

Strategy Paper focusing on Basic Quality Education to Children with Disabilities



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LIST OF ABBREVIATIONS

AADI	ACTION FOR ABILITY DEVELOPMENT AND INCLUSION
ABL	ACTIVITY BASED LEARNING
ADIP	ASSISTANCE TO DISABLED FOR PURCHASE OF AIDS AND APPLAINCES
AIE	ALTERNATIVE AND INNOVATIVE EDUCATION
AISES	ALL INDIA SCHOOL EDUCATION SURVEY
ASER	ANNUAL STATUS OF EDUCATION REPORT
B.ED	BACHELOR IN EDUCATION
BALA	BUILDING AS A LEARING AID
BARC	BUDGET ANALYSIS AND RESEARCH CENTRE
BRC	BLOCK RESOURCE COORDINATORS
CAL	COMPUTER AIDED LEARNING
CBSE	CENTRAL BOARD OF SECONDARY EDUCATION
CCE	CONTINUOUS AND COMPREHENSIVE EVALUATION
CP	CEREBRAL PALSY
CRC	CLUSTER RESOURCE CENTRE
CRR	CENTRAL REHABILITATION REGISTER
CWD	CHILDREN/ CHILD WITH DISABILITIES
CWSN	CHILDREN WITH SPECIAL NEEDS
D.ED	DIPLOMA IN EDUCATION
DC	DISABILITY CERTIFICATE
DIET	DISTRICT INSTITUTE OF EDUCATIONAL RESEARCH
DISE	DISTRICT INFORMATION SYSTEM FOR EDUCATION
DOE	DIRECTORATE OF EDUCATION
DPEP	DISTRICT PRIMARY EDUCATION PROGRAM
ECCE	EARLY CHILDHOOD CARE AND EDUCATION
FGD	FOCUSED GROUP DISCUSSION
GER	GROSS ENROLLMENT RATIO
GOI	GOVERNMENT OF INDIA
HBE	HOME BASED EDUCATION
HH	HOUSEHOLD
HI	HEARING IMPAIRMENT
HOS	HEAD OF SCHOOL
HP	HIMACHAL PRADESH
HR	HUMAN RESOURCE
ICDSS	INTEGRATED CHILD DEVELOPMENT SERVICES SCHEME
ICDSS	INTEGRATED CHILD DEVELOPMENT SERVICES SCHEME
ICPS	INTEGRATED CHILD PROTECTION SCHEME

ICT	INFORMATION AND COMMUNICATION TECHNOLOGY
IE	INCLUSIVE EDUCATION
IEDC	INTEGRATED EDUCATION FOR DISABLED CHILDREN
IEDSS	INCLUSIVE EDUCATION OF THE DISABLED AT SECONDARY STAGE
IEP	INDIVIDUALISED EDUCATION PLANS
ILO	INTERNATIONAL LABOUR ORGANISATION
IMRB	INDIAN MARKET RESEARCH BUREAU
JRM	JOINT REVIEW MISSION
KGBVS	KASTURBA GANDHI BALIKA VIDYALAYA SCHEME
KSCPCR	KARNATAKA STATE COMMISSION FOR PROTECTION OF CHILD RIGHTS
LD	LEARNING DISABILITY
LV	LOW VISION
M. ED	MASTERS IN EDUCATION
MD	MULTIPLE DISABILITY
MHRD	MINISTRY OF HUMAN RESOURCE DEVELOPMENT
Min. H & FW	MINISTRY OF HEALTH & FAMILY WELFARE
MIN. WCD	MINISTRY OF WOMEN AND CHILD DEVELOPMENT
MIS	MANAGEMENT INFORMATION SYSTEM
MoS	MINISTRY OF STATISTICS
MR	MENTAL RETARDATION
MSJE	MINISTRY OF SOCIAL JUSTICE & EMPOWERMENT
MTA	MOTHER TEACHER ASSOCIATION
NAS	NATIONAL ACHIEVEMENT SURVEY
NCERT	NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
NCF	NATIONAL CURRICULUM FRAME WORK
NCFTE	NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION
NCPCR	NATIONAL COMMISSION FOR PROTECTION OF CHILD RIGHTS
NCTE	NATIONAL COUNCIL OF TEACHER EDUCATION
NEP	NEW EDUCATION POLICY
NEUPA	NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION
NGO	NON GOVERNMENT ORGANISATION
NHFDC	NATIONAL HANDICAPPED FINANCE AND DEVELOPMENT CORPORATION
NIOS	NATIONAL INSTITUTE OF OPEN LEARNING
NIPCCD	NATIONAL INSTITUTE OF PUBLIC COOPERATION AND CHILD DEVELOPMENT
NPE	NATIONAL POLICY ON EDUCATION

NPEGEL	NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL
NSS	NATIONAL SAMPLE SURVEY
NSSO	NATIONAL SAMPLE SURVEY OFFICE
NT	NATIONAL TRUST
NTT	NURSERY TEACHER TRAINING
NUEPA	NATIONAL INSTITUTE OF EDUCATION PLANNING AND ADMINISTRATION
O.SC	OUT OF SCHOOL
OPEPA	ODISHA PRIMARY EDUCATION PROGRAMME AUTHORITY
PIED	PROJECT INTEGRATED EDUCATION OF THE DISABLED
POCSO	PROTECTION OF CHILDREN FROM SEXUAL OFFENCES ACT
PPP	PUBLIC-PRIVATE PARTNERSHIP
PRI	PANCHAYATI RAJ INSTITUTIONS
PT TEACHER	PHYSICAL TRAINING TEACHER
PTA	PARENT TEACHER ASSOCIATION
PWD	PUBLIC WORK DEPARTMENT
PWD ACT	PERSON WITH DISABILITIES ACT
RBSK	RASHTRIYA BAL SWASTHIYA KARYAKRAM
RC	RESOURCE CENTRE
RCI	REHABILITATION COUNCIL OF INDIA
RMSA	RASHTRIYA MADHYAMIC SHIKSHA ABHIYAN
RP	RESOURCE PERSON
RPWD ACT	RIGHTS OF PERSONS WITH DISABILITIES ACT
RT	RESOURCE TEACHER
RTE	RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE) ACT
RTI	RIGHT TO INFORMATION
SAS	STATE ACHIEVEMENT SURVEY
SCERT	STATE COUNCIL FOR EDUCATION RESEARCH AND TRAINING
SCPCR	STATE COMMISSION FOR PROTECTION OF CHILD RIGHTS
SDG	SUSTAINABLE DEVELOPMENTAL GOALS
SMC	SCHOOL MANAGEMENT COMMITTEE
SPSS	STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES
SRI	SOCIAL AND RURAL RESEARCH INSTITUTE
SSA	SARVA SIKSHA ABHIYAN
SW	SOCIAL WORK
TLM	TEACHING LEARNING MATERIAL
UD	UNIVERSAL DESIGN
UDISE	UNIFIED DISTRICT INFORMATION SYSTEM FOR EDUCATION

UDL	UNIVERSAL DESIGN IN LEARNING
UEE	UNIVERSAL ELEMENTARY EDUCATION
UNCRC	THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD
UNCRPD	UNITED NATIONS CONVENTION ON THE RIGHTS OF PEOPLE WITH DISABILITIES
UNDP	UNITED NATIONS DEVELOPMENT PROGRAM
UNESCO	UNITED NATIONS EDUCATIONAL, SCIENTIFIC & CULTURAL ORGANISATION
UNFPA	UNITED NATIONS FUND FOR POPULATION ACTIVITIES
UNICEF	UNITED NATIONS CHILDREN'S EDUCATION FUND
UP	UTTAR PRADESH
UT	UNION TERRITORIES
VEC	VILLAGE EDUCATION COMMITTEE
VI	VISUAL IMPAIRMENT

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EXECUTIVE SUMMARY

**Inclusive Education:
Development of strategy paper focusing on quality basic education
of children with disabilities**

EXECUTIVE SUMMARY

United Nations Educational, Scientific & Cultural Organisation (UNESCO), New Delhi, commissioned AADI to develop a “Strategy Paper / Roadmap on quality basic education of children with disabilities”. This was possible with the support of United Nations Partnership on Rights of People with Disabilities Multi Partner Fund Project. The aim of the project was to strengthen inclusive education with a focus especially on children with disabilities.

Honouring the commitment to the right of children with disabilities to inclusive education (IE), AADI through the study proposes the following vision statement.

VISION:

‘All Educational Institutions will be accessible and will facilitate enabling and learning environments through following a process of Inclusive Education.

Persons with disabilities, along with their peers, will become integral members of the learning environments, developing a sense of identity, acquiring skills for autonomy and decision making, and will be recognized as contributing citizens, upholding the values of justice, equality and dignity of all citizens’.

The vision is ambitious and would require a great deal of commitment to realize it. It is in consonance with the commitments of the recent years, i.e. the ratification of United Nations Convention on the Rights of People with Disabilities (UNCRPD) (United Nations, 2006), Commitment to Sustainable Developmental Goals 2030 (SDGs) (UNDP, 2016) and the domestic legislations, especially The Right of Children to Free and Compulsory Education (RTE) Act, 2009 (Ministry of Law and Justice, 2009) and The Rights of Persons with Disabilities (RPWD) Act, 2016 (Ministry of Law and Justice, 2016) that provides further impetus to inclusive education with a special focus on children with disabilities and puts the onus of providing free and compulsory elementary education for children till the age of 14 years on the Government of India.

The articulation of the vision, mission, guiding principles, and plan of action (stated in chapter 5) is based on an analysis of the national/ international context in inclusive education, and the ground reality highlighted from the field work.

1. CONTEXT OF INCLUSIVE EDUCATION

India has been committed to addressing the educational needs of children with disabilities for a long time. The national programs such as Integrated Education for Disabled Children (IEDC) in 1974, Project Integrated Education of the Disabled (PIED), District Primary Education Program (DPEP) or the first legislation in the country focussing on the rights of persons with disabilities, Persons with Disabilities Act 1995 (PWD Act), followed a dual approach - that of integrating children with mild to moderate disabilities into mainstream schools and children with disabilities in need of special education into special schools.

The national commitments focussed on integrated education while the international commitments focussed on inclusive education. Although, India along with other countries endorsed Salamanca Declaration, 1994 which made a definitive statement that “ordinary schools should be equipped to accept all children regardless of their physical, intellectual, emotional, social, linguistic, or other conditions”, it is only now that its main features are being actively discussed to shape policy.

The most important comprehensive feature is recommending changes in curriculum, buildings, school organization, pedagogy, assessment, staffing, school ethos, and curricular activities.

India made further commitments to inclusive education by ratifying the UNCRPD in 2006. This implied that all domestic laws of the country needed to be aligned to the principles of UNCRPD. Subsequently the RPWD Act was passed by Parliament in 2016, thus cementing the commitment to inclusive education.

The RPWD Act 2016 adopts the definition of the person with disability as is given in UNCRPD which is “person with disability means a person with long term physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others.”

The RTE Act 2009 was amended in 2012 to include children with disabilities as part of the definition of the ‘child’ and made education a fundamental right of children with disabilities too.

While the discourse in the country was changing from integrated education to inclusive education, the schemes, programs and provisions available to education of children with disabilities did not change.

The two accreditation bodies for teacher education are Rehabilitation Council of India (RCI) for special educators and National Council of teacher education (NCTE) for general teachers. The two bodies need to work in tandem to develop two cadres of teachers. One that works in school and has the skills to work with all children

including those with disabilities, and the second who provides specialized support in schools through resource centers.

The draft New Education Policy (2016) by the committee chaired by Dr. T.S.R. Subramanian raised concerns about the quality of learning outcomes. Amongst many suggestions, it stressed those on curricular reforms, examination reforms and improving the quality of teacher education programs. Commenting on the educational needs of children with disabilities, the committee notes an absence of administrative and management structures to integrate the educational needs of children with disabilities into the general education system. It suggests the setting up of a 'child with special needs (CWSN) Board'.

A review of the draft policy on education by the researchers of the current study reveals that the basic principles of inclusive education have not been integrated into the policy. A new committee, chaired by Dr. Kasturirangan, has been formed, which was to prepare a final draft of the New Education Policy by March 31st 2018.

In the absence of a policy on inclusive education, the ground reality indicates a wide gap between the intent and practice.

Reviewing the data from Census report, Social & Rural Research Institute and All India School Education Survey (8th AISES 2009) concise report, reveals that children with disabilities are out of the ambit of the educational provisions provided to their peers. The literacy levels amongst people with disabilities are lower than that of the national average, the percentage of children with disabilities out of schools is higher than that of their peer group, the schools adhering to inclusive education are a miniscule and the learning outcomes of children with disabilities are not part of the periodic surveys like National Achievement Survey (NAS) and Annual Status of Education Report (ASER).

Moving on to the learning environment the report briefly reviews the critical areas of curriculum, pedagogy, teacher training and assessment.

This report recommends the need to incorporate contemporary thinking in curricular reforms and advocates the need for universal design in learning. The concept of universal design (UD) emerged in the 1980s in relation to physical structures and products; it extended to education in 1995 and was termed universal design in learning (UDL). UDL can both be applied to physical and learning environment including the school, class and curriculum – content, pedagogy and assessment. Three important principles of UDL are: multiple means of representations; multiple means of action and expression and multiple means of engagement.

The teacher training programs need to equip the teachers with pedagogical skills

appropriate for inclusive classrooms. Research studies highlight that teachers need to understand the levels of participation of children in inclusive settings. They need to recognize the enabling and disabling factors that influence participation. Teachers need to be equipped with tools and skills to understand the process of participation and reflect on their own responses.

The report while acknowledging the mandate of RTE on Continuous and Comprehensive Evaluation (CCE), reviews two of the studies which analyse the difficulties/drawbacks and learnings from the implementation of CCE across different states. It ends the section by saying that the reforms in assessment must also be reviewed with a lens of UDL for successful implementation of IE.

Finally the chapter ends with the definition of inclusive education as articulated by UNESCO, which the authors have adopted for the current study, based on the following principles

- Inclusion is a process.
- Inclusion is concerned with the identification and removal of barriers.
- Inclusion is about the presence, participation and achievement of all students.
- Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.

2. FIELD WORK

2.1 Methodology

Mixed methods research design was adopted in alignment with the following key research questions for the study focused on situational analysis:

- What are the gaps between policy and implementation vis a vis inclusion of children with disability in education?
- What are the resources and barriers for children with disability in terms of access to a safe and enabling environment (physical and learning) within the school system?
- What is the level of awareness on right to education and participation of children with disability among parents and the school system?
- What changes do stakeholders (children, parents, school, district and state level government personnel) want in the current scenario on inclusive education?

2.1.1 Sampling process

Sampling process involved two stages: selection of states for the study; and selection of stakeholders within the selected states.

- A. Selection of States and Districts: States from each region of the country (North, South, Central, East and West) were selected through purposive sampling. The two primary criteria for inclusion were: there is at least one state from each region of India; and variation in literacy levels. The third criterion for inclusion was availability of a potential partner team/organization/institution for data collection. The states were excluded from the list if a potential partner for data collection was not available there. Following 10 states were finalized through this process: Delhi, Himachal Pradesh (HP), Maharashtra, Nagaland, Gujarat, Karnataka {with literacy rates higher than the national average}; and Odisha, Assam, Uttar Pradesh (UP), Rajasthan {with literacy rates lower than the national average}.
- B. Selection of stakeholders/ participants within states and districts: In alignment with the key research questions for the study, engagement of following stakeholders/respondents was planned for this study:
- i. Government functionaries at the State and District Level
 - ii. Principals/Head Teachers
 - iii. Teachers
 - iv. Parents of children with disability studying in schools
 - v. Children with disability as well as their classmates from primary and upper primary classes in school

Senior Government personnel associated with implementation of RTE, Sarva Shiksha Abhiyan (SSA) and inclusive Education at the State and District levels, and participants from schools where permission was available, were approached for data collection.

2.1.2 Methods and Tools of Data Collection

Tools of data collection were developed on the basis of desk review and research questions for this study. Interview schedules, guides for Focus group discussions, and observation checklists were further finalized with the help of a core group. These tools were shared with the partner teams for initial feedback and data collection.

2.1.3 Data Collection and Digitization

Data Collection process was completed with support of partner organizations and researchers who formed part of the data collection team. Efforts were made to ensure that private as well as Government run schools were covered in the study. In

addition to this, rural as well as urban variation in participants was ensured as far as possible. For the state level information tool, partner teams approached relevant officials at State and District Level. **Total 139 schools were covered in 25 districts of the 10 states covered in this study.**

2.1.4 Data Analysis and Report Writing

Qualitative data as well as quantitative data were coded and analyzed using Statistical Package for the Social Sciences (SPSS). The key findings were then presented and discussed in a consultation/workshop with partner teams as well as other key stakeholders from inclusive education and disability rights.

The data from State Tool was extracted under following themes:

- I. A broad overview of the State
- II. Central and state policies that influence education of children with disabilities
- III. Schemes/ programs –central and state governments
- IV. State - information on children, children with disability, schools and human resource
- V. Future plans of the state
- VI. Key strengths/ gaps/ challenges vis a vis inclusive education in the state

2.2 Data and Results

The findings have been summarized under 6 sections which are as follows:-

A. Awareness / perspectives on Disability

- Majority of School Representatives/ Heads of Schools and Teachers described disability either in terms of medical model or only mentioned types of impairments when asked to describe how they understood disability. Understanding of the Social model or barrier or diversity due to disability, is significantly low.
- School Representatives and participants in Teacher Interactions stated there were changes in the way they thought about children with disabilities since the time they started studying in their schools.

B. Policies & Rights related to Children with Disability

- Admission of children with disabilities (i.e. the provision of free and compulsory education for children) was the most frequently occurring theme in interactions with both- School Representatives as well as Teachers when they were asked about implementation of RTE in their schools.
- Less than 50.00% School Representatives and participants in only 23.00% Teacher Interactions mentioned that they were aware of the fact that Panchayati Raj Institutions (PRI) had a role in the implementation of RTE.
- Majority of School Representatives were not aware of the Protection of

Children from Sexual Offences Act, 2012 (POCSO) Act.

- Most School Representatives stated that their schools had a health program for all children. 96.07% School Representatives mentioned that their health program included monitoring of height/ weight, eyesight, etc.
- Many School Representatives stated no linkage of their school with Rashtriya Bal Swasthya Karyakram (RBSK).

C. Admission Process

- In interactions with Teachers & School Representatives, the school's direct contact with families was the main medium of information dissemination about admission process.
- In 50.00% Parent Interactions, participants mentioned that they had positive experiences of the admission process for their child with disability.

D. Accessibility

- The responsibility of picking and dropping children to school was largely taken on by parents.
- As mandated by the RTE, it was reported/ observed (by the Observation Teams) that toilets were present in 99.20% of the schools.
- 54.25% of the schools toilets, were reported (not observed) to be easily accessible.
- 65.10% of the schools reported Indian style toilets.
- Very few schools reported had a system for children with disabilities who may need help inside the toilets. Support was provided by peers (reported most frequently).
- Only 63.60% schools reported that they had the provision of running water in the toilets.
- In majority of the schools, Observation Teams reported that no accommodations were made for children with disabilities in outdoor games/ playground.
- Only 10.90% of School Representatives stated they were aware about Harmonized Guidelines and Space Standards for Barrier Free Build Environment for Persons with Disabilities and Elderly Persons: By Ministry of Urban Development 2016.
- 35.70% School Representatives reported that changes were made in their schools to make them more accessible.
- Significant percentage of School Representatives (56.52%) mentioned that such adaptations were related to building ramps.

E. Teaching & Learning Environment

- Observation Teams reported that 71.30% of the schools reported to have lesson plans that focussed on completion of a topic/subject, when they were enquired about child centric lesson planning.
- In 19.40% of the schools, lesson plans included specific material and

accommodations needed for some children with disabilities.

- In 95.31% Teacher Interactions, the participants talked about systemic changes (more support) that were needed in school in order to work with children with disabilities and in 40.62% interactions, teachers indicated the need to enhance teachers' skills.
- In 62.90% Children Interactions, participants stated that they would like to make changes in the learning environment i.e. activity based learning, change in school timings, and check on teachers for the completion of curriculum.
- In 17.10% Children Interactions, participants talked about making school more accessible in terms of toilets, playground, labs, assembly area.
- In 22.97% Teacher Interactions, participants stated that schools had Bal Panchayat.

F. Experiences of children with disabilities (with peers) in school

- Interactions with children, parents as well as teachers indicated that children with Disabilities have friends and share a good relationship with their non disable peers in schools.

3. ISSUES IN INCLUSIVE EDUCATION

The focus is on the major issues in inclusive education that have emerged through a review of literature, the draft reports of the thematic studies commissioned by UNESCO, field work conducted for this study and the experience of experiential and technical experts in the field of education.

3.1 Law, Policy and Schemes

At the macro level the most important need in the area of law and policy is to have a comprehensive policy on inclusive education with two main aims: firstly, it should harmonize the two most significant legislations which influence education of children with disabilities, the RTE Act 2009 and RPWD Act 2016; and, secondly, it should define disability and inclusive education. The underlying philosophy of all the work in the area of disability should be rights based rather than welfare based.

At the State level, it is evident that there is a lack of inter-ministerial coordination for implementing inclusive education. This may be because there is no policy cohesion between programs and schemes. This results in large gaps in services for children with disabilities as no one department is accountable for the service delivery. With the RTE Act 2009, Ministry of Human Resource Development (MHRD) is now more responsible for inclusive education, including children with disabilities.

3.2 Human Resource

The human resource plan can be drawn from the policy guidelines for inclusive education. The critical people in this plan are teachers, special educators, and other professionals and support staffs who work directly with children. In addition, policy makers and education administrators are important to ensure effective policies and systems. Finally, the community leaders, parents of all children, and children themselves are key players in ensuring inclusion in society at large.

There are many accreditation and training bodies preparing teachers and special educators. The lack of a vision, strategy, cohesion and coordination between these bodies and implementation agencies, however, has resulted in significant gaps in the identification and recruitment of appropriate human resource.

The quality of teacher training varies a great deal depending on the capacity of the faculty. The faculty does not have any practical experience, especially not in inclusive settings. The current training does not equip teachers with skills to work with diverse groups of children, find practical solutions, and plan for inclusive classes. There is a lack of effective support systems including additional staff and relevant teaching learning material. A high number of vacancies in schools puts a pressure on existing staff and reduces the scope for effective education.

There is a lack of strategic human resource planning for inclusive education.

3.3 Data collection and processing

The data related to disability and inclusive education is currently available through the census, National Sample Survey (NSS), Unified District Information System for Education (U-DISE) brought out by National Institute of Educational Planning and Administration (NEUPA) All India Survey of Out of School Children, Annual Health Survey, All India School Education Survey (AISES) conducted by National Council of Educational Research and Training (NCERT) and administrative data available in Ministry of Social Justice and Empowerment (MSJE) as well as other ministries and departments in the states and central government.

However, there is no uniformity in the structure of tools used by different agencies. As a result it becomes very difficult to validate and compare various sets of data. The second concern is the ambiguity of definitions of disability resulting in inaccurate classifications. Data collectors are also not trained or skilled in eliciting information. Therefore data becomes contingent on the personal attributes, training and capacity of data collectors who are often teachers and special educators. Data records show low incidence of disability due to under reporting which may be either because of lack of understanding or stigma.

3.4 Implementation of RTE - local level authorities

The implementation of RTE was reviewed with a focus on the roles and functions of the local level agencies/authorities for effective implementation and monitoring of the law.

At a national level it is essential to align the RTE and RPWD acts.

The institutions responsible at the local level are:

- Panchayati Raj Institutions; Standing committee on Education at Zilla Parishad and Panchayat Samiti
- Village Education Committee (VEC)
- Mother-Teacher Associations (MTA)
- Parent Teacher Associations (PTA)
- School Management Committee set up under RTE

The members of these bodies do not always know or understand their role and the functioning of the committee. Also there is an overlap between the roles of these bodies. They have been constituted at different times and while some of their functions have been merge the others duplicate work. There is a vast regional variation in functioning of school management committee (SMC), their composition, their plans for children with disabilities etc.

School representatives, teachers and parents who were part of the field work reported that they were not aware of the roles and responsibilities of the authorities at the local level.

There is an urgent need to review the functioning of local level committees and remove the difficulties and bottlenecks.

3.5 Inclusive education in practice

Specific issues in the practice of inclusive education that have been identified are:

3.5.1 Enrolment/ attendance/ dropouts

There are large numbers of students who are out of school. The study shows that even after enrolment there is a high risk of children with disabilities dropping out of school. Data from specific states points out to the difficulties which compel children either to drop out or to remain out of school. Some of these difficulties are lack of transport, lack of escort, difficult terrain, financial constraints, family issues, lack of awareness, lack of infrastructure support etc.

3.5.2 Physical Access

The reality on the ground reveals that a miniscule number of schools are accessible with only a few features of accessibility. Some of the difficulties are school teachers not being aware of standardized guidelines, local level authorities not being aware of their roles in this area, lack of convergence between ministries/departments. It is seen that the access related issues are not planned for keeping in mind the diverse needs of children with disabilities.

3.5.3 Teaching - Learning Environment

Data from the field work highlights the need for trained and sensitized human resource with pedagogical skills to work with diverse learners, need for curricular changes and the need for establishing specific accommodations for children with disabilities.

In addition, the need for developing a framework for participation of children is highlighted. This will not only help children with disabilities but also all children to participate meaningfully in all activities.

3.5.4 Budget for education of children with disabilities

At a central level, the analysis included reviewing the budgets of SSA and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for the years 2014-15 and 2015-16. Inclusive education of children with special needs is a component under SSA and Rs3000 per child per year is provided for children with special needs (this is the terminology adopted by the SSA documents) under state-center sharing ratio. 1.84% of the total allocation to SSA is towards inclusive education. Similarly according to the release of funds for RMSA during the years 2014-15 and 2015-16 the percentage of funds for inclusive education is 3.38% and 5.8% respectively. An underutilization of funds at the state level under SSA is reported.

The second part of the section details the budget analysis for the selected ten states. Though states have their own schemes on inclusive education, a substantial part of the budget is towards SSA and RMSA. It has been observed that in most states the allocation towards children with disabilities is less than 0.30% of the total state budget. Utilization is again a big concern at the state level too. The section details the budget allocations on IE in the ten states. It highlights difficulties in gathering secondary level data at both the union and state level.

4. EMERGING DIRECTION FOR INCLUSIVE EDUCATION IN INDIA

The strategic direction recommends a framework of action with a hope that the nodal

ministry engages with the stakeholders to deliberate and arrive at a plan of action.

Building on the vision articulated at the beginning of the executive summary a mission statement is put forward. This mission statement elaborates on 'what' the educational institutions must do to develop equitable, accessible and quality assured inclusive educational services. The principles of action follow the mission. These principles adhere to the Basic principles of UNCRPD.

The different sections of the chapter move from identification of the first rights holder to tracking the progress in inclusive education. Each section has its own set of policy implications. 'The plan of action at a glance – Vision 2030' at the end provides a rationale for each section, specific directions, policy level actions and immediate/medium term targets.

Finding the missing millions

Three strategies are put forward to identify the missing millions. Firstly, the Census 2021 must include all children with disabilities who are in and out of school. Secondly a door-door survey must be conducted to identify out of school children with disabilities as mandated by RPWD Act 2016. Thirdly, there must be a process of screening and early identification of children 'at risk'. The policy implications to achieve these have been identified. These are inter-ministerial/inter-departmental cooperation and coordination between education/ health/ social welfare/ women & child and Panchayat; institutional mechanisms for effective functioning of these departments/ministries and financial allocations. Tool development for screening/ identifying, awareness raising in communities, linkage between Integrated Child Development Services Scheme (ICDSS), Department of Education (DOE), Social Work (SW) and RBSK are some of the immediate and medium term targets.

It is hoped that with effective implementation of these three strategies, the commitment to bring all children into the ambit of education is fulfilled.

Nurturing early learning

Early learning enables success in elementary education. There are higher chances of children with disabilities losing out on processes/opportunities for early development and learning. The section emphasizes that all early childhood care and education centers and RBSK centers must be disabled friendly inclusive centers. They must prepare children for primary school admission. All facilities in the Center must be accessible. The training institute will need to review and modify curriculum for inclusive service delivery in ECCE settings. The participants of the training programs must be equipped with information, skills and practice to work in inclusive settings.

The policy implications for the section mention development of training modules with an inclusive philosophy; developing accessible Anganwadi and Balwadis; developing norms for public-private partnership (PPP) and implementing and monitoring; financial allocations to be made by Ministry of women and child and ministry of health.

Linking the child with school

There are a large number of children with disabilities who are out of school. According to RTE a nodal officer at the District level is responsible for a smooth admission process of children with disabilities in the District. A collaborative effort between the nodal officer at the District level with the District education Officer will ensure a smooth admission drive for all children with disabilities in neighbourhood inclusive schools. A list of suggested activities include huge awareness raising activities on the right to education of every child; admission drives for all children with disabilities to be in the neighbourhood schools; 100% of children with disabilities to be transiting from pre school centres to neighbourhood inclusive schools; mohalla Sabhas to provide support and a new scheme on the basis of ladli scheme to be launched. The school could provide financial incentive on completion of elementary education. The policy implications indicate a coordination between Ministry of Social Justice & Empowerment (MSJE) and MHRD for smooth admission drive, financial allocations for awareness raising activities and launching of new schemes to increase enrolment into schools.

Laying stable foundation

Data points out to a large number of schools not being ready for inclusion of children with disabilities. Some of the reasons identified for a large number of children not being in school or dropping out are lack of infrastructure, care giver support, transport, and encouraging environment.

MHRD must develop a phased plan of action to carry out the mandates given by RTE and RPWD to build accessible inclusive schools. It is proposed that manuals on safety guidelines in school as well as on flexible administrative procedures and processes that promote retention of children with disabilities in schools must be developed. School leadership must be aware of the mandatory requirements and must have access to financial resources to build a safe and protective environment. Norms for support structures - care givers, transport facilities; flexibility in timings etc must be developed. School leadership must also develop a plan to sensitize all of its human resource - parents, all staff including administrative staff and all those who are part of school on the rights

and needs of children with disabilities. The training must also clarify their roles to promote inclusion in school. Policy implications for the same have been highlighted.

Building a strong learning environment

There is a need to understand the different aspects of the learning environment from the point of view of all children including children with disabilities. The different aspects of learning environment are : learner/children, curriculum and pedagogy, teacher, parents/ family and the larger community and last n\but not the least the school leadership.

The section elaborates on a learner centered approach which includes the needs of a learner with disability, the need for developing a participation framework, the process of developing a curriculum based on universal design, establishing cluster based resource centers as a support system to teachers in schools and focus on the in- service training. Building the relationship between the teacher and the parent/ family/ larger community alongwith their role in increasing participation of the child with disability in community settings is detailed. It focuses on the role of the school leadership in bridging/ transitioning to inclusive schools. It is important to note the change process and equip the school leadership to deal with the change.

The policy implications for the same have been outlined to include a task force which will develop the curriculum based on universal design. Establishing cluster based resource center with clear cut objectives, roles, norms for human resource is one of the critical policy decisions that will positively impact the inclusive education process. An essential component is also the development of school leadership on management issues related to inclusive education. This would include training them on vision of an inclusive school, managing change and building a school development plan. Financial allocations become a critical part of its success.

Strengthening the pillars of human resource

A cross section of people has a significant role in combating negative attitudes and developing skills to promote inclusive education. Apart from class teachers and special educators the group of teachers include subject teachers, resource teachers, sports and arts teachers, volunteer teachers or assistant teachers. Therapists, social workers, counsellors, carers, attendants and administrative staff are the other group of professionals who influence inclusive education. All children in class, peers in the school and siblings form an important group of human resource who influence not only relationships but help in building identity and provide a support system. Adults in the community including parents/family, neighbours and community in general help in creating a positive/negative environment in which the child with disability lives.

Currently a large focus is on building the skills of general teachers and special educators. The existing gaps have to be addressed through a stronger policy on human resource strategy for a successful implementation of inclusive education.

The policy implications are pertinent both at the central and state level. At the central level setting up of inter ministerial group to plan and allocate resources for all areas of inclusive education is crucial. Role of national institutes in training and developing cadres of human resource has to be clarified. At the state level convergence of relevant departments; strengthening state and district resource groups; establishing cluster based resource centers with adequate human resources; conducting pre and in service training of all teachers and all stakeholders including those from PRIs, SMCs, National Commission for Protection of Child Rights(NCPCR), State Commission for Protection of Child Rights(SCPCR) etc are essential.

Cementing with adequate financial resources

The right of children with disabilities to basic quality education cannot be fulfilled without adequate financial resources. The plan of action must detail the activities along with the financial implications. A policy for budget allocation and monitoring based on the needs detailed in the new educational policy is the most important policy implication. Integrating the financial needs for education of children with disabilities into the overall education budget, developing mechanisms for translating the budget into an implementation plan with clear roles and allocation of resources between Center and State are critical policy level implications that will provide momentum to inclusive education.

Tracking the progress on inclusive education

A comprehensive system to track the progress of IE must be developed. This must be based on the policy on inclusive education with an implementation mechanism; input/output mechanisms/measures; process indicators for measuring achievement/progress; and outcome/ impact indicators. Currently these aspects have not been developed hence it is difficult to measure the progress in inclusive education.

To overcome the current gaps in gathering and analysing data/information it is essential to develop an efficient system and process that produce reliable data. Defining all parameters that enhance quality of inclusive education and developing a matrix for evaluation outputs/ outcomes are part of the system.

Policy implications must include a revision of existing monitoring and evaluation systems and processes. The different components of IE will require a new set of

tools to monitor progress. All personnel involved in the process of monitoring progress will need skill building. An efficient system of tracking will require financial allocations without which it will not be possible to monitor the progress of IE.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

Education is a fundamental human right and is vital not only for the development and personal growth of an individual but also for the growth and development of a country.

According to **Census 2011**, there are **1.2 billion people in India** out of which, **about 833 million people live in rural areas. Literacy rate in India** is estimated to be **74.04%** (Office of the Registrar General and Census Commissioner, Ministry of Home Affairs, 2015)¹.

However, access to learning and education has been most challenging for people with disabilities and other groups who are marginalised by socio-economic factors. The following figures from the census 2011 are testimony to the fact that people with disabilities are left out of the ambit of educational opportunities.

The census 2011 estimates that persons with disabilities constitute 2.21 percent of the total population.

- Of the total disabled population, 55% (1.46 Cr.) are literates.
- The educational attendance of disabled children (5-19 years) showed that, 61% of the disabled children aged 5-19 years are attending educational institutions.
- The rate of school attendance of disabled children (5-19 years) is higher in urban areas (65%) compared to rural areas (60%).
- 54% of the disabled children with multiple disabilities never attended educational institutions.
- 50% of the children with mental illness never attended educational institution.
- 13% of the disabled population have matric/ secondary education but are not graduates and 5% are graduates and above.
- Only 36% of the total disabled persons are workers.

India's commitment to the rights of people with disabilities and inclusive education in particular is evident through its international commitments to United Nations Convention on the Rights of People with Disabilities (UNCRPD)² and Sustainable Developmental Goals 2030 (SDGs)³. The ratification of UNCRPD by India implies that all persons with disability have a right to live with dignity. All persons with disability have a right to make decisions about their lives, live within the community, marry, raise families and have access to education, health, recreation, work and

¹ Hereafter referred to simply as Census 2011; the citation is always Office of the Registrar General and Census Commissioner, Ministry of Home Affairs (2015).

² The UNCRPD was adopted by the United Nations General Assembly in December 2006 (United Nations, 2006)

³ The SDGs were adopted by the United Nations General Assembly in 2016 (UNDP, 2016)

employment. Further, the SDG 4 focuses on ensuring inclusive and quality education for all and promotes lifelong learning.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009⁴ and The Rights of Persons with Disabilities (RPWD) Act, 2016⁵ give further impetus to educational needs of children with disability in inclusive setups.

However, the 8th All India School Education Survey (AISES) concise report, states that out of a total of 12, 99,902 schools in the country only 2, 74,445 (21.11%) schools adhere to inclusive education for children with disabilities (NCERT, 2016, p. 38).

While numerous efforts have been made by Government of India (GOI) and civil society, it is evident that India is still in the nascent stages of understanding and implementing Inclusive education. Our educational policies, system and processes have to be inclusive in intent and practice.

1.2 PROJECT FOCUS

UNESCO, New Delhi, while acknowledging India's efforts to promote education for children with disabilities has lent its support through the United Nations Partnership on Rights of People with Disabilities Multi Partner Fund Project. The aim of the project is to strengthen inclusive education with a focus especially on children with disabilities. Under the project Promoting the Rights of Children with Disabilities to Quality Education, UNESCO has commissioned a study to Action for Ability, Development and Inclusion (AADI) for developing a Strategy Paper / Roadmap on quality basic education of children with disabilities.

Additionally, UNESCO had commissioned the following five studies, to independent researchers/organizations, which will complement the strategy paper on basic quality education to children with disabilities.

1. 'A comprehensive review of implementation of the RTE Act from the perspective of children with Disabilities - case studies on the interpretation and implementation of the Act and its effectiveness in ensuring full inclusion of children with disabilities'.
2. 'Meeting the human resource challenges for inclusion of Children with Disabilities in schools: A critical review of policies and practices on teachers and other key education personnel'.
3. 'Improving data systems for effective inclusion of Children with Disabilities: examining collection, compilation, analysis, quality and use of data on children with disabilities at State and National level'.

⁴ The RTE Act was legislated in 2009 (Ministry of Law and Justice, 2009) and came into force in 2010.

⁵ The RPWD Act was passed by Parliament in December 2016 (Ministry of Law and Justice, 2016).

CHAPTER 1 INTRODUCTION

4. 'Assessment on accessibility to learning environments and learning processes to enhance basic quality education of children with disabilities'
5. 'Issues of Policy and Schemes coherence for children with disabilities and the RTE'.

As part of the current study, UNESCO New Delhi had selected the states of Assam, Gujarat, Odisha, Maharashtra and Uttar Pradesh as focal states for the field work.

However, AADI expanded the field work area to ten states so that there is a regional representation of the country.

The focus of the Strategy paper/ Roadmap was intended to include

- An understanding of inclusive education with reference to current policy, law, schemes, available human and financial resource, educational components – curriculum, pedagogy, evaluation, information and communication technology (ICT), Training from a national and international perspective.
- Develop vision-mission statements, strategies/ principles of action, and suggest the way forward for implementing inclusive education with a focus on basic quality education for children with disabilities.

1.3 METHODOLOGY

The short term project methodology used a combined approach of desk review, field visits, and consultative process with key stakeholders.

The stakeholders included experiential experts as well as technical experts in the field of General Education, Special Education, and Disability and development.

The methodology used for the field work is explained in the section on field work.

The components of the overall process in developing the strategy paper are depicted below.

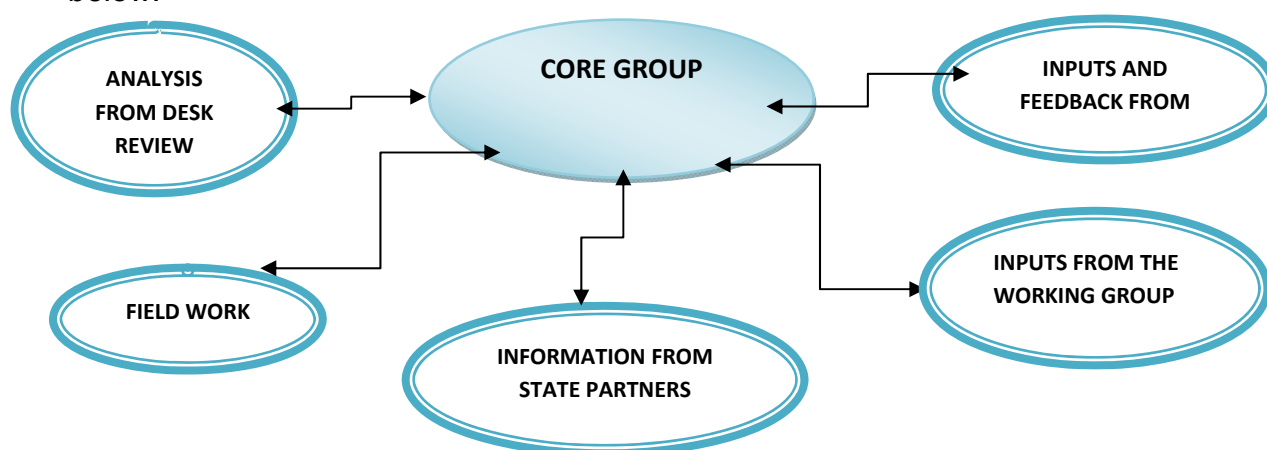


FIGURE 1.1: COMPONENTS OF THE PROCESS

SOURCE: AADI

1.4 HUMAN RESOURCE/ TEAM STRUCTURE

The project was led by Dr. Divya Jalan, Founder member AADI with Ms. Syamala Gidugu, Executive Director AADI as the team leader. The project was supported by researchers appointed for the project, inclusion experts and a Coordinator from AADI.

The details are as follows:

Research team

Project leader	:	Dr. Divya Jalan, Founder Member, AADI
Team leader	:	Ms. Syamala Gidugu, Executive Director, AADI
Senior Researchers	:	Dr. Shweta Verma, Ms. Shreya Jha and Ms. Srimoti Mukherjee
Inclusion experts	:	Ms. Manavi Jalan, Ms. Renu Singh, Ms. Madhu Grover and Ms. Sheetal Batra from the Knowledge Management team, AADI.

Administrative/

Management Coordinator	:	Ms. Anuradha Balamurugan, AADI
Research Associate	:	Ms. Prakriti Gupta, Ms. Anshu Beniwal, and Dr. Sultana Praveen
Advisors	:	Mr. Yogendra Upadhyaya, Director , BODH; Mr. Shailendra Kumar Sharma, CEO, Pratham; Prof. Anupam Ahuja, Head, DEGSN, NCERT; Dr. Nesar Ahmad, Director of Budget Analysis and Research Centre (BARC), Jaipur.

Statistician	:	Mr. Nishakar Thakur
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1.5 BUDGET

The project was initiated and part funded by UNESCO under its United Nations Partnership on Rights of People with Disabilities Multi Partner Fund Project. Additional money was raised by AADI through The Lal Family Trust which provided the additional financial support to the project. This helped the organization to bring in the critical elements of experiential experts to the project, expand the field work to 10 states from 5 given states thus adding quality to the project work.

1.6 COMPONENTS OF FINAL REPORT

The report consists of the following sections.

- Introduction
- Context of inclusive education

CHAPTER 1 INTRODUCTION

- Field work
 - Methodology
 - Data and results
- Issues in the context of inclusive education.
- Emerging direction for inclusive education in India - way forward.

CHAPTER 2
CONTEXT OF INCLUSIVE
EDUCATION

2.1 BACKGROUND

People living with disability have faced isolation, stigma of being labeled as 'dependent' 'invalid' and restrictive custodial environments in the guise of safety. The rights to development, civil and political participation of persons living with disability have been ignored and their potential contribution to society neglected. While the ratification of The United Nations Convention on the Rights of Persons with Disabilities (United Nations, 2006) nearly a decade ago heralded a major shift in thinking regarding the persons living with disabilities, in reality the stereotypes, marginalization and invisibilization remain. This is particularly true of India.

The past five decades of welfare and charity oriented work was largely based on the medical model of disability. The medical model implies that a disabled person cannot participate in the society because of the limitation of a physical or mental function. The social model of disability implies that a person has a right to be treated as equal and it is the attitude of the society which acts as a barrier and focuses on a person's limitations and does not provide access to resources for the person to develop and live life to his/her full potential.

The world now has been gradually shifting towards an approach, which stresses abilities, not disabilities. The new approach promotes people's rights, freedom of choice and equal opportunities; it seeks to adapt the environment to the needs of persons with disabilities, not the other way round. It encourages society to transform its attitudes towards persons with disabilities and assist them in assuming full responsibility as active members of society.

This desk review is to understand the context of Inclusive education and highlight the key issues that need to be focused on while planning for Basic Quality Education for Children with Disabilities.

2.2 OVERVIEW OF NATIONAL AND INTERNATIONAL COMMITMENTS

A review of literature indicates that the education of children with disabilities has occupied the mind space of legislators, policy makers and educationists in the country for more than half a century. There have been a number of National and International commitments highlighting the intent to address the educational needs of children with disabilities.

It can be safely said that India is still in the nascent stages of understanding and implementing Inclusive Education. Though there have been numerous initiatives, by both the Government and Non-Government agencies to bring children with disabilities into the arena of education. These have mainly been guided, till recently, by notions of welfare/ charity/ the principle of positive discrimination and have

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remained as small scale initiatives, sporadic actions, and standalone schemes at national and State level.

NATIONAL COMMITMENTS	YEAR	INTERNATIONAL COMMITMENTS
Sargent report	1944	
Kothari commission report	1964	
IEDC	1974	
	1981	UN Year of the Disabled Person
National Policy on education	1986	
PIED	1987	
	1989	UN Convention on the Rights of the Child
	1990	Jomtien Conference EFA
Rehabilitation Council of India Act	1992	
	1993	Standard UN Rules
	1994	Salamanca Statement
Persons with disabilities Act'95	1995	
	2000	Dakar Framework EFA
Sarva Shiksha Abhiyan	2001	
86 TH Amendment	2002	
Action Plan for Inclusion in education of Children and Youth with Disabilities	2005	
National Policy on Disability	2006	India Ratifies UNCRPD
Right to education Act	2009	
Rights of persons with Disabilities Act	2016	Sustainable Development Goals

TABLE 2.1: TIMELINE OF NATIONAL AND INTERNATIONAL COMMITMENTS ON EDUCATION OF CHILDREN WITH DISABILITIES

SOURCE: KOHAMA(2012)

2.2.1 National commitments

2.2.1.1 Commissions Reports/ National Policy

The Sargent Report and the report by Kothari Commission (1964) (cited in Singal, 2009) advocated a dual approach, emphasizing that while integrated education must be focused upon and children with disabilities study along with normal children, special schools must provide opportunities for their education needs, where children with disabilities find it difficult to study in ordinary schools.

The National Policy on Education (1986) (Ministry of Human Resource Development, 1986) continued with this approach and stated that “where feasible, children with motor handicaps and other mild handicaps will be educated with others, while severely handicapped children will be provided for in special residential schools” (MHRD, 1986 cited in Singal, 2009, pp. 9-10).

2.2.1.2 National Programs

Integrated Education for Disabled Children (IEDC) initially started by Ministry of Welfare and then transferred to the Department of Education (DoE):

- IEDC started in the year 1974 under the Ministry of Welfare and got transferred to DoE in 1992.
- The focus was to provide children with disabilities financial support for books, school uniforms, transportation, special equipment and aids to promote inclusion of children in mainstream schools.
- The scheme was to be implemented nationwide but got implemented only in 10 States.
- The program stressed only for integration of mild to moderate children with disabilities.
- An evaluation of the scheme in the state of Maharashtra done by Rane (1983, cited in Sharma and Deppeler, 2005) notes that the scheme suffered due to the lack of trained and experienced teachers, a lack of awareness of the needs of children with disabilities amongst staff, and the dearth of teaching and learning materials/ assistive devices (Sharma & Deppeler, 2005).

Project on Integrated Education for Disabled Children (PIED, UNICEF and NCERT project):

- The Ministry of Human Resource Development (MHRD), in association with UNICEF and the National Council of Educational Research and Training (NCERT) developed the Project for Integrated Education for the Disabled (PIED) in 1987.
- The aim of the project was to strengthen the IEDC plan

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- Under PIED all regular schools within specific blocks were to be converted into integrated schools. The expectation was that these schools had to share all the necessary human and material resources.
- Key component was the teachers training program
- Jangira and Ahuja (1993, cited in Sharma and Deppeler 2005) note that the project had an overall success that led to the DoE committing to integrated education for children with disabilities (Sharma & Deppeler, 2005).

District primary education Program (DPEP) funded (85%) via a World bank Loan and supported by European Community, UNICEF, UK and Netherlands Government,

- DPEP was a joint venture between the Indian Government's DoE and the World Bank.
- The focus of the DPEP was "education for all" by the year 2000.
- It also focused on inclusion of children with mild to moderate disabilities.
- It included teacher trainings through the District Institutes of Education and Training's (DIET) curriculum modifications, resource room, teacher support and integration or inclusion.
- DPEP was implemented in 23 districts in 3 states- Rajasthan, Orissa and West Bengal, and 600,000 children with disabilities were enrolled and mainstreamed

Janshala a collaboration between GOI and UNDP, UNICEF, UNESCO, ILO and UNFPA.

- Janshala was implemented for a duration of 5 years from 1998 to 2002 with a focus of
- Achieving Universalization of elementary education.
- Janshalawas a block-based programme, where the block was the unit of planning and implementation.
- The programme covered 120 blocks and 10 cities in nine States of the country.

Sarva Shiksha Abhiyan: Sarva Shiksha Abhiyan (SSA) was introduced as the Government of India's flagship programme for the Universalization of Elementary Education (UEE) in a time bound manner in 2000. Following the 86th amendment to the Constitution of India, in 2002, free and compulsory education for children between 6-14 years became a Fundamental Right. This right found legislative sanction through the Right to Education (RTE) Act 2009 (Ministry of Law and Justice, 2009) following which SSA was aligned with the provisions of this new law. It is being implemented in partnership with state governments to cover the entire country. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided

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with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. It seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. It also seeks to provide computer education to bridge the digital divide.

2.2.1.3 Legal Provisions

The Rehabilitation Council of India Act 1992¹ is a statutory body to regulate and monitor services given to persons with disabilities, to standardize syllabi and to maintain a Central Rehabilitation register of all qualified professionals and personnel working in the field of Rehabilitation and Special education. The Act also prescribes punitive action against persons delivering services to persons with disabilities (RCI, 2017).

The Persons with Disabilities Act 1995², the first legislation in the country specifically focused on the Rights of persons with disabilities continues with the dual approach. The focal points in the Act are to:

- Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years;
- Endeavour to promote the integration of students with disabilities in the normal schools;
- Promote setting up of special schools in governments and private sector for those in need of special education, in such manner that children with disabilities living in any part of the country have access to such schools;
- Endeavour to equip the special schools for children with disabilities with vocational training facilities.

2.2.1.4 National and State Schemes:

Policies and Schemes of Central and State Governments for people with disabilities was compiled by Sight Savers with support from Blind peoples association in 2011. Below is an indicative list of concessions/supports given by Central/ State Government through its schemes towards education of children with disabilities (Sightsavers and Blind People's Association, 2011) :

- Obtaining disability certificate and Identity card

¹ The RCI was established by The Rehabilitation Council of India Act, 1992 (Ministry of Law, Justice and Company Affairs, 1992).

² The Persons with Disabilities (Equal Opportunities, Protection of Rights, and Full Participation) Act was legislated in 1995 (Ministry of Law, Justice and Company Affairs, 1996). It has since been replaced by the RPWD Act 2016.

- Educational allowance and Scholarship
- Assistance for purchase/ fitting of aids and adaptations
- Customs concessions
- National awards
- National Scholarships
- Exempt for postal fees for the blind
- Travel concession for the blind, deaf, mentally retarded and orthopedically handicapped
- Conveyance allowance for the blind, deaf, mentally retarded and orthopedically handicapped
- Disability Pension
- Concession in grace time in exams
- Readers Charges to Visually handicapped persons
- Reimbursement of tuition fees
- Scholarship/Stipend
- Assistance to NGOs through Grant-in –Aid

Some of the difficulties put forward by the Sightsavers study on the above compilation are:

- Schemes are not in consonance of the National laws: With the ratification of UNCRPD and the Specific Rights based laws, India has moved from a welfare State to a Rights Based Society, therefore all the schemes concessions and entitlements have to be introduced based on these laws.
- Variations from State to State: There is a wide variation in the amount of scholarship; nature of travel concessions; amount and eligibility criteria for pension, social security etc.
- Planning and execution of educational provisions for education for all: The scheme to implement the objective of providing free education to all children with disabilities upto the age of 18 years has not evolved clearly.
- Women and Children with Disabilities: the existing schemes and entitlements do not focus on addressing the objectives set out in the Disability policy. Specific focus on the needs of children and girls with disabilities is lacking in the existing schemes.

2.2.2 International commitments

2.2.2.1 The Salamanca Declaration of 1994

The Salamanca Declaration of 1994(UNESCO, 1994) had 92 countries including India, endorsing the definitive statement on education of children with Special needs. It said, “ordinary schools should be equipped to accept all children, regardless of their physical, intellectual, emotional, social, linguistic or other conditions.” The

declaration also stipulated that “educational Policies at all levels, should stipulate that children with disabilities should attend their neighborhood school, that is, that is the school that would be attended if the child did not have a disability.” The declaration also commits that children with disabilities and special needs must have access to regular schools which should accommodate them within child centered pedagogy capable of meeting these needs (UNESCO, 1994).

The guidelines include two critical areas. Section 26 states:

Developing inclusive schools that cater for a wide range of pupils in both urban and rural areas requires: the articulation of a clear and forceful policy on inclusion together with adequate financial provision – an effective public information effort to combat prejudice and create informed and positive attitudes – an extensive programme of orientation and staff training – and the provision of necessary support services. Changes in all the following aspects of schooling, as well as many others, are necessary to contribute to the success of inclusive schools: curriculum, buildings, school organization, pedagogy, assessment, staffing, school ethos and extracurricular activities.

(UNESCO, 1994, p. 21).

Section 40 states:

Appropriate preparation of all educational personnel stands out as a key factor in promoting progress towards inclusive schools. Furthermore, the importance of recruiting teachers with disabilities who can serve as role models for children with disabilities is increasingly recognized.

