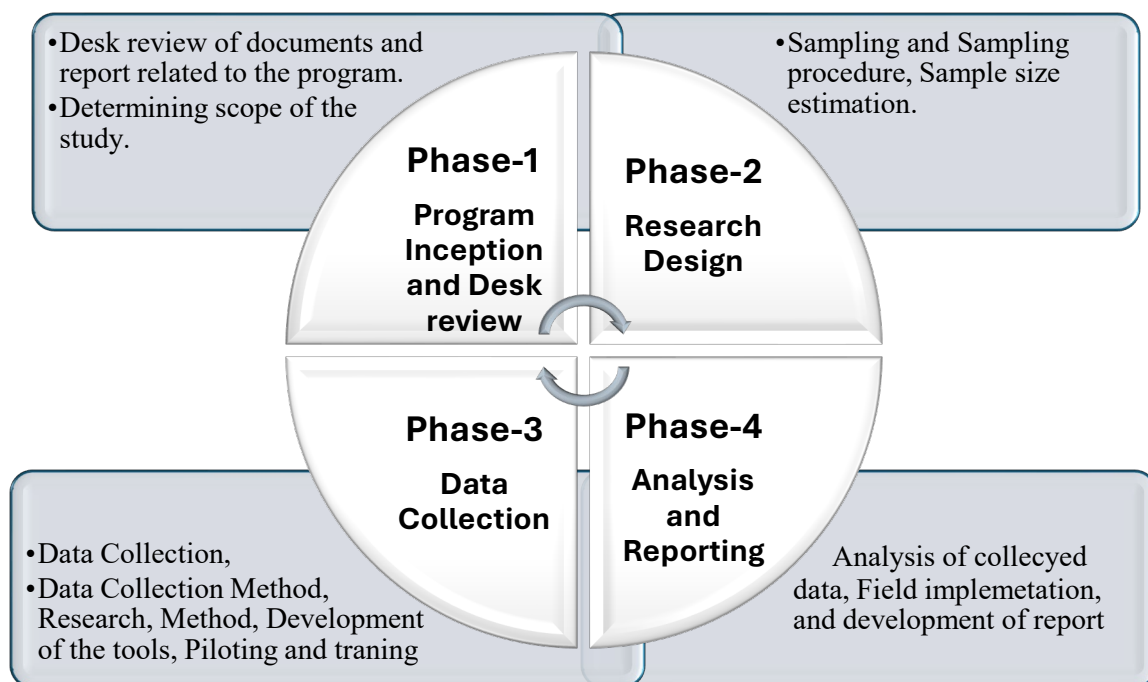
### Research Methodology

#### 3.1. Research Methods

The impact study adopted a four-phase structured methodology for evaluation, as illustrated in Fig. 3.1.

##### 3.1.1 Phase 1: Program inception and desk review

At the outset of the study, IIHMR University gathered information about the program and reviewed the relevant documents. Documents reviewed included the MoU signed with HCLTech Foundation for the projects, progress reports, baseline and end-line assessment reports, etc., based on the availability of the documents.



**Fig. 3.1: Phase wise research plan**

##### 3.1.2. Phase 2: Research design

To achieve the desired long-term changes, one needs to establish clear linkages between the project's activities and the desired impact. An Impact is a representation of the project and identifies the various aspects of project implementation i.e. tools, material, resources used by the implementing agency and other stakeholders, technical assistance, long term changes created for the beneficiaries and stakeholders related to the activities in the scope, achieve primary, and secondary short-term, medium-term and long-term effects, directly or indirectly, intended, or unintended.

### 3.2 Sampling

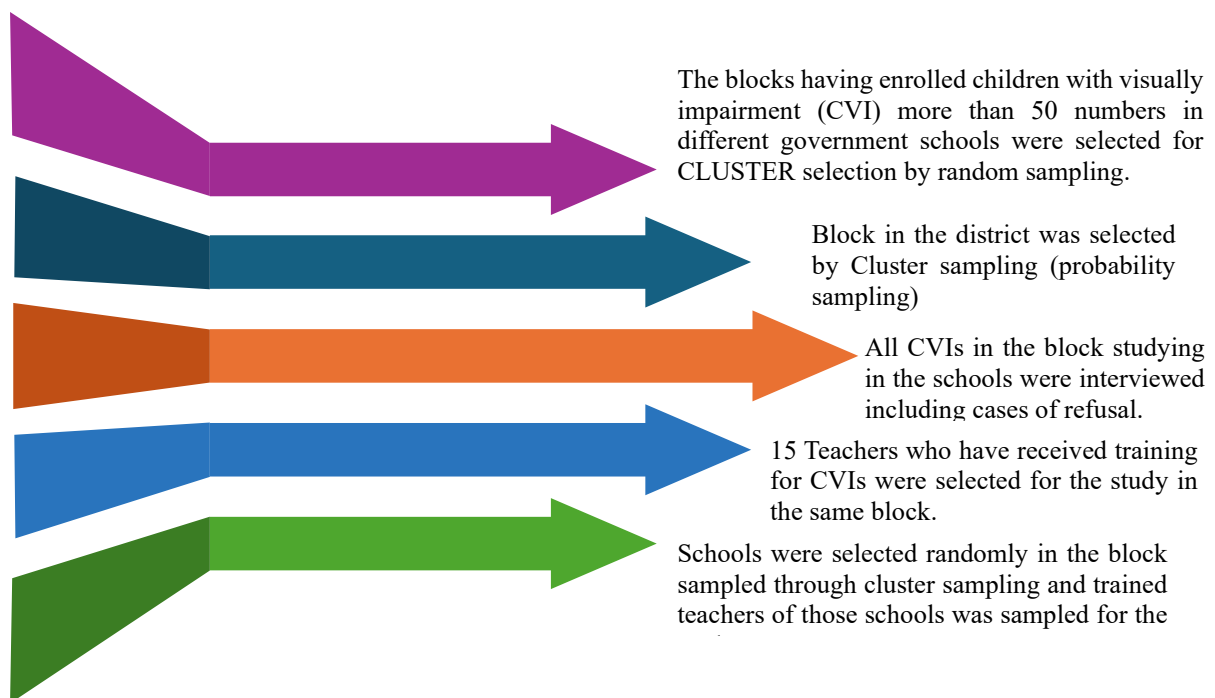
#### 3.2.1 Sample size estimation

<p><b>N</b> = population size  <b>Z</b> = z-score  <b>E</b> = margin of error  <b>P</b> = standard of deviation</p>	$\text{Sample size} = \frac{\frac{Z^2 \times P(P-1)}{E^2}}{1 + \left(\frac{Z^2 \times P(P-1)}{E^2 N}\right)}$
---	---

P is the probability of occurrence for females in a population is 50%. P for CVIs among CVIs will be near 100%; however, we have assumed p=0.8

**Table 3.1: Sample size calculation**

Parameter	Figure
Total Number of Students in Intervened Schools	2188800
Total CVI s in Intervened Schools	3063
CVIs as % total students	0.14%
Calculated Sample size of CVIs with p=0.8, 5% error, and 95% Confidence Level	228
Actual Sample Size for the Survey	250



**Figure 3.2: Key considerations in shortlisting survey locations**

#### 3.2.2 Sampling procedure

The Impact evolution study was undertaken in five HCL-supported districts in the three states of India during the period of 2nd January 2025 to 26 January 2025. All the districts of under HCL-Tech Grant projects were covered under the study as per ToR. There is no sample selection with respect to district selection. (see Figure 3.1). Cluster sampling methods was

adopted for the study. Sampling was done in 48 blocks of five backward districts in consultation with HCL and Sightsavers India (see Table 3.1 for details of sampling).

**Table 3.2: Details of States and Districts selected for study**

State	West Bengal	Bihar	Rajasthan		Total	
District	Howrah	Jehanabad	Bhagalpur	Udaipur	Jhalawar	
Block Covered	4	9	13	15	7	<b>48</b>
Learning Assessment (Children)	54	50	54	51	51	<b>260</b>
KAP Assessment (Teachers)	15	17	17	17	19	<b>85</b>
School Principals	2	2	2	2	2	<b>10</b>
Sightsavers India Team	2	-	2	2	1	<b>7</b>
Government Official	1	1	1	1	1	<b>5</b>

### 3.2.3 Phase 3: Data collection

Once the framework for undertaking the study was finalized, data from program documents available with the HCLTech project team was collected. The desk review included a review of documents, such as the project proposal and progress report, that were submitted. Data collection was done through a physical mode. The study team collected primary data from the field in all three selected states, visiting the identified districts and blocks from January 2, 2025, to February 26, 2025, to contact beneficiaries and stakeholders. The data collection was facilitated by the District’s team of Sightsavers India.

### 3.3 Data Collection Methods: Mixed Methods Approach

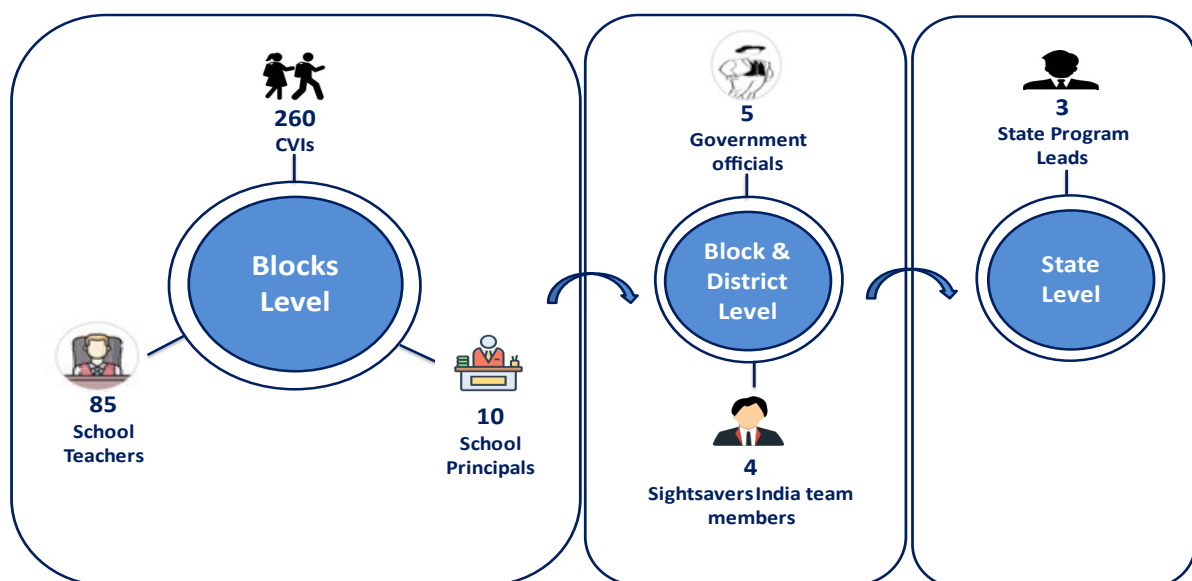
The impact evaluation assessment was done based on a convergent mixed method research design that involves collection of quantitative and qualitative data simultaneously and analysed separately for findings and insights. A quantitative study was executed with children with visual impairments (CVIs) and teachers, and a qualitative study was executed with different stakeholders – including Government officials, the state program lead and team members of Sightsavers India, and School Principals. The impact evaluation study was focused on the understanding inclusive education activities, the impact of ICT on improving the learning level of CVI, gaps and challenges in the functioning of the inclusive education systems and operations, and the perspective of the teachers, school authorities, state, and district nodal person from the inclusive education department.

**Table 3.3: Research methods for study**

Quantitative Method	Qualitative Method
<ul style="list-style-type: none"> <li>• Survey Schedule for Children</li> <li>• Survey Schedule for Teachers</li> <li>• Survey Schedule for Principals</li> </ul>	<ul style="list-style-type: none"> <li>• In-depth analysis for barriers and challenges of education</li> <li>• In-depth interview for Sight savers personnel</li> <li>• In-depth interview for Government officials for school education.</li> <li>• Some case studies and best practices will also be collected from the study area.</li> </ul>

In this study, IIHMR University, Jaipur, collected information on the learning levels of CVIs from 260 blind and low-vision students and collected information on the knowledge, attitude, and practice (KAP) of 85 teachers (15 to 19 teachers from each district) across the study area. The respondents comprised key stakeholders who hold key roles and positions in the educational system and are also accountable for executing educational services at the district level. In-depth interviews were conducted with relevant stakeholders, viz., teachers, school authorities, and state and district nodal persons from the inclusive education departments. The key components captured through the interview i.e., perception on inclusive education, knowledge about policies and laws related to inclusive education, programmatic activities conducted under Sambalam project, role of ICT towards improving the learning level of CVI, gaps and challenges in the functioning of the inclusive education system. (refer to figure 3.2 for details of stakeholders).

### 1. Respondents Consulted



**Fig. 3.3: Coverage of stakeholders**

### 2. Data collection tools

To accomplish the study objectives, IIHMR University, in consultation with HCL and Sightsavers India officials, developed 5 different tools.

### 3. Quantitative Tool

In this impact evaluation, we used two sets of structured questionnaires for data collection. One set has been utilized to capture the change in Knowledge, Attitude and Practices of teachers and another set has been utilized to evaluate the learning assessment of the Children with Visual

Impairment. Both the assessment tools have been described below:

#### **4.. Knowledge, Attitude and Practice (KAP) assessment tool**

The tool aimed to have an analytical perspective on the impact of Sightsavers capacity building intervention in improving the level of knowledge (i.e., what is known), attitude (i.e., what is thought), and practices (i.e., what is done) (KAP) of the participating teachers. The questionnaire is divided into 5 sections that have been described below:

Section 1: General Information

Section 2: Knowledge about Inclusive Education (IE)

Section 3: Perspective towards Inclusive Education

Section 4: Attitude towards Inclusive Education

Section 5: Receipt of training on Inclusive Education

#### **4. Learning Assessment Tool for CVIs**

The learning outcome assessment tool was developed by Sightsavers India. This tool aimed to assess the knowledge and skills of the CVI around native and English languages and arithmetic skills. In the impact evaluation study utilized the baseline tool for collecting information from the CVI. The questionnaire is divided into 5 sections that have been described below:

Section 1: Primary Information

Section 2: Beneficiary information

Section 3: Household Economic Status

Section 4: General information about the child

Section 5: Language and Arithmetic assessment of children

#### **5. Qualitative tool**

For the qualitative study, three sets of Semi-structured questionnaires were utilized for conducting in-depth interviews with relevant stakeholders, viz. school principal, state Nodal person from Sightsavers India, district team lead from Sightsavers India, and Government officials from the inclusive education department. A set of questionnaires used to capture the perception of inclusive education, knowledge about policies and laws, programmatic activities conducted under the Sambalam project, the role of ICT towards improving the learning level of CVI, the impact of Covid -19 on learning levels of CVI, gaps and challenges in the functioning of the inclusive education system.

#### **7. Field Implementation**

##### **a. Piloting and training of project team**

The 5 tools were piloted in the Fateh Senior Secondary School of Udaipur district on 11 December 2024 to 13 December 2024, under the guidance of Dr. Himadri Sinha (Professor & Dean SDS Provost) and Dr. Kajal Sitlani (Assistant Professor) of, IIHMR University Jaipur. Based on the findings from the pilot and suggestions from HCL Foundation and Sightsavers India officials, the tools were further modified by the study team and subsequently translated into English and other regional languages. They were approved by HCL Foundation and the institutional review board (IRB) of IIHMR University before field visits.

## **b. Main survey**

The field survey for the impact assessment study commenced in the first week of January and was completed within a month, including qualitative interviews.

The quantitative data was collected using an Android tablet-based Computer-Assisted Personal Interview (CAPI). The survey questionnaire tools were coded on the mobile application, which was further deployed on tablets. The research team collected the field data in offline mode.

For the smooth operation of the field plan, to reduce bias, and to bring uniformity to the KII tools and checklist, IIHMR University organized three separate offline training programs for all team members involved in the study at state headquarters for data collection. The training was held between the field team, research team, and IIHMR University representatives.

The field team was comprised of Research officers; the research team consisted of the Principal Investigator and the other team members such as Co-PI and IT expert.

The team was trained on the research guidelines, scope, objectives, sampling, data collection, research ethics as per HCL Foundation Procedure for Ethical Standards in Research methodology and usage of “Go Survey” application etc. A substantial part of the training focused on maneuvering the tablet application for data collection and hands-on training with the tablets that would be used for the data collection. The training was conducted through presentations and group discussions and followed by a session of mock calls to familiarize the enumerators with the questionnaire flow.

## **3.4 Analysis Plan: Phase 4**

Quantitative analysis involves collecting and analysing data in a systematic and structured way using the survey questionnaire. The data is then analyzed using a bivariate analysis table to identify patterns and relationships between variables. The collected qualitative data was first coded, entered in MS Excel, and then analysed using Atlas-Ti software and SPSS 22.0 Version (Statistical Package for Social Science).

### **1. Data quality mechanism**

The research officers ensured the quality of the fieldwork under the assignment by conducting spot checks and back checks of the data enumerated by field teams. Besides, the Field Supervision checked the consistency and possible omissions in the questionnaires filled out at the end of each day’s fieldwork on a 100% basis. Fieldwork monitoring was undertaken by core staff members of the IIHMR University team.

### **2. Ethical guidelines**

The study was reviewed and approved by the Ethics Committee of the IIHMR university. It may be noted that the anonymity of the respondents was a major concern. The field enumerators adhered to ‘Child Safeguarding Policy’ during conducting learning assessment test with CVI students.

## CHAPTER 4

### Findings and Analysis

#### 4.1. Introduction

This chapter analyses the findings of primary data collected from the field objectively to assess the HCL Tech intervention through Sightsavers on the inclusive education programme for children with visual impairment (CVI) in three states namely Rajasthan, Bihar and West Bengal. The chapter is divided into four sections:

- A. Sample profile of CVI
- B. Results of Project Intervention, Achieved Outputs, Outcomes, and Learning Level of CVI
- C. The impact of the capacity building intervention in improving the knowledge, attitude, and practices amongst the teachers at government schools on inclusive education vis-à-vis efficacy of training.
- D. Perspective of Government Officials, Heads of Schools, Sightsavers Functionaries, Good practices and key lessons learned during the project

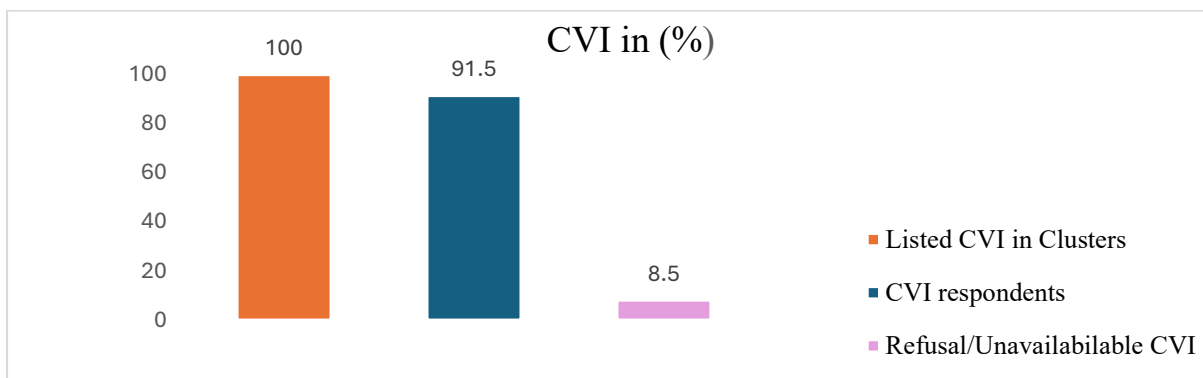
#### 4.2. Section A: Sample Profile of CVI

The CVIs were studied through cluster sampling methods as described in Chapter 3. The sampling details are given in Table 4.1. Out of 284 listed CVIs in sampled clusters, 260 (91.5%) agreed to be the study's respondents. The remaining 24 (8.5%) CVIs did not turn up for the survey. However, in the Bhagalpur district of Bihar, all the listed CVIs agreed to the survey.

**Table 4.1 Sample of CVI taken for the study**

State	Rajasthan		Bihar		West Bengal	Total
District	Jhalawar	Udaipur	Jehanabad	Bhagalpur	Howrah	
Listed CVI/ sampled cluster	55 (100)	57 (100)	56 (100)	54 (100)	62 (100)	284 (100)
CVI Respondents	51 (92.7)	51 (89.4)	50 (89.2)	54 (100)	54 (90)	260 (91.5)
CVI -Refusal/ Unavailable	4 (7.8)	6(10.6)	6(10.8)	0	8 (10)	24 (8.5)

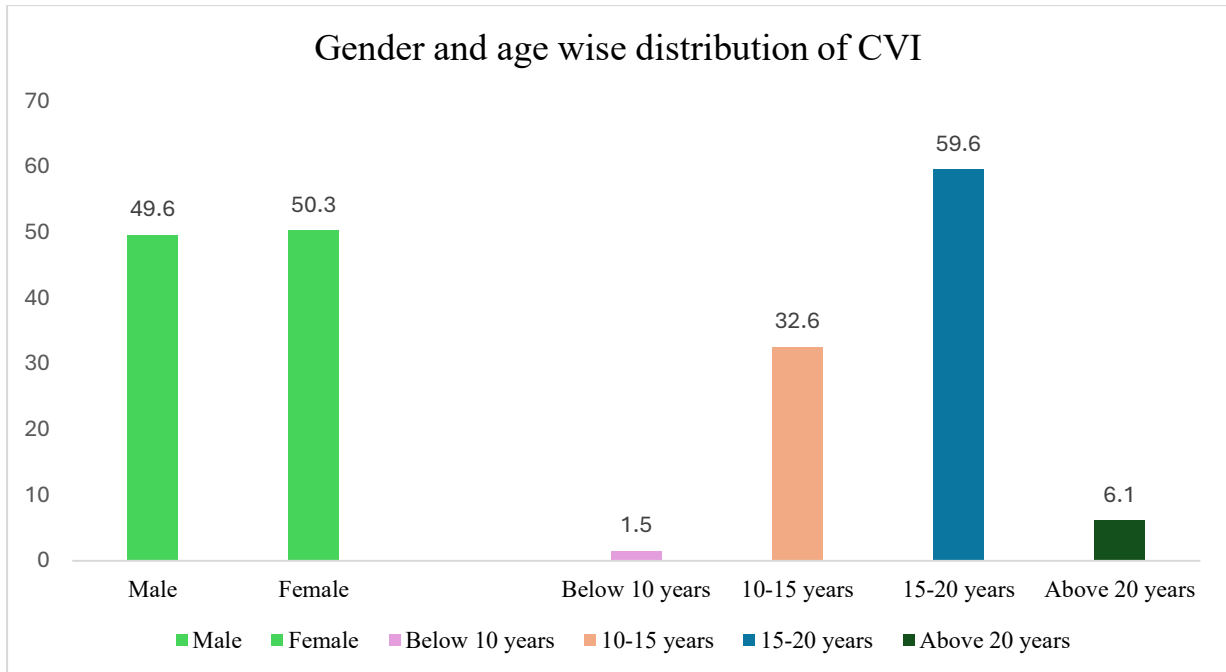
*Unless mentioned otherwise, figures within the parenthesis are in percentage of the column total.*



**Fig. 4.1: Sampling details for CVI in selected clusters**

### 4.2.1 Demographic profile of the studied CVIs

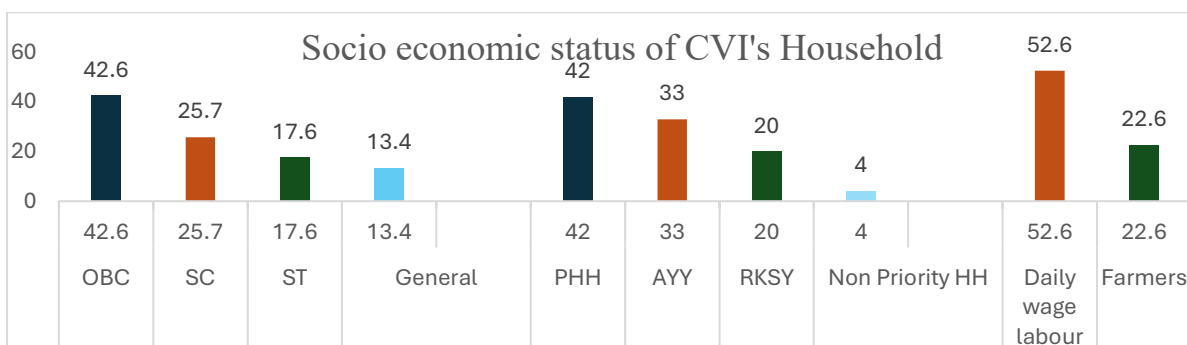
The gender distribution of CVIs was nearly equal, with 49.6% male and 50.3% female, except in West Bengal, where 55.6% were female. In terms of age, most CVIs were in the 15-20 years age group (59.6%), followed by 10-15 years (32.6%), with fewer in the below 10 years (1.5%) and above 20 years (6.1%). West Bengal had a higher proportion of CVIs in the 15-20 years age group (74%) (Table 4.2).



**Fig. 4.2: Demographic profile of CVI (in %age)**

### 4.2.2 Socio-economic profile of CVIs

The majority of CVIs were from OBC (42.6%), followed by SC (25.7%), general caste (17.6%), and ST (13.4%). Regional differences were noted: in West Bengal, most CVIs were from the general caste (51.9%), in Bihar from OBC (66.3%), and in Rajasthan, the majority were from ST and OBC. Regarding government assistance, 42% of CVI families were categorized as Priority Household (PHH), 33% under Antyodaya Anna Yojana (AAY), and 20% under RKSRY I. Only 4% of families fell under non-priority household categories. In terms of income sources, 52.6% of CVI households depended on wage labour, and 22.6% were farmers, indicating that many CVIs came from economically disadvantaged families (Table 4.3).

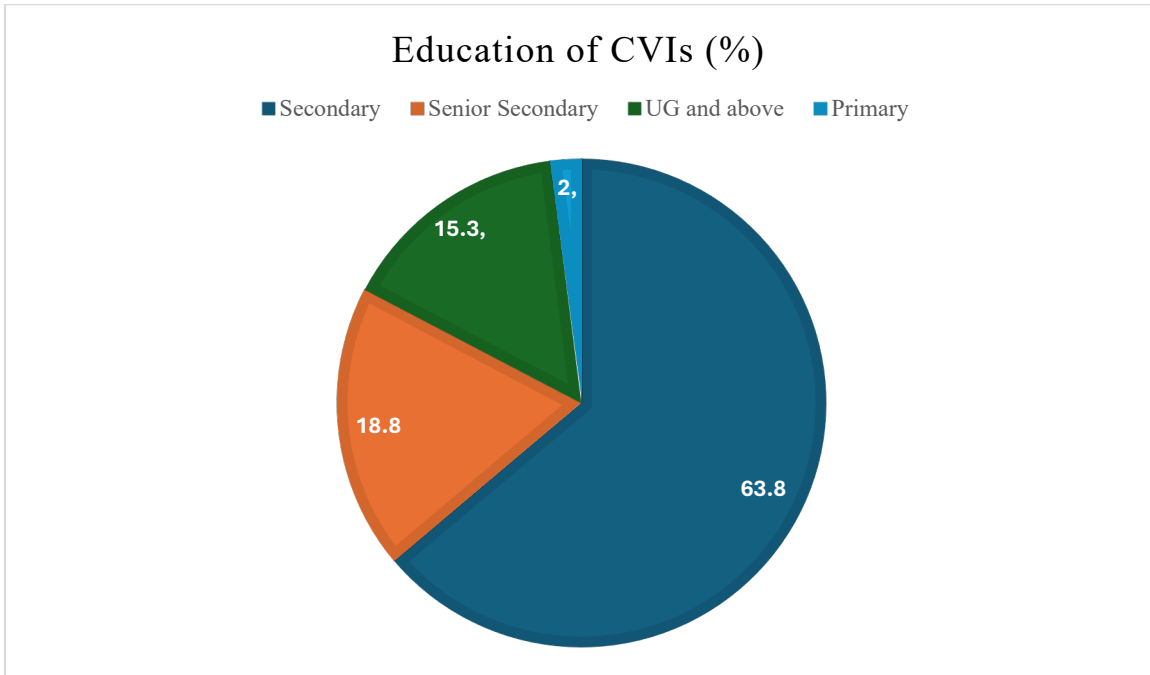


**Fig. 4.3: Socio-economic status of CVI's Household (in %age)**

### 4.3 Section B: Results of Project Intervention, Achieved Outputs, Outcomes, and Learning Level of CVI

#### 4.3.1 Education of CVI

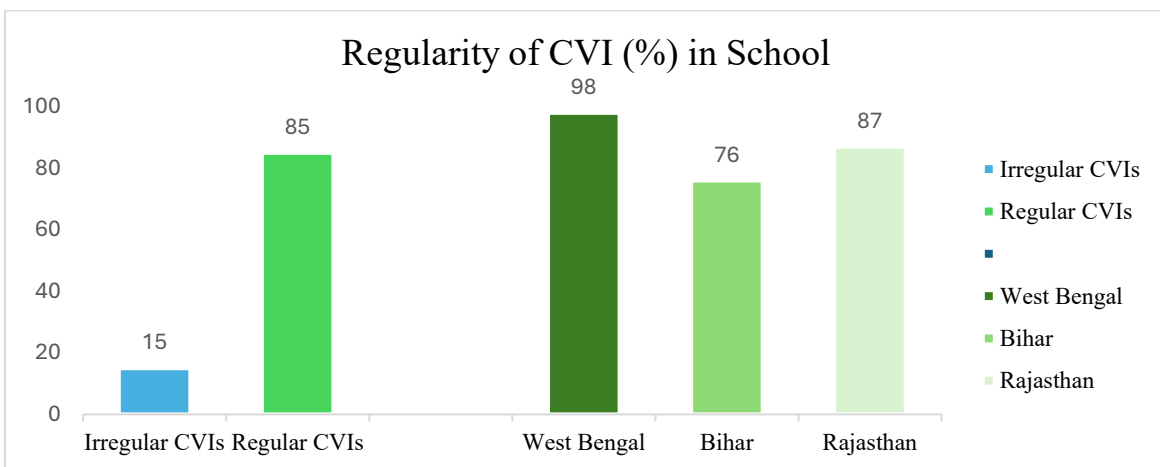
Majority (63.8%) of CVI were reported to study up to the secondary level followed senior secondary (18.8%), UG and above (15.3%). Around 2% CVI were from primary level (Table 4.4).



**Fig 4.4: Education attainment by CVIs (in percent)**

#### 4.3.2 Regularity in Schools

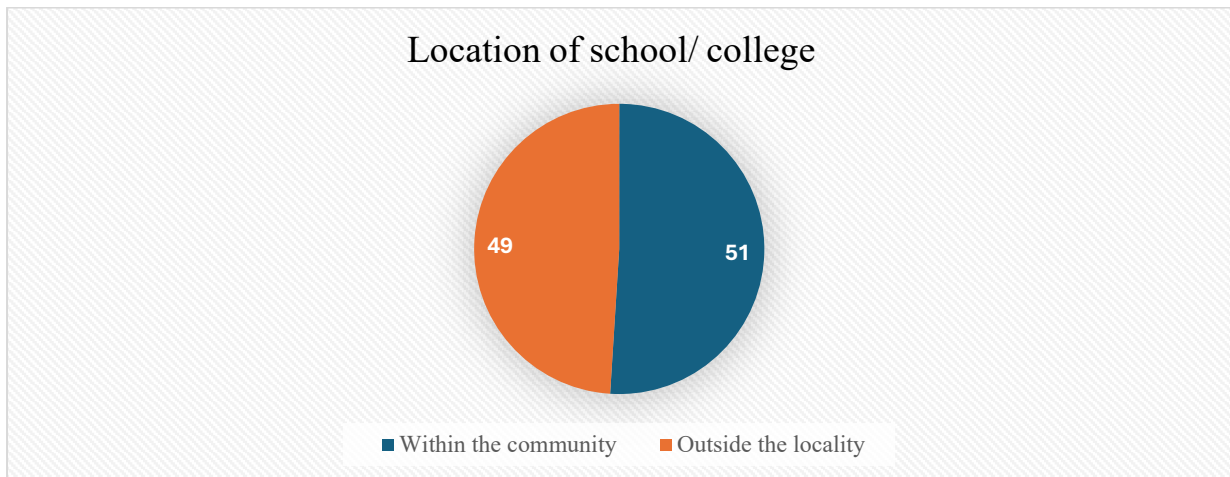
85% of CVI reported attending schools regularly. Nearly 98% of CVI from West Bengal attended the schools regularly, followed by Rajasthan 87% and Bihar 76% (Table 4.4). Furthermore, nearly 52% of CVI attended schools more than 20 days a month, followed by 25% of CVI who attended schools between 10-20 days per month (Table 4.4)s



**Figure 4.5: Regularity of CVIs in the school (in percent)**

### 4.3.2 Location of schools/colleges and the distance between home and schools/colleges

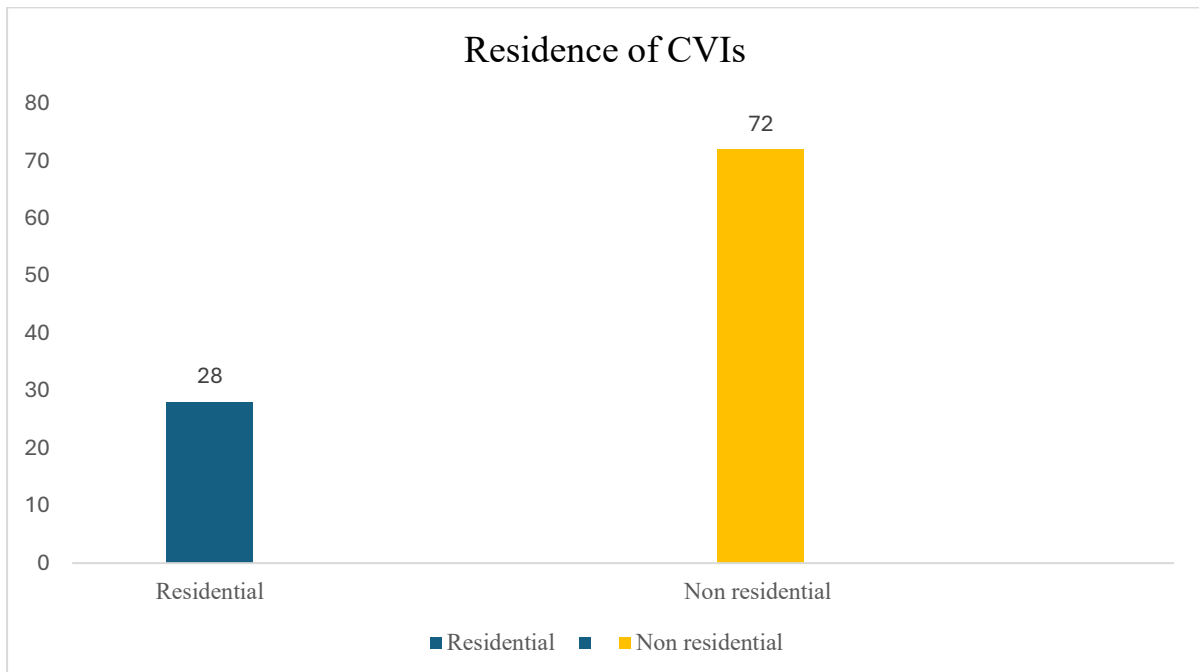
For 51% of CVI schools were in the same village or city ward. The remaining 49% of CVIs, schools were in other villages or city wards (Table 4.4).



**Fig 4.6: Location of the schools/ colleges for CVIs (in %age)**

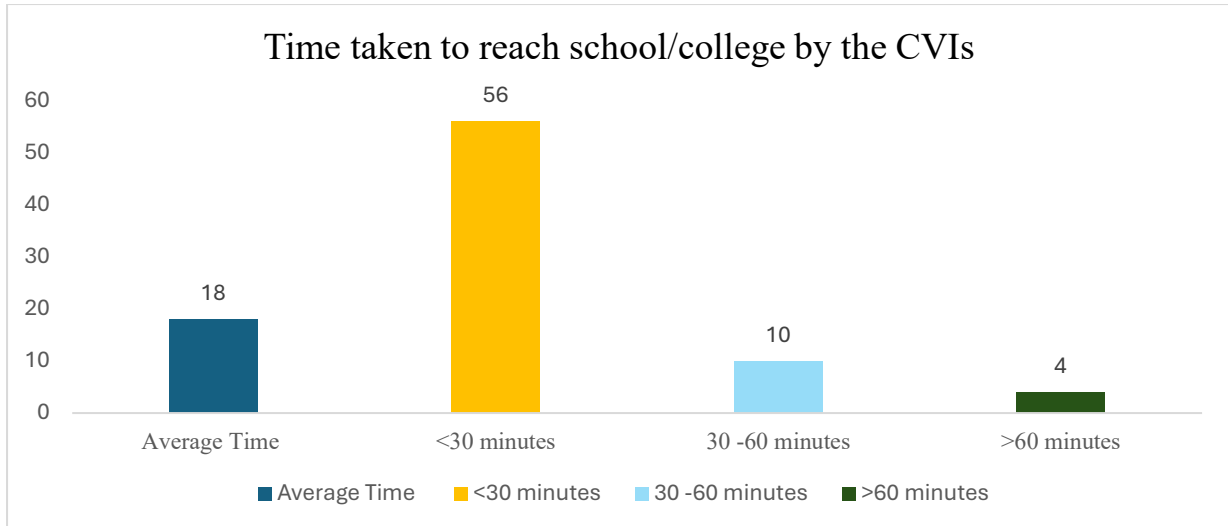
### 4.3.4 Time taken to reach the school/college

Nearly 28% of CVI reported residing in residential schools. Bihar had the highest residential CVIs (53%) and West Bengal had the least (2%). Nearly 39% of CVIs who regularly attended the school resided within 2 km of the school, and 33% resided beyond 2 km of the school (Table 4.4). Around 13% of CVIs were hostellers/residential in school premises, and the remaining 15% were irregular irrespective of the distance between residence and school (Table 4.4).



**Fig 4.7: Residential and non-residential CVIs (%age) .**

On average, CVI took 18 minutes to reach the schools and colleges, making inclusive education for CVI a convenient option (Table 4.4). Approximately 56% of CVI reached their destinations in less than 30 minutes, while 10% of CVI took between 30 and 60 minutes to reach the schools. Only 4% of CVI had to travel for more than 60 minutes (Table 4.4).



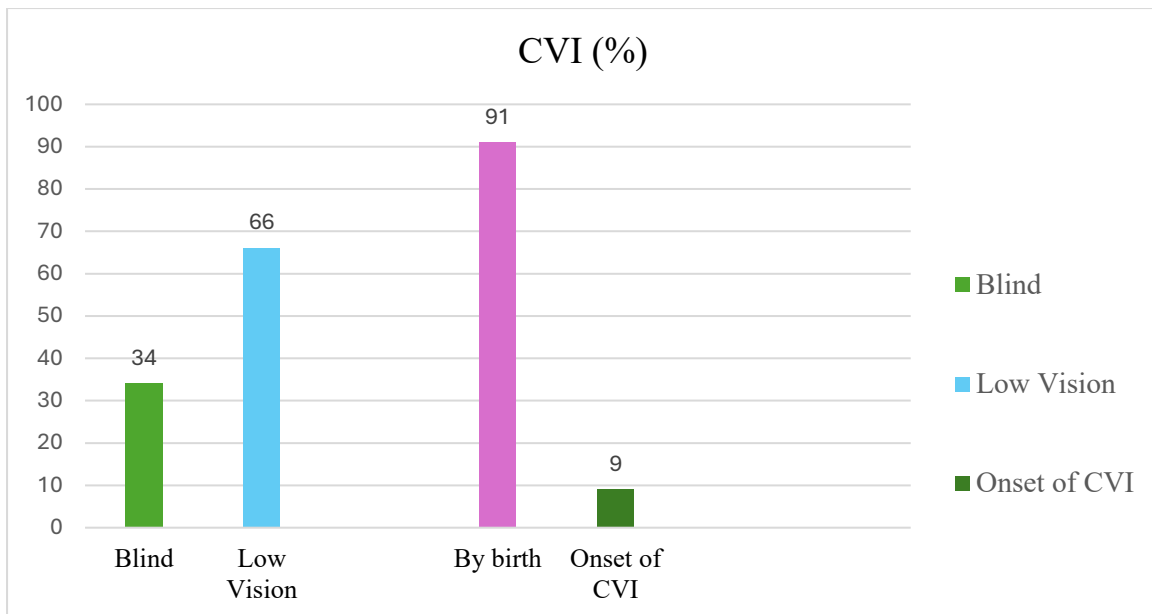
**Fig 4.8: Average time taken and time taken in minutes to reach school/ college by the CVIs (%age)**

### 4.3.5 Mode of learning for CVI

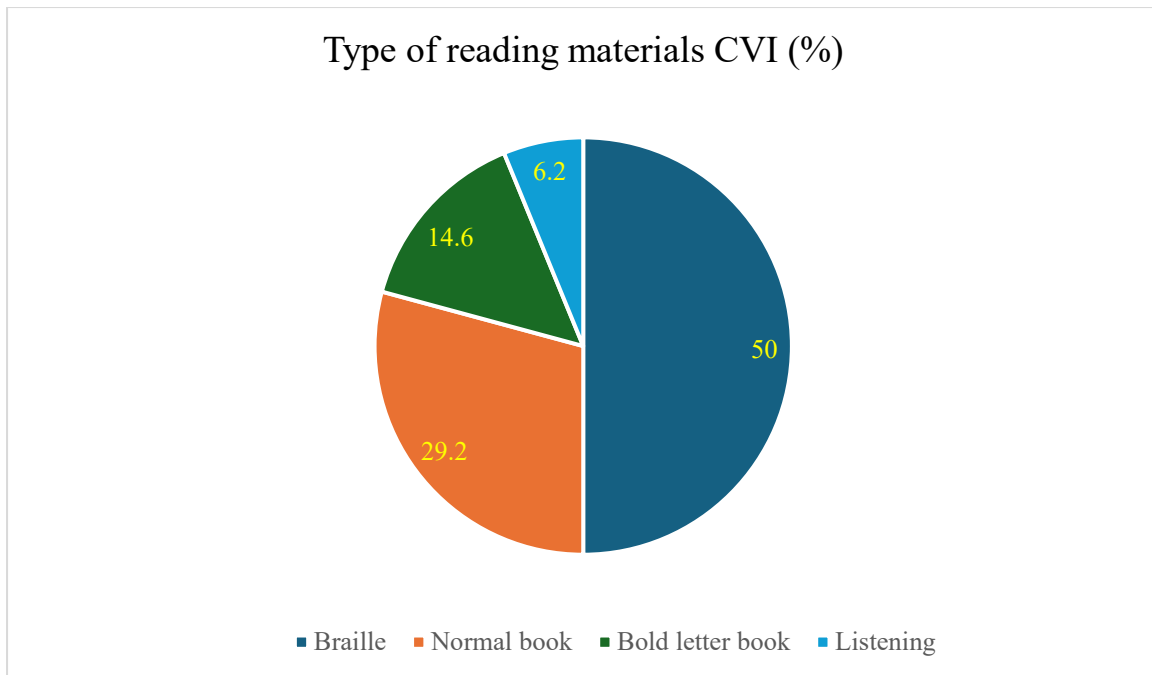
Approximately 47% of CVI had partial blindness, 34% had blindness (full), and the remaining 66% had low vision (Table 4.5). While 91% of CVI had vision impairment by birth, only 9% had experienced the onset of visual impairment (Table 4.5).