(UNESCO, 1994, p. 27)

2.2.2.2 Article 24 of UNCRPD

Article 24 of UNCRPD (United Nations, 2006) focuses on lifelong learning and Inclusive education at all levels of learning. It calls upon the State parties to ensure that children and persons with disabilities are not excluded from general education system at all levels of education. The emphasis is on accessing quality general education, provision of reasonable accommodations and effective individualized support measures, facilitation of learning Braille, sign language, use of augmentative and alternative modes of communication, teacher training and teachers with disabilities as role models (United Nations, 2008).

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2.2.2.3 Sustainable Development Goals

Sustainable Development Goals (United Nations, 2016): India is committed to Sustainable Development Goals (SDGs) of which SDG4 is of particular relevance to our study.

SDG 4 states: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, the targets for which are:

- 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
 - 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
 - 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
 - 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
 - 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
 - 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
 - 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.
- 4a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

2.3. RIGHT TO EDUCATION

2.3.1 Legal Mandate

Twenty first Century marks a paradigm shift in the discourse of Education of children, in India. The 86th amendment to the Indian Constitution made education a fundamental right for children in the age group of 6 to 14 years through the following articles:

- i) **Article 21A**, which is known as The Constitution (Eighty-Sixth) Amendment Act that states “The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.”
- ii) **Substitution of new Article for Article 45** of the Constitution, the following article shall be substituted, namely:- "Provision for early childhood care and education to children below the age of six years."
- iii) **Amendment to Article 51A**, In article 51A of the Constitution, after clause (J),the following clause shall be added, namely:- "(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years."

(Ministry of Law and Justice, 2002)

2.3.1.1 Right to Education Act (RTE Act) 2009

Subsequently, RTE Act 2009 came into force on April 1st 2010. Chapter 2 of the RTE Act emphasizes that all children in the age group of 6-14 years have a right to free and compulsory elementary education in a neighborhood school.

The RTE Act 2010 in its chapter on definitions defined “a child”, as “a child belonging to marginalised categories” and “a child belonging to weaker sections” but failed to include children with disabilities in any of the given categories thus leaving a large group of children out of its ambit. In Section 3, the RTE Act 2010 mandates that education of children with disabilities be guided by the provisions of the PwD Act 1995, thereby relegating the responsibility of education of children with disabilities to Ministry of Social Justice and Empowerment.

The amendments to RTE in 2012 included children with disabilities, as defined in the Persons with Disabilities Act 1995 and the National Trust Act 1998 (NT Act), and specified that children with disabilities shall have the Right to Free and Compulsory Education in a neighborhood school till the completion o of her/his elementary education. However the RTE Act, in a major retrogressive step provided an option of

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Home based education for children with multiple disabilities/severe disabilities as defined in NT Act.

The Dichotomy in Policy

The dichotomy related to the education of children with disabilities dates back to the 60s when the Ministry of Education, which had then been responsible for the education of children with disabilities, was bifurcated and Ministry of Social Welfare was created. As a result the education of children with disabilities was taken over by the Ministry of Welfare which spread the expansion of special schools and focused on rehabilitation. Alur (2002) refers to this bifurcation as a 'conceptual fragmentation' (p. 62).

This conceptual confusion is evident in the way India addressed the educational needs of children with disabilities. India signed and ratified the UN Convention of Rights of Persons with Disabilities in 2006 thereby committing to uphold the rights of persons with disabilities in all its legislations and policies. Though the ratification of United Nations Convention on Rights of Persons with Disabilities (UNCRPD) preceded the RTE, it failed to incorporate the essence of Article 24 of UNCRPD which details the rights of people with disabilities to Inclusive Education at levels of Education including Elementary Education.

Policy Gaps and Ways to overcome it

Jhangira (2002) states that the following are the essential enabling conditions to promote inclusive education:

- A common administrative structure for special and regular education.
- Resource support to meet special educational needs.
- Adaptation of curriculum, teaching and assessment to the needs of all children including those with special educational needs.

(ibid, p. 68)

2.3.1.2 The Rights of Persons with Disabilities Act, 2016

Over a period of six years, 2010-2016, India debated/ consulted and finally passed a new law-the Rights of people with Disabilities Act 2016, to replace the PwD Act 1995. This new law focuses on the rights of persons with disabilities and for the first time defines a person with disability as "a person with disabilities", meaning a person with long term physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others.

Addressing the educational needs it stresses on the duty of educational institutions to impart inclusive education at all levels and emphasizes aspects of participation,

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nondiscrimination, accessibility, alternate modes of communication, reasonable accommodations and individualized support where necessary amongst other specific measures to promote and facilitate inclusive education.

2.3.1.3 Draft Education Policy (2016): Issues related to Inclusive education

The Draft of the New Education Policy of 2016³ (NEP) states that though the Gross Enrolment Ratio (GER) has been steadily increasing over the years, it raises questions about the quality of learning outcomes that demand immediate attention. The report further states, that one important way to address poor learning outcomes is to improve the quality of teacher education thereby improving the quality of school education (Ministry of Human Resource Development, 2016). The draft NEP 2016 goes on to suggest that the National Curriculum Framework for teacher education (NCFTE), 2009 (National Council for Teacher Education, 2009) is a good starting point for addressing the quality of teachers. The NCFTE 2009 stresses on the skills for an inclusive pedagogy which would need to be integrated with the regular pre-service and in-service training programs.

The draft NEP notes an absence of management and administrative structures to integrate the educational needs of children with disabilities into the general education system. The Committee itself suggests that this gap should be addressed through the setting up of a 'CWSN Board' which would have oversight over all programmes which cater to needs of children with disabilities (Ministry of Human Resource Development, 2016, p. 101). However the school management committees (SMCs) which are set up through the provisions of the RTE Act 2009 should have oversight over such programmes to avoid a conflict of roles between the proposed 'CWSN Board' and the SMC.

2.3.1.4 Rehabilitation Council of India: Addressing Inclusive education

Traditionally, RCI focused on the training of impairment specific special education teachers through special education programs for visual impairment (VI), hearing impairment (HI), mental retardation (MR), and multiple disabilities for instance, at the diploma, undergraduate, and postgraduate levels. It has recently added a cross disability focus and inclusive education focus in its training programs.

Though RCI has modified the duration of the education courses on the basis of NCFTE guidelines (National Council for Teacher Education, 2009), the framework for modifying the syllabus has not been taken into consideration. Many components are still embedded in the medical model of disability and the professionals, including the special education teachers trained with the new focus on inclusive education are registered as "Special teachers for the education and training of handicapped" under

³ This is a draft report of the *Committee for Evolution of the New Education Policy* chaired by T.S.R. Subramanian. This committee was replaced by a new one, chaired by K. Kasturirangan, which has been tasked with preparing a final draft of the New Education Policy which was due to be produced by 31 March 2018.

the category of rehabilitation professionals. The subject focus of “inclusive education” is a 2 credit course for 50 marks in Semester II. It is expected that the special teachers, after completing the course, will be able to work in different settings like inclusive schools, special schools, and home based settings, in resource settings or as itinerant teachers. It is to be noted that the course outline gives only a general description of the skill set expected from the special teachers trained in inclusive education but overlooks the specific skill set required at each of settings that the special teachers may be working in.

Additionally RCI has recently introduced a 6 month module, Advanced Certificate Course in Inclusive Education, Cross Disability to train Special teachers with D.Ed/ B.Ed (Any Specialization). This course is to be conducted on a pilot basis, initially for two batches. However, in its eligibility criteria RCI restricts the conduction of courses only by those organizations which have a four year experience of running D.Ed/ B.Ed Special Education (any specialization). The eligibility for candidates is also restrictive and limits it to only those holding D.Ed/ B.Ed in Special Education (any specialization) (Rehabilitation Council of India, 2017).

It is evident that the teacher training programs of both RCI and MHRD are working on parallel lines to reach the same goal of inclusive education. This is bound to cause confusion in the delivery processes.

2.3.2 Children with Disabilities not in school

The sample survey conducted by Social and Rural Research Institute (SRI) in 2009, commonly known as the IMRB report on out-of-school children, estimated that there were 190,582,581 children in the age group 6-13 years. Out of these, the estimated number of out-of-school children in the country was 81, 50,618 who comprised 4.28% of the total children in this age group. The percentage of out-of-school children was relatively higher among those in the age group 11-13 years (5.23%) compared to those in the age group 6-10 years (3.69%) (EdCIL India Ltd and Social and Rural Research Institute, 2010).

An analysis of the out-of-school children revealed that the percentage of children with disability who were out of school at 34.12% was much higher than non-disabled children of which only 4.28% were out of school. The survey reveals that an estimated 2,897,096 children in the age group 6-13, i.e. 1.52% of the total number of children in the age group 6-13, have a physical or mental disability. Of the total children with physical or mental disabilities, 988,359 or 34.12% were out of school. Analysis by types of disability showed that children with multiple disabilities had the highest proportion of out-of-school children at 58.57%. They were followed by those with mental disability among whom 48.03% were out of school, and speech disability among whom 36.96% of children were out of school. Among those with visual

disability 29.7% were out of school, while 24.68% of children with orthopedic disability were out of school, and the group with lowest out-of-school population were children with hearing impairment at 20.43% (EdCIL India Ltd and Social and Rural Research Institute, 2010, p. 48).

Prominent national surveys such the National Achievement Survey (NAS) conducted by the National Council for Educational Research and Training (NCERT) and the NGO Pratham's Annual Status of Education Report (ASER) do not measure the learning outcomes of children with disabilities to date.

2.4. LEARNING ENVIRONMENT

Despite national and international commitments and enabling legislations it has been observed in the above section that as many as 34.12% children with disabilities are out of school. Further, the inconsonance of the schemes and programs with the current legislations combined with a paucity of skilled human resource to facilitate inclusive education are definite barriers to inclusive education. These would need to be addressed while developing a strategy plan for inclusive education.

Curriculum, pedagogy, training and assessment are important components of a learning environment and reforms in these areas have been ongoing for some years now. The following sections focus on crucial additions, like universal design, accessibility and evolving capacities, to these components thus bringing a contemporary focus to debates and dialogues in inclusive education.

2.4.1 Curriculum: Challenges and Reforms

The National Curriculum Framework (NCF) 2005 (ref) hailed as a progressive curriculum framework highlighted the need for an inclusive pedagogy including the needs of children with disabilities. Although it is a progressive document its recommendations have not been translated into concrete actions at the school level. Further the draft NPE (Ministry of Human Resource Development, 2016) comments that the recommendations of the NCF 2005 are outdated due to the period that has elapsed since the NCF came out. These therefore need to be revised to address the current realities of the education system and prepare learners for future challenges. The report also suggests curriculum design and revision needs to be undertaken at five-year intervals (ibid, p. 103).

Reviewing the earlier NCFs brought out by NCERT, Subramaniam (2003) suggests that even if different children are learning in different languages or through different idioms, they have to be trained in certain universal skills and perspectives. The same holds true for all children, including those with disabilities, even today.

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Approaches to Curriculum

Curriculum is the foundation on which pedagogy and training are based. For inclusive education to be successful it is essential that the curriculum addresses/ integrates the educational needs of children with disabilities.

Mitchell (2010) traces the evolution of various approaches to curriculum design. During the 1970s the prevalent approach was to link the educational needs of students with severe disabilities to their mental age. The educational plans were developed based on adaptations to the curricula for infants and children. This was called the developmental model.

In a decade's time (by late 1980s) there was a broad agreement that the curriculum must not only focus on the age appropriateness of the student but must also include functional skills required for daily life. Therefore individual educational plans (IEP) came into existence. This was called the functional model.

The third model saw a transition from social inclusion and self determination to finding ways of increasing participation of students with disabilities in the general education curriculum. The underlying efforts for this transition were to promote inclusive education (Mitchell, 2010).

Curriculum and Accessibility

Accessible curriculum is one of the key factors for a successful inclusive education program. For students with disabilities to progress and achieve learning outcomes it is essential to include reasonable accommodations and individualized support measures.

The national curriculum framework document (2014) of England includes 'inclusion' as the very first issue after listing aims and structure of curriculum, even before numeracy, maths, language and literacy skills. Referring to the legislation on equal opportunities, the document includes all groups of people and situations where barriers may exist such as race, disability, sex, religious belief, sexual orientation, pregnancy and maternity and gender reassignment. Inclusion is presented as a guiding principle creating the environment essential for providing equal opportunities to all children at school (Government of UK, 2014).

Mitchell (2010) offers certain strategies to increase the accessibility of the curriculum such as modifications (e.g. computer responses instead of oral responses, enlarging the print); substitutions (e.g., Braille for written materials); omissions (e.g. omitting very complex work); and compensations (e.g. self-care skills).

However, this raises a question about whether such strategies conform to the principles of universal design in learning (UDL).

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Curriculum and Universal Design

Universal Design (UD) was first coined by an American architect and his colleagues in 1980s, and was initially applied to engineering and architecture thus allowing the built environment, tools and products accessible and available to a range of users. It works on the premise that any construction or product development must include options for a wider use in the initial stage of design itself. It minimizes retrofitting or adaptations and serves a larger need of various groups of individuals including people with disabilities.

The concept of UD gained importance in Education and was termed Universal Design in Learning (UDL) in 1995. UDL when applied to Inclusive education caters to a diverse group of learners including learners with disabilities. It can be applied both to the physical and learning environment including the school, class, and curriculum – content, pedagogy, assessment and material.

UDL enables educators to achieve curriculum differentiation- which UNESCO (United Nations Educational Scientific and Cultural Organisation, 2004) defines as ‘planning, assessing, and teaching a heterogeneous group of students in one classroom where all students are learning at their optimal level’.

The Center for Applied Special Technology (2010) provides a useful definition of UDL as being: the design of instructional materials and activities that allows the learning goals to be achievable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember. It is achieved by means of flexible curricular materials and activities that provide alternatives for students with disparities in abilities and background as well as those with no visible disabilities. [It] applies not only to the content, but also to goals, methods, and manner of assessment.

(cited in Mitchell, 2010, p. 201)

Rose, Gravel and Gordon (2014) state that UDL encapsulates three important aspects of a teaching-learning environment into its principles which are:

- Multiple means of representations
- Multiple means of action and expression
- Multiple means of engagement (p. 477).

The concept of UDL is relatively new and has the risk of being used interchangeably with the term ‘accessibility’. It must be noted that UDL is a wider concept incorporating accessibility in the design stage itself and caters to a wider range of users, while accessibility is predominantly understood as addressing barriers in built environment/ services from a disability perspective through modifications/retrofitting.

2.4.2 Pedagogy and Teacher Training

A systematic review and reform of curriculum, training and pedagogy must integrate concepts of active participation and evolving capacities of all children including children with disabilities. Most curricula refer to child centered pedagogy and emphasize that children must not be passive recipients but active learners. However, the transactions in and out of school do not always provide meaningful opportunities for realizing the same.

Arguing for a curricular reform Subramanian proposes that the heavy load of curriculum is not merely physical, but also one of non-comprehension resulting from the lack of understanding of some basic concepts. The load can also be reduced by removing the mismatch between the developmental capacities of children on the one hand and the curricular expectations and teaching and learning methods on the other. Undue emphasis on homework, the memorization of a large number of facts, as also overlapping concepts and topics in the syllabi will have to be removed (Subramaniam, 2003).

NCERT (2005) recommends that there is a need to “gear all teacher education programs (both pre service and in service to developing the pedagogical skills required in inclusive classrooms”(cited in Singal, 2009, p. 26). The document emphasizes that the central responsibility of all children including children with disabilities lies with the general education teacher. Specific mechanisms must be developed so that the general education teacher can access any help that may be required.

Given the legislative mandates the current debate and focus in Inclusive education is on “how” to make it happen rather than on ‘why’ inclusive education.

Significant to this debate is the research study reported by Florian and Black-Hawkins (2012, cited in Black-Hawkins, 2014) who adapted a framework for participation for use in classroom based studies of Inclusive pedagogy. The focus of the study was to understand the levels of participation of children in inclusive settings, the enabling and disabling factors that influenced participation and equip the teachers with tools and skills to understand the process of participation and reflect on their own responses. The evidence and the reflective process empowered teachers. It is reported that the process of research and the results from the study were used to develop a more nuanced understanding of inclusive practices and construct professional development material. The framework for participation is being used in pre-service and in-service training programs (Black-Hawkins K. , 2014). It had also helped to shape the setting of indicators on ‘participation for inclusive education’ at individual, classroom, local and national levels (European Agency for Development in Special Needs Education, 2011).

2.4.3 Assessment

The RTE Act 2009, in its Section 29(2), mandates that the academic authority, while laying down the curriculum and evaluation procedures under sub-section (l), shall take into consideration, h) Comprehensive and Continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

Mondal and Mete (2013) comment on the above proposition, by looking at the existing evidence. They note the Central Board of Secondary Education (CBSE) Manual on CCE, defines the term "continuous" "... to emphasize that evaluation of identified aspects of students' growth and development is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. It means (requires or includes) regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self-evaluation." While the term "... Comprehensive means that the scheme attempts to cover both the scholastic and non-scholastic aspects of students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than written words, the term refers to the application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in the various areas of learning" (Central Board of Secondary Education, 2010, pp. 6-7).

Although the CCE is a progressive scheme Mondal and Mete (2013) highlight the drawbacks and difficulties in its implementation as identified by the teachers. They rely on the study by Singhal (2012), which looked at teachers' perceptions of CCE. The results of the study revealed that the teachers faced the following problems:

- Large numbers of students in class resulting in teachers not having the time to pay attention to every student.
- Lack of appropriate training to teachers.
- Teachers felt that students were not serious in their academic work as they were sure they would pass without it also.
- Financial Constraints.
- Lack of adequate infrastructural facilities and teaching material.
- Increased volume of work.

Another study by Sharma (2014) undertook a study to understand the implementation of CCE across States and UTs in the country. Apart from State wise recommendations some of the specific observations and suggestions from the perspective of children with disabilities are listed below:

CHAPTER 2 CONTEXT OF INCLUSIVE EDUCATION

- Learning indicators and learning outcomes against which the progress of the child could be mapped, which are critical for the implementation of CCE, have been either partially developed or not developed at all.
- Even in states where they have been developed they have not taken into consideration the learning needs and challenges of children with special needs.
- Tools, processes, reporting formats, communication between stakeholders have been identified as some of the critical issues implementation of CCE. Additionally the process has to take into consideration all students including students with disabilities.

(ibid, pp. 10-16).

The draft NEP notes that the current education system has become more examination focused rather than learning focused. It criticizes the focus on rote learning, text book teaching and a system that tests the reproduction from books. Its recommendations include reforms in curriculum - content, pedagogy and assessments (Ministry of Human Resource Development, 2016, pp. 102-105).

Inclusive education emphasizes the need to re-look at these reforms from the lens of UDL.

2.5 DEFINING INCLUSIVE EDUCATION AND ADDRESSING KEY ISSUES

For the purposes of this study we have adopted the explanation/definition of Inclusive education as given by UNESCO in its paper Guidelines to Inclusion: ensuring Access to Education for All (UNESCO , 2005).

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

In particular, four key elements have tended to feature strongly in the conceptualization of inclusion. The four elements are as follows:

Inclusion is a process. That is to say, inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learning how to learn from difference. In this way differences come to be seen more positively as a stimulus for fostering learning, amongst children and adults.

Inclusion is concerned with the identification and removal of barriers. Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving.

Inclusion is about the presence, participation and achievement of all students. Here “presence” is concerned with where children are educated, and how reliably and punctually they attend; “participation” relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and “achievement” is about the outcomes of learning across the curriculum, not merely test or examination results.

Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement. This indicates the moral responsibility to ensure that those groups that are statistically most “at risk” are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement in the education system.

CHAPTER 3
FIELD WORK
3A. METHODOLOGY

Mixed methods research design was adopted in alignment with the following key research questions for the study focused on situational analysis:

- What are the gaps between policy and implementation vis a vis inclusion of children with disability in education?
- What are the resources and barriers for children with disability in terms of access to a safe and enabling environment (physical and learning) within the school system?
- What is the level of awareness on right to education and participation of children with disability among parents and the school system?
- What changes do stakeholders (children, parents, school, district and state level Govt. personnel) want in the current scenario on inclusive education?

3A.1 SAMPLING PROCESS

Sampling process involved two stages: selection of states for the study; and selection of stakeholders within the selected states.

3A.1.1 Selection of States and Districts:

Selection of 10 states for the study was completed *between February and March 2017*. States from each region of the country (North, South, Central, East and West) were selected through purposive sampling. The two primary criteria for inclusion were: there is at least one state from each region of India; and variation in literacy levels. Initially, states were listed from each region of India according to their literacy rates. The list included states that had literacy rate higher than the national average and those with literacy rate lower than the national average. The third criterion for inclusion was availability of a potential partner team/organization/institution for data collection. The states were excluded from the list if a potential partner for data collection was not available there. Following 10 states were finalized through this process: Delhi, Himachal Pradesh (HP), Maharashtra, Nagaland, Gujarat, Karnataka, Uttar Pradesh (UP), Rajasthan (with literacy rates lower than the national average).

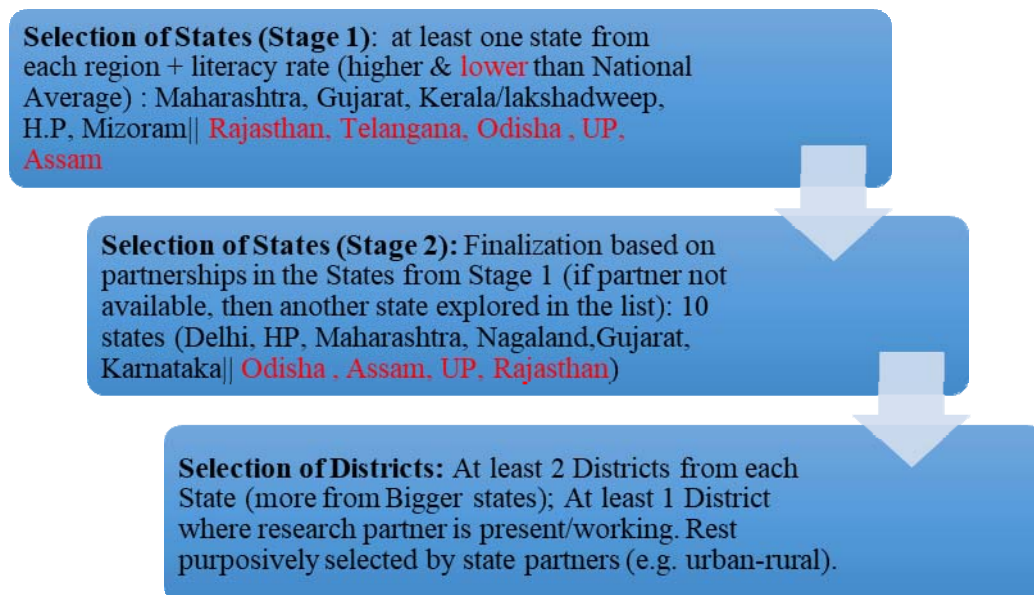


FIGURE 3A.1: SELECTION OF STATES

SOURCE: AADI

At least two districts from each state were purposively selected by the state partners for in depth study based on their presence in those districts as well as the potentially meaningful data that may be gathered for this study based on variation such as urban-rural districts (Figure 3A.1).

3A.1.2 Selection of stakeholders/ participants within states and districts:

In alignment with the key research questions for the study, engagement of following stakeholders/ respondents was planned for this study:

- I. Government functionaries at the State and District Level
- II. Principals/Head Teachers
- III. Teachers
- IV. Parents of children with disability studying in schools
- V. Children with disability as well as their classmates from primary and upper primary classes in school

All senior Government personnel associated with implementation of RTE, SSA and inclusive Education at the State and District levels were approached for data collection in this study. However, for the rest of the study participants were approached only in those schools where permission was available for data collection. Efforts were made to ensure that rural as well as urban areas/participants were covered in the study.

3A.2 METHODS AND TOOLS OF DATA COLLECTION

An overview of the methods and tools of data collection is presented in Table below:

PARTICIPANTS	METHOD OF DATA COLLECTION	TOOL OF DATA COLLECTION
Govt. Personnel at State and District Level	Interview	Semi structured Interview Schedule [State Tool]
School Principal/Head	Interview	Semi structured Interview Schedule
School Teachers	Focus Group Discussion (FGD)	FGD Guide
Children with Disability in schools	Focus Group Discussion (FGD)	FGD Guide
Parents of children with disability in schools	Focus Group Discussion (FGD)	FGD Guide
Schools	Observation	School Observation Checklist

TABLE 3A.1: AN OVERVIEW OF THE METHODS AND TOOLS OF DATA COLLECTION

Tools of data collection were developed on the basis of desk review and research questions for this study. Interview schedules, guides for Focus group discussions, and observation checklists were further finalized with the help of a core group in March 2017. These tools were shared with the partner teams for initial feedback and data collection. Annexure A-1 provides an overview of each of the tools used in data collection process.

3A.3 DATA COLLECTION AND DIGITIZATION

Data Collection process was completed between April 2017 to June 2017 with support of partner organizations and researchers who formed part of the data collection team¹. As mentioned earlier, participants were approached only in those schools where permission was available for data collection. Efforts were made to ensure that private as well as Government run schools were covered in the study. In addition to this, rural as well as urban variation in participants was ensured as far as possible. For the state level information tool, partner teams approached relevant officials at State and District Level. In one of the states (Himachal Pradesh), the partner team also sought information through an RTI enquiry, as some of the information was not available directly.

¹After formalizing partnerships in states for data collection, letters were also written to the state authorities requesting them to provide the necessary support and information. Each partner team was supported in the process of data collection by AADI team through telephonic and email communication. In Gujarat, AADI team also participated in the data collection process.

Total 139 schools were covered in 25 districts of the 10 states covered in this study. The Table 3A.2 provides an overview of Districts and Participants covered in the study.

The data were collected in the respective local languages in each state. It was translated and digitized in English and shared with AADI team by the partner teams.

3A.4 DATA ANALYSIS AND REPORT WRITING

Data analysis and initial report writing was completed *between May and July 2017*. Qualitative data as well as quantitative data were coded and analyzed using SPSS². Relevant narratives documented in fieldwork were also incorporated in the report. The key findings were then presented and discussed in a consultation/workshop with partner teams as well as other key stakeholders from inclusive education and disability rights. It was held at the United Service Institution, USI on 29th and 30th July 2017. This process contributed to evolution of key elements relevant for education for all, including children with disability.

The data from State Tool³ was extracted under following themes:

- I. An broad overview of the State
- II. Central and state policies that influence education of children with disabilities
- III. Schemes/ programs –central and state governments
- IV. State - information on children, children with disability, schools and human resource
- V. Future plans of the state
- VI. Key strengths/ gaps/ challenges vis a vis inclusive education in the state

The above information from State tool was used to prepare a brief report on inclusive education for each state (See Annexure A-3) as well as integrated in the chapter on Issues in Inclusive Education.

²Core team at AADI evolved a coding scheme (code book) based on the areas of exploration and the themes that were emerging from data. This team went through the data that were initially available to evolve potential codes for quantitative analysis. The team also identified relevant narratives to be incorporated in report writing in order to strengthen and explain the emerging findings of the study. The codebook was further finalized as data were entered in SPSS.

³The state tool contained information on the status of inclusive education with the focus on Children with Disability. It was a tool to get facts based on desk research as well as to understand the ground reality by having state partners working with children with disabilities in their respective states to indicate their views on what has worked well and suggest how implementation of RTE could be further improved.

CHAPTER 3 FIELD WORK

State	Districts	No. of Schools	State Tool	No. of Principal Interviews	No. of Children FGD	No. of schools observed	Teacher Interactions		Parent Interactions	
							No. of Teacher FGD	No. of Teacher Interviews	No. of Parents FGD	No. of Parent Interviews
Gujarat	Kheda	5	1	4	4	3	2	0	3	0
	Ahmedabad	9		6	0	8	2	0	3	0
Karnataka	Bagalkote	4	1	4	2	4	1	0	1	0
	Vijayapura	5		1	1	5	1	0	1	0
	Davangere	4		4	1	4	1	0	1	0
	Bengaluru Urban	4		4	2	4	1	0	1	0
Delhi	East	4	1	4	1	0	1	0	0	1
	South	8		8	1	6	1	0	2	1
Assam	Kamrup District	8	1	8	1	8	1	0	1	0
	Kamrup Metro District	7		7		7	0	0		
Nagaland	Dimapur	8	1	8	1	8	1	0	1	0
	Zunheboto	6		6		6	1	0	1	0
Uttar Pradesh	Agra	3	1	3	3	3	3	0	3	0
	Barabanki	3		3	3	3	0	3	0	
	Mathura	3		3	3	3	0	3	0	
	Gorakpur	3		3	3	3	0	3	0	
	Lucknow	3		3	3	3	3	0	3	0
Maharashtra	Mumbai	13	1	13	18*	12	8	5	8	5
	Thane	6		6		6	6	0	5	1
Himachal Pradesh	Kangra	8	1	8	1	8	7	0	3	0
	Mandi	2		2	4	2	2	0	1	0
Odisha	Khurda	12	1	11	9*	12	8	1	6	1
	Puri	2		2		2	0	0	2	0
Rajasthan	Alwar	2	1	2	3	2	2	0	1	0
	Jaipur	7		6	6	7	4	3	7	0
Total		139	10	129	70	129	62	12	63	9

*District wise information not available

TABLE 3A.2: AN OVERVIEW OF DISTRICTS AND PARTICIPANTS COVERED IN THE STUDY.

3B. DATA AND RESULTS

CHAPTER 3 FIELD WORK

This chapter talks about the emerging trends from the field work, undertaken in all 10 states of the country. Efforts were made to ensure that rural as well as urban areas/ participants were covered in the study. The participants included Govt. personnel at State and District level; School Principal/ Head of Schools; School Teachers; Children with Disabilities in schools and Parents of children with disabilities in school. The findings have been summarized under 6 sections which are as follows¹ :-

1. Awareness / perspectives on Disability
2. Policies & Rights related to Children with Disability
3. Admission Process
4. Accessibility
5. Teaching & Learning Environment
6. Experiences of children with disabilities (with peers) in school

¹ Trends from only selected sections of the field work tools have been detailed out.

3B.1 AWARENESS / PERSPECTIVES ON DISABILITY

3B.1.1 Understanding of the term disability

- Majority of School Representatives/ Heads of Schools² and Teachers described disability either in terms of medical model or only mentioned types of impairments when asked to describe how they understood disability. Understanding of the Social model or barrier or diversity due to disability, is significantly low (Figure 3B.1 & 3B.2).
- 56.55% of School Representatives and participants in 6.80% teachers' interaction looked at disability in terms of specific impairments, i.e. they mentioned impairments such as visual impairment, loco-motor disability when sharing their perspectives on disability (Figure 3B.1 & 3B.2).
- 20.49% School Representatives and participations in only 12.20% teachers' interactions seemed to recognize disability based on the social model (which assumes that the problem is more due to the environment and accommodation needs to be made in the environment for the person to be able to participate) (Figure 3B.1 & 3B.2).
- The responses of 10.65% School Representatives and participants in 4.10% of teachers' interactions indicated that they either glorified or patronized people with disability (Figure 3B.1 & 3B.2). The same is evident from narratives shared below.

Examples categorized as medical/ deficit model are – any problem in the body of the person, unable to do work independently.

Examples for Social Modal which includes Diversity/ Barrier – environment is disabled not the child. Children with disabilities can learn if opportunities are provided.

Examples for impairment – hearing impairment, low vision, physically handicap

Examples for Glorifying / patronizing –means differently-abled, gifted, bechara, weak, child is different and have sympathy towards them etc.

“[children with disabilities have] abilities that other people don't have” (School Representatives, Nagaland).

“Children with disabilities are disabled and they progress with another power in them” (School Representatives, Maharashtra).

“Children with disabilities are disabled and they progress with another power in them” (School Representatives, Maharashtra).

²In the Document, School Representative is used to identify either heads of school or teachers acting in their places

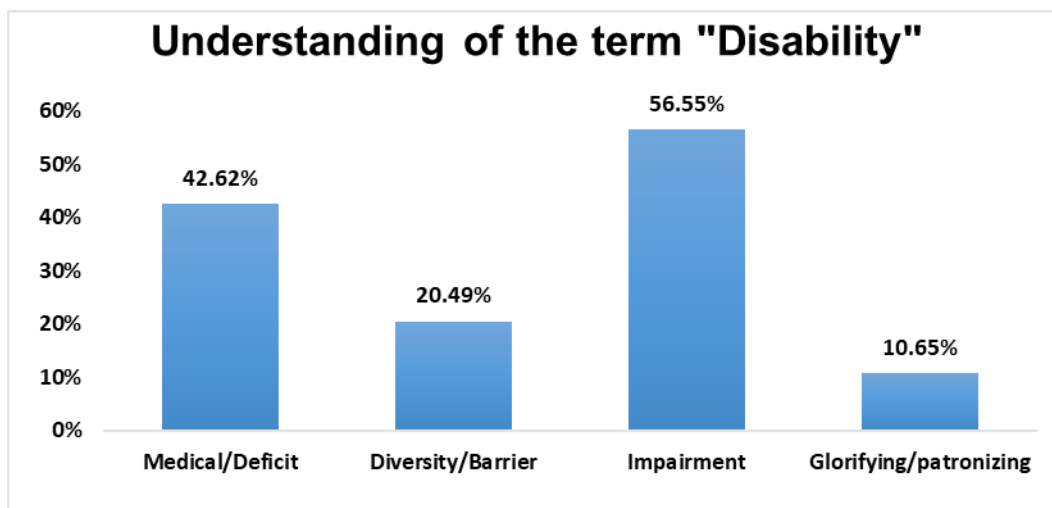


FIGURE 3B.1: UNDERSTANDING OF THE TERM 'DISABILITY', AS REPORTED BY HEADS OF SCHOOLS/ SCHOOL REPRESENTATIVES

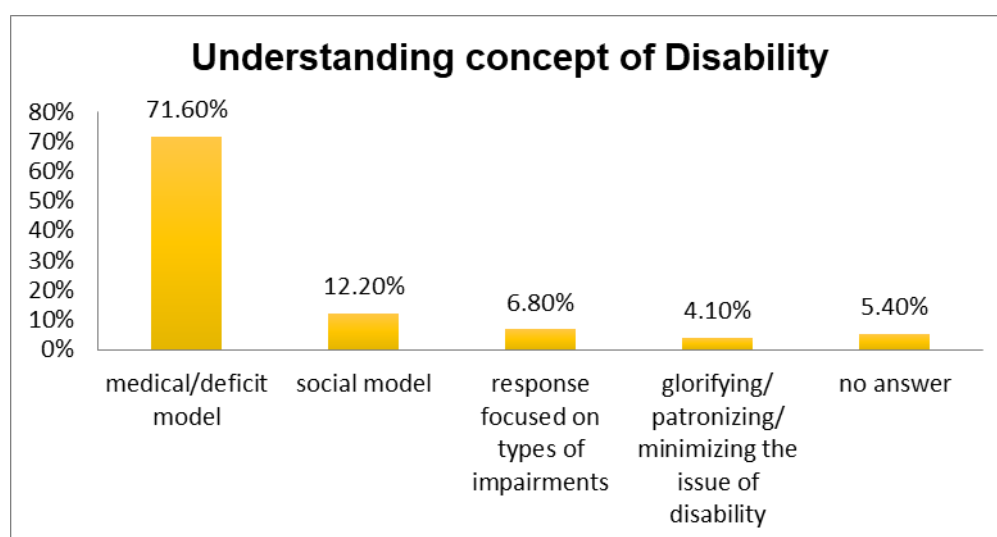


FIGURE 3B.2: UNDERSTANDING OF THE TERM 'DISABILITY', AS REPORTED BY TEACHERS

3B.1.2 Changes in perception related to disability

- School Representatives and participants in Teacher Interactions stated there were changes in the way they thought about children with disabilities since the time children with disabilities started studying in their schools.
- The top three changes in School Representatives and Teachers thinking related to children with disabilities - are in terms of:
 - a. Understanding disability
 - b. Recognizing abilities of children
 - c. Addressing needs and providing opportunities

For example,

"...Earlier I was not aware of that they (children with disabilities) can learn. Now I think they can learn but I need training to teach them and the parents also

need to work with them..." (Teacher Interaction, Rajasthan).

- In 21.60% of the interactions with teachers, participants mentioned that they had children with disabilities since last 20 years. However, participants in 24.30% such interactions mentioned having children with disabilities in their schools since last 7 years³. 75.20% of School Representatives and participants in 58.10% Teacher Interactions stated they had experienced changes.

3B.2 POLICIES & RIGHTS RELATED TO CHILDREN WITH DISABILITY

3B.2.1 Awareness of Right to Education Act, 2009 (RTE)

- 87.60% School Representatives and participants in 70.30% Teacher Interactions stated that they were aware of the Right to Education Act, 2009 and some of its guidelines.

3B.2.1.1 Information about provisions of RTE

- Admission of children with disabilities (i.e. the provision of free and compulsory education for children) was the most frequently occurring theme in interactions with both- School Representatives as well as Teachers when they were asked about implementation of RTE in their schools (Figure 3B.3 & 3B.4)

School Representatives

- Among the School Representatives who talked about RTE, 94.73% had the information that RTE implied provision of admission to children with disabilities (i.e. the provision of free and compulsory education for children). 48.68% knew that the RTE mandated the formation and functioning of the SMC, and 25.00% mentioned infrastructural changes required as per RTE. 46.05% mentioned changes in teaching and learning methods and 42.10% mentioned few facilities that should be available according to RTE (Figure 3B.3).

³ This could be linked with the implementation of RTE.

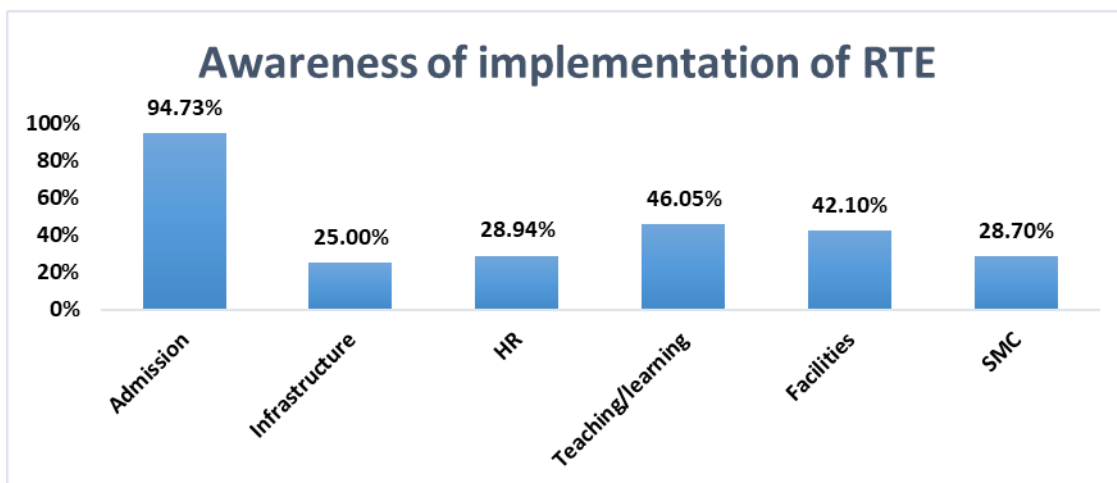


FIGURE 3B.3: AWARENESS OF IMPLEMENTATION OF RTE, AS REPORTED BY SCHOOL REPRESENTATIVES

Teachers

In the Teacher Interactions where participants who talked about RTE,

- Participants in 71.15% interactions had the information that RTE implied admission to children with disabilities, and in 40.38% interactions, participants knew that the RTE mandated the formation & functioning of SMC (Figure 3B.4)
- Participants in 15.38% Teacher Interactions reported to have the knowledge of infrastructural changes mentioned in RTE (Figure 3B.4).
- Participants in 25.00% Teacher Interactions mentioned about changes in teaching methodology (Figure 3B.4).

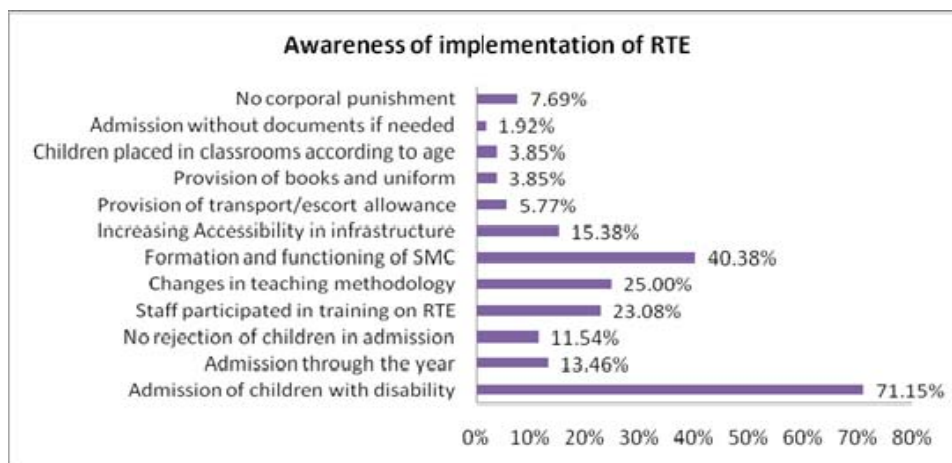


FIGURE 3B.4: AWARENESS OF IMPLEMENTATION OF RTE AS REPORTED BY TEACHER RESPONDENTS

3B.2.1.2 Implementation of RTE: Functioning of School Management Committee (SMC)

- 81.40% (105 out of 129) School Representatives mentioned that their schools had SMCs. When similar information was gathered from teachers,

participants in 63.50% (47 out of 74) Teacher Interactions mentioned that their schools had formed SMC.

Findings related to the functioning of SMC are as follows:

School Representatives

- 47.30 %School Representatives mentioned that their school had prepared a development plan that included needs of children with disability (Figure 3B.5).
- 36.40% School Representatives stated that though the SMCs developed a school development plan, specific needs of children with disabilities were not kept in mind in this.
- 24.80% School Representatives stated that the SMC in their schools had plans to increase the retention of children with disabilities in schools.

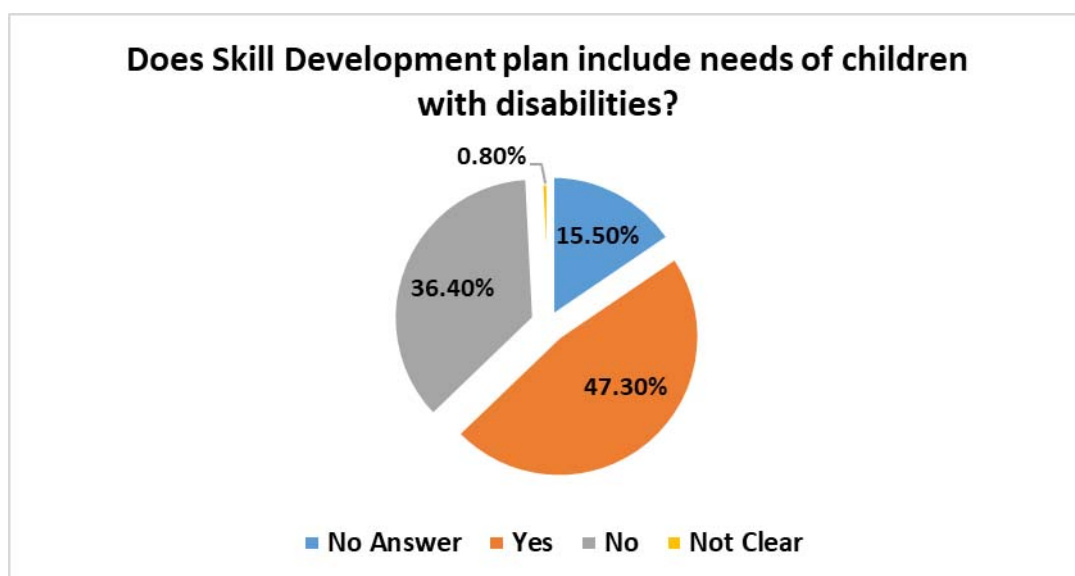


FIGURE 3B.5: FUNCTIONING OF SMC- DOES SMC MAKE SCHOOL DEVELOPMENT PLAN INCLUDING NEEDS OF CHILDREN WITH DISABILITIES: AS REPORTED BY **SCHOOL REPRESENTATIVES**

Teachers

- Similar to the response of School representatives, participants in 44.60% Teacher Interactions indicated that development plans included needs of children with disability in their schools.
- Participants in 24.30% Teacher Interactions stated that the SMCs in their schools had plans to increase the retention of children with disabilities in school.

Parents

- Participants in 13.90% Parent Interactions stated that the SMCs in their schools had plans to increase the retention of children with disabilities in school.

CHAPTER 3 FIELD WORK

However, parents highlighted both strengths and limitations of SMCs.

- In some Parent Interactions, participants reported strengths of SMCs, such as
 - Parents were involved in SMCs.
 - Parents were able to put forward their thoughts forward.
 - Meetings were being held quarterly; members participated actively; teachers always took parent's opinions; and SMC members were regular for meetings.
 - SMC members participated actively in decision making; SMCs were giving opinions & helping the school; and there was involvement of all parents from all categories.
- In some Parent Interactions, participants also reported limitations of SMC, such as :
 - All members did not attend all meetings regularly.
 - Elected body had little influence.
 - SMCs provided no financial aid.
 - SMC have no connection with families.
 - Parents were not aware of their roles and responsibilities as elected members of SMC and this impacted the functioning. Thus plan did not get implemented fully.
 - Regular meetings were not being held; and no decision-making was taking place.

3B.2.1.3 Local level governing bodies and RTE Act

Involvement of Panchayati Raj Institutions (PRIs)⁴ in the Implementation of RTE

- 41.86% School Representatives and participants in 23.00% Teacher Interactions mentioned that they were aware of the fact that Panchayati Raj Institutions had a role in the implementation of RTE. However, 44.96% School Representatives were not aware about this. This information was not available for 10.89% School Representatives.
- Sharing about the role played by Gram Panchayat or Zilla Parishad in the

⁴ The Panchayati Raj Institutions are the nodal point at the district level. Their role is to help plan, coordinate, monitor and wherever required regulate the implementation of various national programs. Specific Role of the PRIs in 'Empowering Children with Disabilities. Involve in the preparation of various schemes relating to the education and rehabilitation of children with disabilities. With the help of block level panchayats they should identify delivery system(s) for the education and rehabilitation of children with disabilities under various programs.

implementation of RTE, 51.35% School Representatives and participants in 88.23% Teacher Interactions mentioned funding and resource support (in terms of expenses or labour involved in cleaning/ repairing school buildings/ classrooms and toilets) from the PRIs.

3B.2.2 Key suggestions for improving relationship with local level governing bodies in implementation of RTE

- Increasing awareness amongst the local level governing bodies as a way for increasing their contribution in implementation of RTE (shared by School Representatives).
- Local level bodies should provide funding support & resources needed for the implementation of the RTE (shared by School Representatives).
- Sensitization training of local level bodies in the implementation of RTE (shared by Teachers).

3B.2.3 Other Key Legislations and Schemes for benefit of children with disabilities: Awareness & Implementation

3B.2.3.1 Protection of Children from Sexual Offences Act, 2012 (POCSO Act)⁵

School Representatives

- 62.00% School Representatives are not aware of the POCSO Act. Among those who were aware about the Act, only 14.00% mentioned that they had attended training related to the Act.

Teachers

- Participants in 29.70% Teacher Interactions reported being aware of the POCSO Act. However, only in 10 (out of 22) such interactions, participants said they had attended training related to it.

3B.2.3.2 Health Program including Rashtriya Bal Swasthya Karyakram (RBSK)⁶

- 79.10% School Representatives stated that their schools had a health program

⁵ In order to effectively address the heinous crimes of sexual abuse and sexual exploitation of children through less ambiguous and more stringent legal provisions, the Ministry of Women and Child Development championed the introduction of the Protection of Children from Sexual Offences. The Act defines a child as any person below eighteen years of age, and regards the best interests and well-being of the child as being of paramount importance at every stage, to ensure the healthy physical, emotional, intellectual and social development of the child.

⁶ The Ministry of Health & Family Welfare, Government of India, under the National Health Mission launched the Rashtriya Bal Swasthya Karyakram (RBSK). It is an initiative with a strong partnership between Central and State Government to take a leap forward in the direction of universal health care. It envisages a systemic approach towards early identification, link to care, support and treatment.

for all children.

- 96.07% School Representatives mentioned that their health program included monitoring of height/ weight, eyesight, etc (Figure 3B.6).
- 32.35% School Representatives shared that their schools referred children to doctors or hospitals in case of emergencies (Figure 3B.6).
- 29.41% School Representatives mentioned that their school followed up (post referral) with the hospitals/doctors or documented specific illnesses of the children (Figure 3B.6).
- 2.94% School Representatives considered personal hygiene of children as part of the school health program (Figure 3B.6).
- 74.40% School Representatives stated no linkage of their school with RBSK.
- Participants in 18.90% of Teacher Interactions stated that their school had link with RBSK.

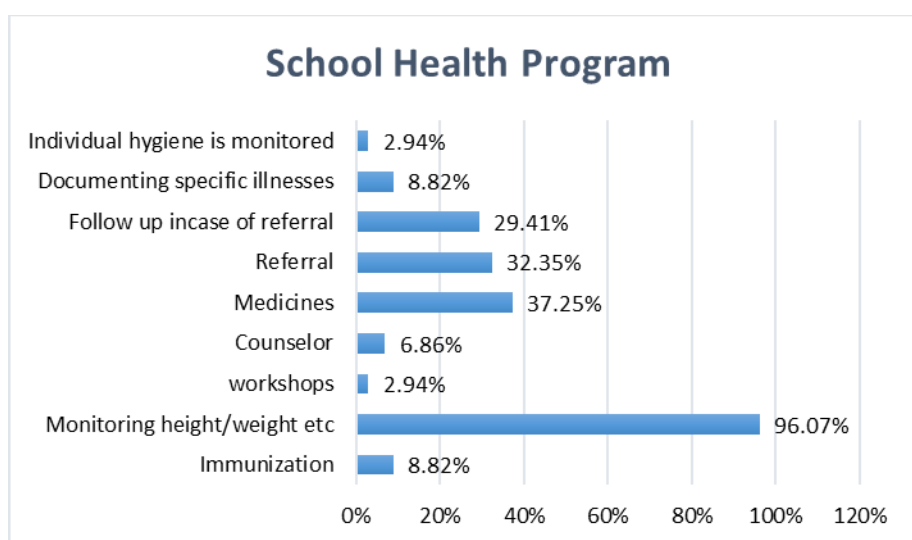


FIGURE 3B.6: FOCUS OF SCHOOL HEALTH PROGRAM, AS REPORTED BY SCHOOL REPRESENTATIVES

Access to School Health Program for children with disabilities

- 65.90% of School Representatives stated that the health programs were accessible to children with disabilities and 16.30% School Representatives shared that the health programs were not accessible to children with disabilities (Figure 3B.7).
- 3.10% of School Representatives stated that it was not accessible to children for all impairments (Figure 3B.7).
- 3.10% of the School Representatives did not respond to the question while 11.60% said accessibility issues of health program was not applicable as they did not have a health program in school (Figure 3B.7).

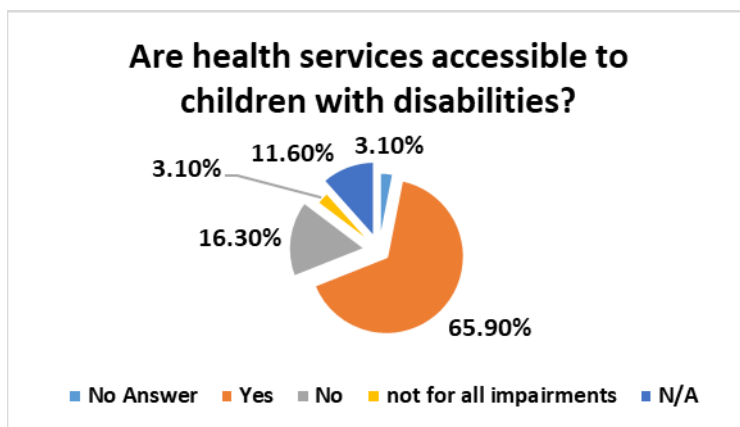


FIGURE 3B.7: ACCESS TO HEALTH PROGRAM FOR CHILDREN WITH DISABILITIES, AS REPORTED BY SCHOOL REPRESENTATIVES

3B.3 ADMISSION PROCESS

3B.3.1 Information Dissemination

In interactions with Teachers & School Representatives, direct contact of school with families emerged as a frequently occurring theme vis a vis information dissemination about admission process.

School Representatives

87 out of 129 School Representatives stated that information about school admission process for their school was disseminated through the following mediums:

- Through other families (79.31 %, n=87⁷)
- Through teachers (42.52%, n=87)
- Through surveys (29.88%, n=87)
- Through Non-Government Organizations (NGOs) (25.28%, n=87)

Teachers

In 84.21% Teacher interactions, participants stated that most of the times they used direct contact with families (House to House Survey) to increase enrollment of children with disabilities. This was followed by the strategies for awareness raising/ publicity that were mentioned in 38.60% teacher interactions.

Parents

- In 42.10% Parent Interactions, participants stated they got to know about admission process through teachers (Figure 3B.8).
- Parents also appreciated the support received from school in filling up forms and the use of surveys to reach out to children with disabilities. They suggested

⁷ Only 87 out of 129 School Representatives answered this question.

frequent use of surveys to increase enrollment of children with disability in schools. This is as indicated by the narratives shared below

- *“Children should be surveyed on frequent basis and data regarding children should be collected from municipal corporation”*(Parent Interaction, Gujarat)
 - *“It was helpful, [that the] form was filled by teacher. We had to only bring the birth certificate. Survey was helpful to reach people like us”* (Parent Interaction, Gujarat)
- In 93.10% Parent Interactions, participants were aware that the children with disabilities could go to the neighborhood mainstream school.
 - In 63.88% of Parent Interactions, participants reported that they knew about the time of the year when admission begins.