Regarding reading materials, 50% of CVIs reported using Braille Script, followed by 29% with normal books and 15% with bold letter print materials (Table 4.5). Around 6% of CVIs became dependent on listening in recent times who earlier could read big letters.

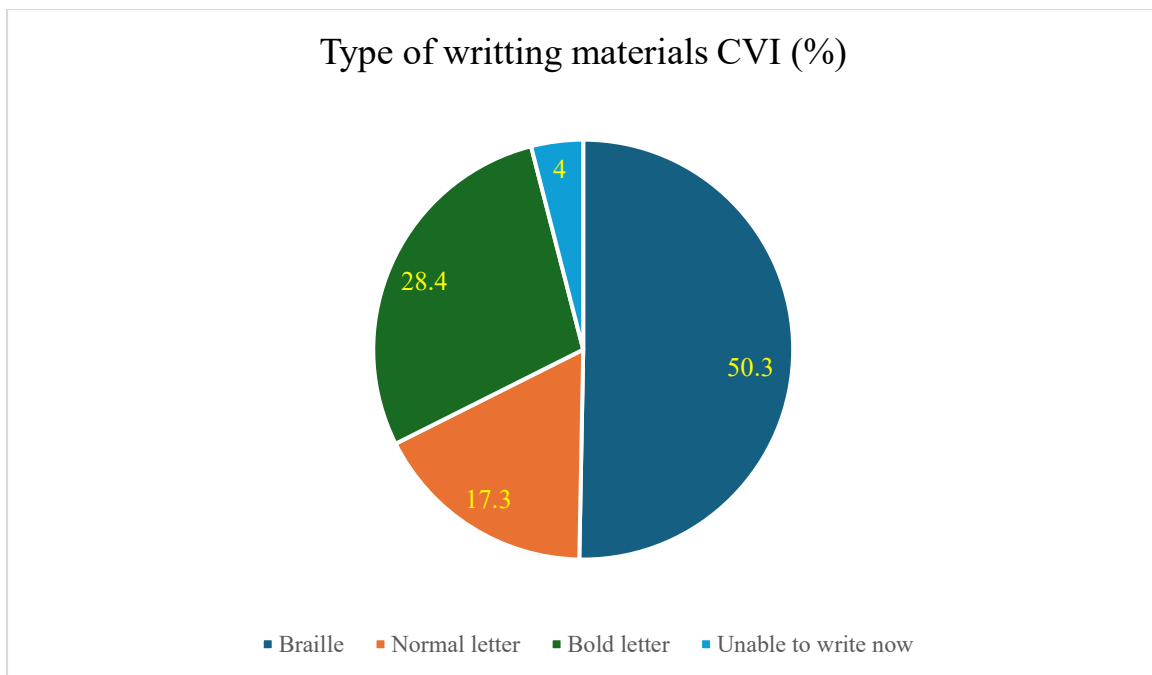
Regarding writing medium, 50% of CVIs were reported to use Braille, 17% using bold letters, 28% using normal letters, and only 4% who could write earlier had lost their writing ability (Table 4.5).



**Fig 4.9: Types of visual impairment and time of occurrence among the CVIs (%age)**



**Fig 4.10: Mode of learning- Type of reading materials**



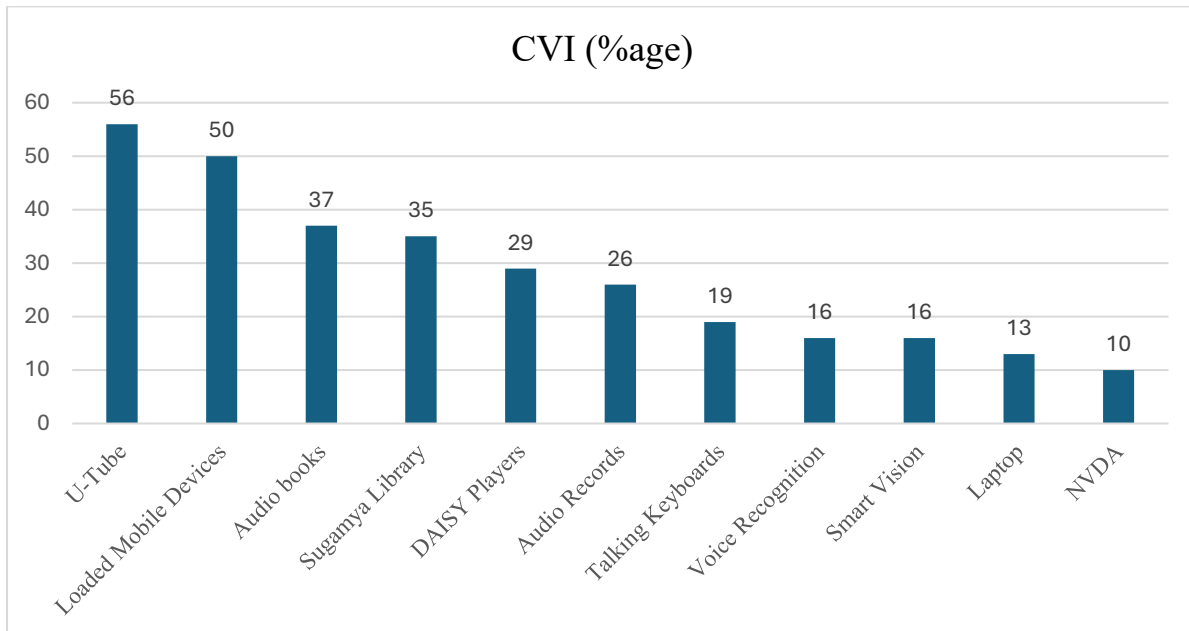
**Fig 4.11: Mode of learning: Type of writing materials**

#### 4.3.6 Use of ICT tools for learning by CVI

Several ICT tools were offered to the CVI with or without government aid. These included, Mobile with loaded textbooks, Laptop with loaded textbooks, Audio books, Screen Magnifier, Non-Visual Desktop Access screen reader (NVDA screen reader), DAISY players, Voice recognition tool, Talking keyboards, Sugamya Pustaklaya, Audio recordings, Google U-tube, and Smart Vision glass/Specks. Many CVI used multiple ICT tools for learning. Some of them got assistance from the government in the form Mobile and Laptop but most CVI arranged these by their own. Other ICT tools were provided at the Block resource centres only for

instance, screen magnifier, NVDA, Voce recognition tools etc. Laptops were given to very few CVISs.

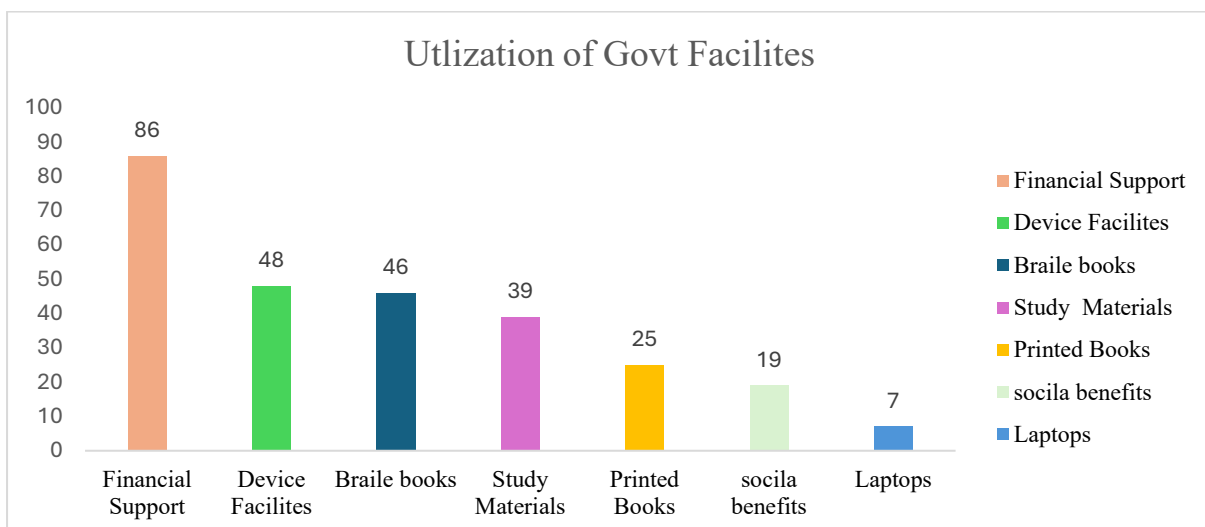
Nearly 56% of CVI used Google U-Tube, and 50% used mobile devices loaded with textbooks. Besides these, 37% used audiobooks, 35% used Sugamya Pustaklaya at the BRC, 29% DAISY players, 26% Audio recordings, 19% talking keyboards, 16% each Voice recognition tool and Smart Vision glass/specks, and 13% laptops loaded with the textbook. Less than 10% used other tools like screen magnifiers and NVDA (Table 4.6). The data revealed that large number of CVI (nearly 29%) were dependent on ICT tools available at BRC (as mentioned above) which had limited impact on their learning process. This area needs special focus in the future.



**Fig 4.12: Use of ICT tools by CVIs (%age)**

#### 4.3.7 Utilization of government sponsored benefits

Nearly 98% of CVIs utilized some kind of government benefit for inclusive education (Table 4.6). The types of benefits received by the CVI included financial support (86%), device facilities (48%), Braille books (46%), study materials (39%), printed books (25%), social benefits (19%), and Laptops (7%) (Table 4.6).

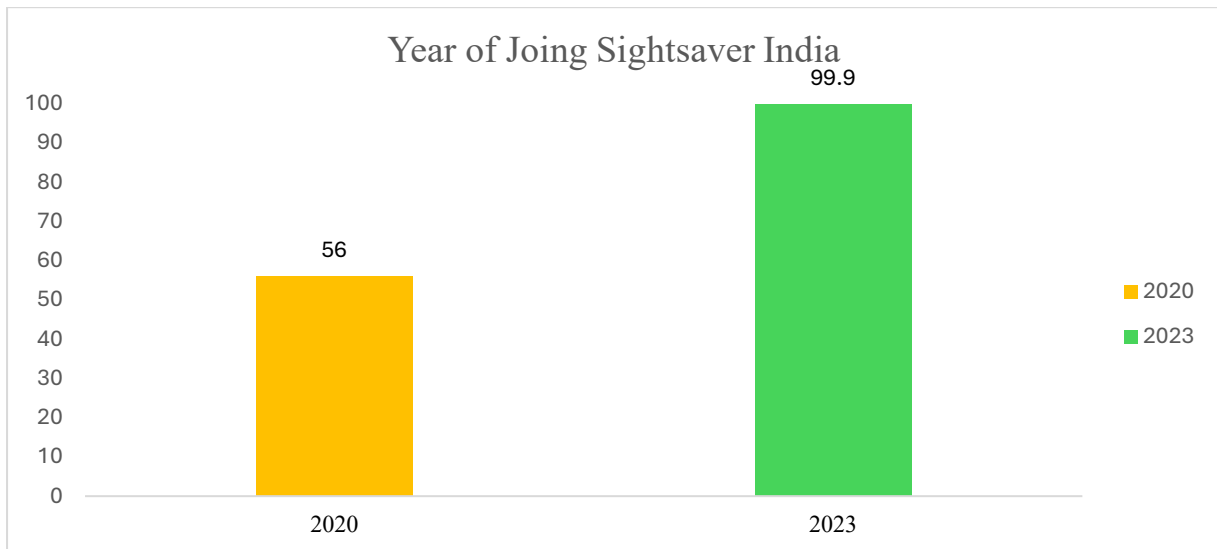


**Fig 4.13: Utilization of government sponsored facilities(%age)**

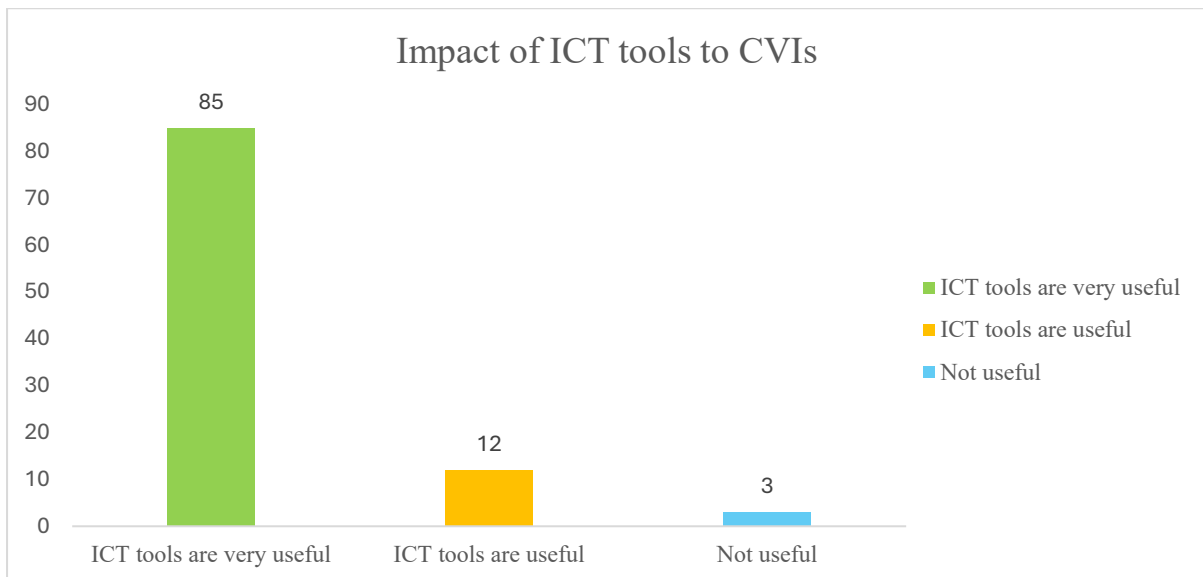
### 4.3.7 Year of joining Sight Saver India’s inclusive education and impact of ICT tools for reading

Sightsavers project began from 2017 in Rajasthan and Bihar and in West Bengal it started from 2019. By 2020 nearly 56% CVI s were enrolled in schools and BRC of Sightsavers under inclusive education. Although West Bengal was a late starter, it registered 85% enrolment by 2020. By 2023, across the states, 99.9% enrolment was achieved (Table 4.7).

Concerning the impact of ICT tools for reading provided by Sightsavers, 85% CVI found the ICT tools very useful. Nearly 12% CVI felt that they were not adequately benefited by the ICT tools (as they mostly had no personal ICT devices) and around 3% CVI felt that these were of little use. However, many of these CVIs were irregular both in schools and BRC (Table 4.7).



**Fig 4.14: Year of joining Sightsavers India for inclusive education(%age)**



**Fig 4.15: The impact of ICT tools on CVIS (%age)**

### 4.3.8 Learning outcomes of inclusive education programme for CVI and impact of Sight Saver’s intervention

Online classes were organised during COVID 19 by the Sightsavers. Nearly 64% CVI attended these classes. West Bengal had the highest achievement (80% attendance ) followed by

Rajasthan (75% attendance). Around 36% CVI did not attend the online classes mostly due to lack of mobile device (Table 4.8).

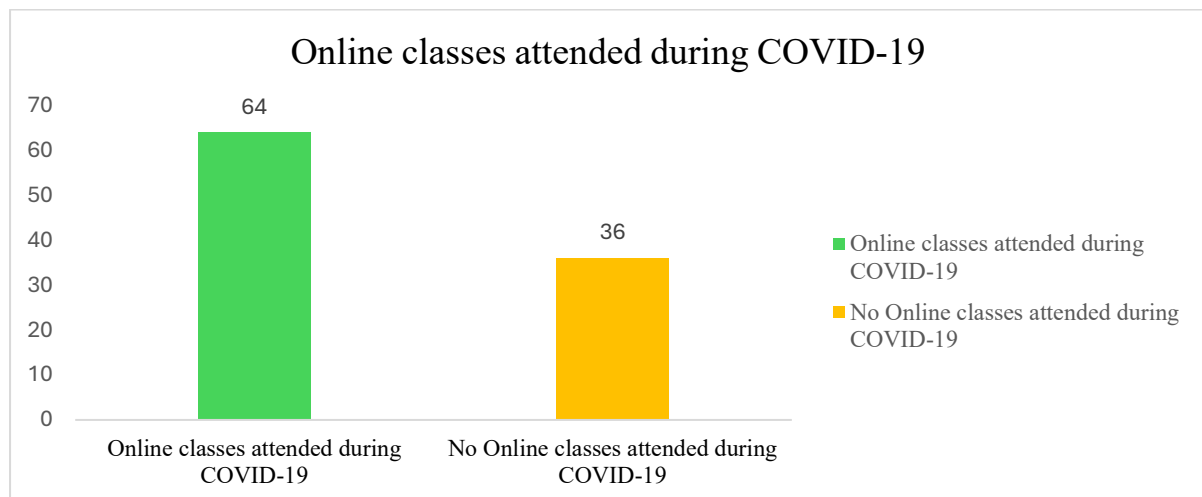
53% CVI reported to have ability to read a story, nearly 91% CVI and another 19% CVI could a paragraph and another 19% could read the words. Thus 91% CVI had developed the capacity to read through the intervention (Table 4.8).

Similarly, nearly 64% CVI could observe fully and another 21% could partly observe. But 15% CVI could not read the local language when it was other than official state language. In west Bengal this problem was absent.

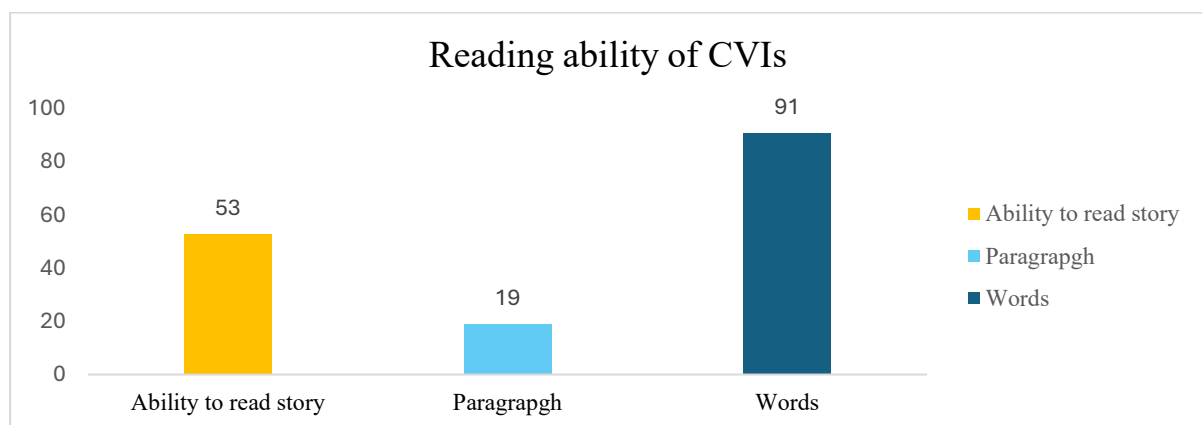
With respect to the ability to read the English language, 34% CVI could read sentence could read words, and 29% could read capital letters (Table 4.8). With respect to interviewers' observation regarding the CVIs ability, it was found that 58% CVI could read English fully and 22% partly. Remaining 20% failed to read English (Table 4.8). Concerning English speaking, around 48% CVI could speak English sentences (Table 4.8).

Concerning mathematical ability, 16% CVI could recognize 1-9, and 21% could recognize 10-99. Furthermore, 20% each CVI could do subtraction and division (As per the observation of the interviewers) (Table 4.8).

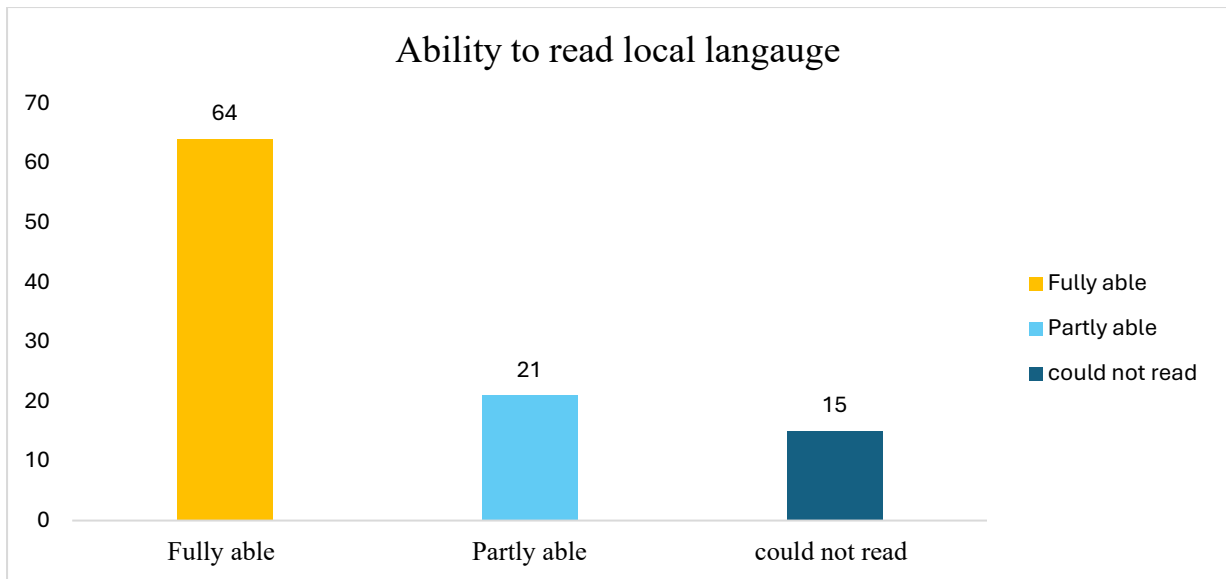
In continuation with mathematical ability, 54% CVI could use Taylore Frame, 33% could use Abacus and the remaining 13% could not use either of these due to their own reasons (Table 4.8).



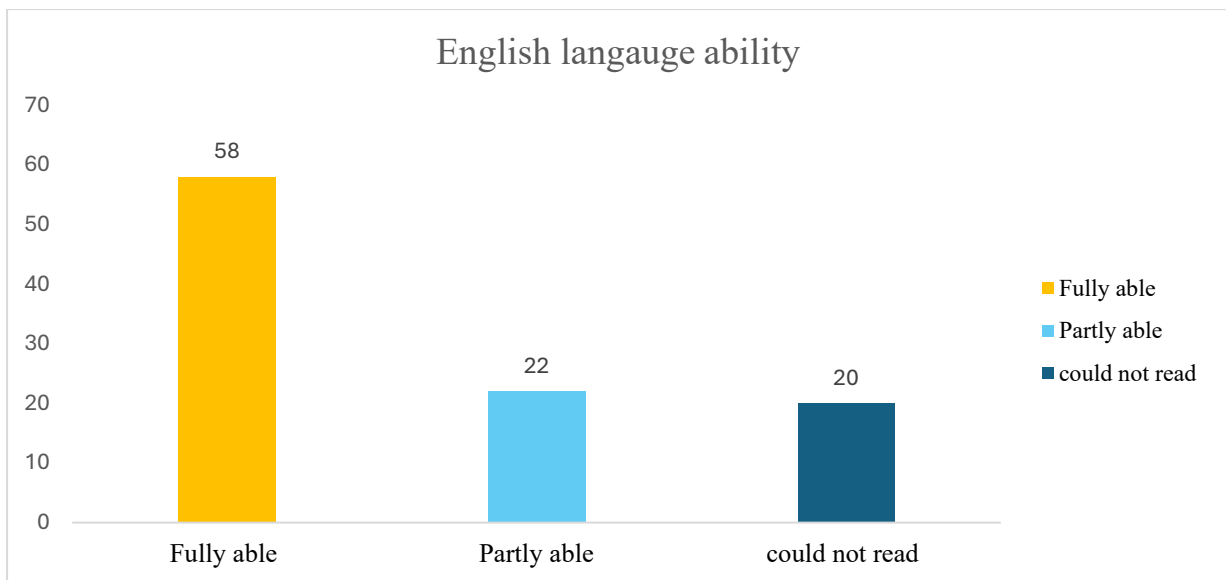
**Fig 4.16: Online classes attended by CVIs during COVID-19 (%age)**



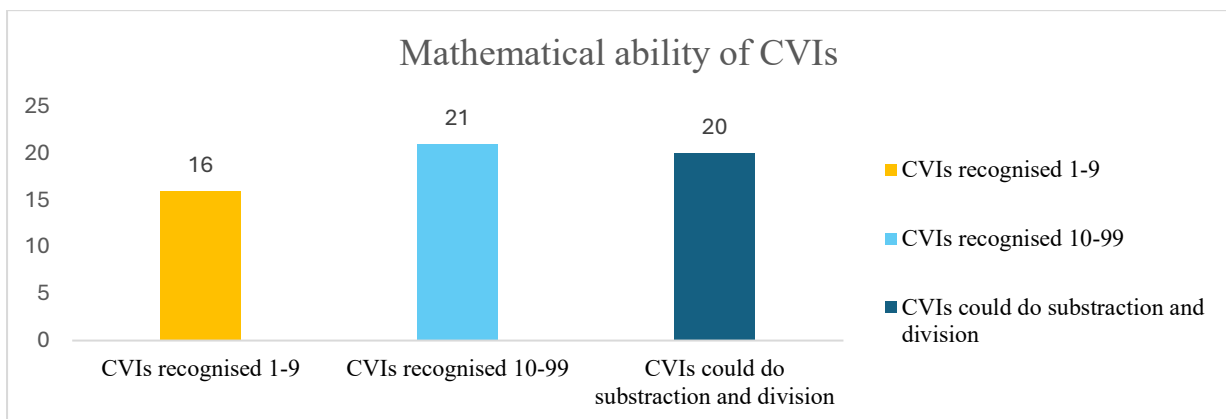
**Fig 4.17: Reading ability of CVIs (%age)**



**Fig 4.18: Ability to read local language by CVI (%age)**



**Fig 4.19: English language ability of CVIs (%age)**



**Fig 4.20: Mathematical ability of CVIs (%age)**

#### 4.3.9 Summary of learning output, outcome and impact of intervention

1. Inclusive education for CVI ensured education for approximately 34% of fully blind, and 66% low vision.
2. Inclusive education has facilitated the study of nearly 64% of CVI until secondary level and another 19% up to senior secondary, which is commendable.
3. Inclusive education recorded 85% regular attendance for CVI, which is no ordinary achievement.
4. Inclusive education also became effective as on average CVI had to travel for just 18 minutes reach their schools and 51% CBI were studying in schools within 2 kms distance from their residence.
5. 50% of CVI had learnt to use braille script, 15% could read bold or large/bold printed materials, and 29% could read normal print, which included single-eye vision and partial vision.
6. One of the significant outcomes of the inclusive education and project intervention is provision ICT tools for CVI with or without government aid. These included, Mobile with loaded textbooks, Laptop with loaded textbooks, Audio books, Screen Magnifier, Non-Visual Desktop Access screen reader (NVDA screen reader), DAISY players, Voice recognition tool, Talking keyboards, Sugamya Pustaklaya, Audio recordings, Google U-tube, and Smart Vision glass/Specks. Many CVI used multiple ICT tools for learning. Some of them got assistance from the government in the form Mobile and Laptop but most CVI arranged these by their own. Other ICT tools were provided at the Block resource centres only and these were not given for personal use at home. As a result, 56% of CVI used Google U-Tube, and 50% used mobile devices loaded with textbooks. Besides these, 37% used audiobooks, 35% used Sugamya Pustaklaya at the BRC, 29% DAISY players, 26% Audio recordings, 19% talking keyboards, 16% each Voice recognition tool and Smart Vision glass/specks, and 13% laptops loaded with the textbook. Less than 10% used other tools like screen magnifiers and NVDA. These are the direct impact of project. However, in spite of the assurance, government aided personal mobile and laptop could reach only to very limited number of CVI which is a matter of concern.
7. It was found *inter alia* 98% of CVI reap the benefit of government-aided ICT tools at the block resource centre (BRC) and sometimes in schools.
8. Achieving 56% CVI enrolment in schools and BRC by 2020 and 99.9% enrolment by 2023 was another commendable outcome.
9. During COVID nearly 64% CVI attended the classes online.
10. Impact of project intervention could be seen in terms of 85% CVI found ICT tools very useful, 53% CVI could read story, and 48% CVI could speak sentences in English. 34% CVI could read sentences in English with the help of ICT tools.
11. Concerning mathematical ability (as per the observation of the interviewers), 16% CVI could recognize 1-9, and 21% could recognize 10-99. Furthermore, 20% each CVI could do subtraction and division. Furthermore, 54% CVI learnt to use Taylore Frame, 33% could use Abacus and the remaining 13% could use other types of mathematical tools. As only 2% among the respondent CVI s were from primary school, many CVIs studying at middle and secondary schools also had inadequate mathematical ability.

#### 4.4 Section C: The Impact of the Capacity Building Intervention in Improving the Knowledge, Attitude, and Practices amongst the Teachers at Government Schools on Inclusive Education *vis-à-vis* Efficacy of Training

##### 4.4.1 Profile of the surveyed teachers associated with the CVIs

A total of 85 teachers were randomly selected from the designated clusters for the CVI survey. Among them, 56% were male, and 44% were female (Table 4.9).

In terms of age distribution, only 4% of teachers were below 30 years, 65% were between 30 and 50 years, and 32% were above 50 years (Table 4.9).s

Regarding the medium of instruction, approximately 78% of teachers taught in Hindi, 18% in Bengali, and the remaining 4% in English (Table 4.9).

With respect to teaching experience, 56% of teachers had 10–20 years of experience, 25% had less than 10 years, 12% had 20–30 years, and 7% had over 30 years of experience (Table 4.9).

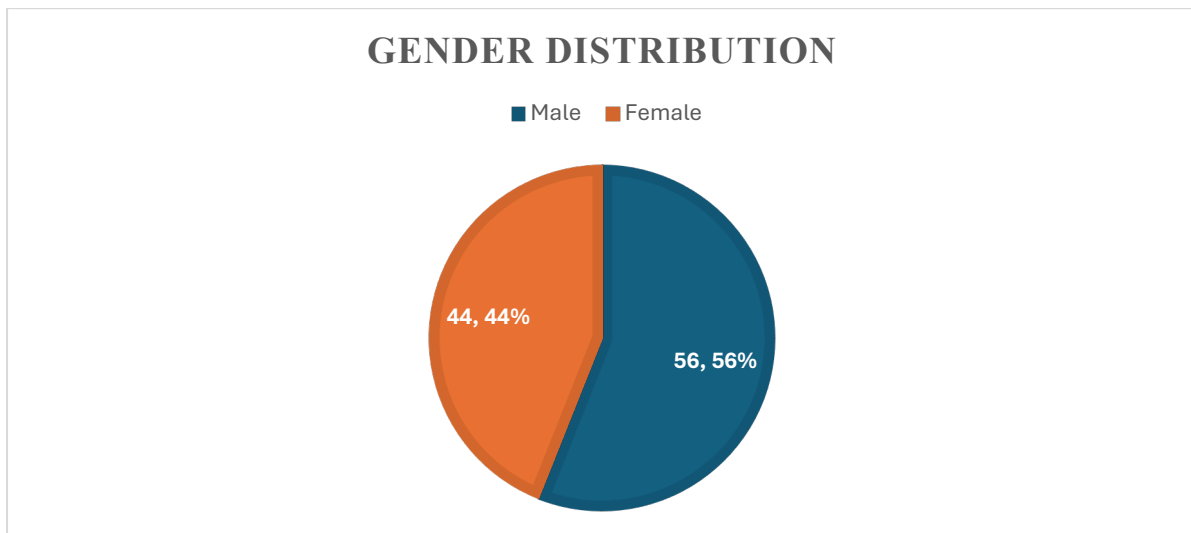


Fig 4.21: Gender wise distribution of teachers (% age)

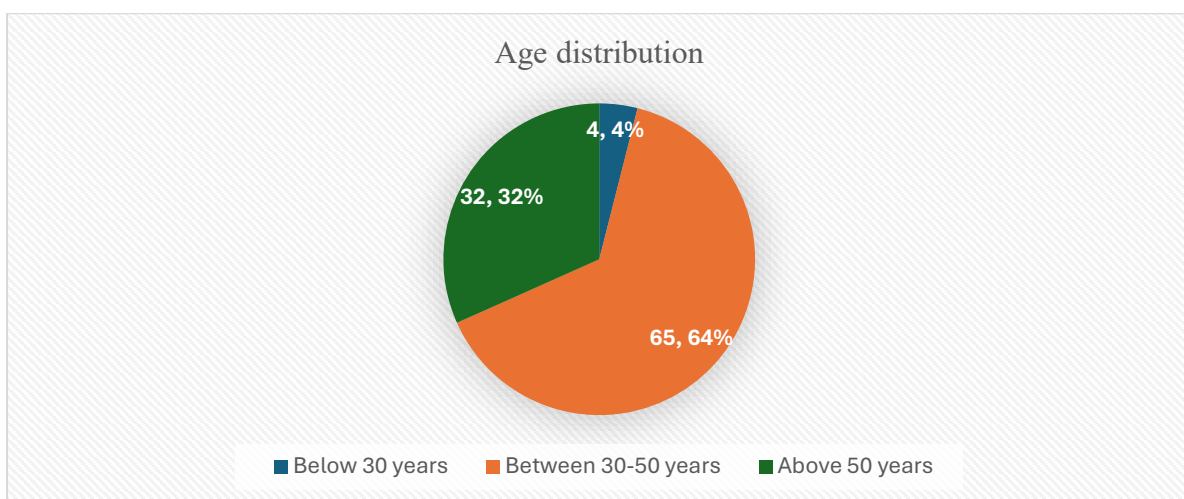
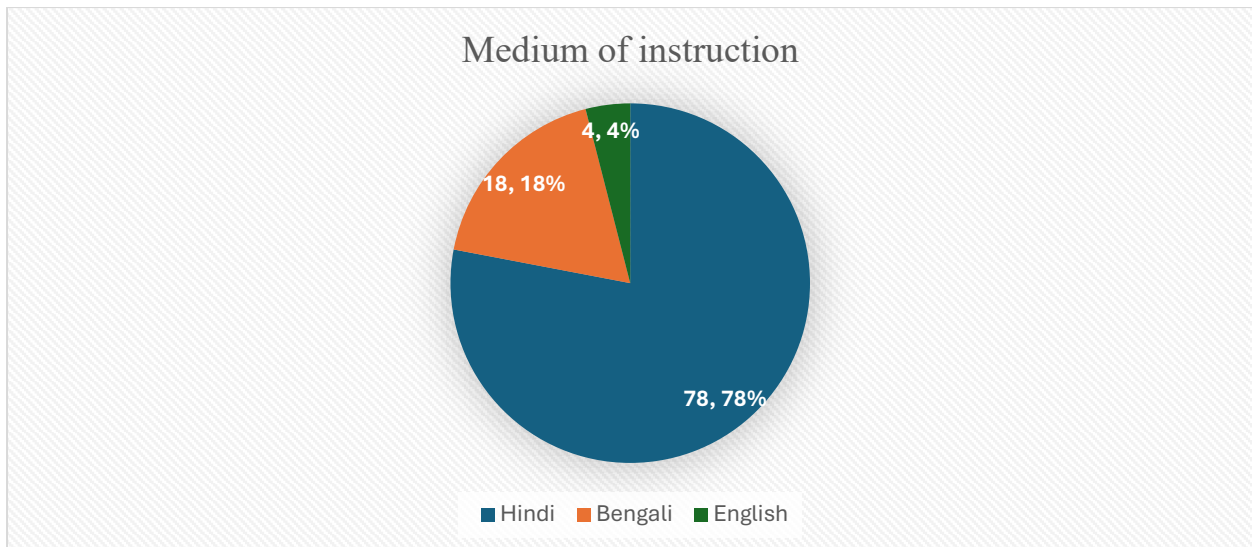
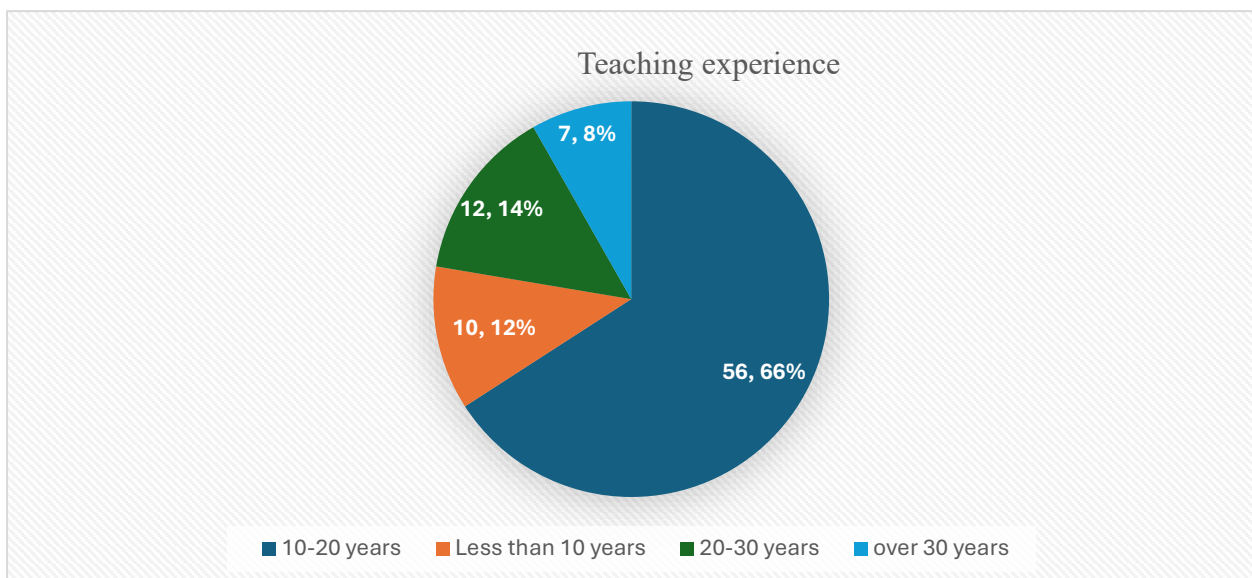


Fig 4.22 Age wise distribution of teachers (%age)



**Fig 4.23: Medium of instruction by teachers (%age)**



**Fig 4.24: Teaching experience of the teachers interviewed ( %age)**

#### 4.4.2 Teachers' experience and understanding of inclusive education for CVI

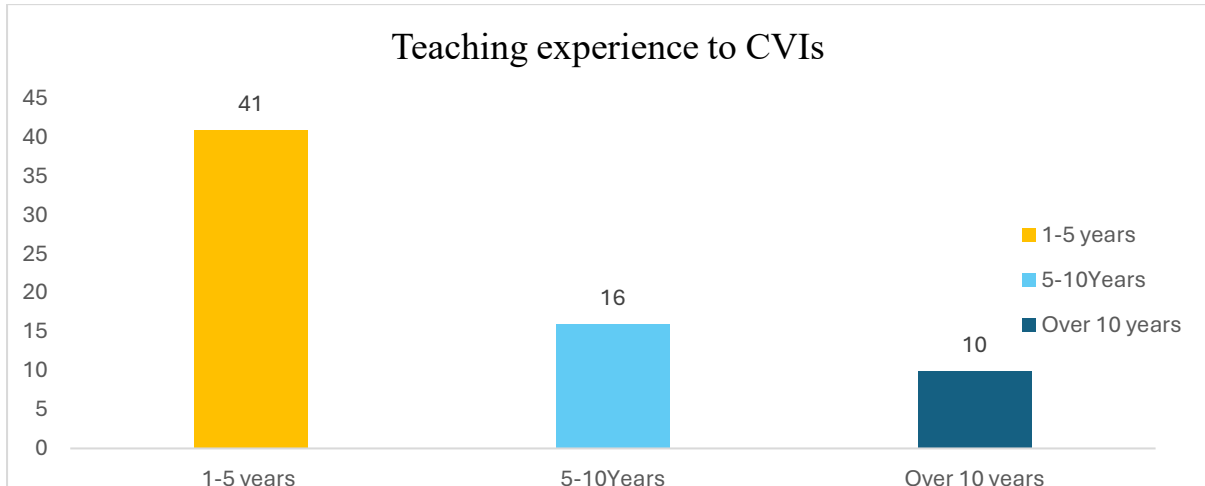
According to the survey, approximately 67% of teachers had experience teaching students with CVI (Table 4.10). Among them, 41% had 1–5 years of experience, 16% had 5–10 years, and 10% had over 10 years of experience.

Regarding teachers' opinions on the feasibility of CVI education in any school, 61% fully agreed that CVI could be taught in any school, 31% partially agreed, while 8% disagreed (Table 4.10). Similarly, 51% of teachers disagreed with the notion that CVI students should only be placed in special schools, 27% partially agreed, and 22% believed CVI should be taught exclusively in special schools.