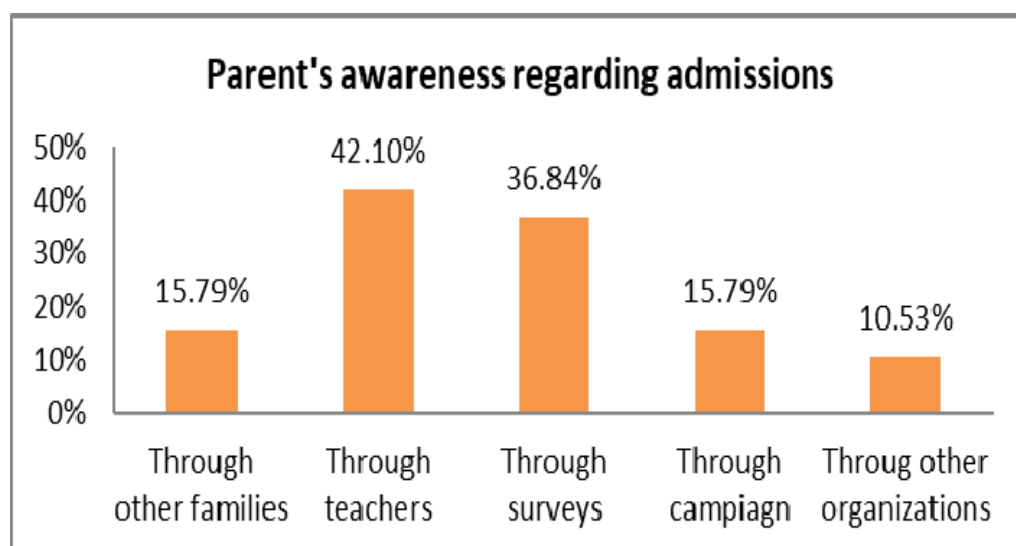


FIGURE 3B.8: AWARENESS ABOUT ADMISSION PROCESS, AS REPORTED BY PARENTS

3B.3.2 Specific variations in admission for children with disabilities

- 10.90% School Representatives and participants in 77.00% Teacher Interactions reported no special processes or specific variations in the process for admission of children with disabilities.
- 62.80% School Representatives and participants in 9.50% Teacher Interactions talked about special processes adopted during admission of children with disabilities.
- 83.95% School Representatives stated that admissions took place for all children including children with disability throughout the year (Figure 3B.9).
- 1.23% School Representative mentioned flexibility in age criteria for children with disabilities as a special process (Figure 3B.9).
- 23.45% School Representatives and participants in 57.14% Teacher

Interactions stated that presence of disability certificate was being checked at the time of admission (Figure 3B.9 & 3B.10).

- 11.12% (n= 9) School Representatives (Private schools) and participants in 42.86% (n=3 out of 7⁸) Teacher Interactions (1 Government and 2 Private schools) mentioned that assessment of children was done at the time of admission (Figure 3B.9 & 3B.10).

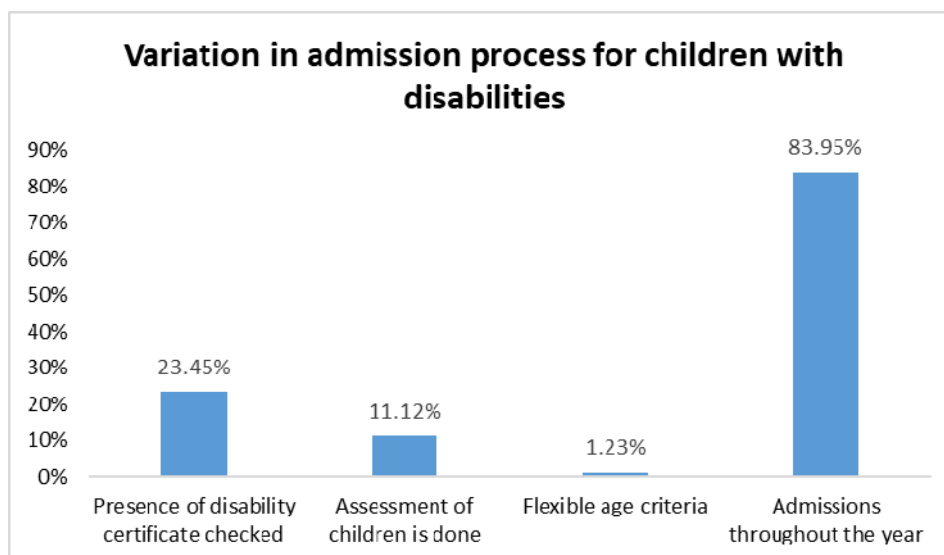


FIGURE 3B.9: VARIATION IN ADMISSION PROCESS FOR CHILDREN WITH DISABILITIES AS REPORTED BY **SCHOOL REPRESENTATIVES**

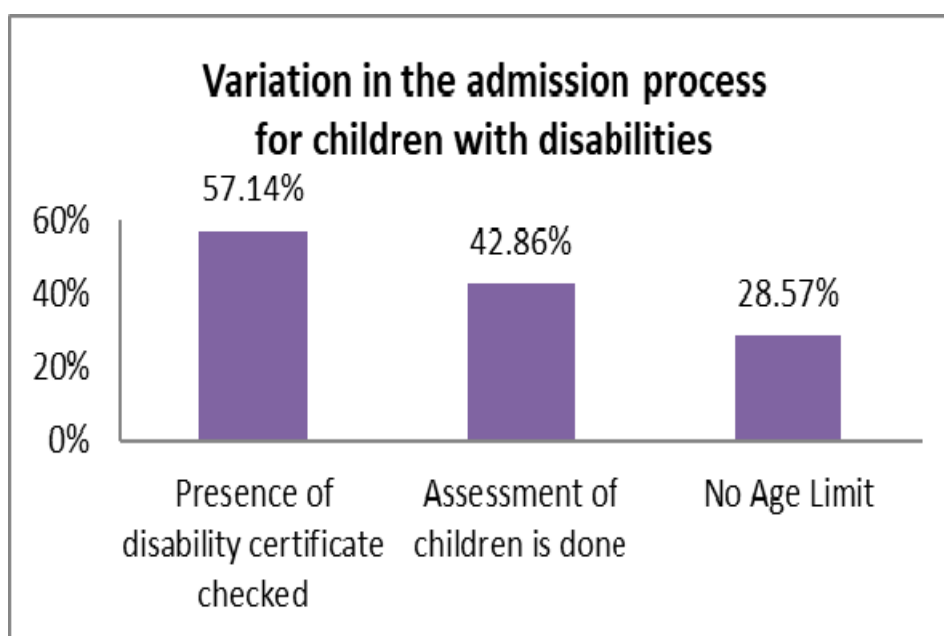


FIGURE 3B.10: VARIATIONS IN ADMISSION PROCESS FOR CHILDREN WITH DISABILITIES, AS REPORTED BY **TEACHER RESPONDENTS**

⁸ Only in 7 Teacher Interactions, participants mentioned variation in admission process for children with disability.

3B.3.3 Experiences of Parents

- In 50.00% Parent Interactions, participants mentioned that they had positive experiences of the admission process for their child with disability. These experiences included examples such as
 - The teachers were supportive and parents did not face any problem in admission process for their children.
 - Some children were from remote areas in the school and children from migratory families were welcomed.
 - Children were provided with school uniform, books and mid day meal and hence, there was no liability on the parents.
- In 20.80% of the Parent Interactions, participants stated they faced difficulties while seeking admission for their children with disabilities. Sharing these difficulties, parents mentioned that:
 - their child was denied admission
 - teachers did not cooperate and thus parents felt that there was no one in the school to take care of their child with disability
 - parents were asked to stay with their child in the school during school hours .

3B.3.4 Suggestions for improving admission process for children with disabilities

Suggestions by Parents and Teachers for improving school or Policy Related Suggestions under each category are listed below:-

Procedure related suggestions given by Parents included:-

- Increasing awareness amongst parents about the admission process.
- Providing caregivers & transport facility for children.
- Availability of assistive devices and basic training of teachers and parents on how to use these on daily basis.

“...Door to door convincing is the method school is using as admission drive. Upper primary school teachers visits the primary school, takes the list of the students who have given grade 5 exams and call their parents to discuss for further studies and admission...” (Teacher Interaction, Rajasthan)

Procedure related suggestions given by Teachers included:-

- Bal Gananaa- area wise survey to get the exact number of children with disability in the localities (UP).
- Conducting meeting in the village with Community and with Sarpanch and use of advertisements to promote admission of children with disabilities (Rajasthan).
- Counseling for parents (Maharashtra) and increasing parents' acceptance

- vis a vis disability (Nagaland).
- Increasing awareness on admission process – at all levels (Gujarat and Rajasthan).
- Increasing parents' awareness about child's condition as well as the rehabilitation services available, accessing these services, and ensuring the required accommodations for children (at home and school) (Rajasthan).
- Promoting parents' involvement in education of child with disability (Himachal Pradesh).

- Providing support to children with disabilities in school (Himachal Pradesh).
- Screening all children as many have specific needs, and organize a session for parents to understand special needs of their children (Delhi).
- Conducting Survey (Gujarat).
- Promoting Volunteers support (Teacher Interaction, Karnataka).

Policy related suggestions given by Parents included:-

- Accessible infrastructure and support to the child in school.
- Either existing regular teachers should be trained in inclusive education (as addressing the individual need of each child with disability is very important) or special educators should be recruited.

Policy related suggestions given by Teachers included:-

- Children with disabilities should be admitted and assigned class according to their age. (Rajasthan).
- Need for barrier free environment and more time duration for admission (Himachal Pradesh).
- There is a need for counselors, special educators, facilitators (Maharashtra).
- Government should provide escort along with an extra teacher for child with disability (Himachal Pradesh).
- Government should provide appropriate amount of funds for regular resource teachers, assistive devices, teaching and learning materials, and transport facility at the school level (Uttar Pradesh).
- New teachers should be provided with training. (Karnataka).

3B.4 ACCESSIBILITY

3B.4.1 Reaching school

3B.4.1.1 Issues faced by children with disabilities in reaching/ attending school

School Representatives

- The responsibility of picking and dropping children to school is largely taken on by parents. However, if parents cannot drop them to school, then children come to school and go back home independently (as mentioned by 79.10% School Representatives) or they are accompanied by their siblings or peers (as mentioned by 70.50% School Representatives).
- 30.39% School Representatives stated children used school transport to reach school.
- Reasons mentioned by School Representatives for children with disabilities not reaching or attending school included (Figure 3B.11)
 - 40.30% mentioned weather
 - 19.40 % indicated non-availability of escort to accompany children with disabilities
 - 12.40% mentioned transport related issues
 - 29.50% mentioned conflict & violence
 - 16.30% mentioned financial constraints

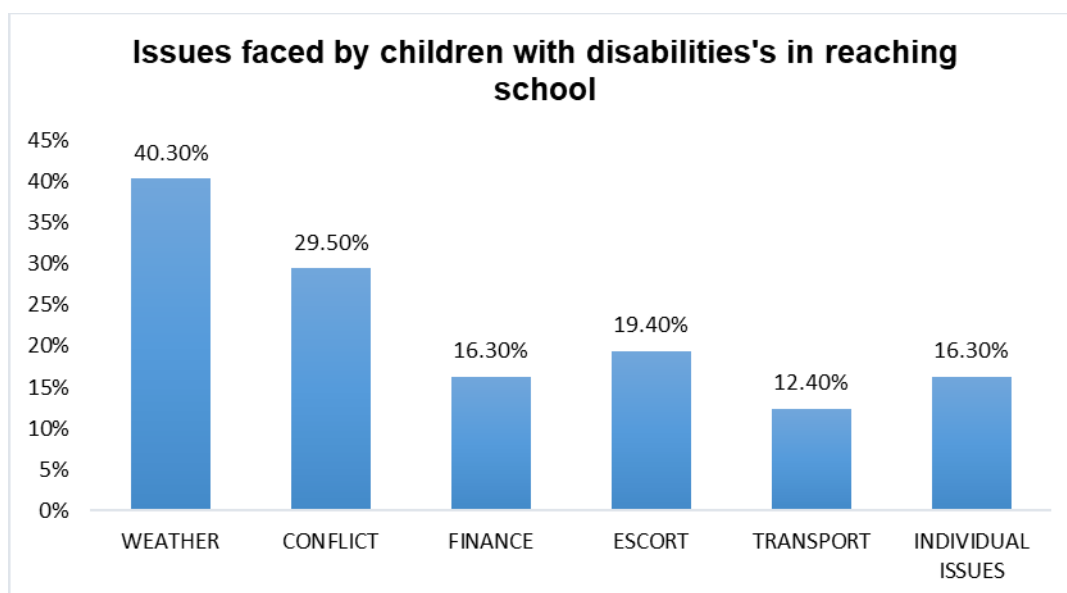


FIGURE 3B.11: ISSUES FACED BY CHILDREN WITH DISABILITIES IN REACHING SCHOOL, AS REPORTED BY SCHOOL REPRESENTATIVES

Parents

- Participants in 56.90% Parent interactions shared that their children commuted independently to school.
- Participants in 23.60% Parent Interactions stated that children were at times unable to reach school due to lack of transport.
- Participants in 36.10% Parent Interactions stated distance to school and terrain as issues that made it difficult for the child with disability to reach school.

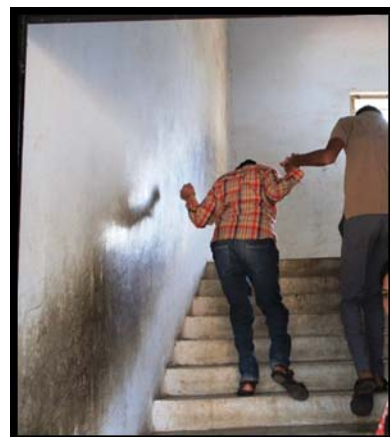
3B.4.2 Physical Access within school

3B.4.2.1 Access to Teaching & Learning Infrastructure

- In 96.90% schools, it was observed/reported⁹ that classes were conducted in buildings.
- In 44.20% schools (n=57, 40 Government schools and 17 private schools), it was observed/reported that schools had accessible classes (as they were on ground floor and it does not mean that specific initiatives were made by the schools) and laboratory¹⁰
- In 3.10% schools, it was observed/reported that schools had classes that were accessible but not appropriate (wrongly built ramps, not accessible to all etc.) or had only some places accessible.

⁹ Information on School Observation Tool was largely got through Interviews. Classes couldn't be observed.

¹⁰ Laboratory represents separate allocated spaces, where children learn through practical for subjects like Science and Math. Generally middle schools (schools up-to class 8th) do not have separate laboratory.



Issues related to Accessibility in Schools

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3B.4.2.1.1 Classrooms

- In 99.20% schools, Observation Teams reported that schools had boards (black/ white/ etc.) in classrooms.
- 76.00% reported schools had boards at an appropriate height and that most children including children with disability were able to view it at the eye level even if they were sitting on the floor.
- 68.20% reported schools had an optimum distance between the board and the children.

3B.4.2.1.2 Library/ Reading Room

- In 49.60% schools, Observation Teams reported schools had a library/ reading room for all children.
- 20.90% schools had technology (audio, visual, soft copy example PDF, MS word) present in the library for use of reading and learning material.
- In 68.20% schools, Observation Teams reported schools had enough copies of the textbooks/ storybooks/ magazines/reference books.
- In 58.10% schools, Observation Teams reported schools had the material available at optimum reach level, thus enabling children to use the books and materials without additional support, while other could access materials with human support or by using technology.

3B.4.2.1.3 Computer Labs

- 51.90 % School Representatives stated their schools had functional computer laboratory¹¹ for all children (This does not specifically address the access to labs/computers by children with disabilities).

3B.4.2.1.4 Art & Craft

- Examples of ongoing Art & Craft activities shared by School Representatives included drawing, painting, craft, music, art. Few schools stated home science, drama, creative writing, wood crafting, knitting, basket weaving, clay modeling.
- 51.20 % of the School Representatives stated their schools did not provide any other options other than ongoing Art & Craft activities to children with disabilities.

3B.4.2.2 Access to Toilets

From the Observation Teams¹²:

- As mandated by the RTE, it was reported/ observed (by the Observation

¹¹ This question was not applicable for some schools which were up-to class 5.

¹² Information on School Observation Tool was largely got through Interviews. Classes couldn't be observed

Teams) that toilets were present in 99.20% of the schools.

- As per the Observation Teams, 85.30% schools reported that they had separate toilets for boys and girls.
- 65.10% schools reported had Indian style toilets.
- 63.60% schools reported had the provision of running water in the toilets.
- Only 54.25% of the schools reported had toilets, which were easily accessible (Figure 3B.12)
 - 18.58% schools, reported had toilets which were accessible with difficulty (not enough space for wheel chair, slightly broken ramp among other things, lack of support).
 - Toilets in 35.70% schools were reported to have an entry gate wide enough for a wheelchair to pass.
 - Only 17.10% schools reported had bars and handles for support.
- Very few schools reported had a system for children with disabilities who may need help inside the toilets (School Observation, Delhi/ Maharashtra).

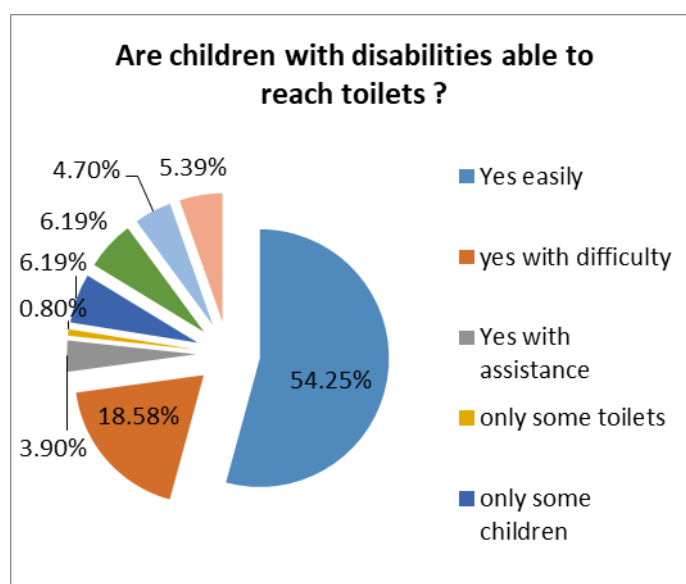


FIGURE 3B.12: ACCESSIBILITY IN REACHING TOILETS, AS REPORTED BY OBSERVATION TEAMS

- In 38.80% schools, Observation Teams reported that children with disability had support available from various resources to actually use the toilets. In these schools, this support was provided by
 - Peers (reported most frequently)
 - Caregiver/ support staff
 - Teachers
 - In some schools, by home/ parents of children with disability, specifically for addressing toileting needs.
- Modifications to make toilets more accessible were reported by only 6.19%

schools. In 68.93% schools, Observation Teams reported there were no adaptations underway to make toilets accessible.

3B.4.2.3 Access to Drinking Water

- In 90.70% schools, Observation Teams reported that schools had provision of drinking water for all children.
- In 70.08% schools, had provision of taps for all children.
- In 41.90 % schools, teams reported taps could also be reached by the children with disabilities, including the children on wheelchair or with limited hand movement.
- Peer group was reported most frequently (75.61%) as a source of support to children with disabilities vis a vis aid with drinking water. and teachers emerged as the second most frequently reported source of support regarding the same. (Figure 3B.13).
- The above data is similar to the information from Head of Schools where we found that children or peers helped children with disabilities.

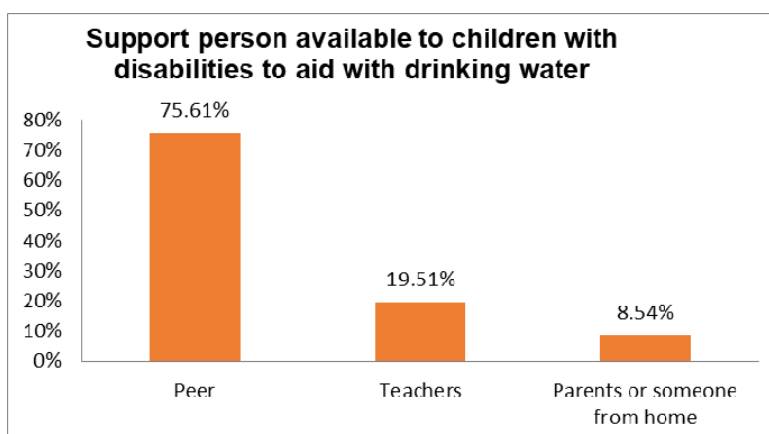


FIGURE 3B.13: SUPPORT PERSON AVAILABLE TO CHILDREN WITH DISABILITIES FOR ACCESSING DRINKING WATER, AS REPORTED BY OBSERVATION TEAMS

3B.4.2.4 Access to Playground/ Outdoor Games/ Sports

- Observation Teams reported that no accommodations made for children with disabilities in outdoor games/ playground in 76.65% of the schools (Figure 3B.14).

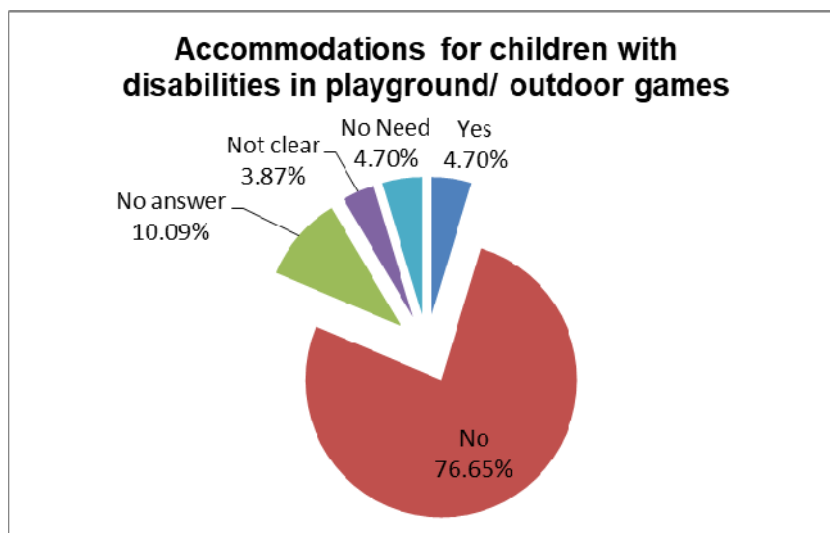


FIGURE 3B.14: ACCOMMODATIONS FOR CHILDREN WITH DISABILITIES IN PLAYGROUND/ SPACE FOR OUTDOOR GAMES, AS REPORTED BY OBSERVATION TEAMS

School Representatives

- When enquired about Sports & games, 76.00% School Representatives stated schools did not have a trainer equipped to recommend necessary adaptations for children with disabilities.
- 79.10% School Representatives mentioned that children with disabilities were not referred to other places for further training and coaching.

3B.4.3 Awareness about Guidelines/ Standards for accessible physical infrastructure in schools

- Only 10.90% of School Representatives stated they were aware about *Harmonized Guidelines and Space Standards for Barrier Free Build Environment for Persons with Disabilities and Elderly Persons* (Ministry of Urban Development, 2016).
- However, 28.70% of School Representatives mentioned they were aware of access related guidelines in the Schedule given in RTE 2009.

Only some schools involve children with disabilities in outdoor games, competitions, cultural events, outdoor excursion in the school but some parents hesitate to send their children (Parent Interaction, Karnataka K/6/Pa./PG/10)

3B.4.4 Adaptations made in the school infrastructure for Accessibility

- 35.70% School Representatives reported that changes were made in their schools to make them more accessible.
- 56.52% School Representatives mentioned that such adaptations were related to building ramps.

3B.5 TEACHING & LEARNING ENVIRONMENT

3B.5.1 Teaching & Learning Processes

3B.5.1.1 Lesson Planning¹³

- Observation Teams reported that 71.30% of the schools had lesson plans that focussed on completion of a topic/ subject, when they were enquired about child centric lesson planning. The teams also observed:
 - In 51.20% of the schools, lesson plans included specific needs of all children.
 - In 19.40% of the schools, lesson plans included specific material and accommodations needed for some children with disabilities.
 - 34.20% of the schools, Individualised Education Plans (IEP's) were made for the children with disabilities.
 - In 18.60% of the schools, IEP were made for all children.

“... [treat] every child as an individual with different needs. We use pictures to teach them as and when required...” (Teacher Interaction, Delhi)

3B.5.1.2 Strategies that helped teachers in teaching children with disabilities

While some teachers did not mention any specific strategy that helped them in teaching children with disabilities¹⁴, the strategies shared by other teachers were linked with the following themes:

“...well when you throw a person in a lake you have two options. You swim or sink. We were all taught how to swim or learn how to swim. In general terms, little more attention is being paid to the rights of children with disabilities as humans. In terms of equality, we are far away. As far as our school is concerned I think children with disabilities learn to be themselves which is all that you want...” (Teacher Interaction, Delhi)

A. Children specific accommodations included:

- Assigning classwork/ home work/project work which can be attempted by all students including children with disabilities (Nagaland)
- Assigning roles/responsibilities (Assam).
- Giving extra attention/time to children with disabilities in school. (Himachal Pradesh, and Uttar Pradesh).
- Making IEP, and taking peer support as additional human resource (Delhi)
- Preparing homework according to child's level understanding and learning ability (Himachal Pradesh).

¹³Information related to lesson plans was gathered largely through interviews as classes couldn't be observed

¹⁴ Some teachers also felt that it was not necessary to be trained in order to cater to the needs of children with disability as all students are different.

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- Providing proper seating arrangements, creating groups to enhance learning from each other, fulfilling the requirements of every student and providing assistance as required. (Gujarat, Uttar Pradesh, and Nagaland).
- Use of teaching learning material (TLM) like charts, audio visual tools, pictures, wooden sticks/ button/ different colors/ cards/ stones (Himachal Pradesh, and Karnataka).

B. Teaching and Evaluation methodologies focused on whole class included:

- Not categorizing children on the basis of abilities, treating every child as an individual with different needs and thus teachers need to modify their teaching strategies according to the child's need (Delhi).
- Planning activity, repetition of activities for children who have difficulties in understanding and home work if required, providing help in written work, peer support (Karnataka, Rajasthan and Himachal Pradesh).
- Teachers talking to non-disabled students about issues of children with disabilities through stories/ examples/games which helps them to understand each other; use of new methods/ games/ new strategies to make teaching fun filled; teachers sing/ dance/ play with students/ have parties on weekend; teachers take oral test if the child has difficulty in writing; and use different strategies for evaluation based on what teachers find is helping the child (Rajasthan).

C. Impairment specific strategies included:

- Use of audio visuals.
- Braille kit.
- Providing class notes in bold letters or in the form of recordings.
- Use of sign language/simple sentences for children with hearing and speech impairment, sign language interpreter, demo.
- Planning according to specific need of child.

D. General strategies for all students included:

- Plan more activity based learning, use lot of teaching material, create opportunity for children with disabilities to take leadership (Karnataka).
- Teachers help children with disabilities to complete their work and consider/treat every child as an individual with different needs. They maintain friendly class environment, and encourage open discussion with students (Nagaland and Gujarat).
- Use of contextual real life examples for better comprehension for all. Often the child sits near to the teacher, enabling the teacher to pay more attention to children with disabilities (Rajasthan).

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3B.5.1.3 Support needed to work with children with disabilities

In 95.31% Teacher Interactions, the participants talked about systemic changes (more support) that were needed in school in order to work with children with disabilities and in 40.62% interactions, teachers indicated the need to enhance teachers' skills (Figure 3B.15).

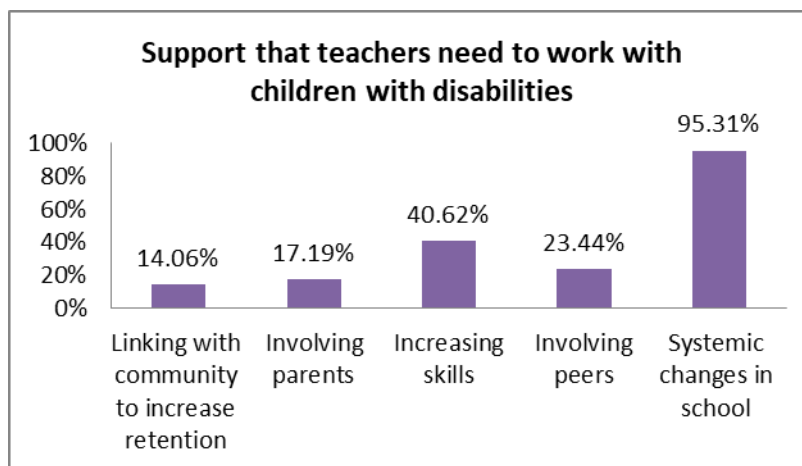


FIGURE 3B.15: SUPPORT THAT TEACHERS NEED TO WORK WITH CHILDREN WITH DISABILITIES, AS REPORTED BY TEACHER RESPONDENTS

Examples of suggestions for enhancing skills of teachers included

- Increasing teacher-training opportunities to develop teaching skills.
- Providing support to teachers to develop teaching material (Karnataka).
- Instead of getting support from another person or group, teachers prefer investing time to train themselves to help children with disabilities (Nagaland).
- Need for regular orientation programs. Teacher training on inclusive education which is linked to ground reality with practical solutions and conducted by experts in inclusive education. Teachers in Assam, Nagaland and Rajasthan also mentioned that trainings for teachers should be continuous rather than just a onetime event. They also mentioned that these trainings should enable teachers to work with a diverse group and skill set as well as to conduct parents awareness sessions.
- Teachers feel they don't have proper knowledge of disability so they cannot do justice with children with disabilities, thus schools should have special educator to help children and teachers (Rajasthan).

Student with disabilities are learning and showing improvement but are not doing good in academics, teachers don't know much about how to teach them keeping in mind impairment specific strategies (Teacher Interaction, Rajasthan)

Examples of Systemic changes suggested in schools¹⁵ so that work with children with disabilities could be supported included

- Need for Standardized ramps.
- Ensuring appropriate class strength - number of students per class should be less than 20.
- Ratio of children with disabilities in a class to be limited.
- Support needed in preparing teaching material and to assist in the inclusive class
- Adequate time needed to prepare lessons and teaching material.
- Increasing audio visual aids to address diverse learning styles of children.
- Adaptation and accommodations required to increase the participation of children with disabilities for indoor and outdoor events and sports.
- Need to adapt curriculum to fulfill the diverse needs of the children to learn. There is also a need to change the examination and evaluation systems.
- More caregivers/support staffs required in the classrooms to assist children with disabilities.
- Need for more trained/ incentive based volunteers support.

3B.5.2 Suggestions for improving school environment

Children

When children were asked, if they were the Principal of the school what changes they would like to make, one of the participants during Children Interaction stated *“...will maintain discipline in school, organize school betterment meeting with PTA and SMC. Maintain playground and lab...”* (Children Interaction, Himachal Pradesh).

“...Every child must have same type of education which they will be able to enjoy...” (Children Interaction, Uttar Pradesh).

- In 62.90% Children Interactions, participants stated that they would like to make changes in the learning environment i.e. activity based learning, change in school timings, and check on teachers for the completion of curriculum (Figure 3B.16).
- In 60.00% Children Interactions, participants mentioned they would like to make changes such as - getting the walls

“... will try to bring and teach children who dropout or children living in destitute areas by talking with their parents, will make environment green through planting of trees, will bring more facilities to school” (Children Interaction, Rajasthan).

“...Change of school timings for all staff and children. Maintain discipline. Checking class rooms and teachers whether lessons are completed or not. Build lifts for children with disabilities...” (Children Interaction, Karnataka).

¹⁵Especially from Gujarat, Maharashtra, Karnataka, Rajasthan, Nagaland, Himachal Pradesh, Uttar Pradesh, Delhi.

painted, making the building colorful, planting trees, repair and maintenance of school building and accessible transport (Figure 3B.16).

- In 17.10% Children Interactions, participants talked about making school more accessible in terms of toilets, playground, labs, assembly area (Figure 3B.16).
- In 7.10% Children Interactions, participants stated they wanted to make their schools safer (Figure 3B.16).
- In 5.70% Children Interactions, participants shared they wanted more support in terms of increase in number of human resources (teachers, support staff, peers) (Figure 3B.16).

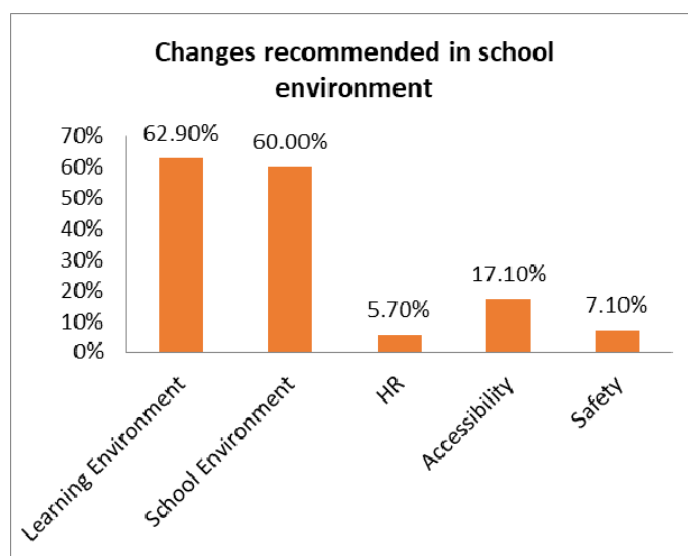


FIGURE 3B.16: CHANGES RECOMMENDED IN SCHOOL ENVIRONMENT, AS REPORTED BY CHILDREN RESPONDENTS

3B.5.3 Views of children about learning environment

- When enquired about what children considered as the best thing about their school.
 - In 54.30% Children Interactions, the participants talked about aspects related to teachers (Figure 3B.17).
 - In 40.00% Children Interactions, participants indicated that they liked the social environment, which included playing with friends, sharing and interactions/engagement during the free time in the school (Figure 3B.17).
 - In 38.60% Children Interactions, the participants stated they liked the teaching and learning methodologies which are used in their schools (Figure 3B.17).

In one of the Children Interactions, participant shared that they are fond of the teachers who would clarify their doubts without punishing them. They were also fascinated by teachers who used paper models to explain the lessons. (Reported from Children Interaction, Assam).

“...maths teacher teaches us by including games and activities in the lessons which makes it more interesting.”(Children Interaction, Nagaland)

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- In 21.40% Children Interactions, participants mentioned that they liked various facilities and resources (computer, library, playground, PT teacher, toilet facilities, laboratory, mid-day meal, uniform, books, digital classroom) available in school (Figure 3B.17).
- In 17.10% such interactions, participants mentioned that they liked extra-curricular activities (sports, play activities, drawing, making toys with clay) (Figure 3B.17).

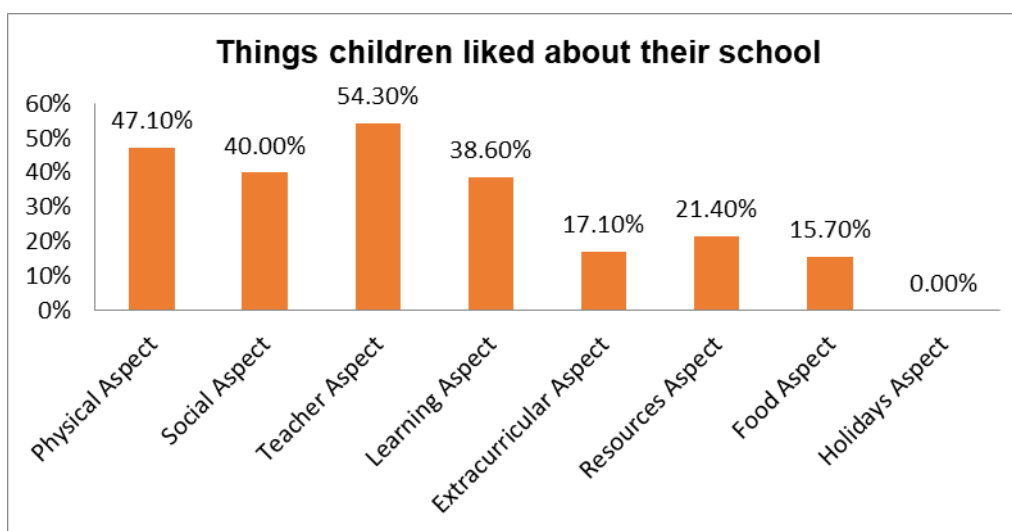


FIGURE 3B.17: THINGS CHILDREN LIKED ABOUT THEIR SCHOOL, AS REPORTED BY CHILDREN RESPONDENTS

- In 82.85% Children Interactions, participants stated that they liked studies. Among the aspects that made studies easier for them, children mentioned the following:
 - In 45.70% Children Interactions, participants mentioned that having choice in subjects made studies easier for them (Figure 3B.18).
 - In 24.30% Children Interactions, participants stated that subjects with demonstrations made it easy for them to understand (Figure 3B.18).
 - In 21.40% Children Interactions, participants shared that if the topic was taught in local language, it made it easy too (Figure 3B.18).

“...nothing is difficult but when teachers are in a hurry to finish a chapter and don’t make sure we understand then any subject becomes difficult. We have teachers like that but then we have very good teachers too...”
(Children Interaction, Delhi)

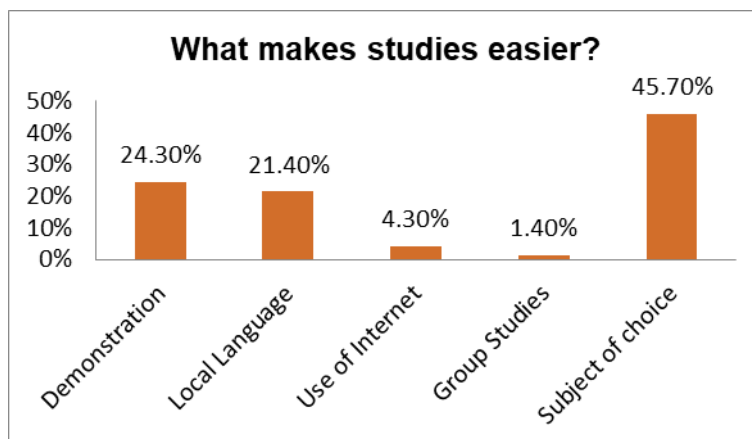


FIGURE 3B.18: WHAT MAKES STUDIES EASIER, AS REPORTED BY CHILDREN RESPONDENTS

- When enquired about who helps children when they faced any difficulty, participants talked about classmates and teachers in most children interactions. Parents and school support staff were also mentioned.
- In 41.40% Children Interactions, participants mentioned specific characteristics of teachers and teaching styles that they liked. For example, teachers who were friendly and open; and teachers who used simple & clear methods, repetition, use of jokes & games (Figure 3B.19).
 - In 18.60% Children Interactions, participants stated that they liked teachers who provided support in studies (Figure 3B.19).
 - In 11.40% Children Interactions, participants stated that they liked teachers who did not give corporal punishments.

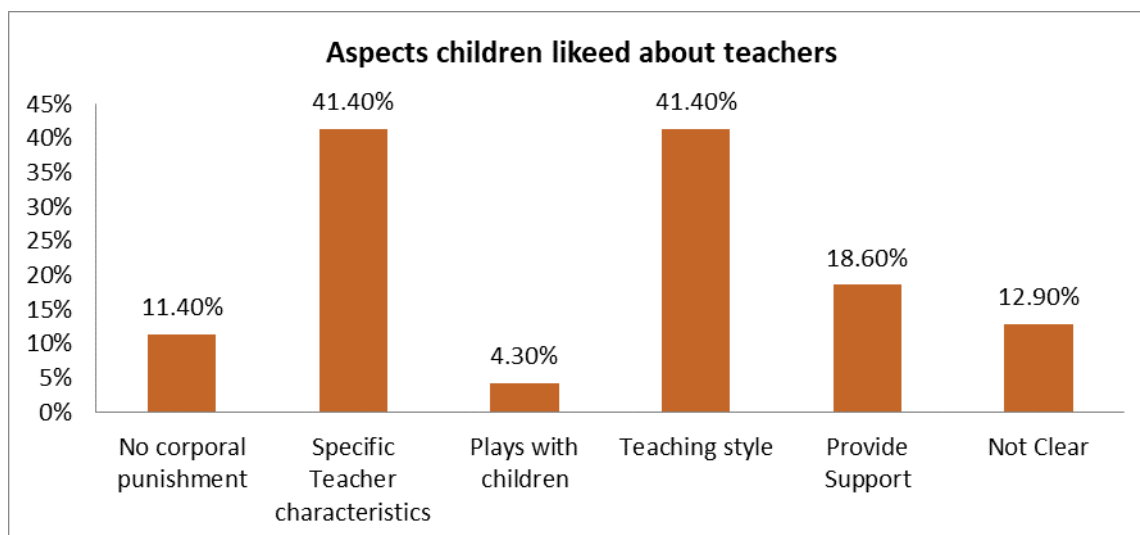


FIGURE 3B.19: ASPECTS CHILDREN LIKED ABOUT THEIR TEACHERS, AS REPORTED BY CHILDREN RESPONDENTS

3B.5.4 Participation of children

- In 41.70% parent interactions, participants stated that the children with disabilities got opportunity in school to voice their opinions.
- In 22.97% Teacher Interactions, participants stated that schools had **Bal Panchayat**.
 - Only in 9.45% Teacher Interactions, participants shared that they had children with disabilities as its members.
 - In 13.51% Teacher Interactions, participants said training was available to Bal Panchayat members to perform their roles.
- In 52.50% Teacher Interactions, participants indicated that all children are encouraged to voice their views, opinions and participate in decision-making in schools. Some opportunities to participate were at school level while others at classroom level.

Examples of participation of children at school level included:

- Children with disability participate in sports/ cultural committees, give opinions in school houses/ co-curricular activities, excursions and to select place for picnic (Gujarat, Himachal Pradesh, Maharashtra).
- Children themselves decide the activity to participate in and the role they would like to play in drama. (Uttar Pradesh).

Examples of participation of children at classroom level included:

- Decide which games to play/ kind of craftwork they want to do (Uttar Pradesh).
 - Elect class representative/ house captains (Nagaland).
 - Children express when they don't feel like studying, when they want to play (Delhi and Gujarat).
 - Children schedule programs and activities with class teacher (Himachal Pradesh).
 - Children take duties in keeping their classrooms in order (Assam).
- *Participation in Outdoor Activities:* In 50.00% Teacher Interactions, the participants stated that children with disabilities participated in outdoor games, competitions, school functions and excursions. However, in 45.80% parent interactions, participants mentioned that children participate in outdoor activities in schools.

3B.5.5. Challenges for inclusion of all children¹⁶

Barriers or challenges in inclusion of children in schooling/ education were found to be largely related to contextual factors. These are detailed further in the two sections below. One focuses on the reasons due to which children could not come to school regularly or dropped out (mentioned by teachers). The second section details challenges faced by teachers in teaching children with disabilities.

“...After upper primary school, the general practice is that children with disabilities do not continue with the studies...” (Teacher Interaction, Rajasthan).

Reasons for all children including children with disability not coming to school or dropping out

- In 67.31% Teacher Interactions, participants mentioned school related reasons among the major factors. School related reasons included: lack of accessibility, infrastructural issues, lack of support systems, and classroom related problems in school (Figure 3B.20).
- In 57.69% Teacher Interactions, participants mentioned transport issues including long travel distance (of children) from school (Figure 3B.20).
- In 42.31% Teacher Interactions, participants mentioned family related issues which included: challenge of parents being daily wage earners, being a single parent, or having other family commitments; lack of awareness among parents regarding importance of learning and engagement of family in seasonal work, and festivals.

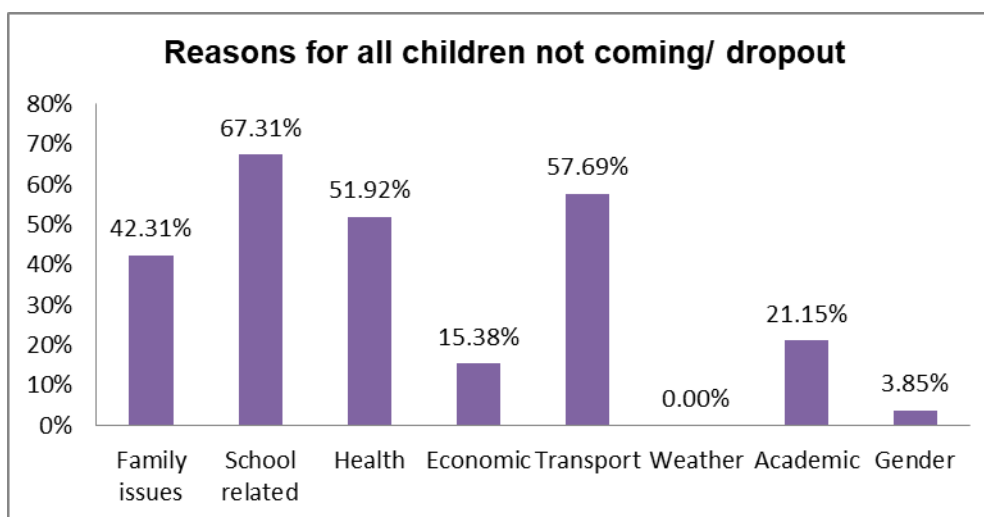


FIGURE 3B.20: REASONS FOR DROPPING OUT/ NOT COMING TO SCHOOL (FOR ALL CHILDREN), AS REPORTED BY TEACHERS

¹⁶This section is based on interactions with teachers.

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Challenges faced by teachers in teaching children with disabilities

Inadequate skills or training of teachers emerged as one of the major challenges in inclusion of children with disabilities in schools. Only in 43.20% Teacher Interactions, participants stated that they have been a part of some orientation program/ sensitization program/ specific training¹⁷ in school which enabled them to teach children with disabilities. Challenges shared by teachers were related to the following themes (Figure 3B.21):

- Inadequate skills of teacher¹⁸
- Policy related challenges
- Infrastructure/ accessibility related challenges
- Challenges related to working with specific impairment¹⁹
- Time management related challenges
- Inadequate resources in schools

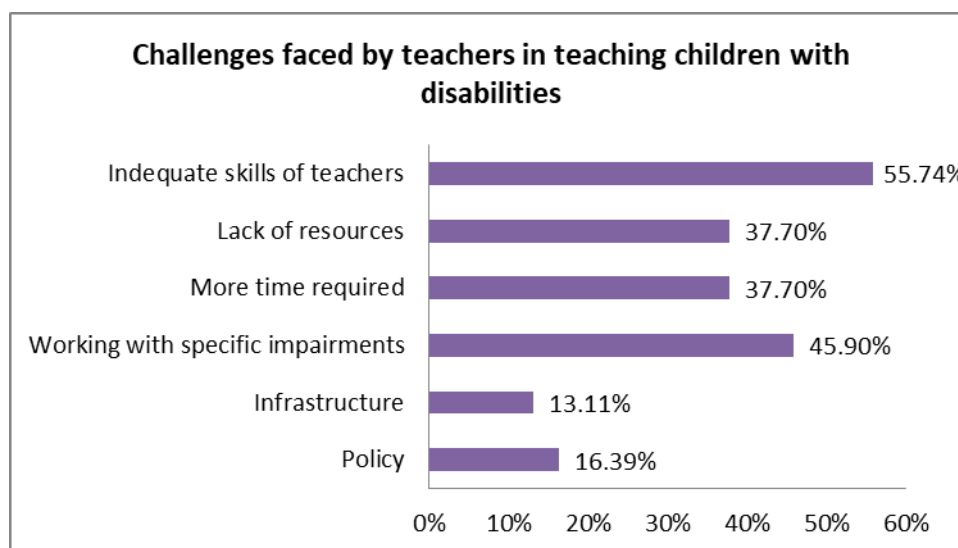


FIGURE 3B.21: CHALLENGES FACED BY TEACHERS IN TEACHING CHILDREN WITH DISABILITIES, AS SHARED BY **TEACHER RESPONDENTS**

Examples of Inadequate skills of teachers are as follows:

- We don't know how to teach children with disabilities. Children have concentration issues. We don't know how to manage them along with other children. There is no training to deal with special children. We don't have proper knowledge of disability, so can't do justice with children with

Teachers shared how they usually tend to forget about students with disabilities while taking classes and these students often feel neglected and discouraged. (Reported by teachers in one of the states).

¹⁷It was not explored whether this training was received pre service or in service.

¹⁸This emerged in 55.74% Teacher Interactions.

¹⁹This emerged in 45.90% Teacher Interactions.

CHAPTER 3 FIELD WORK

- disabilities (Karnataka, Himachal Pradesh, and Rajasthan).
- We don't feel equipped to manage their (i.e. children with disability) behaviors (Delhi).
- Middle school years are more challenging due to adolescent issues as well as higher level of content/ syllabus (Delhi).
- Multilevel teaching is difficult (Karnataka).
- It is difficult to make them (i.e. children with disability) understand (Karnataka).
- Training is needed, as we are not trained in special education (Rajasthan, Odisha, Maharashtra and Nagaland).

Policy related challenges included examples like

- Absence of fear free environment in school. Trainings conducted by SSA are not constructive as trainings are conducted by those resource teachers who are unaware of the school issues/ who have never visited schools (Rajasthan).
- High Ratio of children with disabilities to teacher in a class.
- Being a single teacher school, multi grade teaching is a challenge. Multiple roles are carried out by the teacher (Rajasthan).

Infrastructure related challenges included examples like

- Inaccessible school location and building, lack of furniture (Rajasthan).
- Lack of adequate classroom space as school is running in the premises of a temple (Rajasthan, Assam).

Specific impairment related challenges included examples like

- It is a challenge to teach children with learning difficulties. As well as children with intellectual impairment (Himachal Pradesh).
- Teaching children with intellectual and hearing impairment is difficult (Gujarat).
- Children with disabilities need extra time and effort to grasp (Himachal Pradesh).
- Lot of them (i.e. children with disability) can disturb the whole class (Delhi).
- It is difficult to work with a child with high support need (child is on bed, not able to sit, tightness in body, doesn't speak), in some families older siblings take care of younger sibling with disability. Hence, regularity of both at school gets impacted (Rajasthan).

Time management related challenges included examples like

- More time is required to teach children with disabilities, they need extra care (Himachal Pradesh, Maharashtra).
- We need to give special attention; need to complete syllabus/ course in time (Gujarat).

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- It is difficult to teach a slow learner as it slows down the pace of entire class (Rajasthan).

Inadequate resources related challenges included examples like

- General teachers are dependent on special educators for working with children with disability (Uttar Pradesh).
- Lack of classroom space (Assam).
- Lack of school space (Rajasthan).
- Need for skilled human resource, modified teaching aids, need child specific accommodation for high support need children (Rajasthan).
- School doesn't have proper furniture, teaching aids and appliances required by children with disabilities, need special teachers (Rajasthan, Karnataka).

3B.5.6 Suggestions to help more children with disabilities reach school

Parents and school representatives shared the following suggestions to increase the number of children with disabilities reaching school.

Parents

- In 64.15% Parent Interactions, participants emphasized on the provision of accessible transport.
- In 20.75% Parent Interactions, participants mentioned availability of aids & adaptations for children with disabilities.
- In 7.55% Parent Interactions, participants said that children getting admission in neighborhood schools would also help in enhancing their reach.

School Representatives

- If school provides transport, more children will attend (Gujarat).
- Children need escort facilities and vehicle, free of charge (Karnataka).
- Children with disabilities friendly transport (Delhi).
- Increase Accessibility and Assistive Devices (Uttar Pradesh).
- Ramp, wheelchair, lift, etc. should be provided (Maharashtra).
- Making parents aware about RTE (Maharashtra).
- Provision of a care taker in the school (Heads of School, Odisha).

Parents want to help their child and bring him to school. May be by having a session with all the parents of the surrounding areas, we can get suggestions from them and hence number of children coming to school can be increased (Delhi).

3B.5.7 Readiness for inclusion of children with disabilities

44.20% School Representatives stated they felt prepared for inclusion of children with disabilities in their schools but needed more support for the same. However, 15.50 % said they did not feel prepared for this (Figure 3.22).

“...a little bit of negotiation is needed and you need to be more sensitive and work towards the enhancement of one’s own skills to teach children with disabilities... Unless and until we ourselves are able to understand Inclusion and be sensitive towards it, teachers will not be able to cope with it or handle it. We should learn from our experiences. Accept advice and be ready to share our knowledge...”
(School Representatives, Delhi)

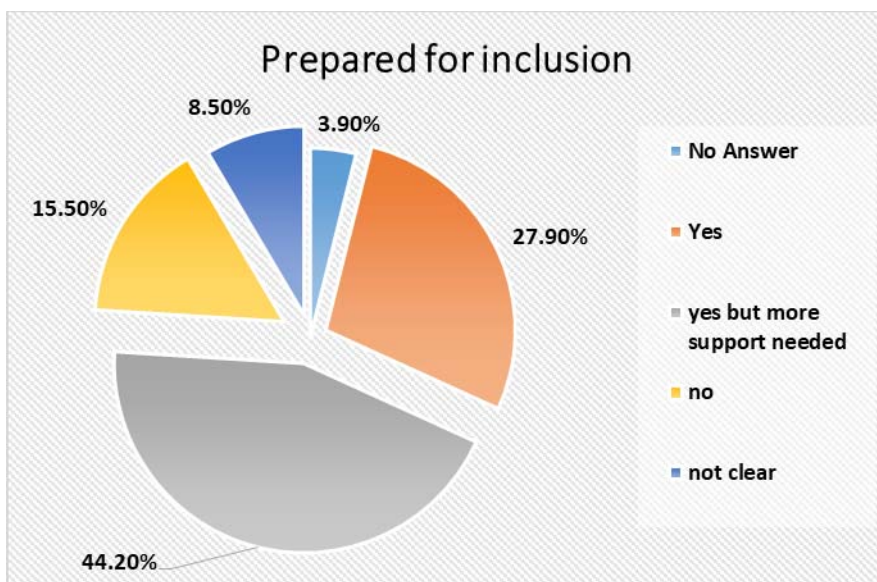


FIGURE 3B.22: READINESS FOR INCLUSION OF CHILDREN WITH DISABILITIES, AS REPORTED BY SCHOOL REPRESENTATIVES

Another indication of preparedness of schools could be inferred from what teachers shared vis a vis their experiences with parents of children with disabilities. This is being detailed below.

Experiences of teachers while working with Parents

In 55.40% Teacher Interactions, participants shared positive experiences of working with parents of children with disabilities.

“...it is the rule of the school that teachers are not supposed to discriminate against parents or guardians of students based on any difference..... they do not want to put any parent in the position of being treated differently from others...”
(Nagaland).

Examples of positive experiences included

- Parents boost teacher’s mental set up, they are concerned towards the development of their child, inclusive management-parent committee meetings are held (Maharashtra, Karnataka, Himachal Pradesh, Uttar Pradesh, Odisha, and Delhi).
- Parents are informed and they guide us about their child’s place of sitting/

method of communication and they are allowed to recommend accommodations and modifications specific to their child (Gujarat)

- Parents come to school when teacher calls them, they discuss and guide teachers about child's progress (Himachal Pradesh, Uttar Pradesh, Gujarat, Maharashtra, Rajasthan, Karnataka and Odisha).
- Teachers also learn from parents. Parents are responsive and Supportive (Odisha).
- Teachers maintain close relation with parents on regular basis, parents keep their views in monthly meetings organized by school management, parents have been active in assessing activities of children (Assam).
- Parents are concerned about studies of children and attend Parent Teacher Meetings. They also talk about homework and teach their child at home (Rajasthan, Karnataka).
- Parents of non-disabled children tell the teacher to pay more attention to the needs of children with disability (Uttar Pradesh).

3B.6 EXPERIENCE OF CHILDREN WITH DISABILITIES (WITH PEERS) IN SCHOOLS

Interactions with children as well as teachers indicated that children with Disabilities have friends and share a good relationship with their non-disable peers in schools. Perspectives from these groups are being shared below along with experiences of parents of children with disabilities vis a vis school system.

“...Socialization of children with disability with their peer group at early years of childhood may mold the future endeavors of the disabled children...” (Children Interaction, Assam).

Children

- In 58.60% Children Interactions, participants shared –“Yes, all are friends”.
- In 12.90% Children Interactions, participants stated they had only some friends.
- In 60.00% Children Interactions, participants mentioned that they spent time playing with friends (Figure 3B.23).

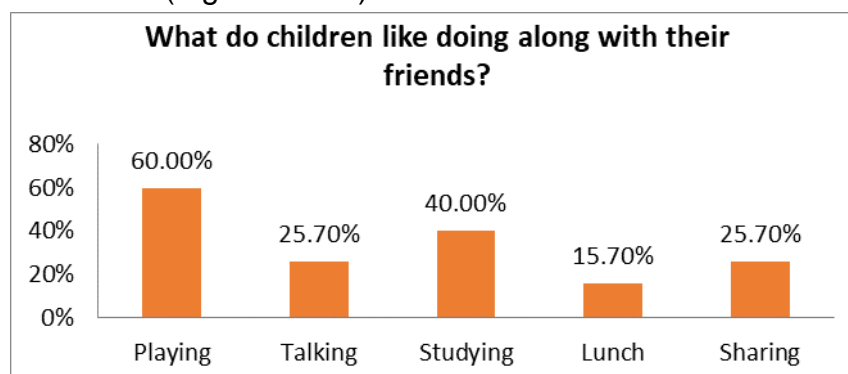


FIGURE 3B.23: WHAT DO CHILDREN LIKE DOING ALONG WITH FRIENDS, AS REPORTED BY CHILDREN RESPONDENTS

CHAPTER 3 FIELD WORK

Teachers

- In 85.10% Teacher Interactions, participants mentioned that relationship between children with disabilities and non-disabled peers was friendly/ good.
- In 93.20%Teacher Interactions, participants stated that children with disabilities have progressed over the years (academically, socially/ having friends, being regular, planning for future, being confident, etc.).
- In 24.30% teacher interactions, participants said that children with disabilities were teased in schools.

Parents

- In 86.10% Parent Interactions, participants stated that children had friends in school. However, in 34.70% Parent Interactions, participants indicated that children with disabilities are teased in schools.

Key Findings

- Disability is largely understood in terms of the medical model. Majority of the School Representatives/ Heads of Schools and Teachers mentioned medical/ deficit model or types of impairments when asked to describe how they understood disability.
- At the same time, most common change mentioned by Teachers & School Representatives was related to their understanding of disability.
- Most School Representatives & participants in Teacher Interactions stated they were aware of the Right to Education Act, 2009 and some of its guidelines.
- Admission of children with disabilities or free and compulsory education, emerged as a theme in interactions with School Representatives & Teachers on awareness of implementation of RTE in their schools.
- Most School Representatives stated no awareness about POCSO Act.
- Majority of School Representatives stated no linkage of their schools with Rashtriya Bal Swasthya Karyakram (RBSK).
- Direct contact with families emerged as a common strategy for information dissemination about admission process (reported in most Teacher & School Representative Interactions)
- Largely parents take on the responsibility of picking and dropping their children to school (reported in most School Representatives & Parent Interactions).
- Adaptations made in the school infrastructure were largely related to building ramps (reported by School representatives).
- There is a need for systemic changes (more support) in schools in order to work with children with disabilities (reported in teacher interactions).
- Children would like to make changes in the learning environment within schools (reported in most Children Interactions).
- It is generally classmates who help children when they face any difficulty (reported in most Children Interactions).
- Inadequate skills or training of teachers is one of the major challenges in Inclusion of children with disabilities in schools (reported in Teacher Interactions).
- Children with disabilities had friends and shared a good relationship with their non-disable peers, emerged from all three Interactions (reported by Children, Parents & Teachers).

CHAPTER 4
ISSUES IN INCLUSIVE
EDUCATION

4.1 BACKGROUND

This chapter focuses on some of the major issues in the implementation of Inclusive education. The issues emerged from analyzing

- Context of inclusive education as given in the current study.
- Draft reports of thematic studies commissioned by UNESCO
 1. Analysis of national and state level schemes under different line ministries designed to support the inclusion of children with disabilities in education.
 2. Improving data collection systems for effective inclusion of children with disabilities in education
 3. Meeting the human resource challenges for inclusion of children with disabilities in schools
 4. Achievements and challenges in implementation of the RTE Act 2009 from the perspective of children with disabilities.
 5. Accessibility to learning environments and learning processes to enhance basic quality education of children with disabilities
- Results from the field work of the current study.
- Practical experience of experiential experts and technical experts in the field of education.

4.2 LAW, POLICY AND SCHEMES

The RTE Act 2009 mandates that it is the duty of the State to provide free and compulsory education to all children. It includes children with disabilities as referred to in the persons with disabilities Act 1995 and NT Act 1999. The persons with disabilities Act of 1995 was repealed and replaced by the Rights of Persons with Disabilities Act 2016. The chapter on Education in the Rights of persons with disabilities Act, 2016 emphasizes on the duties of the educational institutions to provide inclusive education at all levels. The measures to promote and facilitate Inclusive education are detailed in the Rights of persons with disabilities Act, 2016. However, the nodal Ministries for the implementation of the RTE Act, 2009 and the Rights of persons with disabilities Act are different. While the responsibility of implementation of Rights of persons with disabilities Act 2016 lies with MSJE, the responsibility of implementing the RTE 2009 is with MHRD. While the RTE Act is silent on explaining /defining the term inclusive education, the Rights of persons with disabilities Act 2016 defines inclusive education in Chapter 1, 2 (m) as “a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities” (Ministry of Law and Justice, 2016). A lack of clear articulated vision and definition of inclusive education leads to contradictory

structures like home based education. The educational provisions in the RTE Act are provided for children in the age group of 6-14 years of age while the Rights of persons with disabilities Act extends the age upto 18 years. The contradiction in the Acts may lead to different admission policies in States depriving children with disabilities the additional years that they may require to complete elementary schooling.

4.2.1 Macro level concerns emanating from the draft report on “*Analysis of national and state level schemes under different line ministries designed to support the inclusion of children with disabilities in education*”¹.

- Need to develop an Inclusive Education Policy: The draft report advocates for the development of a Policy on Inclusive education detailing the vision, mission, strategies for implementation, different roles of educational bodies and coordination mechanisms between the ministries/departments for effective implementation of inclusive education. The policy document on Inclusive education must adopt the rights based perspective of UNCRPD. Incorporating the rights based philosophy the laws enforced/amended in the country will direct the subsequent schemes/programs for implementing inclusive education.
- Need to define disability: the rights-based philosophy will determine the definitions of disability in the given laws of the country. RTE (Amendment) Act 2012, refers to either the PwD Act of 1995 or the NT Act 1998 to define children with disabilities. Both the Acts have a medical focus in their definitions of disability. It is also important to have uniformity in the use of terminology. Children with disabilities, disabled children, children with special needs and differently abled children are often used interchangeably. Each of the terms implies a different approach to understanding disability and thereby to the education of children with disabilities, causing confusion in planning and analyzing the information across documents/reports.
- Need to harmonize both laws, Rights of persons with disabilities 2016 and RTE 2009, with respect to their mandate on Inclusive Education
- Need to unify strategies/ schemes/ programs: All the schemes, programs, strategies have to be aligned to a common philosophy of inclusive education. The absence of a common philosophy or understanding of inclusive education has resulted in the strategies/ schemes/ programs being either as standalone activities or additions to existing educational provisions. The need for systemic changes is also negated and overlooked.

The state reports from Assam, Gujarat, Maharashtra, Odisha and Uttar Pradesh

¹ This refers to the unpublished draft report of the first study commissioned by UNESCO, mentioned in the background section.

(Annexure A-3)² echo some of the above concerns. The reports highlight that not all States have a Policy on Education and even if they do, they do not have a clear statement on Inclusive education. Assam and Gujarat report that the schemes like SSA, RMSA and IEDSS have helped in reaching out to a large number of children with disabilities. These reports also stress for more cohesion between the National Schemes implemented by MSJE, MHRD, and National Trust (NT) and between the State and National schemes. It is indicated that there is duplication in activities and underutilization of funds.

4.2.2 Specific concerns on Policy/ Schemes from the State reports for 10 states

- Lack of inter-ministerial/ department coordination for implementing Inclusive education. For example, in Odisha, schools have to ensure accessibility of toilets that are constructed by a corporate agency whose engineers are not aware of accessibility guidelines and do not take supervision from school authorities.
- Lack of policy stipulation for cohesion in programs/schemes
 - In Gujarat and Maharashtra, for example, quality improvement programs like 'Building as a Learning Aid', 'Activity Based Learning', 'Digital classroom', and 'Computer aided learning Program' do not always address the needs of children with disabilities.
 - Further, as exemplified from Gujarat, specific schemes for girls like KGBV do not mention girls with disabilities.

It is also noted that the draft NEP (Ministry of Human Resource Development, 2016) does not provide a vision for Inclusive Education that focusses on educational needs of children with disabilities in mainstream education. Education of children with disabilities is part of the discourse but is not integrated into the larger scheme of policy and plan of action.

The State report from Uttar Pradesh³ recommends that inclusive education must be a part of Education policy and that the state must promote UDL.

4.3 HUMAN RESOURCE

A human resource plan for inclusive education would essentially draw its mandate from the policy guidelines on inclusive education. In the absence of a comprehensive policy on IE and a subsequent human resource strategy it becomes critical to map out the concerns and requirements.

Popular understanding of human resource requirement in inclusive education is

² The state reports referred to in this chapter are those that report on the findings of the fieldwork conducted as part of the study to write this strategy document, which have also been reported in the Chapter 3B: Data and Results.

³ See Annexure A-3.10, Uttar Pradesh State Report.

limited to special educators and at best extends to other therapeutic interventions by some rehabilitation professionals. In practice, the lack of special educators and therapeutic interventions is often cited as reasons for not admitting children with disabilities. However while addressing the human resource issue one would need to go beyond the teachers - special or general; rehabilitation counsellors; and care givers/ ayahs. It is critical to understand the roles and responsibilities of all human resource/ stakeholders that will influence/ add value and implement inclusive education.

4.3.1 Human resource involved in Inclusive Education⁴

4.3.1.1 *Human resource within the school:* Apart from the general education/ class teacher there are other people in the school who impact the successful learning outcomes of a child with disability. These members of the school are rarely involved in any training program and there is no documented evidence of whether they understand/ know what their specific role is in supporting the educational needs of children with disabilities. These are the school administrators, support staff, all children including children with disabilities, all teachers including class teachers, subject teachers, Art/ music/ sports and other teachers, laboratory attendants etc.

4.3.1.2 *Human resource outside the school:* Along with the human resource within school, there are a vast number of individuals and groups who provide the necessary and crucial support for successful admission, retention and achievements of learning for children with disabilities. They are the policy makers and bureaucrats, officials from the education departments at the central, state and local level, officials of accreditation bodies, and faculty from the training institutes; multi disciplinary professionals of resource centers, parents of children with and without disabilities, parent members in SMCs, PTAs, MTAs, members of the community groups, civil society groups etc.

⁴ This refers to the unpublished draft report of the third study commissioned by UNESCO, mentioned in the background section.

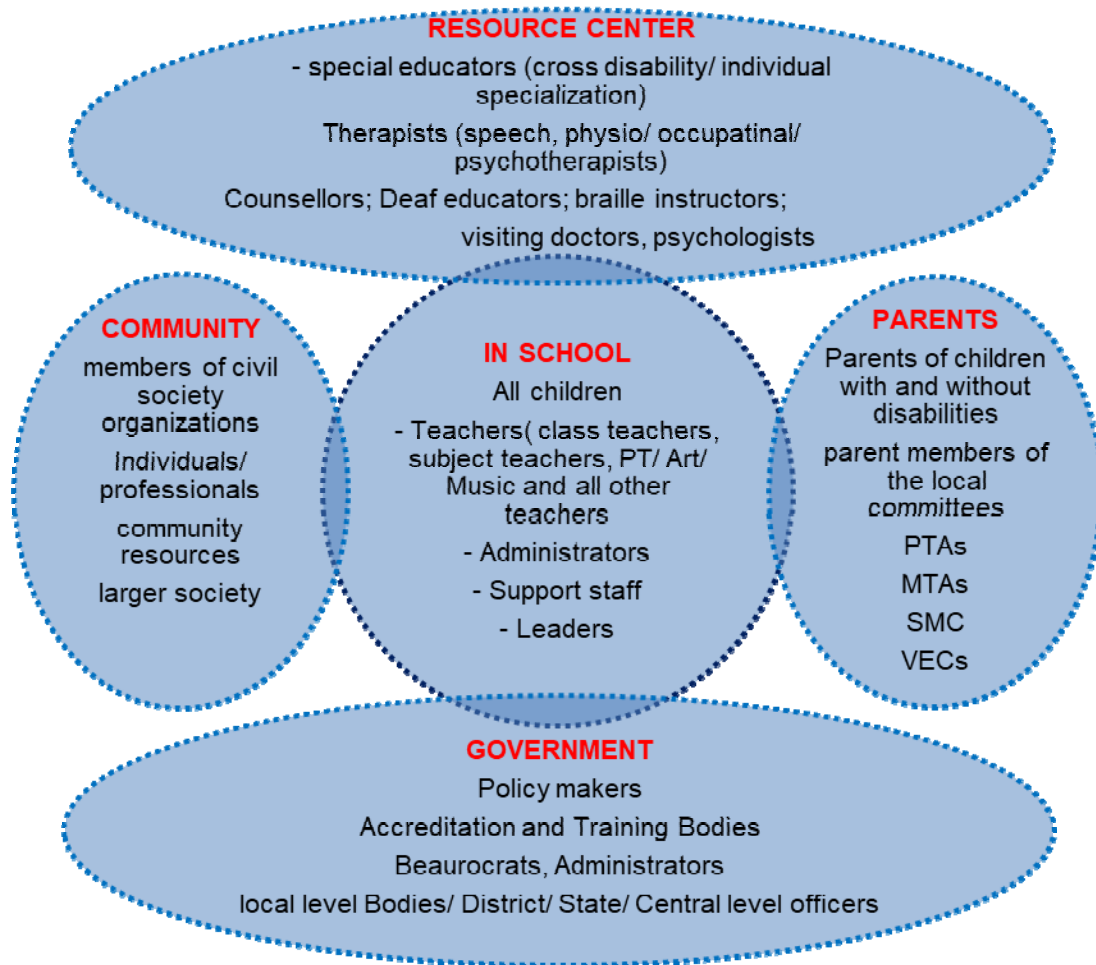


FIGURE 4.1: HUMAN RESOURCE INVOLVED IN IE
SOURCE: AADI

4.3.2 Specific issues related to Human Resource

A study of the context of training of teachers in India reveals that the accreditation body for training of special educators is RCI and the accreditation body for general education teachers is NCTE. Currently both the statutory bodies address the human resource requirement separately. This perpetuates a parallel system of training and delivery mechanism within the context of mainstream education of children with disabilities.

The critical need is for the two statutory bodies, RCI and NCTE, to develop a comprehensive understanding of human resource requirement in the field of inclusive education and develop a human resource strategy to address the same.

A further analysis of the context highlights that though the National Institutes governed by MSJE (National Institute of Mentally Handicapped, National Institute Visually Handicapped, National Institute Hearing Handicapped, National Institute Orthopedically Handicapped, and National Institute for Empowerment of Persons

Multiple Disabilities) and MHRD (National Council of Educational Research and Training - NCERT, State Council of Educational Research and Training - SCERT, National Institute of Educational Planning and Administration - NUEPA, National Council of Teacher Education - NCTE) play a huge role in the development of human resource and the implementation of Inclusive Education, are not aligned in their policies, focus and implementation strategies. There has to be a synergy between all the National Institutes and their role in developing human resource.

The lack of a vision, strategy, cohesion and coordination between the accreditation bodies and implementation agencies has resulted in many gaps in identification and recruitment of appropriate human resource.

4.3.2.1 *Paucity of trained human resource in inclusive education:* There is a shortage in numbers of teachers as well as of qualified teachers with inclusive pedagogy. Special educators are partially trained for inclusive education with the thrust being on single disability and by faculty with minimal exposure to inclusive settings. General education teachers are rarely provided with skills in inclusive pedagogy. Negligible training opportunities to school leadership (Principals, Heads of Schools and other leaders) in developing vision for Inclusive education and its implementation plans.

The need for training of teachers in inclusive pedagogy is highlighted through the Maharashtra state report⁵ which states that classroom processes are still largely traditional and most teachers struggle to address individual learning and social needs of children with disabilities.

Odisha reports includes specific recommendations on teacher training⁶. Shiksha Sahayaks to be recruited and be trained to assist teacher to include children with disabilities in classroom. Training on inclusive pedagogy, to address the diversity in the class, related to gender-socio-economic-cultural differences and disability. Training should be integrated to the training of general teachers at all levels and be linked to subject teaching as well.

Teachers who were part of the field work shared a number of suggestions to enhance their skills in working with children with disabilities:

- Training must be linked to ground reality with practical solutions
- Trainings must be continuous instead of one off training program
- Trainings must enable them to work with diverse group and have a skill set to conduct awareness programs for parents.

⁵ See Annexure A-3.6.

⁶ See Annexure A-3.8, Odisha state report.

- Some teachers felt that schools must have special educators to support children and teachers while others felt that instead of getting resource support from outside they must invest time to train themselves.
- With regard to systemic changes teachers felt that appropriate class strength must be maintained with 20 children to a class; adequate time be given to prepare lessons, teaching material; audio-visual aids should be adequate to address diverse learning styles of children; adaptations and accommodations should be made to increase participation of children in sports and indoor/outdoor events; caregivers/support staff are required in class; and more trained and incentives based volunteers should be appointed. Curricular adaptations and change in examination/evaluation system were other recommendations made. Teachers face challenges to address the specific needs of children with impairments; engage in multi level teaching and address adolescent behaviour.

4.3.2.2 Lack of clarity in planning for teachers and special educators in inclusive settings: there is an ambiguity in roles between the general teacher and special educator. There is disparity in the nature of employment with some teachers being permanent while others are contractual leading to differences in remuneration and incentives. This leads to dissatisfaction and demotivation amongst special educators and a lack of ownership of inclusive pedagogy amongst general educators.

4.3.2.3 Lack of a human resource strategy for implementing Inclusive education resulting in the key stakeholders i.e., administrators/parents/families of children with and without disabilities/peer groups of children with disabilities/all school personnel/larger community members/rehabilitation professionals, not being part of the Inclusive education process.

Thus there is a need to develop a human resource strategy addressing the different human resource need for implementing Inclusive education.

4.4 DATA COLLECTION AND PROCESSING

Effective implementation of inclusive education requires reliable and accurate information about the number of children with disability in India, the prevalence of various impairments, the facilities for care and education available in different regions of the country, the quality of the facilities available and the impact of strategic intervention or introduction of new measures.

The draft report on the study of Improving Data Systems for Effective Inclusion of

Children with Disabilities commissioned by UNESCO⁷ records that the data related to disability and inclusive education is currently available through Census, National Sample Survey, Unified District Information System for Education (NEUPA), All India Survey of Out of School Children (IMRB), Annual Health Survey, All India School Education Survey (NCERT) and administrative data available in Ministry of Social Justice and Empowerment as well as other ministries and departments in the states and central government.

4.4.1 Specific Issues in Data Collection & Processing

According to the draft report the following difficulties have emerged in the process of collection, dissemination and use of data in the area of disability and inclusive education:

- Data records show low incidence due to under-reporting because of lack of understanding and/or stigma
- Incidence rate low due to difficulty in identifying some disabling conditions and/or absence of disability certificate
- Definitions not harmonized therefore validation and comparison not possible amongst various sets of data
- Inaccurate categorization due to ambiguous definitions
- Inaccurate categorization due to inadequate training of data collectors.
- Data contingent on the personal attributes, training and capacity of teachers and special educators
- Data contingent on the availability of resource teachers, special educators and regular teachers
- U-DISE data, on which SSA funding is based, is school based administrative data. Therefore may miss the children who are out of school
- Data from special schools not always included

Highlighting the need for uniformity in data collection, the Uttar Pradesh report states that “there is a need for real time data base of children with disabilities. The regular data updates should be carried out by expert/ people with knowledge of different disabilities. The questions during this process should be asked in vernacular/local language. Teachers and parents who have been part of the field work have suggested that ‘*bal ganana*’ surveys must be conducted frequently to increase the admission of children with disabilities to schools. Parents have admitted that door-door survey has helped their children in getting admission to schools⁸.

Odisha has a process called Samikshya to track the performance of all elementary and Secondary Schools and teacher Training Institutes in the following broad areas:

⁷ This is the second study mentioned in the background section.

⁸ See Annexure A-3.10

School environment, curricular program, co-curricular programme, School community link and School management. It recommends that all performance and tracking and monitoring processes to assess the inclusion of children with disabilities in the above areas⁹.

There is a need to evaluate the current National/State tools for tracking performance in quality education and integrate the areas related to inclusive education. The parameters for collecting data for the same would need to be developed and standardized across states.

4.5 IMPLEMENTATION OF RTE: AUTHORITIES

The draft report of the study on Achievements and challenges in Implementation of RTE Act 2009, commissioned by UNESCO reviewed the role and functions of the local authorities for effective implementation and monitoring of the law at the ground level¹⁰.

The institutions reviewed included the School Management Committees, the local authorities and the national and State Commission for the protection of Child rights.

At a National level the study reiterates the need for aligning the RTE 2009 with Rights of persons with disabilities 2016.

At a local level the Institutions reviewed in the report are:

- Panchayati Raj Institutions: Standing committee on Education at Zilla Parishad and Panchayat Samiti
- Village Education Committee (VEC)
- Mother-Teacher Associations
- Parent teacher Associations
- School Management Committee set up under RTE

4.5.1 Specific Issues highlighted in the report

- Apart from SMCs all other authorities were formed prior to RTE but co-exist with SMCs in some states
- There are overlapping roles between the above stated bodies. All members do not know their role and functioning
- In some states VECs continue to be present but their role has been taken over by SCE or SMC
- Similarly PTAs and MTAs exist with overlapping roles. In some states PTAs have become the general councils for SMCs.

⁹ See Annexure A-3.8

¹⁰ This is the fourth study mentioned in the background section.

CHAPTER 4 ISSUES IN INCLUSIVE EDUCATION

- SMCs are legal entities based at the school level. The law mandates that all government and private schools must form SMCs. The report highlights that 93.4% of all government/aided schools have formed SMCs.
- There is a variation across the five states of the study in relation to the term of the SMC, composition of members, parent of a child with disability as a named member, number and seniority of teachers who are eligible to be members, children with disability as named members.

A large number of school representatives and teacher representatives across the ten states shared that they were aware of the RTE Act 2009 and the awareness of implementation of the Act was mainly related to admission of children with disabilities. Less than 50% of the school representatives/teachers involved linked RTE to formation of SMCs, infrastructure changes and need for teaching learning material for children with disabilities. A negligible number of school representatives were aware of the Harmonized Guidelines and space standards for barrier free built environment for persons with disabilities and elderly persons. A smaller number of school representatives were aware of access related guidelines in the schedule given in RTE 2009.

The field report also highlighted the fact that even though a small percentage of SMCs developed a school development plan, it was found that not all of them kept in mind the needs of children with disabilities. Responses of parents about their involvement in SMCs were mixed. Some parents reported that they were part of SMCs and were able to put forward their thoughts which were considered by teachers regularly. Others felt that SMCs had no connection with families, parents were not aware of their roles, regular meetings were not held and decision making was negligible.

Very few school representatives or teacher representatives were aware of the role of the Panchayati Raj institutions in education and had limited expectations from PRIs. The expectations were funding and resource support or labor for cleaning/repairing school buildings/toilets.

The draft report of the study calls for attention to some specific interventions to strengthen the authorities at the local level for effective implementation of RTE.

According to the report, specific and time bound training programs of all members of SMCs is essential. It cautions that a lack of information and awareness of the roles/functions of SMCs will hinder the progress of inclusive education at a school level.

4.6 INCLUSIVE EDUCATION IN PRACTICE

4.6.1 Enrolment/ attendance/ dropouts

The draft report on the study on 'Accessibility to learning environment and learning outcomes'¹¹ mentioned that approximately 88.00% of children with disabilities identified in UP are enrolled in schools whereas 89.00% of children with disabilities identified in Assam are enrolled. Approximately 50.00% of children enrolled were present in schools on the day of the visit by the researchers. The exact reasons for absence on the particular day were not mentioned in the report.

The field work report of the present study identified a number of difficulties that children faced in reaching school. Even after getting admission, some of the major reasons were: distance to school and terrain, weather, non-availability of escort, lack of transport, financial constraints, conflict and violence. Teacher interactions mentioned transport issues, especially long distance travelling as one of the major reasons for children dropping out of school.

Participants (teachers) from the field work gave a number of reasons for children with disabilities dropping out of school or unable to attend school regularly. Some of the reasons were: family issues (parents being daily wage earners/ single parent/ family commitments, lack of awareness); transport issues; weather; health of the child; school issues (lack of infrastructure/ lack of support system).

Participants (School representatives, teachers and parents) from the field work of the current study indicated that direct interactions with families through door to door - surveys were successful methods for increasing enrolment of children with disabilities. Parents suggested that increased awareness amongst all parents; provision of care givers/ transport facility; availability of assistive devices and basic training on the use of these devices to parents/ teachers will be useful for admission of children with disabilities.

It has been noted earlier that there is a large percentage of children with disabilities who are out of school. The above facts across the studies highlight that even after reaching school, children with disabilities are not able to attend regularly and have a higher chance of dropouts because of lack of accessible infrastructure/ support systems. Unless these external barriers are removed with adequate financial allocations, children with disabilities will remain out of the school system.

4.6.2 Physical Access

The draft report of the study recommends removal of barriers related to physical access. It was found that only 25.00% of the schools had modified toilets,

¹¹ This is the fifth study mentioned in the background section.

approximately 50.00% schools did not have adequate lighting, tactile tiles were absent, and not all schools had ramps/handrails.

The field work from the current study indicates that a large number of school representatives are not aware of the Harmonized Guidelines for Physical Access. It was pointed out in the earlier sections that the local level authorities are not fully aware of IE and its implications but hold a lot of responsibility to ensure that children with disabilities have access to schools. There is also no inter-ministerial/departmental convergence. Therefore the access to physical infrastructure and basic facilities are not provided keeping in mind the diverse needs of children with impairments. Some of the issues are that even though ramps are built they may not be to the exact standards. 3.10% schools were accessible but not appropriate; toilets were present and accessible (in 54.00% of school) but majority (in 63.60% of schools) had no running water and very few schools had a system of supporting children inside the toilets. There were no accommodations in playgrounds in 76.65% of schools.

4.6.3 Teaching learning environment

The teaching learning environment is largely dependent on the availability of teachers with the necessary pedagogical skills to facilitate an inclusive class. The relationships between the learners themselves and with the teacher also impact the learning environment.

It has been observed earlier that there is a lack of a comprehensive human resource strategy which outlines the requirement, roles and responsibilities and other aspects. The draft report of the study indicates that critical areas for the implementation of a successful IE are compromised. For example, needs of children with disabilities are not reflected in the lesson plan (55.00% lesson plans in Assam and 25.00% lesson plans in UP did not include the needs of children with disabilities); children with disabilities are not part of the ongoing CCE in schools either because of lack of training or teacher's ability to apply it to children with disabilities. In addition, teachers are not using the available teaching learning material; accessible text books are not available in majority of schools; specific accommodations for children with impairments are not made; majority of resource persons are not technically qualified (only 35.00% are qualified) and are, able to make only 2-3 visits/month. It is reported that most teachers received training of 3-5 days on IE. Curricular adaptations were part of only some training programs that teachers attended.

The need for strengthening the learning environment for the implementation of IE in schools is reiterated from the field work of the current study. It is seen that in only 19.00% of the schools specific accommodations needed for children with disabilities was mentioned. In Teacher interactions, the need for more training in multi level

teaching, building relationships between all children, teaching children with specific impairments and adaptations to curriculum and evaluation methods, was recorded.

Both the above reports emphasize the fact that teachers need to be trained on pedagogical skills required for an inclusive classroom. The enhancement in skills is crucial to build teachers' confidence. Currently the teacher waits for the support she receives from the resource person who is able to visit 2-3 times only in a month. Recognizing the need of the teacher for specific external support, the concept of resource teachers/ professionals in a resource center at a cluster level must be developed. The concept, functions, roles of all staff involved, administrative structures and their link with schools must be clearly spelt out. Currently the specific accommodations are based on the kinds of impairment. However, it is useful to look at accommodations for the whole class in general as it has children with diverse needs along with specific accommodations. Teachers need to be trained on both aspects of developing accommodations, for both specific and general needs¹².

It has been identified through both the studies that teachers have specifically asked for training in curricular adaptations. However, this would need to be approached with caution. The training on curricular adaptations must not be done in isolation. The earlier chapter on context of inclusive education has documented the need for review of NCF with the lens of UDL.

4.6.4 Experience of children with disabilities in schools

The data from the field report indicates that to a large extent children with disabilities share a good relationship with their peers. Parents, children and teachers have a similar view on this aspect. However, 34.70% parents' interactions and 24.30% teacher interactions mentioned that children with disabilities were teased in schools.

The data from the field report indicate that when children are given opportunities to think, to plan and to share their views they are able to work together and share valuable ideas. Some of their ideas to improve the school environment include increased activity based learning, change in school timings, getting the school to be more colourful and attractive, planting more trees, increasing safety in schools and increasing support staff to help children. They shared that they like teachers who are open and friendly. They also like playing with friends. They find it easier to study when they have choices in the subjects they learn, they are taught in local language and the teacher demonstrates in the class.

Participants in parent interactions have pointed out that their children are able to voice their opinions, participate in sports and cultural activities, and a small number of children are also members of Bal Panchayats.

¹² Samples of the checklists are provided in Annexure A-5.

It is essential to remember that not all children with disabilities are in school and attend regularly. Therefore, however positive, the above picture of participation has emerged from a miniscule number of children currently enrolled in the schools where the field work was carried out.

It is well recognized that in an outwardly inclusive setting there may be great variations in the levels of participation of each child. Children with disabilities are more at risk of remaining on the fringe of participation rather than fully included. Florian and Black (2014) have developed a participation framework. This needs to be modified to suit our cultural needs and all teachers would need to be trained on the same. Material for implementing the same must be provided to teachers for increasing the participation levels of all children including children with disabilities.

4.7. BUDGET ANALYSIS

This section looks at the budgets for inclusive education at the primary and secondary levels of school education. Overall it is noted that there is no disaggregated data on how the budgets or funds for inclusive education or educational needs of children with disabilities is allocated and spent. These are available as components of SSA at the primary level and RMSA at the secondary level.

Education is both a State and a Union subject. Therefore an analysis of both Union and state budgets on Inclusive education at school level (education of children with disabilities) across different line ministries/departments, for example transport, health, youth affairs and sports, social justice and empowerment, is important.

The process of gathering data for budget analysis highlighted some of the inherent limitations in the current system. These were

- It was difficult to gather data for children with disabilities because mostly schemes are either for all children or all people with disabilities.
- Separate data on inclusive education could not be found in the budget books. However, the authors have used allocation data for inclusive education in SSA and RMSA from the SSA ShaGun website and MHRD's website.
- For the primary level the utilization data is available only for 8 states out of 10 select states for the year 2014-15 and for all the states for the 2015-16.
- Some of the ministries/departments which might be providing some allocation towards the children with disabilities/persons with disabilities do not show this expenditure separately in their budget. The union budget documents of Ministry of Railways, Labour, Information and Communication Technology, were checked in which separate allocations were not found. The exceptions were Ministries of Social Justice and Empowerment, HRD, Health and Family Welfare.

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- Similarly for States, budgetary allocation for children with disabilities was found in departments of education, social security, medical and health and WCD only.

4.7.1 Budget for inclusive education

4.7.1.1 Inclusive Education at Primary Level

Inclusive education of children with special needs is a component under Sarva Shiksha Abhiyan (SSA). Under this component there is a provision of Rs.3000/- per child per year for children with special needs in the State-Centre sharing ratio¹³. The budget for Ministry of Human Resource Development does not have any disaggregated data for inclusive education. Even the detailed demand for grants which provides quite detailed breakup of the Ministry's budget does not provide the separate allocation for the inclusive education (DDG, MHRD 2015-16). However, the data for inclusive education in SSA can be found in the minutes of Project Approved Board's meeting for planning and budgeting of SSA available on SSA ShaGun portal.

Year	Allocation to SSA	Allocation to Inclusive Education	Inclusive Education as % of Total allocation to SSA	Utilization under SSA	Utilization under Inclusive Education	Inclusive Education as % of Total utilization under SSA
2014-15	28258	520.29	1.84	24097	329.88	1.36
2015-16	22000	567.94	2.6	21661	355.88	1.64

TABLE 4.1: ALLOCATION FOR INCLUSIVE EDUCATION COMPONENT UNDER SSA FOR THE YEARS 2014-15 AND 2015-16

SOURCE: FOR ALLOCATION TO SSA: RESPONSE TO UNION BUDGET BY CBGA¹⁴

For Inclusive Education: PAB minutes for SSA for years 2014-15 and 2015-16 and Audit Reports for SSA 2015-16

According to the above table inclusive education is 1.84% of the total allocation of SSA in 2014-15 and 2.6% in 2015-16. The table above also shows that even though the amount allocated for inclusive education has increased in 2015-16, the state governments show huge underutilization of the funds allocated.

4.7.1.2 Inclusive Education at Secondary Level

The Department of School Education and Literacy of the Ministry of Human Resource Development used to provide budget for inclusive education for disabled till

¹³<http://ssashagun.nic.in/docs/SSA-Frame-work.pdf>

¹⁴<http://www.cbgaindia.org/wp-content/uploads/2017/02/Analysis-of-Union-Budget-2017-18-4.pdf>

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2013-14 under the scheme for Inclusive Education for Disabled at Secondary Stage (IEDSS) which was launched in 2009-10. From 2013 this scheme was subsumed under Rashtriya Madhyamik Shiksha Abhiyan (RMSA). This has resulted in lack of budget data disaggregation for 2014-15 and 2015-16. However, the data on allocation to IEDSS under RMSA could be found in the minutes of the PAB meetings of individual States and Union Territories on MHRD's website. The data on the utilization of RMSA budget in both years could not be found.

Year	Release to RMSA	Release to IEDSS	Percentage of release to IEDSS to the total release to RMSA
2014-15	3398	115.02	3.38%
2015-16	3565	207.69	5.82%

TABLE 4.2: OVERALL RELEASE TO RMSA AND IEDSS FOR 2014-15 AND 2015-16 (FIGURES IN RS. CRORE)

SOURCE: FOR RELEASE TO RMSA: WWW.CBGAININDIA.ORD

For IE: PAB minutes for RMSA for years 2014-15 and 2015-16

According to the status of release of funds for RMSA, Budget for inclusive education in 2014-15 and 2015-16 was 3.38% and 5.8% of RMSA respectively.

4.7.2 Budget for children with disabilities: analysis of select state budgets

In this section the budgets of the select state governments from the perspective of children with disabilities and inclusive education is analysed. The selected state governments are: NCT of Delhi, Rajasthan, Maharashtra, Himachal Pradesh, Uttar Pradesh, Gujarat, Assam, Nagaland, Karnataka and Odisha. The budget documents for the relevant years (2014-15 and 2015-16) have been taken from the websites of the respective governments. The budget document for the state of Nagaland however could not be found at the state government's website and data on Inclusive Education at primary and secondary level was found in the PAB meeting minutes and audit reports of SSA and RMSA at the SSA ShaGun portal and MHRD's website.

While compiling the data on allocations and expenditure towards the Children with Disabilities the authors faced difficulty in deciding which of the programmes/schemes/sub-head to include or exclude as most of the programmes to be included as they are either for all children or for all disabled people at the state level and there are few programmes or allocations which are specifically for the disabled children.

In all 9 (of the 10 select states) states the authors have gone through the budgets of the departments of Education, Medical and Public Health and Women and Child

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Development, besides the Social Justice and Empowerment with their varied names. However, the allocations for children with disabilities could be found mainly in Education, Health and Social Justice Departments.

A summary of the data on allocation and expenditure for the children with disabilities across the nine states is presented in the table below:

State	Budget 2014-15	Actual 2014-15	Budget 2015-16	Actual 2015-16
Assam	68.15	43.3	113.31	137.02
Delhi	42.92	22.001	44.67	22.5
Himachal Pradesh	33.33	29.36	37.53	34.6717
Karnataka	105.37	74.62	129.46	111.04
Maharashtra	583.56	533.86	639.69	413.42
Odisha	160.92	99.28	160.88	103.28
Gujarat	213.37	140.71	230.54	163.97
UP	534.11	419.68	592.03	570.68
Rajasthan	77.93	47.89	115.93	32.51

TABLE 4.3: TOTAL BUDGET FOR CHILDREN WITH DISABILITIES IN THE SELECT STATES
(AMT. IN RS. CRORE)

SOURCE: STATE BUDGET DOCUMENTS OF VARIOUS YEARS

For inclusive education: PAB minutes for SSA and RMSA for years 2014-15 and 2015-16 and Audit Reports for SSA 2015-16

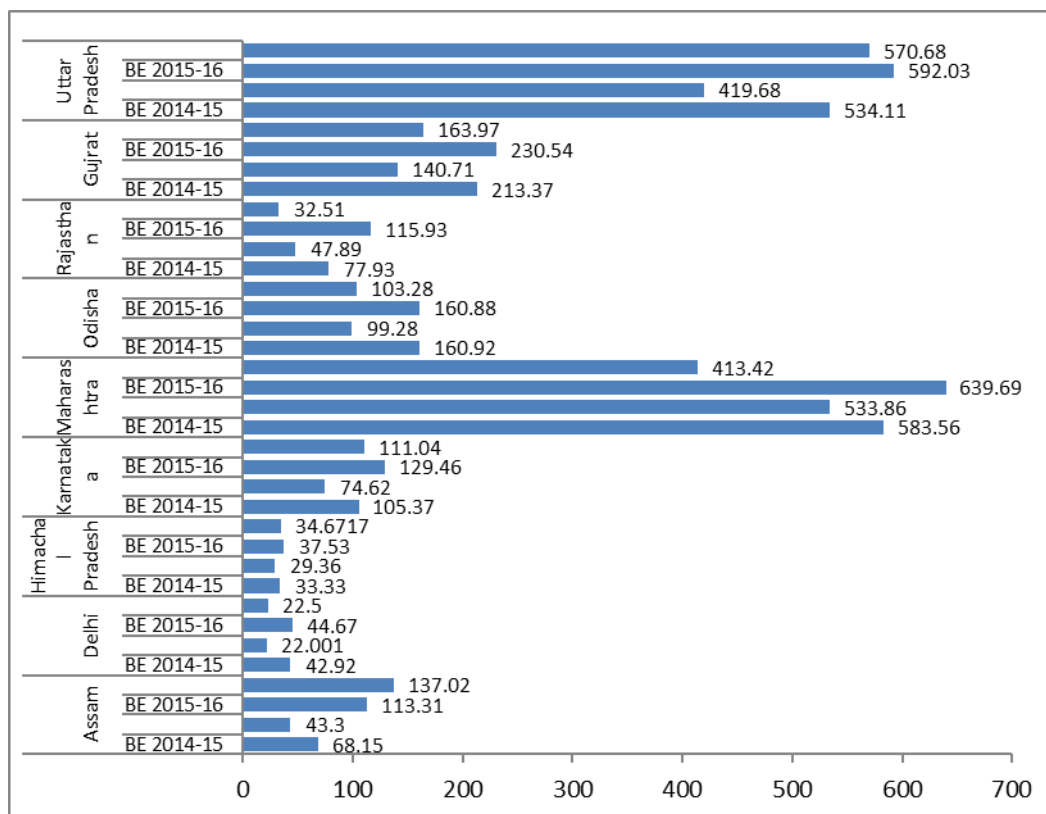


FIGURE 4.2: BUDGET FOR CHILDREN WITH DISABILITIES IN THE SELECT STATES (AMT. IN RS. CRORE)

SOURCE: TABLE 4.3

As the table and the chart above show, in 6 out of 9 states the allocations to children with disabilities is less than or around Rs.100 crores. Anyways as the table below shows, most of the states are allocating less than 0.20 % of their total budget towards the children with disabilities. This is important finding because some of the states like Maharashtra have declared to allocate 3% of their total budget towards the persons with disabilities.¹⁵

The states reporting higher allocations are UP and Maharashtra. In Maharashtra the state is reporting the expenditure towards providing grants to NGOs for betterment of all persons with disabilities (not only children with disabilities) which other states are not showing separately. Similarly in UP we could get data on allocation towards the concession for the persons with disabilities (not only children with disabilities) in railways and road transportation and also on grants provided to NGOs. Availability of data for these budget heads has increased the overall allocation towards children with disabilities in these two states.

¹⁵<http://indianexpress.com/article/india/maharashtra-state-policy-for-persons-with-disabilities-3-of-budget-yoga-for-children-says-draft-policy/>

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State	2014-15			2015-16		
	Total Budget	Children with disabilities	Percentage	Total Budget	Children with disabilities	Percentage
Assam	58104.54	68.15	0.12%	66142.17	113.31	0.17%
Delhi	36766	42.92	0.12%	41129	44.67	0.11%
Himachal Pradesh	20881.36	33.33	0.16%	27138.22	37.53	0.14%
Karnataka	110757.34	105.37	0.10%	115449.68	129.46	0.11%
Maharashtra	212321.23	583.56	0.27%	230061.92	639.69	0.28%
Odisha	80139.5	160.92	0.20%	84487.77	160.88	0.19%
Uttar Pradesh	274704.59	534.11	0.19%	302687.32	592.03	0.20%
Rajasthan	131426.89	77.93	0.05%	137713.39	115.93	0.08%
Gujarat	132090.75	213.37	0.16%	137667.04	230.54	0.17%

Table 4.4: Budget for children with disabilities to the Total Budget of the select States

Source: State budget documents of various years

For inclusive education: PAB minutes for SSA and RMSA for years 2014-15 and 2015-16 and Audit Reports for SSA 2015-16

Below is also given state wise analysis of the children with disabilities budget allocation and expenditure in the years 2014-15 and 2015-16.

Some of the observations from the analysis of the state budgets for children with disabilities could be summarized as:

1. Like the union government, for the most of the state governments also it is difficult to estimate budget for children with disabilities (and even persons with disabilities) in lack of clearly marked budget heads/items/schemes for children with disabilities.
2. In most of the states the allocation towards the children with disabilities is less than 0.30 per cent of the total state budget.
3. In all the states only the Department of Social Justice and Empowerment (with varied names) is allocating most of the amount towards the persons with disabilities and also the children with disabilities as this department's mandate includes people with disability.
4. However, this department also does not allocate more than 6% (Himachal

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Pradesh) of its total budget towards the children with disabilities with exception of UP which is 28%. Other states are allocating 1-4 % of their Social Justice Department budget towards the children with disabilities.

5. Inclusive education is another major component of the total budget allocated towards the children with disabilities, however, there is gross underutilisation of the funds allocated towards inclusive education across the states except Himachal Pradesh.
6. In case of Medical and Health Departments no more than 2% of their expenditure is reported to be allocated towards children with disabilities.
7. The allocation towards inclusive education at secondary level (IESS/IEDSS) is made by all of the states, including Nagaland.
8. In the sample states allocation to inclusive education under two centrally sponsored schemes i.e. SSA and RMSA forms a substantial part of the budget for total inclusive education.
9. Though the allocation for IE is at par with the requirements for IE under SSA going by Rs. 3000 per child (Annexure Table 11), utilisation, however, is a big concern in almost all the states except Himachal Pradesh and puts question on the spending efficiency of the states. The data on Utilization under RMSA is not available for individual states and UTs.
10. As mentioned above only UP and Maharashtra have shown allocations towards the concessions provided to the persons with disabilities in railways and bus transportation.

S. No.	State	Number of children with disabilities (DISE 2015-16)	Cost of SSA @ Rs. 3000 per child (amount in crore)
1	Assam	57499	17.25
2	Delhi	9987	3.00
3	Gujarat	55141	16.54
4	Himachal Pradesh	5796	1.74
5	Karnataka	66895	20.07
6	Maharashtra	169975	50.99
7	Nagaland	3090	0.93
8	Odisha	66722	20.02
9	Rajasthan	79719	23.92
10	UP	199667	59.90

TABLE 4.5: COST OF IE AS PER SSA NORMS IN THE SELECT STATES

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S.No	States/UTs	SSA						RMSA	
		2014-15			2015-16			2014-15	2015-16
		BE	AE	AE as % of BE	BE	AE	AE as % of BE	BE	BE
1	Assam	16.43	13.14	79.95	21.72	13.47	62.01	1.77	3.80
2	Delhi	2.66	0.90	33.78	3.03	NA		13.40	14.86
3	Gujarat	24.05	0.48	1.98	26.45	25.36	95.88	22.90	49.28
4	Himachal Pradesh	2.34	2.34	100.00	3.49	3.14	89.96	1.39	1.41
5	Karnataka	21.70	20.86	96.11	21.96	16.99	77.37	11.14	5.28
6	Maharashtra	78.31	70.48	90.00	80.12	54.74	68.33	NA	25.60
7	Nagaland	1.90	NA		1.74	1.74	100.00	1.72	1.72
8	Orissa	35.49	19.78	55.72	25.62	25.42	99.23	2.02	2.95
9	Rajasthan	11.63	5.16	44.36	12.56	10.10	80.42	1.68	1.74
10	Uttar Pradesh	49.24	NA		57.68	48.42	83.95	2.42	2.75
10 States Total		243.74	133.12	54.61	254.36	199.38	78.38	58.46	109.40
Total (India)		520.29	329.89	63.40	567.94	338.38	59.58	115.02	207.70

TABLE 4.6: BUDGET FOR IEDSS/CWSN IN SSA AND RMSA (AMT. IN RS. CRORE)

PAB minutes for SSA and RMSA for years 2014-15 and 2015-16 and Audit Reports for SSA 2015-16

NA: Not Available

Note: While calculating the budget for Inclusive Education in SSA and RMSA for India as whole, data for some states could not be found: Actual Expenditure for IE, SSA in 2014-15 for Manipur, Nagaland, and Uttar Pradesh; Actual Expenditure for IE, SSA in 2015-16 for Bihar, Chhattisgarh, Himachal Pradesh, Manipur, Uttarakhand and Telangana; Plan Outlay for IE in RMSA in 2014-15 for Maharashtra, Meghalaya and Telangana.

The lack of disaggregated data on inclusive education and educational needs of children with disabilities further reflects the lack of a cohesive policy on inclusive education itself. Moreover, as the budget heads or components of SSA and RMSA indicate what is being done for the education of children with disabilities is largely scheme or activity based, i.e. these are stand-alone activities rather than part of a system of inclusive education.

A second issue that arises is that budget allocations for children with disabilities are made on the basis of the numbers of children in school, whereas as the draft report on 'Improving data collection systems for effective inclusion of children with disabilities in education' indicates definitions of disability itself vary, and this raises

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questions about the exact numbers of children with disabilities in school. This issue is further exacerbated by the fact that no allocations are presently being made for the cost of bringing in out-of-school children with disabilities, nor for their education once they have been enrolled.

CHAPTER 5
EMERGING DIRECTION FOR
INCLUSIVE EDUCATION

5.1 BACKGROUND

It is intended that the current section on strategic direction provides an impetus to the discourse in planning for Inclusive Education rather than a model for implementation. A blueprint of action would need to be developed by the nodal ministry along with all its stakeholders.

Based on extensive research, experience and a review of SDG4, RPWD Act 2016, UNCRPD and RTE 2010, the following is proposed as a vision for inclusive education in India

5.2 VISION FOR INCLUSIVE EDUCATION IN INDIA

All Educational Institutions will be accessible and will facilitate enabling and learning environments through following a process of Inclusive Education.

Persons with disabilities, along with their peers, will become integral members of the learning environments, developing a sense of identity, acquiring skills for autonomy and decision making, and will be recognized as contributing citizens, upholding the values of justice, equality and dignity of all citizens.

5.2.1 Mission

To develop equitable, accessible and quality assured inclusive educational services, all the educational institutions will aim to:

- Adapt the three principles of universal design in learning into their curriculum and incorporate multiple means of representation; multiple means of action and expression; and multiple means of engagement.
- Develop a Human Resource strategy that supports inclusive service providers and specialists to support inclusive programming for persons with disabilities.
- Ensure an accessible and barrier free environment addressing attitudinal, physical, institutional, technical and technological barriers to Inclusive Education.
- Provide reasonable accommodation that promotes participation of persons with disabilities in learning processes and reduces the impact of impairment on learning.
- Adopt sensitive and systemic responses to economic, social, gender, geographical and other environmental barriers that further discriminate against persons with disabilities.
- Research and develop effective and efficient practices that promote inclusive education based on accurate and reliable data informed by clear definitions.

- Establish the use of ‘reflective techniques’ and ‘evidence based practice’ to review, monitor and evaluate individual components of Inclusive Education and the progress of the system as a whole.

5.2.2 Principles of Action

Realization of Mission is based on the following principles of action

- Honoring Non-Discrimination and equity
- Ensuring accessibility in built environment, products, services, information and technology.
- Recognizing evolving capacity of all children specially children across geographical, and social inequalities
- Creating safe environment focusing on physical and social-emotional challenges
- Adopting Universal design and reasonable accommodations
- Assuring Quality in inclusive educational services
- Securing community involvement and support

5.3 STRATEGIC DIRECTION

India has long been committed to Education for All. Despite the enactment of various legislations the commitments have not changed the ground reality adequately. Though there has been a phenomenal change in understanding of inclusive education in the last two decades, given the numbers and the social and cultural diversity of the country, it would require meticulous planning, coordinated action and resources to implement the proposed vision.

The suggestions for implementation have been structured with identifying the first rights holder and moving to administrative and policy reforms. The different sections are:

- I. Finding the missing millions.
- II. Nurturing early learning
- III. Linking the child with school
- IV. Laying a stable foundation
- V. Building a strong learning environment
- VI. Strengthening the pillars of human resource
- VII. Cementing with adequate financial resources
- VIII. Tracking progress in Inclusive education
- IX. Plan of action at a glance

5.3.1 Finding the missing millions

Data available to date from the Census 2001 and 2011, NSSO 58th Round, and *All-India Survey of Out-of-School Children of Age 6-13 and Age 5* (EdCIL India Ltd and Social and Rural Research Institute, 2010) point out to the large numbers of children with disabilities who are left out of the ambit of mainstream education.

In order to get all children, including children with disabilities into the education system the first step is to identify children with disabilities so that medical rehabilitation services and early learning activities can be brought to them.

The Rights of persons with Disabilities Act 2016 has identified 21 types of impairments. The current systems and processes of identification of children/persons with disabilities need to integrate the impairments listed in the RPWD Act 2016.