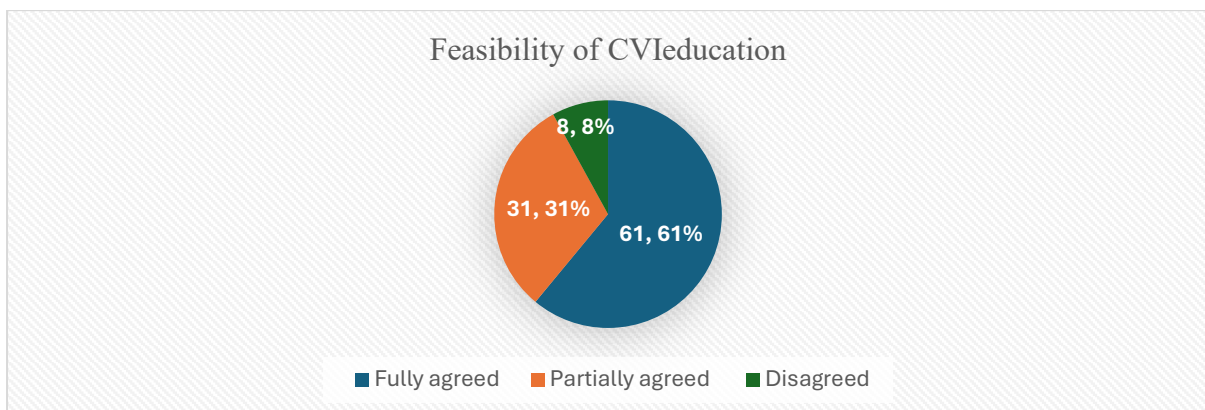
When it came to challenges in teaching CVI, 39% of teachers reported facing significant challenges, 54% encountered some challenges, and 7% did not report any difficulties (Table 4.10).

Regarding the need for special educators for CVI, 36% of teachers agreed that such educators were necessary, 42% partially agreed, while 21% did not see the need (Table 4.10).

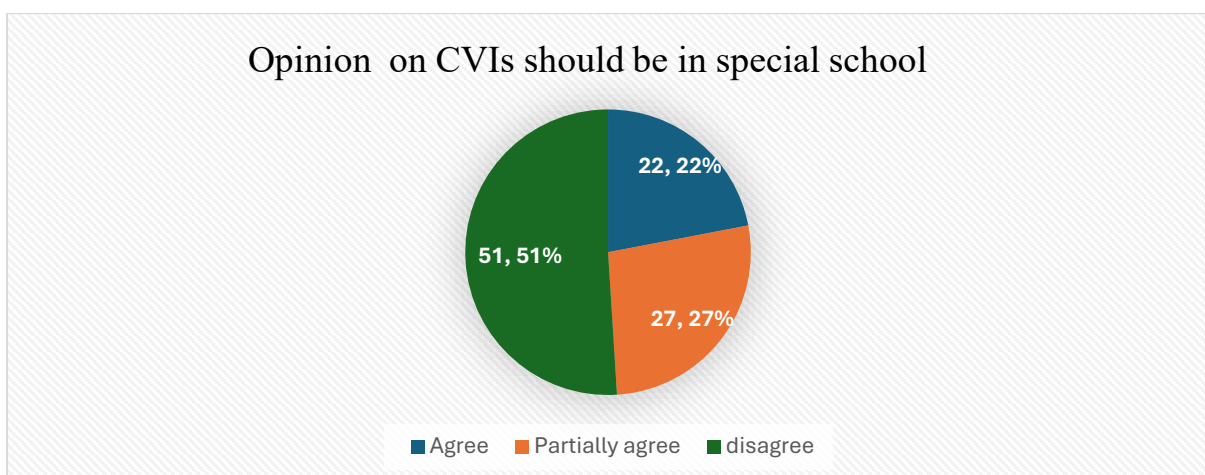
Besides the above, 71% of teachers believed that CVI students performed on par with their peers, 21% partially agreed, while 8% felt that CVI students were not at the same level as others (Table 4.10).



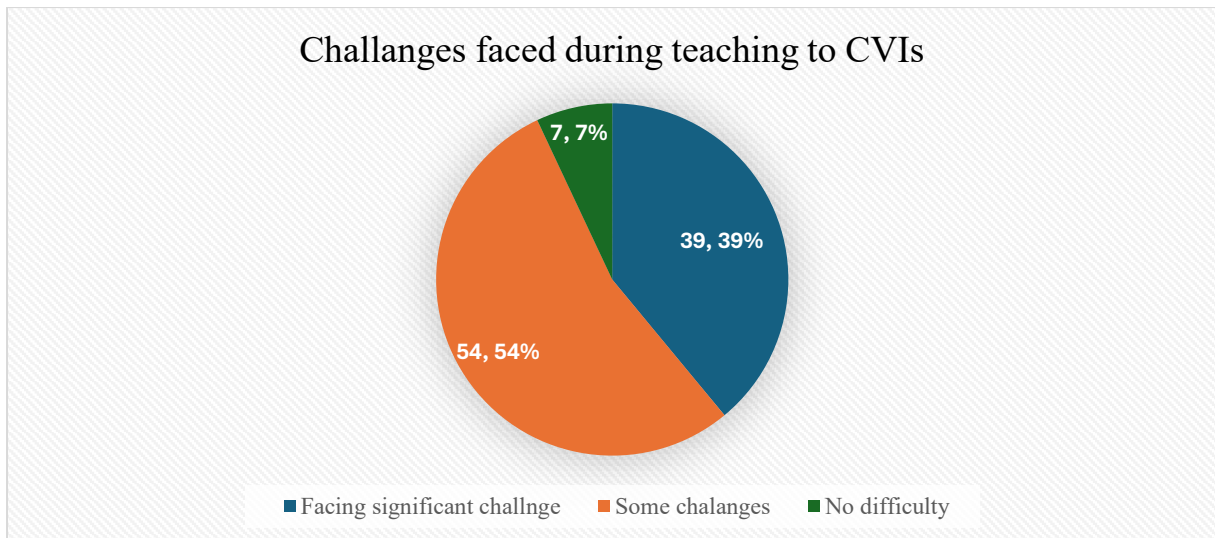
**Fig 4.25: Teaching experience to CVI students(%age)**



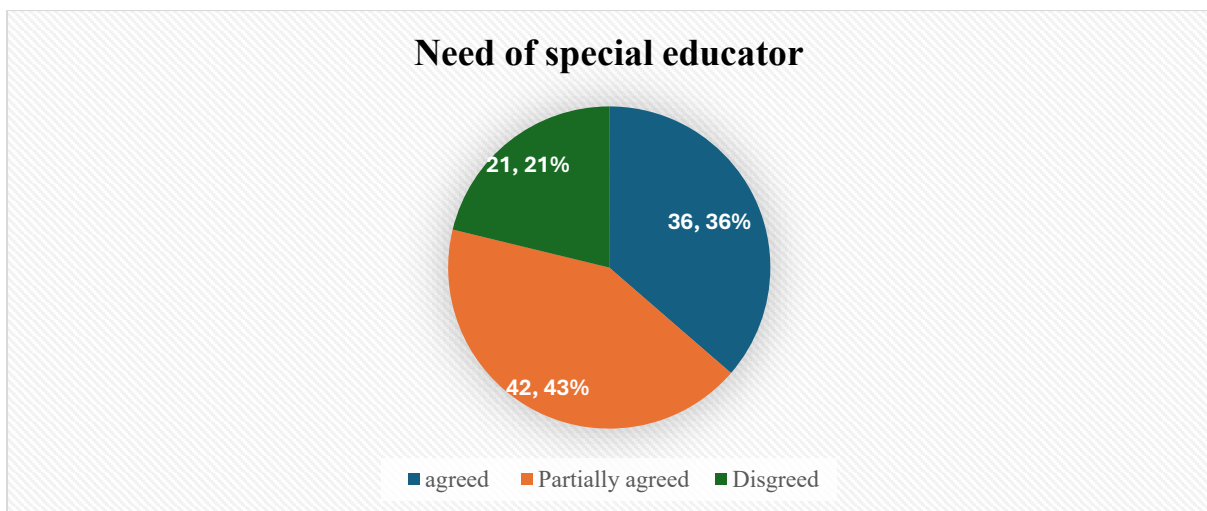
**Fig 4.26: Teachers' opinion about the feasibility of CVI education(%age)**



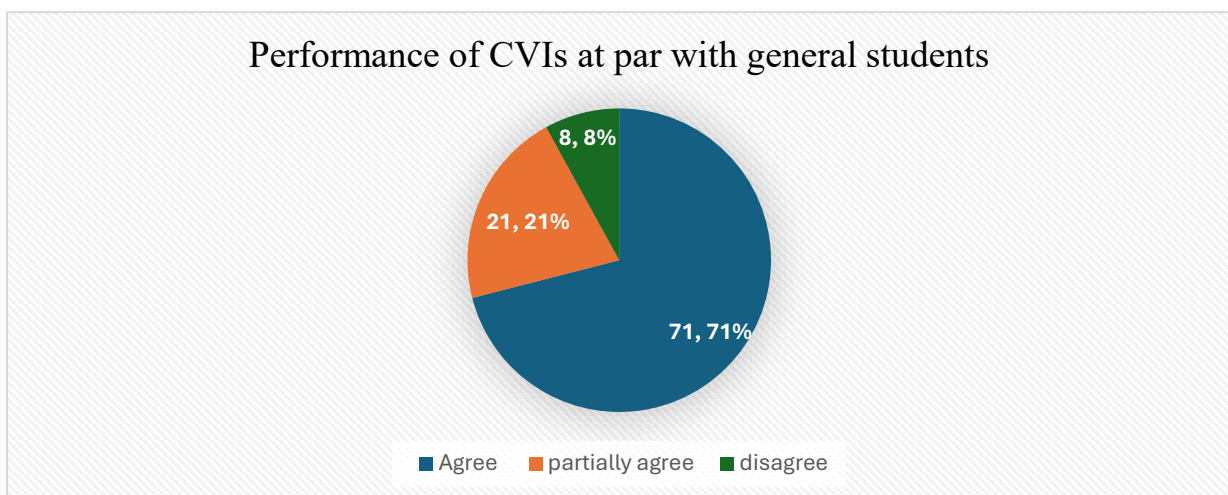
**Fig 4.27 : Teachers' opinion about the special school for CVIs.(%age)**



**Fig 4.28: Challenges faced while teaching to CVIs**



**Fig 4.29: Need of special educator for CVIs**



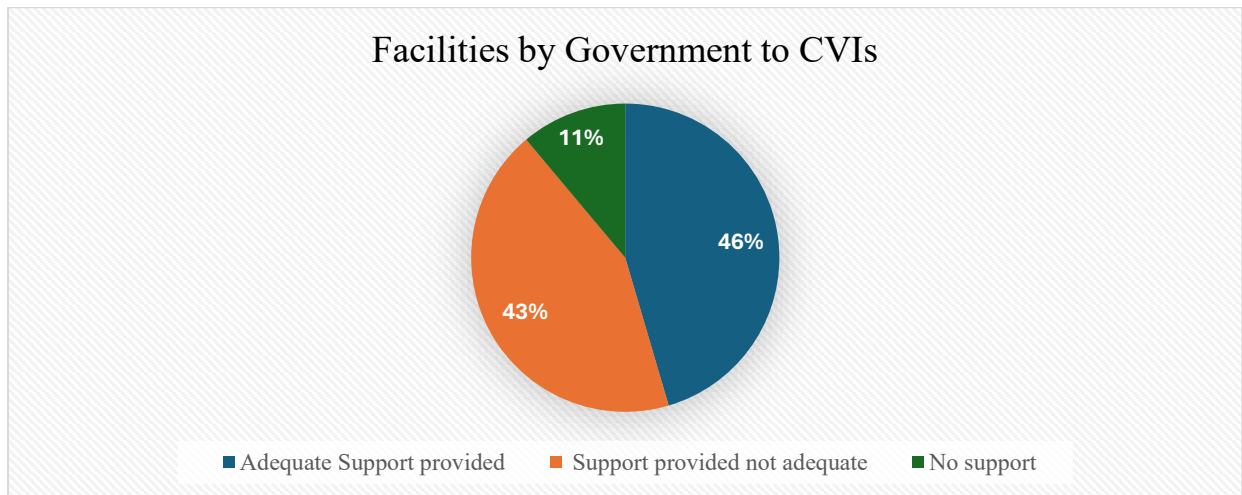
**Fig 4.30: Performance of CVIs at par with general students**

#### 4.4.3 Teachers’ opinion about governmental assistance for CVI and inclusive education

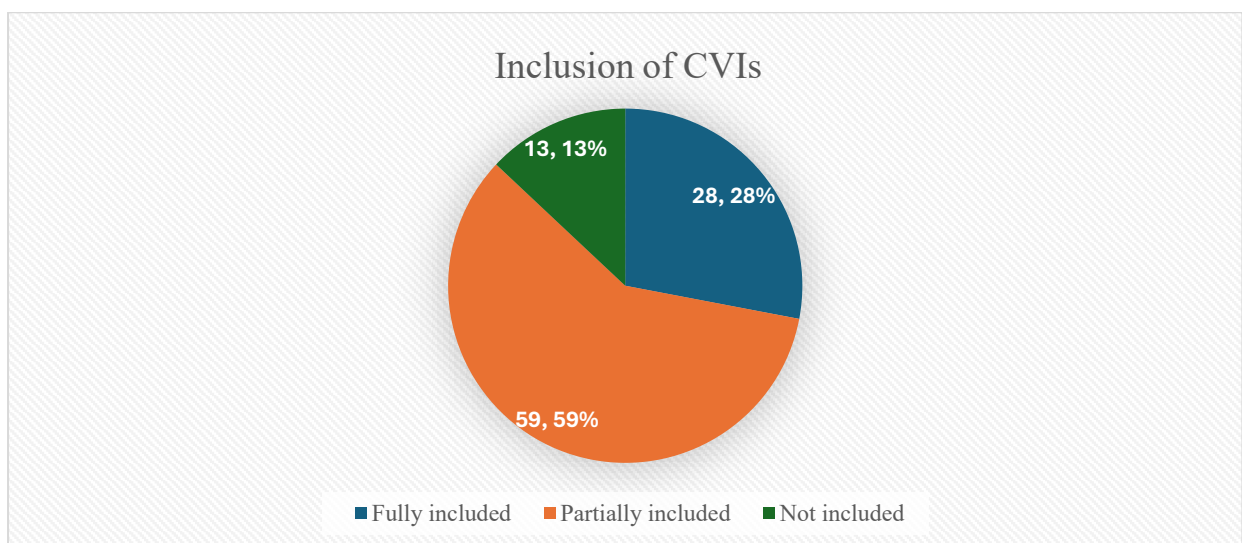
Regarding government spending on CVI and inclusive education, approximately 45% of teachers stated that assistance was provided, while 43% believed that some support was available but not fully adequate. The remaining 11% reported receiving no support at all (Table 4.11).

Additionally, 38% of teachers fully agreed, and 53% partly agreed that, beyond financial aid, other forms of support were also provided for CVI (Table 4.11). Among the surveyed teachers, 81 acknowledged the provision of financial support for CVI, 36 reported that schools received financial aid for CVI education, 54 mentioned the availability of teaching aids, 48 confirmed receiving teacher training, 40 had access to various teaching resources, and 41 noted the provision of assistive devices (Table 4.11).

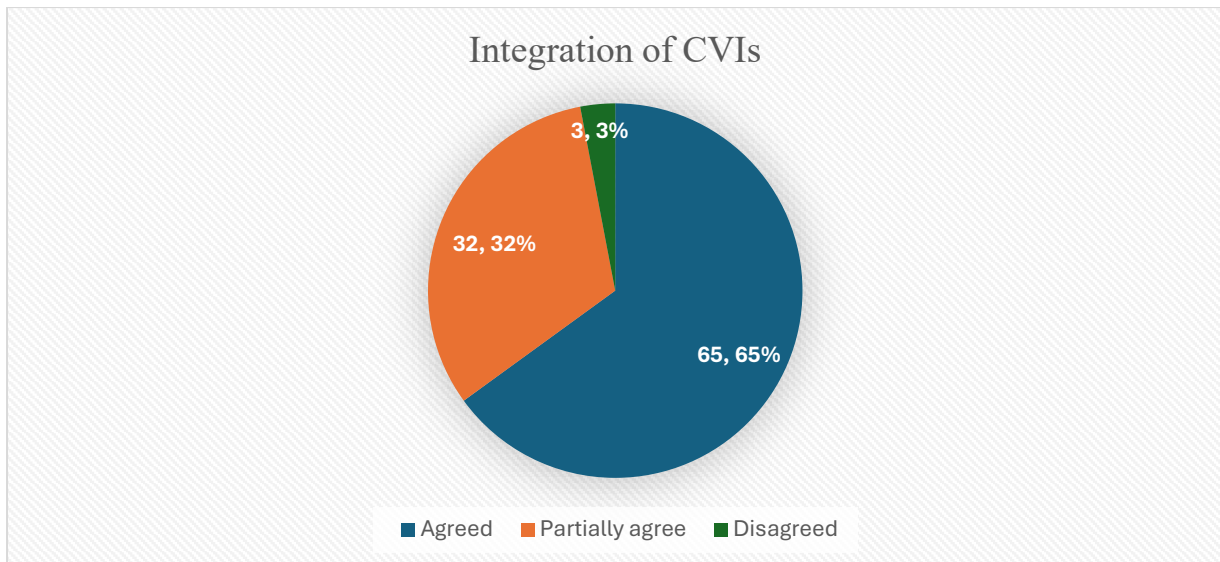
Regarding the inclusion of CVI students in general schools, 28% of teachers believed they were fully included, 59% stated they were partially included, and 13% felt they were not included at all. Similarly, 65% of teachers agreed that CVI students were integrated into school education, 32% partially agreed, and only 3% felt no such integration took place (Table 4.11).



**Fig 4.31: Teachers’ opinion about the facilities provided by the government for CVIs**



**Fig 4.32: Teachers’ opinion about the inclusion of CVIs in general schools**

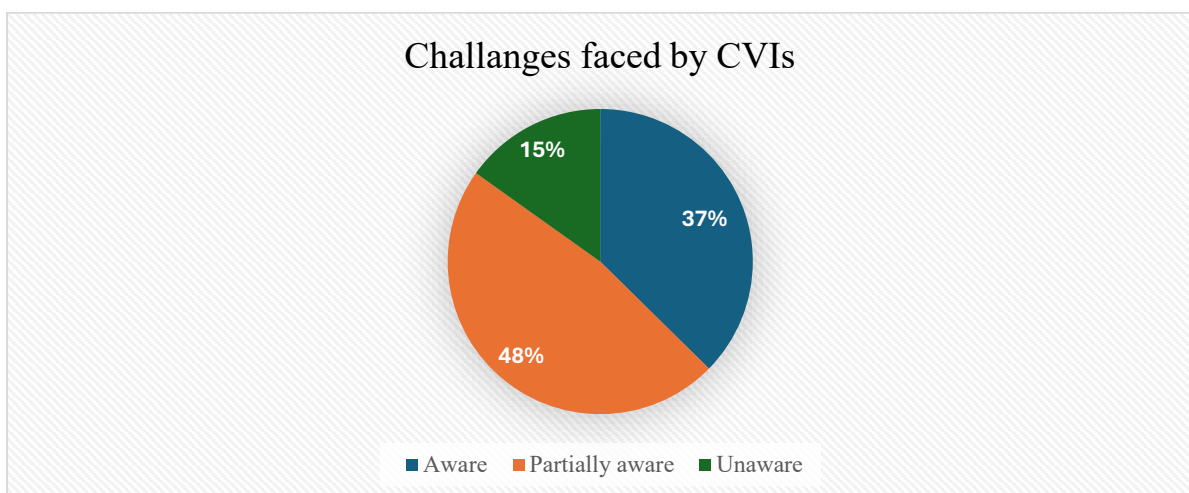


**Fig 4.33: Teachers’ opinion about the integration of CVIs in general school**

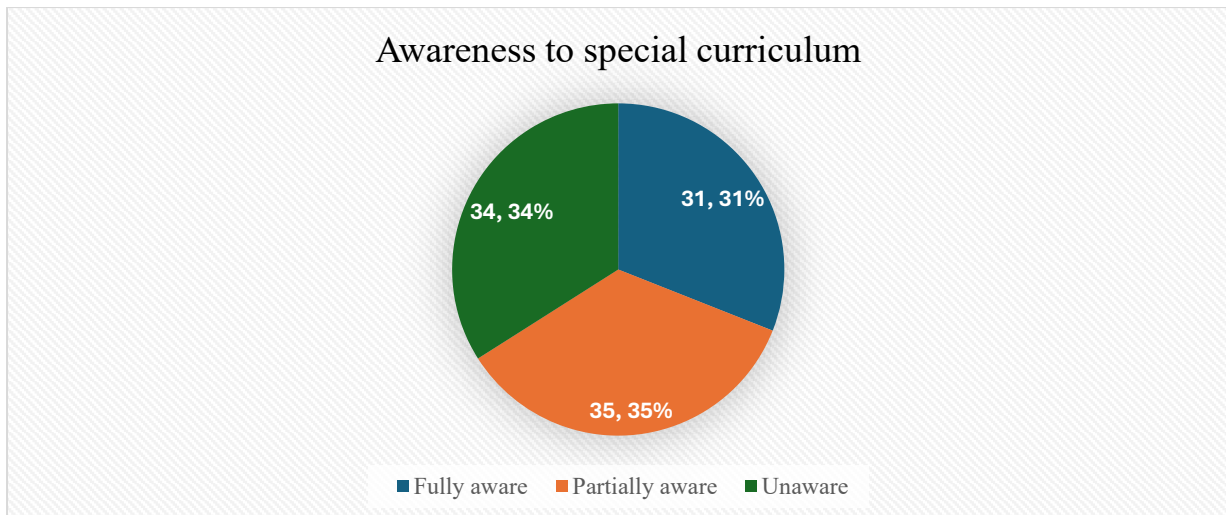
**4.4.4 Teacher’s opinion about the Right to Education Act, teaching methodologies, and challenges faced by CVI and gender disparity among CVI**

Out of 85 respondent teachers, 81% of teachers were aware of the provisions for CVI under the Right to Education Act. When it came to the challenges faced by CVI students in understanding literature subjects, 37% of teachers were aware, 47% were partially aware, and the remaining 15% were unaware of these challenges. Regarding the use of specialized teaching methodologies for CVI, 35% of teachers were fully aware, 50% were partially aware, and 14% were not aware of these methodologies (Table 4.12).

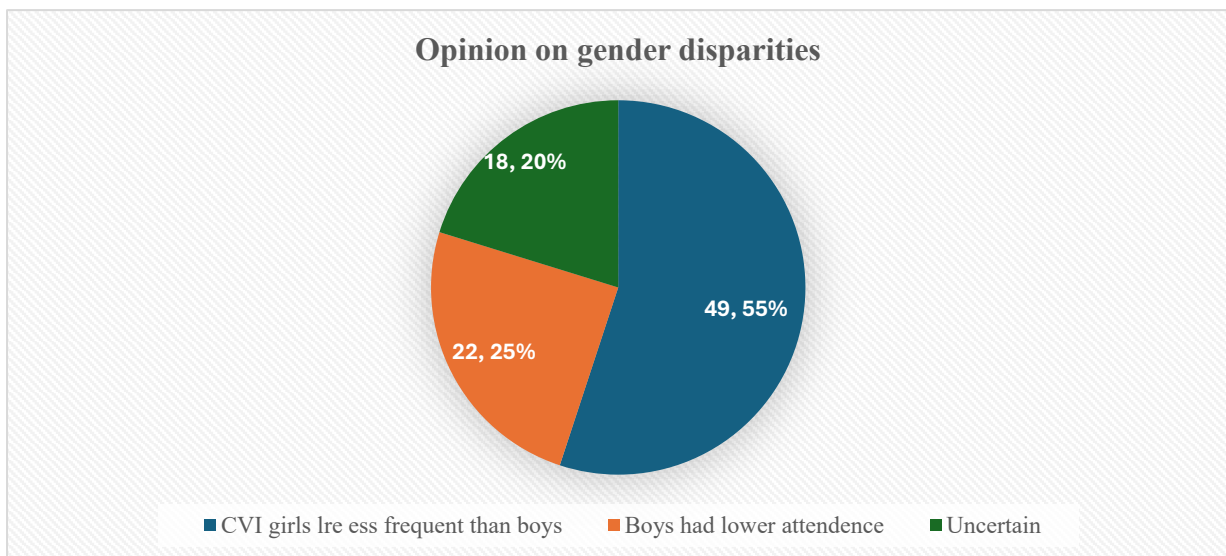
31% of teachers were fully aware of a special curriculum for CVI, 35% were partially aware, and 34% were unaware. Opinions on gender disparities varied. While 49% of teachers believed that girls with CVI attended school less frequently than boys, 22% stated that boys had lower attendance. Additionally, 18% of teachers were uncertain, while the remaining believed there was no gender disparity (Table 4.12).



**Fig 4.34: Teachers’ awareness about the challenges faced by CVIs in learning literature**



**Fig 4.35: Teachers’ awareness regarding the special curriculum**



**Fig 4.36: Teachers’ opinion about the gender disparities among CVIs**

#### 4.4.5 Teachers’ opinion about Usage of ICT by the CVI

Out of 85 teachers, 42% were aware that CVI utilized ICT tools, while another 42% were partially aware. Approximately 18% of teachers were unaware of the use of ICT tools (Table 4.12). Regarding assistance, 21% of teachers were fully capable of supporting CVI in using ICT tools, 47% were partially capable, and 32% were unable to provide any assistance (Table 4.13).

When it came to specific ICT tools, 46% of teachers fully agreed that CVI could read MS Word documents using talking software, while 19% partly agreed. Additionally, 59% fully agreed that CVI understood audiobooks, with 21% partly agreeing (Table 4.13). In terms of using the NVDA Screen Reader, 48% of teachers fully agreed that CVI were comfortable with it, while 26% partly agreed. Similarly, 64% fully agreed, and 16% partly agreed, that talking software had a positive impact on CVI (Table 4.13).

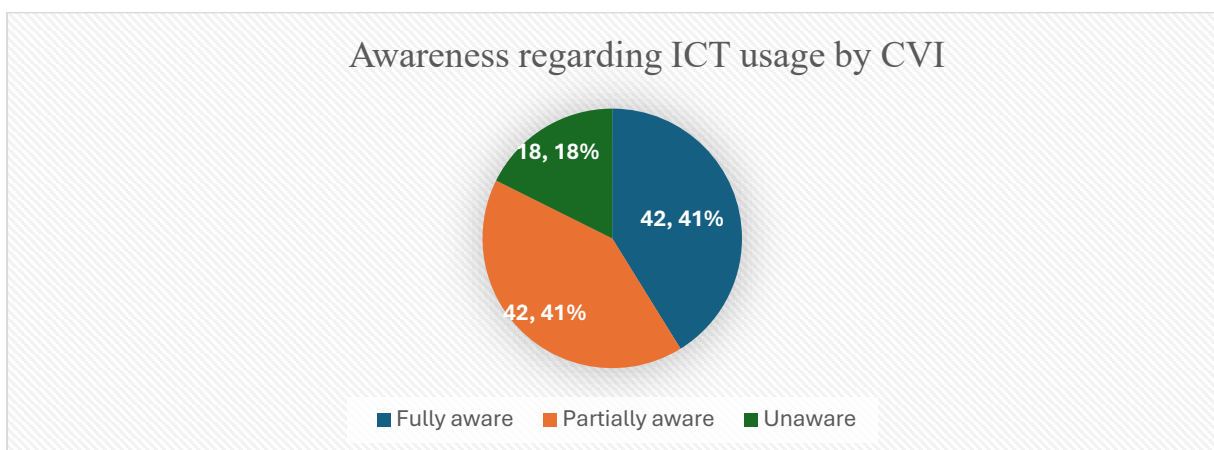
On the other hand, 51% of teachers fully agreed, and 27% partly agreed, that ICT tools had limitations in reading and writing certain subjects (Table 4.13).

Regarding the benefits of ICT tools, 61% of teachers fully agreed, and 22% partly agreed, that these tools helped boost CVI’s confidence. Additionally, 58% fully agreed, and 22% partly agreed, that ICT tools assisted CVI in attending classes, taking notes, and writing exams (Table 4.13).

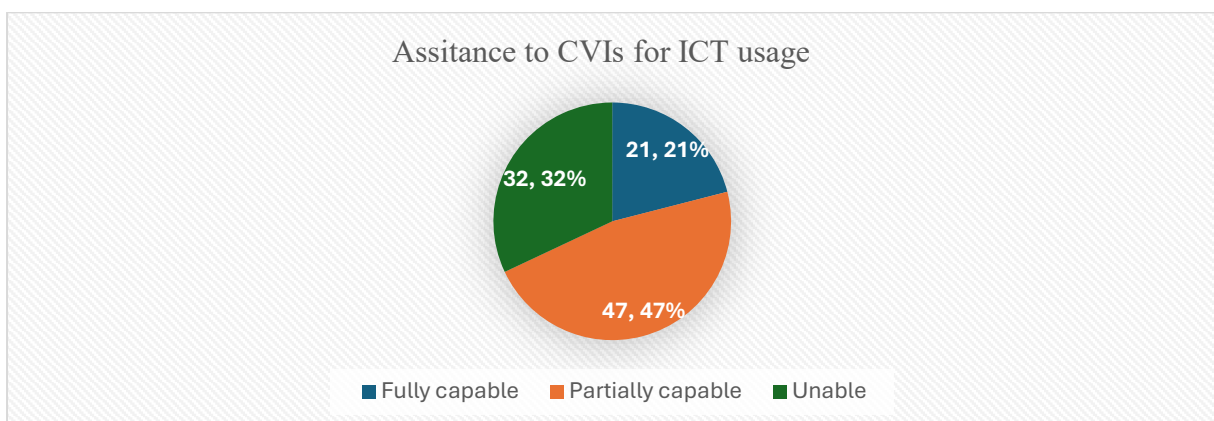
Furthermore, 64% of teachers fully agreed that ICT tools made teaching easier, 68% fully agreed that these tools simplified the teaching process, and 71% fully agreed that ICT tools saved time. However, 44% of teachers reported facing some difficulties in using ICT tools, while 56% experienced little to no difficulty (Table 4.13).

With regard to the adequacy of training for the effective use of ICT tools, 61% of teachers believed that training was adequate and that CVI did not face any difficulties in using ICT tools. Another 3% teachers reported that CVI had little difficulties in using the ICT tools. However, around 36% of teachers reported that CVI faced varying degrees of difficulty due to inadequate training on ICT tools (Table 4.13). Similarly, nearly 65% of teachers indicated that CVI students had no attitudinal issues. Additionally, nearly 58% of teachers did not face difficulties due to a lack of facilities for CVI, suggesting that adequate facilities were provided for teaching CVI (Table 4.13).

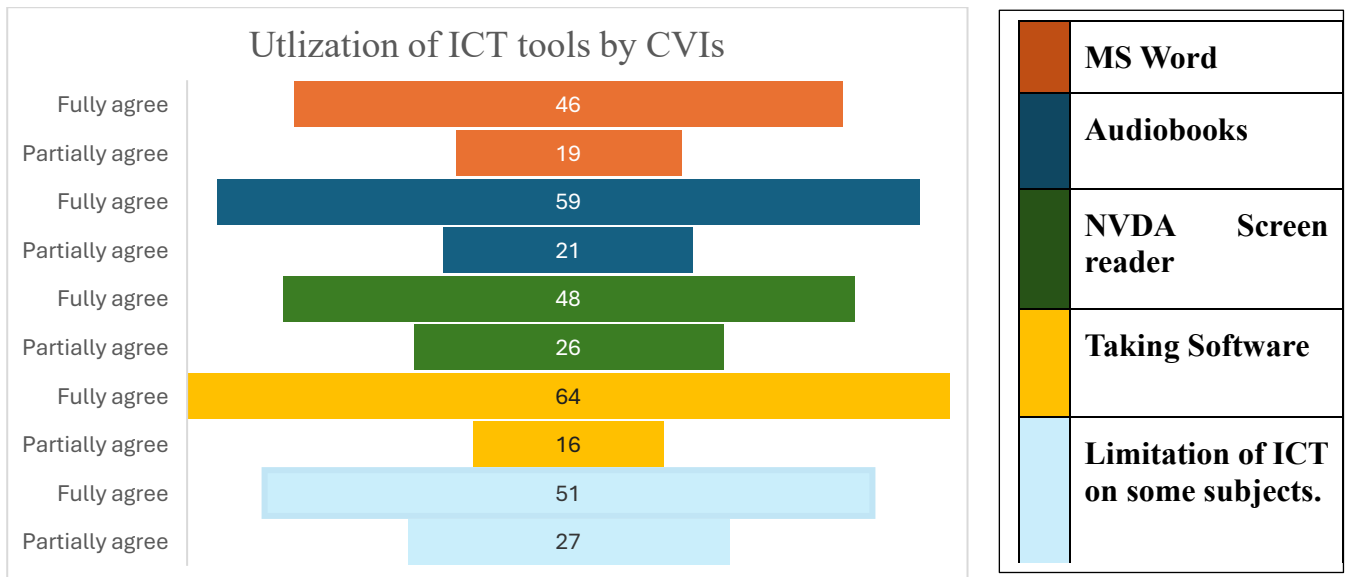
Approximately 59%, 58%, 62%, and 59% of teachers did not experience difficulties due to a lack of devices, teaching-learning materials, infrastructure, and teaching aids, respectively (Table 4.13). However, on average, the remaining 40% of teachers faced varying degrees of difficulty due to the inadequacy of these ICT tools and facilities.



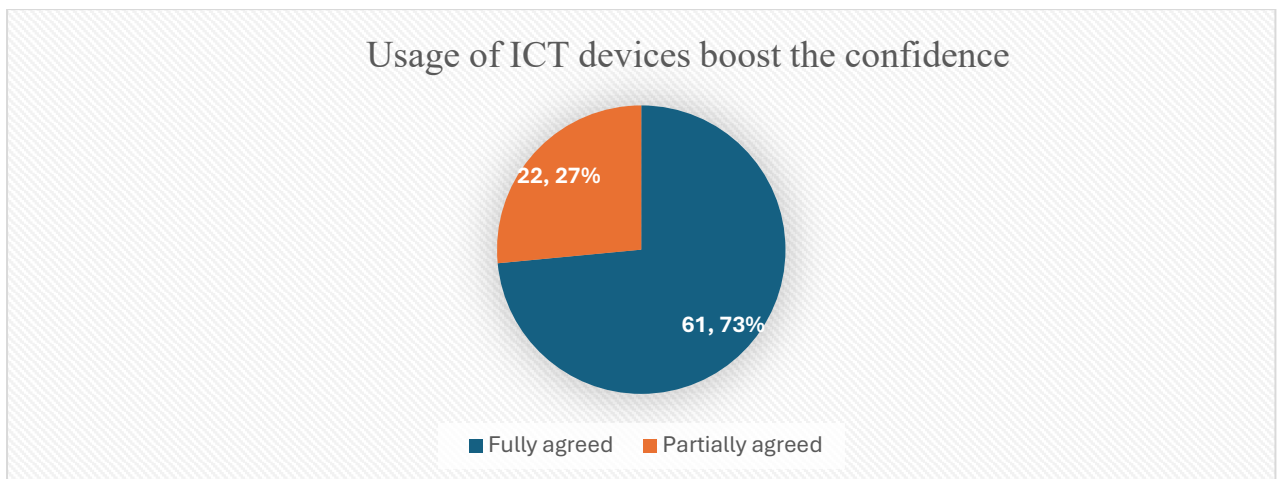
**Fig4.37: Teachers’ opinion regarding the awareness of ICT among the CVIs.**



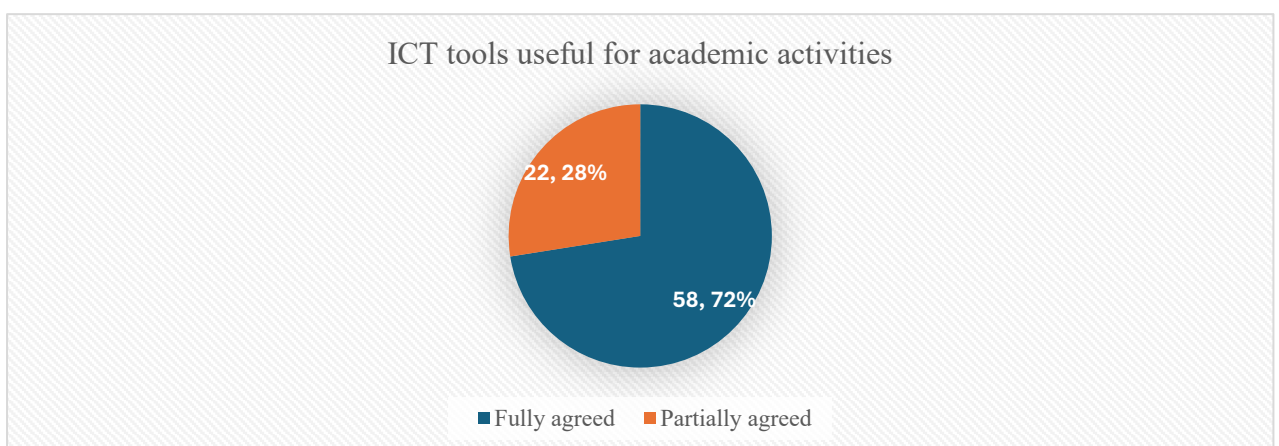
**Fig 4.38: Teachers’ ability to assist to CVIs for ICT usage.**



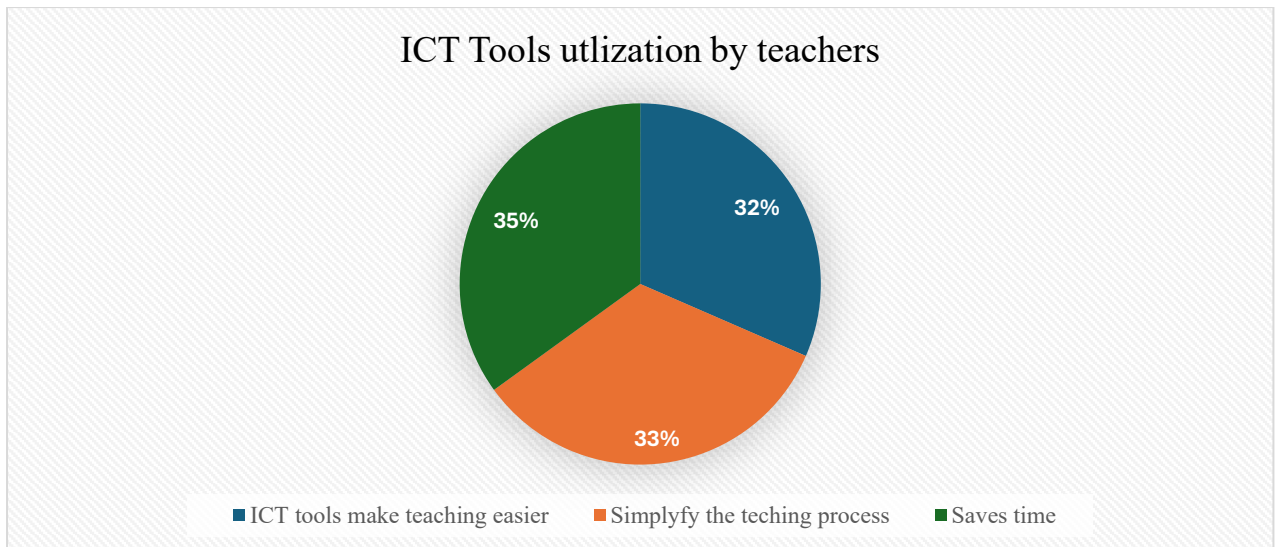
**Fig 4.39: Teacher's opinion regarding the usage of ICT tools by CVIs**



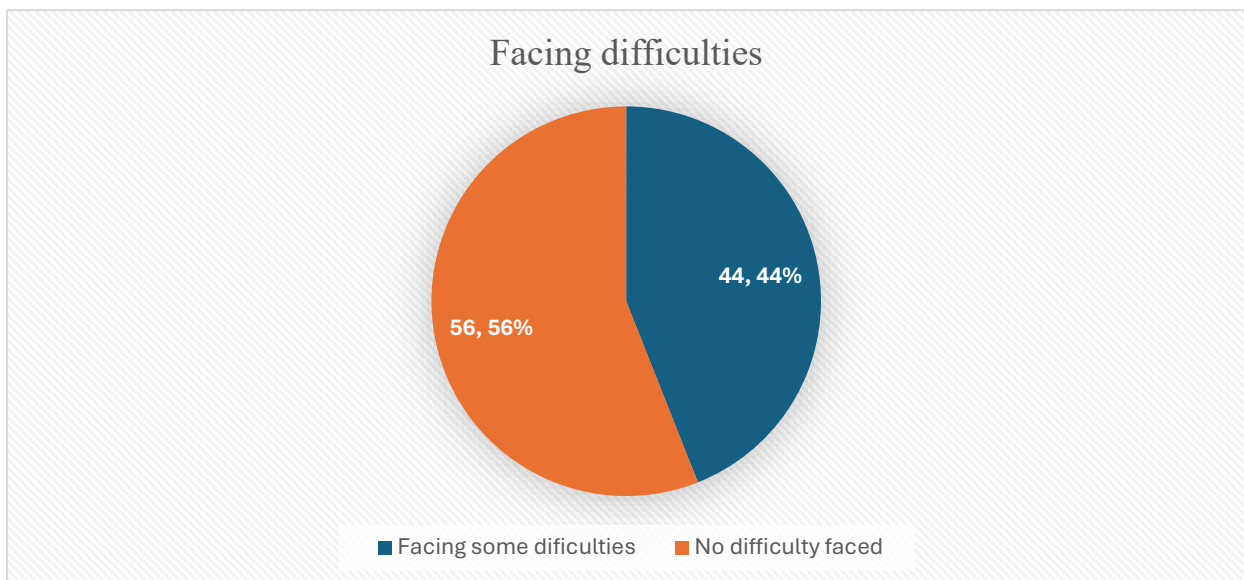
**Fig 4.40: Teachers' opinion about the usage of ICT devices for boosting the confidence**



**Fig 4.41: Teachers' opinion about the usefulness of ICT tools for academic activities**



**Fig 4.42: Utilisation of ICT tools by the teachers**



**Fig 4.43: Difficulties faced by the teachers while utilizing the ICT tools.**

#### **4.4.5 Teacher’s opinion about the impact of ICT tools on CVI**

Teachers’ opinions about the impact of ICT tools on CVI were measured with a five-point rating: Very High=4, High=3, Moderate=2 and Low=1 and Very Low=0. The sum total of seventeen questions is then added, and the aggregate score is expected to vary between 0 and 68. The range of the aggregate score was then divided into five equal groups for the interpretation of data, which are as follows:

<14 = Very low

14-27 = Low

27-40 = Moderate

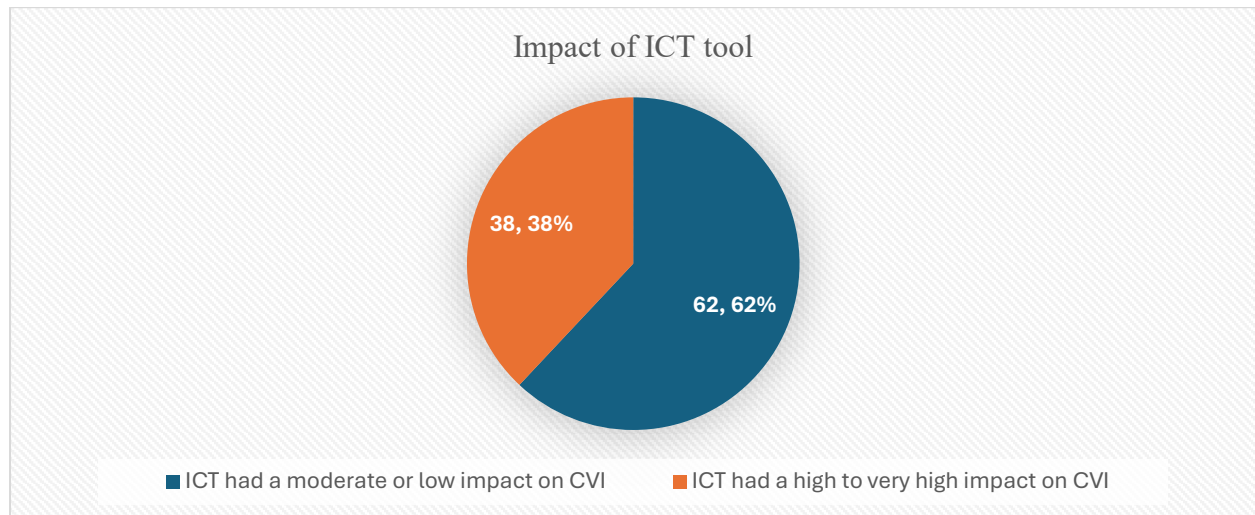
40-53 = High

>53 Very high

Data revealed that nearly 62% of teachers had the impression that ICT had a moderate or low impact on CVI, and the remaining 38% opined that ICT had a high to very high impact on CVI (Table 4.14).