There are three processes that need to be aligned to collect data on identification of children with disabilities:

- I. Identification of people with disabilities to include in school/out of school children with 21 disabilities during CENSUS 2021:
- II. Identification of school age children under the provisions of the Rights of Persons with Disabilities Act (RPWD Act) 2016 - it is mandated that the first survey will be conducted within 2 years of the enactment of the law. It is also provided that after every 5 years of enactment of the Act, there will be a survey of all persons with disabilities. There is also a provision of a Nodal officer at the District level responsible for admissions of children with disabilities into schools.
- III. Identification of children 'at risk' under the RPWD Act 2016 - it provides for early screening of children 'at risk', provide training facilities of all staff at Primary health Centres and take measures for pre-natal, peri-natal and post natal care of mother and child.

Therefore an inter-ministerial approach with a collaborative process at the community level would support in identifying children with disabilities.

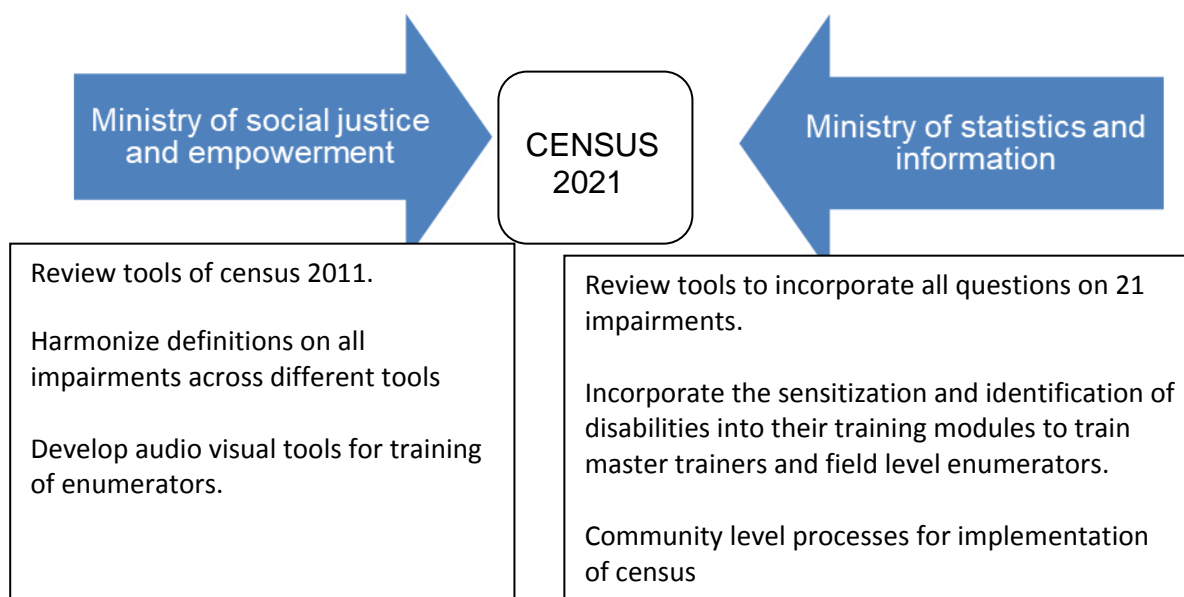


FIGURE 5.1: INTER MINISTERIAL APPROACH FOR IDENTIFICATION OF PEOPLE WITH DISABILITIES

SOURCE: AADI

Awareness raising, early identification of children at risk and household (HH) survey

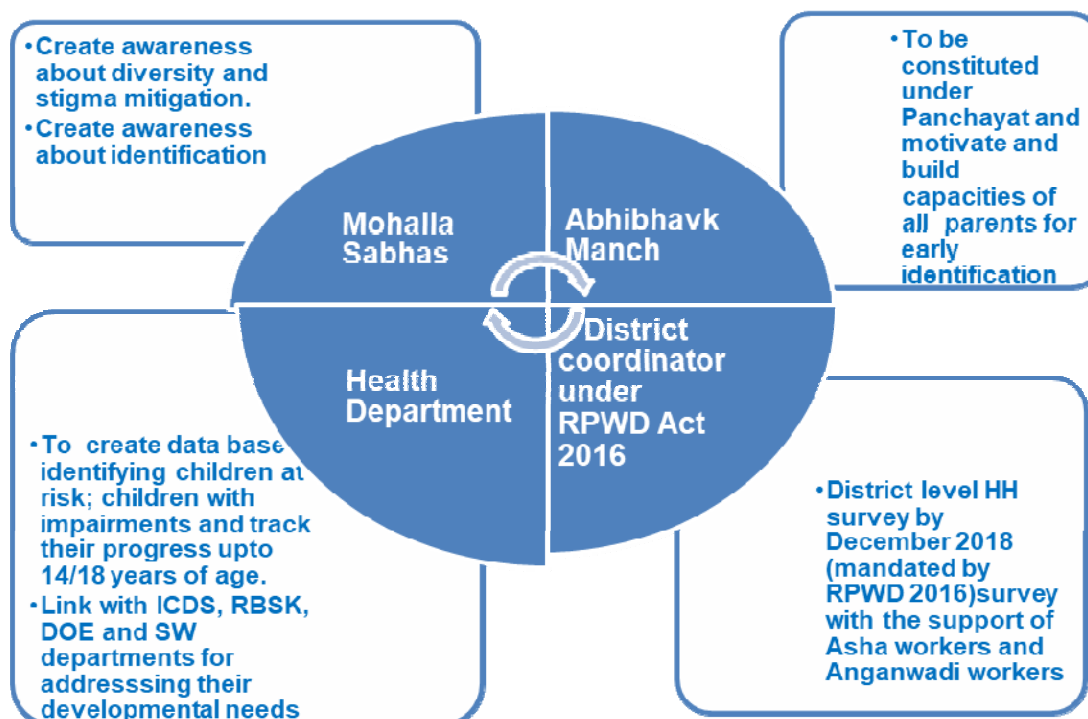


FIGURE 5.2: COLLABORATIVE APPROACH BETWEEN MSJE, MHRD, MINISTRY OF WCD AND MINISTRY OF H & FW

SOURCE: AADI

Mohalla Sabhas and Abhibhavak Manch can be created by the Panchayat who can help in creating awareness in the community to remove negative attitudes, myths and misconceptions about disability. This would promote reliable identification of persons with disability. Parents/Guardians through Abhibhavak Manch can reach out to all parents and encourage them to recognize and enlist children with disabilities.

RBSK has the mandate to assess the needs of all children at risk and follow up with a stimulation program. Therefore, it is recommended that all the ministries/departments collaborate to identify children with disabilities in every village/ward.

The expectation is to reach out to every child in the village/ward for identification and subsequent enrolment. A targeted approach for identification within a time period will prepare the ground to fulfil the promise to the children of our country to access opportunities for their Right to Education.

The identification of children/ persons with disabilities would have policy implications which are highlighted below.

Policy Implications for identification of children/ persons with disabilities

- **A collaborative approach between Panchayat, Department of Health, Department of Women and Child, Department of Education and department of Social Welfare would need to be established. Institutional mechanisms for effective functioning would need to be put in place.**
- **MSJE, will coordinate with MoS, MHRD, Min of H&FW, Min of WCD and work out the modalities for reviewing the survey tools, manual for training, training modules, implementation of training, House Hold (HH) survey, data analysis. The roles and responsibilities of each of the Ministry must be detailed.**
- **Survey tools to be modified on the basis of RPWD Act 2016 and train all Asha workers, Anganwadi workers, personnel from Panchayat, RBSK Program, District level Nodal Officer under RPWD Act 2016, to be sensitized and trained in the identification and survey process.**
- **Survey Tools to be standardized across different departments to ensure uniformity and use of data collected by various departments.**
- **Financial, Material and Human resources would need to be provided for.**

5.3.2 Nurturing early learning

Each stage of development and learning is impacted by the previous stage and influences the next stage of development and learning. Preparation in early childhood in inclusive setups is an essential component for successful elementary education. Resources must be allocated to ensure a good foundation in early years of child development.

For children with disabilities it becomes critical that the early years of development are not lost due to lack of information, skill or knowledge about the impact of impairment on learning or the lack of the specific support systems and accommodations required. Parents and the child at risk will require information, support and critical inputs at the early stages, especially 0-3 years. ASHA workers and the services of RBSK will need to be delivered at the child's natural settings – at home and in other places in the community settings.

All children with disabilities will gain immensely from early inputs.

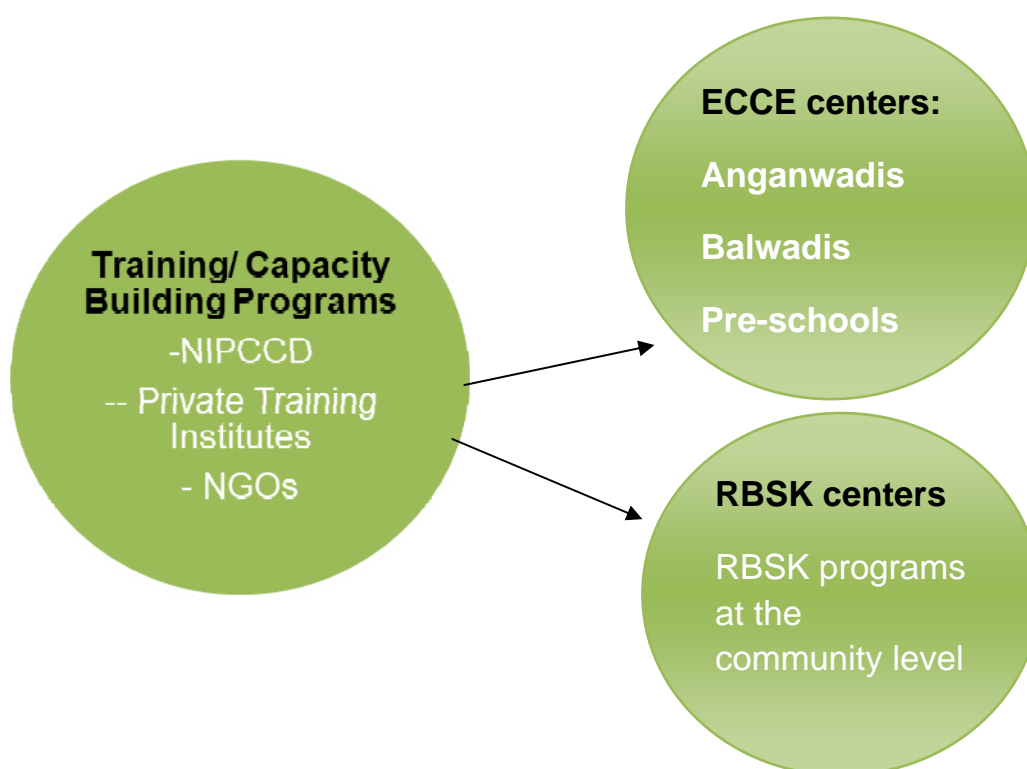


FIGURE: 5.3 TRAINING AND SUPPORT FOR EARLY CHILDHOOD CARE AND EDUCATION (ECCE) CENTERS

SOURCE: AADI

All early childhood care and education centers will admit children with disabilities from within their communities and work towards skill building and preparing children for primary school admissions. Additional responsibilities can be given to Anganwadi

workers to visit homes of children with disabilities and support training in natural settings.

Anganwadi workers will need to be trained to work with children across different impairments. NIPCCD will need to develop training modules for Inclusive Service delivery in ECCE settings and equip student trainees with necessary information, perspectives and skills to work in inclusive settings.

NITI Aayog in its *India: Three Year Action Agenda 2017-18 to 2019-20* (NITI Aayog, 2017) proposed that the responsibility for specific initiatives for Persons with Disabilities be brought under the purview of the relevant line Ministries. Therefore it is recommended that the relevant ministries allocate 3% resources for disability related issues.

The training in inclusive ECCE services could be delivered by identified training institutes - Government/ Private/ NGOs. Parents of children with disabilities/

Consultant trainers/ NGO faculty with specific specialization could become part of the faculty for imparting training.

Policy Implications for Early Childhood Care and Education

- **Master Trainers to be trained on delivering training programs to Asha workers for early stimulation program along with other aspects of community health program. Early stimulation program kits to be developed for Asha workers**
- **Module on early stimulation program appropriate for children of 0-3 years to be developed by NIPCCD. Kits to be developed**
- **Training module for trainers on inclusive and accessible ECCE programs to be developed, addressing the needs of children with disabilities in inclusive settings.**
- **Accessible anganwadi/ baalwadis and pre-schools: following norms of accessible building codes. Detail building code.**
- **Specific NGOs in the Disability sector can provide faculty support in training programs. Norms for Public-Private Partnership have to be developed, implemented and monitored.**
- **Adequate human, financial and material resources to the training programs and ECCE services to be allocated by Min W & CD ministry of health.**

5.3.3 Linking the child with school

The Indian Market Research Bureau (IMRB) survey of All India out of school children points out that from an estimated child population of 19, 05, 82,581 in the age group 6-13 years, 4.28 % are out of school. It also points out that from an estimated child population of 2897096 children with disability, of the same age group, almost 34.12% children with disabilities are out of school (EdCIL India Ltd and Social and Rural Research Institute, 2010).

It is an onerous task for administrators and guardians of children with disabilities to bring them all into the schooling system.

A collaborative effort between the District Education Officer of RTE Act 2009 and the proposed Nodal Officer at the District level set up under the provisions of Rights of Persons with Disability Act 2016 would ensure smooth admission drives to enrol children with disabilities into neighborhood schools.



FIGURE 5.4: COLLABORATIVE EFFORT BETWEEN THE PERSONNEL OF MHRD AND MSJE
SOURCE AADI

NOTE: Schools in the community would include Schools run by DOE; Municipal/Corporation; Kendriya Vidyalayas; Alternative & Innovative Education Centers (AIE) Centers; Schools under Education Guarantee Scheme, NPEGEL and KGBV, private schools or any other programs in future.

A list of suggested activities and incentives to increase awareness about the right to education of every child resulting in admission of all children with disabilities into neighborhood inclusive schools is given below:-

- Every school to implement awareness raising activities within their catchment areas during the year.

- A special focus on Balwadis, Anganwadi and pre-schools in the neighborhood with an objective of enrolling 100% of their children into neighborhood schools.
- Every school to engage with Mohalla Sabhas, community level workers and local bodies to create awareness about the school's readiness to accept children with disabilities.
- Teachers to engage with Abhibhavak Manch and encourage parents for admission of their children.
- Where required children with disabilities to be provided with transport facilities for a smooth admission process. MSJE, under its accessible India campaign to promote availability of transport for children to reach schools.
- Mohalla Sabha members/members of the Abhibhavak Manch to provide support in acquiring any of the mandatory documents like birth certificate, address proof, to families of children with disabilities, etc. The nodal officer to coordinate with the community bodies to ensure effective systems can be accessed by families.
- Incentivize admission of children with disabilities into schools. A new scheme, on the lines of Ladli scheme, to be initiated by the Government to increase enrolment, participation and completion of elementary schooling. The scheme could award a certain amount in two instalments for successful completion of primary and elementary education.
- All personnel involved in admission process should get an orientation so that children with disabilities and parents get appropriate support during the admission process.

Policy Implications for increasing enrolment of children with disabilities

- **Allocate adequate financial resources to create awareness to increase enrolment.**
- **Allocate financial resources to a new Scheme for increasing enrolment and retention of children with disabilities.**
- **MHRD and MSJE to coordinate and clearly allocate responsibilities for a smooth admission drive.**

5.3.4 Laying a stable foundation

The Eighth All India school education survey (8th AISES) with reference date 30th September 2009, regarding schooling facilities states that out of a total 12,99,902 schools in the country, only 2,74,445 (21.11%) schools adhere to inclusive education for disabled children. Some of the details are as under:

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- The number of teachers who have received training of at least two weeks in inclusive education is 80,942 (1.32%) out of the 58, 76,273 total Teachers.
- The number of schools where special educator/ resource teachers never visited is 5, 54,882 (42.69%) whereas the schools where special educators/resource teachers visits the schools frequently or sometimes is 7, 45,020 (57.31%).
- Out of the total schools in the country, 10.47% have Handrails, 43.62% have Ramps, 3.81% have adapted laboratory and 7.64% have adapted lavatory.

RTE Act 2009 and RPWD Act 2016 mandate that schools must ensure a disabled friendly environment with appropriate accommodations to ensure continuity of children with disabilities in schools.

Some of the environmental reasons for a high dropout rate of children with disabilities are lack of:

- Infrastructure
- Care giver support in schools
- Transport/escort where required
- Sensitive and accepting attitude/ culture
- Other supportive provisions.

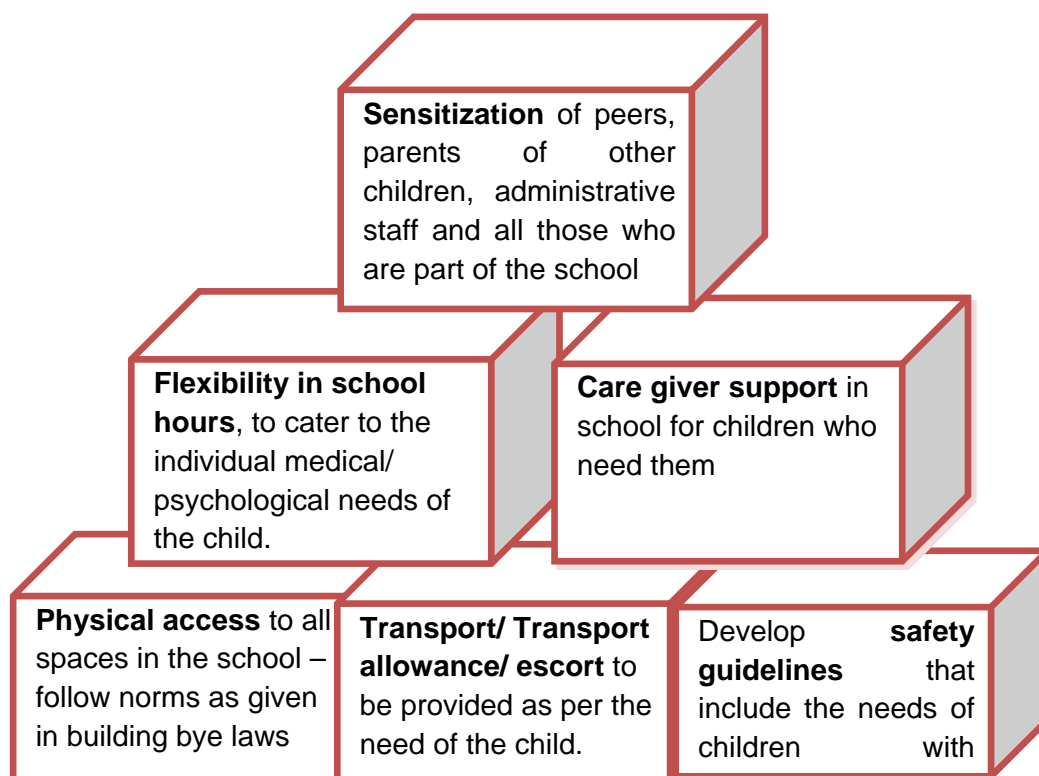


FIGURE 5.5: COMPONENTS OF THE FOUNDATION

SOURCE: AADI

The RTE Act 2009 and RPWD Act 2016 categorically state that the school building and facilities will be accessible and barrier free. Ministry of Urban development has released harmonized Guidelines and Space Standards for Barrier free built environment for persons with disabilities and elder persons. Given these statutory mandates, MHRD must have a phased way of ensuring that all schools are barrier free across the country by 2030.

Provision of care giver support for a child with high support need and transport/escort facility where required is mandated in RPWD Act 2016. The financial norms of SSA must be modified to include the facilities as mandated by RPWD Act 2016.

A protective and safe environment is one of the essential features of a school that fosters learning for every child. A manual on safety guidelines for all children with specific reference to children with disabilities must be available in accessible formats to all staff, parents and children who are part of the school.

The administrative procedures and processes in school impacting the participation of children like school hours, attendance, leave, adapted school uniforms and adapted spoons and plates, adapted seating, etc must be suitable adapted to meet the specific needs of children with disability.

Peers and their parents, administrative staff and all other members who are part of the school environment are either enabling or disabling factor in the life of a child with disability. They must be sensitized on the social model of disability and must be made aware of their role in the learning process of a child with disability.

Policy Implications

- **Training of School leadership to make them aware of the norms and regulations that govern accessible and safe environment.**
- **Leadership to have access to financial resources to implement the norms on physical access and safe environment**
- **Norms for support structures to be developed – for care giver support, transport support, flexibility in timings and any other support measures required.**
- **Manual for implementing sensitization/ awareness programs on diversity, inclusive education at school level to be developed by MHRD.**
- **A school manual with all procedures and processes to support a safe, accessible environment must be developed.**
- **Adequate financial resources to be allocated by MHRD and MSJE**

5.3.5 Building a strong Learning environment

With more number of children with disabilities in schools, it is imperative to widen the current discourse on the 'learner' and the 'learning outcomes' to integrate the specific needs of learners with disabilities.

The presence of children with disabilities in mainstream neighborhood schools will automatically call for some innovative strategies and practices. It would compel the teachers, administrators and all concerned to seek out methods that would address their educational needs. It will propel for more effective planning and allocation of resources. The presence of a diverse set of learners in classrooms will throw up challenges which the system will need to be prepared to handle. Therefore, it would be important to understand the interplay of the different components of the learning environment and plan to address all the areas simultaneously.

Once the foundations have been laid for inclusive education and schools are ready to work with diverse learners and the children are in school attention needs to be paid to the following aspects of the learning environment.

- Learner/ children
- Curriculum and pedagogy
- Teacher
- Parents/ Family and larger community
- School Leadership

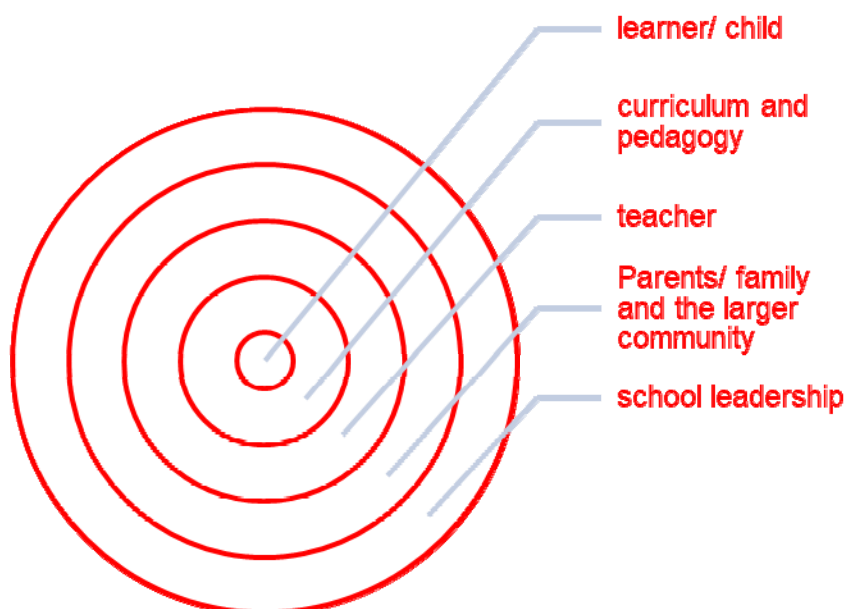


FIGURE 5.6: DIFFERENT ASPECTS OF LEARNING ENVIRONMENT

SOURCE: AADI

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- Learner and the Peer groups

Children with disabilities, even with the same kind of impairment, are a heterogeneous group of individuals. The learning style of the child, learning level, strengths, abilities, interests, experiences, difficulties, impact of the impairment on learning, pace of learning etc will need to be understood by the teacher before planning for the learning outcomes. The teachers must be trained to develop a profile of each child in the class on the above parameters.

The teacher would also need to develop a class profile incorporating all the individual profiles. This would become the framework for planning individual and group activities taking into consideration the individual accommodations and support, time, resources including ICT, teaching strategies and teaching learning material required.

Along with academic progress, development of self and socialization is an important objective of schooling for all children. Psycho-social maturity including skills in decision making, analyzing social situations and taking responsibility for one's action, must be part of all teaching learning process. Though holistic development of the child is a goal in the national curriculum, it is only the academic part that is designed and implemented, whereas the physical, social -emotional and ethical development is left out of the formal planning and action. Issues of diverse abilities and achievement levels, diverse interests, pressures of failure, pressure of maintaining success, feelings of supremacy or inadequacy feeling of alienation leading to comfort in homogenous groups are everyday experiences that all children go through. They need to be addressed and the teachers need to facilitate a process of developing strategies to ensure present and future inclusion.

Creating opportunities for increasing citizenship values and upholding the values of justice, equality and dignity for all must be adopted and continued through the elementary education period.

NCERT could develop a framework for participation, with indicators of participation, addressing some of the key questions:

- Who does and does not participate? And who decides?
- What are the classroom practices that promote participation? What are the classroom practices that reinforce barriers to participation?
- Why do these practices that promote participation take place (values and beliefs in the classroom community) why do these practices that are barriers to participation take place (values and beliefs in the classroom community)?

Teachers would need to be trained in the process of integrating the framework

of participation in all its teaching-learning processes.

- Curriculum and Pedagogy

A futuristic curriculum based on the principles of universal design (UD) to learning is one of the key determinants for success in Inclusive education. All learners benefit from the application of principles of UD to learning. UD to learning addresses different characteristics of learners which include different learning style, abilities, backgrounds and preferences. Application of the principles of UD in curriculum benefits all learners including learners with disabilities.

The three principles of universal design in learning are multiple means of representation; multiple means of action and expression; and multiple means of engagement. These must be incorporated in the development of the new curriculum. This curriculum must meet the needs and challenges of the 21st century. Universal design in learning for classroom teaching is already available and would need to be adapted to Indian context.

MHRD needs to set up a task force comprising of educationists across different fields of education with different levels of experience from pre primary to highest level of research. They would develop the curriculum based on principles of UDL. The mechanisms for adopting and implementing the curriculum will require systematic planning and training. A manual would be essential to facilitate this process.

In addition to the manual, accessible, stimulating and innovative teaching learning material would be needed to provide the teacher easy access to address the diversity in the classroom. For each subject and each classroom material needs to be available in abundance. This will empower the teacher and result in successful learning for all children.

Once the manual and material are available it would need to be tested. The evidence from this pilot will feed in to the initial work and be ready for scaling up.

- Teacher Training and Support for inclusive education

It is by now an established fact that all general education teachers must be trained in teaching in inclusive classrooms following an inclusive pedagogy.

The demands of inclusive education can become challenging for teachers who as students themselves have experienced more segregated classes. Further when being trained as teachers they were not exposed to universal design or concept of inclusive education. While this can be changed for new teachers going through pre service training, the present teachers would require re training and constant support. For this cluster based resource centers (RC) are recommended.

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The Resource Center is envisaged to be an additional support system with adequate human and material resources, established processes and methods that facilitate inclusive education in mainstream schools. To begin with the RCs would require to be adequately staffed to provide more intensive training and in-school support to the teachers. However, it is envisaged as teachers become more skilled the support from the RC would substantially reduce. The human resource in the RC would consist of special educators, Occupational therapists/ physiotherapists/ developmental therapists, Speech and communication specialists, audiologists, counsellors, visiting medical practitioners and any other professional needed from time to time.

The re-training of current teachers must include capacity building modules in

- Orientation to Inclusion
- Teacher's role in promoting inclusion
- Specific skills in translating curriculum to promote inclusion
- Specific skills in pedagogy to promote inclusion
- Specific skills in individualized and group assessments and plans

The current special educators with a single disability focus do not adequately address the needs of general education teachers in inclusive class rooms. As itinerant or resource teachers, their training does not equip them to work in inclusive settings. Their orientation being special education, they continue to work with children in individual settings delinked from the mainstream class/school activities.

This often leads to unhealthy division of responsibility between teachers –non disabled students as the responsibility of the class/subject teacher and the children with disability as the responsibility of the special educator.

Therefore the need of the hour is to create in – service training programs that equip all teachers, including subject teachers, sports and arts teachers, to understand diversity and know each child as an individual, plan for the class keeping in mind the individual needs, work with parents as partners, translate UDL principles effectively, access resources to support her/him, reflect and evaluate her/his work objectively. This would ultimately lead to all children to learn to their best capacity.

Further the teacher would need to be supported by appropriate administrative, management systems and processes, detailed in the following section.

- Parents/ family members/ community

Apart from understanding the individual attributes of the child and building skills for individual growth, the teacher must also have information on the following :-

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- An understanding of the family context in which the child lives and the influences it has on learning and growth
- Information on the specific impairment and the understanding of it by the family
- Resources that are available with the family
- Difficulties that they face
- Their strengths
- Support systems

Parents are an important resource that the teachers could use for the benefit of the teaching learning process. Parents and teachers would need to develop more meaningful collaborations and partnerships where the teacher's expectations from the parents are in accordance with the experience and capacities of parents. This can happen with skill building of both groups.

Similarly the parent needs to understand the nature of impairment, the impact of it, management strategies to promote learning, forming realistic expectations and parents role in achieving it.

The school and the family must ensure that the children with disability are connected to the community that they live in. The community resources must be accessed by the child like any other member in the family. The community needs an orientation in diversity and in developing responses that demonstrate inclusive practices leading to meaningful life experiences job opportunities and relationships.

Awareness raising material on the lines of other public interest campaign, must be developed for the orientation and understanding of the community.

MHRD in collaboration with Ministry of Information and broadcasting and MSJE must develop material and disseminate it to the larger public on TV, in cinema halls, radio and newspapers etc.

- School Leadership

The modern schools are much more diverse than traditional schools as a result of enhanced mobility, application of principles of equality and social justice, and desire to bridge the gender, rural-urban and income gaps. New research constantly throws up new pedagogy and principals/heads of schools have always faced the responsibility of having to manage the change. While change is a complicated process, some of the key findings of the process of change are:

- Change is a process and not an event.
- Organizations/schools do not change unless the people in it change.

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- Mandates set the course but it is a sound process that will make or break the success.
- Appropriate support and interventions reduce the challenge of change.

Schools are inherently diverse in nature and the school leadership is constantly in search of good practices to enhance learning. Innovation and change are part of the 'quality enhancement program'. Children with disability add to the existing diversity and are part of the larger student body that calls for change

For inclusive education to be successful, the school leadership would need to address issues of beliefs, attitudes, practices and all aspects of a school that define it.

It seems obvious that the training skill building and mentoring of principals/heads of schools be taken up as the first step towards preparing for and sustaining for inclusion.

The components for School Management training of Principals will include aspects of - vision for inclusion, developing vision for inclusive school, change management, administrative and management skills, communication skills, building relationships and partnerships, reflection and personal awareness and growth.

A community of Principals need to be built to communicate with each other, discuss, support and advocates for inclusive education.

Senior teachers should be prepared and trained with this role in mind before they are promoted as heads of schools.

The representatives of Principals become part of the core group for formulating state plans and analysing the progress and determining status of inclusion and deciding on new interventions to be introduced from time to time.

The role and function of school leadership in establishing and sustaining quality education in inclusive settings should be spelt out and adequate administrative, technical and management support should be detailed and provided for.

The training of school leadership must include aspects of management of inclusive schools; establishing relationships with SMCs and local governance; recruiting children from the catchment area; training of teachers for inclusive practices; tracking progress in processes of inclusive education including progress of children with disabilities; evaluating and planning for a successful inclusive program in their schools etc.

Policy Implications

- **MHRD to set up a task force to develop a national curriculum based on the principles of universal design. The task force must also develop a manual for implementation and train the faculty to transfer the knowledge and skills to teachers.**
- **Cluster based resource centers to be developed to support schools/teachers in implementing inclusive education. The resource centers must be equipped with professionals trained in cross disability and be supported by a set of rehabilitation professionals.**
- **All general educators must undergo in-service training to gain knowledge and skills to promote inclusive education. The training must equip the teachers to focus on the learner's style, pace of learning and individual characteristics aim to include non-academic areas of development as well.**
- **All existing special educators must be trained in cross disability work with a focus on inclusive settings.**
- **All teachers must undergo training to develop practical skills in working with parents as partners. They must further be trained to use community resources in building life skills in all children including children with disabilities.**
- **A school management course must be developed to train principals and head teachers in principles and skills of managing schools including developing a vision, managing change and building a school development program. A community of principals to be developed so that learning will be sustained partnerships will be built to improve inclusive education.**

5.3.6 Strengthening the pillars of human resource

Education is a concurrent subject making the central and state governments responsible for inclusive education. Mechanisms for Central –state Coordination to strengthen Inclusive education needs to be established.

Despite the RTE (2010) and the RPWD (2016), children with disabilities continue to be excluded from the education system in India not only in proportionately lower

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enrolment but also after enrolment. The National Curriculum Framework for Teacher Education (NCFTE 2009) highlights the fact that exclusion persists in schools largely because of inadequate preparation of teachers to address diversity in the classroom. This needs to be addressed immediately as has been detailed in the previous section.

However, since negative attitudes and inadequate skills are the biggest barriers to equal opportunity in accessing education, it is useful to look at all the people who could have positive or negative impact on the school education of children with disabilities.

Teachers	Other professionals	Children	Adults in the community
<ul style="list-style-type: none">•Head teachers•Classroom Teachers•Subject teachers•Special educators•Resource teachers•Itinerant teachers•Sports and art teachers•Volunteer teachers or assistant teachers	<ul style="list-style-type: none">•Therapists•Social workers•Counsellors•Carers and attendants•Administrative staff	<ul style="list-style-type: none">•Peers in the class•Other children in the school•Siblings	<ul style="list-style-type: none">•Parents•Other family members•Neighbors•Community in general

FIGURE 5.7 HUMAN RESOURCE IMPACTING SCHOOL EDUCATION OF CHILDREN WITH DISABILITIES

SOURCE: AADI

Teachers

Principal and Headmasters are the driving force of Inclusive education and their training and development is the most important task in human resource development. A platform needs to be developed for Principals and headmasters to share experiences, solve problems and create a repository of good practices in Inclusive education. They in turn will train motivate nurture the teachers and set up systems for successful inclusion of all children in their schools.

In the school system some teachers such as class teachers and subject teachers become core teachers and other teachers take limited responsibility for all children and systems in school. However, for inclusion to be successful it is important that all teachers understand the philosophy of inclusion and make it a part of their planning and implementation. They need to be specially trained for this. The capacity of

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teacher educators needs to be enhanced so they can create relevant modules and help teachers develop this skill effectively.

Other Professionals

Teachers in the schools need to be supported by other professionals such as special educators, resource teachers, therapists, counselors, administrators, principals and attendants. While knowledgeable in their own area of expertise, most of these professionals, including special educators, have not had training or experience in adapting their knowledge to inclusive settings. This is a special skill and needs to be specially built in their specialization. Their training institutions would need to build their capacities to develop the professionals in implementing inclusive services.

The human resource in the schools needs to be reorganized for effective inclusive practice. The new realities of diverse classrooms require a revision of teacher-child ratio, creation of new categories of posts and systems for collaboration amongst various professionals.

Children

Children with disabilities are to be included with all other children. So, all children are primary components of the inclusive process. All children have positive and negative experiences with other children. Children with disabilities are more at risk for being bullied, teased and excluded. All children need to be introduced to diversity and be taught concepts of dignity and mutual respect. At present there is no systematic and systemic interventions that would help develop children as a resource for each other. This could become part of the curricular activities. How children will interact with each other would determine how successful the inclusion process is.

Other significant Adults in the Community

Schools and education are part of the community. Community attitudes, approaches and participation have the potential to be facilitator or barrier for inclusion. At present, most communities in India are ill informed about the rights and capacities of people with disabilities. Stigma and minimal expectations are huge barriers despite positive legislation.

Community events, festivals and social media campaigns must raise awareness and provide information about disability. Disability related myths need to be challenged and community's understandings of abilities of people with disabilities need to be established. Children form their psyches from their homes. Their understanding and acceptance of their disabled peers would be enhanced if the adults in the family and community are supportive of diversity.

Policy Implications

At the Central level the following are the key action points:

- As part of the national policy on inclusive education, a detailed roadmap to be developed for capacity building of all human resource.
- Inter-ministerial group to plan and allocate resources for all areas of Inclusive Education. Every Ministry to allocate budget to promote educational needs of children with disabilities in inclusive settings.
- National institutes to focus on :
 - Research; cross disability training; Capacity building modules on IE for faculty of all departments; Developing modules for Staff Colleges to orient all officers in IE and management of Inclusive Schools in States and Country level; Capacity building of SCERTs/ DIETs for execution of IE at State levels; Creation of Fellowships/ scholarships/ exchange programs for teachers/ administrators/ faculty to promote universal design in learning, concepts of evolving capacities and participation of children.
 - NCTE to develop teacher training modules with an inclusive philosophy and practice so that all future teachers from pre-primary to higher education will be equipped with knowledge skills and behaviour that will promote inclusive education.

At the State level the following are the key action points:

- Convergence of all Ministries/Departments (such as Education, Health, Skill Development, ICT, PWD, Labour, Transport, MWCD, SCPCR , Panchayat etc.) to address the issues of children with disabilities in inclusive set ups.
- Strengthen State Resource Groups and District Resource Groups.
- Develop Cluster Resource center to address the specific needs of children with disabilities and promote Inclusive education.
- All pre-service training programs for teachers, from NTT to M.Ed, to include IE as an integral component of all papers.
- Both general educators and special educators to receive an in-depth in-service training in skills to promote IE.
- All regular teachers to be responsible for children with disabilities at school level. Resource teachers to be appointed at cluster level to support teachers and children in schools. Their roles to be clearly stated and mechanisms for coordination amongst all professionals to be set up.
- Teachers to be trained and encouraged to participate in reflective pedagogy.
- All vacancies to be filled up urgently.
- Develop norms for including different positions of human resource such as special educators, care givers, attendants, assistant teachers, rehabilitation services providers/professionals to support IE.
- Principals & Coordinators at District/State level to receive specific training in management of inclusive schools.
- Training of officers/communities & all stakeholders about their roles in promoting IE (PRIs, SMC, NCPCR, SCPCR, Municipal Corporations).
- Ensure curriculum and pedagogy promotes universal design in IE.
- Develop manual of reasonable accommodations to enhance learning and train teachers in its application.
- Develop teaching learning material to support the needs of diverse learners.
- Allocation of financial resources for developing awareness raising campaigns in the community using multimedia material.

5.3.7 Cementing with adequate financial resources

Financial resources are essential for both, universal coverage and quality education of children with disabilities. Without adequate financial resources the commitment to free and compulsory elementary education of children with disabilities, as envisaged in RTE Act 2009 and RPWD Act 2016 will not be achieved.

As the country matures in its implementation of Inclusive education the allocations to different heads of expenditure must be subsumed under the larger budget of education of all children. Key areas of expenditure that must be integrated into the overall budget for education are as follows:

- Infrastructure: accessibility in built environment must be part of the overall infrastructure requirement of the education budget (Building/ Vehicles/ Playgrounds/ Recreation center/ Resource Center/ Safe and Hygienic environment/ Drinking water/ Toilets/ Communication and technology etc).
- Teacher Training: Teacher training must include training of general teachers and special education teachers.
- Human Resource: Projection of personnel must include para teachers, caregivers and rehabilitation professionals (appointment of teachers to fill all the vacant/new positions according to RTE norm, care givers, community based IE Volunteers, rehabilitation professionals).
- Quality Education: for all children must include children with disability
- Incentives: for enrolment and retention must include the specific needs of children with disabilities e.g. transport facilities, escort, transport allowance etc.
- All schemes of central and state government must integrate budgetary provisions for children with disabilities into their different heads of expenditure.
- Survey – identification of children with disabilities within 2 years of passing the law and every 5 years thereafter.
- Intense preparatory phase to provide
 - Transport to reach school and all services
 - Escort where required
 - Aids and adaptations to children with disabilities to reach school/services
 - Focus on children currently enrolled in Home Based Education (HBE) and children with high support to reach school/services.
- Communication material including text, Braille, Tactile communication, large print, accessible multimedia, as well as written, audio, human reader and augmentative and alternative modes and sign language interpreters where required.

Policy Implications for a sound financial base to implement inclusive education

- **Develop a fiscal policy based on the new education policy on Inclusive education.**
- **Integrate financial needs of children with disabilities into overall Education budget.**
- **Develop mechanisms for translating the fiscal policy into an implementation plan with clear functions, roles and allocation of resources between the Center and the State.**
- **In the short term increase allocations for implementing IE activities and work out measures to decrease the underutilization of funds.**

5.3.8 Tracking progress in Inclusive education

An effective and efficient system for tracking progress in inclusive education would be dependent on the availability of:

- Policy on inclusive education
- Framework for implementation
- Input-output mechanisms/ measures
- Process Indicators for achievement/ progress
- Outcome/Impact indicators

In addition, tools for collecting information/data, based on the policy recommendations/ framework for implementation, must be developed and all personnel involved in data collection be appropriately trained to collect the relevant information. The training must include skills for collecting information, ethical values and nonjudgmental attitude during the process of collecting specific data/ information.

Currently, the data on education of children with disabilities is collected by multiple agencies, mostly with varied tools and objectives and can rarely be correlated.

To record and analyze the trajectory of inclusive education in the country, a process for tracking must be developed wherein all parameters developed to enhance the quality of inclusive education must be defined, matrix for evaluating outputs/outcomes must be developed. These will necessarily include:

- Tracking of pre- school children with disabilities (3-6years): Data/information must be gathered about the children with disabilities in pre-school set ups – anganwadi/ baalwadis and other pre-schools. Data must be gathered on the

number of children with disabilities in preschool setups, out of preschool setups, nature of impairment/ age/ gender/ family background/ aids and adaptations required/ specific support required/ referral to next level of education/ learning level. Data must include whether children with disabilities accessed RBSK services and specific recommendation from RBSK.

- Tracking of school aged children with disabilities (6-18 years): information gathered must reflect the numbers of children in-school/ out of school/ dropout/ successfully moved to next grade/ absenteeism/ reasons for failure/ reasons for absenteeism/ migrated etc. The disaggregated data must further reflect age, gender, type of impairment, family background, resources available, etc. The data must include children with disability within the catchment area of a school; cluster/ district/ state/ country. It must be ensured that the tools/ questions generate similar kind of data across different instruments used by different agencies. The data must be amenable to analyze the barriers/ facilitators in identification, enrolment and retention of children in schools. Information must also be collected from special schools /residential schools/ madrasas and all other educational institutions.
- Tracking of the number of awareness raising programs (AR) held – village/ward wise programs, people involved in the AR programs, training given to the personnel involved, number of children identified and enrolled in these villages/wards.
- Tracking the conduction of training modules in pre- school setups. The data must include the number of Anganwadi/ Asha workers/ pre-school teachers available in village/ward along with the training programs attended by them ,duration of training attended, modules completed, modules left to be completed, home visits made etc.
- Tracking the physical accessibility at the school level must include number of schools in a particular village/ward, infrastructure facilities that meet the norms as laid down in the manual for physical accessibility, number of facilities still to be developed according to the norms.
- Tracking the support services must include the transport facility provided, transport allowance provided, care giver support provided and the number of children availing of these support services. It must be correlated with the attendance, retention of children in schools, age/ gender/ type of impairment, family background, distance between home and school, terrain the locality etc. It must also include the number of children availing of flexibility in timings and leave.

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- Tracking the provision of support services must include the number of training sessions attended by school leadership on mandatory requirements for infrastructural and support facilities. This must be correlated with data on the number of schools following the basic standards/ norms as laid down by the Urban Development Ministry.
- Tracking of school leadership development program must also include the number of programs in managing inclusive schools attended by the school leadership and the impact of the training on the development of inclusive environments in their schools. The tool must include indicators to record the leadership roles in linking with community leadership, governance, SMCs and other statutory bodies to increase their role in delivering quality assured educational services to all children including children with disabilities.
- Tracking the learning environment must include :
 - Learners with disabilities and their peers: qualitative and quantitative information must be gathered on progress in academic as well as non-academic areas. A tool with indicators in participation levels must be developed to gauge the level and quality of participation of children with disabilities in class as well as in school and community activities. The tool must also capture information on the relationship between children with disabilities and their peers.
 - In-service training of teachers/ special educators must include the number of training modules completed and to be completed by each teacher on modules related to diversity in learners; cross disability focus; inclusive pedagogy; reasonable accommodations; curricular adaptations/modifications to enhance learning and participation; applying principles of universal design in teaching and assessment/evaluation; working with parents as partners; becoming reflective practitioners; accessing community resources etc.
 - Indicators for Parents as partners must be developed to gauge the involvement of parents. The tracking process must include number of parents as part of the SMCs and other school management bodies. Qualitative information must be gathered on the processes that the parents have helped strengthen within the school.
 - The tracking system must include the number of awareness raising activities held in the community and the number of sensitized resources available within the community. The data must reflect the community resources accessed by children with disabilities within their communities.

- Tracking of financial allocations must include a review of the current codes for Major Heads of Expenditure in education to include sub codes for inclusive education. This will help to track the allocations without disturbing the current system/codes of major Heads of expenditure on overall education. The financial tracking tool must also include codes of allocation/expenditure for promoting inclusive education/expenditure on children with disabilities by other Central/State Ministries/Departments - MSJE, MWCD, MH&FW, Ministry of urban Development, Rural Development, Ministry of Panchayati Raj, Ministry of Sports and Culture, Ministry of Information and Technology ad all relevant ministries/departments/national Institutes that focus on children with disabilities.

Policy Implications

- **Review the existing monitoring and evaluation system and process against the principle of Inclusive education and develop systems, processes and tools for tracking the implementation of inclusive education in the country.**
- **Develop tools and material to implement the monitoring and evaluation processes.**
- **Adequate financial resources to be allocated to plan and build an effective system of monitoring and evaluating the progress on inclusive education.**

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5.3.9 PLAN OF ACTION AT A GLANCE

Vision for inclusive India: All Educational Institutions will be accessible and will facilitate enabling and learning environments through following a process of Inclusive Education. Through this process of inclusive education, persons with disabilities, along with their peers, will become integral members of the learning environments, develop a sense of identity, acquire skills for autonomy and decision making, and will be recognized as contributing citizens who uphold the values of justice, equality and dignity of all citizens.

Strategic direction & Why is it necessary?	Specific directions/ Recommendations	Policy level actions for specific directions	Key points for implementation ¹
<p>1. Finding the missing millions</p> <p>Why? : Many children with disabilities are left out of the ambit of mainstream education</p>	<ul style="list-style-type: none"> • Identification of people with disabilities to include in school/out of school children with 21 disabilities during CENSUS 2021 • Identification of school age children under the provisions of the Rights of Persons with Disabilities Act (RPWD Act) 2016 • Early screening for identification of children 'at risk' under the RPWD Act 2016 	<ul style="list-style-type: none"> • Collaborative processes between MSJE and Ministry of Statistics and Information for the next Census • A collaborative approach between MSJE, MHRD, Min WCD and Min H&FW to raise awareness and challenge stigma related to disabilities. 	<p>Immediate:</p> <ul style="list-style-type: none"> • Alignment in operational definitions, tools, & processes for data collection (vis a vis disability) in Census • District level HH survey and identification to be completed by Dec 2018 as mandated by RPWD 2016 <p>Medium :</p> <ul style="list-style-type: none"> • Mohalla Sabhas and Abhibhavak Manch at Panchayat level to raise awareness on the need for necessary and timely identification of persons with disabilities • Creation of data base for

¹ Immediate-1Yr or less, Medium-1 to 2 Yrs.

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Strategic direction & Why is it necessary?	Specific directions/ Recommendations	Policy level actions for specific directions	Key points for implementation ¹
<p>2. Nurturing early learning</p> <p>Why?: Preparation of children in the early stage is essential for successful completion of elementary education. This opportunity may be lost for children with disabilities due to contextual barriers</p>	<ul style="list-style-type: none"> • Services of RBSK to be delivered at the child's natural settings – at home and in other places in the community settings. • All early childhood care and education centers to admit children with disabilities • Training in inclusive ECCE services to be delivered by identified training institutes 	<ul style="list-style-type: none"> • Relevant ministries to allocate 3% resources for disability related issues as per Niti Ayog's proposed India Action Agenda 2020 • Norms for Public-Private Partnership have to be developed, implemented and monitored so that specific NGOs in the Disability sector can provide faculty support in training programs 	<p>identifying children at risk and to track progress of children with impairments upto 14/18 years of age.</p> <ul style="list-style-type: none"> • Link between ICDS, RBSK, DOE and SW departments for identifying all children with disabilities
			<p>Immediate:</p> <ul style="list-style-type: none"> • Accessible anganwadi/ baalwadis and pre-schools: following norms of accessible building codes. • Sensitisation of communities to facilitate Inclusion. <p>Medium:</p> <ul style="list-style-type: none"> • Master Trainers to be trained on delivering training programs to Asha workers for early stimulation program along with other aspects of community health program. • Module on early stimulation program appropriate for children of 0-3 years to be developed by NIPCCD. • Training module for trainers on

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Strategic direction & Why is it necessary?	Specific directions/ Recommendations	Policy level actions for specific directions	Key points for implementation ¹
<p>3. Linking the child with school</p> <p>Why?: A significant proportion of children with disabilities continues to remain out of the school system</p>	<ul style="list-style-type: none"> • Collaboration between the District Education Officer (RTE Act 2009) and the proposed Nodal Officer at the District level (Rights of Persons with Disability Act 2016) to ensure smooth admission drives. • Continuous awareness raising in communities and engagement with early children centres as well as parents/guardians for encouraging enrolments of children with disabilities. • Incentivize admission of children with disabilities into schools (through a new scheme). • Facilitate access through transport 	<ul style="list-style-type: none"> • Allocation of financial resources to create awareness for increasing enrolment. • Allocation of financial resources to a new Scheme (on the lines of Ladli scheme) for increasing enrolment, retention, as well as completion of elementary schooling. • MHRD and MSJE to coordinate and clearly allocate responsibilities for a smooth admission drive. • MHRD and MSJE to promote availability of transport for children to reach schools for admission. 	<p>inclusive and accessible ECCE programs to be developed, addressing the needs of children with disabilities in inclusive settings. NIPCCD</p> <p>Immediate:</p> <ul style="list-style-type: none"> • Ongoing awareness raising (in catchment areas of each school) on school's readiness for admission of children with disabilities. E.g. through Mohalla Sabhas, community level workers and local bodies • Engagement with Balwadis, Anganwadi, pre-schools, Abhibhavak Manch in the neighborhood with an objective of enrolling 100% of their children into neighborhood schools • All personnel involved in admission process should get an orientation so that children with disabilities and parents get appropriate support during the admission process • Where required children with disabilities to be provided with transport facilities for a smooth

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Strategic direction & Why is it necessary?	Specific directions/ Recommendations	Policy level actions for specific directions	Key points for implementation ¹
	<p>services for children with disabilities to reach school along with their parents/guardians.</p>		<p>admission process..</p> <ul style="list-style-type: none"> • Mohalla Sabha members/members of the Abhibhavak Manch provide support in acquiring mandatory documents (e.g. birth certificate, address proof) to families of children with disabilities. <p>Medium:</p> <ul style="list-style-type: none"> • A new scheme initiated by the Government to increase enrolment, participation and completion of elementary schooling. The scheme could award a certain amount in two instalments for successful completion of primary and elementary education. • The nodal officer (Rights of Persons with Disability Act 2016) to coordinate with the community bodies to ensure effective systems that can be accessed by families.
<p>4. Laying a stable foundation</p>	<ul style="list-style-type: none"> • Strengthening school leadership, systems, and financial resources 	<p>Create & support a safe, accessible environment in school by:</p> <ul style="list-style-type: none"> • Access of school leadership to training 	<p>Immediate:</p> <ul style="list-style-type: none"> • Sensitization of peers, parents of other children,

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Strategic direction & Why is it necessary?	Specific directions/ Recommendations	Policy level actions for specific directions	Key points for implementation ¹
<p>Why?: In spite of the statutory mandates, children with disabilities continue to dropout due to lack of accessibility and support in schools. This can change.</p>	<p>for creating accessible and safe environment in all schools.</p> <ul style="list-style-type: none"> • Development as well as implementation of norms for various support and safety structures that should be established for children with disabilities in schools. • Increasing awareness and acceptance of diversity and inclusive education in schools. 	<p>& financial resources to implement the related norms</p> <ul style="list-style-type: none"> • Developing norms, procedures and processes for support structures (e.g. care giver support, transport support, flexibility in timings, etc.) • MHRD developing a manual for implementing sensitization/awareness programs on diversity & inclusive education • Allocation of financial resources by MHRD and MSJE 	<p>administrative staff and all those who are part of the school on the social model of disability.</p> <ul style="list-style-type: none"> • Flexibility in school hours, to cater to the individual medical/psychological needs of the child. • Care giver support in school for children who need them • Transport/Transport allowance/escort to be provided as per the need of the child. • Develop safety and support guidelines that include the needs of children with disabilities. • Training of School leadership on norms and regulations for safe, accessible environment in schools <p>Medium:</p> <ul style="list-style-type: none"> • Physical access to all spaces in the school – follow norms as given in building bye laws
<p>5. Building a</p>	<ul style="list-style-type: none"> • Establish framework, 	<ul style="list-style-type: none"> • MHRD sets up task force to develop & 	<p>Immediate:</p>

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Strategic direction & Why is it necessary?	Specific directions/ Recommendations	Policy level actions for specific directions	Key points for implementation ¹
<p>strong learning environment</p> <p>Why? : Presence of more children with disabilities in neighbourhood schools will create need for the use of innovative strategies and practices so that each child's learning and educational needs are addressed. Children with disabilities, even with the same kind of impairment, are a heterogeneous group. Additionally, at present, in spite of the goal of holistic development of the child in practice, only the academic part is</p>	<p>support, as well trainings for school principals, head teacher & teachers to promote & implement inclusive education</p> <ul style="list-style-type: none"> • Training to equip the all teachers to work across disabilities and focus on the learner's style, pace of learning and individual characteristics, and including non-academic areas of development • Teachers trained to use community resources for children and to work with parents as partners in the process of learning and education. • Development of curriculum based on the principle of Universal design for learning. 	<p>implement a national curriculum based on the principles of universal design.</p> <ul style="list-style-type: none"> • Cluster based resource centres developed to support schools/teachers in implementing inclusive education. • All general educators to undergo in-service training to gain knowledge and skills to promote inclusive education. • Training of existing special educators in cross disability work in inclusive settings. • All teachers to undergo training in working with parents as partners & to use community resources in building life skills in all children. • A school management course to train principals and head teachers in principles and skills of managing schools (vision, managing change, school development program). 	<ul style="list-style-type: none"> • A task force comprising of educationists across different fields of education with different levels of experience to develop the curriculum based on principles of universal design, manual for adopting and implementing the curriculum, & accessible, stimulating and innovative teaching learning material • Establishment of Resource Centers as additional support systems with adequate human and material resources, processes and methods that facilitate inclusive education in mainstream schools • School Management training of Principals and head teachers on aspects such as - vision for inclusion, developing vision for inclusive school, change management, administrative and management skills, communication skills, building relationships and partnerships, reflection and personal

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Strategic direction & Why is it necessary?	Specific directions/ Recommendations	Policy level actions for specific directions	Key points for implementation ¹
<p>emphasised and implemented, while the physical, social -emotional and ethical development is left out of the formal planning and action.</p>			<p>awareness and growth, etc. .</p> <ul style="list-style-type: none"> • Selection of training of Master Trainers in Inclusive Education. <p>Medium:</p> <ul style="list-style-type: none"> • Pre-service & in-service training of teachers as well as special educators on <ul style="list-style-type: none"> ○ Orientation to Inclusion ○ Teacher's role in promoting inclusion ○ Specific skills in translating curriculum to promote inclusion ○ Specific skills in pedagogy to promote inclusion ○ Work across disabilities ○ Specific skills in individualized and group assessments and plans ○ Working with parents as partners in the process of education ○ Collating information related to individual, family as well as community (including difficulties & resources) • Increasing participation of

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Strategic direction & Why is it necessary?	Specific directions/ Recommendations	Policy level actions for specific directions	Key points for implementation ¹
<p>6. Strengthening the pillars of human resource</p> <p>Why? : To challenge the barriers related to negative attitudes and inadequate skills, it is useful to look at all the people who could have positive or negative impact on the school</p>	<ul style="list-style-type: none"> • Strengthening human resources at local, State as well as Central level for promotion and implementation of inclusive education • Capacity building of general teachers, special educators and other professionals. • Creating a platform for Principals/ headmasters and teachers to learn, share experiences, and solve problems, and 	<p>At the Central level:</p> <ul style="list-style-type: none"> • As part of the National policy on inclusive education, a roadmap to be developed for capacity building of all human resource • Inter-ministerial group to plan and allocate resources for all areas of Inclusive Education. • Relevant Ministry to allocate budget to promote educational needs of children with disabilities in inclusive settings. • National institutes to focus on: <ul style="list-style-type: none"> - Research; cross disability training; capacity building modules on IE for faculty, officers, SCERTs/DIETs. 	<p>children with disabilities through</p> <ul style="list-style-type: none"> ○ NCERT developing a framework for participation, with indicators of participation ○ Teachers trained in the process of integrating the framework of participation in all teaching-learning processes • A community of principals to be developed to sustain partnerships and improve inclusive education. <p>Immediate:</p> <ul style="list-style-type: none"> • A roadmap to be developed for capacity building of all human resource • Allocation of financial and material resources for all areas of Inclusive Education. • Establish Cluster Resource center to address the specific needs of children with disabilities and promote Inclusive education • Ensure all regular teachers are responsible for children with disabilities at school level

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Strategic direction & Why is it necessary?	Specific directions/ Recommendations	Policy level actions for specific directions	Key points for implementation ¹
<p>education of children with disabilities.</p>	<p>create a repository of good practices in Inclusive education</p> <ul style="list-style-type: none"> • Strengthening & reorganization of human resource in the schools for effective inclusive practice. • Sensitisation of other children to diversity and create an environment of mutual respect and social relationships. • Sensitisation of parents towards diversity and promote inclusion. 	<ul style="list-style-type: none"> - Fellowships/scholarships/exchange programs for teachers/administrators/ faculty to promote universal design and participation of children. • NCTE and RCI to collaborate and develop teacher training modules with an inclusive philosophy and practice to equip future teachers with knowledge and skills to promote inclusive education. • Appoint additional staff to develop positions and recruit additional staff including care givers, teacher assistants as needed. <p>At the State level:</p> <ul style="list-style-type: none"> • Convergence of all Ministries/Departments to address the issues of children with disabilities in inclusive set ups. • Strengthen State Resource Groups and District Resource Groups. • Develop Cluster Resource center to address the specific needs of children with disabilities and promote Inclusive education • All pre-service training programs for teachers to include IE 	<p>supported by Resource Centres.</p> <ul style="list-style-type: none"> • Develop a HR strategy detailing the human resources required, people teacher ratio in an Inclusive set up. Roles and responsibilities of each professional, career path etc. • Resource teachers to be appointed at cluster level to support teachers and children in schools. Their roles to be clearly stated and mechanisms for coordination amongst all professionals to be set up. • Creation of Fellowships/scholarships/exchange programs for teachers/administrators/faculty to promote universal design in learning, concepts of evolving capacities and participation of children. • Convergence of all Ministries/Departments to address the issues of children with disabilities. • Recruit care giver and assistant teachers as needed.

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Strategic direction & Why is it necessary?	Specific directions/ Recommendations	Policy level actions for specific directions	Key points for implementation ¹
		<ul style="list-style-type: none"> • Both general educators and special educators to receive an in-depth in-service training in skills to promote IE • All regular teachers to be responsible for children with disabilities at school level. 	<ul style="list-style-type: none"> • Both general educators and special educators to receive an in-depth in-service training in skills to promote IE • Capacity building of SCERTs/DIETs for execution of IE at State levels <p>Medium:</p> <ul style="list-style-type: none"> • Defining (& allocating funds for) research priorities for inclusive education • Implementing cross disability training for all professionals who could influence inclusive education • Developing modules for Staff Colleges to orient all officers in IE and management of Inclusive Schools in States and Country level • Developing teacher training modules with an inclusive philosophy and practice • Strengthening of Resource Groups at State and District levels

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Strategic direction & Why is it necessary?	Specific directions/ Recommendations	Policy level actions for specific directions	Key points for implementation ¹
<p>7. Cementing with adequate financial resources</p> <p>Why? : Financial resources are essential for universal coverage & quality education of children with disabilities, as well as for achieving free and compulsory elementary education of children with disabilities, as envisaged in RTE Act 2009 and RPWD Act 2016.</p>	<p>As the country matures in its implementation of Inclusive education, the allocations to different heads of expenditure must be subsumed under the larger budget of education of all children.</p>	<ul style="list-style-type: none"> • Develop a fiscal policy based on the new education policy on Inclusive education. • Integrate financial needs of children with disabilities into overall Education budget. • Develop mechanisms for translating the fiscal policy into an implementation plan with clear functions, roles and allocation of resources between the Center and the State. 	<p>Immediate:</p> <p><u>Key areas of expenditure that must be integrated into the overall budget for education and enhanced allocation</u></p> <ul style="list-style-type: none"> - <i>Infrastructure:</i> accessibility in built environment including Building/Vehicles/ Playgrounds/Recreation center/ Resource Center/ Safe and Hygienic environment/ Drinking water/ Toilets/ Communication and technology etc - <i>Teacher training:</i> include training of general teachers and special education teachers - <i>Human resource:</i> Projection of personnel must include para teachers, caregivers, rehabilitation professionals, community based IE Volunteers. - <i>Quality education:</i> for all including children with disability - <i>Incentives:</i> for enrolment and

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			<p>retention of children with disabilities eg: transport facilities, escort, transport allowance etc.</p> <ul style="list-style-type: none"> - All <i>schemes</i> of central and state government must integrate budgetary provisions for children with disabilities into their different heads of expenditure. - Develop resources for allowances based on actual need rather than arbitrary allocation and marginal increases. - <i>Survey</i> – identification of children with disabilities within 2 years of passing the law and every 5 years thereafter - Intense preparatory phase to provide <ul style="list-style-type: none"> o Transport, Escort, Aids & adaptations to children with disabilities to reach school/services o Focus on children currently enrolled in Home Based Education (HBE) and children with high support to

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Strategic direction & Why is it necessary?	Specific directions/ Recommendations	Policy level actions for specific directions	Key points for implementation ¹
<p>8. Tracking progress in Inclusive education</p> <p>Why?: Currently, the data on education of children with disabilities is collected by multiple agencies, mostly with varied tools and objectives and can rarely be correlated. An effective</p>	<p>Establishing an effective and efficient system for tracking progress in inclusive education through availability of:</p> <ul style="list-style-type: none"> • Policy on inclusive education • Framework for implementation • Input-output mechanisms/measures • Process Indicators for achievement/progress • Outcome/Impact indicators 	<ul style="list-style-type: none"> • Review the existing monitoring and evaluation system and process against the principle of Inclusive education. • Develop systems, processes, tools and material for tracking the implementation of inclusive education in the country. • Adequate financial resources to be allocated to plan and build an effective system of monitoring and evaluating the progress on inclusive education. 	<ul style="list-style-type: none"> - reach school/services. <i>Communication</i> material including text, Braille, Tactile communication, large print, accessible multimedia, as well as written, audio, human reader and augmentative and alternative modes and sign language interpreters where required.
		<ul style="list-style-type: none"> • A process for tracking to be established wherein all parameters developed to enhance the quality of inclusive education must be defined, matrix for evaluating outputs/outcomes must be developed • Tools for collecting information/data to be developed in alignment with the policy recommendations/framework for implementation • All personnel involved in data collection be appropriately trained to collect the relevant information, including skills for 	

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<p>process is required to record & analyse the trajectory of inclusive education in the country to know the outcomes of efforts in the area of inclusive education.</p>			<p>collecting information, ethical values and non judgemental attitude during the process of collecting specific data/information.</p> <ul style="list-style-type: none"> • Tracking of financial allocations to be done using a financial tracking tool • Tracking to include <ul style="list-style-type: none"> ○ Pre- school children with disabilities (3-6years) ○ School aged children with disabilities (6-18 years) ○ Number of awareness raising programs held ○ Conduction of training modules in pre- school setups ○ Physical accessibility at the school level ○ Support services including the transport facility, transport allowance, care giver support, flexibility in timings and leave, etc. and the number of children availing of these support services ○ Number of training sessions attended by school leadership on mandatory requirements

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Strategic direction & Why is it necessary?	Specific directions/ Recommendations	Policy level actions for specific directions	Key points for implementation ¹
			for infrastructural and support facilities <ul style="list-style-type: none"> ○ Tracking School leadership development program ○ Tracking the learning environment

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ANNEXURES

A-1 TOOLS

A-1.1 State Level Tool

State Level Tool

Objective: Baseline Information for Strengthening Inclusive Education with a focus especially on Children with Disability

Information on State of _____

General points to remember:

- 1) Responses need not be written on the tool while the interview is taking place.
- 2) Please carry separate sheets of paper to take down the responses.
- 3) Please enter the details/responses as given by the respondent.
- 4) If there is more than one officer giving a response, please note the names of each of the officers and write down the specific responses as given by them separately in the relevant section.
- 5) At the end of the interview please write down your experiences/views of the interview.

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Abbreviations used

1. State Council for Education Research and Training – SCERT
2. National Institute of Open Learning – NIOS
3. Right to Education Act - RTE
4. SarvaShikshaAbhiyan - SSA
5. Central Board of Secondary Education - CBSE
6. Council of Indian School Certificate Examination - CISCE
7. Indian certificate secondary education -ICSE

A. MINISTRIES/DEPARTMENTS RESPONSIBLE FOR EDUCATION AND REHABILITATION OF CHILDREN WITH DISABILITY

A1. Please list all Ministries/Departments that influence Educational/Rehabilitation needs of children with disability. (Central as well as State)

Please list all Policies that influence/impact Educational needs of children with Disabilities. (Central as well as State)

S.No	Name of the Policy	√ Tick if Central Policy	√ Tick if State Policy	Name the Ministry/department
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

A-1 TOOLS

A2. Which policies have made an impact on education of Children with disabilities?

- a) Which part of the policy is implementable? And what makes it so?
- b) Which part of the policy is not implementable? And what makes it so?

A3. According to you are these policies enough/adequate to promote Inclusive Education?

A4. What is your suggestion to strengthen the policies further to promote the inclusion of children with disabilities?

B. CENTRAL GOVERNMENT SCHEMES- Implemented in the State (*please add rows as required*-to be filled before)

B1. List and provide details according to the table below, about all the Central Government Schemes as applicable to your State

SCHEME	OBJECTIVES	FUNDING	ROLE & RESPONSIBILITY	Number of Children benefitted

A-1 TOOLS

Name	Goals Elaborate	Targ ets Lives to Bene fit	Covera ge (geog. district s etc.)	Sta rt	Budg et alloc ate 2014- 15	Cent er Stat e ratio	Which Ministries are responsibl e for implement ation	Which Departmen ts at State level are responsibl e for implement ation	201 5- 16	201 4- 15

Source of data

B2. According to you which Schemes are adequate to promote Inclusive Education?

B3. What are gaps or limitations of the existing Schemes?

B4. What are your suggestions to strengthen the Schemes further?

C. STATE GOVERNMENT SCHEMES (please add rows as required)

C1. List and provide details according to the table below, about all the State Government Schemes as applicable to your State .

Source of data

A-1 TOOLS

SCHEME	OBJECTIVES			FUNDING			ROLE & RESPONSIBILITY	Number of children impacted	
	Name	Goals Elaborate	Targets Lives to Benefit	Coverage (geog. districts etc.)	Start	Budget allocate 2014-15		Center State ratio	Which Department is responsible for implementation?

C2. According to you which Schemes are adequate to promote Inclusive Education?

C3. What are gaps or limitations of the existing Schemes?

C4. What are your suggestions to strengthen the Schemes further?

D. NOTIFICATIONS AND ORDERS CURRENTLY APPLICABLE TO THE STATE:

D1. Please list and share key points of the notifications/orders and share a copy of the same. Please add more rows as required.

A-1 TOOLS

S.NO	DATE OF THE ORDER/ NOTIFICATION	NUMBER OF THE ORDER/ NOTIFICATION	KEY POINTS OF THE ORDER/ NOTIFICATION	STATUS OF IMPLEMENTATION

Source of data

D2. Please share some examples, on the status of implementation, based on your response in D1.

D4. According to you are these orders/notifications enough/adequate to promote Inclusive Education?

D5. What are the existing gaps/limitations of the existing orders/notifications?

D6. What are your suggestions to strengthen the implementation of these orders/notifications?

E. LINKAGE BETWEEN MINISTRIES/DEPARTMENTS OF CENTRAL AND STATE GOVERNMENT THAT ADDRESSES THE EDUCATION AND REHABILITATION NEEDS OF CHILDREN WITH DISABILITIES:

E1. What kind of support has the State received from the Central Government Ministries to promote Education of Children with disabilities in mainstream schools?

a) Funds allocated for education of children with disabilities in 2014-15. Please mention the Center-State ratio of funds.

S.No.	Funds provided by the centre	Funds provided by the state

b) Please list all the Material/Kit/equipment provided by the Center to State in 2014-15 (for awareness raising or any other purpose) and share the purpose for which it was provided.

S.No	Central	State	Material /kit/equipment
1)			
2)			
3)			
4)			
5)			
6)			
7)			
8)			
9)			
10)			

A-1 TOOLS

- c) What are your views on Human Resource allocated/deputed by the Center (positions may still be vacant but have been created).

- d) What are your views on the trainings that the Central Ministry/ Department/ Institute provided to all teachers and Government staff?

- e) What are your views on the technical support and resources provided by the Central Ministry/Department/Institute for promoting innovations, research and planning for education of children with disabilities?

E2. Is there a state advisory board for RTE set up in your state?

- a) **What is the linkage between the state and the national advisory board?**

- b) **What is the role of the state advisory board in your state?**

- c) **How many appointed members does it have?**

- d) **What is the frequency of meeting?**

F. MONITORING AND EVALUATION

F1. What is the role of Central Government/Ministries in Monitoring and Evaluation of RTE, SSA and Schemes listed in B1. and C1.

F2. What is the role of State Government in Monitoring and Evaluation of RTE, SSA and Schemes listed in B1 and C1.

F3. What are your suggestions for further strengthening of Monitoring and Evaluation of RTE, SSA and various other Schemes?

G. STATE LEVEL DATA ON CHILDREN OF ELEMENTARY SCHOOL AGES:

G1. Data on Children in the State – For the year 2014-15 (to be filled before)

NUMBER OF CHILDREN Census 2011		CHILDREN ENROLLED IN SCHOOL		TOTAL NO.OF CHILDREN WITH DISABILITIES		TOTAL NO. CHILDREN WITH DISABILITIES ENROLLED IN MAINSTREAM SCHOOLS		NUMBER OD CHILDREN WITH DISABILITIES ENROLLED IN SPECIAL SCHOOLS		NO. OF CHILDREN WITH DISABILITIES DROP OUT	
GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS

source of data

A-1 TOOLS

G2. Has there been a survey of children out of school. If yes, please indicate the key findings.

G3. NUMBER OF CHILDREN IN THE STATE- BY AGE AND IMPAIRMENT (to be filled before)

IMPAIRMENT	AGE GROUP as per census	NUMBER OF CHILDREN
Visual	0-4	
	5-9	
	10-19	
Hearing	0-4	
	5-9	
	10-19	
Speech	0-4	
	5-9	
	10-19	
Motor	0-4	
	5-9	
	10-19	
Mental Retardation (MR)	0-4	
	5-9	
	10-19	
Mental Illness	0-4	
	5-9	
	10-19	
Multiple	0-4	
	5-9	
	10-19	
Other	0-4	
	5-9	
	10-19	

source of data

A-1 TOOLS

	Ramp	
	Elevator/Lifts	
	Accessible Playground	
	Handrails/railings/ Boundary Walls	
	Accessible Doors and corridors	
	Adapted/modified furniture	
Signage		
Proper Lighting		
Barrier free access Drinking water	Access to wheelchair	
Wheelchair access to Toilets	Toilet for girls	
	Toilet for boys	
	Disabled friendly toilets	
Health facilities	Medicines/supplements	
Transport for children with disabilities		
Assistive Aids and Appliances	Brail computers, tablet and android phone/phone, brail books, hearing aids, large text books, special shoes others	
Human Assistants	Helpers /volunteers	
Cluster Resource Centre/ Block Resource Centre	Teacher empowerment, where teachers share innovative practices and experiences (teacher growth)	
Education Guarantee Centers	Bridge Courses, remedial courses, -to-School Campus with a focus on mainstreaming out of school children into regular schools.	
	Teaching learning Materials (TLMs)	

A-1 TOOLS

Teacher Training	Provision of 20 days' In-service course for all teachers, 60 days refresher course for untrained teachers and 30 days orientation for freshly trained recruits. Special-Ed teachers to visit schools on a monthly basis.	
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Source of data

G7. How many model schools are there in your State? Provide details on the functioning of such schools; include funding, number of children enrolled including children with disabilities, teachers, administration, method of education/skills and facilities etc.(for the year 2014-15)

G8. Number of Children with Disabilities enrolled (for the year 2014-15)

- NIOS_____
- Home Based education_____

H. HUMAN RESOURCE

TYPES OF HUMAN RESOURCE REQUIRED(FOR ALL CHILDREN)	NUMBER (Sanctioned)	NUMBER EMPLOYED			
		Permanent	Temporary	Guest	Any Other
Head-Teacher/Principal					
Teachers					
Special educators					
Therapists					
Computer Teacher					
Instructors for Art					
Instructor for PE					
Instructors for Work					

A-1 TOOLS

Education /vocational					
Librarian					
Counsellors					
Doctors					
Nurse/paramedics					
Administrators					
Support staff					
Escort for transport to remote areas					
Assistant teachers					
Resource center staff (20 teachers) composition and the number of staff members					

H1. Please list the types of Human Resource required/available provide the below data. (According to the State for the year 2014-15)

Source of data

I. BOARDS OF EDUCATION

I1 List the different school/examination boards existing in the State and the number of schools affiliated to each of the above Boards (please add rows as required) Data for the year 2015-16.

Name of Board	No. of Schools
CBSE	
ICSE (CISCE)	
State Board	

Source of data

**I2. Medium of instruction and number of schools (please add rows as required)
Data for the year 2015-16**

Medium of Instruction	No. of Schools
English	
Hindi	
Local Language -	

Source of data

I3. Has the state body made adaptations/modifications in the curriculum for inclusive education for children with disabilities? If yes, when was it last undertaken?

14. What adaptations /modifications were made in the curriculum for inclusive education for children with disabilities? If yes, when was it last undertaken?

I5. Please share success stories of how the curriculum has been adapted/ modified and how the existing system has benefited children with disabilities.

I6. Please share the difficulties faced and gaps in the current process to connect curriculum to the learning needs of children with disabilities.

I7. Please give suggestions to address the gaps and issues faced.

J. CHILD BASED ASSESSMENT

J1. What is the current process to assess a child with disability during/at the end of the academic year? Please provide the levels and kinds of assessments undertaken?

J2. Please share from your experience what has worked well /not worked for children with disability and /or teacher and the reasons for the same?

J3. Has CCE benefitted Children with Disabilities in schools? Please share your experiences and suggest ways to strengthen the process and methods of assessment.

K. FUTURE PLANS OF THE STATE

K1. What are the plans and targets for your State till 2030 regarding the education of children with disabilities in mainstream schools?

General Information

Date of the Interview

Place of Interview

Name of the Interviewee/Facilitator

Names of people taking down notes

Names of Officers from the Government (please mention names of all who were involved in giving information):

S.No	Name of the Officer	Designation	Ministry/Department	State	Contact details	Signature

This section is to be filled by the representative of the State Partner who conducted the interview.

Please share your experience of conducting the interview?

What was helpful?

What was not helpful?

What would you like to add to the tool?

A-1 TOOLS

Please make sure that you talk to your State coordinator from AADI immediately after the interview is over.

THANK YOU VERY MUCH FOR YOUR SUPPORT

A-1.2 School Observation Checklist

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3. TEACHING AND LEARNING ENVIRONMENT	5
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General points to remember:

1. Responses need not be written on the tool while the interview is taking place.
2. Please carry separate sheets of paper to take down the responses.
3. Please enter the details/responses as given by the respondent.
4. If there is more than one officer giving a response, please note the names of each of the officers and write down the specific responses as given by them separately in the relevant section.
5. At the end of the interview please write down your experiences/views of the interview.

1. PHYSICAL ACCESS WITHIN SCHOOL

INFRASTRUCTURE AVAILABLE:

1.1 Within School

1.1.1 Do the classes take place

- In a Building
- In tents
- Under trees
- In the open
- Any other ...

A-1 TOOLS

(Please tick all applicable options)

- 1.1.2 Are there separate spaces/classrooms for different classes? Are there labs for different subject?
- 1.1.3 Are these classes/labs accessible to children with disabilities?
- 1.1.4 Is there adequate space for movement, enough light and ventilation in the rooms for all children?
- 1.1.5 What is the sitting arrangement for all children, including children with disabilities in the class? (tick all that is applicable):
- On durries,
 - Chairs,
 - Wheelchairs (provided by school, owned by the child)
 - Can children with disabilities move around freely within the class?
 - Is the furniture accessible/suitable to the children's needs?
 - Is the sitting arrangement based on abilities of children?
 - Any other (Children with disabilities in a corner etc.)
- 1.1.6 Do all children, including children with disabilities, have takhtees /clipboard or desks to write upon?

1.2 Access to toilets

- 1.2.1 Are toilets present in school?
- 1.2.2 Are there separate toilets for boys and girls?
- 1.2.3 Are the toilets western/Indian style or both?
- 1.2.4 Are children with disability able to reach the toilet?
- 1.2.5 Is there a support person available to children with disabilities, if they require one?
- 1.2.6 Do the toilets have doors and latches?
- 1.2.7 Do the toilets have running water?
- 1.2.8 Are there dustbins in the toilet?
- 1.2.9 Are these toilets accessible to children with disability?
- Do the toilets have a wide entry/gate for at least one wheelchair to enter?
 - Can a child with disability open/close doors and latches?
 - Can a child with disability use running water?
 - Are there grab bars/handles for support in movement for children with disabilities?
 - Can a child with disability use dustbin, if available?
 - Is there a mechanism (e.g. alarm bell) for children who may need help inside toilets?

- Is the toilet clean and dry?

1.2.10 If toilets are not accessible, are adaptations to the toilets underway (i.e. work is going on in the school to make toilets accessible)?

1.3 Access to drinking water

1.3.1 What is the provision for drinking water for all children (tick all that is applicable)?

- Taps
- Water cooler
- Water dispenser
- Any other

1.3.2 Are all children with disability able to use the facility for drinking water?

- Can a child with disability (including one on wheelchair or with limited hand movements) reach the tap?
- Can a child with disability (including one on wheelchair or with limited hand movements) use the tap?
- Is the floor near water provision dry?

1.3.3 Are children with disability asked to bring their own water due to inaccessibility of water provision?

1.3.4 Is there a support person available to children with disabilities to aid with drinking water, if required?

1.4 Access to playground/space for outdoor games?

1.4.1 Is there a playground/space available for outdoor games?

1.4.2 Can children with disability reach the playground/space available for outdoor games?

1.4.3 Is the equipment /machinery accessible and safe ?

1.4.4 Are there any accommodations for Children with disabilities?

2. RESOURCES AND SERVICES AVAILABLE

2.1 Teaching Infrastructure

2.1.1 Is a board (black/white/etc.) present in each class?

A-1 TOOLS

2.1.2 Is the board at an appropriate height that most children, including a child with disability, are able to

- View it at the eye level (of students), even if they are sitting on the floor level.
- Reach and write on it

2.1.3 Surface of the board is

- Clean,
- Bright (not faded),
- Without scratches

2.1.4 Color contrast chalk/maker is being used.

2.1.5 Optimum distance (not too close and not too far) between board and children maintained to minimize visual difficulties.

2.2 Library

2.2.1 Is there a library or a reading room available for all children?

2.2.2 Is the library equipped with technology/resources to access online/downloaded/soft material?

2.2.3 Are there enough copies of the following per class?

- text books,
- story books,
- magazines
- reference books

2.2.4 Are the above available in accessible formats (tick all that is applicable):

- audio
- braille
- audio-visual
- soft copies (e.g. PDF, MS-Word, etc.) that can be accessed on computer

2.2.5 Can a child with disability reach and use the books/material

- Physically (e.g. height of racks/books at appropriate level)
- Using technology (e.g. online through computers)
- With human support
- None of the above

3. TEACHING AND LEARNING ENVIRONMENT

3.1 How are children with disability treated in school? By the teacher and peers.

- Is the child with disability called by her/his given name?
- Is the tone of speaking to the child with disability/age appropriate?
- Are opportunities provided to the child with disability to take on class responsibilities?

3.2 Child centric planning (Check Lesson plan Register)

- Does the lesson plan focus on completing a topic/subject?
- Does the lesson plan include the specific needs of all children?
- Does the lesson plan include the specific material and accommodations needed for some children with disabilities? Give examples.
- Is the material used age appropriate?
- Is the material handled by the teacher only?
- Are there enough sets of material available for all children?
- What are the specific adaptations made for children with disabilities? Give examples.
- Are there IEPs (Individual education Plans) for children with disabilities?
- Do all children have IEPs?

3.3 Strategies/methodology (Check Lesson plan Register)

- Where does most of the teaching take place? In the class or outside the class?
- Are visits to places outside the school planned to supplement classroom teaching? If so, do children with disabilities also take part in such visits/outings?
- Are games/activities (indoor as well as outdoor) parts of teaching activities?
- Are these activities inclusive with accommodations made for children with disabilities, where required?

3.4 Review of learning

- Is review of learning inbuilt into the lesson plan for all children?
- How often does review take place?
- What is the method of review? Oral/written?

A-1 TOOLS

- What are the specific modifications in the review methodology for children with disabilities?
- Is the CCE modified for children with disabilities? See the CCE records.
- School Overview
-

4. GENERAL INFORMATION

Please fill separate for every School Observation

Name of School	School address	Number of Teachers	Total Number of children with disability	Total number of students in school	District

The following section is to be filled in by the representative of the State Partner who completed the school observations.

Please share your experience of the school visit and observations. What was helpful and what was not helpful?

Please add special comments in this section, if any.

Please add any of your observations, if any, which were not part of the observation tool?

Please make sure that you talk to your State coordinator from AADI after the School observation is over.

THANK YOU VERY MUCH FOR YOUR SUPPORT

A-1.3 Interview Schedule for Heads of School

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5. RIGHTS AND PARTICIPATION OF CHILDREN WITH DISABILITY	9

General points to remember:

Responses need not be written on the tool while the interview is taking place.

Please carry separate sheets of paper to take down the responses.

Please enter the details/responses as given by the respondent.

If there is more than one respondent, please note the names of each of them and write down the specific responses as given by them separately in the relevant section.

At the end of the interview please write down your experiences/views of the interview.

1. GENERAL INFORMATION

Name of School-

Date-

Interviewed By-

Number of Heads Interviewed-

S.No	Position	Qualifications	Any Specific Training received in Inclusive education/Teaching Children with Disabilities	Name	Years of service	Signature

1. ADMISSION

1.1 Do families near school know the following –

- When do admissions begin in your school?
- What is the process of admission?

1.2 What are the specific steps taken by school to increase enrolment of children with disabilities?

1.3 Description of the admission process -

- Do admissions for all children take place throughout the year?
- Are there admission drives for all children at specific times in the year?
- Is there any admission drive, including for lateral admission) for children with disability?
- Is there are special admission process for children with disabilities?
- Is there a criterion for lateral admission of children with disabilities?
- What is the admission scheme post grade 5?
- Does the school prepare the student for admission to Secondary School?

1.4 Which documents are mandatory for admission for all children?

1.5 Is disability certificate compulsory for admission of a child with disability?

1.6 What suggestions would you like to give for improving admission process for children with disability?

2. REACHING SCHOOL

- 2.1 What are modes and methods that are available for all children to reach school (tick all that is applicable):
- Parents dropping and picking up children
 - Children coming and going independently (walking, using public transport, private/personal vehicles such as bicycle)
 - School transport
 - Children with siblings and/or peers (walking, using public transport, private/personal vehicles such as bicycle)
 - Any other.....
- 2.2 Specific difficulties that are faced by children with disability in reaching school? (Including):
- Does terrain/distance create problems for children with disability in reaching school?
 - Does weather create problems for children with disability in reaching school?
 - Do the conflict related events (e.g. violence, strike, curfew, etc.) create problems for children with disability in reaching school?
 - Other Specific Reasons like mobility aids, escorts, financial etc.
- 2.3 Does your school have specific resources like transport, escort etc. to ensure that children with disability reach school?
- 2.4 What suggestions would you like to give so that more children with disability can reach school?

3. RESOURCES AND SERVICES AVAILABLE

3.1 Teaching Infrastructure

- 3.1.1 Does your school have computers/computer lab or other technology to aid learning? Please give details of its use.

3.2 Art and Craft

- 3.2.1 What are the different options for Art and Craft available for all children?
- 3.2.2 Are these available for children with disabilities also?
- 3.2.3 In case some children with disabilities require other options, does the school provide the same to them ?(other than the options available to all children)
- 3.2.4 Are the spaces/ rooms used for Art and Craft accessible to children with disabilities?
- 3.2.5 What are the accommodations made for Children with disabilities?

3.4 Sports and games

3.4.1 Are all children with disabilities trained to play outdoor games?

3.4.2 If children with disabilities are interested in sports who teaches them?

3.4.3 Is the trainer equipped to recommend necessary adaptations? Are they referred to the national para Olympic teams?

3.4.4 Are they referred to places where they can get further training and coaching?

3.5 Lunch and Mid-day meals

3.5.1 Do children with disabilities take lunch together with other students or by themselves?

3.5.2 Who provides the lunch for all children including children with disabilities? (family/schoolthrough mid-daymeal?)

3.5.3 Do children with disabilities have any support (assistance by an ayah or a care giver/family member) during lunch hour?

3.5.4 Do other children help children with disabilities?

3.5.5 Is any child including a child with disability left out of the mid- day meal plan because of specific need?

3.5.6 Is the eating space accessible to the children with disabilities?

3.6 School health program

3.6.1 Does the school have a health program for all children?

3.6.2 Which areas of health are monitored through the School Health program (e.g. height, weight, eyesight, etc.-mention all that is monitored)?

3.6.3 Are the health services accessible to children with disabilities? What specific health services are given to children with disabilities?(therapies, medicines etc .please specify)

3.6.4 Who are the personnel involved in the School health program?

3.6.5 Is physical and mental health a part of the School health Program?

3.6.6 What is the role of Children, Parents and teachers in the School Health program?

4. AWARENESS/ PERSPECTIVES ON RIGHTS/ ISSUES OF CHILDREN WITH DISABILITY/ INTER LINKAGES WITH OTHER MINISTRIES/DEPARTMENTS

- 4.1 What does the term disability mean to you?
- 4.2 Has there been any change in the way you think about children with disabilities?(since the time when children with disabilities have been part of your mainstream school)
- 4.3 Are you aware of the RTE rules and guidelines? Which of these are implemented within the school?
- 4.4 Are you aware of the POSCO guidelines? Have you received any training on it?
- 4.5 Does the school have any link with Rashtriya Bal Swasthya Karyakram?
- Are children with disabilities referred to RBSK program?
 - What are the benefits that children with disabilities received from RBSK?
- 4.6 Does your school have a school management committee (SMC)?
- Does the SMC prepare a school development plan that includes the needs of children with disabilities?
 - Does SMC have a parent of a child with disability?
 - At present how many members are there in the SMC and what categories are they representing? (please refer to SMC guidelines of the RTE Act)
 - How frequently do they meet? And when was their last meeting?
 - Are the plans recommended by the SMC implemented in the schools?
 - Do the SMC members get any government aided training?
 - Does the SMC have any plans or strategies to increase the retention of children with disabilities in school?
 - What do you think are the strengths and weaknesses of the SMC
- 4.7 Are you aware that Panchayat Raj Institutions are involved in the Implementation of RTE?
- What role does the Gram Panchayat or the Zilla Parishad play in the implementation of RTE?
- 4.8 What are your suggestions to improve the relations/contribution of local level bodies in implementation of RTE?

4.9 Physical access within school

- 4.9.1 Do you know about the guidelines/standards for accessible physical infrastructure in schools?
- Harmonized guidelines and space standards for barrier free build environment for persons with disabilities and elderly persons: By Min. of Urban Development 2016.
 - Access related guidelines in the schedule given in RTE, 2009. (Please tick the ones they are aware of)

A-1 TOOLS

4.9.2 Have you made any adaptations in the school infrastructure (physical) based on the above guidelines?

4.9.3 Give details about adaptations that are underway (i.e. work is going on in the school) and the proposals-

- For seeking grant for adaptations
- For fund disbursement from the Government for our proposed adaptations.

4.10 Inclusion

4.10.1 Although inclusion is mandated by RTE, do you think your school is prepared for inclusion of children with disability? What are steps needed to facilitate inclusion of children with Disabilities.

4.10.2 In your view what have been your achievements related to children with disabilities since 2010?

- What problems do you face in guiding teachers about their work with children with disabilities?
- What steps should be taken to include Children with Disabilities in the school.
- What steps should be taken to support the teachers for the inclusion of children with disabilities?

5. RIGHTS AND PARTICIPATION OF CHILDREN WITH DISABILITY

5.1 Are children with disability teased or bullied in your school?

Are there children (including children with disability) who do not come or drop out due to –

Sno.	Reason	Children With Disability	Other Children
1	Lack of toilets		
2	Lack of access to toilets		
3	Health issues		
4	Distance		
5	No accessible transport		
6	Lack of support within schools		
7	Any other Specific Reasons		

5.3 How are children involved in decision making processes in school?

A-1 TOOLS

- Are the children encouraged to voice their views/opinions/ give examples?
 - What kinds of decisions do they make? Give Examples.
 - Are children with disabilities given opportunities to give opinions and decisions? If so, what kind of activities/decisions are they involved in?
- 5.4 Is there a policy to involve children in various committees – sports committee, transport committee, cleanliness committee, events committee, attendance committee etc? Are children with disabilities part of these committees?
- 5.5 Are children with disability able to participate in outdoor games, competitions, and outdoor excursions? If yes, please tell us about the last event that they participated in? And when was this?
- 5.6 Is there a Bal Panchayat in the School?
- Are there children with disabilities in it as members?
 - Is it able to take on issues of children with disabilities?
 - Is there a training available to its members to perform their roles?
- 5.7 Is there a child grievance committee?
- Are children able to express their views freely in school/classes?
 - Are children with disabilities encouraged to express their views in school/classes?
 - Is the committee able to handle the grievances of all children including children with disabilities?
- 5.8 Is there a leadership skill building process available to all children?
- Are children with disabilities able to participate in it?
 - Is there career guidance available to all children including children with disabilities?

This section is to be filled by the representative of the State Partner who conducted the interview.

Please share your experience of conducting the interview?

What was helpful?

What was not helpful?

Please add special comments in this section, if any.

Please add any of your observations, if any, which were not part of the tool

What would you like to add to the tool?

A-1 TOOLS

Please make sure that you talk to your State coordinator from AADI immediately after the interview is over.

THANK YOU VERY MUCH FOR YOUR SUPPORT

A-1.4 Guide for Focussed Group Discussion (FGD) with Teachers

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General Points to remember	1
FGD Report Writing	1
1. ADMISSION	1
2. TEACHING AND LEARNING ENVIRONMENT	2
3. AWARENESS/ PERSPECTIVES ON RIGHTS/ ISSUES OF CHILDREN WITH DISABILITY/ INTER LINKAGES WITH OTHER MINISTRIES/ DEPARTMENTS	3
4. RIGHTS AND PARTICIPATION OF CHILDREN WITH DISABILITY	4
5. PARTICIPATION OF PARENTS	5
6. GENERAL INFORMATION	6

General Points to remember

- Use the questions to guide focus group discussions, if answers or discussion does not come from the group use the guide to carry it forward by asking the specific questions under each heading.
- Take down the range of responses for each topic
- Responses need not be written on the tool. Please carry plain paper for writing responses.
- Each FGD should have at least 3 people from the state partners present- 1 facilitator and 2 people noting down the responses.
- The total number of participant for FGD parent, teacher, and child is 20 respectively, these can be split into more than one discussion as time, distance and convenience allow.

FGD Report Writing

Use the headings from each section as a guide for report writing.

The reporting should be in the form of paragraphs/narratives/essays under each head

1. ADMISSION

1.1 Do families near school know the following –

- When do admissions begin in your school?

- What is the process of admission?

1.2 What are the specific steps taken by school to increase enrolment of children with disabilities?

1.3 Description of the admission process -

- Do admissions for all children take place throughout the year?
- Are there admission drives for all children at specific times in the year?
- Is there any admission drive, including lateral admission, for children with disability?
- Is there a special admission process for children with disabilities?
- Is there a criterion for lateral admission of children with disabilities?
- What is the admission scheme post grade 5?
- Does the school prepare the student for admission to Secondary School?

1.4 What suggestions would you like to give for improving admission process for children with disability?

2. TEACHING AND LEARNING ENVIRONMENT

2.1 What are your experiences of teaching children with disability? (Challenges as well as positive experiences)?

2.2 How do you ensure that each child with disability feels respected and included in your class?

2.3 Has there been any orientation program/sensitization program/specific training in School which enables the teachers to teach children with disabilities?

2.4 Please share any two or three strategies that helped you to teach children with disabilities?

2.5 Do you think children with disability have progressed over the years? (Academically, socially/having friends, being regular, planning for future, being confident, etc.)

2.6 How would you describe the relationship between children with disability and children without disability?

2.7 What are the specific issues that most children with disabilities face in your school? And how are these similar or different as compared to children without disabilities?

2.8 What kind of support do you need to work with children with disability? (Tick all that is applicable)

- Someone to assist you in your teaching an inclusive class.
- More audio-visual aids
- More caregivers/support staff per classroom to assist children with disability in their chores, e.g. going to toilet, eating, drinking water, etc.

A-1 TOOLS

- More time to prepare lesson plan and material
- Support in preparing teaching material
- Any other....

3 AWARENESS/ PERSPECTIVES ON RIGHTS/ ISSUES OF CHILDREN WITH DISABILITY/ INTER LINKAGES WITH OTHER MINISTRIES/DEPARTMENTS

- 3.1 What does the term disability mean to you?
- 3.2 Since when have children with disabilities been part of your school?
- 3.3 Has there been any change in the way you think about children with disabilities after children with disabilities have joined your school?
- 3.4 Is the school aware of the state policies, rules and schemes available through RTE? Which of these rules and schemes are implemented within the school?
- 3.5 Are you aware of the POCSO Act? Have you received any training on it?
- 3.6 Does the school have any link with RashtriyaBalSwasthyaKaryakram?
- Are children with disabilities referred to RBSK program?
 - What are the benefits that children with disabilities received from RBSK?
- 3.7 Does your school have a school management committee (SMC)?
- Does the SMC prepare a school development plan that includes the needs of children with disabilities?
 - Does SMC have a parent of a child with disability?
 - Does the SMC have any plans or strategies to increase the retention of children with disabilities in school?
 - In what ways do the teachers link with SMC?
- 3.8 Are you aware that Panchayat Raj Institutions are involved in the Implementation of RTE?
- 3.9 What role has the Gram Panchayat or the ZillaParishad played in the implementation of RTE?
- What are your suggestions to improve the relations/contribution of local level bodies in implementation of RTE?

4 RIGHTS AND PARTICIPATION OF CHILDREN WITH DISABILITY

- 4.1 do children with disabilities have friends and do they play together?
- 4.2 Are children with disability teased in your school?
- 4.3 Are there children (including children with disability) who do not come or drop out due to (tick all that is applicable)
- Lack of toilets?
 - Lack of access to toilets?
 - Health issues

A-1 TOOLS

- Distance
- No accessible transport
- Lack of support within schools
- Any other - specify

4.4 How are children involved in decision making processes in school and classrooms?

- Are children encouraged to voice their views/opinions, give examples?
- What kind of decisions do they make? Give examples?
- Are children with disabilities given opportunities to give opinions and make decisions? If so, what kind of activities/decisions are they involved in?

4. Is there a policy to involve children in various committees – sports committee, transport committee, cleanliness committee, events committee, attendance committee etc? Are children with disabilities part of these committees?

5. Are children with disability able to participate in outdoor games, competitions, school functions and outdoor excursions? Do you need to make any specific accommodations?

6. Is there a Bal Panchayat in the School?

- Are there children with disabilities in it as members?
- Is it able to take on issues of children with disabilities?
- Is there a training available to its members to perform their roles?

4.8 Is there a child grievance committee?

- Are children able to express their views freely in school and classrooms?
- Are children with disabilities encouraged to express their views in school and classrooms?
- Is the committee able to handle the grievances of all children including children with disabilities?

4.9 Is there a leadership skill building process available to all children?

- Are children with disabilities able to participate in it?
- Is there career guidance available to all children including children with disabilities?

5. PARTICIPATION OF PARENTS

5.1 What has been your experience of working with parents of children with disability?

A-1 TOOLS

- 5.2 What has been your experience of working with parents of non disabled children ?
- 5.3 Are the parents of non disabled children encouraged to come and support in class?
- 5.4 Are the parents of disabled children encouraged to come and support in class?
- 5.5 Do parents know the level of their non disabled child?
- 5.6 Do parents know the level of their disabled child?
- 5.7 Do the parents know the progress of their non-disabled child on a regular basis?
- 5.8 Do the parents know the progress of their disabled child on a regular basis?
- 5.9 Do parents of non-disabled children know where to submit a grievance about school?
- 5.10 Do parents of disabled children know where to submit a grievance about school?
- 5.11 Are parents of non-disabled children encouraged to give suggestions to school and teachers?
- 5.12 Examples of suggestions given by parents.
- 5.13 Have these suggestions been incorporated in the school work?
- 5.14 Are parents of disabled children encouraged to give suggestions to school and teachers?
- 5.15 Examples of suggestions given by parents?
- 5.16 Have these suggestions been incorporated in the school work?
- 5.17 Are parents of disabled children encouraged to support other parents?
- 5.18 Are parents of non-disabled children encouraged to support other parents?
- 5.19 Does the non disabled child's parent member of SMC interact with other parents and take their suggestions?
- 5.18 Does the disabled child's parent member of SMC interact with other parents and take their suggestions?

6. GENERAL INFORMATION

Date on which FGD was held:

FGD led by:

Venue of FGD

Number of teachers participated:

A-1 TOOLS

S.No	Name of the teacher	Qualifications	Any Specific Training received in Inclusive education/Teaching Children with Disabilities	School	Years of service	Teacher's signature

- Please fill a separate form for each FGD
-

The following section is to be filled by the representative of the State Partner who conducted the FGD.

Please share your experience of the FGD. What was helpful and what was not helpful?

Please add special comments in this section, if any.

Please add any of your observations, if any, that were not part of the FGD?

Please make sure that you talk to your State coordinator from AADI after the FGD is over.

Thank you for your support

A-1.5 Guide for Focussed Group Discussion (FGD) with Parents

Table of Contents

General Points to remember	1
FGD Report Writing	1
1. ADMISSION	1
2. REACHING SCHOOL	2
3. RIGHTS AND PARTICIPATION OF CHILDREN WITH DISABILITY	3
4. PARTICIPATION OF PARENTS	4
5. GENERAL INFORMATION	5

General Points to remember

- Use the questions to guide focus group discussions, if answers or discussion do not come from the group use the guide to carry it forward by asking the specific questions under each heading.
- Take down the range of responses for each topic
- Responses need not be written on the tool. Please carry plain paper for writing responses.
- Each FGD should have at least 3 people from the state partners present- 1 facilitator and 2 people noting down the responses.
- The total number of participant for FGD parent, teacher, and child is 20 respectively, these can be split into more than one discussion as time, distance and convenience allow.

FGD Report Writing

Use the headings from each section as a guide for report writing.

The reporting should be in the form of paragraphs/narratives/essays under each head

1. ADMISSION

- 1.1 Do you know whether all children with disability can go to neighbourhood mainstream school? Do you know when admissions begin?
- 1.2 Which documents are mandatory for admission for all children?
- 1.3 Is disability certificate compulsory for admission of a child with disability?

- 1.4 What has been your experience of the admission process?
- 1.5 (Challenges/problems faced, helpful aspects experienced)?
- 1.6 What suggestions would you like to give for improving admission process for children with disability?

2. REACHING SCHOOL

- 2.1 What are modes and methods that are available for children with disability to reach school?
 - Parents dropping and picking up children
 - Children coming and going independently (walking, using public transport, private/personal vehicles such as bicycle)
 - School transport? Is the transport accessible? Do children with disabilities get support for boarding and de-boarding?
 - Children with siblings and/or peers (walking, using public transport, private/personal vehicles such as bicycle)
 - Any other...
 - None of the above. Hence, some children with disability are not able to reach school.
- 2.2 Specific difficulties that are faced by children with disability in reaching school? (Including:
 - Does terrain/distance create problems for children with disability in reaching school?
 - Does weather create problems for children with disability in reaching school?
 - Do the conflict related events (e.g. violence, strike, curfew, etc.) create problems for children with disability in reaching school?
 - Any other ...
- 2.3 Do schools provide specific resources for children with disability to reach school?
- 2.4 What suggestions would you like to give so that more children with disability can reach school?

3. RIGHTS AND PARTICIPATION OF CHILDREN WITH DISABILITY

- 3.1 Does your child have friends in school?
- 3.2 Has your child been teased in school? Are children with disability teased in your child's school?
- 3.3 Are there children (including children with disability) who do not come or drop out due to
 - Lack of toilets?
 - Lack of access to toilets?
 - Health issues

A-1 TOOLS

- Distance
 - No accessible transport
 - Lack of support within schools
 - Any other....
- 3.4 Is your child with disability involved in any activity at home?(eating together, helping in any household activity, going out together, interacting with guests, answering phone etc)
- 3.5 Decision making in school
- Are children encouraged to give views/opinions give examples?
 - What kind of decisions do they make? Give examples?
 - Are these decisions taken seriously or how are they implemented?
 - Are children with disabilities given opportunities to make decisions? If so, what kind of activities/decisions are they involved in?
- 3.5 Do all your children including children with disability have documents like Aadhar card, bank account, included in ration card etc?
- 3.6 Does your child with disability participate in outdoor games, competitions, and outdoor excursions etc in school?

4 PARTICIPATION OF PARENTS

- 4.1 Do parents of children with disabilities get treated the same way as parents of non-disabled children get treated?
- 4.2 What is the reaction of parents of non-disabled children to parents of disabled children?
- 4.3 How open is the school for parents of children with disabilities to meet teachers and school admin staff?
- 4.4 Does your child get the support he/she requires in school and at home(for medicines, human assistance for self care, breaks etc if required)?
- 4.5 Do you , as a parent , get the support you require in school and at home?
- 4.6 Do you feel your child is safe in school and at home?
- 4.7 Is the child with disability registered in this school but goes to another school? If yes- why?
- 4.8 Are you expected to support the child with disability for activities in school and outings in/from school? Are parents of non disabled children are expected to participate in the activities of their children?
- 4.9 Are you allowed to stay in school during school hours?
- 4.10 Are you allowed to recommend accommodations and modifications that are specific to your child?
- 4.11 Who provides a scribe to the child with disability if required?
- 4.12 Does the SMC have a parent of a child with disability?
- 4.13 Does the SMC have any plans or strategies to increase the retention of children with disabilities in school?

A-1 TOOLS

4.14 What do you think are the strengths and weaknesses of the SMC?

4.15 As part of the Inclusive education program, was any orientation or training program organized in your locality or district? If so what was it on and who conducted these programs?

5 GENERAL INFORMATION

Date on which FGD was held:

FGD led by:

Venue of FGD

Number of parents participated:

S.No	Name of Parent	Child's Disability	Age of the Child	Class in which the child is studying	Name of School	Parent's signature

- Please fill a separate form for each FGD

The following section is to be filled by the representative of the State Partner who conducted the FGD.

Please share your experience of the FGD. What was helpful and what was not helpful?

Please add special comments in this section, if any.

Please add any of your observations, if any, that were not part of the FGD?

Please make sure that you talk to your State coordinator from AADI after the FGD is over.

Thank you for your support

A-1.6 Guide for Focussed Group Discussion (FGD) with Children

General Points to remember

1. Use the questions to guide focus group discussions, if answers or discussion does not come from the group use the guide to carry it forward by asking the specific questions under each heading.
2. Take down the range of responses for each topic.
3. Responses need not be written on the tool. Please carry separate sheets of paper to take down the responses.
4. Each FGD should have at least 3 people from the state partners present- 1 facilitator and 2 people noting down the responses.
5. The total number of participants for each FGD with parents, teachers and children is 20. These can be split into more than one discussion based on time, distance and venue considerations.
6. Please make sure that you talk to your State coordinator from AADI after the FGD is over.

FGD Report Writing

- 1) The reporting should be in the form of paragraphs/narratives/essays under each head.
 1. What is the best thing you like about your school?
 2. Who are your friends? What do you generally do along with your friends?
 3. How would your friends describe you ?
 4. What would you like to tell your friends about you?
 5. What games do you play in school?
 6. What do you do in your break time/ free time?
 7. Do you like your lessons/studies? Which ones?
 8. What is easy about studies?
 9. What is difficult about studies?
 10. Who is your favorite teacher and what do you like about him/her?
 11. Who helps you in your classroom activities when you have a difficulty?
 12. Who gets teased in your school and why do they get teased?
 13. Do you want to take more responsibilities in school? Like what?
 14. If you were the Principal of your school what are the changes you would like to do?

A-1 TOOLS

Date on which FGD was held:

FGD led by:

Venue of FGD

Number of children participated:

S.No	Name of Child	Name of School And address	No. of years present school	signature

The following section is to be filled by the representative of the State Partner who conducted the FGD.

Please share your experience of the FGD. What was helpful and what was not helpful?

Please add special comments in this section, if any.

Please add any of your observations, if any, that were not part of the FGD?

Please make sure that you talk to your State coordinator from AADI after the School observation is over.

Thank you for your support

**A-2 STATE PARTNERS
WORKSHOP ON
“PROMOTING RIGHTS OF
CHILDREN WITH
DISABILITIES TO
BASIC QUALITY
EDUCATION”**

A-2 STATE PARTNER'S WORKSHOP

As per our project methodology, on the 29th and 30th of July 2017, AADI held a State Partners Meeting. The objective was to get to know experiences of all state partners & get their inputs on the project. State partners from the field who have been promoting inclusive education or rather inclusion as a whole.

On the first day, AADI presented an overview of the project and got information regarding the experiences of the state partners during the course of this research and data collection.

On the second day, it presented the current trends from the data analysis and brainstormed on the Vision for Inclusive Education based on our commitments through UNCRPD, SDG4 and RPWD Act 2016 and strategies to help realize the vision.