The mean of the aggregated impact score was 39.8, with a standard deviation of 14.3. The mean score is close to the border of the high impact of ICT tools on CVI (Table 4.15).

One possible reason is that during COVID-19, many teachers were not exposed to ICT tools, and the project ended by early 2023. Once the project ended, Sightsavers teams were withdrawn from Jhalawar, Udaipur, Bhagalpur, and Jehanabad. This had a substantial impact on the functioning of BRC, and subsequently, a good number of teachers had little contact with BRC.



**Fig 4.44 : Teachers’ opinion regarding the impact of ICT tools on CVIs**

#### 4.4.6 Teacher’s willingness and attitude toward teaching CVI

Teachers' knowledge, willingness, and attitude towards teaching CVI were measured with five-point Likert scale where 1-Never, 2- Rarely, 3-Sometimes, 4- Often, and 5- Always. Mean (Average) score was interpreted as follows:

<1.5 = Very low

1.5-2.5 = Low

2.5-3.5 = Moderate

3.5-4.5 = High

>4.5 Very high

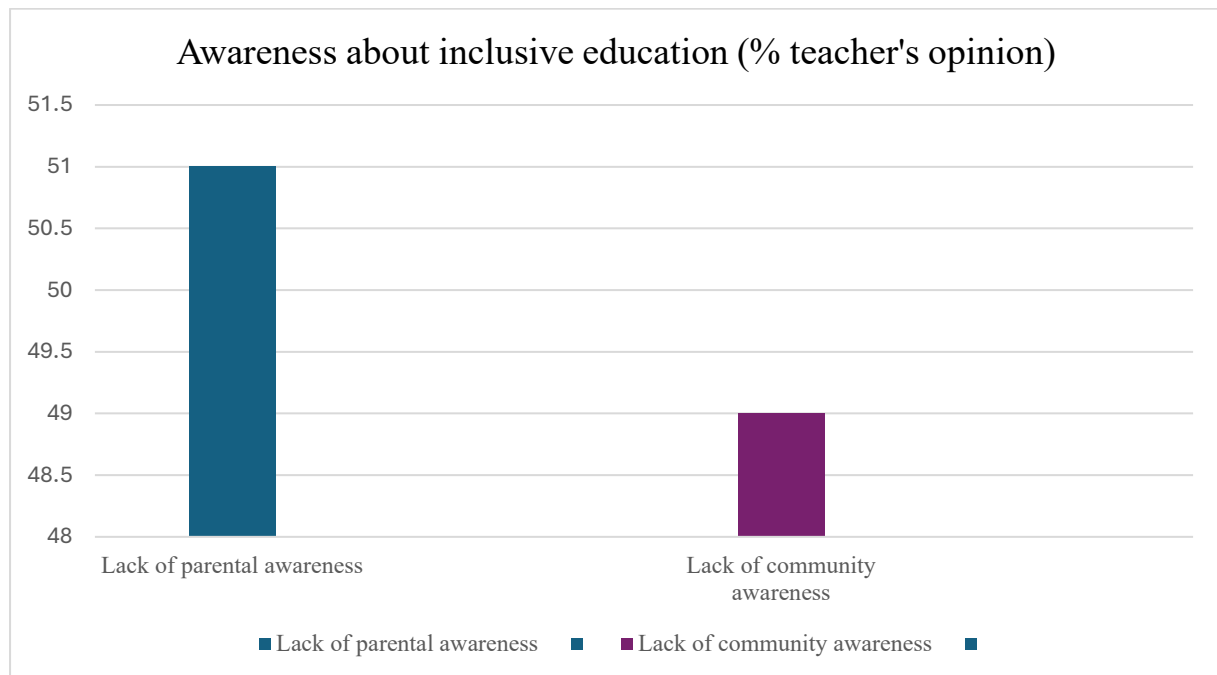
Data revealed that teachers were moderate to highly willing and highly positive about teaching CVI. They were reported to be highly focused on the quality of CVI education (Table 4.16).

#### 4.4.7 Teachers’ opinion about inclusive curriculum, parental and community awareness

Of the 85 respondent teachers, 61% and 58% reported facing no difficulties due to a non-inclusive curriculum and lack of parental awareness, respectively (Table 4.17).

In contrast, nearly all teachers encountered low to high levels of difficulties due to significant barriers to inclusive education, such as a high student-teacher ratio, challenges in providing individual attention, teachers' involvement in other governmental duties, lack of parental

support, and limited community awareness and support. Addressing these critical areas could lead to substantial improvements in promoting inclusive education for CVI (Table 4.17).



**Fig 4.45: Opinion of teachers about parental and community awareness of the inclusive education**

#### **4.5 Section D: Perspective of Government Officials, Heads of Schools, Sightsavers Functionaries, Good Practices and Key Lessons Learned during the Project**

Sightsavers India, in collaboration with the HCL Foundation, implemented ‘*Project Sambalam – Inclusive Education for Children with Visual Impairment*’ across Bihar, Rajasthan, and West Bengal between 2018 and 2023. Supported by the HCL Foundation, this initiative focused on ensuring access to assistive devices, developing accessible educational materials, providing compensatory skills training, improving infrastructure accessibility, and strengthening education management and leadership. The overarching goal was to integrate Children with Visual Impairment (CVI) into the mainstream education system, ensuring they receive quality education. The project focused on two primary objectives: (a) enhancing learning outcomes and (b) fostering an enabling environment that promotes pro-disability education policies and decisions.

While the project implementation started in 2018 in Rajasthan and Bihar, the actual implementation of the project in West Bengal began in 2019 due to delayed government orders.

##### **4.5.1 Intervention details**

The project primarily focused on capacity-building programs for teachers in inclusive education, improving children’s learning outcomes through Information and Communication Technology (ICT), and strengthening ‘Block Level Resource Centres’ (BRCs) established by the State Education Department, Government of India. This section highlights the key interventions implemented under the project.

### **a. Utilizing ICT to enhance learning outcomes for CVI**

A major component of the initiative aimed to create an inclusive and supportive learning environment within educational institutions. Sightsavers leveraged digital technologies to enhance the skills of CVI students, helping them grasp various subjects, including English and regional languages. The project facilitated digital learning by providing laptops and smartphones, along with specialized training to help students engage with educational content more effectively. Additionally, these ICT devices supported the e-learning process by enabling students to convert textbooks into e-pub formats. To further reinforce their digital learning experience, ongoing training sessions were conducted to help students optimize their use of ICT tools, thereby improving their overall learning outcomes.

### **b. Teacher capacity building for Inclusive Education**

A key component of Project Sambalam involved capacity-building programs designed for both special educators and general teachers in government schools across the project's intervention districts. These training sessions were conducted in multiple phases, creating a sustainable and well-equipped resource pool within schools to support inclusive education. The selected teachers were trained in Inclusive Pedagogy and Information and Communication Technology (ICT) to bridge the shortage of special educators and ensure quality education for Children with Visual Impairment (CVI) and Children with Other Disabilities (COD).

The first phase of training, conducted in 2019-20, was delivered through offline sessions, while the subsequent phase in 2020-21 shifted to an online format due to the pandemic. A total of 257 teachers participated in the first phase, followed by 247 teachers in the second. To measure the effectiveness of the training, pre- and post-assessments were conducted, evaluating participants' knowledge, attitudes, and practices related to inclusive education. These assessments also helped identify areas for further capacity development.

### **c. Strengthening Block Level Resource Centres (BRCs)**

Another crucial focus of Project Sambalam was the enhancement of Block Level Resource Centres (BRCs), established by the State Education Department, Government of India, to provide both academic support and co-curricular opportunities for children with disabilities. Before the project intervention, BRCs were underutilized and lacked essential educational and extracurricular resources. Additionally, awareness within the community about their functionality and benefits was minimal.

To address this, the project facilitated the modernization of BRCs by equipping them with advanced technological tools such as Refreshable Braille Displays, mobile phones, DAISY players, and computers/laptops integrated with INDO-NVDA software. Moreover, efforts were made to sensitize community members, particularly the families of Children with Special Needs (CWSN), about the services offered by BRCs, including the availability of special educators, assistive technologies, ICT tools, and e-learning resources. As a result, post-intervention, the accessibility and utilization of BRCs by CWSN significantly improved.

### **d. Implementation of the Tele-Education model during the COVID-19 Pandemic**

In response to the challenges posed by the COVID-19 pandemic, Sightsavers introduced a Tele-Education Model to ensure the continuity of curriculum-based learning for CVI during the lockdown. This initiative aimed to enhance digital literacy among visually impaired students and facilitate remote education using ICT tools.

In the initial phase, the Sightsavers team focused on developing tele-friendly learning content and refining the teaching methodologies for this model. The primary mode of instruction was through mobile phones, leveraging the devices available to the parents or guardians of CVI

students. Before initiating tele-classes, counselling sessions were conducted with both parents and children to encourage participation and create a supportive home-learning environment. The sessions covered regular curriculum subjects, Braille literacy, arithmetic skills, and ICT-based learning. Additionally, customised one-on-one sessions were arranged for students requiring extra academic support.

The Tele-Education Model proved to be a highly effective intervention, significantly contributing to the learning progress of CVI students during the pandemic. Given its success, Sightsavers proposed scaling up the initiative to benefit children across various disability categories. Within a month, the State Department of Education adopted the model, implementing it across all project states, further extending its impact.

#### **4.5.2 Key Components of the Sambalam program**

In 2018, with support from the HCL Foundation, Sightsavers India, in collaboration with the State Department of Education, launched an inclusive education initiative across five districts in Bihar, Rajasthan, and West Bengal. This initiative aimed to make education more accessible and inclusive for children with visual impairment (CVI), ensuring their integration into mainstream schools and access to quality education.

The project encompassed several core activities, including identification and assessment, training and support, advocacy, monitoring and evaluation, and partnerships. These efforts were designed to promote inclusive education and provide children with visual impairment the opportunity for holistic growth and development.

##### **a. Identification, assessment, and parental engagement**

At the outset of the program, Sightsavers India worked closely with schools and communities to identify out-of-school children with disabilities. The district teams conducted detailed assessments to evaluate these children's educational needs and develop individualized learning plans. Additionally, counselling sessions were organized for parents of school dropouts to encourage them to enrol their children once again in the education system.

##### **b. Training, capacity building, and assistive technology**

To ensure CVIs receive the necessary support, Sightsavers India provided training programs for teachers, school management committees, and parents. These sessions equipped them with the knowledge and skills required to cater to the needs of children with visual impairment. The program also introduced assistive technologies, such as screen readers, magnifiers, and speech recognition software, enabling visually impaired students to access educational resources effectively.

##### **c. Strengthening Block Level Resource Centres (BRCs)**

A significant focus of the project was on enhancing Block Level Resource Centres (BRCs)—institutions established under the Samagra Shiksha Abhiyan (SSA) to improve educational access and quality. Although BRC mobilised parental awareness of inclusive education for CVI, there was no mandate for BRC for building community awareness towards inclusive education of CVI.

"To support the government, Sightsavers India provided training not only to special educators but also to general teachers, as they play a crucial role in identifying children with special needs. If a general teacher fails to recognize a learning disability, the child may be misjudged as incapable rather than receiving the specialized education they require."

*– Education Officer, Inclusive Education, Rajasthan*

- "BRCs were established under the District Primary Education Program (DPEP) to address local training needs for teachers, provide academic support, and foster stronger school-community linkages. These centres also serve as crucial hubs for academic planning and quality management in schools."

– *Education Officer, West Bengal*

Recognizing these challenges, the Sightsavers India team focused on community sensitization to improve awareness of BRC services. As a result, accessibility to these centres for children with visual impairment significantly increased. To further enhance their effectiveness, BRCs were upgraded with advanced technological tools, including:

- Refreshable Braille displays
- Geometry kits for blind students
- Mobile phones and DAISY players
- Computers equipped with INDO-NVDA screen reading software
- Smart/Interactive Boards

These improvements have played a crucial role in promoting quality education for CVI, ensuring that they receive the necessary resources and support to reach their full potential.

### **Box 1: Success story of Dasy Player in Jhalawar**

A resource person from Block Sunel in Jhalawar, Rajasthan, shared that, according to official records, there are 17 children with visual impairments (CVI) in the block. Among them, those with low vision have been provided with mobile phones, while some CVI received laptops and mobile phones through support from Sightsavers India under the patronage of State Government and HCLTech grant. Additionally, some students were given DAISY players to aid in their learning.

All CVI students receive four types of financial assistance under the Samagra Shiksha Abhiyan (SSA): transport allowance, escort allowance, reader allowance, and a stipend. This support is available to students from grades 1 to 12. Notably, a reader allowance of ₹250 per month is provided, and students with more than 50% visual impairment are eligible for both escort and reader allowances.

The resource person also mentioned that Block Sunel has 117 schools, with a total of 182 Children with Special Needs (CwSN) enrolled. Among them is a visually impaired student currently studying in Grade 12, who is highly skilled in using both a laptop and a mobile phone for his studies. He can perform tasks such as recording videos, taking photos, saving files, and sending emails.

Coming from a financially disadvantaged background, a CVI name XXX, dreamt of becoming a software engineer. The resource person highlighted that the remarkable progress of such students is a direct result of the dedicated support provided by Sightsavers India, in partnership with the Samagra Shiksha Abhiyan, to enhance their learning experience. He proudly added that many CVI students have scored between 65% and 85% in board examinations. CVI XXX, himself/herself achieved 62%, and several others are now pursuing Special Training Certificate (STC) and Bachelor of Education (B.Ed.) programs.

*Source: BRC, Sunel, Jhalawar*

## **Box 2: Best Practices during COVID 19 from West Bengal**

When Project **SAMBALAM** was in full swing, an unprecedented challenge struck—the COVID-19 pandemic. The entire country came to a standstill, schools shut their doors, and field activities ceased. Reaching children, especially those with visual impairments, seemed nearly impossible. However, from the first day of lockdown, the dedicated team saw this crisis as an opportunity to innovate and act swiftly.

Determined to ensure that education would not be disrupted, Sightsavers India promptly launched the Tele-Education Model. This initiative, undertaken in collaboration with the West Bengal Samagra Shiksha Mission (WB SSM) and the West Bengal Education Department, was designed to ensure that curriculum-based learning continued for Children with Visual Impairment (CVI) during the lockdown. A key aspect of this model was enhancing these children's ICT (Information and Communications Technology) skills, equipping them for a technology-driven world.

In the initial days, the Sightsavers India team worked tirelessly to develop tele-appropriate content and refine the teaching-learning methodology. With mobile phones as the primary tool, lessons reached the students through the devices of parents, guardians, or the children themselves. But before the tele classes could commence, the team ensured a solid foundation—counselling sessions with both parents and children were conducted. These sessions aimed to motivate families and help them create a conducive learning environment at home.

The tele-education model focused on delivering the regular school curriculum and building proficiency in ICT devices, Braille reading and writing, and arithmetic tools. For children requiring additional support, customized one-on-one sessions were planned, ensuring that no student was left behind.

This model proved to be a game-changer, significantly improving the quality of education and academic outcomes during the pandemic. In West Bengal, Sightsavers India mobilized 27 government school teachers from Howrah district, all of whom had been trained in inclusive pedagogy under the project. These teachers conducted daily tele-classes, dividing students into three groups, each attending sessions in different shifts. This structured approach provided stability and continuity in learning for the children.

Beyond academics, an innovative addition to the program brought joy and engagement—storytelling sessions. These sessions captivated the young learners, making education an exciting and interactive experience despite the crisis. The stories entertained and nurtured imagination, helping visually impaired students stay connected to their studies and the world around them. Against all odds, Project **SAMBALAM** and the Tele-Education Model emerged as a beacon of resilience and adaptability. In the face of an unprecedented global challenge, the commitment and ingenuity of the Sightsavers India team ensured that learning never stopped for children with visual impairments, proving that with the right approach, even the most challenging obstacles can be transformed into opportunities for growth and empowerment.

*Source: Team Sightsavers, West Bengal*

### **Box 3: Sugama Library**

Sugama library has been created by Daisy forum of India and state wise accessible textbooks were created by the state government with the help of HCL grant. It was also ensured that the CVIs are linked to the Sugama library and get the benefit of accessible textbooks. However, in West Bengal, the access rights to this library was extended to all CVI from any districts in West Bengal. This was an unique endeavour and 1066 CVI from all districts of West Bengal registered for this library. The facility is quite vibrant even after the completion of the project.

*Source: Team Sightsavers, West Bengal*

### **Box 4: No Cost Facilities to Adolescent Girls**

BRC offered training on reproductive health, sexuality, and self-defence for safeguarding adolescent CVI girls. CVI girls immensely benefitted from these training and facilities.

*Source: Team Sightsavers, West Bengal & Rajasthan*

### **Box 5: Plus Curriculum**

BRC offered training on DLS (daily Leaving Skills) to CVI. DLS training added extra motivation and boosted the passion of CVI by imparting livelihood skills.

*Source: Team Sightsavers, West Bengal, Rajasthan and Bihar*

#### **4.5.3 Influence of the Sambalam program in advancing Inclusive Education**

Project Sambalam has demonstrated significant success in fostering an inclusive education system through its child-focused and system-strengthening approach. The outcomes indicate that achieving positive results requires not only direct support for children but also the reinforcement of the overall educational framework. This was accomplished through various initiatives such as stakeholder sensitization, training programs for master trainers, schoolteachers, and resource teachers, as well as increased community awareness and parental engagement. Stakeholders emphasized that Information and Communication Technology (ICT) serves as a powerful tool in promoting inclusive education for children with disabilities. Its integration has played a crucial role in enhancing both learning outcomes and overall quality of life for students.

Qualitative assessments further underscored the importance of teacher sensitization and training as key elements in improving the learning experience for Children with Visual Impairment (CVI). The capacity-building program implemented by Sightsavers India, which focused on training educators in Inclusive Pedagogy and ICT, was highly effective. The training significantly enhanced teachers' knowledge, attitudes, and practices regarding inclusive education. Additionally, it fostered a positive mindset among educators, encouraging them to create a more welcoming and supportive learning environment for students with disabilities, helping them feel comfortable and confident in their educational journey.

## Voices from the Stakeholders

- "Teacher training has enabled educators to cultivate a classroom culture that values acceptance, respect, and inclusion. This has been achieved by modelling positive behavior, celebrating diversity, and fostering peer learning."

*-Headmaster, Howrah, West Bengal*

- "Previously, these children felt socially inferior, which negatively impacted their mental well-being. However, since the implementation of the Sambalam program, their interest in education has increased significantly, thanks to ICT devices, and their confidence has grown as well."

*– Block Education Officer, Jehanabd, Bihar*

- "The Sambalam program has completely transformed the lives of visually impaired children. It has been a game-changer, instilling confidence in CVI students and helping them grow academically and socially."

*– Assistant Teacher, Udaipur, Rajasthan*

- "The impact of the Sambalam program has been remarkable. Earlier, CVI students were reluctant to attend school, but now there is a noticeable improvement in school attendance."

*– Assistant Teacher, West Bengal*

- "This initiative has significantly contributed to the overall development of CVI students. The use of ICT tools has fostered independence and equal opportunities, making students more self-reliant and confident."

*– Assistant Teacher, Jhalawar, Rajasthan*

- "Sightsavers has done commendable work by providing direct support to CVI students. In a society where children with special needs are often seen as burdens, organizations like Sightsavers are playing a vital role in empowering them. This initiative is not only enhancing their physical health but also their emotional and mental well-being."

*– Additional District Project Coordinator (ADPC), Jhalawar, Rajasthan*

The Sambalam program has proven to be a transformative force in inclusive education, demonstrating that CVI can thrive academically, socially, and emotionally with the right support.

## CHAPTER 5

### Summary of Findings and Conclusion

#### 5.1 Impact of Project Intervention, Achieved Outputs, Outcomes, and Learning Level of CVI

- a. The demographic composition of CVIs exhibited a balanced gender distribution, with minor regional variations. The majority belonged to the 15-20 age group, highlighting a concentration of adolescent CVIs, particularly pronounced in West Bengal. Socio-economically, caste composition varied across regions, with OBCs forming the largest share overall, while specific states displayed distinct patterns. Economic vulnerability was evident, as a significant portion of CVI households relied on wage labour or subsistence farming. Government assistance programs played a critical role in supporting these households, with most categorized under priority welfare schemes. These patterns underscore the socio-economic challenges faced by CVIs across different regions.
- b. **Education of CVIs:** The majority of CVIs studied up to secondary level (63.8%), followed by senior secondary (18.8%), and undergraduate or higher education (15.3%). A small percentage (2%) were at the primary level.
- c. **Regularity in Schools:** 85% of CVIs attended school regularly, with West Bengal having the highest attendance rate (98%), followed by Rajasthan (87%) and Bihar (76%). Approximately 52% of CVIs attended school more than 20 days per month.
- d. **School Location and Accessibility:** For half of the CVIs, schools were in the same village or city ward, while the other half attended schools located in nearby villages or city wards. About 28% resided in residential schools, with Bihar having the highest proportion (53%).
- e. **Mode of Learning:** Nearly half of the CVIs had partial blindness, and 91% had visual impairment from birth. Half of the CVIs used Braille for reading and writing, while others used bold print or normal text. ICT tools like Google YouTube and mobile devices with textbooks were frequently used for learning, although many CVIs were dependent on resources at Block Resource Centres (BRC), which had limitations on home use.
- f. **Government Benefits Utilization:** 98% of CVIs received some form of government assistance for inclusive education, including financial support (86%), device facilities (48%), Braille books (46%), and study materials (39%).
- g. **Impact of ICT Tools:** 85% of CVIs found ICT tools useful, with significant improvements in their learning, especially in reading and writing. However, about 12% did not benefit much from these tools, mostly due to irregular school attendance.
- h. **Learning Outcomes:** During the COVID-19 pandemic, 64% of CVIs attended online classes. The learning outcomes showed that 91% of CVIs developed the ability to read, with many improving their abilities in both local and English languages. 48% could speak English sentences, and 54% were able to use a Taylor Frame for mathematical calculations.

#### 5.2 Impact of the Capacity Building Intervention in Improving the Knowledge, Attitude, and Practices amongst the Teachers at Government Schools on Inclusive Education *vis-à-vis* Efficacy of Training

- a. **Teachers' Profile:** The survey included 85 randomly selected teachers, with 56% male and 44% female. Most (65%) were aged 30–50, and 78% taught in Hindi. Over half (56%) had 10–20 years of teaching experience.
- b. **Experience with CVI & Inclusive Education:** About 67% had taught students with CVI, mainly for 1–5 years. While 61% believed CVI could be educated in any school, 22% felt they should only attend special schools. Challenges in teaching CVI were reported by 93% of teachers, and 78% agreed that special educators were necessary.
- c. **Government Support:** Opinions on government assistance were mixed - 45% felt support was adequate, while 43% found it insufficient. Teachers acknowledged financial aid, teaching aids, training, and assistive devices for CVI students. However, only 28% believed CVI students were fully included in regular schools.
- d. **Right to Education, Teaching Methods & Gender Disparity:** Most (81%) teachers were aware of CVI provisions under the Right to Education Act. Awareness of specialized teaching methods and curriculum varied. Nearly half (49%) believed girls with CVI attended school less frequently than boys.
- e. **Use of ICT for CVI:** Awareness of ICT use among CVI students was moderate, with 42% fully aware and 42% partially aware. ICT tools were seen as beneficial, improving confidence, note-taking, and exam-writing. However, 40% of teachers faced difficulties due to inadequate training and resources.
- f. **Impact of ICT:** About 62% rated the impact of ICT on CVI as moderate or low. The mean impact score was 39.8, close to a "high" rating. The discontinuation of Sightsavers's support in BRC in Rajasthan and Bihar in 2023 affected the ICT exposure for many teachers and influenced their opinion and perspective on capacity enhancement of CVI through ICT tools.
- g. **Teacher Attitude & Inclusive Curriculum:** Teachers were generally positive and willing to teach CVI. While most did not struggle with the curriculum or parental awareness, many faced difficulties due to high student-teacher ratios, lack of individual attention, and limited community support. Addressing these challenges could enhance inclusive education for CVI students.

### 5.3 Perspective of Government Officials, Heads of Schools, Sightsavers Functionaries, Good Practices and Key Lessons learned during the Project

Sightsavers India, in partnership with the HCL Foundation, implemented *Project Sambalam* (2018–2023) to promote inclusive education for Children with Visual Impairment (CVI) across Bihar, Rajasthan, and West Bengal. The project aimed to enhance learning outcomes and foster an enabling environment for disability-inclusive policies. Key interventions included:

- f. **ICT for Learning Enhancement:** Digital technologies, laptops, smartphones, and specialized training helped CVI students improve their academic skills.
- g. **Teacher Capacity Building:** Over 500 teachers received training in inclusive pedagogy and ICT to better support CVI and other children with disabilities.
- h. **Strengthening Block Level Resource Centres (BRCs):** These centres were modernized with assistive tools such as Braille displays, DAISY players, and screen-reading software. Community awareness was also increased to improve access.
- i. **Tele-Education Model:** Implemented during the COVID-19 pandemic, this initiative ensured continuity in learning via mobile-based education. The model was later adopted by the State Department of Education.

- j. **Key Program Components:** The initiative focused on student identification and assessment, parental engagement, advocacy, monitoring, and partnerships with government and community stakeholders.
- l. Project Sambalam has significantly advanced inclusive education by adopting a holistic, child-focused, and system-strengthening approach. The program's success stems from direct student support and reinforcing the broader educational framework through stakeholder sensitization, teacher training, and community engagement. The integration of Information and Communication Technology (ICT) has been instrumental in improving learning outcomes and enhancing the quality of life for Children with Visual Impairment (CVI).
- m. Teacher training in Inclusive Pedagogy and ICT has improved educators' knowledge, attitudes, and teaching practices, fostering a more supportive learning environment.
- n. Stakeholder engagement—including master trainers, schoolteachers, and community members—has enhanced awareness and inclusion efforts.
- o. ICT tools have boosted student engagement, confidence, and independence, leading to increased school attendance and participation.
- p. Parental involvement and community sensitization have played a crucial role in creating a more inclusive society.
- q. Some of the best practices of the projects are as follows:
  - Engaging CVI and teachers through online classes during COVID 19 in Howrah district in West Bengal.
  - Success story of Dasy Player in Jhalawar, Rajasthan.
  - Sugama Library in Rajasthan, Bihar and West Bengal with extended access rights to all CVI across all districts of West Bengal.
  - Plus Curriculum with daily living skill sets.
  - Special programme for adolescent CVI girls.

## 5.4 Conclusion

The Sambalam program has been a game-changer in inclusive education, empowering visually impaired children with confidence, skills, and independence. By strengthening teachers' capabilities, integrating assistive technology, and fostering positive attitudes toward inclusion, the initiative has transformed the academic and social lives of CVI students. The program demonstrates that with the right support, visually impaired children can thrive in mainstream education and society.

Project Sambalam successfully improved educational access and learning outcomes for CVI students by integrating ICT, training teachers, and strengthening support infrastructure. Despite challenges such as initial government delays and pandemic disruptions, the project fostered an inclusive education system. Increased teacher preparedness, technological advancements, and policy advocacy played key roles in ensuring sustainable impact. The initiative demonstrated that with appropriate support and resources, CVI students can thrive in mainstream education.

The survey highlights both the progress and challenges in implementing inclusive education for Children with Visual Impairment (CVI). While **teachers demonstrate willingness and awareness** about CVI education, gaps remain in training, resources, and government support.

Key findings suggest:

- **Experience & Attitudes:** Most teachers have some experience with CVI, but many still find it challenging and emphasize the need for special educators.
- **Government Support:** Mixed responses indicate that while financial aid and assistive tools exist, full inclusion in regular schools is still limited.
- **ICT Integration:** Although ICT tools are recognized as beneficial, inadequate training and discontinuation of support in some regions have hindered their full impact.
- **Gender Disparity:** Nearly half of the teachers noted lower school attendance among girls with CVI, pointing to social and systemic barriers.
- **Curriculum & Classroom Challenges:** High student-teacher ratios and limited community involvement remain obstacles to effective inclusive education.

To **strengthen inclusive education**, it is crucial to **enhance teacher training, ensure sustained ICT support, and improve resource accessibility**. Addressing these factors can lead to a more **equitable and supportive** learning environment for CVI students.

COVID-19 had a significant impact on project implementation. Although the project was completed as per the original plan and timeline, the BRC could not be fully empowered to function independently and sustainably without the presence of Sightsavers. West Bengal showed a better impact, possibly due to two main factors: (a) Howrah district benefited from urbanization, which provided better connectivity, greater awareness, and b. the continued presence of Sightsavers beyond the project period. In contrast, the projects in Rajasthan and Bihar operated in predominantly rural settings, which posed inherent challenges such as poor communication connectivity, low parental and community awareness, and the withdrawal of Sightsavers at the end of the project period. Government support systems for BRCs are yet to become self-sustaining across all states, which has hindered the continuity of project outcomes.

## CHAPTER 6

### Recommendations

The Sambalam program has significantly advanced inclusive education by empowering children with visual impairments through confidence-building, skill development, and greater independence. By enhancing teacher capacity, introducing assistive technologies, and promoting positive attitudes toward inclusion, the initiative has brought meaningful change to both the academic and social experiences of CVI students. It serves as a powerful example that, with appropriate support, visually impaired children can succeed in mainstream education and actively participate in society.

To further strengthen the inclusive education of CVI students and ensure their seamless integration into the existing government education system, the following recommendations may be considered.

#### **Recommendation for BRC:**

1. **Institutionalizing BRCs for Inclusive Education:** The role of Block Resource Centres (BRCs) in advancing inclusive education for children with visual impairments (CVI) is critical. It is therefore recommended that state governments formally integrate BRCs within the educational framework and ensure dedicated budgetary provisions for their effective functioning at the block level.
2. **Strategic Location and Infrastructure of BRCs:** To maximize accessibility for CVI students across rural areas, BRCs should be located within centrally positioned schools in each block. These centres should be equipped with inclusive infrastructure, including gender-sensitive washrooms, first aid facilities, and comfortable waiting areas for accompanying parents or guardians, ensuring a safe and welcoming environment for all.
3. **Qualified and Dedicated Staff at BRCs:** BRCs should be staffed with qualified instructors specializing in academics, vocational training for livelihood development, and health and safety training, including reproductive and child health (RCH) and self-defence. To ensure continuity and quality, these instructors should be appointed as regular employees under government service norms.
4. **Provision and Training in ICT Tools:** To enhance digital literacy and independent learning, all CVI students should be provided with personal ICT tools through the BRCs. Each centre should also be equipped with appropriate facilities and trained personnel to deliver hands-on training in the effective use of these tools.
5. **Access to Digital Library Resources:** It is recommended that digital library services be made accessible to CVI students on a 24/7 basis, enabling them to pursue learning at their own pace and convenience. Ensuring such continuous access can greatly contribute to

#### **Recommendation for Teachers and Special Educators**

1. **Mandatory Training for Inclusive Education:** To ensure effective inclusive education for children with visual impairments (CVI), it is recommended that training in inclusive pedagogy and the use of assistive ICT tools be made an integral part of teacher and special educator professional development. Linking such training to performance appraisals may help reinforce its importance and encourage greater engagement. Familiarity with ICT tools will enable teachers to better support CVI students in their day-to-day learning.

2. **Addressing Teacher-Student Ratio:** The current teacher-student ratio at the middle and secondary school levels poses challenges in providing individualized attention to all students, including those with visual impairments. This concern may be constructively addressed through continued dialogue and advocacy with relevant government bodies, aiming to enhance staffing and resource allocation in schools.
3. **Incentives for Teachers Supporting CVI:** Introducing targeted incentives for teachers who are actively engaged in educating CVI students could serve as a valuable motivation tool. Such recognition may not only boost morale but also encourage sustained commitment to inclusive education practices.
4. **Ensuring Accountability in Inclusive Education:** To improve the overall quality of inclusive education, it is suggested that teachers be entrusted with clear responsibilities in delivering equitable and effective instruction to all learners, including those with special needs. Strengthening accountability mechanisms in this regard could help bridge existing gaps in implementation.

### **Recommendation for CVI**

7. **Provision of ICT Tools for Learning:** To support equitable learning opportunities, it is recommended that all children with visual impairments (CVI) be provided with personal ICT tools to aid their education. Collaboration with IT companies could be explored to develop cost-effective, CVI-friendly models of laptops or mobile devices tailored to their specific needs.
8. **Financial and Social Support for Economically Disadvantaged CVI:** Recognizing that a majority of CVI students come from economically underprivileged backgrounds, it is suggested that the government extend comprehensive financial and social support to all CVI learners, irrespective of their caste, creed, or community background.
9. **Inclusive Infrastructure in Schools:** To create a more inclusive and accessible school environment, it is recommended that all educational institutions ensure the availability of gender-sensitive washrooms and essential first aid facilities specifically designed to accommodate the needs of CVI students.
10. **Health and Safety Training for Female CVI Students:** In line with promoting health and personal safety, it is advisable that all female CVI students receive appropriate training in reproductive and child health (RCH) and self-defence as part of their school curriculum.
11. **Integration of Vocational Training with Inclusive Education:** To enhance future livelihood opportunities, it is recommended that vocational education and skill development programs be integrated alongside formal education for CVI students, enabling them to become self-reliant and economically empowered.
12. **Scholarships for Higher Education:** To encourage academic excellence and continued learning, a special scholarship scheme for higher education may be introduced for meritorious CVI students. Eligibility could be determined based on academic performance, aligned with existing government norms and guidelines.

## Annexure 1: Tables

**Table 4.1 Sample of CVI taken for the study**

State	Rajasthan		Bihar		West Bengal	Total
District	Jhalawar	Udaipur	Jehanabad	Bhagalpur	Howrah	
Listed CVI/ sampled cluster	55 (100)	57 (100)	56 (100)	54 (100)	62 (100)	284 (100)
CVI Respondents	51 (92.7)	51 (89.4)	50 (89.2)	54 (100)	54 (90)	260 (91.5)
CVI -Refusal/ Unavailable	4 (7.8)	6(10.6)	6(10.8)	0	8 (10)	24 (8.5)

*Unless mentioned otherwise, figures within the parenthesis are in percentage of the column total.*

**Table 4.2: Demographic profile of CVIs**

Gender	Rajasthan	Bihar	West Bengal	Total
Male	51(50)	54(51.9)	24(44.4)	129(49.6)
Female	51(50)	50(48.1)	30(55.6)	131(50.3)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>
Age group of CVI (in years)				
3-10	2(2)	1(1)	1(1)	4(1.5)
10-15	40(39.2)	39(37.5)	6(11.1)	85(32.6)
15-20	58(56.9)	57(54.8)	40(74.1)	155(59.6)
> 20	2(2)	7(6.4)	7(13)	16(6.15)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>

*Unless mentioned otherwise, figures within the parenthesis are in percentage of the column total.*

**Table 4.3: Socio-economic profile of CVIs**

Social category	Rajasthan	Bihar	West Bengal	Total
General category	11(10.8)	7(6.7)	28(51.9)	46(17.6)
Other backward class	31(30.4)	69(66.3)	11(20.4)	111(42.6)
Schedule caste	27(26.5)	26(25)	14(25.9)	67(25.7)
Schedule tribe	32(31.4)	2(1.9)	1(1.9)	35(13.4)
Other	1(1)			1(0.003)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260 (100)</b>
Possession of ABP and BPL card				
AYY <sup>1</sup>	35(34.3)	44(42.3)	7(13)	86(33.1)
PHH <sup>2</sup>	31(30.4)	39(37.5)	40(74.1)	110(42.3)
RKSY I <sup>3</sup>	32 (31.4)	17(16.3)	4(7.4)	53(20.4)
NPHH <sup>4</sup>	4(3.9)	4(3.8)	3(5.6)	11(4.2)
<b>Total</b>	<b>102 (100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260 (100)</b>
Primary (main) source of income of the household of CVI				
Wage labourer	48 (47.1)	47(48.8)	42(77.8)	137(52.6)
Farmer	39(38.2)	20 (19.02)	-	59(22.6)
Sharecropper	-	1(1)	1(1.9)	2(0.007)
Agri labour	-	3(2.9)	2(3.7)	5(1.9)
Trade	-	4(3.8)	3(5.6)	7(2.6)
Small shopkeeper	4(3.9)	11(10.6)	4(7.4)	19(7.3)

Govt service	1(1)	1(1)		2(0.007)
Private service	5(4.9)	16(15.4)	2(3.7)	23(8.8)
Pensioner	5(4.9)	1(1)		6(2.3)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>

Unless mentioned otherwise, figures within the parenthesis are in percentage of the column total.

<sup>1</sup> AYY-(Antyodaya Anna Yojana); <sup>2</sup>PHH- (Priority Household); <sup>3</sup>RKSY I-(Stands for Ration Card Scheme for the Special Category); <sup>4</sup>NPHH-(Non-Priority Household)

**Table 4.4: School attendance and retention in the school**

Variable	Rajasthan	Bihar	West Bengal	Total
<b>Education of CVIs</b>				
Primary	1(1.0)	3(2.9)	1(1.9)	5(1.9)
up to secondary	62(60.8)	72(69.2)	32(59.3)	166(63.8)
up to senior secondary	22(21.6)	18(17.3)	9(16.7)	49(18.8)
UG and above	17(16.7)	11(10.6)	12(22.2)	40(15.3)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260 (100)</b>
<b>Regularity for school/ college</b>				
Regular CVIs	89(87.3)	79(76.0)	53(98.14)	221(85.0)
Irregular CVIs	13(12.74)	25(24.03)	1(1.85)	39 (15.0)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>
<b>Attendance in the class (in a month)</b>				
Irregular	13(12.8)	25(24.0)	1(1.9)	39 (15.0)
<10 days	4(3.9)	7(6.7)	12(22.2)	23(8.8)
10 to 20 days	18(17.6)	22(21.2)	24(44.4)	64(24.6)
>20 days	67(65.7)	50(48.1)	17(31.5)	134(51.6)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>
<b>Location of the school/ college</b>				
Within the village/city ward	59(66.3)	41(51.9)	13(24.5)	113(51.1)
Outside the village/city ward	30(33.7)	38(48.1)	40(75.4)	108(48.9)
<b>Total</b>	<b>89(100)</b>	<b>79(100)</b>	<b>53(100)</b>	<b>221(100)</b>
<b>Distance between the school/ college to home</b>				
<2 km	54(52.9)	28(26.9)	20(37.03)	102(39.2)
> 2 km	32(31.4)	21(20.2)	33(61.1)	86(33.1)
<b>Subtotal</b>	<b>86 (84.3)</b>	<b>49(47.1)</b>	<b>53 (98.1)</b>	<b>188(72.3)</b>
Residential CVI	3(2.94)	30(28.84)	0	33(12.7)
Irregular CVIs	13(12.74)	25(24.03)	1(1.9)	39(15.0)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>
<b>Time taken to reach the school/college</b>				
Time not reported	16 (15.7)	55(52.9)	1(1.9)	72(27.7)
<30 minutes	67(65.7)	34 (32.7)	44(81.5)	145(55.8)
30-60 minutes	12(11.8)	10(9.6)	5(9.3)	27(10.4)
60-90 minutes	7 (6.9)	2(1.9)	4(7.4)	13(2.6)
90 – 120 minutes	0	3(2.9)	0	3(1.2)
<b>Total (N)</b>	<b>102 (100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>
Mean (in minutes)	20.3	13.7	21.9	18.0

Unless mentioned otherwise, figures within the parenthesis are in percentage of the column total.