AGENDA DAY 1

TIME	ACTIVITY	KEY PEOPLE
9:30AM - 10:15AM	REGISTRATION	MS. MEENAKSHI MR. HEMRAJ MS. GINNI
10:15AM - 10:45AM	WELCOME & INTRODUCTION	DR. DIVYA JALAN
10:45AM - 11:00AM	OVERVIEW	MS. G. SYAMALA
11:00AM - 11:30AM	TEA BREAK	
11:30AM - 12:30PM	POLICY REVIEW	PRESENTER- MS. SHREYA JHA CHAIR- LATE MR. JAVED ABIDI
12:30PM - 1:30PM	BUDGET REVIEW	PRESENTER- DR. NESAR AHMAD CHAIR- LATE MR. JAVED ABIDI
1:30PM - 2:30PM	LUNCH	
2:30PM - 4:15PM	STATE PRESENTATIONS 1. ASSAM 2. DELHI 3. GUJARAT 4. HIMACHAL PRADESH 5. KARNATAKA	MODERATORS- MS. MANAVI JALAN MS. RENU ANUJ
4:15PM - 4:45PM	TEA BREAK	
4:45PM - 6:30PM	STATE PRESENTATIONS 1. MAHARASHTRA 2. NAGALAND 3. ODISHA 4. RAJASTHAN 5. UTTAR PRADESH	MODERATORS- MS. MANAVI JALAN MS. RENU ANUJ
6:30PM - 7:00PM	SUMMARY OF THE DAY	MS. MANAVI JALAN MS. RENU ANUJ

A-2 STATE PARTNER'S WORKSHOP

AGENDA DAY 2

TIME	ACTIVITY	KEY PEOPLE
9:45AM - 11:30AM	EVOLVING PERSPECTIVES OF INCLUSIVE EDUCATION	PRESENTATION OF TRENDS FROM THE FIELD WORK- MS. MANAVIJALAN CO-CHAIRS - DR. ANITA GHAI DR. DIVYA JALAN
11:30AM – 12:00 NOON	TEA BREAK	
12:00NOON - 1:30PM	EVOLVING PERSPECTIVES OF INCLUSIVE EDUCATION	PRESENTATION OF TRENDS FROM THE FIELD WORK- MS. RENU ANUJ CO-CHAIRS - DR. ANITA GHAI DR. DIVYA JALAN
1:30PM - 2:30PM	LUNCH	
2:30PM - 4:30PM	PANNEL DISCUSSION EXPERIENCES OF INCLUSIVE EDUCATION	PANNELISTS DR. AMITABH MEHROTRA MS. NITA PANCHAL MR. YOGENDRA UPADHYAY MR. SHAILENDRA SHARMA CHAIR- DR. DIVYA JALAN
4:30PM - 5:30PM	WAY FORWARD	MS. G. SYAMALA
5:30PM	TEA BREAK	

Some Glimpses of the State Partners' Meet



FIGURE 1: POLICY REVIEW PRESENTED BY MS. SHREYA JHA AND CHAIRED BY LATE MR. JAVED ABIDI.



FIGURE 2 : DR. ANITA GHAI AND DR. DIVYA JALAN AS CO-CHAIRS FOR THE SESSION ON 'EVOLVING PERSPECTIVES OF INCLUSIVE EDUCATION'

A-2 STATE PARTNER'S WORKSHOP



FIGURE 3: STATE PARTNER'S PRESENTATION



FIGURE 4: PARTNERS FROM 10 STATES ATTENDING THE NATIONAL CONSULTATION ON 29TH & 30TH JULY 2017

A-3 STATE REPORTS

A-3.1 ASSAM

For the State of Assam, a Fact Sheet has been developed based on desk research and with inputs from interactions which the State partners had with the State Government officials. The Fact Sheet provides information on

- Number of children with disability
- Children with disabilities in institutions and those out of school
- State policies and schemes that support children with disabilities
- Accessibility in school
- Trained human resource to assist children with disabilities in education.

A field research was also conducted for a pre-selected number of schools. Interactions were held with teachers, school representative (head of school), parents and children. The field research tried to directly assess the ground reality, strengths of the existing systems, also the challenges.

Through the interactions we have tried to understand the below issues which the field report has tried to capture

- Awareness and perspective on disability
- Awareness on policies and rights related to children with disabilities
- Admission to schools for children with disabilities
- Accessibility
- Teaching and learning environment
- Experience of children with disabilities in schools (with peers)

The report also includes suggestions given by school representative (head of school), teachers, parents and children.

State partner for this project is :-

Mr. Arman Ali, Director
Shishu Saroti
R.K. Mission
Birubari
Guwahati - 781008
Assam

A- STATE INFORMATION SHEET

1. STATE PROFILE

Total Population	3,12,05,576
Number of districts	33
Area sq. Km	78,440 sq. km

Table 1: Total population, number of districts and area of Assam

Total Population	3,12,05,576	People with disability	4,80,065
Male	1,59,39,443	Male	2,57,385
Female	1,52,66,133	Female	2,22,680
		Percentage of population with disability	1.54%
Literacy Rate	73.18	Literacy Rate of People with disability	48.25
No. of Children (0-19 years)	1,33,17,480	Number of children with disabilities (0-19 years)	1,34,479
Girls	64,91,342	Girls	61,246
Boys	68,26,138	Boys	73,233
		Percentage of children with disability	1.01%
Children in educational institution	66,60,174	Children with disabilities in educational institution	57,226
Percentage of children out of school	34.00%	Percentage of children with disability out of school	48.86%

Table 2: Population of Assam – disability, gender wise, literacy rate, age, access to educational institutions, out of school

Source for Table 1 & 2: Compiled from Census 2011 data on general population, children, children with disabilities, and children with disabilities in educational institutions (Office of the Registrar General & Census Commissioner, India, 2017a; 2017b; 2017c).

II. CENTRAL AND STATE POLICIES THAT INFLUENCE EDUCATION OF CHILDREN WITH DISABILITIES

- As per the State partner, the policy that has impacted education of children with disabilities is Sarva Shiksha Abhiyan (SSA).
- SSA has been fully implemented in the state of Assam.
- Though Policy itself is enough to support inclusive education but funding is inadequate.
- The State needs to take initiatives to strengthen the policies further to promote the inclusion of children with disabilities.

III. SCHEMES/ PROGRAMS –CENTRAL AND STATE GOVERNMENTS

- The State partner indicates that the main issues in implementation of schemes are -lack of adequate funding and the absence of trained manpower.
- No information of specific schemes for children with disabilities.

IV. ASSAM STATE - INFORMATION ON CHILDREN, CHILDREN WITH DISABILITY, SCHOOLS AND HUMAN RESOURCE

	ASSAM	Rural	Urban
Number of Children (0-19 years)	1,33,17,480	1,18,55,364	14,62,116
Girls	64,91,342	57,79,878	711,464
Boys	68,26,138	60,75,486	750,652
Age Group			
0-4 years	32,12,833	29,00,310	3,12,523
5-19 years	101,04,647	89,55,054	11,49,593
Number of Children in educational institution (5-19)	66,60,174	57,70,340	8,89,834
Number of Children out of school	34,44,473	31,84,714	2,59,759
Percentage of Children out of school	34%		
Number of Children with Disability (0-19 years)	1,34,479	118,346	16,133
Age Group			
0-4 years	22,587	20,105	2,482
5-19 years	1,11,892	98,241	13,651

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Girls	61,231		
Boys	59,661		
Children with disabilities attending educational institution (5-19 years)	57,226	48,932	8,294
Girls	26,033		
Boys	31,193		
Children with disabilities not attending educational institution	54,666	49,309	5,357
Children with disabilities - Drop out/attended earlier	13939	12,388	1,551
<i>Girls</i>	5838		
<i>Boys</i>	8101		
Children with disabilities never attended school	40727	36,921	3,806
<i>Girls</i>	18790		
<i>Boys</i>	21937		
Percentage of children out of school	48.86%		

Table 3 - Data on Children and Children with Disabilities

Source for Table 3: Compiled from Census 2011 data on children and children with disabilities (Office of the Registrar General & Census Commissioner, India, 2017a; 2017c) and NITI AAYOG study of anganwadis under ICDS (NITI AAYOG, 2015)

IMPAIRMENT	AGE GROUP as per census	NUMBER OF CHILDREN
Visual	0-4 years	3852
	5-9 years	5253
	10-19 years	10873
Hearing	0-4 years	5092
	5-9 years	7804
	10-19 years	15848
Speech	0-4 years	622
	5-9 years	4701
	10-19 years	9607
Motor	0-4 years	2592

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	5-9 years	4125
	10-19 years	9943
Mental Retardation (MR)	0-4 years	1041
	5-9 years	1691
	10-19 years	5025
Mental Illness	0-4 years	158
	5-9 years	457
	10-19 years	2195
Multiple	0-4 years	1725
	5-9 years	3461
	10-19 years	7690
Other	0-4 years	7505
	5-9 years	7719
	10-19 years	15500

Table 4 - Number of Children in the State by age and impairment

Source for Table 4: Census 2011 data on population with disability by disability type, age, and sex (Office of the Registrar General & Census Commissioner, India, 2017b).

V. FUTURE PLANS OF THE STATE OF ASSAM

- The State plans and targets to cover all the children in the age group 6-18 years, including mainstream students and Children With Special Needs (by 2030).
- Another area of focus is Human Resource development.

VI. KEY STRENGTHS

- a. SSA implemented by the State
- b. Teachers are being trained and equipped for inclusive education

KEY GAPS/ CHALLENGES

- a. Lack of trained manpower /teachers
- b. Inadequate manpower
- c. Absence of adequate financial resources

Recommendations by State Partner

- As per the state partner, there is a need to provide training to more teachers as well as increase the number of trained manpower. The government also needs to increase funding.
- State needs to ensure appropriate infrastructure, learning materials and conducive learning environment.

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- For assessment, extensive training should be conducted for the teachers, the short term trainings are not enough.
- Developing an assessment system for learning that feeds back into the system to complete the loop for ensuring continuing learning at individual child, teacher and classroom level as well as appropriate monitoring and systemic renewal.
- As per JRM 2015 - State initiatives are required to overcome challenges of access, enrolment and retention. Thus, there is a need to set up District and Block Resource Centres for children with disabilities.
- There is a need for sustained resource and financial support.
- There is also a need to create a system that motivates and encourages all human resource in inclusive education.
- Implement digital child-tracking system to address issues.

B – DATA AND RESULTS FOR THE STATE OF ASSAM

OVERVIEW OF RESPONDENTS

School Observations	Children Interaction (FGD and classroom interactions)	Teacher Interaction (FGD and Interviews)	Parent Interaction (FGD and Interviews)	HOS Interviews
15 (all were government schools -5 rural government schools , 10 urban government schools)	1 (participants were from both government & private schools with rural/ urban information not mentioned)	1 (urban government school)	1 (participants were from government & private school with rural/ urban information not mentioned)	15 (3 rural government schools, 5 urban government schools, 2 rural private schools & 5 urban private schools)

1. AWARENESS/ PERSPECTIVES ON DISABILITY

- Disability was described in terms of medical model or types of impairments by all teachers & all 15 School Representatives when asked to describe how they understood disability.
- Eight out of 15 School Representatives mentioned that there has been a change in the way they think about children with disabilities since the time they are in their schools.

2. AWARENESS ON POLICIES & RIGHTS RELATED TO CHILDREN WITH DISABILITIES

- All 15 School Representatives & Teacher participants stated they were aware of the RTE Act, 2009 and some of its guidelines.
- Two School Representatives had the information that RTE implied admission to children with disabilities or free and compulsory education.
- All 15 School Representatives & participants in 1 Teacher Interaction mentioned that their school had SMC but none mentioned that the school prepared a development plan that included needs of children with disabilities.
- All 15 School Representatives stated no awareness of POCSO Act and attended no training related to it. Teacher participants stated they were aware but none had attended any training related to it.
- Eight School Representatives stated schools had health program for all children. It included monitoring height/ weight, eyesight, etc and programs were accessible to children with disabilities. There was no linkage of their school with RBSK.
- No School Representatives & teacher participants, mentioned were aware that Panchayati Raj Institutions are involved in the implementation of RTE.

3. ADMISSION PROCESSES FOR CHILDREN WITH DISABILITIES

- No School Representatives & Teacher participants stated they used special ways of information dissemination about school admissions or steps to increase enrollment of children with disabilities.
- All School Representatives stated admissions take place throughout the year.
- Parent participants in 1 FGD mentioned positive experience for admission of children with disabilities.

4. ACCESSIBILITY¹

REACHING SCHOOL

- Largely parents take on the responsibility of picking and dropping their children to school.
- Weather as an issue faced by children with disabilities in reaching school, has emerged as a theme in most School Representative Interviews & Parent Interactions. 7 School Representatives stated difficulties due to conflict. Additionally, all Parent participants stated lack of transport as an

¹Information on School Observation Tool was largely got through Interviews, classes couldn't be observed.

issue. Eight School Representatives mentioned distance to school & terrain causes difficulties.

PHYSICAL ACCESS WITHIN SCHOOL

- **Classroom** - In all 15 schools, Observation teams reported most of the teaching takes place in classes. Boards (black/ white/ etc) were present in classrooms. All children including children with disabilities sit on floor using durries. All schools did not have chair arrangement, wheelchair or adapted chair for children with disabilities.
- **Library / Reading Room** -In 7 out of 15 schools, it was reported schools had a library/ reading room for all children, libraries were equipped with technology/ resources to access online/ downloaded/ soft material. In all 15 schools, there were enough copies of the textbooks/ storybooks/ magazines/ reference books per class and libraries had material available at optimum reach level, thus enabling children with disabilities to reach & use the books/ materials.
- **Computer Labs** - Seven out of 15 School Representatives stated schools had fully functional computers/ computer laboratory².
- **Art & Craft** - None out of 15 School Representatives stated that their schools provided options other than ongoing Art & Craft activities if required by children with disabilities.
- **Access to toilets** –It was reported all 15 schools had toilets & provision of running water in the toilets. Indian style toilets were reported in 8 schools. In all 15 schools, it was reported that toilets had an entry /gate wide enough for at least one wheelchair to enter and availability of grab bars/ handles inside the toilet for support in movement of children with disabilities. 7 schools, reported toilets had dustbins. In 10 schools, children with disabilities had support person available to use the toilets. This support, was mostly provided by teachers (reported in 8 schools). Adaptations are not underway to make toilets more accessible.
- **Access to drinking water** – in all 15 schools, it was reported had provision of drinking water for all children & taps could be easily reached / used by children with disabilities including one on wheelchair or with limited hand movement. All schools, had support person available to aid children with disabilities in drinking water & majority of the times peers & teachers supported children with disabilities (reported in 8 schools).
- **Access to playground/ outdoor games/ sports** - In no schools, accommodations were made for children with disabilities in accessing playground/ space for outdoor games/ equipment. Similarly no schools had trainer equipped to recommend necessary adaptations for children with disabilities or referred for further training and coaching.
- **Awareness about Guidelines/ Standards for accessible physical infrastructure in schools** - No School Representatives stated they were

² This question was not applicable for some schools which were up-to class 5

aware about *Harmonized Guidelines and Space Standards for Barrier Free Build Environment for Persons with Disabilities and Elderly Persons* (Ministry of Urban Development, 2016) or access related guidelines in the Schedule given in RTE 2009. No School stated that changes were being made to make building more accessible.

5. TEACHING & LEARNING ENVIRONMENT

- **Lesson planning-** In all 15 schools, lesson plans focussed on completion of a topic/ subject & included specific needs of all children, when enquired about child centric lesson planning. However, in no schools, it was reported that the lesson plans included specific material and accommodations needed for some children with disabilities.
- **Support needed to work with children with disabilities** – in the 1 teacher interaction which was held, participants stated support for increasing their skills & systemic changes are needed to work with children with disabilities.
- **Participation of children** – in 1 Children interaction, participants shared that they liked the social environment. It included playing with friends, sharing & engagement during free times. In 1 teacher interaction, participants said schools did not had Bal Panchayat & all children including children with disabilities are encouraged to voice their views/ opinions & participate in decision making.
- **Challenges for inclusion of all children** - Teacher participants in 1 interaction which was held, stated that the experience of teaching children with disabilities was largely challenging. Challenges related to policy, lack of proper infrastructure, lack of resources and inadequate skills or training of teachers, were stated. There has been no orientation program/ sensitization program/ specific training³ in school which enables them to teach children with disabilities. Specific issues faced by most children with disabilities in schools included inaccessible school environment, lack of assistive devices and inadequately trained teachers.
- **Suggestions to help more children with disabilities reach school** - Parent participants of 1 interaction mentioned having provision of accessible transport. School Representatives stated infrastructure development, awareness among community.
- **Readiness for inclusion of children with disabilities** - Only 1 out of 15 School Representatives stated they were prepared for inclusion of children with disabilities. 7 School Representatives were prepared but needed more support.

³ It was not explored whether this training was received pre service or in service.

6. EXPERIENCE OF CHILDREN WITH DISABILITIES IN SCHOOLS (WITH PEERS)

- Children with disabilities have friends and share a good relationship with their nondisabled peers from all Children, Parent & teacher participants.
- Children with disabilities have progressed over the years (academically, socially/ having friends, being regular, planning for future, being confident, etc) was stated by teacher participants.

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A-3.2 DELHI

For the State of Delhi, a Fact Sheet has been developed based on desk research and with inputs from interactions which the State partners had with the State Government officials. The Fact Sheet provides information on:-

- Number of children with disability
- Children with disabilities in institutions and those out of school
- State policies and schemes that support children with disabilities
- Accessibility in school
- Trained human resource to assist children with disabilities in education.

A field research was also conducted for a pre-selected number of schools. Interactions were held with teachers, school representative (head of school), parents and children. The field research tried to directly assess the ground reality, strengths of the existing systems, also the challenges.

Through the interactions we have tried to understand the below issues which the field report has tried to capture:-

- Awareness and perspective on disability
- Awareness on policies and rights related to children with disabilities
- Admission to schools for children with disabilities
- Accessibility
- Teaching and learning environment
- Experience of children with disabilities in schools (with peers)

The report also includes suggestions given by school representative (head of school), teachers, parents and children.

State partner for this project is:

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A – STATE INFORMATION REPORT

I. STATE PROFILE

Total Population	1,67,87,941
Number of districts	11
Number of Tehsils	27
Number of villages	300
Area sq. km	1,484 sq km

Table 1 : Total population, number of districts and area of Delhi

Source: Census 2011 (Office of the Registrar General & Census Commissioner, India, 2017a)

Total Population	1,67,87,941	People with disability	1,53,420
Male	89,76,410	Male	98,357
Female	77,76,825	Female	55,063
		Percentage of population with disability	0.91%
Literacy Rate	86%	Literacy Rate of persons with disabilities	
No. of Children (0-19 years)	62,32,694	Number of children with disabilities (0-19 years)	60,663
Girls	28,48,307	Girls	25,122
Boys	33,84,387	Boys	35,541
		Percentage of children with disability	39%
Children in educational institution (5 - 19 years)	38,52,252	Children with disabilities in educational institution	30,414
Percentage of children out of school	63.13%	Percentage of children with disability out of school	50.00%

Table 2 Population of Delhi – disability, gender wise, literacy rate, age, access to educational institutions, out of school

Source for Tables 1 & 2 : Compiled from Census 2011 data on children, children with disabilities, schools and human resource (Office of the Registrar General & Census Commissioner, India, 2017a; 2017b; 2017c)

II. CENTRAL AND STATE POLICIES THAT INFLUENCE EDUCATION OF CHILDREN WITH DISABILITIES

A. The Key Policies/ Acts that support the State to realize inclusive education of children with disabilities

- Right of Children to Free and Compulsory Education Act 2010
- PWD act 1995, Equal opportunities, protection of rights and full participation
- RPWD Act
- NT ACT
- The child labor (Prohibition and Regulation) amendment Act 2016
- POCSO Act
- Juvenile Justice (Care and Protection of Children) Act 2015
- National Education Policy 2015
- UNCRPD
- UNCRC
- Right to Food Act
- Rehabilitation Council of India
- Prohibition of Child Marriage Act 2006
- Delhi School Education Act

B. Suggestion to strengthen the policies further to promote the inclusion of children with disabilities

- Financial budget should be increased.
 - Only 3000 per child is allocated, this should be increased.
 - SSA needs more funding.
- There should be better guidelines for officers in charge in states.
- Greater awareness among parents.
- Education department conducts 5 days teachers training in a academic year.
 - Need to do it on a quarterly basis and also review the impact of training.
 - For teacher training -if the RCI and MHRD can tie up and make it into a 20 days training it would work wonders. Everyone needs to be sensitized so that children with disabilities are not segregated in society.

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- The data's show huge dropout after 7th and 8th standard. Need special emphasis and a clear plan to retain children with disabilities. Special focus is needed to retain girl child with severe disability in schools.
- There is a need to have therapy centers to continue rehabilitation and education.
- Education department should provide transportation facilities for children with disabilities.
- Schemes should be formed in order to support policies and be rendered as guidelines, eg. general teachers have a lot of other responsibilities, so for teacher training at the school level it should be the Head of Department (HOD) who does the trainings, at district level the trainers should do it. The principal in schools should have the authority to take these decisions. In short the decision making should be decentralized - and allocation of everything should be need based.

III. SCHEMES AND PROGRAMS OF CENTRAL AND STATE GOVERNMENTS FOR PEOPLE WITH DISABILITIES.

A. Central Government Schemes implemented-

- SSA- Rs-3000 per child
Ministry/ Department - MHRD and DOE
- IESSA - Education for class 1st to 8th Std. coverage all Districts of Delhi
Department of Education
- IEDSS - 9th-12th Std. Coverage all Districts of Delhi.
Directorate of Education
- RBSK - Early identification. 6 months to 6yrs and early intervention for children from birth to 18yrs to cover 4 D's (defects, deficiency, disease and developmental delay).
Ministry - Health Ministry.
- We can read scheme - Reading and Literacy. Till 8th class. All the districts of Delhi.
Ministry/ Department-MHRD

B. State Government Schemes implemented -

- **RMSA** - Enhance access to secondary education and to increase its quality and to achieve enrolment rate of 75% from 52.26% in 2005 - 06, include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms removing gender socio economic and disability barriers providing universal access to secondary education by 2017.

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IV. DELHI STATE - INFORMATION ON CHILDREN, CHILDREN WITH DISABILITY, SCHOOLS AND HUMAN RESOURCE

	Delhi	Rural	Urban
Total Number of Children (0-19 years)	62,32,694	1,71,969	60,60,725
Girls	28,48,307	76,395	27,71,912
Boys	33,84,387	95,574	32,88,813
Age Group			
0 – 4 years	13,81,200	39,125	13,42,075
5-19 years	48,51,494	1,32,844	47,18,650
Number of Children in educational institution (5-19 years)	38,52,252	1,04,192	37,48,060
Number of Children out of school	9,99,242	28,652	9,70,590
Percentage of children out of school	25.00%		
Number of Children with Disability (0-19 years)	60,663		
Age Group			
0-4 years	8,333	259	8,074
5-19 years	52,330	1418	50912
Girls	21,365	523	20842
Boys	30,965	895	30070
Children with disabilities attending educational institution (5-19 years)	30,414	814	29,600
Girls	12,637	309	12,328
Boys	17,777	505	17,272
Children with disabilities not attending educational institution			
Children with disabilities Drop out/attended earlier	5067	154	4913
Girls	1973	57	1916
Boys	3094	97	2997
Children with disabilities Never attended school	16849	450	16399

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Girls	6755	157	6598
Boys	10094	293	9801
Percentage of children out of school	49.00%		

Table 3 - Data on Children and Children with Disabilities

Source for Table 3: Compiled from Census 2011 data on children, children with disabilities, schools and human resource (Office of the Registrar General & Census Commissioner, India, 2017b; 2017c) and Nand NITI AAYOG study of anganwadis under ICDS (NITI AAYOG, 2015)

IMPAIRMENT	AGE GROUP as per census	NUMBER OF CHILDREN
Visual	0-4 years	1075
	5-9 years	1561
	10-19 years	4068
Hearing	0-4 years	1708
	5-9 years	1997
	10-19 years	4946
Speech	0-4 years	269
	5-9 years	1643
	10-19 years	3502
Motor	0-4 years	987
	5-9 years	1877
	10-19 years	6848
Mental Retardation (MR)	0-4 years	426
	5-9 years	1274
	10-19 years	4797
Mental Illness	0-4 years	152
	5-9 years	490
	10-19 years	1827
Multiple	0-4 years	724
	5-9 years	2211
	10-19 years	5040
Other	0-4 years	2725
	5-9 years	2682
	10-19 years	6094

Table 4 - Number of Children in the State by age and impairment

Source for Table 4: Census 2011 data on population with disability by disability type, age, and sex (Office of the Registrar General & Census Commissioner, India, 2017b).

- A mixed trend is observed in enrolment of students with disabilities. The number of students with disabilities enrolled increased from 3,287 in 2010-11 to 7,479 in

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2011-12 and then decreased to 6,633 in 2012-13. Similar trend is observed in enrolment of boys and girls. Interestingly, the number of girls enrolled was higher than boys in 2010-11 and 2011-12. However in 2012-13, number of boys enrolled surpassed number of girls. In Delhi, maximum students with disabilities are from loco-motor disability category (45.00%), followed by low vision (39.80%).

- Most of the children with visually impairment are enrolled in the school at primary level.
- Most of the children with hearing impairment are enrolled in school at upper primary level.
- Least number of children with multiple impairments are enrolled to school at all levels and more so at higher secondary level.

V. FUTURE PLANS OF THE STATE

According to the Delhi Budget for 2016-17, 9623 posts for teachers were sanctioned by the Delhi Government for the next fiscal year. The current session already has 5500 jobs for Delhi teachers. 1101 new schools will also be opened within the coming year to achieve this end. Construction has already begun for 83 school buildings and 50 model schools will soon be established (India Today, 2016).

B- DATA AND RESULTS FOR THE STATE OF DELHI

OVERVIEW OF RESPONDENTS

School Observations	Children Interaction (FGD and classroom interactions)	Teacher Interaction (FGD and Interviews)	Parent Interaction (FGD and Interviews)	HOS Interviews
6 (2 were urban government schools, 1 rural private school and 3 urban private schools)	2 (1 of these 2 interactions, participants were from 1 rural government school. In another I interaction, participants were from both government/private and rural/ urban areas)	2 (1 in rural government school and 1 in urban private school)	4 (1 in rural government school, 2 in urban private schools, 1 in government school whose rural/ urban information was not mentioned)	12 (3 rural government schools, 5 urban government schools, 1 rural private school, 3 urban private school)

1. AWARENESS/ PERSPECTIVES ON DISABILITY

- There was a mixed response from School Representatives/ Heads of Schools and Teachers when asked to describe how they understood disability.

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- Five out of 12 School Representatives looked at disability in terms of specific impairments. Additionally, 5 other School Representatives seemed to recognize disability based on the social model (which assumes that the problem is more due to the environment and accommodation needs to be made in the environment for the person to be able to participate). Majority of the School Representatives and Teacher participants said there had been changes in their perceptions related to disability since children with disabilities have been part of their schools. Most common change mentioned was, understanding of disability.

2.AWARENESS ON POLICIES & RIGHTS RELATED TO CHILDREN WITH DISABILITIES

- Most Teacher participants and School Representatives were aware of the Right to Education Act, 2009 and its guidelines.
- Eight School Representatives & Teacher participants had the information that RTE implied admission to children with disabilities or free and compulsory education. Infrastructural changes (6 School Representatives). RTE mandated the formation & functioning of the SMC (5 School Representatives). Additionally, in the 1 Teacher Interaction, participants stated staff participating in training on RTE, changes in teaching methodology & formation & functioning of SMC.
- Eleven out of 12 School Representatives & in 1 out of 2 Teacher Interactions, participants mentioned that their schools had formed SMC. 10 School Representatives and in 1 out of 2 Teacher Interactions, participants said SMC prepared school development plan that included needs of children with disabilities.
- Nine out of 12 School Representatives stated they were aware of POCSO Act and had attended some training related to it. In 1 out of 2 Teacher Interactions, participants stated awareness of POCSO Act but had not attended any training.
- Ten out of 12 School Representatives stated that the schools had a health program for all children. It included monitoring height/ weight, eyesight, etc. Had counselors (5 School Representatives). Schools held workshops for children & documented specific illnesses of the children (2 School Representatives). Only 1 school considered personal hygiene of children. 11 School Representatives stated that the health programs were accessible to children with disabilities.
- No linkage with RBSK (School Representative & Teacher participants).
- Only 1 School Representative was aware that Panchayati Raj Institutions are involved in the implementation of RTE.

3. ADMISSION PROCESSES FOR CHILDREN WITH DISABILITIES

- Direct contact with families (House to House Survey) & awareness raising emerged as a theme for increasing enrollment of children with disabilities, in both Teacher Interactions & most School Representatives. Information sharing

through other families & surveys (8 School Representatives), through other NGOs/ campaigns (7 School Representatives).

- Three School Representatives mentioned there were special processes adopted for admission of children with disabilities. Similarly, in 1 Teacher Interaction, participants stated there were variations in the admission process of children with disabilities.
- Admissions take place throughout the year (8 School Representatives).
- Three School Representatives stated disability certificate is checked at the time of admission. Additionally, 3 School Representatives also shared that assessment of children is done at the time of admission. In 1 Teacher Interaction, participants mentioned that assessment of children with disabilities was done at the time of admission.
- In 2 out of 4 Parent Interactions, participants had positive experience of the admission process for their child with disability.

4. **ACCESSIBILITY**⁴

REACHING SCHOOL

- Largely parents take on the responsibility of picking and dropping their children to school (most School Representatives & all Parent Interactions).
- Several individual issues like health problems or lack of aids and appliances create barriers for children with disabilities in reaching school (5 School Representatives).
- In In 2 out of 4 Parent Interactions, participants stated weather, distance to school, lack of transport, violence/ strike/ curfew or any other similar situation sometimes causes difficulty for the children with disabilities to reach school.
- One Teacher Interaction, participants stated family issues & health related reasons for all children not coming to school or dropping out. Family related included examples included daily wage earners, conflict situations, single parent, not convinced, lack of awareness, other family commitments, seasonal work, festivals, customs.

PHYSICAL ACCESS WITHIN SCHOOL

- **Classroom** - In most schools (5 out of 6 schools), Observation Teams reported teaching takes place in classes. All schools had boards (black/ white/ etc) in classrooms. 3 schools, had chair arrangement for all children. In addition, only in 1 school, Team shared they used wheelchair or adapted chair. In 1 school, it was observed that school had classes that were accessible but not appropriate

⁴Information on School Observation Tool was largely got through Interviews, classes couldn't be observed.

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(wrongly built ramps, not accessible to all etc.) or had only some places accessible.

- **Library / Reading Room** - In 5 out of 6 schools, Observation Teams reported schools had a library/ reading room for all children. In 3 schools, Teams reported had technology present for use of reading and learning material. Most schools, schools had enough copies of the textbooks/ storybooks/ magazines/reference books and material available at optimum reach level, thus enabling children to use the books and materials.
- **Computer Labs** - 10 out of 12 School Representatives stated schools had functional computers/ laboratory⁵.
- **Art & Craft** - Ten out of 12 School Representatives stated their schools provided options other than ongoing Art & Craft activities if required by children with disabilities.
- **Access to toilets** - All 6 schools, Teams reported/ observed that schools had toilets. In 4 schools, separate toilets for boys and girls were reported. Western style toilets in 2 schools. In all 6 schools, Teams reported they had provision of running water available in the toilets. In 4 schools, toilets had an entry/ gate wide enough for atleast one wheelchair to enter. All 6 schools, reported toilets had dustbins. In 2 schools, availability of grab bars / handles inside the toilet for support in movement of children with disabilities was reported. Only in 1 school, it was reported that toilets had a mechanism for children with disabilities who may need help inside the toilets. In 2 schools, provision of assistant was reported. In 1 school, adaptations in toilets are underway to make them more accessible.
- **Access to drinking water** - All 6 schools, reported to have provision of drinking water for all children. Taps could be easily reached by children with disabilities including one on wheelchair or with limited hand movement (reported in 4 schools). Support person to aid children with disabilities, reported in 5 schools. Majority of the times teacher supported (in 3 schools), followed by peers and parents (reported in 1 school).
- **Access to playground/ outdoor games/ sports** - No accommodations were made for children with disabilities in outdoor games/ playground (3 schools). Accommodations were made (2 schools). Schools had trainers equipped to recommend necessary adaptations for children with disabilities (4 School Representatives). 3 School Representatives mentioned children with disabilities were referred to places for further training and coaching.
- **Awareness about Guidelines/ Standards for accessible physical infrastructure in school** - Only 1 School Representative stated awareness

⁵ This question was not applicable for some schools which were up-to class 5

about *Harmonized Guidelines and Space Standards for Barrier Free Build Environment for Persons with Disabilities and Elderly Persons* (Ministry of Urban Development, 2016). However, 10 School Representatives mentioned awareness about access related guidelines in the Schedule given in RTE 2009.

- Ten School Representatives stated that changes had been made in the school to make it more accessible. Adaptations were related to building ramps mostly. Increasing access to toilets (7 School Representatives). Three School Representatives said adaptations in doors/ proper floor surfaces. Two School Representatives shared provision of unisex toilets. One School Representative mentioned adaptations in stairs/ lift/ wheelchair stair, material in reach/ vision range. Five School Representatives shared that changes were underway in the structure of the school to make it more accessible.

5. TEACHING & LEARNING ENVIRONMENT

- **Lesson planning** - When enquired about child centric lesson planning, 3 out of schools, reported they had lesson plans which focussed on completion of a topic/ subject. In 4 schools, it was reported that lesson plans included specific needs of all children. In 1 school, extra support given was reported. However, in 5 schools, Teams reported that the lesson plans included specific material and accommodations needed for some children with disabilities.
- **Support needed to work with children with disabilities** - In both the Teacher Interactions, participants stated systemic changes (more support) are needed in school in order to work with children with disabilities. It was followed by need to increase teacher's skills, involving parents & peers (reported in 1 Teacher Interaction). Examples of Systemic changes in school (providing more support) included need standardized ramps, support in preparing teaching material, caregivers/support staffs, more time to prepare lessons / material, more audio visual aids for different learning styles.
- **Participation of children** – When enquired about who helps children when they face any difficulty, in both the children interactions, participants said classmates and teachers help them. In 1, participants shared that they get support from their parents and support staff available in their school. In 2 out of 4 Parent Interactions, participants stated that the children with disabilities get opportunity in school to voice their opinions. In 1 out of 2 Teacher Interactions, participants stated that all children are encouraged (sometimes not always) to voice their views, opinions and participate in decision making. Schools did not had Bal Panchayat, children with disabilities as its members or training available to its members to perform their roles (Teachers). School had leadership skill building process available to all children (in 1 Teacher Interaction).
- **Challenges for inclusion of all children** - In 1 out of 2 Teacher Interactions, participants stated that the experience of teaching children with disabilities was challenging as well as positive. Inadequate skills of teachers, emerged as one

of the major challenges in Inclusion of children with disabilities in schools (from both Teacher Interactions). There has been some orientation program/ sensitization program/ specific training⁶ in school which enables them to teach children with disabilities. There were issues faced by most children with disabilities like non acceptance, loneliness, exclusion, lack of empathy. Parent participants stated school related (reported in 2 Parent Interactions) issues for all children not coming or dropping out of school.

- **Suggestions to help more children with disabilities reach school** - Having provision of accessible transport as a way to facilitate children with disabilities in reaching schools (In 1 Parent Interaction).
- **Readiness for inclusion of children with disabilities** - Five School Representatives stated they were prepared for inclusion of children with disabilities. Two said they are prepared but need more support.

6. EXPERIENCE OF CHILDREN WITH DISABILITIES IN SCHOOLS (WITH PEERS)

- Children with Disabilities have friends and share a good relationship with their non-disable peers, is the emerging theme from all interactions (Children, Parents & Teachers).
- In both the Teacher Interactions, participants stated that children with disabilities had progressed over the years (academically, socially/ having friends, being regular, planning for future, being confident, etc).
- In all 4 Parent Interactions & 1 out of 2 Teacher Interactions, participants said children with disabilities were teased in schools. In both the Children Interactions, participants said all children were teased in schools.

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⁶ It was not explored whether this training was received pre service or in service.

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A-3.3 GUJARAT

For the State of Gujarat, a Fact Sheet has been developed based on desk research and with inputs from interactions which the State partners had with the State Government officials. The Fact Sheet provides information on

- Number of children with disability.
- Children with disabilities in institutions and those out of school.
- State policies and schemes that support children with disabilities.
- Accessibility in school.
- Trained human resource to assist children with disabilities in education.

A field research was also conducted for a pre-selected number of schools. Interactions were held with teachers, school representative (head of school), parents and children. The field research tried to directly assess the ground reality, strengths of the existing systems, also the challenges.

Through the interactions we have tried to understand the below issues which the field report has tried to capture

- Awareness and perspective on disability.
- Awareness on policies and rights related to children with disabilities.
- Admission to schools for children with disabilities.
- Accessibility.
- Teaching and learning environment.
- Experience of children with disabilities in schools (with peers).

The report also includes suggestions given by school representative (head of school), teachers, parents and children.

State partners for this project are:-

Ms. Nita Panchal, Director
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And
Ms. Shefali, Consultant

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A- STATE INFORMATION SHEET

I. STATE PROFILE

Total Population	60,383,628
Number of districts	33
Number of blocks	249
Panchayats	13996
Area sq. km	1, 96,024 sq km

Table 1: Total population, number of districts and area of Gujarat

Source for Table 1: Government of Gujarat (2017)

Total Population-	60439692	People with disability	1092302
Male	31491260	Male	612804
Female	28948432	Female	479498
		Percentage of population with disability	1.81%
Literacy Rate	79.31 %	Literacy Rate of person with disabilities	62.84%
Total No. of Children	23311373	Number of children with disabilities (0-19 years)	313874
Girls	10883138	Girls	134860
Boys	12428235	Boys	179014
		Percentage of children with disability	1.30%
Children in educational institution	12509224	Children with disabilities in educational institution	165297
Percentage of children out of school	34.90%	Percentage of children with disabilities out of educational institution	47.33%

Table 2 Population of Gujarat – disability, gender wise, literacy rate, age, access to educational institutions, out of school

Source for Table 2: Compiled from Census 2011 data on children, children with disabilities, schools and human resource (Office of the Registrar General & Census Commissioner, India, 2017a; 2017b; 2017c).

II. CENTRAL AND STATE POLICIES THAT INFLUENCE EDUCATION OF CHILDREN WITH DISABILITIES

Central Policies

Presently, various ministries/departments of the central government as well as the state and union territories (UT) level government provide a number of concessions/facilities/ benefits to the persons with disabilities. *Facilities/ concessions that are available for persons with disabilities are as follows:-*

1. Disability certificate and identity card
2. Education programmes for children with special needs
3. Children's Education Allowance and Scholarships
4. Assistance to disabled persons for purchase/fitting of aids and appliances (ADIP Scheme)
5. Preference in allotment of STD/PCO to persons with disabilities
6. Custom concessions
7. Employment of persons with disabilities
8. National awards for persons with disabilities
9. Incentives to private sector employers for providing employment to persons with disabilities
10. Reservation of jobs and other facilities for persons with disabilities
11. Economic assistance
12. Concessions for persons with visually impairment
13. Concessions for persons with hearing impairment
14. Concessions for persons with intellectual impairment
15. Concessions for persons with Orthopedic impairment

• **Scheme of Integrated Education for the Disabled Children**

The scheme of Integrated Education for the Disabled Children (IEDC) was a centrally sponsored scheme started in 1974 by Ministry of Social Welfare, Government of India and being implemented by the Department of Secondary and Higher Education under the Ministry of Human Resource Development since 1982. The scheme has been discontinued since March 31, 2009.

- National Policy for Persons with Disabilities
- Rights for Person with Disability Act 2016
- The Rehabilitation Council of India Act, 1992
- The Central Rehabilitation Register (CRR)

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- The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999
- Right to *Education 2009*
 - *Sarva Shiksha Abhiyan (SSA)*
 - *Inclusive Education for the Disabled at Secondary Stage (IEDSS)*
 - *Adaptations in examination procedures*
- Special Schools
- National Open School (NOS)

III. SCHEMES/ PROGRAMS –CENTRAL AND STATE GOVERNMENTS

- Gujarat State Schemes for Persons with Disabilities by Director Social Defense- Handicapped Welfare (<http://www.eyeway.org/?q=gujarat-state-scheme-persons-disabilities-director-social-defence-handicapped-welfare>)
- Bus concession
- Scheme of free travelling in the GSRTC buses for persons with disabilities
- Scheme of higher education assistance to students with disabilities (effective from 1999-2000 in Gujarat State)
- Scheme for Prosthetic Aid and Appliances to persons with disabilities(Director, Social Defense)
- Maharishi Ashtavakra Community Based Scheme (Community based rehabilitation plan)

Source: Director, Social Defense, (2018)

Gujarat Education Policy

Source: Gujarat Council of Elementary Education, (2017b)

‘Smart Goals’ with a future vision ‘Education for All’ is a major Project of the Education Department with its Continuous Education and Literacy Policies geared to promote Literacy, reduce dropout rates, Focus on Girl Education, Teachers’ Training and a series of other initiatives being implemented.

The Campaign ‘Education for All’ is implemented with Literacy initiatives like Training to 9000 teachers, covering all the students of Standards 4 and 7 under student Achievement profile. Extra coaching to girls studying in standards 2,3,4 and 5 in 12,500 schools to upgrade level by 10% to 15% in Gujarati and Arithmetics. It aims for increase in capability by 5% to 10% in writing, reading and calculating by students of standard-3.

National Project Implementation:

- Sarva Siksha Abhiyan Mission (SSAM)

- Education of Girls at Elementary level (NPEGEL)
- Kasturba Gandhi Balika Vidyalaya (KGBV)

Sarva Shiksha Abhiyan

- SSA Gujarat has developed Special Training Material for Children (Out of School Children - OoSC) who require special training to develop age appropriate competencies.
- Directions to school for age appropriate enrollment in nearby school of all children and provide special training.
- Special teachers (Balmitras) are appointed for age appropriate special training.

Special training program

Special training program is under the provision of RTE Act-2009 to provide age appropriate Special training with the help of Special training material approved by state education authorities and teaching by regular school teacher or trained EVs, in the school premises or as per the convenience of children, after mainstreaming in to regular school in age appropriate standard and tracking till the completion of elementary cycle (Standard I to VIII).

Kasturba Gandhi Balika Vidyalaya (KGBV) (SSA, Gujarat)

This scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. There are 89 KGBVs and 6655 girls benefit.

Computer Aided Learning Program (CAL) (SSA, Gujarat)

The Computer Aided Learning Program (CAL) was primarily introduced in rural government elementary schools covering the classes 1 to 8 to attract and retain children and also in the process, enhance the quality of learning by making “Learning Play”, “Assessment Fun” and “Equal knowledge for all”. It aims at improving the IT literacy in the rural areas particularly and moves towards removing the digital divide in the state.

Pragna (SSA, Gujarat)

Pragna, is an activity based learning approach, has been initiated with an objective to correct and overcome overcome difficulties in primary school learning and to open the classroom to a more holistic and learner based way of working with children through the day, throughout the year.

BaLA (Building as Learning Aid) (SSA, Gujarat)

B a L A - Inclusive-Building as Learning Aid for developing Model Schools of Sarva Shiksha Abhiyan (SSA), Gujarat. BaLA is a way to holistically plan and use the school infrastructure. It incorporates the ideas of activity based learning, child friendliness and inclusive education for children with special needs (CWSN).

BaLA can help create inclusive learning spaces and provisions spaces for Children With Special Needs (CWSN). BaLA is being developed in partnership with Blind People's Association Ahmedabad and Vinyas.

It has been implemented in 1620 model schools in Gujarat. Presently some BaLA ideas are being adapted for use in learning activities for children with hearing impairment, mental retardation and visual impairment. It may be noted that only mild and moderate categories of such children are likely to attend the inclusive schools.

Smart School (SSA, Gujarat)

The Ministry of Human Resource and Development Sponsored Scheme of Secondary Education– Information and Communication Technology (ICT) @ School, Inclusive Education for Disabled at Secondary Stage (IEDSS) is subsumed in its existing form under the umbrella of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). One of the four components of the scheme is establishment of Smart Schools which shall be technology demonstrators.

The concept of 'Smart School' is not only to build 'Technologically advanced schools' but also to use the entire environment of learning by integrating the concepts of Pragna- Activity Based Learning (ABL), Computer Aided Learning (CAL) and Building as Learning Aid (BaLA) using the infrastructure of the school in proper manner for teaching-learning process. 50 Schools have been developed as Smart Schools. Each class is equipped with appropriate ICT tools and media to enhance teaching-learning process and make Smart in the true sense.

National Policy on Information and Communication Technology (ICT) in School Education last revised on 23rd March 2012 (Ministry of Human Resource and Development)

In Section 4.6 of Chapter 4 of the National Policy on Information and Communication Technology (ICT) In School Education, it is stated to ensure access for children and teachers with disabilities through ICT software and tools, capacity building programs to include components of ICT enabled inclusive education and to adopt accessibility norms as per the world wide web consortium, W3C guidelines (Web Content Accessibility guidelines, <http://www.w3.org>) to enable the content to be accessed by children with special needs.

Inclusive Education for CWSN (Children with Special Needs), SARVA SHIKSHA ABHIYAN

Source: Gujarat Council of Elementary Education, (2018)

- Under SSA, efforts are made to give quality education to children with special needs.
- Parents' Council is formed in every village to create awareness on various disabilities.
- To discuss family, social, education, rehabilitation issues and various psychological barriers related to disabilities.

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- The members of Parents Council are nominated in SSA districts and all the members have undergone intensive training, they are also trained on dealing with specific issues pertaining to children with various disabilities.

Training Strategy for IEDC

- In cascade mode, training is imparted to project staff at district, block, cluster and village levels. Class teachers dealing with child with disability is given specific training of the concerned disability at BRC level by qualified and experienced Resource Teachers.
- Class teachers of children with disabilities are oriented on classroom management, attitudinal aspects of teachers, classmates and schoolmates, curricular and co-curricular activities, supplementary literature, use of specific aids and appliances to address the challenges relate to concerned impairments.
- All other teachers of a school with a child with disability are trained on classroom management, attitudinal aspects of teachers, classmates and school mates and co-curricular and curricular activities.

Teacher Training

It was recommended in the XIth report in Category C: Inclusive Education for Children with Special Needs (CWSN) to make an arrangement for regular on-site follow-up of resource support for trained teachers once they begin practicing inclusion in their respective classrooms. This has yet not become part of training methodology for teacher training. **Source:** MHRD, (n.d.)

Activities	2014-15	2015-16
CWSN Identified DISE-Report 2013	101929	121929
CWSN Enrolled	97973	3956 enrolled in June drive
Resource Teachers Appointed	939	939 Resource Teachers
BRP		441 at block level
Transport/ Escort Allowance	11110	16730 through School Management Committee (SMC)
Parents participated in parents' meeting	16398	
Parents' Training (One day)		43567 at block level
Teachers trained Sign language, braille, Multi category		
Resource Rooms established at Block & Cluster Level	239	239 block level, Guidance and therapy support is provided to

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		CWSN once in a week
Braille/Large Print books as per new curriculum	14136	14136
Hiring of Therapy Services at Resource rooms	239	
Assessment Camps		239- blocks
Corrective Surgery	256 children	256 children
Appliances Provided to	3610 (H.I) children	17927-Aids and appliances have been provided to 10610 – orthopedically handicapped (OH) and Hearing impaired children (HI)
	5107 (O.H) Children	
Regular primary teachers provided training on inclusion through DIET and DRG	12050	16607 provided 3-5 days training on curriculum adaptation and inclusion

Table 3 - Progress report of the Inclusive Education, SSA, Gujarat of the year 2014-15 and 2015-16

Source of Table 3 - for Table 3: Gujarat Council of Elementary Education(2017a)

The progress report of the Inclusive Education, SSA, Gujarat of the year 2014-15 and 2015-16 clearly indicates that there is an increase in the number of children identified and enrolled. The transport/escort allowance has reached larger number of children in the subsequent year and number of children receiving aids and appliances also has increased.

The regular teachers of Primary classes too are being provided training on curriculum adaptation and inclusion to facilitate the teachers.

The number of resource teachers appointed remains the same in two years.

GAPS

Maharishi Ashtavakra Community Based Scheme is more welfare based. This scheme talks about disabled restoration in place of fulfilling rights of people with disabilities in the community. It also needs to be verified if the benefits given to people with disabilities are in sync with other schemes related to education, health, training.

Gujarat Education Policy has a special focus on girl child and has various schemes to facilitate inclusion of a girl child. The policy does not mention girls with disabilities separately. And since it works on education for all hence it may be assumed that it also includes girls with disabilities.

Kasturba Gandhi BalikaVidyalaya (KGBV) (SSA, Gujarat)-The KGBV scheme clearly mentions girls from marginalized social groups and minorities but there is no mention of girls with disabilities in the scheme.

It was recommended in the XIth report in Category C: Inclusive Education for Children with Special Needs (CWSN) to make provisions under the existing NPEGEL / KGBV schemes to facilitate inclusion of girls with disability but in reality this is still not happening. **Source:** Ministry of Human Resource Development, (2004)

Computer Aided learning program (CAL) (SSA Gujarat) This program does not mention any software or/and hardware accommodation for children with disabilities in computer aided learning hence it is not clear if it is being used for students with disabilities or not.

Pragna (SSA, Gujarat)- The design of the scheme has paid attention to the physical environment in the classrooms, seating arrangement, small groups in the class according to the stage of learning, child friendly rooms with the freedom to use the material, subject rooms. It also includes teacher training which covers topics like child psychology, pedagogy, child-friendliness, group rotation, CCE, community mobilization etc. It does not specifically mention child with disability. It will depend on the attitude, willingness and competence of the teacher to include a child with disability in the class.

BaLA (Building as Learning Aid) (SSA, Gujarat)- **This program specifically mentions for mild to moderate children, there is no plan for high support need students.**

Information and Communication Technology (ICT) for Children with Special Needs- It is not clear whether it has got translated and is being implemented in work with children with disabilities, especially at the primary level.

Transport Facility (SSA, Gujarat)- **In this scheme** there is no provision for children with disabilities who may be residing in the same areas from where other children are unable to reach the school and hence drop out.

VidyaLaxmi Scheme (Directorate of Primary Education, Education Department) this scheme is specifically for the girl child but there is no mention of girl child with disability anywhere in the scheme. We also do not have information about conversion in the scheme.

Vidhyadeep Scheme (Directorate of Primary Education, Education Department)- It does not mention if it is applicable for any child with disability.

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IV. GUJARAT STATE - INFORMATION ON CHILDREN, CHILDREN WITH DISABILITY, SCHOOLS AND HUMAN RESOURCE

	GUJARAT	Rural	Urban
Total Number of Children (0-19 years)	23311373	14203943	9107430
Girls	10883138	6762076	4121062
Boys	12428235	7 441 867	4986368
Age Group			
0-4 years	5460332	3400893	2059439
5-19 years	17851041	10803050	7047991
Number of Children in educational institution (5-19 years)	8,573,053 (6-13yrs)	6362131 (6-13yrs)	2210922 (6-13yrs)
Number of Children out of school	162355 (6-13yrs)	95,827 (6-13yrs)	66,528 (6-13yrs)
Percentage of children out of school	1.86	1.48	2.92
Number of Children with Disability (0-19 years)	313874	167511	146363
Age Group			
0-4 years	49920	23351	26569
5-19 years	263954	144160	119794
Girls	22710 (0-4)	10656 (0-4)	12054 (0-4)
	112150 (5-19)	60744 (5-19)	51406 (5-19)
Boys	27210 (0-4)	12695 (0-4)	14515 (0-4)
	151804 (5-19)	83416 (5-19)	68388 (5-19)
Children with disabilities attending educational institution (5-19 years)	165297	88793	76504
Girls	67888	35558	32330
Boys	97409	53235	44174
Children with disabilities not attending educational institution	41754	24177	17577
Children with disabilities Drop out/attended earlier but	41754	24177	17577

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now drop out			
Girls	18951	11028	7923
Boys	22803	13149	9654
Children with disabilities Never attended school	56903	31190	25713
Girls	25311	14158	11153
Boys	31592	17032	14560

Table 4 - Data on Children and Children with Disabilities

Source for Table 4: Compiled from Census 2011 data on populations of children and children with disabilities attending/ not attending educational institutions ((Office of the Registrar General & Census Commissioner, India, 2017a; 2017b)

IMPAIRMENT	AGE GROUP as per census	NUMBER OF CHILDREN
Visual	0-4 years	10960
	5-9 years	14667
	10-19 years	34424
Hearing	0-4 years	9990
	5-9 years	12430
	10-19 years	28317
Speech	0-4 years	1179
	5-9 years	7348
	10-19 years	14450
Motor (Movement)	0-4 years	4861
	5-9 years	9245
	10-19 years	28987
Mental Retardation (MR)	0-4 years	1502
	5-9 years	7319
	10-19 years	21148
Mental Illness	0-4 years	633
	5-9 years	1745

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	10-19 years	5697
Multiple	0-4 years	2810
	5-9 years	8483
	10-19 years	17986
Other	0-4 years	17985
	5-9 years	16267
	10-19 years	35441

Table 5 - Number of Children in the State by age and impairment

Source for Table 5 : Census 2011 data on population with disability by disability type, age, and sex (Office of the Registrar General & Census Commissioner, India, 2017c).

❖ **Human Resource**

- There are 296869 teachers (sanctioned) of which 278515 are permanent (Full-Time Teachers). There is a shortage of 18354 teachers.

V. FUTURE PLAN OF THE STATE

- The state of Gujarat has taken a number of initiatives for education of children, especially for the girl child. Some initiatives are also being taken to include children with disabilities. However, there seems lack of information on the impact of each initiative on children with disabilities. Convergence of education schemes for children with disabilities is missing. Gujarat ranks 10th in the country as far as literacy of persons with disabilities is concerned, still there is a long way to go.
- Children with high support need, to be brought in mainstreaming on regular basis. They are missing in the schools.
- Children with disabilities need to be part of all the activities of schools. Training of school staff does not happen in this area (how to include children with disability in all activities).
- Monitoring at different level starting from Block to State has to be there.
- Training in inclusive pedagogy and problem solving related to classroom strategies.
- Curriculum adaptation is required in a systematic manner.