**Table 4.5: Mode of learning for CVI**

Vision of CVI	Rajasthan	Bihar	West Bengal	Total
Blindness	27(26.5)	45(43.2)	16(29.7)	88(33.8)
Low vision	75(73.6)	59(56.8))	38(70.3)	172(66.2)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>
<b>Duration of Vision Difficulties</b>				
By Birth	89( 87.3)	96(92.3)	52(96.3)	237(91.2)
Onset of vision difficulties	13(12.7)	8(7.7)	2(3.7)	23(8.8)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260 (100)</b>
<b>Primary reading materials</b>				
Braille script	37(36.3)	76(73.1)	17(31.5)	130(50.0)
Bold letters print	19(18.6)	8(7.7)	11(20.4)	38(14.6)
Normal printed	37(36.3)	16(15.4)	23(42.6)	76(29.2)
Earlier bold print letter/ Currently through listening	9(8.8)	4(3.8)	3(5.6)	16(6.1)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>
<b>Primary medium of writing</b>				
Braille	41(40.2)	72(69.2)	18(33.3)	131(50.4)
Bold letters	22(21.6)	12(11.5)	11(20.4)	45(17.3)
Normal letters	36(35.3)	14(13.5)	24(44.4)	74(28.4)
Earlier, CVI could write/ Now unable	3(3)	6(5.8)	1(1.9)	10(4.0)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260 (100)</b>

*Unless mentioned otherwise, figures within the parenthesis are in percentage of the column total.*

**Table 4.6: Use of ICT tools by CVI and utilization of Government-sponsored benefits (several CVIs used multiple tools)**

ICT Tool	Rajasthan	Bihar	West Bengal	Total
Mobile loaded with text books	94(92.2)	91(87.5)	46(85.2)	231(50.3)
Laptop loaded with text books	17(16.7)	11(10.6)	7(13)	35(13.4)
Audio books	55(53.9)	12(11.5)	30(55.6)	97(37.3)
Screen Magnifier		3(2.9)	17(31.5)	20(7.6)
Non-Visual Desktop Access screen reader (NVDA)	1(1)	1(1)	11(20.4)	13(5)
DAISY players	2(2)	20(19.2)	54(100)	76(29.2)
Voice recognition tool	28(27.5)	3(2.9)	12(22.2)	43(16.5)
Talking keyboards	16(15.7)	2(1.9)	31(57.4)	49(18.8)
Sugamya Pustaklaya	59(57.8)	12(11.5)	20(37)	91(35)
Audio recordings	22(21.6)	2(1.9)	44(81.5)	68(26)
Google U-tube	84(82.4)	25(24)	38(70.4)	147(56)

Smart Vision glass/Specks	7(6.9)	17(16.3)	17(31.5)	41(15.7)
<b>Utilization of Government-sponsored benefits by CVI</b>				
Utilized Govt. benefits	98(96.1)	102(98.07)	54(100)	254(97.7)
Not utilized Govt. benefits	4(3.9)	2(1.92)	0	6(2.3)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>
<b>Types of Govt benefits used</b>				
Social benefits	0	0	52(96.3)	52(19)
Financial support	82(80.4)	95(91.3)	51(94.4)	228(85.6)
Device facility	50(49)	59(56.7)	20(37)	129(47.6)
Study materials	63(61.8)	25(24)	17(31.5)	105(39.3)
Computer/ Laptop	15(14.7)	5(4.8)	3(5.6)	23(6.8)
Printed books	32(31.4)	21(20.2)	18(33.3)	71(25.3)
Braile books	52(51)	55(52.9)	19(35.2)	126(46.4)

Unless mentioned otherwise, figures within the parenthesis are in percentage of the column total.

**Table 4.7: Year of joining Sight Saver India's inclusive education and impact of ICT tools for reading**

Variable	Rajasthan	Bihar	West Bengal	Total
<b>Year of Joining Sight Saver India Inclusive Education</b>				
2017	2(2)	1(1)	0	3(1.1)
2018	7(6.9)	10(9.6)	0	17(6.5)
2019	14(13.7)	11(10.6)	41(75.9)	66(25.3)
2020	44(43.1)	11(10.6)	5(9.3)	60(23.07)
2021	19(18.6)	39(37.5)	3(5.6)	61(23.4)
2022	12(11.8)	28(26.6)	2(3.7)	42(16.15)
2023	3(2.9)	4(3.8)	3(5.6)	10(3.8)
2024	1(1)			1(0.003)
<b>Total</b>	<b>102(110)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260 (100)</b>
<b>Impact of Sights Savers assistance on learning tools and techniques for reading</b>				
Very useful	79(77.5)	90(86.5)	51(94.4)	220(84.6)
Little helpful	17(16.5)	11(10.6)	3(5.6)	31(11.9)
Not helpful	6(5.88)	3(2.88)	0	9(3.46)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>

Unless mentioned otherwise, figures within the parenthesis are in percentage of the column total.

**Table 4.8: Learning outcomes of inclusive education programme for CVI and impact of Sight Saver's intervention**

Indicators	Rajasthan	Bihar	West Bengal	Total
<b>Online classes during COVID-19 for CVI</b>				
Attended	76(74.5)	47(45.2)	43(79.6)	166(63.8)
Not attended	26(25.49)	57(54.80)	11(20.37)	94(36.15)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>
<b>Ability to read the local language</b>				
Alphabet/ Letters	11(10.8)	7(6.7)	1(1.9)	19(8.5)
Words	20(19.6)	14(13.5)	9(16.7)	43(19.4)
Paragraph	20(19.6)	11(10.6)	10(18.5)	41(18.5)
Story	44(43.1)	40(38.5)	34(63)	118(53.3)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>221(100)</b>
<b>Observation</b>				
Fully	77(75.49)	47(45.19)	43(79.6)	167(64.23)
Partly	18(17.64)	25(24.03)	11(20.4)	54(20.76)
Can't read the local language	7(6.86)	32(30.76)	0	39(15.0)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>
<b>Ability to read the English language</b>				
Capital letters	30(29.4)	29(27.9)	2(3.7)	61(29)
Small letters	9(8.8)	5(4.8)	2(3.7)	16(7.6)
Words	30(29.4)	8(7.8)	23(42.9)	61(29.3)
Sentence	25(24.5)	19(18.3)	26(48.1)	70(33.6)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>53(98.1)</b>	<b>208(100)</b>
<b>Observation</b>				
Fully	60(58.82)	46(44.23)	44(81.5)	150(57.7)
Partly	34(33.4)	15(14.23)	9(16.7)	58(22.3)
Can't read the English language	8(7.84)	43(41.34)	1(1.85)	52(20.0)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>
<b>Ability to speak English sentences</b>				
Able to point out / speak	44(43.1)	53(51)	27(50)	124(47.6)
Unable to point out / speak	58(56.9)	51(49)	27(50)	136(52.3)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>
<b>Ability to do mathematics</b>				
Recognizing numbers (1-9)	12(11.8)	27(26)	3(5.6)	42(16.15)
Recognizing numbers (10-99)	30(29.4)	16(15.4)	8(14.8)	54(20.76)
Subtraction	33(32.4)	28(26.9)	21(38.9)	82(20)
Division	27(26.5)	33(31.7)	22(40.7)	82(20)

<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>
<b>Learned tools for mathematics</b>				
Abacus	44(43.1)	8(7.7)	34(63)	86(33.07)
Taylor frame	42(41.2)	87(83.7)	11(20.4)	140(53.84)
Other	16(15.7)	9(8.7)	9(16.7)	34(13.07)
<b>Total</b>	<b>102(100)</b>	<b>104(100)</b>	<b>54(100)</b>	<b>260(100)</b>

Unless mentioned otherwise, figures within the parenthesis are in percentage of the column total.

**Table 4.9: Profile of the surveyed teachers associated with the CVIs**

Variables	Rajasthan	Bihar	West Bengal	Total
<b>Gender</b>				
Male	19 (52.8)	23(67.6)	6(40.0)	48(56.47)
Female	17 (47.2)	11(32.4)	9(60.0)	37(43.52)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Age</b>				
Less than 30 years	3(8.3)	0	0	3(3.5)
30-50 years	20(55.6)	23(67.6)	12(80)	55(64.70)
Above 50 years	13(36.1)	11(32.4)	3(20)	27(31.76)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Teaching Medium</b>				
Hindi	33(91.7)	33(97.1)	0	66(77.64)
English	3(8.3)	1(2.9)	0	4(4.70)
Bengali	0	0	15(100)	15(17.64)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Teaching experience</b>				
1-10 Years	10(27.8)	10(29.4)	1(6.7)	21(24.70)
10-20 Years	15(41.7)	22(64.7)	11(73.3)	48(56.47)
20-30 Years	7(19.4)	2(5.9)	1(6.7)	10(11.76)
30-40 Years	4(11.1)	0	2(13.3)	6(7.05)
<b>Total</b>	<b>36 (100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>

Unless mentioned otherwise, figures within the parenthesis are in percentage of the column total.

**Table 4.10: Teachers' experience and understanding of inclusive education for CVI**

Particulars	Rajasthan	Bihar	West Bengal	Total
<b>Teaching of CVIs</b>				
Yes	27(75)	15(42.9)	14(93.3)	56(65.88)
No	9(25.0)	19(52.77)	1(6.70)	29(34.11)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Teaching experience</b>				
1-5 Years	20(55.6)	07(20.6)	8(53.3)	35(41.17)
5-10 Years	7(19.4)	5(14.7)	1(6.7)	13(15.29)
10-15 Years	0	2(5.9)	2(13.3)	4(4.70)
15-20 Years	0	1(2.9)	3(20.0)	4(4.70)
No Experience	9(25.0)	19(52.77)	1(6.70)	29(34.11)
<b>Total</b>	<b>36 (100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>CVI can study in any school</b>				
Disagree	3 (8.3)	3(8.8)	1(6.7)	7(8.23)

Partly agree	13 (36.1)	12(35.3)	1(6.7)	26(30.58)
Agree	20 (55.6)	19(55.9)	13(86.7)	52(61.17)
<b>Total</b>	<b>36 (100%)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Should CVI attend only special schools?</b>				
Disagree	16(44.4)	18(52.9)	9(60.0)	43(50.58)
Partly agree	14(38.9)	5(14.7)	4(26.7)	23(27.05)
Agree	6(16.7)	11(32.4)	2(13.3)	19(22.35)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Challenges in teaching CVI</b>				
Disagree	4(11.1)	1(2.9)	1(6.7)	6(7.05)
Partly agree	20(55.6)	18(52.9)	8(53.3)	46(54.11)
Agree	12(33.3)	15(44.1)	6(40.0)	33(38.82)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Need for special educators for CVI</b>				
Disagree	8(22.2)	6(17.6)	4(26.7)	18(21.17)
Partly agree	19(52.8)	13(38.2)	4(26.7)	36(42.35)
Agree	9(25)	15(44.1)	7(46.7)	31(36.47)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Ability of CVI to perform at par with others</b>				
Disagree	3(8.3)	4(11.8)	0	7(8.23)
Partly agree	5(13.9)	9(26.5)	4(26.7)	18(21.17)
Agree	28(77.8)	21(61.8)	11(73.3)	60(71.76)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>

Unless mentioned otherwise, figures within the parenthesis are in percentage of the column total.

**Table 4.11: Teachers' opinion about governmental assistance for CVI and inclusive education**

Particulars	Rajasthan	Bihar	West Bengal	Total
<b>Government spending on education for CVI</b>				
Disagree	2(5.6)	2(5.9)	5(33.3)	9(10.58)
Partly agree	15(41.7)	13(38.2)	9(60.0)	37(43.52)
Agree	19(52.8)	19(55.9)	1(6.7)	39(45.88)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Government support beyond funding For CVI's education</b>				
Disagree	2(5.6)	1(2.9)	2(13.3)	5(5.88)
Partly agree	15(41.7)	21(61.8)	9(60)	45(52.94)
Agree	19(52.8)	12(35.3)	1(6.7)	32(37.64)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Type of government assistance for CVI (multiple answers/opinions) – Figures in parenthesis are in percentage of row total</b>				
Financial support to CVI	32(39.5)	34(42.0)	15(18.5)	81(100)
Financial support to School	17(47.3)	14(38.9)	5(13.8)	36(100)
Support for teaching aids	29(53.7)	11(20.4)	14(25.9)	54(100)
Support for teachers' training	28(58.4)	10(20.8)	10(20.8)	48(100)

Support for resources	29(72.5)	7(17.5)	4(10.0)	40(100)
Support for devices	23(56.1)	15(36.5)	3(7.3)	41(100)
<b>Inclusivity of CVI in general schools</b>				
Disagree	4(11.1)	5(14.7)	2(13.3)	11(12.9)
Partly agree	20(55.6)	21(61.8)	9(60.0)	50(58.9)
Agree	12(33.3)	8(23.5)	4(26.7)	24(28.2)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Integration of CVI with special educational needs in mainstream schools</b>				
Disagree	1(2.8)	2(5.9)	0	3(35.2)
Partly agree	16(44.4)	7(20.6)	4(26.7)	27(31.76)
Agree	19(52.2)	25(73.5)	11(73.3)	55(64.70)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>

Unless mentioned otherwise, figures within the parenthesis are in percentage of the column total.

**Table 4.12: Teacher’s opinion about the Right to Education Act, teaching methodologies, and challenges faced by CVI, and gender disparity among CVI**

Usage of ICT	Rajasthan	Bihar	West Bengal	Total
<b>Provisions for CVI under the Right to Education Act</b>				
Provisions made for CVIs under RTE	27(75)	28(82.4)	14(93.3)	69(81.17)
Provisions not made for CVIs under RTE	9(25)	6(17.6)	1(6.7)	16(18.82)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Challenges for CVI in understanding literature subjects</b>				
Not aware	3(8.3)	7(20.6)	3(20.0)	13(15.29)
Partly aware	23(63.9)	13(38.2)	4(26.7)	40(47.05)
Fully aware	10(27.8)	14(41.2)	8(53.3)	32(37.64)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Use of specialized teaching methodologies for CVI</b>				
Not aware	4(11.1)	5(14.7)	3(20.0)	12(14.11)
Partly aware	23(63.9)	16(47.1)	4(26.7)	43(50.58)
Fully aware	9(25)	13(38.2)	8(53.3)	30(35.29)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Special Curriculum for CVI</b>				
Not aware	16(44.4)	5(14.7)	8(53.3)	29(34.11)
Partly aware	12(33.3)	16(47.1)	2(13.3)	30(35.29)
Fully aware	8(22.2)	13(38.2)	5(33.3)	26(30.58)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Gender disparities in inclusive education for CVI</b>				
Fewer girls CVI attended schools	11(30.6)	23(67.6)	8(53.3)	42(49.41)
Fewer boys CVI attended schools	10(27.8)	6(17.6)	3(20.0)	19(22.35)
Can’t Say	9(25)	5(14.7).1)	1(6.7)	15(17.64)
No disparities	6(16.7)	0	3(20)	9(10.58)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>

Unless mentioned otherwise, figures within the parenthesis are in percentage of the column total.

**Table 4.13: Teachers’ opinion about usage of ICT by the CVI**

Usage of ICT	Rajasthan	Bihar	West Bengal	Total
<b>Usage of ICT tools for CVI</b>				
Not aware	6(16.7)	3(8.8)	6(40.0)	15(17.64)
Partly aware	16(44.4)	14(41.2)	5(33.3)	35(41.76)
Fully aware	14(38.9)	17(50.0)	4(26.7)	35(41.76)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Assisting CVI in using ICT tools for study</b>				
Fully able	10(27.8)	3(8.8)	5(33.3)	18(21.17)
Partly able	19(52.8)	18(52.9)	3(20.0)	40(47.05)
Not at all	1(2.8)	10(29.4)	1(6.7)	12(14.11)
Not able to assist / Don’t know how to use ICT Tool	6(16.7)	3(8.8)	6(40.0)	15(17.64)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Ability to read MS Word Documents using Talking Software</b>				
Fully	22(61.1)	7(20.6)	10(66.7)	39(45.88)
Partly	12(33.3)	1(2.9)	3(20.0)	16(18.82)
Very Less	1(2.8)	3(8.8)	1(6.7)	5(5.88)
Not at all	1(2.8)	23(67.7)	1(6.7)	25(29.44)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Understanding Audio Books by CVI</b>				
Fully	28(77.8)	11(32.4)	11(73.3)	50(58.82)
Partly	7(19.4)	7(20.6)	4(26.7)	18(21.17)
Very Less	0	11(32.4)	0	11(12.94)
Not at all	1(2.8)	5(14.7)	0	6(7.05)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Ease of using NVDA Screen Reader</b>				
Fully	26(72.0)	9(26.5)	6(40.0)	41(48.23)
Partly	8(22.2)	7(20.6)	7(46.7)	22(25.88)
Very less	1(2.8)	10(29.4)	2(13.3)	13(15.29)
Not at all	1(2.8)	8(23.5)	0	9(10.58)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Role of Talking Software in learning</b>				
Fully	31(86.1)	10(29.4)	13(86.7)	54(63.52)
Partly	4(11.1)	9(26.5)	1(6.7)	14(16.47)
Very Less	0	9(26.5)	1(6.7)	10(11.76)
Not at all	1(2.8)	6(17.6)	0	7(8.23)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Limitations of ICT tools in reading &amp; writing certain subjects</b>				
Fully	26(72)	7(17.6)	10(66.7)	43(50.58)
Partly	9(25)	10(29.4)	4(26.7)	23(27.05)
Very less	1(2.8)	6(17.6)	1(6.7)	8(9.41)
Not at all	0	12(35.4)	0	12(14.11)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>ICT tools/equipment can make them confident</b>				
Fully	30(83.3)	10(29.4)	12(80.0)	52(61.17)
Partly	6(16.7)	10(29.4)	3(20.0)	19(22.35)

Very less	0	10(29.4)	0	10(11.76)
Not at all	0	4(11.8)	0	4(4.70)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Helped with ICT tools for their class, notes, and exams</b>				
Fully	28(77.8)	7(20.6)	14(93.3)	49(57.64)
Partly	7(19.4)	11(32.4)	1(6.7)	19(22.35)
Very less	0	5(14.7)	0	5(5.88)
Not at all	1(2.8)	11(32.4)	0	12(14.11)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Ease in teaching due to the use of ICT tools/ equipment.</b>				
Fully	26(72.2)	14(41.2)	14(93.3)	54(63.52)
Partly	8(22.8)	14(41.2)	1(6.7)	23(27.05)
Very less	0	3(8.8)	0	3(3.52)
Not at all	2(5.6)	3(8.8)	0	5(5.88)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>ICT tools make teaching easier with students.</b>				
Fully	30(83.3)	14(41.2)	14(93.3)	58(68.23)
Partly	5(13.9)	14(41.2)	1(6.7)	20(23.52)
Very less	1(2.8)	3(8.8)	0	4(4.70)
Not at all	0	3(8.8)	0	3(3.52)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>ICT tools save time</b>				
Fully	30(83.3)	18(52.9)	12(80.0)	60(70.58)
Partly	6(16.7)	11(32.4)	3(20.0)	20(23.52)
Very less	0	2(5.9)	0	2(2.3)
Not at all	0	3(8.8)	0	3(3.52)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Status of difficulties faced for using ICT tools</b>				
Difficulties faced by teachers	16(44.4)	12(35.3)	9(60.0)	37(43.52)
No difficulty faced	20(55.5)	22(64.70)	6(40.0)	48(56.47)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Lack of training</b>				
High	4(11.1)	5(14.7)	2(13.3)	11(12.94)
Medium	10(27.8)	3(8.8)	6(40.0)	19(22.35)
Low	2(5.6)	1(2.9)	0	3(3.52)
No difficulty faced	20(55.6)	25(73.5)	7(46.7)	52(61.2)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Students' attitude</b>				
High	4(11.1)	5(14.7)	2(13.3)	11(12.9)
Medium	7(19.4)	4(11.8)	3(20.0)	14(16.5)
Low	3(8.3)	3(8.8)	2(13.3)	8(9.4)
No difficulty faced	22(61.2)	22(64.7)	6(53.3)	52(61.2)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Lack of facilities</b>				
High	6(16.7)	6(17.6)	6(40.0)	18(21.17)
Medium	5(13.9)	4(11.8)	3(20.0)	12(14.11)
Low	5(13.9)	1(2.9)	0	6(7.05)
No difficulty faced	20(55.6)	22(67.6)	6(40.0)	49(57.7)

<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Lack of device availability</b>				
High	7(19.5)	8(23.5)	4(26.7)	19(22.35)
Medium	8(22.2)	3(8.8)	4(26.7)	15(17.64)
Low	0	0	1(6.7)	1(1.17)
No difficulty faced	21(58.3)	23(67.6)	6(40.0)	50(58.8)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Teaching learning material</b>				
High	4(11.1)	7(20.6)	5(33.3)	16(18.82)
Medium	10(27.8)	4(11.8)	3(20.0)	17(20.0)
Low	1(2.8)	1(2.9)	1(6.7)	3(3.52)
No difficulty faced	21(58.3)	22(64.7)	6(40.0)	49(57.6)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Lack of infrastructure</b>				
High	5(13.9)	5(14.7)	4(26.7)	14(16.47)
Medium	8(22.2)	6(17.6)	3(20.0)	17(20.0)
Low	1(2.8)	0	0	1(1.17)
No difficulty faced	22(61.1)	23(67.6)	8(53.3)	53(62.3)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Lack of teaching aids</b>				
High	6(16.7)	4(11.8)	4(26.7)	14(16.5)
Medium	8(22.2)	6(17.6)	3(20.0)	17(20.0)
Low	1(2.8)	2(5.9)	1(6.7)	4(4.70)
No difficulty faced	21(58.3)	22(64.70)	7(46.7)	50(58.8)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>

Unless mentioned otherwise, figures within the parenthesis are in percentage of the column total.

**Table 4.14: Frequency statistics on teacher's opinion about the impact of ICT tools on CVI**

Impact of ICT	No. of teachers	Percent	Cumulative Percent
Very low	9	10.6	10.6
Low	17	20.0	30.6
Moderate	27	31.8	62.4
High	14	16.5	78.8
Very high	18	21.2	100.0
<b>Total</b>	<b>85</b>	<b>100.0</b>	

**Table 4.15: Descriptive statistics on teacher's opinion about the impact of ICT tools on CVI**

Parameters	N	Range		M	SD	Remark
		Minimum	Maximum			
ICT impact score	85	10.00	65.00	39.8	14.3	Almost high

\* N= Number of respondents; M = Mean/Average; SD= Standard Deviation

**Table 4.16: Descriptive statistics on teacher’s willingness and attitude toward teaching CVI**

Sl. No.	Teacher’s contribution	N*	M*	SD*	Remarks
1	Willingness to give extra time for CVI during their exam	85	3.45	0.945	Moderate
2	Feel energetic to help CVI	85	3.52	0.895	High
3	Consider the teaching of CVI I as meaningful and purposeful along with other children.	85	3.55	0.866	High
4	Feel like going to work every day	85	3.68	0.602	High
5	Enthusiastic about making learning accessible for all students, including CVI	85	3.64	0.871	High
6	Feel happy after successfully engaging the CVI in learning activities	85	3.67	0.836	High
7	Committed to facing challenges in teaching CVI	85	3.47	1.053	Moderate
8	Focussed on the need and progress of CVI while teaching	85	3.53	1.007	High

\* N= Number of respondents; M = Mean/Average; SD= Standard Deviation

**Table 4.17: Teachers’ opinion about inclusive curriculum, parental and community awareness**

Inclusive Curriculum and Others	Rajasthan	Bihar	West Bengal	Total
<b>Non-inclusive curriculum</b>				
High	5(13.9)	3(8.8)	5(33.3)	13(15.3)
Medium	9(25)	4(14.7)	2(13.3)	15(17.6)
Low	1(2.8)	3(8.8)	1(6.7)	5(5.9)
No difficulty faced	21(58.4)	24(70.6)	7(46.7)	52(61.1)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Lack of parental awareness</b>				
High	10(27.8)	7(20.6)	4(26.7)	21(24.70)
Medium	4(11.1)	3(8.8)	4(26.7)	11(12.94)
Low	1(2.8)	2(5.9)	1(6.7)	4(4.70)
No difficulty faced	21(58.4)	22(64.70)	6(40.0)	49(57.6)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Opinion on the barriers having a high influence on inclusive education</b>				
<b>Resources/Tools</b>				
High	22(61.1)	21(61.8)	12(80.0)	55(64.70)
Medium	12(33.3)	13(38.2)	3(20.0)	28(32.94)
Low	2(5.6)	0	0	2(2.35)
Not at all	0	0	0	0
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Parental support</b>				
High	26(72.2)	24(70.6)	12(80.0)	62(72.94)
Medium	6(16.7)	8(23.5)	3(20.0)	17(20.0)
Low	4(11.1)	2(5.9)	0	6(7.05)
Not at all	0	0	0	0

<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Community awareness</b>				
High	19(52.8)	25(73.5)	11(73.3)	64.70(100)
Medium	13(33.3)	7(20.6)	3(20.0)	23(27.05)
Low	5(13.9)	2(5.9)	0	7(8.23)
Not at all	0	0	1(6.7)	1(1.17)
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>
<b>Community support</b>				
High	16(44.4)	26(76.5)	13(86.7)	55(64.70)
Medium	15(41.7)	4(11.8)	2(13.3)	21(24.70)
Low	5(13.9)	4(11.8)	0	9(10.58)
Not at all	0	0	0	0
<b>Total</b>	<b>36(100)</b>	<b>34(100)</b>	<b>15(100)</b>	<b>85(100)</b>

*Unless mentioned otherwise, figures within the parenthesis are in percentage of the column total.*

## Annexure 2: Assessment Tool of Learning Level of Children with Visual Impairment

### Impact Assessment of HCLTech Grant Education Project Implemented by Sightsavers India

साइटसेवर्स इंडिया द्वारा कार्यान्वित एचसीएलटेक ग्रांट शिक्षा परियोजना का प्रभाव आकलन

Sambalam Project: Inclusive Education for Children with Visual Impairment  
in Rajasthan, Bihar and West Bengal

संबलम परियोजना: राजस्थान, बिहार और पश्चिम बंगाल में दृष्टिबाधित बच्चों के लिए समावेशी शिक्षा

### Learning Assessment of Children with Visual Impairment (CVIs)

दृष्टिबाधित बच्चों (सीवीआई) का सीखने का आकलन

Sr. No.				
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1. Demographics								
S.N.	Demographics	Compliance Indicator						
1.1	Day/Month/Year of Interview साक्षात्कार का दिन/माह/वर्ष	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 16.6%;">D</td> <td style="width: 16.6%;">D</td> <td style="width: 16.6%;">M</td> <td style="width: 16.6%;">M</td> <td style="width: 16.6%;">Y</td> <td style="width: 16.6%;">Y</td> </tr> </table>	D	D	M	M	Y	Y
D	D	M	M	Y	Y			
1.2	Time of Interview साक्षात्कार का समय	Start Time: (Hour/ minute)  End Time: (Hour/ minute)						
1.3	State राज्य	<input type="checkbox"/> Rajasthan राजस्थान.....1 <input type="checkbox"/> Bihar बिहार.....2 <input type="checkbox"/> West Bengal पश्चिम बंगाल.....3						
1.4	District ज़िला	<input type="checkbox"/> Jhalawar झालावाड़...1 <input type="checkbox"/> Udaipur उदयपुर.....2 <input type="checkbox"/> Bhagalpur भागलपुर...3 <input type="checkbox"/> Jehanabad जहानाबाद....4 <input type="checkbox"/> Howrah हावड़ा.....5						
1.5	Survey response क्या मैं सर्वे करना जारी रख सकता हूँ (सर्वे करने के संबंध में आपकी प्रतिक्रिया)	Agreed सहमत हैं .....1 Refused अस्वीकार करना .....2						
2. Student's Information छात्र की जानकारी								
<b>This information will be collected with the help of parents, Guardians and teachers.</b> यह जानकारी माता-पिता, अभिभावकों और शिक्षकों की मदद से एकत्र की जाएगी।								
S.N.	Particular	Compliance Indicator						

2.1	What is student name? आपका क्या नाम है?											
2.2	What is student age (in complete Year) आपकी उम्र कितनी है (पूर्ण वर्ष में)											
2.3	Student's gender छात्र का लिंग	Male पुरुष .....1 Female स्त्री.....2 Other अन्य .....3										
2.4	What is father/Guardian's name? पिता/अभिभावक का नाम क्या है?											
2.5	What social category your family belongs to? आपका परिवार किस सामाजिक वर्ग/श्रेणी से सम्बंधित है?	General Category सामान्य श्रेणी.....1 Other Backward Class अन्य पिछड़ा वर्ग .....2 Schedule Caste अनुसूचित जाति .....3 Schedule Tribe अनुसूचित जनजाति .....4 Don't Know पता नहीं ,,.....88 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99										
2.6	Does your family comes under APL or BPL? क्या आपका परिवार एपीएल श्रेणी में आता है या बीपीएल श्रेणी में?	AYY (Antyodaya Anna Yojana).....1 PHH (Priority Household).....2 NPHH (Non-Priority Household).....3 RKSYS I (Stands for Ration Card Scheme for the Special Category).....4										
2.7	What is the main source of income of your family? आपके परिवार की आय का मुख्य स्रोत क्या है?	Wage Labourer दिहाड़ी मजदूर .....1 Farmer किसान .....2 Sharecropper कृषि में हिस्सेदारी .....3 Agri labour कृषि श्रमिक .....4 Trade व्यापार .....5 Small Shopkeeper छोटा दुकानदार.....6 Govt Service सरकारी नौकरी.....7 Private Service प्राइवेट नौकरी.....8 Pensioner पेंशनभोगी .....9 Other (pl. specify) अन्य (कृपया स्पष्ट करें)... .....99										
2.8	Name of village/city where you live. उस गाँव/शहर का नाम जहाँ आप रहते हैं	<table border="1"> <tr> <td><b>Name</b> नाम</td> <td></td> </tr> <tr> <td><b>City/Village</b> शहर/गाँव</td> <td></td> </tr> <tr> <td><b>Gram Panchayat</b> ग्राम पंचायत</td> <td></td> </tr> <tr> <td><b>Block/Taluka</b> ब्लॉक/तालुका</td> <td></td> </tr> <tr> <td><b>District</b> ज़िला</td> <td></td> </tr> </table>	<b>Name</b> नाम		<b>City/Village</b> शहर/गाँव		<b>Gram Panchayat</b> ग्राम पंचायत		<b>Block/Taluka</b> ब्लॉक/तालुका		<b>District</b> ज़िला	
<b>Name</b> नाम												
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<b>District</b> ज़िला												

<b>This information will be collected with the help of Student</b> <b>यह जानकारी स्टूडेंट की मदद से जुटाई जाएगी</b>		
2.9	<b>In which class you are studying?</b> आप कौन सी कक्षा में पढ़ रहे हैं?	
2.10	<b>Name of the school/college where you are currently studying</b> उस स्कूल/कॉलेज का नाम जहां आप वर्तमान में पढ़ रहे हैं	
2.11	<b>Full address of school/college</b> स्कूल/कॉलेज का पूरा पता	<b>City/Village</b> शहर/गांव
		<b>Block/Taluka</b> ब्लॉक/तालुका
		<b>District ज़िला</b>
2.12	<b>Do you regularly attend the school/College?</b> क्या आप नियमित रूप से स्कूल/कॉलेज जाते हैं?	Yes हाँ.....1 No नहीं .....2 If no, Skip Q2.13 to 2.16
2.13	<b>How long have you been studying in this school/college?</b> आप इस स्कूल/कॉलेज में कितने समय से पढ़ रहे हैं?	<input type="text"/> Years साल.....1 <input type="text"/> Months महीने.....2
2.14	<b>How many days do you attend school/college in a month?</b> आप एक महीने में कितने दिन स्कूल/कॉलेज जाते हैं? (पिछले तीन महीनों की स्कूल उपस्थिति से)	1 to 10 days 1 से 10 दिन .....1 11 to 20 days 11 से 20 दिन .....2 21 to 30/31 days 21 से 30/31 दिन .....3 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99
2.15	<b>Location of the School/College</b> स्कूल/कॉलेज का स्थान	<input type="checkbox"/> Within the village/City locality गांव/शहर इलाके के भीतर.....1 <input type="checkbox"/> Far from the village/City locality गांव/शहर से दूर.....2
2.16	<b>Distance between home to School/College</b> घर से स्कूल/कॉलेज के बीच की दूरी	<input type="checkbox"/> Within 2 km reach 2 किमी के भीतर.....1 <input type="checkbox"/> More than 2 km away 2 किमी से अधिक दूरी पर.....2 <input type="checkbox"/> I stay at school/college hostel for study मैं पढ़ाई के लिए स्कूल/कॉलेज के हॉस्टल में रहता हूँ Time taken to reach at School/College....., minutes स्कूल/कॉलेज पहुँचने में कितना समय लगता है....., मिनट
2.17	<b>Who in your family usually helps you with your studies?</b> आमतौर पर आपके परिवार में कौन आपकी पढ़ाई में मदद करता है?	Brother भाई .....1 Sister बहन .....2 Mother माँ .....3 Father पिता .....4 Guardian अभिभावक .....5

		Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99
2.18	What is the status of student eye Vision? विद्यार्थियों की नेत्र दृष्टि की स्थिति क्या है?	Blindness पूर्णतः दृष्टिबाधित.....1 Low Vision आंशिक दृष्टि .....2 Single eye Vision एकल नेत्र दृष्टि .....3 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99
2.19	Since how long have you been experiencing difficulties with your vision? आप कब से अपनी दृष्टि संबंधी कठिनाइयों का अनुभव कर रहे हैं?	<input type="text"/> By Birth जन्म से.....1 <input type="text"/> Years साल.....2 <input type="text"/> Months महीने.....3
<b>3. Student's inclusive education Information विद्यार्थी की समावेशी शिक्षा सूचना</b>		
3.1	What is your primary medium of reading? आपके पढ़ने का प्राथमिक माध्यम क्या है?	Braille Script ब्रेल लिपि.....1 Bold print letters बोल्ड प्रिंट अक्षर .....2 Normal printed book सामान्य मुद्रित पुस्तक.....3 Earlier I could read big letters but now I can understand by listening पहले मैं बड़े अक्षर पढ़ लेता था लेकिन अब सुनकर समझ लेता हूँ.....4 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99
3.2	What is your primary medium for writing? लेखन के लिए आपका प्राथमिक माध्यम क्या है?	Braille Script ब्रेल लिपि.....1 Bold letters बोल्ड अक्षर .....2 Normal letters सामान्य अक्षर.....3 Earlier I could write but now I can't पहले मैं लिख सकता था लेकिन अब नहीं लिख सकता.....4 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99
3.3	What are the information communication technology (ICT) resources do you use for study? (Multiple answer) अध्ययन के लिए आप कौन से संचार प्रौद्योगिकी (आईसीटी) संसाधनों का उपयोग करते हैं? (एकाधिक उत्तर)	A. Mobile which was loaded with e text books / मोबाइल जिसमें ई पाठ्य पुस्तकें भरी हुई हो B. Laptop which was loaded with e text books / लैपटॉप जिनमें ई-पाठ्य पुस्तकें भरी हुई हो C. Audio Books / ऑडियो पुस्तकें D. Screen magnifier स्क्रीन मैग्निफायर का उपयोग E. Non Visual Desktop Access screen reader (NVDA screen reader) / नॉन विजुअल डेस्कटॉप एक्सेस स्क्रीन रीडर (एनवीडीए स्क्रीन रीडर) का उपयोग F. DAISY players / डेजी प्लेयर्स का उपयोग G. Voice recognition tool / ध्वनि पहचान उपकरण का उपयोग H. Talking keyboards / बोलने वाले कीबोर्ड का उपयोग I. Sugama Pustakalaya / सुगम्य पुस्तकालय

		<p>J. Audio recordings / ऑडियो रिकॉर्डिंग का उपयोग</p> <p>K. Google U-tube / गूगल यू-ट्यूब का उपयोग</p> <p>L. The Smart Vision glass/Spects / स्मार्ट विज़न ग्लास/स्पेक्ट्स का उपयोग</p> <p>X. Other (pl. specify) / अन्य (कृपया स्पष्ट करें)</p>	
3.4	<p>What are the digital equipment do you use for study? (Multiple answer) अध्ययन के लिए आप किन डिजिटल उपकरणों का उपयोग करते हैं? (एकाधिक उत्तर)</p>	<p>A. Computer with INDO-NVDA / इंडो-एनवीडीए के साथ कंप्यूटर</p> <p>B. Laptops with INDO-NVDA / इंडो-एनवीडीए के साथ लैपटॉप</p> <p>C. Mobile/Smart Phone / मोबाइल/स्मार्ट फ़ोन</p> <p>D. Audio recorder / ऑडियो रिकॉर्डर</p> <p>E. Video Players / वीडियो प्लेयर्स</p> <p>X. Other (pl. specify) / अन्य (कृपया स्पष्ट करें)</p>	
3.5	<p>Are you getting any facility from the Govt. Department? क्या आपको सरकार से कोई सुविधा मिल रही है?</p>	<p>Yes हाँ .....1</p> <p>Sometime कभी-कभी .....2</p> <p>No नहीं.....3</p>	<p>If no, Skip Q3.6</p>
3.6	<p>If yes, what are those facilities do you receive? (Multiple answer) यदि हाँ, तो आपको कौन सी सुविधाएं प्राप्त होती हैं? (एकाधिक उत्तर)</p>	<p>A. Financial support / वित्तीय सहायता</p> <p>B. Device facilities / डिवाइस सुविधाएं</p> <p>C. Study materials facility / अध्ययन सामग्री सुविधा</p> <p>D. Computer/Laptop कंप्यूटर/लैपटॉप</p> <p>E. Printed books in bold letters / मोटे अक्षरों में छपी किताबें</p> <p>F. Braille books / Braille Kit received ब्रेल पुस्तकें/ब्रेल किट प्राप्त हुई</p> <p>X. Other (pl. specify) अन्य (कृपया स्पष्ट करें)</p>	
3.7	<p>Do you take assistance from a special teacher? क्या आप किसी विशेष शिक्षक की सहायता लेते हैं?</p>	<p>Yes हाँ.....1</p> <p>No नहीं .....2</p>	<p>If no, Skip Q3.8</p>
3.8	<p>If yes, mention the frequency of meeting the relevant teacher in a month. यदि हाँ, तो एक माह में संबंधित शिक्षक से मिलने की आवृत्ति का उल्लेख करें।</p>	<p>In days per month प्रति माह दिनों में</p>	
3.9	<p>How much did the assistance provided by Sightsavers India help you in learning different tools and techniques of reading?</p>	<p>Very helpful बहुत मददगार .....1</p> <p>Little Helpful थोड़ा मददगार.....2</p> <p>Not Helpful मददगार नहीं.....4</p> <p>Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99</p>	

	साइटसेवर्स इंडिया द्वारा प्रदान की गई सहायता से आपको पढ़ने के विभिन्न उपकरणों और तकनीकों को सीखने में कितनी मदद मिली?		
3.10	For education in which year did you join to Sightsaver India inclusive education? शिक्षा के लिए आप किस वर्ष साइटसेवर इंडिया के साथ समावेशी शिक्षा के लिए से जुड़े?		
3.11	How did the assistance provided by Sightsaver India help you in your studies? <b>(Multiple answer)</b>  साइटसेवर इंडिया द्वारा प्रदान की गई सहायता से आपको अपनी पढ़ाई में किस प्रकार मदद मिली? <b>(एकाधिक उत्तर)</b>	<p><b>Learn the followings tools and techniques</b> निम्नलिखित टूल और तकनीकों को सीखने में मदद मिली</p> <p>A. Smart Phone with e text books / स्मार्ट फोन के साथ ई-पाठ्य पुस्तकों सीखने में मदद मिली</p> <p>B. Laptop with e text books / लैपटॉप के साथ ई-पाठ्य पुस्तकों को सीखने में मदद मिली</p> <p>C. Low Vision devices / कम दृष्टि वाले उपकरण सीखने में मदद मिली</p> <p>D. Audio Books / ऑडियो पुस्तकें सीखने में मदद मिली</p> <p>E. Computer with screen reading software NVDA/ कंप्यूटर के साथ स्क्रीन रीडिंग सॉफ्टवेयर एनवीडीए सीखने में मदद मिली</p> <p>F. Laptop with screen reading software NVDA/ लैपटॉप के साथ स्क्रीन रीडिंग सॉफ्टवेयर एनवीडीए सीखने में मदद मिली</p> <p>G. DAISY players / डेजी प्लेयर्स सीखने में मदद मिली</p> <p>H. Voice recognition tool / ध्वनि पहचान उपकरण सीखने में मदद मिली</p> <p>I. Talking keyboards / बोलने वाले कीबोर्ड सीखने में मदद मिली</p> <p>J. Suganya Pustaklaya / सुगम्य पुस्तकालय में मदद मिली</p> <p>K. Learn lesson through Google U-tube Google / गूगल यू-ट्यूब के माध्यम से पाठ सीखने में मदद मिली</p> <p>L. Uses of the Smart Vision glass/Spects / स्मार्ट विजन ग्लास/स्पेक्ट्स का उपयोग सीखने में मदद मिली</p> <p>M. Reading Braille books ब्रेल किताबें पढ़ने में मदद मिली</p> <p>N. Learn playing materials such as taking watch, audible balls, tactile playing cards etc / खेल सामग्री जैसे बोलने वाली घड़ी, सुनाई देने योग्य गेंदें, स्पर्शनीय ताश आदि सीखने में मदद मिली</p>	

		<p>X. Other (pl. specify) अन्य (कृपया स्पष्ट करें)</p> <p><b>Support material provided</b> सहायता सामग्री प्रदान की गई</p> <p>A. Study materials facility / अध्ययन सामग्री प्रदान की गई</p> <p>B. Computer/Laptop कंप्यूटर/लैपटॉप दिये गये</p> <p>C. Low vision devices / कम दृष्टि वालों के लिए उपकरण दिये गये</p> <p>D. Large Print Books / बड़े प्रिंट वाली किताबें दी गईं</p> <p>E. Braille books / ब्रेल पुस्तकें दी गईं</p> <p>F. Braille Kit received / ब्रेल किट दी गई</p> <p>G. ICT devices were given along with accessible books in E pub format / ई पब प्रारूप में सुलभ पुस्तकों के साथ आईसीटी उपकरण दिए गए</p> <p>X. Other (pl. specify) अन्य (कृपया स्पष्ट करें)</p>	
3.12	<p>Do you take anyone's help to write in the exam?</p> <p>क्या आप परीक्षा में लिखने के लिए किसी की मदद लेते हैं?</p>	<p>Yes हाँ.....1</p> <p>No नहीं .....2</p>	If no, Skip Q3.13
3.13	<p>Whose help do you take to write in the exam?</p> <p>परीक्षा में लिखने के लिए आप किसकी मदद लेते हैं?</p>	<p>Brother भाई.....1</p> <p>Sister बहन.....2</p> <p>Friend दोस्त.....3</p> <p>Teacher अध्यापक.....4</p> <p>Relative रिश्तेदार.....5</p> <p>Guardian अभिभावक.....6</p> <p>Scribe लेखकों की.....7</p> <p>Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99</p>	
<b>Trainings Received by Students छात्रों द्वारा प्राप्त प्रशिक्षण</b>			
3.14	<p>Have you received 'Plus curriculum' course / Braille training</p> <p>क्या आपने 'प्लस पाठ्यक्रम' / ब्रेल प्रशिक्षण प्राप्त किया है</p>	<p>Yes हाँ.....1</p> <p>No नहीं .....2</p>	If no, Skip Q3.15
3.15	a. If yes, kind of training		
	b. Duration of training		
3.16	<p>Have you participated in some other training?</p> <p>क्या आपने किसी अन्य प्रशिक्षण में भाग लिया है?</p>	<p>Yes हाँ.....1</p> <p>No नहीं .....2</p>	If no, Skip Q3.17
3.17	a. If yes, kind of training		

	यदि हाँ, तो किस प्रकार का प्रशिक्षण		
	b. Duration of training प्रशिक्षण की अवधि		
3.18	Have you taken online classes during the outbreak of Covid-19 through mobile phones? क्या आपने कोविड-19 के प्रकोप के दौरान मोबाइल फोन के माध्यम से ऑनलाइन कक्षाएं ली हैं?	Yes हाँ.....1 No नहीं .....2	

#### 4. Assessment of Learning of CVIs (Medium of Assessment: Braille / Printed)

सीवीआई के सीखने का आकलन (मूल्यांकन का माध्यम: ब्रेल / मुद्रित)

4.1	Are you able to read the local language? (Tick only the highest level) क्या आप स्थानीय भाषा पढ़ सकते हैं? (केवल उच्चतम स्तर पर निशान लगाएं)	Alphabet/ Letters वर्णमाला/अक्षर पढ़ सकते हैं.....1	
		Words शब्द पढ़ सकते हैं.....2	
		Paragraph पैराग्राफ पढ़ सकते हैं .....3	
		Story कहानी पढ़ सकते हैं .....4	
		Not at all बिल्कुल नहीं पढ़ सकते हैं .....77	
4.1a	If able to read, investigator's observation. यदि पढ़ने में सक्षम हो, तो अन्वेषक का अवलोकन	Fully पूरी तरह से पढ़ सकते हैं .....1 Partly आंशिक रूप से पढ़ सकते हैं .....2	

#### Medium of assessment of English: English slate / printed / oral

अंग्रेजी के मूल्यांकन का माध्यम: अंग्रेजी स्लेट / मुद्रित / मौखिक

4.2	Are you able to read the English? (Tick only the highest level) क्या आप अंग्रेजी पढ़ने में सक्षम हैं? (केवल उच्चतम स्तर पर निशान लगाएं)	Capital letters बड़े अक्षर पढ़ सकते हैं .....1	
		Small letters छोटे अक्षर पढ़ सकते.....2	
		Words शब्द पढ़ सकते हैं.....3	
		Sentence वाक्य पढ़ सकते .....4	
		Not at all बिल्कुल नहीं पढ़ सकते हैं .....77	
4.2a	If able to read, investigator's observation. यदि पढ़ने में सक्षम हो, तो अन्वेषक का अवलोकन	Fully पूरी तरह से पढ़ सकते हैं .....1 Partly आंशिक रूप से पढ़ सकते हैं .....2	
4.3	Are you able to speak of English word? क्या आप अंग्रेजी शब्द बताने/बोलने में सक्षम हैं?	Able to point out / speak बोलने में सक्षम.....1	
		Unable to point out / speak बोलने में असमर्थ. ....2	
4.3a	If able to speak, investigator's observation. यदि अंग्रेजी शब्द बताने/बोलने में सक्षम हो, तो अन्वेषक का अवलोकन	Fully पूरी तरह से बोलने में सक्षम हैं.....1 Partly आंशिक रूप से बोलने में सक्षम हैं.....2	
4.4	Are you able to speak English sentences? क्या आप अंग्रेजी वाक्यों को बोलने में सक्षम हैं?	Able to point out / speak बोलने में सक्षम.....1	
		Unable to point out / speak बोलने में असमर्थ... ....2	
4.4a	If able to speak, investigator's observation.	Fully पूरी तरह से बोलने में सक्षम हैं.....1 Partly आंशिक रूप से बोलने में सक्षम हैं.....2	

	यदि अंग्रेजी वाक्यों को बताने/बोलने में सक्षम हो, तो अन्वेषक का अवलोकन।			
<b>Medium of assessment of mathematics: Mathematics slate / printed / oral</b>				
4.5	Can you do Mathematics (Tick only the highest level) क्या आप गणित कर सकते हैं? (केवल उच्चतम स्तर पर निशान लगाएं)	Recognizing numbers (1-9) संख्याओं को पहचानना (1-9).....1		
		Recognizing numbers (10-99) संख्याओं को पहचानना (10-99).....2		
		Subtraction घटाव करना.....3		
		Division विभाजन करना .....4		
4.5a	Which tools do you use for learning mathematics? गणित सीखने के लिए आप कौन से टूल का उपयोग करते हैं?	Abacus अबेकस.....1 Taylor Frame टेलर फ्रेम.....2 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99		
4.5b	Observation अवलोकन	Fully पूरी तरह से कर/पढ़ सकते हैं .....1 Partly आंशिक रूप से कर/पढ़ सकते हैं .....2 Not at all बिल्कुल नहीं कर/पढ़ सकते हैं .....77		
<b>Marks received in previous classes पिछली कक्षाओं में प्राप्त अंक</b>				
4.6	Marks received (from school/College record) प्राप्त अंक (स्कूल/कॉलेज रिकॉर्ड से)	<b>Class कक्षा</b>	<b>Pass Year उत्तीर्ण वर्ष</b>	<b>Percentage प्रतिशत</b>
<b>4.7 Any other observations</b> कोई अन्य अवलोकन				

\_\_\_\_\_  
Name and Signature of the Investigator  
अन्वेषक का नाम और हस्ताक्षर

\_\_\_\_\_  
Name and Signature of Supervisor  
पर्यवेक्षक का नाम और हस्ताक्षर

## Annexure 3: Knowledge, Attitude & Practice of Teacher's on Educating CVI in Inclusive Environment

### Impact Assessment of HCLTech Grant Education

#### Project Implemented by Sightsavers India

साइटसेवर्स इंडिया द्वारा कार्यान्वित एचसीएलटेक ग्रांट शिक्षा परियोजना का प्रभाव आकलन

Sambalam Project: Inclusive Education for Children with Visual Impairment  
in Rajasthan, Bihar and West Bengal

संबलम परियोजना: राजस्थान, बिहार और पश्चिम बंगाल में दृष्टिबाधित बच्चों के लिए समावेशी शिक्षा

### Knowledge, Attitude & Practice of Teacher's on Educating CVI in Inclusive Environment

समावेशी वातावरण में सीवीआई को शिक्षित करने पर शिक्षकों का ज्ञान, दृष्टिकोण और अभ्यास

Sr. No.					
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1. Demographics							
S.N.	Demographics	Compliance Indicator					
1.1	Day/Month/Year of Interview साक्षात्कार का दिन/माह/वर्ष	D	D	M	M	Y	Y
1.2	Time of Interview साक्षात्कार का समय	Start Time: (Hour/ minute)  End Time: (Hour/ minute)					
1.3	State राज्य	<input type="checkbox"/> Rajasthan राजस्थान.....1 <input type="checkbox"/> Bihar बिहार.....2 <input type="checkbox"/> West Bengal पश्चिम बंगाल.....3					
1.4	District जिला	<input type="checkbox"/> Jhalawar झालावाड़...1 <input type="checkbox"/> Udaipur उदयपुर.....2 <input type="checkbox"/> Bhagalpur भागलपुर...3 <input type="checkbox"/> Jehanabad जहानाबाद.....4 <input type="checkbox"/> Howrah हावड़ा.....5					
1.5	Gram Panchayat ग्राम पंचायत						
1.6	Name of the School स्कूल का नाम						
1.7	Type of School स्कूल का प्रकार	Primary School प्राथमिक विद्यालय .....1 Upper Primary School उच्च प्राथमिक विद्यालय.....2 Secondary School माध्यमिक विद्यालय.....3					

		Senior Secondary School सीनियर सेकेंडरी स्कूल.....4 Special School for CVIs सीवीआई के लिए विशेष स्कूल .....5 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99
1.8	Location of the School विद्यालय का स्थान	<input type="checkbox"/> Within the village/city locality गाँव/शहर के अंदर.....1 <input type="checkbox"/> Far from the village/city locality गाँव/शहर से दूर.....2
1.9	Survey response क्या मैं सर्वे करना जारी रख सकता हूँ (सर्वे करने के संबंध में आपकी प्रतिक्रिया)	Agreed सहमत हैं .....1 Refused अस्वीकार करना .....2

**2. Personal Information व्यक्तिगत जानकारी**

S.N	Details	Response	Skip Pattern
2.1	What is your name? आपका क्या नाम है?		
2.2	What is your current designation? आपका वर्तमान पदनाम क्या है?		
2.3	What is your age (in complete Year) आपकी उम्र क्या है (पूरे वर्ष में)	Less than 30 Years / 30 वर्ष से कम .....1 30-50 Years / 30-50 वर्ष .....2 Above 50 Years / 50 वर्ष से ऊपर .....3	
2.4	Gender/Sex लिंग	Male / पुरुष .....1 Female / महिला .....2 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99	
2.5	Which classes are you teaching currently? आप वर्तमान में कौन सी कक्षाएँ पढ़ा रहे हैं?	Upto 5th classes / 5वीं कक्षा तक.....1 6th to 8th Classes / 6वीं से 8वीं कक्षा तक ....2 9th to 10th / 9वीं से 10वीं तक .....3 11th to 12 <sup>th</sup> / 11वीं से 12वीं तक .....4 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99	
2.6	Teaching medium (School) शिक्षण माध्यम	Hindi हिंदी .....1 English अंग्रेजी .....2 Bengali बंगाली .....3	
2.7	What is your working experience? आपका कार्य अनुभव कितना है?	<input type="text"/> <input type="text"/> Experiences in years अनुभव वर्षों में	
2.8	How long have you been teaching in this school? आप इस स्कूल में कब से पढ़ा रहे हैं?	<input type="text"/> <input type="text"/> Experiences in Years...1 अनुभव वर्षों में <input type="text"/> <input type="text"/> Experiences in Months.....2 अनुभव महीनों में	

2.9	Do you have experience of teaching the Children with visual impairment?  क्या आपके पास दृष्टि बाधित बच्चों को पढ़ाने का अनुभव है?	Yes हाँ .....1 No नहीं .....2	If no, Skip 2.10 & 3.1
2.10	How many visually impaired children are you teaching in this school? आप इस स्कूल में कितने दृष्टिबाधित बच्चों को पढ़ा रहे हैं?	Total student with Visual Impairment _____ • Girl students: _____ • Boy students: _____ दृष्टिबाधित कुल छात्र _____ • छात्राएं: _____ • छात्र: _____	

### 3. Teachers understanding/knowledge on Inclusive Education (IE)

समावेशी शिक्षा (आईई) पर शिक्षकों की समझ/ज्ञान

S. N.	Comment	Circle the correct answer	Skip Pattern
3.1	How long have you been teaching the visually impaired children? आप कब से दृष्टिबाधित बच्चों को पढ़ा रहे हैं?	In Years वर्षों में _____ In Months महीनों में _____	
3.2	Do you think, Children with visual impairment (CVI) can study in any school? क्या आपको लगता है, दृष्टिबाधित (सीवीआई) बच्चे किसी भी स्कूल में पढ़ सकते हैं?	Disagree पूर्णतया असहमत .....0 Partly agree आंशिक रूप से सहमत .....1 Agree पूर्णतया सहमत .....2	
3.3	Do you think, Children with visual impairment (CVI) should only study in special schools? क्या आपको लगता है, दृष्टिबाधित (सीवीआई) बच्चों को केवल विशेष स्कूलों में ही पढ़ना चाहिए?	Disagree पूर्णतया असहमत .....0 Partly agree आंशिक रूप से सहमत .....1 Agree पूर्णतया सहमत .....2	
3.4	Do you believe teaching children with visual impairments is more challenging compared to teaching those without? क्या आप मानते हैं कि दृष्टिबाधित बच्चों को पढ़ाना बिना दृष्टिबाधित बच्चों को पढ़ाने की तुलना में अधिक चुनौतीपूर्ण है?	Disagree पूर्णतया असहमत .....0 Partly agree आंशिक रूप से सहमत .....1 Agree पूर्णतया सहमत .....2	
3.5	Do you think, children with visual impairment can only study with the help of a special educator? क्या आप सोचते हैं कि दृष्टिबाधित बच्चे केवल विशेष शिक्षक की मदद से ही पढ़ाई कर सकते हैं?	Disagree पूर्णतया असहमत .....0 Partly agree आंशिक रूप से सहमत .....1 Agree पूर्णतया सहमत .....2	
3.6	Do you think, visually impaired children can perform at par with other children?	Disagree पूर्णतया असहमत .....0 Partly agree आंशिक रूप से सहमत .....1 Agree पूर्णतया सहमत .....2	

	क्या आपको लगता है कि दृष्टिबाधित बच्चे अन्य बच्चों के बराबर प्रदर्शन कर सकते हैं?		
3.7	Do you think, Govt. is spending sufficient money for educating the visually impaired children? क्या आपको लगता है कि सरकार दृष्टिबाधित बच्चों को शिक्षित करने के लिए पर्याप्त धन खर्च कर रही है?	Disagree पूर्णतया असहमत .....0 Partly agree आंशिक रूप से सहमत .....1 Agree पूर्णतया सहमत .....2	
3.8	Do you think, Govt. is providing non-monetary assistances for educating the visually impaired children? क्या आपको लगता है, सरकार दृष्टिबाधित बच्चों को शिक्षित करने के लिए गैर-मौद्रिक सहायता प्रदान कर रही है?	Disagree पूर्णतया असहमत .....0 Partly agree आंशिक रूप से सहमत .....1 Agree पूर्णतया सहमत .....2	If ans. 0 Skip Q 3.9
3.9	Types of assistance provided by the government for visually impaired children. (Multiple answers)  दृष्टिबाधित बच्चों के लिए सरकार द्वारा प्रदान की जाने वाली सहायता के प्रकार। (एकाधिक उत्तर)	A. Financial Support to students छात्रों को वित्तीय सहायता B. Financial Support to School विद्यालय को वित्तीय सहायता C. Support in teaching aids शिक्षण सामग्री में सहायता D. Support for teachers training शिक्षकों के प्रशिक्षण के लिए सहायता E. Support for resources संसाधनों के लिए सहायता F. Support for devices उपकरणों के लिए सहायता X. Other (pl. specify) अन्य (कृपया स्पष्ट करें)	
3.10	Do you think, General schools are totally inclusive for Children with visual impairment? क्या आपको लगता है, सामान्य स्कूल दृष्टिबाधित बच्चों के लिए पूरी तरह से समावेशी हैं?	Disagree पूर्णतया असहमत .....0 Partly agree आंशिक रूप से सहमत .....1 Agree पूर्णतया सहमत .....2	
3.11	Do you think, children with special educational needs could be integrated in mainstream schools? क्या आपको लगता है कि विशेष शैक्षिक आवश्यकताओं वाले बच्चों को मुख्यधारा के स्कूलों में एकीकृत किया जा सकता है?	Disagree पूर्णतया असहमत .....0 Partly agree आंशिक रूप से सहमत .....1 Agree पूर्णतया सहमत .....2	
3.12	Are you able to use the ICT tools provided for the visually impaired children? क्या आप दृष्टिबाधित बच्चों के लिए उपलब्ध कराए गए आईसीटी उपकरणों का उपयोग करने में सक्षम हैं?	Disagree पूर्णतया असहमत .....0 Partly agree आंशिक रूप से सहमत .....1 Agree पूर्णतया सहमत .....2	If ans. 0 then skip to 3.13

3.13	<p>Are you able to help visually impaired children for using the ICT tools/equipment for their study? क्या आप दृष्टिबाधित बच्चों को उनके अध्ययन के लिए उपकरणों का उपयोग करने में मदद करने में सक्षम हैं?</p>	<p>Disagree पूर्णतया असहमत .....0 Partly agree आंशिक रूप से सहमत .....1 Agree पूर्णतया सहमत .....2</p>	
3.14	<p>Has any provision been made in your school for children with special needs under the Right to Education Act? क्या शिक्षा का अधिकार अधिनियम में विशेष आवश्यकता वाले बच्चों के लिए आपके स्कूल में कोई प्रावधान किया गया है?</p>	<p>Yes हाँ .....1 No नहीं .....2</p>	
3.15	<p>Do you think, Children with visual impairment faces difficulty in understanding literature subjects as it consists of big paragraphs or picture-based concept? क्या आपको लगता है, दृष्टिबाधित बच्चों को साहित्य के विषयों को समझने में कठिनाई होती है क्योंकि इसमें बड़े पैराग्राफ या चित्र-आधारित अवधारणाएँ होती हैं?</p>	<p>Disagree पूर्णतया असहमत .....0 Partly agree आंशिक रूप से सहमत .....1 Agree पूर्णतया सहमत .....2</p>	
3.16	<p>Have you use separate teaching learning methodology for visually impaired children? क्या आप दृष्टिबाधित बच्चों के लिए अलग शिक्षण पद्धति का उपयोग करते हैं?</p>	<p>Disagree पूर्णतया असहमत .....0 Partly agree आंशिक रूप से सहमत .....1 Agree पूर्णतया सहमत .....2</p>	
3.17	<p>Is there special Curriculum as per the need of CVI? क्या स्कूल में दृष्टिबाधित बच्चों (सीवीआई) की आवश्यकता के अनुसार विशेष पाठ्यक्रम है?</p>	<p>Disagree पूर्णतया असहमत .....0 Partly agree आंशिक रूप से सहमत .....1 Agree पूर्णतया सहमत .....2</p>	
3.18	<p>What is your opinion on gender disparities in inclusive education for children with visual impairment? दृष्टिबाधित बच्चों के लिए समावेशी शिक्षा में लैंगिक असमानताओं पर आपकी क्या राय है?</p>	<p>Fewer girls with visual disabilities attend school compared to boys लड़कों की तुलना में दृष्टिबाधित लड़कियाँ कम स्कूल जाती हैं.....1 Fewer boys with visual disabilities attend school compared to girls दृष्टिबाधित लड़के लड़कियों की तुलना में कम स्कूल जाते हैं.....2 Can't Say कह नहीं सकता .....9 Don't Know पता नहीं .....88 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99</p>	
3.19	<p>What are the experiences of CVI students using ICT as a tool to be included and to get support in their learning process?</p>		

	आईसीटी को एक उपकरण के रूप में उपयोग करने तथा अपनी शिक्षण प्रक्रिया में सहायता प्राप्त करने के मामले में सीवीआई के छात्रों के अनुभव क्या हैं?		
	a. They can read documents in MS Word by using their talking software वे अपने टॉकिंग सॉफ्टवेयर का उपयोग करके एमएस वर्ड में दस्तावेज पढ़ सकते हैं	Fully पूर्णतः पढ़ सकते हैं .....1 Partly आंशिक रूप से पढ़ सकते हैं .....2 Very less बहुत कम पढ़ सकते हैं .....3 Not at all / बिल्कुल नहीं .....4	
	b. They can understand audio books वे ऑडियो पुस्तकें समझ सकते हैं	Fully पूर्णतः समझ सकते हैं .....1 Partly आंशिक रूप से समझ सकते हैं .....2 Very less बहुत कम समझ सकते हैं .....3 Not at all / बिल्कुल नहीं .....4	
	c. They can use easily NVDA screen reader वे आसानी से एनवीडीए स्क्रीन रीडर का उपयोग कर सकते हैं	Fully पूर्णतः समझ सकते हैं .....1 Partly आंशिक रूप से समझ सकते हैं .....2 Very less बहुत कम समझ सकते हैं .....3 Not at all / बिल्कुल नहीं .....4	
3.20	How does ICT tools/equipment support visually impaired in study? (Multiple answer) आईसीटी उपकरण/उपकरण दृष्टिबाधित व्यक्तियों को अध्ययन में किस प्रकार सहायता प्रदान करते हैं? (एकाधिक उत्तर)		
	a. Talking software's help them to learn any subject टॉकिंग सॉफ्टवेयर उन्हें किसी भी विषय को सीखने में मदद करता है	Fully पूर्णतः मदद मिलती है .....1 Partly आंशिक रूप से मदद मिलती है .....2 Very less बहुत कम मदद मिलती है .....3 Not at all / बिल्कुल नहीं .....4	
	b. ICT tools help them to read & write except some subjects like mathematics and drawing गणित और ड्राइंग जैसे कुछ विषयों को छोड़कर आईसीटी उपकरण उन्हें पढ़ने और लिखने में मदद करते हैं	Fully पूर्णतः मदद मिलती है .....1 Partly आंशिक रूप से मदद मिलती है .....2 Very less बहुत कम मदद मिलती है .....3 Not at all / बिल्कुल नहीं .....4	
	c. ICT tools/equipment can make them confident in study? क्या आईसीटी उपकरण/उपकरण उन्हें अध्ययन में आत्मविश्वास दिला सकते हैं?	Fully पूर्णतः मदद मिलती है .....1 Partly आंशिक रूप से मदद मिलती है .....2 Very less बहुत कम मदद मिलती है .....3 Not at all / बिल्कुल नहीं .....4	
	d. ICT tools help them share their ideas or questions with their friends or teachers? आईसीटी उपकरण उन्हें अपने विचारों या प्रश्नों को अपने दोस्तों या शिक्षकों के साथ साझा करने में मदद करते हैं?	Fully पूर्णतः मदद मिलती है .....1 Partly आंशिक रूप से मदद मिलती है .....2 Very less बहुत कम मदद मिलती है .....3 Not at all / बिल्कुल नहीं .....4	

	<p>e. By the help of ICT tools, they can themselves type class lectures, prepare notes for exams as well as they can record any necessary things.</p> <p>आईसीटी उपकरण की सहायता से वे स्वयं कक्षा के व्याख्यान टाइप कर सकते हैं, परीक्षा के लिए नोट्स तैयार कर सकते हैं और साथ ही वे किसी भी आवश्यक चीज को रिकॉर्ड कर सकते हैं</p>	<p>Fully पूर्णतः मदद मिलती है .....1</p> <p>Partly आंशिक रूप से मदद मिलती है .....2</p> <p>Very less बहुत कम मदद मिलती है .....3</p> <p>Not at all / बिल्कुल नहीं .....4</p>	
3.21	<p>What is your experiences as a teacher in using ICT tools to effectively teach and support the inclusion of children with visual impairment? (Multiple answer)</p> <p>दृष्टिबाधित बच्चों को प्रभावी ढंग से पढ़ाने और उन्हें शामिल करने में सहायता करने के लिए आईसीटी उपकरणों का उपयोग करने में एक शिक्षक के रूप में आपके क्या अनुभव हैं? (एकाधिक उत्तर)</p>		
	<p>a. ICT tools makes your teaching easier with the Students.</p> <p>आईसीटी उपकरण छात्रों के साथ उनके शिक्षण को आसान बनाते हैं</p>	<p>Fully पूर्णतः मदद मिलती है .....1</p> <p>Partly आंशिक रूप से मदद मिलती है .....2</p> <p>Very less बहुत कम मदद मिलती है .....3</p> <p>Not at all / बिल्कुल नहीं .....4</p>	
	<p>b. ICT tools save your time</p> <p>आईसीटी उपकरण उनका समय बचाते हैं</p>	<p>Fully पूर्णतः मदद मिलती है .....1</p> <p>Partly आंशिक रूप से मदद मिलती है .....2</p> <p>Very less बहुत कम मदद मिलती है .....3</p> <p>Not at all / बिल्कुल नहीं .....4</p>	
3.22	<p>Do you ever find it difficult to teach such children with visual disabilities?</p> <p>क्या आपको कभी दृष्टिबाधित ऐसे बच्चों को पढ़ाना मुश्किल लगता है?</p>	<p>Yes हाँ .....1</p> <p>No नहीं .....2</p>	<p>If no, skip Q 3.23</p>
3.23	<p>If yes, what is the main cause of difficulties? (Multiple answers)</p> <p>यदि हां, तो कठिनाइयों का मुख्य कारण क्या है? (एकाधिक उत्तर)</p>		
	<p>Lack of trainings</p> <p>प्रशिक्षण का अभाव</p>	<p>High...1, Medium..2, Low..3 Not at all..4</p> <p>उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4</p>	
	<p>Student attitude</p> <p>विद्यार्थी मनोवृत्ति / व्यवहार</p>	<p>High...1, Medium..2, Low..3 Not at all..4</p> <p>उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4</p>	
	<p>Lack of facilities</p> <p>सुविधाओं का अभाव</p>	<p>High...1, Medium..2, Low..3 Not at all..4</p> <p>उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4</p>	
	<p>Lack of devices availability</p> <p>उपकरणों की उपलब्धता का अभाव</p>	<p>High...1, Medium..2, Low..3 Not at all..4</p> <p>उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4</p>	
	<p>Teaching learning material</p>	<p>High...1, Medium..2, Low..3 Not at all..4</p>	

	शिक्षण अधिगम सामग्री	उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
	Lack of infrastructure बुनियादी ढांचे की कमी	High...1, Medium..2, Low..3 Not at all..4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
	Lack of teaching aids शिक्षण सहायक सामग्री का अभाव	High...1, Medium..2, Low..3 Not at all..4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
	Non-Inclusive Curriculum गैर-समावेशी पाठ्यक्रम	High...1, Medium..2, Low..3 Not at all..4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
	Lack of Parents awareness अभिभावकों में जागरूकता की कमी	High...1, Medium..2, Low..3 Not at all..4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
3.24	In your opinion which of the following have high influence for overcoming Barriers to Inclusive Education? (Multiple answers) आपकी राय में समावेशी शिक्षा में आने वाली बाधाओं को दूर करने में निम्नलिखित में से किसका अधिक प्रभाव है? (एकाधिक उत्तर)		
	Resources/tools संसाधन/उपकरण	High...1, Medium..2, Low..3 Not at all..4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
	Parent support माता-पिता का सहयोग	High...1, Medium..2, Low..3 Not at all..4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
	Parent awareness अभिभावक जागरूकता	High...1, Medium..2, Low..3 Not at all..4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
	Community awareness सामुदायिक जागरूकता	High...1, Medium..2, Low..3 Not at all..4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
	Community support समुदाय का समर्थन	High...1, Medium..2, Low..3 Not at all..4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	

#### 4. Teachers Attitude towards Inclusive Education for children with visual impairments (CVIs)

दृष्टिबाधित बच्चों (सीवीआई) के लिए समावेशी शिक्षा के प्रति शिक्षकों का रवैया

	Never कभी नहीं	Almost Never लगभग नहीं	Rarely कभी-कभार	Sometimes कभी-कभी	Often अक्सर	Always हमेशा	Score
	0	1	2	3	4	5	
S.N.	Statement						Score (0-5)
4.1	Do you give extra time for CVI during their Exam? क्या आप दृष्टिबाधित बच्चों (सीवीआई) को परीक्षा के दौरान अतिरिक्त समय देते हैं?						
4.2	At my work, I always feel energetic while supporting children with visual impairments. अपने काम में दृष्टिबाधित बच्चों की सहायता करते समय मैं हमेशा ऊर्जावान महसूस करता हूँ।						
4.3	I feel that teaching children with visual impairments is meaningful and purposeful along with other children. मुझे लगता है कि दृष्टिबाधित बच्चों को पढ़ाना अन्य बच्चों के साथ-साथ सार्थक और उद्देश्यपूर्ण है।						
4.4	When I get up in the morning, I feel like going to work.						

	जब मैं सुबह उठता हूँ तो मुझे काम पर जाने का मन होता है	
4.5	I am enthusiastic about making learning accessible for all students, including those with visual impairments. मैं दृष्टिबाधित छात्रों सहित सभी छात्रों के लिए सीखने को सुलभ बनाने को लेकर उत्साहित हूँ।	
4.6	I feel happy when I successfully engage children with visual impairments in learning activities मुझे खुशी होती है जब मैं दृष्टिबाधित बच्चों को सीखने की गतिविधियों में सफलतापूर्वक शामिल करता हूँ	
4.7	Even when challenges arise in teaching visually impaired children, I remain committed to my work. यहां तक कि जब दृष्टिबाधित बच्चों को पढ़ाने में चुनौतियाँ आती हैं, तब भी मैं अपने काम के प्रति प्रतिबद्ध रहता हूँ	
4.8	When I am teaching children with visual impairments, I remain highly focused on their needs and progress. जब मैं दृष्टिबाधित बच्चों को पढ़ा रहा होता हूँ, तो मेरा ध्यान उनकी जरूरतों और प्रगति पर अत्यधिक केंद्रित रहता है।	

<b>5. Teachers Practices towards Inclusive Education for children with visual impairments (CVIs)</b>			
दृष्टिबाधित बच्चों (सीवीआई) के लिए समावेशी शिक्षा की दिशा में शिक्षक अभ्यास			
S. N.	Comment	answer	Skip Pattern
5.1	Does the school have adaptation for children with visual impairment in inclusive education in the following context? क्या स्कूल निम्नलिखित संदर्भ में समावेशी शिक्षा हेतु दृष्टिबाधित बच्चों के लिए अनुकूल है?		
	a. Reading material पठन सामग्री	Fully....1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	b. Teaching methods शिक्षण विधियाँ	Fully....1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	c. Course curriculum पाठ्यक्रम	Fully....1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	d. Environment वातावरण / पर्यावरण	Fully....1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
5.2	For Children having visual impairment, do you provide the followings during exams? (multiple answers) दृष्टिबाधित बच्चों के लिए, क्या आप परीक्षा के दौरान निम्नलिखित प्रदान करते हैं? (एकाधिक उत्तर)	A. Help for supportive writer सहायक लेखक के लिए सहायता B. Computer aid कंप्यूटर सहायता C. User friendly method of exam परीक्षा की उपयोगकर्ता अनुकूल पद्धति D. Extra Time अतिरिक्त समय X. Other (pl. specify) अन्य (कृपया स्पष्ट करें)	

5.3	Where do you make Child with visual impairment seated in the classroom? आप दृष्टिबाधित बच्चे को कक्षा में कहाँ बैठाते हैं?	Back Bench पीछे की बेंच पर.....1 Front bench सामने की बेंच पर.....2 Bentch with adequate light पर्याप्त रोशनी वाली बेंच पर.....3 No preference कोई प्राथमिकता नहीं.....4 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99	
5.4	Do you have special classroom for children with visual impairment? क्या आपके पास दृष्टि बाधित बच्चों के लिए विशेष कक्षा है?	Yes हाँ .....1 No नहीं .....2	
5.5	Do you use ICT tools to teach CVIs? क्या आप सीवीआई को पढ़ाने के लिए आईसीटी उपकरण का उपयोग करते हैं?	Yes हाँ .....1 No नहीं .....2	If no, Skip Q 5.6
5.6	Which ICT tools do you use to teach the children with visual impairments (CVIs)? दृष्टिबाधित (सीवीआई) बच्चों को पढ़ाने के लिए आप कौन से आईसीटी उपकरण का उपयोग करते हैं?		
	a. Computer with INDO-NVDA / इंडो-एनवीडीए के साथ कंप्यूटर	Always...1, Sometime.....2, Never....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	b. Laptops with INDO-NVDA / इंडो-एनवीडीए के साथ लैपटॉप	Always...1, Sometime.....2, Never....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	c. Mobile/Smart Phone / मोबाइल/स्मार्ट फोन	Always...1, Sometime.....2, Never....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	d. Audio Books / ऑडियो पुस्तकें	Always...1, Sometime.....2, Never....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	e. DAISY players / डेजी प्लेयर्स का उपयोग	Always...1, Sometime.....2, Never....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	f. Audio visual content श्रव्य दृश्य सामग्री	Always...1, Sometime.....2, Never....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	g. Screen magnifier स्क्रीन मैग्निफायर	Always...1, Sometime.....2, Never....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	h. Voice recognition tools आवाज पहचान उपकरण	Always...1, Sometime.....2, Never....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	i. Talking keyboards बोलने वाले कीबोर्ड	Always...1, Sometime.....2, Never....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
6. Infrastructure for Inclusive Education in the School स्कूल में समावेशी शिक्षा के लिए बुनियादी ढाँचा			

S. N.	Comment	answer	Skip Pattern
6.1	Are the school infrastructures friendly for the children with visual impairments (CVIs)? क्या स्कूल का बुनियादी ढांचा दृष्टिबाधित बच्चों (सीवीआई) के अनुकूल है?	Fully....1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
6.2	Are there adequate lighting facilities available in the classroom during teaching of the children with visual impairment? क्या दृष्टिबाधित बच्चों को पढ़ाते समय कक्षा में पर्याप्त रोशनी की सुविधा उपलब्ध है?	Fully....1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
6.3	Does the school have separate toilet facilities for girls and boys as per the norms of government policy? क्या स्कूल में सरकारी नीति के मानदंडों के अनुसार लड़कियों और लड़कों के लिए अलग-अलग शौचालय की सुविधा है?	Fully....1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
6.4	Does the school have safe Drinking Water facilities? क्या स्कूल में सुरक्षित पेयजल की सुविधा है?	Fully....1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	

## 7. Teachers Training for Inclusive Education समावेशी शिक्षा के लिए शिक्षक प्रशिक्षण

- 7.1. Kindly provide details of trainings received by you in last Five Years. कृपया पिछले पांच वर्षों में आपके द्वारा प्राप्त प्रशिक्षणों का विवरण प्रदान करें।
- 7.2. Number of training received during the last five years पिछले पांच वर्षों के दौरान प्राप्त प्रशिक्षण की संख्या \_\_\_\_\_
- 7.3. Type of training received ; Induction/ Refresher/ Both/ Others प्राप्त प्रशिक्षण का प्रकार; प्रेरण/पुनश्चर्चा/दोनों/अन्य \_\_\_\_\_
- 7.4. Duration of each training in days and year in which it was organized प्रत्येक प्रशिक्षण की अवधि दिनों और वर्ष में जिसमें इसे आयोजित किया गया था:

First training \_\_\_\_\_ Days; \_\_\_\_\_ Year

Second training: \_\_\_\_\_ Days; \_\_\_\_\_ Year

Third training \_\_\_\_\_ Days; \_\_\_\_\_ Year

Fourth Training \_\_\_\_\_ Days; \_\_\_\_\_ Year

Fifth Training \_\_\_\_\_ Days; \_\_\_\_\_ Year

Other Training \_\_\_\_\_ Days; \_\_\_\_\_ Year

7.5. Training organized by : First training \_\_\_\_\_ Days; Second training: \_\_\_\_\_  
Third training \_\_\_\_\_ Fourth Training \_\_\_\_\_ Fifth Training \_\_\_\_\_

(Edu. Department .....1, Private Institute .....2, NGO.....3, Sightsavers India.....4,  
Do not remember.....5, Other (pl. specify).....99

### 7.6 Topic covered during training: (Multiple option)

Topics of training	
A.	Inclusive education समावेशी शिक्षा
B.	Legal provision for CwD सीडब्ल्यूडी के लिए कानूनी प्रावधान
C.	Government policies and schemes for CwD सीडब्ल्यूडी के लिए सरकारी नीतियां और योजनाएं
D.	Teaching learning methodology of CwD सीडब्ल्यूडी की शिक्षण पद्धति
E.	Simulation session सिमुलेशन सत्र
F.	Educational need of CVI सीवीआई की शैक्षिक आवश्यकता
G.	Subject wise curriculum adaptation, its use and practice विषयवार पाठ्यक्रम अनुकूलन, उसका उपयोग एवं अभ्यास
H.	Monitoring and evaluation निगरानी और मूल्यांकन
I.	Classroom Management कक्षा प्रबंधन
J.	Sensory Training (Sense of Touch, Sense of Hearing, Sense of smell and taste, Residual Vision) संवेदी प्रशिक्षण (स्पर्श की भावना, सुनने की भावना, गंध और स्वाद की भावना, अवशिष्ट दृष्टि)
K.	Teaching Concept for Visually Impaired Children दृष्टिबाधित बच्चों के लिए शिक्षण अवधारणा
L.	Development of Communication Skills संचार कौशल का विकास
M.	Teaching Braille ब्रेल लिपि पढ़ाना
N.	Training on ICT आईसीटी पर प्रशिक्षण
O.	Curricular Adaptations for Visually Impaired Children दृष्टिबाधित बच्चों के लिए पाठ्यचर्या अनुकूलन
P.	Use of Special Appliances for Visually Impaired Children दृष्टिबाधित बच्चों के लिए विशेष उपकरणों का उपयोग
Q.	Use of computer and software application कंप्यूटर और सॉफ्टवेयर एप्लीकेशन का उपयोग
R.	Training on Power Point Presentation पावर प्वाइंट प्रेजेंटेशन पर प्रशिक्षण
X.	Other (pl. specify) अन्य (कृपया स्पष्ट करें)

Sl. No.	Comment	answer	Skip Pattern
7.7	Did these training help you in giving clarity doubts related to inclusive education? क्या इन प्रशिक्षणों से आपको समावेशी शिक्षा से संबंधित शंकाओं को स्पष्ट करने में मदद मिली?	Disagree पूर्णतया असहमत .....0 Partly agree आंशिक रूप से सहमत .....1 Agree पूर्णतया सहमत .....2	
7.8	Were you satisfied with the Inclusive Education training? क्या आप समावेशी शिक्षा से संबंधित प्रशिक्षण से संतुष्ट हुए ?	Disagree पूर्णतया असहमत .....0 Partly agree आंशिक रूप से सहमत .....1 Agree पूर्णतया सहमत .....2	If answer 1 & 2 Skip Q7.9
7.9	Reason for dissatisfaction of the training. प्रशिक्षण से असंतोष का कारण Multiple Response (एकाधिक उत्तर)	a. Training program was not interactive प्रशिक्षण कार्यक्रम इंटरैक्टिव नहीं था b. Resource person Quality संसाधन व्यक्ति गुणवत्ता ठीक नहीं थी c. Training program wasn't interesting प्रशिक्षण कार्यक्रम दिलचस्प नहीं था	

		d. Training subject and contents were not clear प्रशिक्षण का विषय एवं सामग्री स्पष्ट नहीं थी X. Other (pl. specify) अन्य (कृपया स्पष्ट करें)	
7.10	List down your expectation from Inclusive Education Training. समावेशी शिक्षा प्रशिक्षण से अपनी अपेक्षाएँ सूचीबद्ध करें	Open ended	

\_\_\_\_\_  
Name and Signature of the Investigator  
अन्वेषक का नाम और हस्ताक्षर

\_\_\_\_\_  
Name and Signature of Supervisor  
पर्यवेक्षक का नाम और हस्ताक्षर

## Annexure 4: Perspective of School Principals Towards Inclusive Education of CVIs

### Impact Assessment of HCLTech Grant Education Project Implemented by Sightsavers India

साइटसेवर्स इंडिया द्वारा कार्यान्वित एचसीएलटेक ग्रांट शिक्षा परियोजना का प्रभाव आकलन  
Sambalam Project: Inclusive Education for Children with Visual Impairment  
in Rajasthan, Bihar and West Bengal

संबलम परियोजना: राजस्थान, बिहार और पश्चिम बंगाल में दृष्टिबाधित बच्चों के लिए समावेशी शिक्षा

### Perspective of School Principal towards Inclusive Education of CVIs under Sambalam Project

संबलम परियोजना के अंतर्गत सीवीआई की समावेशी शिक्षा के प्रति स्कूल प्रधानाचार्य का दृष्टिकोण

Sr. No.					
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1. Demographics																										
S.N.	Demographics	Compliance Indicator																								
1.1	Day/Month/Year of Interview साक्षात्कार का दिन/माह/वर्ष	D	D	M	M	Y	Y																			
1.2	Time of Interview साक्षात्कार का समय	Start Time: (Hour/ minute)					End Time: (Hour/ minute)																			
1.3	State राज्य	<input type="checkbox"/> Rajasthan राजस्थान.....1					<input type="checkbox"/> Bihar बिहार.....2					<input type="checkbox"/> West Bengal पश्चिम बंगाल.....3														
1.4	District ज़िला	<input type="checkbox"/> Jhalawar झालावाड़...1					<input type="checkbox"/> Udaipur उदयपुर.....2					<input type="checkbox"/> Bhagalpur भागलपुर...3					<input type="checkbox"/> Jehanabad जहानाबाद...4					<input type="checkbox"/> Howrah हावड़ा.....5				
1.5	Gram Panchayat ग्राम पंचायत																									
1.6	Name of the School स्कूल का नाम																									
1.7	Type of School स्कूल का प्रकार	Primary School प्राथमिक विद्यालय .....1					Upper Primary School उच्च प्राथमिक विद्यालय.....2					Secondary School माध्यमिक विद्यालय.....3					Senior Secondary School सीनियर सेकेंडरी स्कूल.....4					Special School for CVIs सीवीआई के लिए विशेष स्कूल ....5				

		Studying in BRC बीआरसी में पढ़ाई .....6 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99
1.8	Location of the School विद्यालय का स्थान	<input type="checkbox"/> Within the village locality गाँव के अंदर.....1 <input type="checkbox"/> Far from the village locality गाँव से दूर.....2
1.9	Survey response क्या मैं सर्वे करना जारी रख सकता हूँ (सर्वे करने के संबंध में आपकी प्रतिक्रिया)	Agreed सहमत हूँ .....1 Refused अस्वीकार करना .....2 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99

## 2. Personal Information

S.N	Details	Response	Skip Pattern
2.1	What is your name? आपका नाम क्या है?		
2.2	What is your current designation? आपका वर्तमान पदनाम क्या है?		
2.3	What is your age (in complete Year) आपकी उम्र क्या है (पूरे वर्ष में)	Less than 30 Years / 30 वर्ष से कम .....1 30-50 Years / 30-50 वर्ष .....2 Above 50 Years / 50 वर्ष से ऊपर .....3	
2.4	Gender/Sex लिंग	Male / पुरुष .....1 Female / महिला .....2 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99	
2.5	Type of School स्कूल का प्रकार	Primary School / प्राथमिक विद्यालय.....1 Upper Primary School / उच्च प्राथमिक विद्यालय...2 Secondary School / माध्यमिक विद्यालय.....3 Senior Secondary School / सीनियर सेकेंडरी स्कूल...4 Other (specify) / अन्य (स्पष्ट करें).....99	
2.6	School Name स्कूल के नाम		
2.7	What is your working experience? आपका कार्य अनुभव कितना है?	<input type="text"/> <input type="text"/> Experiences in years अनुभव वर्षों में	
2.8	How long have you been associate with this School? आप इस विद्यालय से कितने समय से जुड़े हुए हैं?	<input type="text"/> <input type="text"/> Experiences in Years.....1 अनुभव वर्षों में <input type="text"/> <input type="text"/> Experiences in Months.....2 अनुभव महीनों में	

## 3. Service Provides on Inclusive Education (IE) समावेशी शिक्षा (आईई) पर सेवा दी गई

S.N.	Comment	Circle the correct answer	Skip Pattern
3.1	How many children with visual impairment (CVI) are currently enrolled in the school?	A. 1-5 B. 5-10 C. 10-15 D. 15-20	

	वर्तमान में स्कूल में दृष्टिबाधित (सीवीआई) वाले कितने बच्चे नामांकित हैं?	E. More than 20	
3.2	How do you do Screening & Identification of children with visual impairment (CVI) for study in your school? आप अपने विद्यालय में अध्ययन के लिए दृष्टिबाधित (सीवीआई) बच्चों की स्क्रीनिंग और पहचान कैसे करते हैं?	Panchayat meetings / पंचायत बैठकों के माध्यम से...1 Door to door visits / घर-घर जाकर दौरा किया.....2 Camps organized in the village / गांव में शिविर लगाए गए .....3 Community Meetings / सामुदायिक बैठकें.....4 Other (specify) / अन्य (स्पष्ट करें).....99	
3.3	What initiatives taken by Sightsavers India to ensure that children with visual impairment (CVI) come to school for education? (Multiple answers) साइटसेवर्स इंडिया ने यह सुनिश्चित करने के लिए क्या पहल की है कि दृष्टिबाधित (सीवीआई) बच्चे शिक्षा के लिए स्कूल आएंगे? (एकाधिक उत्तर)		
	a. Counselling of parents and children माता-पिता और बच्चों की काउंसलिंग	Fully....1, Partly.....2, Not at all....3 पूरी तरह से...1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	b. Counselling of teachers शिक्षकों की काउंसलिंग	Fully....1, Partly.....2, Not at all....3 पूरी तरह से...1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	c. Counselling of school management committee (SMC) members विद्यालय प्रबंधन समिति (एसएमसी) सदस्यों की काउंसलिंग	Fully....1, Partly.....2, Not at all....3 पूरी तरह से...1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	d. Community awareness सामुदायिक जागरूकता	Fully....1, Partly.....2, Not at all....3 पूरी तरह से...1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	e. Awareness activities amongst local body institutions स्थानीय निकाय संस्थानों के बीच जागरूकता गतिविधियाँ	Fully....1, Partly.....2, Not at all....3 पूरी तरह से...1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	f. Ensured easy access to education शिक्षा तक आसान पहुंच सुनिश्चित की गई	Fully....1, Partly.....2, Not at all....3 पूरी तरह से...1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	g. Ensured school infrastructure children with visual impairment (CVI) friendly दृष्टि बाधित (सीवीआई) वाले बच्चों के लिए स्कूल का बुनियादी ढांचा अनुकूल सुनिश्चित किया गया	Fully....1, Partly.....2, Not at all....3 पूरी तरह से...1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	h. Ensured schools education adaptation for children with visual impairment (CVI) दृष्टिबाधित बच्चों (सीवीआई) के लिए स्कूली शिक्षा अनुकूलन सुनिश्चित किया गया	Fully....1, Partly.....2, Not at all....3 पूरी तरह से...1, आंशिक रूप से...2, बिल्कुल नहीं.....3	

3.4	<p>Does your school have enough trained teachers? क्या आपके विद्यालय में पर्याप्त प्रशिक्षित शिक्षक हैं?</p>	<p>Yes, available trained teachers / हाँ, प्रशिक्षित शिक्षक उपलब्ध हैं.....1 Not available / उपलब्ध नहीं है.....2</p>	
3.5	<p>Does your school have followings facilities? क्या आपके विद्यालय में निम्नलिखित सुविधाएं हैं?</p>	<p>Equipped Information Communication Technology Lab / सुसज्जित सूचना संचार प्रौद्योगिकी प्रयोगशाला.....1 Equipped Smart classrooms / सुसज्जित स्मार्ट कक्षाएँ.....2 Tablets/laptop/computers with pre-loaded e-contents for digital library / डिजिटल लाइब्रेरी के लिए प्री-लोडेड ई-कॉन्टेंट वाले टैबलेट/लैपटॉप/कंप्यूटर.....3</p>	
3.6	<p>Does your school have enough numbers of followings facilities as per the guideline? क्या आपके विद्यालय में दिशानिर्देश के अनुसार पर्याप्त संख्या में निम्नलिखित सुविधाएं हैं</p>	<p>Available enough number / पर्याप्त संख्या उपलब्ध है.....1 Available but not enough number / उपलब्ध है लेकिन पर्याप्त संख्या नहीं.....2 Not available / उपलब्ध नहीं है.....3</p>	
	<p>a. Enough teaching learning Devices पर्याप्त शिक्षण सीखने के उपकरण</p>		
	<p>b. Laptops/Computers लैपटॉप/कंप्यूटर</p>		
	<p>c. Digital Boards डिजिटल बोर्ड</p>		
	<p>d. Projector प्रोजेक्टर</p>		
	<p>e. Plasma Screen प्लाज्मा स्क्रीन</p>		
	<p>f. Printer मुद्रक</p>		
	<p>g. Scanner स्कैनर</p>		
	<p>h. DTH-TV डीटीएच-टीवी</p>		
	<p>i. Generator जेनेरेटर</p>		
	<p>j. Audio Recorder ऑडियो रिकॉर्डर</p>		
	<p>k. Screen magnifier स्क्रीन मैग्नीफायर</p>		

	<p>l. Screen reader software (such as NVDA) स्क्रीन रीडर सॉफ्टवेयर (जैसे एनवीडीए)</p>		
	<p>m. Talking keyboards बोलने वाले कीबोर्ड</p>		
3.6	<p>Is the school getting any facility/assistance from the government for inclusive education of children with visual impaired (CVI)? क्या स्कूल को दृष्टिबाधित (सीवीआई) बच्चों की समावेशी शिक्षा के लिए सरकार से कोई सुविधा/सहायता मिल रही है?</p>	<p>Yes / हाँ.....1 No / नहीं.....2</p>	<p>If no, skip Q3.7</p>
3.7	<p>If yes, what are those benefits or facilities do you receive? यदि हाँ, तो आपको कौन-कौन से लाभ या सुविधाएं प्राप्त हुईं?</p>		
	<p><b>A. Financial Support</b> for followings निम्नलिखित के लिए वित्तीय सहायता</p>		
	<p>a. Transport and Escort allowance परिवहन एवं अनुरक्षण भत्ता</p>	<p>Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3</p>	
	<p>b. Readers/scribes allowances पाठकों/लेखकों के भत्ते</p>	<p>Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3</p>	
	<p>c. Stipend for girls with special needs विशेष आवश्यकता वाली लड़कियों के लिए वजीफा</p>	<p>Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3</p>	
	<p><b>B. Learning support</b> for followings सीखने के लिए निम्नलिखित मदद</p>		
	<p>a. Language-appropriate teacher learning materials (TLMs) भाषा-उपयुक्त शिक्षक शिक्षण सामग्री (टीएलएम)</p>	<p>Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3</p>	
	<p>b. Textbooks in accessible formats such as Braille/large print ब्रेल/बड़े प्रिंट जैसे सुलभ प्रारूपों में पाठ्यपुस्तकें</p>	<p>Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3</p>	
	<p>c. Age-appropriate reading material आयु-उपयुक्त पठन सामग्री</p>	<p>Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3</p>	
	<p>d. Curriculum adaptation पाठ्यक्रम अनुकूलन</p>	<p>Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3</p>	
	<p>e. Innovative pedagogical practices नवीन शैक्षणिक अभ्यास</p>	<p>Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3</p>	
	<p>f. Nurturing &amp; enrichment पालन-पोषण एवं संवर्धन</p>	<p>Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3</p>	
	<p><b>C. Therapeutic services</b> चिकित्सीय सेवाएँ</p>	<p>Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3</p>	
	<p><b>D. Followings support</b> निम्नलिखित समर्थन</p>		
	<p>a. Braille kits ब्रेल किट</p>	<p>Always...1, Sometime...2, Not at all...3</p>	

		हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	b. Assistive daily living kits सहायक दैनिक जीवन किट	Always...1, Sometime....2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	c. Communication equipments संचार उपकरण	Always...1, Sometime....2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
3.8	Do children with visual impairment use following ICT resources during his/her study? क्या दृष्टिबाधित बच्चे अपने अध्ययन के दौरान निम्नलिखित आईसीटी संसाधनों का उपयोग करते हैं?		
	a. Talking books बात करने वाली किताबें	Always...1, Sometime....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	b. Screen magnifier स्क्रीन मैग्नीफायर	Always...1, Sometime....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	c. Screen reader software (such as NDVA) स्क्रीन रीडर सॉफ्टवेयर (जैसे एनडीवीए)	Always...1, Sometime....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	d. Talking keyboards बोलने वाले कीबोर्ड	Always...1, Sometime....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	e. Television टेलीविजन	Always...1, Sometime....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	f. Audio recorder ऑडियो रिकॉर्डर	Always...1, Sometime....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	g. Smart Phone स्मार्ट फ़ोन	Always...1, Sometime....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	h. Laptop लैपटॉप	Always...1, Sometime....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
3.9	How does ICT tools support visually impaired students? (Multiple answer) आईसीटी उपकरण दृष्टिबाधित छात्रों की सहायता कैसे करते हैं? (एकाधिक उत्तर)		
	a. They can read documents in MS Word by using their talking software वे अपने टॉकिंग सॉफ्टवेयर का उपयोग करके एमएस वर्ड में दस्तावेज़ पढ़ सकते हैं	Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम....3 Not at all/बिल्कुल नहीं...4	
	b. Talking keypad's help them to learn any subject बात करने वाले कीपैड से उन्हें किसी भी विषय को सीखने में मदद मिलती है	Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम....3 Not at all/बिल्कुल नहीं...4	
	c. ICT help them to read & write except some subjects like mathematics and drawing गणित और ड्राइंग जैसे कुछ विषयों को छोड़कर आईसीटी उन्हें पढ़ने और लिखने में मदद करता है	Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम....3 Not at all/बिल्कुल नहीं...4	

	<p>d. They can scan textbooks and convert them into word format. After that, they can read the textbook by using talking Software वे पाठ्यपुस्तकों को स्कैन कर सकते हैं और उन्हें शब्द प्रारूप में परिवर्तित कर सकते हैं। उसके बाद, वे टॉकिंग सॉफ्टवेयर का उपयोग करके पाठ्यपुस्तक को पढ़ सकते हैं</p>	<p>Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम....3 Not at all/बिलकुल नहीं...4</p>	
	<p>e. They can understand Audio books वे ऑडियो पुस्तकें समझ सकते हैं</p>	<p>Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम....3 Not at all/बिलकुल नहीं...4</p>	
	<p>f. ICT tools can make them confident आईसीटी उपकरण उन्हें आत्मविश्वासी बना सकते हैं</p>	<p>Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम....3 Not at all/बिलकुल नहीं...4</p>	
	<p>g. By the help of ICT tools, they can themselves type class lectures, prepare notes for exams as well as they can record any necessary things आईसीटी टूल्स की मदद से वे खुद क्लास लेक्चर टाइप कर सकते हैं, परीक्षा के लिए नोट्स तैयार कर सकते हैं और साथ ही किसी भी जरूरी चीज को रिकॉर्ड भी कर सकते हैं।</p>	<p>Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम....3 Not at all/बिलकुल नहीं...4</p>	
3.10	<p>How does ICT tools support to teachers to teach the Children with visual impairments? (Multiple answer) दृष्टिबाधित बच्चों को पढ़ाने में आईसीटी उपकरण शिक्षकों को किस प्रकार सहायता करते हैं? (एकाधिक उत्तर)</p>		
	<p>a. ICT tools makes their interaction easier with the blind Students आईसीटी उपकरण नेत्रहीन छात्रों के साथ उनकी बातचीत को आसान बनाते हैं</p>	<p>Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम....3 Not at all/बिलकुल नहीं...4</p>	
	<p>b. They can make sense of the teacher's thoughts easily from the audio version of Projector वे प्रोजेक्टर के ऑडियो संस्करण से शिक्षक के विचारों को आसानी से समझ सकते हैं</p>	<p>Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम....3 Not at all/बिलकुल नहीं...4</p>	
	<p>c. ICT tools saves their time आईसीटी उपकरण उनका समय बचाते हैं</p>	<p>Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम....3 Not at all/बिलकुल नहीं...4</p>	
	<p>d. With the help of ICT tools they can make them involved in class activities आईसीटी उपकरणों की मदद से वे उन्हें कक्षा की गतिविधियों में शामिल कर सकते हैं</p>	<p>Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम....3 Not at all/बिलकुल नहीं...4</p>	
3.11	<p>Have you taken online education classes during the outbreak of Covid-19 pandemic?</p>	<p>Yes हाँ .....1 No नहीं .....2</p>	<p>If no, Skip Q3.12 &amp; Q3.13</p>

	क्या आपने कोविड-19 महामारी के प्रकोप के दौरान ऑनलाइन शिक्षा कक्षाएं ली हैं?		
3.12	<p>What special techniques or provisions made during Covid-19 pandemic for study of the CVI's?</p> <p>सीवीआई के अध्ययन के लिए कोविड-19 महामारी के दौरान क्या विशेष तकनीकें या प्रावधान किए गए?</p>		
	<p>Online education through mobile phone</p> <p>मोबाइल फोन के माध्यम से ऑनलाइन शिक्षा</p>	<p>Fully.....1, Partly.....2, Never.....3</p> <p>पूर्णतः.....1, आंशिक रूप से.....2, कभी नहीं.....3</p>	
	<p>Enhanced skills of children with visual impairment to uses the ICT tools for online classes.</p> <p>ऑनलाइन कक्षाओं के लिए आईसीटी टूल का उपयोग करने के लिए दृष्टिबाधित बच्चों के कौशल को बढ़ाया गया।</p>	<p>Fully.....1, Partly.....2, Never.....3</p> <p>पूर्णतः.....1, आंशिक रूप से.....2, कभी नहीं.....3</p>	
	<p>Enhanced skills of teachers to uses the ICT tools for online classes.</p> <p>ऑनलाइन कक्षाओं के लिए आईसीटी टूल का उपयोग करने के लिए शिक्षकों के कौशल में वृद्धि।</p>	<p>Fully.....1, Partly.....2, Never.....3</p> <p>पूर्णतः.....1, आंशिक रूप से.....2, कभी नहीं.....3</p>	
	<p>Counselling the children's and their parents to attend the online classes through mobile phone.</p> <p>बच्चों और उनके अभिभावकों को मोबाइल फोन के माध्यम से ऑनलाइन कक्षाओं में भाग लेने के लिए परामर्श देना।</p>	<p>Fully.....1, Partly.....2, Never.....3</p> <p>पूर्णतः.....1, आंशिक रूप से.....2, कभी नहीं.....3</p>	
3.13	<p>What problems faced by the school management during Covid-19 pandemic to carry out the regular study classes of children with visual impairments? (Multiple answer)</p> <p>दृष्टिबाधित बच्चों की नियमित अध्ययन कक्षाएं संचालित करने में कोविड-19 महामारी के दौरान स्कूल प्रबंधन को किन समस्याओं का सामना करना पड़ा? (एकाधिक उत्तर)</p>	<p>Internet problem / इंटरनेट समस्या.....1</p> <p>Lack of positive attitude among teachers / शिक्षकों में सकारात्मक दृष्टिकोण का अभाव.....2</p> <p>Lack of trained teachers / प्रशिक्षित शिक्षकों की कमी.....3</p> <p>Un-availability of smart phone with each parent / प्रत्येक माता-पिता के पास स्मार्ट फोन की अनुपलब्धता.....4</p> <p>Lack of resources / संसाधनों की कमी.....5</p> <p>Lack of awareness among parents / अभिभावकों में जागरूकता की कमी.....6</p> <p>Others (specify) / अन्य (स्पष्ट करें).....99</p>	
3.14	<p>Does the school have adaptation for children with visual impairment in inclusive education in the following's context? (Multiple answer)</p> <p>क्या स्कूल में निम्नलिखित संदर्भ में दृष्टिबाधित बच्चों के लिए समावेशी शिक्षा का अनुकूलन है? (एकाधिक उत्तर)</p>		
	<p>a. Reading material</p> <p>पठन सामग्री उनके अनुकूल है</p>	<p>Fully...1, Partly.....2, Not at all.....3</p> <p>पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3</p>	
	<p>b. Teaching methods</p> <p>शिक्षण विधियाँ उनके अनुकूल है</p>	<p>Fully...1, Partly.....2, Not at all.....3</p> <p>पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3</p>	

	c. Course curriculum पाठ्यक्रम उनके अनुकूल है	Fully....1, Partly.....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	d. Environment माहौल / पर्यावरण उनके अनुकूल है	Fully....1, Partly.....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
3.15	Do you think, children with special educational needs could be integrated in mainstream schools in the district? क्या आपको लगता है कि विशेष शैक्षिक आवश्यकताओं वाले बच्चों को जिले के मुख्यधारा के स्कूलों में एकीकृत किया जा सकता है?	Completely disagree पूर्णतया असहमत .....0 Completely Agree पूर्णतया सहमत .....1 Don't Know पता नहीं.....88	
3.16	Do you think, children with visual impairment can only study with the help of a special educator? क्या आपको लगता है कि दृष्टिबाधित बच्चे केवल विशेष शिक्षक की मदद से ही पढ़ाई कर सकते हैं?	Completely disagree पूर्णतया असहमत .....0 Completely Agree पूर्णतया सहमत .....1 Don't Know पता नहीं.....88	
3.17	Does the school management committee provide support for inclusive education actively in the school? क्या विद्यालय प्रबंधन समिति विद्यालय में समावेशी शिक्षा के लिए सक्रिय रूप से सहायता प्रदान करती है?	Always...1, Sometime.....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
3.18	Does school teachers have adequate knowledge about government educational schemes/programs in regard with inclusive education for children with visual impairment? क्या स्कूल के शिक्षकों को दृष्टिबाधित बच्चों के लिए समावेशी शिक्षा के संबंध में सरकारी शैक्षिक योजनाओं/कार्यक्रमों के बारे में पर्याप्त जानकारी है?	Fully.....1, Partly.....2, Never.....3 पूर्णतः.....1, आंशिक रूप से.....2, कभी नहीं.....3	
3.19	In your opinion, main barrier/challenges to inclusive education of children with visual impairments? आपकी राय में, दृष्टिबाधित बच्चों की समावेशी शिक्षा में मुख्य बाधा/चुनौतियाँ क्या है?		
	a. Lack of teacher's positive attitude शिक्षक के सकारात्मक दृष्टिकोण का अभाव	High..1, Medium...2, Low..3, Not at all...4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
	b. Lack of trained teachers प्रशिक्षित शिक्षकों का अभाव	High..1, Medium...2, Low..3, Not at all...4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
	c. Lack of funds धन की कमी	High..1, Medium...2, Low..3, Not at all...4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
	d. Non-Inclusive curriculum गैर-समावेशी पाठ्यक्रम	High..1, Medium...2, Low..3, Not at all...4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
	e. Lack of resources: Inadequate resources, including accessible infrastructure and teaching aids.	High..1, Medium...2, Low..3, Not at all...4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	

	संसाधनों की कमी: सुलभ बुनियादी ढांचे और शिक्षण सहायता सहित अपर्याप्त संसाधन		
	f. Lack of parent awareness अभिभावकों में जागरूकता का अभाव	High..1, Medium...2, Low..3, Not at all...4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
	g. Lack of parent support माता-पिता के सहयोग का अभाव	High..1, Medium...2, Low..3, Not at all...4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
	h. Lack Community awareness सामुदायिक जागरूकता का अभाव	High..1, Medium...2, Low..3, Not at all...4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
	i. Lack Community support सामुदायिक समर्थन का अभाव	High..1, Medium...2, Low..3, Not at all...4 उच्च...1, मध्यम...2, कम.....3 बिल्कुल नहीं...4	
3.20	Do you think that teachers required additional trainings to perform his/her job efficiently? क्या आपको लगता है कि शिक्षकों को अपना काम कुशलतापूर्वक करने के लिए अतिरिक्त प्रशिक्षण की आवश्यकता है?	Yes हाँ .....1 No नहीं .....2	
3.21	What additional trainings teachers required to perform its job efficiently? शिक्षकों को अपना कार्य कुशलतापूर्वक करने के लिए किन अतिरिक्त प्रशिक्षणों की आवश्यकता है?	Induction trainings / प्रेरण प्रशिक्षण.....1 Refresher trainings / रिक्रेशर प्रशिक्षण .....2 Government policies/schemes for CVIs / सीवीआई के लिए सरकारी नीतियों/योजनाओं पर प्रशिक्षण.....3 Teacher learning methodology of CVIs / दृष्टिबाधित बच्चों की शिक्षक शिक्षण पद्धति.....4 Subject wise curriculum adaptation, its use and practice / विषयवार पाठ्यचर्या अनुकूलन, उसका उपयोग एवं अभ्यास.....5 Classroom Management / कक्षा प्रबंधन.....6 Sensory Training (Sense of Touch, Sense of smell and taste) / संवेदी प्रशिक्षण (स्पर्श, गंध और स्वाद की भावना).....7 Development of Communication Skills / संचार कौशल का विकास.....8 Teaching Braille / ब्रेल शिक्षण.....9 Training on ICT tools / आईसीटी उपकरणों पर प्रशिक्षण.....10 Use of computer and software / कम्प्यूटर एवं सॉफ्टवेयर का उपयोग.....11 Training on Power Point Presentation / पावर प्वाइंट प्रेजेंटेशन पर प्रशिक्षण.....12 Others (specify) / अन्य (स्पष्ट करें).....99	
3.22	How does inclusive education fulfill the broader educational goals and objectives of the life of children with visual impairment (CVI)? समावेशी शिक्षा दृष्टिबाधित (सीवीआई) बच्चों के जीवन के व्यापक शैक्षिक लक्ष्यों और उद्देश्यों को कैसे पूरा करती है?		

3.23	<p>Can you share any best practices regarding successful implementation of inclusive education for children with visual impairment (CVI) in the district?</p> <p>क्या आप जिले में दृष्टिबाधित बच्चों (सीवीआई) के लिए समावेशी शिक्षा के सफल कार्यान्वयन के संबंध में कोई सर्वोत्तम अभ्यास साझा कर सकते हैं?</p>
3.24	<p>What is your opinion/suggestion/comments to improve the inclusive education for children with visual impairment in the district?</p> <p>जिले में दृष्टिबाधित बच्चों के लिए समावेशी शिक्षा में सुधार के लिए आपकी क्या राय/सुझाव/टिप्पणियाँ हैं?</p>

\_\_\_\_\_  
Name and Signature of the Investigator  
अन्वेषक का नाम और हस्ताक्षर

\_\_\_\_\_  
Name and Signature of Supervisor  
पर्यवेक्षक का नाम और हस्ताक्षर

## Annexure 5: Perspective of Sightsavers India Official towards Inclusive Education of CVIs

### Impact Assessment of HCLTech Grant Education Project Implemented by Sightsavers India

साइटसेवर्स इंडिया द्वारा कार्यान्वित एचसीएलटेक ग्रांट शिक्षा परियोजना का प्रभाव आकलन

Sambalam Project: Inclusive Education for Children with Visual Impairment  
in Rajasthan, Bihar and West Bengal

संबलम परियोजना: राजस्थान, बिहार और पश्चिम बंगाल में दृष्टिबाधित बच्चों के लिए समावेशी शिक्षा

### Perspective of Sightsavers India Official towards Inclusive Education of CVIs under Sambalam Project

Sr. No.				
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1. Demographics							
S.N.	Demographics	Compliance Indicator					
1.1	Day/Month/Year of Interview साक्षात्कार का दिन/माह/वर्ष	D	D	M	M	Y	Y
1.2	Time of Interview साक्षात्कार का समय	Start Time: (Hour/ minute)				End Time: (Hour/ minute)	
1.3	State राज्य	<input type="checkbox"/> Rajasthan राजस्थान.....1 <input type="checkbox"/> Bihar बिहार.....2 <input type="checkbox"/> West Bengal पश्चिम बंगाल.....3					
1.4	District ज़िला	<input type="checkbox"/> Jhalawar झालावाड़...1 <input type="checkbox"/> Udaipur उदयपुर.....2 <input type="checkbox"/> Bhagalpur भागलपुर...3 <input type="checkbox"/> Jehanabad जहानाबाद..4 <input type="checkbox"/> Howrah हावड़ा.....5					
1.5	Survey response क्या मैं सर्वे करना जारी रख सकता हूँ  (सर्वे करने के संबंध में आपकी प्रतिक्रिया)	Agreed सहमत हैं .....1 Refused अस्वीकार करना .....2 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99					
2. Personal information व्यक्तिगत जानकारी							
S.N	Details	Response			Skip Patter n		
2.1	What is your name?						

	आपका क्या नाम है?		
2.2	What is your current designation? आपका वर्तमान पदनाम क्या है?		
2.3	What is your age (in complete Year) आपकी उम्र क्या है (पूरे वर्ष में)	Less than 30 Years / 30 वर्ष से कम .....1 30-50 Years / 30-50 वर्ष .....2 Above 50 Years / 50 वर्ष से ऊपर .....3	
2.4	Gender/Sex लिंग	Male / पुरुष .....1 Female / महिला .....2 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99	
2.5	Office Address कार्यालय का पता	..... ..... .....	
2.6	What is your total working experience? आपका कुल कार्य अनुभव क्या है?	<input type="text"/> <input type="text"/> Experiences in years अनुभव वर्षों में	
2.7	How long have you been associated with the Sightsavers India? आप साइटसेवर्स इंडिया के साथ कितने समय से जुड़े हुए हैं?	<input type="text"/> <input type="text"/> Years वर्ष.....1 <input type="text"/> <input type="text"/> Months महीने .....2	

### 3. Service Provides on Inclusive Education (IE) समावेशी शिक्षा (आईई) पर सेवा प्रदान

Sl. No.	Comment	Circle the correct answer	Skip Pattern
3.1	How many children with visual impairment (CVIs) have received support from Sightsavers India in the district for inclusive education? दृष्टिबाधित (सीवीआई) वाले कितने बच्चों को समावेशी शिक्षा के लिए जिले में साइटसेवर्स इंडिया से सहायता मिली है?	A. 1-50 B. 51-100 C. 101-150 D. 151-200 E. 201-250 F. 251-300 F. Above 300	
3.2	What did Sightsavers India do for inclusive education of children with visual impairment (CVIs) in the district? (Multiple answers) जिले में दृष्टिबाधित (सीवीआई) बच्चों की समावेशी शिक्षा के लिए साइटसेवर्स इंडिया ने क्या किया? (एकाधिक उत्तर)		

	a. Screening & Identification of students. छात्रों की स्क्रीनिंग एवं पहचान	Fully...1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	b. BRC Equipping with ICT tools, digital equipment and learning materials. बीआरसी को आईसीटी उपकरणों, डिजिटल उपकरणों और शिक्षण सामग्री से लैस करना	Fully...1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	c. Developing different learning tools and e-content. विभिन्न शिक्षण उपकरण और ई-सामग्री का विकास	Fully...1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	d. Developing different teaching materials विभिन्न शिक्षण सामग्रियों का विकास	Fully...1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	e. Regular monitoring. नियमित मॉनिटरिंग कार्य	Fully...1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
3.3	How is Screening & Identification done for children with visual impairment (CVIs) for inclusive education? (Multiple Answer) समावेशी शिक्षा के लिए दृष्टिबाधित बच्चों (सीवीआई) की स्क्रीनिंग और पहचान कैसे की जाती है? (एकाधिक उत्तर)	UDISE Portal data was taken UDISE पोर्टल डेटा लिया गया.....1 Panchayat meetings पंचायत बैठकों के माध्यम से.....2 Door to door visits घर-घर भ्रमण के माध्यम से .....3 Camps organized in the village गांव में कैंप लगाया गया.....4 Community Meetings सामुदायिक बैठकें.....5 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99	
3.4	What initiatives are taken by Sight saver to ensure that children with visual impairment (CVIs) come to school for education? (Multiple answers) यह सुनिश्चित करने के लिए कि दृष्टिबाधित (सीवीआई) बच्चे शिक्षा के लिए स्कूल आएँ, साइट सेवर द्वारा क्या पहल की गई है? (एकाधिक उत्तर)		
	a. Counselling of parents and children माता-पिता और बच्चों की काउंसलिंग	Fully...1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	b. Counselling of teachers शिक्षकों की काउंसलिंग	Fully...1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	c. Counselling of school management committee (SMC) members	Fully...1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	

	विद्यालय प्रबंधन समिति (एसएमसी) सदस्यों की काउंसलिंग		
	d. Community awareness सामुदायिक जागरूकता	Fully...1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	e. Awareness activities amongst local body institutions स्थानीय निकाय संस्थानों के बीच जागरूकता गतिविधियाँ	Fully...1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	f. Ensure easy access to education शिक्षा तक आसान पहुंच सुनिश्चित करना	Fully...1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	g. Ensure school infrastructure children with visual impairment (CVIs) friendly सुनिश्चित करना कि स्कूल का बुनियादी ढांचा दृष्टि बाधित (सीवीआई) के अनुकूल हो	Fully...1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	h. Ensure schools education adaptation for children with visual impairment (CVIs). सुनिश्चित करना कि स्कूली शिक्षा दृष्टिबाधित बच्चों (सीवीआई) के लिए अनुकूल हो	Fully...1, Partly....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
3.5	Have Sightsavers India provided resource support for children with visual impairment (CVIs) in the district for inclusive education? क्या साइटसेवर्स इंडिया ने समावेशी शिक्षा के लिए जिले में दृष्टिबाधित (सीवीआई) बच्चों के लिए संसाधन सहायता प्रदान की है?	Yes हाँ .....1 No नहीं .....2	If no, skip Q3.6
3.6	If yes, kinds of resource support provided by Sightsavers India to children with visual impairment (CVIs)? (Multiple answers) यदि हां, तो दृष्टि बाधित (सीवीआई) वाले बच्चों को साइटसेवर्स इंडिया द्वारा किस प्रकार की संसाधन सहायता प्रदान की जाती है? (एकाधिक उत्तर)	Support Provide Special for Educators / विशेष शिक्षकों के लिए सहायता प्रदान करना.....1 Provide trained teachers प्रशिक्षित शिक्षक उपलब्ध कराये गये.....2 NVDA software was installed in some schools कुछ स्कूलों में एनवीडीए सॉफ्टवेयर स्थापित किया गया था.....3 Capacity building of teachers, headmasters and Special Educators / शिक्षकों, प्रधानाध्यापकों और विशेष शिक्षकों का क्षमता निर्माण.....4 Schools Lab equipped with ICT tools / स्कूल लैब को आईसीटी उपकरणों से सुसज्जित किया गया.....5 Schools equipped with Smart classrooms / स्कूलों को स्मार्ट कक्षाओं से सुसज्जित किया गया.....6	

		Block Resource Centres equipped with ICT tools, devices, teaching materials / ब्लॉक रिसोर्स केंद्र को आईसीटी उपकरणों, डिवाइस, शिक्षण सामग्री से सुसज्जित किया गया.....7 Other (specify) / अन्य (स्पष्ट करें).....99	
3.7	Did Sightsavers India provide any kind of assistance facilities to children with visual impairment (CVIs) in the district for inclusive education? क्या साइटसेवर्स इंडिया ने समावेशी शिक्षा के लिए जिले में दृष्टिबाधित (सीवीआई) बच्चों को किसी प्रकार की सहायता सुविधाएं प्रदान कीं?	Yes हाँ .....1 No नहीं .....2	If no, skip Q3.8
3.8	If yes, what are those benefits or facilities do you provide? यदि हां, तो वे कौन से लाभ या सुविधाएं हैं जो आप प्रदान करते हैं?		
	<b>A. Financial Support for followings</b> निम्नलिखित के लिए वित्तीय सहायता		
	a. Transport and Escort allowance परिवहन एवं अनुरक्षण भत्ता	Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	b. Readers/scribes allowances पाठकों/लेखकों के भत्ते	Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	c. Stipend for girls with special needs विशेष आवश्यकता वाली लड़कियों के लिए वजीफा	Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	<b>B. Learning support for followings</b> सीखने के लिए निम्नलिखित मदद		
	a. Language-appropriate teacher learning materials (TLMs) भाषा-उपयुक्त शिक्षक शिक्षण सामग्री (टीएलएम)	Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	b. Textbooks in accessible formats such as Braille/large print ब्रेल/बड़े प्रिंट जैसे सुलभ प्रारूपों में पाठ्यपुस्तकें	Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	c. Age-appropriate reading material आयु-उपयुक्त पठन सामग्री	Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	

	d. Curriculum adaptation पाठ्यक्रम अनुकूलन	Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	e. Innovative pedagogical practices नवीन शैक्षणिक अभ्यास	Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	f. Nurturing & enrichment पालन-पोषण एवं संवर्धन	Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	<b>C. Therapeutic services</b> चिकित्सीय सेवाएँ	Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	<b>D. Followings support</b> निम्नलिखित समर्थन		
	a. Braille kits ब्रेल किट	Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	b. Assistive daily living kits सहायक दैनिक जीवन किट	Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	c. Communication equipment संचार उपकरण	Always...1, Sometime...2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
3.9	Did Sightsavers India provide any kind of ICT resources facilities to children with visual impairment (CVIs) in the district for inclusive education? क्या साइटसेवर्स इंडिया ने समावेशी शिक्षा के लिए जिले में दृष्टिबाधित (सीवीआई) बच्चों को किसी प्रकार की आईसीटी संसाधन सुविधाएं प्रदान कीं?	Yes हाँ .....1 No नहीं .....2	If no, skip Q3.10
3.10	Type of ICT resources facilities provided by Sightsavers India to the children with visual impairment in the district for inclusive education? (Multiple answer) समावेशी शिक्षा के लिए जिले में दृष्टिबाधित बच्चों को साइटसेवर्स इंडिया द्वारा प्रदान की जाने वाली आईसीटी संसाधन सुविधाओं का प्रकार? (एकाधिक उत्तर)		
	a. Talking books बात करने वाली किताबें	Always...1, Sometime...2, Never...3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	b. Screen magnifier स्क्रीन मैग्नीफायर	Always...1, Sometime...2, Never...3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	c. Screen reader software (such as NDVA) स्क्रीन रीडर सॉफ्टवेयर (जैसे एनडीवीए)	Always...1, Sometime...2, Never...3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	d. Talking keyboards बोलने वाले कीबोर्ड	Always...1, Sometime...2, Never...3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	e. Television टेलीविजन	Always...1, Sometime...2, Never...3	

		हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
f. Audio recorder ऑडियो रिकॉर्डर	Always...1, हमेशा.....1,	Sometime....2, कभी-कभी.....2,	Never....3 कभी नहीं.....3
g. Smart Phone स्मार्ट फ़ोन	Always...1, हमेशा.....1,	Sometime....2, कभी-कभी.....2,	Never....3 कभी नहीं.....3
h. Laptops/Computers लैपटॉप/कंप्यूटर	Always...1, हमेशा.....1,	Sometime....2, कभी-कभी.....2,	Never....3 कभी नहीं.....3
i. Enough teaching learning Devices पर्याप्त शिक्षण सीखने के उपकरण	Always...1, हमेशा.....1,	Sometime....2, कभी-कभी.....2,	Never....3 कभी नहीं.....3
j. Digital Boards डिजिटल बोर्ड	Always...1, हमेशा.....1,	Sometime....2, कभी-कभी.....2,	Never....3 कभी नहीं.....3
k. Projector प्रोजेक्टर	Always...1, हमेशा.....1,	Sometime....2, कभी-कभी.....2,	Never....3 कभी नहीं.....3
l. Plasma Screen प्लाज्मा स्क्रीन	Always...1, हमेशा.....1,	Sometime....2, कभी-कभी.....2,	Never....3 कभी नहीं.....3
m. Printer मुद्रक	Always...1, हमेशा.....1,	Sometime....2, कभी-कभी.....2,	Never....3 कभी नहीं.....3
n. Scanner स्कैनर	Always...1, हमेशा.....1,	Sometime....2, कभी-कभी.....2,	Never....3 कभी नहीं.....3
o. Generator जेनरेटर	Always...1, हमेशा.....1,	Sometime....2, कभी-कभी.....2,	Never....3 कभी नहीं.....3
3.11	How does ICT support visually impaired students? (Multiple answer) आईसीटी दृष्टिबाधित छात्रों की किस प्रकार सहायता करता है? (एकाधिक उत्तर)		
a. They can read documents in MS Word by using their talking software वे अपने टॉकिंग सॉफ़्टवेयर का उपयोग करके एमएस वर्ड में दस्तावेज़ पढ़ सकते हैं	Fully.....1, पूर्णतः.....1,	Partly.....2, आंशिक रूप से.....2,	Very less.....3 बहुत कम.....3
b. Talking keypad help them to learn any subject बात करने वाले कीपैड से उन्हें किसी भी विषय को सीखने में मदद मिलती है	Fully.....1, पूर्णतः.....1,	Partly.....2, आंशिक रूप से.....2,	Very less.....3 बहुत कम.....3
c. ICT help them to read & write except some tricky subjects like mathematics and drawing गणित और ड्राइंग जैसे कुछ कठिन विषयों को छोड़कर आईसीटी उन्हें पढ़ने और लिखने में मदद करता है	Fully.....1, पूर्णतः.....1,	Partly.....2, आंशिक रूप से.....2,	Very less.....3 बहुत कम.....3
d. They can scan textbooks and convert them into Word format.	Fully.....1, पूर्णतः.....1,	Partly.....2, आंशिक रूप से.....2,	Very less.....3 बहुत कम.....3

	<p>After that, they can read the textbook by using talking Software.</p> <p>वे पाठ्यपुस्तकों को स्कैन कर सकते हैं और उन्हें वर्ड फॉर्मेट में बदल सकते हैं। उसके बाद, वे टॉकिंग सॉफ्टवेयर का उपयोग करके पाठ्यपुस्तक को पढ़ सकते हैं</p>		
	<p>e. They can understand daisy books</p> <p>वे डेजी किताबों को समझ सकते हैं</p>	<p>Fully.....1, Partly.....2, Very less.....3</p> <p>पूर्णतः.....1, आंशिक रूप से.....2, बहुत कम.....3</p>	
	<p>f. ICT can make them confident</p> <p>आईसीटी उन्हें आश्वस्त करता है</p>	<p>Fully.....1, Partly.....2, Very less.....3</p> <p>पूर्णतः.....1, आंशिक रूप से.....2, बहुत कम.....3</p>	
	<p>g. With the help of ICT, they can share their thoughts with sighted friends by communicative technology.</p> <p>आईसीटी की मदद से वे संचार प्रौद्योगिकी के माध्यम से अपने विचारों को दृष्टिबाधित मित्रों के साथ साझा कर सकते हैं</p>	<p>Fully.....1, Partly.....2, Very less.....3</p> <p>पूर्णतः.....1, आंशिक रूप से.....2, बहुत कम.....3</p>	
	<p>h. With the help of ICT, they can exchange their knowledge with each other.</p> <p>आईसीटी की मदद से वे एक-दूसरे के साथ अपने ज्ञान का आदान-प्रदान कर सकते हैं</p>	<p>Fully.....1, Partly.....2, Very less.....3</p> <p>पूर्णतः.....1, आंशिक रूप से.....2, बहुत कम.....3</p>	
3.12	<p>How does ICT support teachers to teach the Children with visual impairments? (Multiple answer)</p> <p>आईसीटी दृष्टिबाधित बच्चों को पढ़ाने में शिक्षकों की किस प्रकार सहायता करता है? (एकाधिक उत्तर)</p>		
	<p>a. ICT tools makes their interaction easier with the blind Students</p> <p>आईसीटी उपकरण नेत्रहीन छात्रों के साथ उनकी बातचीत को आसान बनाते हैं</p>	<p>Fully / पूर्णतः.....1 Partly / आंशिक.....2</p> <p>Very less/बहुत कम....3 Not at all/बिलकुल नहीं...4</p>	
	<p>b. They can make sense of the teacher's thoughts easily from the audio version of Projector</p> <p>वे प्रोजेक्टर के ऑडियो संस्करण से शिक्षक के विचारों को आसानी से समझ सकते हैं</p>	<p>Fully / पूर्णतः.....1 Partly / आंशिक.....2</p> <p>Very less/बहुत कम....3 Not at all/बिलकुल नहीं...4</p>	
	<p>c. ICT tools saves their time</p> <p>आईसीटी उपकरण उनका समय बचाते हैं</p>	<p>Fully / पूर्णतः.....1 Partly / आंशिक.....2</p> <p>Very less/बहुत कम....3 Not at all/बिलकुल नहीं...4</p>	
	<p>d. With the help of ICT tools, they can make them involved in class activities</p>	<p>Fully / पूर्णतः.....1 Partly / आंशिक.....2</p> <p>Very less/बहुत कम....3 Not at all/बिलकुल नहीं...4</p>	

	आईसीटी उपकरणों की मदद से वे उन्हें कक्षा की गतिविधियों में शामिल कर सकते हैं		
3.13	<p>Did Sightsavers India provide any support to the schools for regularizing the study classes to children with visual impairment (CVIs) during Covid-19 pandemic?</p> <p>क्या साइटसेवर्स इंडिया ने कोविड-19 महामारी के दौरान दृष्टिबाधित बच्चों (सीवीआई) के लिए अध्ययन कक्षाओं को नियमित करने के लिए स्कूलों को कोई सहायता प्रदान की?</p>	<p>Yes हाँ .....1</p> <p>No नहीं .....2</p>	If no, Skip Q3.14 & 3.15
3.14	<p>What special techniques or provisions were made during Covid-19 pandemic for study of the children with visual impairments (CVIs)?</p> <p>दृष्टिबाधित बच्चों (सीवीआई) के अध्ययन के लिए कोविड-19 महामारी के दौरान क्या विशेष तकनीकें या प्रावधान किए गए थे?</p>		
	<p>a. Online education through mobile phone</p> <p>मोबाइल फोन के माध्यम से ऑनलाइन शिक्षा</p>	<p>Fully.....1      Partly.....2      Never.....3</p> <p>पूर्णतः.....1      आंशिक रूप से.....2      कभी नहीं.....3</p>	
	<p>b. Enhanced skills of children with visual impairment to uses the ICT tools for online classes.</p> <p>ऑनलाइन कक्षाओं के लिए आईसीटी टूल का उपयोग करने के लिए दृष्टिबाधित बच्चों के कौशल को बढ़ाया गया।</p>	<p>Fully.....1      Partly.....2      Never.....3</p> <p>पूर्णतः.....1      आंशिक रूप से.....2      कभी नहीं.....3</p>	
	<p>c. Enhanced skills of teachers to uses the ICT tools for online classes.</p> <p>ऑनलाइन कक्षाओं के लिए आईसीटी टूल का उपयोग करने के लिए शिक्षकों के कौशल में वृद्धि।</p>	<p>Fully.....1      Partly.....2      Never.....3</p> <p>पूर्णतः.....1      आंशिक रूप से.....2      कभी नहीं.....3</p>	
	<p>d. Counselling the children's and their parents to attend the online classes through mobile phone.</p> <p>बच्चों और उनके अभिभावकों को मोबाइल फोन के माध्यम से ऑनलाइन कक्षाओं में भाग लेने के लिए परामर्श देना।</p>	<p>Fully.....1      Partly.....2      Never.....3</p> <p>पूर्णतः.....1      आंशिक रूप से.....2      कभी नहीं.....3</p>	
3.15	<p>What problems faced by you in regularizing the study classes to children with visual impairment</p>	<p>Internet problem इंटरनेट</p> <p>समस्या.....1</p>	

	<p>(CVIs) during Covid-19 pandemic? (Multiple answer) कोविड-19 महामारी के दौरान दृष्टिबाधित (सीवीआई) बच्चों के लिए अध्ययन कक्षाओं को नियमित करने में आपको किन समस्याओं का सामना करना पड़ा? (एकाधिक उत्तर)</p>	<p>Lack of positive attitude among teachers शिक्षकों में सकारात्मक दृष्टिकोण का अभाव.....2</p> <p>Lack of trained teachers प्रशिक्षित शिक्षकों की कमी..... 3</p> <p>Un-availability of smart phone with each parent प्रत्येक माता-पिता के पास स्मार्ट फोन की अनुपलब्धता..... 4</p> <p>Lack of resources संसाधनों की कम.....5</p> <p>Lack of awareness among parents अभिभावकों में जागरूकता की कमी.....6</p> <p>Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99</p>	
3.16	<p>Do you think, General schools are totally inclusive for children with visual impairment (CVIs) in this district? क्या आपको लगता है, इस जिले में दृष्टिबाधित (सीवीआई) बच्चों के लिए सामान्य स्कूल पूरी तरह से समावेशी हैं?</p>	<p>Disagree पूर्णतया असहमत .....0</p> <p>Partly agree आंशिक रूप से सहमत .....1</p> <p>Agree पूर्णतया सहमत .....2</p>	
3.17	<p>Do you think, children with special educational needs could be integrated in mainstream schools in the district? क्या आपको लगता है कि विशेष शैक्षिक आवश्यकताओं वाले बच्चों को जिले के मुख्यधारा के स्कूलों में एकीकृत किया जा सकता है?</p>	<p>Disagree पूर्णतया असहमत .....0</p> <p>Partly agree आंशिक रूप से सहमत .....1</p> <p>Agree पूर्णतया सहमत .....2</p>	
3.18	<p>Do you think, children with visual impairment can only study with the help of a special educator? क्या आपको लगता है कि दृष्टिबाधित बच्चे केवल विशेष शिक्षक की मदद से ही पढ़ाई कर सकते हैं?</p>	<p>Disagree पूर्णतया असहमत .....0</p> <p>Partly agree आंशिक रूप से सहमत .....1</p> <p>Agree पूर्णतया सहमत .....2</p>	
3.19	<p>Are the schools of this district adapted for children with visual impairment (CVIs) for inclusive education in the following contexts? (Multiple answers)</p>		

	क्या इस जिले के स्कूल निम्नलिखित संदर्भों में दृष्टिबाधित बच्चों (सीवीआई) के लिए समावेशी शिक्षा के लिए अनुकूलित हैं? (एकाधिक उत्तर)			
	a. Reading material पठन सामग्री उनके अनुकूल है	Fully....1, पूर्णतः.....1,	Partly.....2, आंशिक रूप से...2,	Not at all.....3 बिल्कुल नहीं.....3
	b. Teaching methods शिक्षण विधियाँ उनके अनुकूल है	Fully....1, पूर्णतः.....1,	Partly.....2, आंशिक रूप से...2,	Not at all.....3 बिल्कुल नहीं.....3
	c. Course curriculum पाठ्यक्रम उनके अनुकूल है	Fully....1, पूर्णतः.....1,	Partly.....2, आंशिक रूप से...2,	Not at all.....3 बिल्कुल नहीं.....3
	d. Environment माहौल / पर्यावरण उनके अनुकूल है	Fully....1, पूर्णतः.....1,	Partly.....2, आंशिक रूप से...2,	Not at all.....3 बिल्कुल नहीं.....3
3.20	Did Sight saver provided trainings to school teachers/staff for inclusive education of children with visual impairment (CVIs)? क्या साइट सेवर ने दृष्टिबाधित बच्चों (सीवीआई) की समावेशी शिक्षा के लिए स्कूल के शिक्षकों/कर्मचारियों को प्रशिक्षण प्रदान किया?	Yes हाँ .....	No नहीं .....	1 2
3.21	Which trainings programmes were provided by Sightsavers India in the last four years? (Multiple answer) पिछले चार वर्षों में साइटसेवर्स इंडिया द्वारा कौन कौन से प्रशिक्षण कार्यक्रम प्रदान किए गए? (एकाधिक उत्तर)	Induction trainings / प्रेरण प्रशिक्षण.....1 Refresher trainings / रिफ्रेशर प्रशिक्षण .....	Government policies/schemes for CVIs / सीवीआई के लिए सरकारी नीतियों/योजनाओं पर प्रशिक्षण.....3 Teacher learning methodology of CVIs / दृष्टिबाधित बच्चों की शिक्षक शिक्षण पद्धति.....4 Subject wise curriculum adaptation, its use and practice / विषयवार पाठ्यचर्या अनुकूलन, उसका उपयोग एवं अभ्यास.....5 Classroom Management / कक्षा प्रबंधन.....6 Sensory Training (Sense of Touch, Sense of smell and taste).....7 Development of Communication Skills / संचार कौशल का विकास.....8 Teaching Braille / ब्रेल शिक्षण.....9 Training on ICT tools / आईसीटी उपकरणों पर प्रशिक्षण.....10 Use of computer and software / कम्प्यूटर एवं सॉफ्टवेयर का उपयोग.....11 Training on Power Point Presentation / पावर प्वाइंट प्रेजेंटेशन पर प्रशिक्षण.....12	
				If no, Skip Q3.21

		Others (specify) / अन्य (स्पष्ट करें).....99	
3.22	<p>What was your monitoring mechanism for the schools, where support provided by you to the children with visual impairment for inclusive education? उन स्कूलों के लिए आपका निगरानी तंत्र क्या था जहां समावेशी शिक्षा के लिए दृष्टिबाधित बच्चों को आपके द्वारा सहायता प्रदान की गई थी?</p>		
	a. Monthly review meetings with the staff कर्मचारियों के साथ मासिक समीक्षा बैठकें	Fully.....1    Partly.....2    Not at all.....3 पूर्णतः.....1    आंशिक रूप से...2    बिल्कुल नहीं.....3	
	b. Monthly physical and financial progress reviews	Fully.....1    Partly.....2    Not at all.....3 पूर्णतः.....1    आंशिक रूप से...2    बिल्कुल नहीं.....3	
	c. Monthly reporting from BRCs at regular intervals मासिक भौतिक एवं वित्तीय प्रगति समीक्षा	Fully.....1    Partly.....2    Not at all.....3 पूर्णतः.....1    आंशिक रूप से...2    बिल्कुल नहीं.....3	
	d. Online MIS reports review ऑनलाइन एमआईएस रिपोर्ट की समीक्षा	Fully.....1    Partly.....2    Not at all.....3 पूर्णतः.....1    आंशिक रूप से...2    बिल्कुल नहीं.....3	
	e. Regular visits of the schools विद्यालयों का नियमित दौरा	Fully.....1    Partly.....2    Not at all.....3 पूर्णतः.....1    आंशिक रूप से...2    बिल्कुल नहीं.....3	
	f. Other (pl. specify) अन्य (कृपया स्पष्ट करें)		
3.23	<p>In your opinion, what are the main barrier/challenges to inclusive education of CVIs? आपकी राय में, सीवीआई की समावेशी शिक्षा में मुख्य बाधा/चुनौतियाँ क्या हैं?</p>		
	a. Lack of teacher's positive attitude शिक्षक के सकारात्मक दृष्टिकोण का अभाव	High..1, Medium..2, Low..3    Not at all...4 उच्च....1, मध्यम.....2, कम.....3    बिल्कुल नहीं.....4	
	b. Lack of trained teachers प्रशिक्षित शिक्षकों का अभाव	High..1, Medium..2, Low..3    Not at all...4 उच्च....1, मध्यम.....2, कम.....3    बिल्कुल नहीं.....4	
	c. Lack of funds धन की कमी	High..1, Medium..2, Low..3    Not at all...4 उच्च....1, मध्यम.....2, कम.....3    बिल्कुल नहीं.....4	
	d. Non-Inclusive curriculum गैर-समावेशी पाठ्यक्रम	High..1, Medium..2, Low..3    Not at all...4 उच्च....1, मध्यम.....2, कम.....3    बिल्कुल नहीं.....4	
	e. Lack of resources: Inadequate resources, including accessible infrastructure and teaching aids. संसाधनों की कमी: सुलभ बुनियादी ढांचे और शिक्षण सहायता सहित अपर्याप्त संसाधन	High..1, Medium..2, Low..3    Not at all...4 उच्च....1, मध्यम.....2, कम.....3    बिल्कुल नहीं.....4	

	f. Lack of parent awareness अभिभावकों में जागरूकता का अभाव	High..1, Medium..2, Low..3 Not at all...4 उच्च....1, मध्यम.....2, कम.....3 बिल्कुल नहीं.....4
	g. Lack of parent support माता-पिता के सहयोग का अभाव	High..1, Medium..2, Low..3 Not at all...4 उच्च....1, मध्यम.....2, कम.....3 बिल्कुल नहीं.....4
	h. Lack Community awareness सामुदायिक जागरूकता का अभाव	High..1, Medium..2, Low..3 Not at all...4 उच्च....1, मध्यम.....2, कम.....3 बिल्कुल नहीं.....4
	i. Lack Community support सामुदायिक समर्थन का अभाव	High..1, Medium..2, Low..3 Not at all...4 उच्च....1, मध्यम.....2, कम.....3 बिल्कुल नहीं.....4
3.24	How does a children with visual impairment (CVI) develop himself in a mainstream school rather than special school? दृष्टिबाधित (सीवीआई) बच्चा विशेष स्कूल के बजाय मुख्यधारा के स्कूल में अपने आपको कैसे ढालता है?	
3.25	Can you share any best practices regarding successful implementation of inclusive education for children with visual impairment (CVIs) in the district. क्या आप जिले में दृष्टिबाधित बच्चों (सीवीआई) के लिए समावेशी शिक्षा के सफल कार्यान्वयन के संबंध में कोई सर्वोत्तम अभ्यास साझा कर सकते हैं?	
3.26	What is your opinion/suggestion/comments to improve the inclusive education for children with visual impairment in the district? जिले में दृष्टिबाधित बच्चों के लिए समावेशी शिक्षा में सुधार के लिए आपकी क्या राय/सुझाव/टिप्पणियाँ हैं?	

\_\_\_\_\_  
Name and Signature of the Investigator  
अन्वेषक का नाम और हस्ताक्षर

\_\_\_\_\_  
Name and Signature of Supervisor  
पर्यवेक्षक का नाम और हस्ताक्षर

## Annexure 6: Perspective of Nodal Officer (IE)/Govt. officer towards Inclusive Education of CVIs

### Impact Assessment of HCLTech Grant Education

#### Project Implemented by Sightsavers India

साइटसेवर्स इंडिया द्वारा कार्यान्वित एचसीएलटेक ग्रांट शिक्षा परियोजना का प्रभाव आकलन

Sambalam Project: Inclusive Education for Children with Visual Impairment  
in Rajasthan, Bihar and West Bengal

संबलम परियोजना: राजस्थान, बिहार और पश्चिम बंगाल में दृष्टिबाधित बच्चों के लिए समावेशी शिक्षा

### Perspective of Nodal Officer (IE)/Govt. officer towards Inclusive Education of CVIs under Sambalam Project

संबलम परियोजना के अंतर्गत सीवीआई की समावेशी शिक्षा के प्रति नोडल अधिकारी (समावेशी शिक्षा)/सरकारी अधिकारी का दृष्टिकोण

Sr. No.					
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1. Demographics																										
S.N.	Demographics	Compliance Indicator																								
1.1	Day/Month/Year of Interview साक्षात्कार का दिन/माह/वर्ष	D	D	M	M	Y	Y																			
1.2	Time of Interview साक्षात्कार का समय	Start Time: (Hour/ minute)					End Time: (Hour/ minute)																			
1.3	State राज्य	<input type="checkbox"/> Rajasthan राजस्थान.....1					<input type="checkbox"/> Bihar बिहार.....2					<input type="checkbox"/> West Bengal पश्चिम बंगाल.....3														
1.4	District जिला	<input type="checkbox"/> Jhalawar झालावाड़...1					<input type="checkbox"/> Udaipur उदयपुर.....2					<input type="checkbox"/> Bhagalpur भागलपुर...3					<input type="checkbox"/> Jehanabad जहानाबाद....4					<input type="checkbox"/> Howrah हावड़ा.....5				
1.5	Survey response क्या मैं सर्वे करना जारी रख सकता हूँ (सर्वे करने के संबंध में आपकी प्रतिक्रिया)	Agreed सहमत हैं .....1					Refused अस्वीकार करना .....2					Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99														

2. Personal information			
S.N	Details	Response	Skip Pattern
2.1	What is your name? आपका नाम क्या है?		
2.2	What is your current designation? आपका वर्तमान पदनाम क्या है?		
2.3	What is your age (in complete Year) आपकी उम्र क्या है (पूरे वर्ष में)	Less than 30 Years / 30 वर्ष से कम .....1 30-50 Years / 30-50 वर्ष .....2 Above 50 Years / 50 वर्ष से ऊपर .....3	
2.4	Gender/Sex लिंग	Male / पुरुष .....1 Female / महिला .....2 Other (pl. specify) अन्य (कृपया स्पष्ट करें).....99	
2.5	Office name & address	..... ..... .....	
2.6	What is your working experience? आपका कार्य अनुभव कितना है?	<input type="text"/> <input type="text"/> Experiences in years अनुभव वर्षों में	
2.7	How long have you been associate with this office? आप इस कार्यालय से कितने समय से काम कर रहे हैं?	<input type="text"/> <input type="text"/> Experiences in Years.....1 अनुभव वर्षों में  <input type="text"/> <input type="text"/> Experiences in Months.....2 अनुभव महीनों में	
3. Service Provides on Inclusive Education (IE)			
S.N.	Comment	Circle the correct answer	Skip Pattern
3.1	How many Children with visual impairments (CVIs) are currently enrolled in schools of inclusive education in the state? वर्तमान में राज्य में समावेशी शिक्षा के स्कूलों में कितने दृष्टिबाधित बच्चे (सीवीआई) नामांकित हैं?	A. 1-100 B. 101-200 C. 201-300 D. 301-400 E. 401-500 F. Above 500	
3.2	How many Children with visual impairments (CVIs) are currently enrolled in schools of inclusive education in the district of the state? वर्तमान में राज्य के जिले में समावेशी शिक्षा के स्कूलों में कितने दृष्टिबाधित बच्चे (सीवीआई) नामांकित हैं?	Rajasthan / राजस्थान 1. Udaipur / उदयपुर _____ 2. Jhalawar / झालावाड़ _____ Bihar / बिहार 1. Jehanabad / जहानाबाद _____ 2. Bhagalpur / भागलपुर _____ West Bengal / पश्चिम बंगाल 1. Howrah / हावड़ा _____	

3.3	<p>What is the department doing for inclusive education of children with visual impairments (CVI's) in the State? (Multiple answers)</p> <p>राज्य में दृष्टिबाधित बच्चों (सीवीआई) की समावेशी शिक्षा के लिए विभाग क्या कर रहा है? (एकाधिक उत्तर)</p>		
a.	Screening & Identification of students छात्रों की स्क्रीनिंग एवं पहचान	Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम.....3 Not at all/बिलकुल नहीं...4	
b.	Strengthening of Block Resource Centre (BRC) with online/offline facilities. ऑनलाइन/ऑफ़लाइन सुविधाओं के साथ ब्लॉक रिसोर्स केंद्र (बीआरसी) को मजबूत करना	Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम.....3 Not at all/बिलकुल नहीं...4	
c.	Development of different learning tools and e-content. विभिन्न शिक्षण उपकरणों और ई-सामग्री का विकास	Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम.....3 Not at all/बिलकुल नहीं...4	
d.	Development of different teaching materials. विभिन्न शिक्षण सामग्रियों का विकास	Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम.....3 Not at all/बिलकुल नहीं...4	
e.	Regular monitoring नियमित निगरानी	Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम.....3 Not at all/बिलकुल नहीं...4	
f.	Other (specify) / अन्य (स्पष्ट करें) _____	Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम.....3 Not at all/बिलकुल नहीं...4	
g.	Other (specify) / अन्य (स्पष्ट करें) _____	Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम.....3 Not at all/बिलकुल नहीं...4	
3.4	<p>How do you do Screening &amp; Identification of children with visual impairments (CVIs) for inclusive education? (Multiple answers)</p> <p>समावेशी शिक्षा के लिए आप दृष्टिबाधित बच्चों (सीवीआई) की स्क्रीनिंग और पहचान कैसे करते हैं? (एकाधिक उत्तर)</p>	<p>Panchayat meetings / पंचायत बैठकों के माध्यम से...1</p> <p>Door to door visits / घर-घर जाकर दौरा किया.....2</p> <p>Camps organized in the village / गांव में शिविर लगाए गए .....3</p> <p>Community Meetings / सामुदायिक बैठकें.....4</p> <p>Other (specify) / अन्य (स्पष्ट करें).....99</p>	
3.5	<p>What initiatives taken by the department to ensure that children with visual impairments (CVIs) come to school for education? (Multiple answers)</p> <p>यह सुनिश्चित करने के लिए विभाग द्वारा क्या पहल की गई है कि दृष्टिबाधित (सीवीआई) बच्चे शिक्षा के लिए स्कूल आएँ? (एकाधिक उत्तर)</p>		
a.	Counselling of parents and children माता-पिता और बच्चों की काउंसलिंग	Fully.....1 Partly.....2 Not at all.....3 पूरी तरह से...1 आंशिक रूप से...2 बिलकुल नहीं.....3	

	<p>b. Counselling of teachers शिक्षकों की काउंसलिंग</p>	<p>Fully.....1 पूरी तरह से...1</p>	<p>Partly.....2 आंशिक रूप से...2</p>	<p>Not at all.....3 बिल्कुल नहीं.....3</p>	
	<p>c. Counselling of school management committee (SMC) members विद्यालय प्रबंधन समिति (एसएमसी) सदस्यों की काउंसलिंग</p>	<p>Fully.....1 पूरी तरह से...1</p>	<p>Partly.....2 आंशिक रूप से...2</p>	<p>Not at all.....3 बिल्कुल नहीं.....3</p>	
	<p>d. Community awareness सामुदायिक जागरूकता</p>	<p>Fully.....1 पूरी तरह से...1</p>	<p>Partly.....2 आंशिक रूप से...2</p>	<p>Not at all.....3 बिल्कुल नहीं.....3</p>	
	<p>e. Awareness activities amongst local body institutions स्थानीय निकाय संस्थानों के बीच जागरूकता गतिविधियाँ</p>	<p>Fully.....1 पूरी तरह से...1</p>	<p>Partly.....2 आंशिक रूप से...2</p>	<p>Not at all.....3 बिल्कुल नहीं.....3</p>	
	<p>f. Ensured easy access to education शिक्षा तक आसान पहुंच सुनिश्चित की गई</p>	<p>Fully.....1 पूरी तरह से...1</p>	<p>Partly.....2 आंशिक रूप से...2</p>	<p>Not at all.....3 बिल्कुल नहीं.....3</p>	
	<p>g. Ensured school infrastructure children with visual impairment (CVI) friendly दृष्टि बाधित (सीवीआई) वाले बच्चों के लिए स्कूल का बुनियादी ढांचा अनुकूल सुनिश्चित किया गया</p>	<p>Fully.....1 पूरी तरह से...1</p>	<p>Partly.....2 आंशिक रूप से...2</p>	<p>Not at all.....3 बिल्कुल नहीं.....3</p>	
	<p>h. Ensured schools education adaptation for children with visual impairment (CVI) दृष्टिबाधित बच्चों (सीवीआई) के लिए स्कूली शिक्षा अनुकूलन सुनिश्चित किया गया</p>	<p>Fully.....1 पूरी तरह से...1</p>	<p>Partly.....2 आंशिक रूप से...2</p>	<p>Not at all.....3 बिल्कुल नहीं.....3</p>	
3.6	<p>Have department provided resource support for the school of children with visual impairments (CVIs) in the state for inclusive education? क्या विभाग ने समावेशी शिक्षा के लिए राज्य में दृष्टिबाधित बच्चों (सीवीआई) के स्कूल के लिए संसाधन सहायता प्रदान की है?</p>	<p>Yes / हाँ.....1</p>	<p>No / नहीं.....2</p>		<p>If no, skip Q3.7</p>
3.7	<p>If yes, kind of resource support provided by the department for the schools of children with visual impairments (CVIs) in the State for inclusive education? (Multiple answers) यदि हां, तो समावेशी शिक्षा के लिए राज्य में दृष्टिबाधित बच्चों (सीवीआई) के स्कूलों के लिए विभाग द्वारा किस प्रकार की संसाधन सहायता प्रदान की जाती है? (एकाधिक उत्तर)</p>	<p>Financial support for Schools / स्कूलों के लिए वित्तीय सहायता.....1</p>	<p>Support Provide Special for Educators / विशेष शिक्षकों के लिए सहायता प्रदान करना.....2</p>	<p>Provide trained teachers / प्रशिक्षित शिक्षक उपलब्ध कराये .....3</p>	<p>Capacity building of teachers, head masters and Special Educators / शिक्षकों, प्रधानाध्यापकों और विशेष शिक्षकों का क्षमता निर्माण.....4</p>

		<p>Schools Lab equipped with ICT tools / स्कूल लैब को आईसीटी उपकरणों से सुसज्जित किया गया.....5</p> <p>Schools equipped with Smart classrooms / स्कूलों को स्मार्ट कक्षाओं से सुसज्जित किया गया.....6</p> <p>Block Resource Centres equipped with ICT tools, devices, teaching materials / ब्लॉक रिसोर्स केंद्र को आईसीटी उपकरणों, डिवाइस, शिक्षण सामग्री से सुसज्जित किया गया.....7</p> <p>Other (specify) / अन्य (स्पष्ट करें).....99</p>	
3.8	<p>Do you provide any kind assistance to children with visual impairments (CVIs) in the state for inclusive education?</p> <p>क्या आप राज्य में दृष्टिबाधित बच्चों (सीवीआई) को समावेशी शिक्षा के लिए किसी प्रकार की सहायता प्रदान करते हैं?</p>	<p>Yes / हाँ.....1</p> <p>No / नहीं.....2</p>	If no, Skip Q3.9
3.9	<p>If yes, what are those benefits or facilities do you provide?</p> <p>यदि हां, तो वे कौन से लाभ या सुविधाएं हैं जो आप प्रदान करते हैं?</p>		
	<b>A. Financial Support</b> for followings निम्नलिखित के लिए वित्तीय सहायता		
	a. Transport and Escort allowance परिवहन एवं अनुरक्षण भत्ता	Always...1, Sometime....2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	b. Readers/scribes allowances पाठकों/लेखकों के भत्ते	Always...1, Sometime....2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	c. Stipend for girls with special needs विशेष आवश्यकता वाली लड़कियों के लिए वजीफा	Always...1, Sometime....2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	<b>B. Learning support</b> for followings सीखने के लिए निम्नलिखित मदद		
	a. Language-appropriate teacher learning materials (TLMs) भाषा-उपयुक्त शिक्षक शिक्षण सामग्री (टीएलएम)	Always...1, Sometime....2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	b. Textbooks in accessible formats such as Braille/large print ब्रेल/बड़े प्रिंट जैसे सुलभ प्रारूपों में पाठ्यपुस्तकें	Always...1, Sometime....2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	c. Age-appropriate reading material आयु-उपयुक्त पठन सामग्री	Always...1, Sometime....2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	d. Curriculum adaptation पाठ्यक्रम अनुकूलन	Always...1, Sometime....2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	e. Innovative pedagogical practices नवीन शैक्षणिक अभ्यास	Always...1, Sometime....2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	f. Nurturing & enrichment पालन-पोषण एवं संवर्धन	Always...1, Sometime....2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	

	<b>C. Therapeutic services</b> चिकित्सीय सेवाएँ	Always...1, Sometime....2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	<b>D. Followings support</b> निम्नलिखित समर्थन		
	a. Braille kits ब्रेल किट	Always...1, Sometime....2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	b. Assistive daily living kits सहायक दैनिक जीवन किट	Always...1, Sometime....2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
	c. Communication equipment संचार उपकरण	Always...1, Sometime....2, Not at all...3 हमेशा.....1, कभी-कभी.....2, बिल्कुल नहीं.....3	
3.10	Did you provide any kind of ICT resources facilities, and tools to the schools of children with visual impairments (CVIs) in the state for inclusive education? क्या आपने समावेशी शिक्षा के लिए राज्य में दृष्टिबाधित बच्चों (सीवीआई) के स्कूलों को किसी भी प्रकार की आईसीटी संसाधन सुविधाएं और उपकरण प्रदान किए?	Yes / हाँ.....1 No / नहीं.....2	If no, skip Q3.11
3.11	If yes, Type of ICT resources facilities and tools provided by the department for children with visual impairment in the state for inclusive education? (Multiple answer) यदि हाँ, तो राज्य में दृष्टिबाधित बच्चों के लिए समावेशी शिक्षा हेतु विभाग द्वारा उपलब्ध कराये जाने वाले आईसीटी संसाधन सुविधाओं एवं उपकरणों का प्रकार बतायें? (एकाधिक उत्तर)		
	a. Talking books बात करने वाली किताबें	Always...1, Sometime....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	b. Screen magnifier स्क्रीन मैग्नीफायर	Always...1, Sometime....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	c. Screen reader software (such as NDVA) स्क्रीन रीडर सॉफ्टवेयर (जैसे एनडीवीए)	Always...1, Sometime....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	d. Talking keyboards बोलने वाले कीबोर्ड	Always...1, Sometime....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	e. Television टेलीविजन	Always...1, Sometime....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	f. Audio recorder ऑडियो रिकॉर्डर	Always...1, Sometime....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	g. Smart Phone स्मार्ट फोन	Always...1, Sometime....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	h. Laptops/Computers लैपटॉप/कंप्यूटर	Always...1, Sometime....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	i. Enough teaching learning Devices	Always...1, Sometime....2, Never.....3	

	पर्याप्त शिक्षण सीखने के उपकरण	हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	j. Digital Boards डिजिटल बोर्ड	Always...1, Sometime.....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	k. Projector प्रोजेक्टर	Always...1, Sometime.....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	l. Plasma Screen प्लाज्मा स्क्रीन	Always...1, Sometime.....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	m. Printer प्रिंटर	Always...1, Sometime.....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	n. Scanner स्कैनर	Always...1, Sometime.....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
	o. Generator जेनरेटर	Always...1, Sometime.....2, Never.....3 हमेशा.....1, कभी-कभी.....2, कभी नहीं.....3	
3.12	How does ICT tools support teachers to teach the Children with visual impairments? (Multiple answer) दृष्टिबाधित बच्चों को पढ़ाने में आईसीटी उपकरण शिक्षकों को किस प्रकार सहायता करते हैं? (एकाधिक उत्तर)		
	a. ICT tools makes their interaction easier with the blind Students. आईसीटी उपकरण नेत्रहीन छात्रों के साथ उनकी बातचीत को आसान बनाते हैं	Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम....3 Not at all/बिलकुल नहीं...4	
	b. They can make sense of the teacher's thoughts easily from the audio version of Projector. वे प्रोजेक्टर के ऑडियो संस्करण से शिक्षक के विचारों को आसानी से समझ सकते हैं	Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम....3 Not at all/बिलकुल नहीं...4	
	c. ICT tools saves their time. आईसीटी उपकरण उनका समय बचाते हैं	Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम....3 Not at all/बिलकुल नहीं...4	
	d. With the help of ICT tools, they can make them involved in class activities. आईसीटी उपकरणों की मदद से वे उन्हें कक्षा की गतिविधियों में शामिल कर सकते हैं	Fully / पूर्णतः.....1 Partly / आंशिक.....2 Very less/बहुत कम....3 Not at all/बिलकुल नहीं...4	
3.13	Did the department provide any support to the schools to regularise the study classes to CVIs during Covid-19 pandemic? क्या विभाग ने कोविड-19 महामारी के दौरान सीवीआई के लिए अध्ययन कक्षाएं नियमित करने के लिए स्कूलों को कोई सहायता प्रदान की?	Yes / हाँ.....1 No / नहीं.....2	If yes, Skip Q3.14 & Q3.15
3.14	What special techniques or support Provided during Covid-19 pandemic for study of the children with visual impairments (CVIs)? कोविड-19 महामारी के दौरान दृष्टि बाधित बच्चों (सीवीआई) के अध्ययन के लिए क्या विशेष तकनीक या सहायता प्रदान की गई?		

	a. Support Provided for online education through mobile phone मोबाइल फोन के माध्यम से ऑनलाइन शिक्षा के लिए सहायता प्रदान की गई	Fully.....1, Partly.....2, Never.....3 पूर्णतः.....1, आंशिक रूप से.....2, कभी नहीं.....3	
	b. Enhanced skills of children with visual impairment to uses the ICT tools for online classes. ऑनलाइन कक्षाओं के लिए आईसीटी टूल का उपयोग करने के लिए दृष्टिबाधित बच्चों के कौशल को बढ़ाया गया।	Fully.....1, Partly.....2, Never.....3 पूर्णतः.....1, आंशिक रूप से.....2, कभी नहीं.....3	
	c. Enhanced skills of teachers to uses the ICT tools for online classes. ऑनलाइन कक्षाओं के लिए आईसीटी टूल का उपयोग करने के लिए शिक्षकों के कौशल में वृद्धि।	Fully.....1, Partly.....2, Never.....3 पूर्णतः.....1, आंशिक रूप से.....2, कभी नहीं.....3	
	d. Counselling the children's and their parents to attend the online classes through mobile phone. बच्चों और उनके अभिभावकों को मोबाइल फोन के माध्यम से ऑनलाइन कक्षाओं में भाग लेने के लिए परामर्श देना।	Fully.....1, Partly.....2, Never.....3 पूर्णतः.....1, आंशिक रूप से.....2, कभी नहीं.....3	
3.15	What problems were faced by you to regularise the study classes to children with visual impairments (CVIs) during Covid-19 pandemic? (Multiple answer)  कोविड-19 महामारी के दौरान दृष्टिबाधित बच्चों (सीवीआई) के लिए अध्ययन कक्षाओं को नियमित करने में आपको किन समस्याओं का सामना करना पड़ा? (एकाधिक उत्तर)	Internet problem / इंटरनेट समस्या.....1 Lack of positive attitude among teachers / शिक्षकों में सकारात्मक दृष्टिकोण का अभाव.....2 Lack of trained teachers / प्रशिक्षित शिक्षकों की कमी.....3 Un-availability of smart phone with each parent / प्रत्येक माता-पिता के पास स्मार्ट फोन की अनुपलब्धता.....4 Lack of resources / संसाधनों की कमी.....5 Lack of awareness among parents / अभिभावकों में जागरूकता की कमी.....6 Others (specify) / अन्य (स्पष्ट करें).....99	
3.16	Do you think, General schools are totally inclusive for children with visual impairments (CVIs) in this district? क्या आपको लगता है, इस जिले में सामान्य स्कूल दृष्टिबाधित बच्चों (सीवीआई) के लिए पूरी तरह से समावेशी हैं?	Completely disagree पूर्णतया असहमत .....0 Completely Agree पूर्णतया सहमत .....1 Don't Know पता नहीं.....88	
3.17	Do you think, children with special educational needs could be integrated in mainstream schools in the district? क्या आपको लगता है कि विशेष शैक्षिक आवश्यकताओं वाले बच्चों को जिले के मुख्यधारा के स्कूलों में एकीकृत किया जा सकता है?	Completely disagree पूर्णतया असहमत .....0 Completely Agree पूर्णतया सहमत .....1 Don't Know पता नहीं.....88	
3.18	Do you think, children with visual impairment can only study with the help of a special educator?	Completely disagree पूर्णतया असहमत .....0 Completely Agree पूर्णतया सहमत .....1 Don't Know पता नहीं.....88	

	क्या आपको लगता है कि दृष्टिबाधित बच्चे केवल विशेष शिक्षक की मदद से ही पढ़ाई कर सकते हैं?		
3.19	<p>Are the schools of this state adapted for children with visual impairment (CVIs) for inclusive education in the following Contexts? (Multiple answers)</p> <p>क्या इस राज्य के स्कूल दृष्टिबाधित बच्चों (सीवीआई) के लिए निम्नलिखित संदर्भों में समावेशी शिक्षा के लिए अनुकूलित हैं? (एकाधिक उत्तर)</p>		
	a. Reading material पठन सामग्री उनके अनुकूल है	Fully....1, Partly.....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	b. Teaching methods शिक्षण विधियाँ उनके अनुकूल है	Fully....1, Partly.....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	c. Course curriculum पाठ्यक्रम उनके अनुकूल है	Fully....1, Partly.....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
	d. Environment माहौल / पर्यावरण उनके अनुकूल है	Fully....1, Partly.....2, Not at all.....3 पूर्णतः.....1, आंशिक रूप से...2, बिल्कुल नहीं.....3	
3.20	<p>Did the department provide trainings to school teachers/staff for inclusive education of children with visual impairments (CVIs)?</p> <p>क्या विभाग ने दृष्टिबाधित बच्चों (सीवीआई) की समावेशी शिक्षा के लिए स्कूल शिक्षकों/कर्मचारियों को प्रशिक्षण प्रदान किया?</p>	<p>Yes / हाँ.....1</p> <p>No / नहीं.....2</p>	If no, Skip Q3.21
3.21	<p>Type of trainings provided by the department in last Four Years?</p> <p>पिछले चार वर्षों में विभाग द्वारा प्रदान किए गए प्रशिक्षणों का प्रकार?</p>	<p>Induction trainings / प्रेरण प्रशिक्षण.....1</p> <p>Refresher trainings / रिफ्रेशर प्रशिक्षण .....2</p> <p>Government policies/schemes for CVIs / सीवीआई के लिए सरकारी नीतियों/योजनाओं पर प्रशिक्षण.....3</p> <p>Teacher learning methodology of CVIs / दृष्टिबाधित बच्चों की शिक्षक शिक्षण पद्धति.....4</p> <p>Subject wise curriculum adaptation, its use and practice / विषयवार पाठ्यचर्या अनुकूलन, उसका उपयोग एवं अभ्यास.....5</p> <p>Classroom Management / कक्षा प्रबंधन.....6</p> <p>Sensory Training (Sense of Touch, Sense of smell and taste).....7</p> <p>Development of Communication Skills / संचार कौशल का विकास.....8</p> <p>Teaching Braille / ब्रेल शिक्षण.....9</p> <p>Training on ICT tools / आईसीटी उपकरणों पर प्रशिक्षण.....10</p> <p>Use of computer and software / कम्प्यूटर एवं सॉफ्टवेयर का उपयोग.....11</p>	

		Training on Power Point Presentation / पावर प्वॉइंट प्रेजेंटेशन पर प्रशिक्षण.....12 Others (specify) / अन्य (स्पष्ट करें).....99	
3.22	In your opinion, main barrier/challenges to inclusive education of children with visual impairments? आपकी राय में, दृष्टिबाधित बच्चों की समावेशी शिक्षा में मुख्य बाधा/चुनौतियाँ क्या है?		
	a. Lack of teacher's positive attitude शिक्षक के सकारात्मक दृष्टिकोण का अभाव	High...1 Medium...2 Low...3 Not at all...4 उच्च.....1 मध्यम.....2 कम.....3 बिल्कुल नहीं...4	
	b. Lack of trained teachers प्रशिक्षित शिक्षकों का अभाव	High...1 Medium...2 Low...3 Not at all...4 उच्च.....1 मध्यम.....2 कम.....3 बिल्कुल नहीं...4	
	c. Lack of funds धन की कमी	High...1 Medium...2 Low...3 Not at all...4 उच्च.....1 मध्यम.....2 कम.....3 बिल्कुल नहीं...4	
	d. Non-Inclusive curriculum गैर-समावेशी पाठ्यक्रम	High...1 Medium...2 Low...3 Not at all...4 उच्च.....1 मध्यम.....2 कम.....3 बिल्कुल नहीं...4	
	e. Lack of resources: Inadequate resources, including accessible infrastructure and teaching aids. संसाधनों की कमी: सुलभ बुनियादी ढांचे और शिक्षण सहायता सहित अपर्याप्त संसाधन	High...1 Medium...2 Low...3 Not at all...4 उच्च.....1 मध्यम.....2 कम.....3 बिल्कुल नहीं...4	
	f. Lack of parent awareness अभिभावकों में जागरूकता का अभाव	High...1 Medium...2 Low...3 Not at all...4 उच्च.....1 मध्यम.....2 कम.....3 बिल्कुल नहीं...4	
	g. Lack of parent support माता-पिता के सहयोग का अभाव	High...1 Medium...2 Low...3 Not at all...4 उच्च.....1 मध्यम.....2 कम.....3 बिल्कुल नहीं...4	
	h. Lack Community awareness सामुदायिक जागरूकता का अभाव	High...1 Medium...2 Low...3 Not at all...4 उच्च.....1 मध्यम.....2 कम.....3 बिल्कुल नहीं...4	
	i. Lack Community support सामुदायिक समर्थन का अभाव	High...1 Medium...2 Low...3 Not at all...4 उच्च.....1 मध्यम.....2 कम.....3 बिल्कुल नहीं...4	
3.23	How does inclusive education fulfill the broader educational goals and objectives of the life of children with visual impairment (CVI)? समावेशी शिक्षा दृष्टिबाधित (सीवीआई) बच्चों के जीवन के व्यापक शैक्षिक लक्ष्यों और उद्देश्यों को कैसे पूरा करती है?		
3.24	Can you share any best practices regarding successful implementation of inclusive education for children with visual impairment (CVI) in the district? क्या आप जिले में दृष्टिबाधित बच्चों (सीवीआई) के लिए समावेशी शिक्षा के सफल कार्यान्वयन के संबंध में कोई सर्वोत्तम अभ्यास साझा कर सकते हैं?		

3.25	<p>In your opinion which are the areas where we can further extend the related initiatives to sustain inclusive education among CVI's?</p> <p>आपकी राय में वे कौन से संबंधित क्षेत्र हैं जिन्हे आगे बढ़ाने से सीवीआई को समावेशी शिक्षा में बनाए रखा जा सकता है ?</p>
3.26	<p>What is your opinion/suggestion/comments to improve the inclusive education for children with visual impairment in the district?</p> <p>जिले में दृष्टिबाधित बच्चों के लिए समावेशी शिक्षा में सुधार के लिए आपकी क्या राय/सुझाव/टिप्पणियाँ हैं?</p>

\_\_\_\_\_  
Name and Signature of the Investigator  
अन्वेषक का नाम और हस्ताक्षर

\_\_\_\_\_  
Name and Signature of Supervisor  
पर्यवेक्षक का नाम और हस्ताक्षर