VII. STRENGTHS/RESOURCES AND BARRIERS/ CHALLENGES AND SUGGESTIONS

- The schemes and policies are the biggest strength if they are implemented properly.
- The schemes need to be in convergence for all.
- Accessible school building is important need, generally Government schools building are multi-storeys, there is no plan to make them completely accessible (for example- computers too need to be accessible including hardware & software).

B – FIELD REPORT FOR THE STATE OF GUJARAT

OVERVIEW OF RESPONDENTS

School Observations	Children Interaction (FGD and classroom interactions)	Teacher Interaction (FGD and Interviews)	Parent Interaction (FGD and Interviews)	HOS Interviews
11 (1 rural government school and 10 urban government school)	4 (2 government schools, 2 urban schools)	4 (1 rural government school, 3 urban government schools)	6 (2 rural government schools, 3 urban government schools, 1 government school but rural/urban not known)	10 (2 rural government schools, 7 urban government schools, 1 rural private school)

1. AWARENESS/ PERSPECTIVES ON DISABILITY

- Disability was described in terms of medical model by 6 school representatives and teachers in 3 out of 4 interactions when asked to describe how they understood disability.
- Disability was only mentioned as types of impairments by all 10 heads of school and most teachers.
- Some School representatives seemed to recognize disability based on the social model.
- All 10 School Representatives and teachers in 3 out of 4 Interactions stated there have been changes in the way they think about children with disabilities since the time they have started studying in their schools.

2. AWARENESS ON POLICIES & RIGHTS RELATED TO CHILDREN WITH DISABILITY

- All 10 School Representatives & in 3 out of 4 Teacher Interactions, participants stated they were aware of the Right to Education Act, 2009 (RTE) and some of its guidelines.
- Nine out of 10 School Representatives had the information that RTE implied admission to children with disabilities or free and compulsory education, infrastructural changes, human resource aspects, changes in teaching and learning methods, formation & functioning of school management committee (SMC).
- All School Representatives and teachers in all 4 Interactions mentioned that their schools had formed SMC.
- Eight out of 10 School Representatives mentioned that the school prepared a development plan that included needs of children with

disabilities while very few teachers said that SMC prepared school development plan that includes needs of children with disabilities.

- In no Teacher or Parent Interactions, participants said that SMCs had plans or strategies to increase retention of children with disabilities in school.
- Most School Representatives were aware of Protection of Children from Sexual Offences (POCSO) Act but only 50% had attended any training related to it. Some Teacher participants stated awareness of POCSO Act none had attended any training related to it.
- All 10 School Representatives stated that the schools had a health program for all children that included monitoring height/ weight, eyesight, etc. 9 School Representatives stated they provided medicines (eg iron & folic acid tablets, deworming, etc), their schools referred children to doctors or hospitals in case of emergencies & followed up with the hospitals/doctors in case of referrals. 9 out of 10 School Representatives and 50% teacher participants stated their school had linkage with RBSK.
- While 50% School Representatives were aware that Panchayati Raj Institutions are involved in the implementation of RTE none of the teachers were aware of the same.

3. **ADMISSION PROCESSES FOR CHILDREN WITH DISABILITIES**

- Direct contact with families emerged as a theme for information dissemination about admission process in most Teacher/ Parent Interactions & School Representative Interviews.
- None out of School Representatives or teachers stated that there are special processes or specific variations in the process for admission of children with disabilities.
- Only 4 School Representatives, stated that ongoing admissions take place throughout the year.
- No School Representatives participants in Teacher Interactions stated disability certificate is checked or assessment of children is done at the time of admission.
- In 4 out of 6 Parent Interactions, participants mentioned that they had a positive experience of the admission process for their child with disability.

4. **ACCESSIBILITY**⁷

REACHING SCHOOL

- Largely parents take on the responsibility of picking and dropping their children to school.

⁷For School Observation Tool, information was largely got through interviews, classes couldn't be observed.

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- In no Parent Interaction, participants stated that schools provided specific resources/facilities like transport allowance, escort, wheelchair, school bus to enable children with disability reach school.
- No School Representative stated weather as an issue faced by children with disabilities in reaching schools while in all 6 Parent Interactions, participants stated weather as a barrier to reach school.
- Two School Representatives stated that non-availability of escort for the children with disabilities poses a problem to reach school.
- Only 1 School Representative mentioned transport related issues as the reason while in 3 out of 6 Parent Interactions, participants stated children are at times unable to reach school due to lack of transport.
- While no School Representative stated distance to school and terrain as issues, in 3 out of 6 Parent Interactions, participants stated these as issues that make it difficult for the child with disability to reach school.

PHYSICAL ACCESS WITHIN SCHOOL

- **Classroom**-In all 11 schools, it was observed/ reported that classes took place in buildings, most of the teaching takes place in classes, boards (black/ white/ etc) were present in classrooms. In 8 schools all children including children with disabilities sit on floor using durries. Some schools had chair arrangement for all children and some others had benches. Only in 1 school there was wheelchair or adapted chair for children with disabilities.
- **Library / Reading Room** -In 7 out of 11 schools, it was reported schools had a library/ reading room for all children. Only in 1 school library was equipped with technology/ resources to access online/ downloaded/ soft material. 5 schools, had enough copies of the textbooks/ storybooks/ magazines/ reference books per class. Additionally, in 6 schools, it was reported libraries had material available at optimum reach level, thus enabling children with disabilities to reach & use the books/ materials.
- **Computer Labs** - Seven out of 10 School Representatives stated schools had fully functional computers/ computer laboratory⁸.
- **Art & Craft** – Very few schools provided options other than ongoing Art & Craft activities if required by children with disabilities.
- **Access to Toilets**- It was observed that all 11 schools had toilets,9 of them had separate toilets for boys and girls, 7 had indian style toilets and 8 schools had provision of running water available in the toilets. Only 3 schools were reported to have toilets with an entry/ gate wide enough for at least one wheelchair to enter and 1 school had grab bars / handles inside the toilet for support in movement of children with disabilities. No school had a mechanism for children with disabilities who may need help

⁸This question was not applicable for some schools which were up-to class 5

inside the toilets. Only 1 school had support person available for children with disabilities to use the toilets. This support, was reported to be provided by peers. No schools reported that adaptations in toilets were underway to make them more accessible.

- **Access to drinking water-** In 9 out of 11 schools it was reported that schools had provision of drinking water for all children. While 7 schools had provision of taps only in 3 schools taps could be easily reached by children with disabilities including one on wheelchair or with limited hand movement. In no schools, Observation Teams reported that support person is available to aid children with disabilities in drinking.
- **Access to playground/outdoor games/sports-** In no school accommodations were made for children with disabilities in accessing playground/ space for outdoor games/ equipment. Only 1 School Representative stated that the school had trainer equipped to recommend necessary adaptations for children with disabilities. Only 2 School Representatives mentioned children with disabilities are referred for further training and coaching.
- **Awareness about Guidelines/ Standards for accessible physical infrastructure in schools -** None of 10 School Representatives were aware of *Harmonized Guidelines and Space Standards for Barrier Free Build Environment for Persons with Disabilities and Elderly Persons* (Ministry of Urban Development, 2016). Similarly, or access related guidelines in the Schedule given in RTE 2009.
- Three out of 10 School Representatives stated that changes had been made in the school to make it more accessible. None mentioned that changes were underway in the infrastructure of the school to make it more accessible.

5. TEACHING & LEARNING ENVIRONMENT

- **Lesson planning-** In 5 out of 11 schools, lesson plans focused on completion of a topic/ subject, when enquired about child centric lesson planning. However, in 1 school, team reported that lesson plans included specific needs of all children & included specific material and accommodations needed for some children with disabilities.
- **Support needed to work with children with disabilities-** Support is needed to work with children with disabilities was stated in all 4 Teacher Interactions. Participants stated systemic changes (more support) were needed in school in order to work with children with disabilities. E.g. need for more audio visual aids for all learning style, impairment specific TLM.
- **Suggestions for improving school environment-** In 1 out of 4 Children Interactions, participants shared making school more accessible in terms of toilets, playground, laboratory, assembly area.

- **Participation of children-** When enquired about who helps children when they face any difficulty, 2 out of 4 Children Interactions said classmates and in 1 such interaction participants said teachers. Only in 1 out of 6 Parent Interactions, participants stated that the children with disabilities get opportunity in school to voice their opinions. In 3 out of 4 Teacher Interactions, participants stated that schools had Bal Panchayat but none shared they had children with disabilities as its members. In 1 out of 4 Teacher Interactions, participants stated children with disabilities participate in outdoor games, competitions, school functions and excursions.
- **Challenges for inclusion of all children-** Working with specific impairments, emerged as one of the major challenges in Inclusion of children with disabilities in schools, from most Teacher Interactions. Only in 2 out of 4 Teacher Interactions, participants stated that there has been some orientation program/ sensitization program/ specific training⁹ in school which enables them to teach children with disabilities. Specific issues faced by children with disabilities in schools were inaccessible school environment and low or no participation. In 3 out of 4 Teacher Interactions, participants stated that the experience of teaching children with disabilities was challenging as well as positive and in 1 interaction participants said it was largely positive.
- **Suggestions to help more children with disabilities reach school-** In 4 out of 6 Parent Interactions, participants mentioned having provision of accessible transport, allowances and escort as suggestions so that more children with disabilities can reach schools. In 1 Parent Interaction, participants stated availability of aids & adaptations for children with disabilities would facilitate easy reach to school.
- **Readiness for inclusion of children with disabilities-** Most School Representatives stated they were prepared but need more support.

6. EXPERIENCE OF CHILDREN WITH DISABILITIES IN SCHOOLS (WITH PEERS)

- Children with disabilities have friends and share a good relationship with their non-disable peers, is the emerging theme from most Teacher/ Parent & Children Interactions.
- In 2 out of 4 Teacher Interactions, participants stated that children with disabilities have progressed over the years (academically, socially/ having friends, being regular, planning for future, being confident, etc).

⁹It was not explored whether this training was received pre service or in service.

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A-3.4 HIMACHAL PRADESH

For the State of Himachal Pradesh, a Fact Sheet has been developed based on desk research and with inputs from interactions which the State partners had with the State Government officials. The Fact Sheet provides information on

- Number of children with disability
- Children with disabilities in institutions and those out of school
- State policies and schemes that support children with disabilities
- Accessibility in school
- Trained human resource to assist children with disabilities in education.

A field research was also conducted for a pre-selected number of schools. Interactions were held with teachers, school representative (head of school), parents and children. The field research tried to directly assess the ground reality, strengths of the existing systems, also the challenges.

Through the interactions we have tried to understand the below issues which the field report has tried to capture

- Awareness and perspective on disability
- Awareness on policies and rights related to children with disabilities
- Admission to schools for children with disabilities
- Accessibility
- Teaching and learning environment
- Experience of children with disabilities in schools (with peers)

The report also includes suggestions given by school representative (head of school), teachers, parents and children.

State partner for this project is:-

Mr. Narender Paul - Chief Operating Officer
CORD-Sidhbari
Kangra district
Himachal Pradesh

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A- INFORMATION SHEET FOR - HIMACHAL PRADESH

I. STATE PROFILE

Himachal Pradesh is situated in the shadows of the great Himalaya in the Northern part of India with Shimla as its capital.

Total Population	68,64,602
Number of districts	12
Number of blocks	124
Panchayats	3226
Area sq. km	55,673 sq km

Table 1 : Total population, number of districts and area of Himachal Pradesh

Source for Table 1: Himachal Pradesh Secretariat (2018)

Total Population	68,64,602	People with disability	1,55,316
Male	3,481,873	Male	86,321
Female	3,382,729	Female	68,995
		Percentage of population with disability	2.26%
Literacy Rate	82.8 %	Literacy Rate of person with disabilities	55.96%
Total No of Children (0-19 years)	24,15,846	Number of children with disabilities (0-19 years)	31,204
Girls	11,44,409	Girls	13,489
Boys	12,71,437	Boys	17,715
		Percentage of children with disability	1.29
Children in educational Institution (5-19 years)	15,56,804	Children with disabilities in educational institution (5-19 years)	18,112
Percentage of children out of school	16.78	Percentage children with disabilities out of educational institution	32.25%

Table 2 Population of Himachal Pradesh – disability, gender wise, literacy rate, age, access to educational institutions, out of school

Source for Table 2: Compiled from Census 2011 data on general population, persons with disabilities, children, children with disabilities and schools (Office of the Registrar General & Census Commissioner, India, 2017a; 2017b 2017c)

II. CENTRAL AND STATE POLICIES THAT INFLUENCE EDUCATION OF CHILDREN WITH DISABILITIES

The Key Policies/ Acts that support the State to realize inclusive education of children with disabilities

- Right to Education Act (2009)
- National Trust Act (1999)
- Rehabilitation Council of India Act (1992)
- Rights of Persons with Disability Act (2016)
- State Policy of Himachal Pradesh (2007)

The State Policy aspires to see Himachal Pradesh as an inclusive and enabling society that values highly the lives of persons with disabilities and continually strives to enhance their access to opportunities and their participation at all levels in the society.

The State Policy is based on the vision of having an inclusive and non disabling society where every person with disability is mainstreamed into society. It provides a framework for the Government to create an enabling environment to achieve this. It seeks to remove barriers that prevent persons with disabilities from participating fully in society. This policy statement attempts to cover the range of barriers experienced by the persons with disabilities - public attitudes, human rights, employment and educational opportunities and provides a framework for developing strategies and action plan for removing those barriers enabling their participation in the society. For the purpose of achieving the vision of mainstreaming Persons with Disabilities, the following components are envisaged in the Policy:

- Prevention of Disabilities
- Rehabilitation of Persons with Disabilities; Physical, Access to Education, Economical & Social
- Access to Education
- Enabling Environment for the Persons with Disabilities

The Department of Education and Sarva Shiksha Abhiyan Project are instrumental in providing free and compulsory education to all children. The State Govt. is committed to providing free education to children with disability having 40% or more disability from class-I till passing out from university including technical & professional courses in all Government Institutions.

Source: State Policy for Persons with Disabilities (2011)

III. SCHEMES/ PROGRAMS - CENTRAL AND STATE GOVERNMENTS

- **Assistance to Disabled Persons for Purchase / Fitting of Aids and Appliances (ADIP Scheme)** - Financial assistance is provided to persons with

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disabilities for the purchase of aids and appliances, provided the cost of the aids and appliances must not be less than Rs.25/ or greater than Rs.2,500/. Full assistance is given to those whose monthly income is between Rs.751/- to Rs.1500/-. e.g. Cochlear Implant Surgery under ADIP, Age Relaxation for Motorized Tricycle ADIP Scheme.

- **Scholarship Scheme (Trust Fund)** - 1,000 Scholarships are provided to eligible Person with disability, students for degree and post-graduate level professional and technical courses from recognized institutions by NHFDC. The Reimbursements of Non - Refundable fees restricted to limit of fee of similar courses. Monthly income of the beneficiary / parent / guardian should not be more than Rs 25,000/ - (Rs 3.00 Lac p.a.) from all sources.
- **Scholarship Scheme (National Fund)** - Under this scheme, 500 Scholarships are provided in a year to the students with disabilities for pursuing post matric professional and technical courses of more than one-year duration. The students may apply online (www.nhfdc.nic.in) and submit hard copy of the application along with requisite documents to the "National Handicapped Finance & Development Corporation" (NHFDC). Income of the beneficiary/ parent/ guardian should not be more than Rs 15,000/ - (Rs 1.80 Lac p.a.) from all sources.
- **Post Matric (or) Pre Matric Scholarship to disabled Students (CSS)** - Students under this Scholarship Scheme, need to apply online at <http://www.scholarships.gov.in>, as per the time schedule advertised from time to time through various newspapers of the state, and through the aforementioned Minority website, & HP ePASS website.
- **Passing criteria for matriculation examination March 2013** - In order to pass the examination a candidate with intellectual impairment appearing in regular capacity will be required to obtain at least 25% marks both in external examination and aggregate of a subject combined with internal assessment in four subjects of Compulsory Group from amongst English, Hindi, Mathematics, Science & Technology and Social Science (Group-I) each and any one of remaining Two subjects (Group-II) of scheme of studies i.e. a) Regional Languages, b) One Elective subject. In respect of subjects involving practical project work, a candidate with intellectual impairment must obtain at least 25% marks in theory and practical separately in order to qualify that subject. The candidates with intellectual impairment appearing in private capacity will be required to obtain at least 25% marks in theory and practical separately.
- **Grace marks and supply of material scheme** - 5% grace marks are given to persons with disabilities in the qualifying examination for all competitive examinations and free text books and other education material is supplied to students with visual impairment, hearing impairment or with mental illness.

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IV. HIMACHAL PRADESH STATE - INFORMATION ON CHILDREN, CHILDREN WITH DISABILITY, SCHOOLS AND HUMAN RESOURCE

	Himachal Pradesh	Rural	Urban
Total Number of Children (0-19 years)	24,15,846	21,94,746	2,21,100
Girls	11,44,409	10,44,508	99,901
Boys	12,71,437	11,50,238	1,21,199
Age Group			
0- 4 years	5,44,984	5,00,931	44,053
5-19 years	18,70,862	1693815	177047
Number of Children in educational institution (5- 19 years)	15,56,804	1406532	150272
Number of Children out of school	3,14,058	287283	26775
Percentage of children out of school	16.78%	16.96%	15.12%
Number of Children with Disability (0-19 years)	31,204	28138	3066
Age Group			
0-4 years	4,467	4,041	426
5-19 years	26,737	24,097	2,640
Girls	11,475	10,353	1,122
Boys	15,262	13,744	1,518
Children with disabilities attending educational institution (5-19 years)	18,112	16,216	1896
Girls	8584	7,757	827
Boys	11424	10,355	1,069
Children with disabilities not attending educational institution	8625	7881	744
Children with disabilities Drop out/attended earlier	51,395	34,940	16,455
Girls	2792	2607	185
Boys	1611	1487	124

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Children with disabilities never attended school	1181	1120	61
Girls	5833	5274	559
Boys	3296	2971	325
Percentage of children out of school	37%		

Table 3 - Data on Children and Children with Disabilities

Source for Table 3: Compiled from Census 2011 data on children and children with disabilities (Office of the Registrar General & Census Commissioner, India, 2017a; 2017c) and NITI AAYOG study of anganwadis under ICDS (NITI AAYOG, 2015)

IMPAIRMENT	AGE GROUP as per census	NUMBER OF CHILDREN
Visual	0-4 years	687
	5-9 years	1045
	10-19 years	2661
Hearing	0-4 years	830
	5-9 years	1053
	10-19 years	2757
Speech	0-4 years	96
	5-9 years	861
	10-19 years	1635
Motor	0-4 years	371
	5-9 years	788
	10-19 years	2343
Mental Retardation (MR)	0-4 years	152
	5-9 years	693
	10-19 years	2209
Mental Illness	0-4 years	31
	5-9 years	144
	10-19 years	615
Multiple	0-4 years	429
	5-9 years	1188
	10-19 years	2696
Other	0-4 years	1871
	5-9 years	1839
	10-19 years	4210

Table 4 - Number of Children in the State by age and impairment

Source for Table 4: Census 2011 data on population with disability by disability type, age, and sex (Office of the Registrar General & Census Commissioner, India, 2017b).

VIII. FUTURE PLANS OF THE STATE

- State level Policy to be reviewed.
- Detail annual planning is needed to link every child with mainstreaming education based on geographical topography of the state.
- Himachal has majority of children in rural area, it needs component planning.
- Village volunteer should be introduced (Odisha Model).
- Annual planning and review is needed in inclusive education.
- Children with high support need to be brought in mainstreaming on regular basis. They are missing in the school.
- Children with disabilities need to be part of all the activities of schools. Training of school staff does not happen in this area (how to include children with disability in all activities).
- Monitoring at different level starting from Block to State has to be there.
- Training in inclusive pedagogy and problem solving related to classroom strategies.
- Curriculum adaptation is required in systematic manner.

IX. STRENGTHS/ RESOURCES AND BARRIERS/ CHALLENGES AND SUGGESTIONS

- High level of Literacy is strength but terrain is the challenge to cover all children with disability in Himachal Pradesh. Study is needed to identify the gaps to access education for children with disabilities.

B – DATA AND RESULTS FOR THE STATE OF HIMACHAL PRADESH

OVERVIEW OF RESPONDENTS

School Observations	Children Interaction (FGD and classroom interactions)	Teacher Interaction (FGD and Interviews)	Parent Interaction (FGD and Interviews)	HOS Interviews
10 (6 rural government schools, 1 urban government school, 2 rural private schools and 1 urban private school)	5 (4 rural government schools, 1 urban government school)	9 (6 in rural government schools, 1 in urban government school, 2 in rural private schools)	4 (3 in rural government schools, 1 in rural private school)	10 (6 rural government schools, 1 urban government school, 2 rural private schools, 1 rural private school)

1. AWARENESS/ PERSPECTIVES ON DISABILITY

- Majority of School Representatives/ Heads of Schools and Teachers described disability in terms of medical model when asked to describe how they understood disability.
- Five out of 10 School Representatives described disability in terms of the medical model (which assumes that the problem lies in the child and he/she needs to be corrected without changing the context/ environment). In 8 out of 9 data units [FGDs and interviews with teachers], participants stated medical/ deficit model when probed about their understanding of disability.
- Four out of 10 School Representatives looked at disability in terms of specific impairments, i.e. they mentioned impairments such as visual impairment, loco-motor disability when sharing their perspectives on disability. Additionally, in 1 out of 9 Teacher Interactions, participants gave responses focused on specific type of impairments.
- Only 1 School Representative seemed to recognize disability based on the social model (which assumes that the problem is more due to the environment and accommodation needs to be made in the environment for the person to be able to participate)
- Majority of the School Representatives (8) and Teacher participants in 7 out of 9 Teacher Interactions said that there have been changes in their perceptions related to disability since children with disabilities have been there in the schools.

2. AWARENESS ON POLICIES & RIGHTS RELATED TO CHILDREN WITH DISABILITIES

- Participants in all 9 Teacher Interactions & all 10 School Representatives were aware of the Right to Education Act, 2009 (RTE) and some of its guidelines.
- Admission of children with disabilities or free and compulsory education, emerged as a theme in both School Representatives (n=9) & Teacher Interactions (all 9 Interactions) when enquired about awareness of implementation of RTE in their schools.
- Participants in 7 Teacher Interactions & 5 School Representatives knew that the RTE mandated the formation and functioning of the school management committee (SMC). With regard to formation of SMC, 8 out of 10 School Representatives & in 7 out of 9 Teacher Interactions, participants mentioned that their school had SMC.
- Six School Representatives & in 6 Teacher Interactions, participants mentioned that the school prepared a development plan that included needs of children with disabilities.
- Participants in 2 Teacher Interactions & 4 School Representatives stated they were aware of Protection of Children from Sexual Offences (POCSO) Act. None had attended any training related to it except participants in 1 Teacher Interaction.
- All 10 School Representatives stated that the schools had health program for all children. Immunization was carried out in their schools (8 School Representatives), schools provided medicines to children (7 School Representatives), monitoring of height/ weight, eyesight, etc was done (5 School Representatives), referred children to doctors or hospitals in case of emergencies (2 School Representatives). No School Representative stated that their schools considered personal hygiene of children as part of the school health program. 7 out of 10 School Representatives stated that the health programs were accessible to children with disabilities.
- No School Representative stated any linkage of their school with RBSK. However, in 1 Teacher Interactions, participants stated their school had link with RBSK.
- Participants in 5 out of 9 Teacher Interactions and 5 out of 10 School Representatives mentioned that they were aware of the fact that Panchayati Raj Institutions are involved in the implementation of RTE.

3. ADMISSION PROCESSES FOR CHILDREN WITH DISABILITIES

- Direct contact with families emerged as a theme for information dissemination about admission process, in most Teacher & School Representative Interactions.

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- All 10 School Representatives stated that they used various ways of information dissemination about school admissions. 9 out of 10 School Representatives stated that information was disseminated through other families. 4 School Representatives shared through teachers. 1 Representative mentioned through NGO.
- In 7 out of 9 Teacher Interactions, participants stated that most of the times they used direct contact with families (House to House Survey) to increase enrollment of children with disabilities. Followed by awareness raising/ publicity (reported in 3 Teacher Interactions), providing special services (reported in 2 Teacher Interactions) and contact through other resources like NGO, SMC, etc. (reported in 1 Teacher Interaction).
- All 10 School Representatives & 8 out of 9 Teacher Interactions, participants stated that there were no special processes or specific variations in the process for admission of children with disabilities.
- Participants in 2 Teacher Interactions & 4 School Representatives stated that disability certificate was checked at the time of admission.
- In 1 out of 4 Parent Interactions, participants stated that they faced difficulties while seeking admission for their children with disabilities. None had positive experiences. There was no answer in 1 interaction.

4. **ACCESSIBILITY**¹⁰

REACHING SCHOOL

- Largely parents take on the responsibility of picking and dropping their children to school, has emerged as a theme in most School Representatives (8) & Parent Interactions (all 4).
- In no Parent Interactions, participants stated that schools provided specific resources/facilities like transport allowance, escort, wheelchair, school bus to enable children with disabilities reach school.
- Weather as an issue faced by children with disabilities in reaching school, has emerged as a theme in most School Representative Interviews (6) & Parent Interactions (3 out of 4).
- Five School Representatives stated terrain & distance. In 2 out of 4 Parent Interactions, participants stated distance to school and terrain as issues that make it difficult for the children with disabilities to reach school.
- Three School Representatives stated that non-availability of escort for children with disabilities poses a problem to reach school.
- Two School Representatives mentioned transport related issues as the reason. Additionally, in 1 Parent Interaction, participants also stated that children were at times unable to reach school due to lack of transport.

¹⁰ Information on School Observation Tool was largely got through Interviews, classes couldn't be observed

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- Other than the above mentioned issues, 3 School Representatives shared that several individual issues like health problems or lack of aids and appliances created barriers for children with disabilities in reaching school.
- In 7 Teacher Interactions, participants stated that school related reasons as one of the major factors for all children not coming to school or dropping out. School related included examples like lack of accessibility, infrastructural issues, lack of support systems, classroom related.

PHYSICAL ACCESS WITHIN SCHOOL

- **Classroom** - In 8 schools, Observation teams reported that teaching took place in classes. In all 10 schools, Observation Teams reported that schools had boards (black/ white/ etc) in classrooms. In 3 schools, Teams reported that all children including children with disabilities sit on floor using durries. In no schools, there were chair arrangement for all children. In 9 schools, benches were reported. In addition, only in 3 schools, Teams shared schools used wheelchair or adapted chair.
- **Library / Reading Room** - In 7 schools, it was reported that schools had a library/ reading room for all children. In 2 schools, it was reported schools had technology present in the library for use of reading and learning material. In 4 schools, Teams reported schools had enough copies of the textbooks/ storybooks/ magazines/reference books. In 6 schools, Observation Teams reported that schools had the material available at optimum reach level, thus enabling children to use the books and materials.
- **Computer Labs** - Nine out of 10 School Representatives stated that schools had functional computers/ laboratory¹¹.
- **Art & Craft** - Five out of 10 School Representatives stated that their schools provided options other than ongoing Art & Craft activities if required by children with disabilities.
- **Access to toilets** - In all 10 schools, it was reported/ observed that schools had toilets. All 10 schools, had separate toilets for boys and girls. Indian style toilets were reported in 8 schools. In 9 schools, provision of running water was available. Only in 1 out of 10 schools, Teams reported that toilets had an entry/ gate wide enough for at least one wheelchair to enter & that toilets had dustbins. In no school, the availability of grab bars / handles inside the toilet for support in movement of children with disabilities or a mechanism for children with disabilities who might need help inside the toilets was reported. In all 10 schools, it was reported that children with disabilities had support person available to use the toilets.

¹¹ This question was not applicable for some schools which were up-to class 5

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This support, was provided by peers (in all 10 schools), caregiver/ support staff (in 4 schools). In no school, it was reported that adaptations in toilets were underway to make them more accessible.

- **Access to drinking water** - In all 10 schools, Teams reported that schools had provision of drinking water for all children. In 9 schools, provision of taps for all children was reported. However only in 1 school, taps could be easily reached by children with disabilities including one on wheelchair or with limited hand movement. Availability of support person, to aid children with disabilities in drinking water, was reported by in all 10 schools. Majority of the times, peers supported children with disabilities (reported in 9 schools).
- **Access to playground/ outdoor games/ sports** - Teams in 9 out of 10 schools reported that no accommodations were made for children with disabilities in outdoor games/ playground. In only 1 school, it was reported that accommodations were made. Only 1 out of 10 School Representative stated that schools had trainer equipped to recommend necessary adaptations for children with disabilities. 9 School Representatives mentioned that children with disabilities were not referred to places for further training and coaching. 1 School Representative mentioned children with disabilities were referred to places for further training and coaching.
- **Awareness about Guidelines/ Standards for accessible physical infrastructure in schools** - Only 2 out of 10 School Representatives stated that they were aware about *Harmonized Guidelines and Space Standards for Barrier Free Build Environment for Persons with Disabilities and Elderly Persons* (Ministry of Urban Development, 2016). However, 3 School Representatives mentioned that they were aware of access related guidelines in the Schedule given in RTE 2009.
- Five out of 10 School Representatives stated that changes were made in the school to make it more accessible. 3 out of 10 School Representatives mentioned that adaptations were related to building ramps. 1 School Representative shared that changes were underway in the structure of the school to make it more accessible.

5. TEACHING & LEARNING ENVIRONMENT

- **Lesson planning** - In 9 out of 10 schools, Observation Teams reported that schools had lesson plans which focussed on completion of a topic/ subject, when enquired about child centric lesson planning. In 3 schools, teams reported that lesson plans included specific needs of all children. However, only in 1 school, Observation Team reported that the lesson plans included specific material and accommodations needed for some children with disabilities.

- **Support needed to work with children with disabilities** - In 8 out of 9 Teacher Interactions, participants stated that systemic changes (more support) were needed in school in order to work with children with disabilities. *Examples of Systemic changes in school (providing more support)* included standardized ramps, support in preparing teaching material, caregivers/support staffs per classroom, more time to prepare lessons / material, more audio visual aids for different learning styles.
- **Participation of children** - Participants in all 5 children interactions said classmates helped them when they faced any difficulty. In 1 out of 4 Parent Interactions & in 6 out of 9 Teacher Interactions, participants stated that the children with disabilities got opportunity in school to voice their opinions and participate in decision making. In 1 out of 9 Teacher Interactions, participants stated that schools had Bal Panchayat.
- **Challenges for inclusion of all children** - In 6 out of 9 Teacher Interactions, participants stated that the experience of teaching children with disabilities was largely challenging. Inadequate skills or training of teachers emerged as one of the major challenges in Inclusion of children with disabilities in schools, from most Teacher Interactions. In 2 out of 9 Teacher Interactions, participants stated that there had been some orientation program/ sensitization program/ specific training¹² in school which enables them to teach children with disabilities. In 8 out of 9 Teacher Interactions, participants stated that there were specific issues faced by most children with disabilities in schools. Slow Pace of learning was reported in 6 teacher Interactions, inadequately trained teachers was reported in 3 Teacher Interactions. Parent participants stated school related issues (in all 4 Parent Interactions), health/ transport issue (reported in 2 Parent Interactions) and academic (reported in 1 Parent Interaction) issues for all children not coming or dropping out of school.
- **Suggestions to help more children with disabilities reach school** - Participants mentioned having escorts (in 2 Parent Interactions). Provision of accessible transport (1 Parent Interactions). Getting admission in neighborhood schools (in 1 Parent Interaction).
- **Readiness for inclusion of children with disabilities** – Three out of 10 School Representatives stated they were prepared, for inclusion of children with disabilities. Additionally, 3 School Representatives said they were prepared but need support.

¹² It was not explored whether this training was received pre service or in service.

6. EXPERIENCE OF CHILDREN WITH DISABILITIES IN SCHOOLS (WITH PEERS)

- Children with Disabilities had friends and they shared a good relationship with their non disable peers, is the emerging theme from all Interactions (Children, Parents & Teachers).
- In all 9 Teacher Interactions, participants stated that children with disabilities have progressed over the years (academically, socially/ having friends, being regular, planning for future, being confident, etc).

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A-3.5 KARNATAKA

For the State of Karnataka, a Fact Sheet has been developed based on desk research and with inputs from interactions which the State partners had with the State Government officials. The Fact Sheet provides information on:-

- Number of children with disability
- Children with disabilities in institutions and those out of school
- State policies and schemes that support children with disabilities
- Accessibility in school
- Trained human resource to assist children with disabilities in education.

A field research was also conducted for a pre-selected number of schools. Interactions were held with teachers, school representative (head of school), parents and children. The field research tried to directly assess the ground reality, strengths of the existing systems, also the challenges.

Through the interactions we have tried to understand the below issues which the field report has tried to capture:-

- Awareness and perspective on disability.
- Awareness on policies and rights related to children with disabilities.
- Admission to schools for children with disabilities.
- Accessibility.
- Teaching and learning environment.
- Experience of children with disabilities in schools (with peers).

The report also includes suggestions given by school representative (head of school), teachers, parents and children.

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A- STATE INFORMATION SHEET

I. STATE PROFILE

Total Population	6,10,95,297
Number of districts	29
Number of blocks	177
Panchayats	5788
Area sq km	191791 sq. km

Table 1: Total population, number of districts and area of Karnataka

Total Population	6,10,95,297	People with disability	13,24,205
Male	3,09,66,657	Male	7,26,521
Female	3,01,28,640	Female	5,97,684
		Percentage of population with disability	2.17%
Literacy Rate	75.60%	Literacy Rate of person with disabilities	59.45%
Total No of Children	218,52,151	Number of children with disabilities (0-19 years)	3,89, 383
Girls	1,05,76,122	Girls	1,76,600
Boys	1,12,76,029	Boys	2,16,600
		Percentage of children with disability	1.63%
Children in educational institution	120,77,548	Children with disabilities in educational institution	207,779
Percentage of children out of school	28.00 %	Percentage children with disabilities out of educational institution	37.00%

Table 2 Population of Karnataka – disability, gender wise, literacy rate, age, access to educational institutions, out of school

Source for Table 1 & 2: Compiled from Census 2011 data on general population, children, children with disabilities, and children with disabilities in educational institutions (Office of the Registrar General & Census Commissioner, India, 2017a; 2017b; 2017c).

II. CENTRAL AND STATE POLICIES THAT INFLUENCE EDUCATION OF CHILDREN WITH DISABILITIES

The Key Policies/Acts that support the State to realize **inclusive education** of children with disabilities

- **Right of Children to Free and Compulsory Education Act 2009:**
 - In Karnataka, Sarva Shiksha Abhiyan (SSA) has adopted a zero rejection policy to ensure admission of all children with disabilities in schools.
 - State rules of RTE includes orphan, migrant and street children, children with special needs and HIV affected /infected child.
 - Under the 25% reservation of seats, for children with disabilities there are no other restrictive/limiting criteria like income etc.
- **Rights of Persons with Disability Act 2016**
- **National Trust Act 1999**
- **State Draft Policy on children with special needs**
 - In April 2017 a meeting was organized to revisit the Draft policy which has been pending since 2013. As per the Draft Policy: -
 - Promotes access, enrolment, retention and appropriate education for CWSN. Create facilities by developing inclusive learning environment and free education for CWSN till 18 years.
 - Zero Rejection Policy to be followed in educational institutions and hostels.
 - It is understood that the Department of Education plans to initiate 204 resource centers in the State; however, there is no information on the Inclusive Education cell that was initiated in 2012-13.
- **The Karnataka State Commission for Protection of Child Rights (KSCPCR):**
 - Though the Child Rights Commission is responsible for monitoring the implementation of RTE, but majority of times the Commission isn't involved in the process of implementation of RTE.
 - KSCPCR has no power to give orders, it can only make recommendations. The intervention is limited to addressing the child rights violations.

Suggestions to strengthen the Policies to support inclusive education for children with disabilities:-

- Clear guidelines are required for early detection, intervention or rehabilitation. This is important to ensure children with disabilities continue their education.
- The Act mentions infrastructure facilities for children with disabilities – in reality the facilities are limited to address locomotor disabilities. Focus should be on all types of disability.

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- Karnataka State Commission for Protection of Child Rights, a constitutional body, should have more powers to address inclusive education of children with disabilities.
- There is a need to have a well-planned strategy and system for data collection and reporting. Karnataka Education department has introduced MIS system all children. Gaps in data and absence of authentic consistent data adversely impacts framing of Policies, and development of schemes to encourage inclusions of children with disabilities.
- Convergence and coordination between Ministries/Departments in State government as well as between Central and State government is required for smooth implementation of schemes.
- Inclusive education cell should be reactivated to ensure education and rehabilitation of children with disabilities.

III. SCHEMES/ PROGRAMS –CENTRAL AND STATE GOVERNMENTS

Central Government Schemes -Implemented in the State

- **Pre-Matric Scholarship and Post-Matric Scholarship for Students with Disabilities**

Objective: Provide aids, rehabilitation

Limitation: Several ministries offer scholarship schemes, as a result there is duplication of resources. In actual very low number of students benefit. Absence of information and awareness - parents, state departments do not have proper information about the scheme.

Suggestions: Coordination between ministries and governments (central & state) to ensure scholarships reach larger number of children with disabilities.

- **Integrated Education for the Disabled in the Secondary Stage**

Objective: Enables children with disabilities to pursue 4years secondary education after elementary schooling.

- **DISHA**

Objective: Providing Early intervention and school readiness.

Limitations: Registraton and operationalization of DISHA require long time.

Suggestions: Reducing the time line for approval is necessary, SNAC agency should provide support in verification of the documents and SNAC should become authority for first level approval.

- **Assistance to disable persons for purchase/ fitting of Aids/Appliances (ADIP)**

Objective: To provide the disabled persons with aids/appliance, at minimum costs, which are essential for their social, economic and vocational rehabilitation.

Limitation: Scheme provides only 50% of the aid cost and the rest is raised by the grantee agency. Due to lack of information about the scheme, local governments do not provide aids that cost more than Rs.10,000 for PWDs and Rs. 12,000 for children with disabilities.

Suggestions: Very difficult to ensure quality of the Aids due to the restriction. Government should provide 100% cost for assistive devices to support inclusive education for children with disabilities.

- **District Disability Rehabilitation Centres**

Objective: DDRCs to provide rehabilitative support to persons with disabilities. Initiated in 1990.

Limitations: Due to lack of technical human resources the program is not implemented fully. DDRC centres in Karnataka are not visible and not accessible to persons with disabilities. There are no proper guidelines to initiate centres in public places such as district hospitals or taluka /block hospitals.

Suggestion: Quarterly review to understand the realities. Early intervention should be focussed to support the children. Administration should provide suitable public space and infrastructure for operationalizing DDRC.

- **Rashtriya Bal Swasthya Karyakram(RBSK)**

Objective: Early identification and early intervention for children from birth to 18 years to cover 4Ds (defects, deficiency, deceased and developmental delays including disability).

Suggestions: Review strategy, for the scheme to reach all children. RBSK needs to coordinate with NGOs, MRWs/VRWs to identify children with disabilities. With clarity on roles, Health dept., Women and Child Development, Rural Development and Panchyat Raj (RDPR) & ULB take joint responsibility for implementation.

State Government Schemes

- **State Disability pension**

Objective: Monthly maintenance allowance. Initiated in 1995

Number of people benefited: In 2014-15 – 751,324 people; in 2015-16(Dec) -771,548 people.

Limitations: Disability Id card essential for availing government schemes. However, Medical board often deny ID cards for children with disabilities below 6 year. No MIS to track the pension.

Suggestions: Issue disability certificate; Establish MIS system to track pension disbursement and to avoid duplication; promote single window system for implementation of all schemes.

- **Educational scholarship**

Objective: Scholarship provided to encourage disabled students to continue studies.

Number of children benefited: In 2014-15 – 26,002 people; in 2015-16(Dec) -1,621 people.

Limitations: The scheme has not reached all children with disabilities. In 2014-15 the target was to cover 50000 students but actual number realized is only 26002 (52%).

Suggestions: Education dept. should take the responsibility to create system/process to ensure scholarship for all children with disabilities enrolled in schools.

- **Aids and Appliances**

Objective: Aids & Appliances are provided to persons with disabilities having 40% above disability, at free of cost up to a maximum of Rs.10,000/-.

Number of children benefited: 2014-15 – 2274 ; 2015-16(Dec) -150

Limitation: Many departments and local bodies are involved in providing assistive devices while implemented through NGOs via a tender process, thus suitable or customised Aid/appliances are not available to the PWDs. Does not focus all types of persons with disabilities.

Suggestions: To improve the quality of assistive devices there needs to a focus on all types' of disability and all age group. Convergence with all departments is one of the strategies to increase the number of beneficiaries. Requirement of Aids and devices by persons with disabilities should be identified through camps. Based on analytical report for medical rehabilitation quality and suitable Aids and appliances should be provided.

- **Day Care Center for disabled Children**

Objective: Provide day care service (protection, education and food) to children of 6-18 years with intellectual impairment, cerebral palsy, autism.

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- **Reimbursement of fees**

Objective: Reimburses the Exam/Tuition / Lab/ Sports and Library fees of high education. Due to poor economic condition students with disabilities are often unable to bear the cost to pursue Higher/Technical Education. Number of children benefited: In 2014-15 – 1703 children; in 2015-16(Dec) -934 children.

Limitations: Unclear guidelines and confusion amongst implementers. Lack of clear information on this scheme thus not fully utilized.

Suggestions: Government needs to revisit the guidelines bring in clarity for the benefit of children with disabilities. Increase awareness about scheme.

- **Rashtriya Madhyamic Shiksha Abhiyan (RMSA)**

Objective: Enhance access to secondary education, improve quality. Have all secondary schools conform to prescribed norms and remove gender, socio-economic and disability barriers. Raise enrolment rate. Number of children benefited: In 2014-15 – 13,729 children; in 2015-16(till Dec) -14,437 children.

IV. KARNATAKA STATE - INFORMATION ON CHILDREN, CHILDREN WITH DISABILITY, SCHOOLS AND HUMAN RESOURCE

	KARNATAKA	Rural	Urban
Total Number of Children (0-19 years)	218,52,151	138,09, 853	80,42,298
Girls	105,76,122	66,59,806	39,16,316
Boys	112,76,029	71,50,047	41,25,982
Age Group			
0-4 years	50,46,719	31,79,495	18,67,224
5-19 years	168,05,432	106,30,358	61,75,074
Number of Children in educational institution (5-19 years)	120,77,548		
Number of Children out of school	47,27,884		
Percentage of children out of school	28.00%		
Number of Children with Disability (0-19 years)	389, 383		
Age Group			
0-4 years	58,602		

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5-19 years	330,781	203,569	127,212
Girls	148,719	89,841	58,878
Boys	182,062	113,729	68,334
Children with disabilities attending educational institution (5-19 years)	207,779	122,105	85,674
Girls	91,433	51,843	39,590
Boys	11,6346	70,262	46,084
Children with disabilities not attending educational institution	123,002	81,464	41,538
Children with disabilities Drop out/attended earlier but	51,395	34,940	16,455
Girls	23,651	15,901	7,750
Boys	27,744	19,039	8,705
Children with disabilities never attended school	71,607	46,524	25,083
Girls	33,635	22,097	11,538
Boys	37,972	24,427	13,545
Percentage of children out of school	37.00%		

Table 3 - Data on Children and Children with Disabilities

Source for Table 3: Compiled from Census 2011 data on children and children with disabilities (Office of the Registrar General & Census Commissioner, India, 2017a; 2017c) and NITI AAYOG study of anganwadis under ICDS (NITI AAYOG, 2015)

X. FUTURE PLANS OF THE STATE OF KARNATAKA

- Majority of the human resource is dedicated for implementing the programs/scheme.
- For parents of children with disabilities, accessing technical people is a challenge. Technical resources (therapists, audiologists, psychiatrists etc.) are not available at the block level but concentrated in the district.
- Majority of the technical staffs are out sourced, which adversely impacts program implementation.

VI. STRENGTHS/ RESOURCES AND BARRIERS / CHALLENGES AND SUGGESTIONS

Status - Curriculum for inclusive education for children with disabilities

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- No specific adaptations/modifications have been made in the State board curriculum.
- Also, books and teachers manuals for various disabilities aren't available. Only Braille books, audio cassettes/CDs and embossing learning materials are available.

Process to assess a child with disability during/at the end of the academic year

- CCE has benefited only children with mild disabilities. However, for children with moderate and severe disabilities, CCE isn't beneficial. There is no proper guidelines to assess children with disabilities separately during/at the end of the academic year.

Suggestions to strengthen the process of assessment.

- Separate assessment methods are needed for children with disabilities, according to their disability and age.
- Along with Individual Education plan (IEP), every children with disabilities should be assessed separately based on appropriate tools and methodology.
- Teacher training is essential to better understand the tools, process and methodology to carry out educational assessment of children with disabilities and identify the child's potential.

B – DATA AND RESULTS FOR THE STATE OF KARNATAKA

OVERVIEW OF RESPONDENTS

School Observations	Children Interaction (FGD and classroom interactions)	Teacher Interaction (FGD and Interviews)	Parent Interaction (FGD and Interviews)	HOS Interviews
17 (9 rural government schools, 6 urban government schools, 2 private schools)	6 (participants were from government rural & government urban schools)	4 (1 rural government school, 2 urban government schools, 1 in urban private school)	4(1 urban school with parents from both Government & Private school, 3 in government schools with parents from rural & urban areas)	13(5 rural government schools, 5 urban government schools, 2 rural private schools, 1 school whose rural/urban is not known)

1. AWARENESS/ PERSPECTIVES ON DISABILITY

- Disability was described in terms of medical model or types of impairments by 3 out of 4 Teachers interactions & 6 out of 13 School Representatives when asked to describe how they understood disability.
- Most Teacher participants & School Representatives mentioned that there has been a change in the way they think about children with disabilities since the time they are in their schools.

2. AWARENESS ON POLICIES & RIGHTS RELATED TO CHILDREN WITH DISABILITY

- Most of the School Representatives & Teacher participants stated they were aware of the RTE Act, 2009 (RTE) and some of its guidelines.
- One School Representative and in 3 out of 4 Teacher Interactions, participants had the information that RTE implied admission to children with disabilities or free and compulsory education. 12 out of 13 School Representatives & participants of all 4 Teacher Interaction mentioned that their school had school management committee (SMC) but none mentioned that the school prepared a development plan that included needs of children with disabilities.
- Two out of 3 School Representatives and in 1 Teacher Interaction, participants stated that they had awareness of POCSO Act but attended no training related to it. 1 out of 9 Teacher Interactions, participants stated that they had attended training related to it.
- All 13 School Representatives stated schools had health program for all children. It included monitoring height/ weight, eyesight, etc and programs were accessible to children with disabilities. 11 School Representatives stated no linkage of their school with RBSK. 12 School Representatives stated that the health programs were accessible to children with disabilities.
- Participants in 1 out of 4 Teacher Interactions & 3 School Representatives mentioned they were aware that Panchayati Raj Institutions are involved in the implementation of RTE.

3. ADMISSION PROCESSES FOR CHILDREN WITH DISABILITIES

- Four out of 13 School Representatives stated they used various ways of information dissemination about school admissions or steps to increase enrollment of children with disabilities.
- Seven School Representatives stated admissions take place throughout the year.
- In 2 out of 4 Parent Interactions, participants mentioned positive experience for admission of children with disabilities.

4. ACCESSIBILITY¹³

REACHING SCHOOL

- Largely parents take on the responsibility of picking and dropping their children to school.
- Weather as an issue faced by children with disabilities in reaching school, has emerged as a theme in most School Representative Interviews & Parent Interactions. 9 School Representatives and in 4 Parent Interactions, participants stated difficulties due to conflict. Additionally, in 2 out of 4 Parent Interactions, participants stated lack of transport as an issue. Participants in 2 out of 4 Parent Interactions & 5 School Representatives stated terrain & distance make it difficult for children with disabilities reach school.

PHYSICAL ACCESS WITHIN SCHOOL

- **Classroom** - In 12 schools, Observation Teams reported most of the teaching takes place in classes. Boards (black/ white/ etc) were present in classrooms. In 6 Schools, all children including children with disabilities sit on floor using durries. All schools did not have chair arrangement, wheelchair or adapted chair for children with disabilities.
- **Library / Reading Room** - In 7 schools, it was reported had library/ reading room for all children. In 3 schools, libraries were equipped with technology/ resources to access online/ downloaded/ soft material. In 12 schools, there were enough copies of the textbooks/ storybooks/ magazines/ reference books per class and libraries. In 11 schools, it was reported that schools had material available at optimum reach level, thus enabling children with disabilities to reach & use the books/ materials.
- **Computer Labs** - Six out of 13 School Representatives stated schools had fully functional computers/ computer laboratory¹⁴.
- **Art & Craft** - Seven out of 13 School Representatives stated that their schools provided options other than ongoing Art & Craft activities if required by children with disabilities.
- **Access to toilets** – It was reported all 17 schools had toilets & only 8 schools had provision of running water in the toilets. Indian style toilets were reported in 8 schools. In only 1 school, it was reported that toilets had an entry /gate wide enough for at least one wheelchair to enter and availability of grab bars/ handles inside the toilet for support in movement of children with disabilities. 1 school, reported toilets had dustbins. In 1 school, children with disabilities had support person available to use the

¹³For School Observation Tool, information was largely got through interviews, classes couldn't be observed.

¹⁴ This question was not applicable for some schools which were up-to class 5.

toilets. This support, was mostly provided by peers. Adaptations are not underway to make toilets more accessible.

- **Access to drinking water** – In all 17 schools, it was reported provision of drinking water available for all children. In 5 Schools, Observation Teams reported that taps could be easily reached / used by children with disabilities including one on wheelchair or with limited hand movement. 6 schools, had support person available to aid children with disabilities in drinking water & majority of the times peers & parents supported children with disabilities (reported in 2 schools).
- **Access to playground/ outdoor games/ sports** - In no schools, accommodations were made for children with disabilities in accessing playground/ space for outdoor games/ equipment. Similarly no schools had trainer equipped to recommend necessary adaptations for children with disabilities. Only 2 School Representatives mentioned children with disabilities were referred to places for further training and coaching.
- **Awareness about Guidelines/ Standards for accessible physical infrastructure in schools** - Only 3 out of 13 School Representatives stated they were aware about *Harmonized Guidelines and Space Standards for Barrier Free Build Environment for Persons with Disabilities and Elderly Persons* (Ministry of Urban Development, 2016). 8 School Representatives mentioned they were aware of access related guidelines in the Schedule given in RTE 2009.
- One School Representative shared that changes were underway in the structure of the school to make it more accessible.

5. TEACHING & LEARNING ENVIRONMENT

- **Lesson planning-** In all 13 schools, lesson plans focussed on completion of a topic/ subject & included specific needs of all children, when enquired about child centric lesson planning. However, only in 3 schools, Teams reported that the lesson plans included specific material and accommodations needed for children with disabilities.
- **Support needed to work with children with disabilities** – In 4 teacher interactions, participants stated support for increasing their skills & systemic changes were needed.
- **Participation of children** –In 3Children interactions, participants shared that they liked the social environment. It included playing with friends, sharing & engagement during free times. In 2 teacher interactions, participants said schools had Bal Panchayat & all children including children with disabilities are encouraged to voice their views/ opinions & participate in decision making.

- **Challenges for inclusion of all children** - Teacher participants in 2 interactions, stated that the experience of teaching children with disabilities was largely challenging. Challenges related to policy, lack of proper infrastructure, lack of resources and inadequate skills or training of teachers, were stated. There has been no orientation program/ sensitization program/ specific training¹⁵ in school which enables them to teach children with disabilities. Specific issues faced by most children with disabilities in schools included inaccessible school environment, lack of assistive devices and inadequately trained teachers.
- **Suggestions to help more children with disabilities reach school** - Parent participants of 3 interactions mentioned having provision of accessible transport. School Representatives stated escort facilities and free transport.
- **Readiness for inclusion of children with disabilities** - 6 out of 13 School Representatives stated they were prepared for inclusion of children with disabilities. 3 School Representatives were prepared but needed more support.

6. EXPERIENCE OF CHILDREN WITH DISABILITIES IN SCHOOLS (WITH PEERS)

- Children with disabilities have friends and share a good relationship with their nondisabled peers from all Children, Parent & teacher participants.
- Children with disabilities have progressed over the years (academically, socially/ having friends, being regular, planning for future, being confident, etc) was stated by most teacher participants.

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¹⁵It was not explored whether this training was received pre service or in service.

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A-3.6 MAHARASHTRA

For the State of Maharashtra, a Fact Sheet has been developed based on desk research and with inputs from interactions the State partners had with the State Government officials. The Fact Sheet provides information on

- Number of children with disability
- Children with disabilities in institutions and those out of school
- State policies and schemes that support children with disabilities
- Accessibility in school
- Trained human resource to assist children with disabilities in education.

A field research was also conducted for a pre-selected number of schools. Interactions were held with teachers, school representative (head of school), parents and children. The field research tried to directly assess the ground reality, strengths of the existing systems, also the challenges.

Through the interactions we have tried to understand the below issues which the field report has tried to capture

- Awareness and perspective on disability.
- Awareness on policies and rights related to children with disabilities.
- Admission to schools for children with disabilities.
- Accessibility.
- Teaching and learning environment.
- Experience of children with disabilities in schools (with peers).

The report also includes suggestions given by school representative (head of school), teachers, parents and children.

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A- STATE INFORMATION SHEET

I. STATE PROFILE

Total Population	112,374,333 or 11.23 crore
Rural	61,556,074
Urban	50,818,259
Number of districts	36 districts (534 towns and 43,665 villages)
Number of blocks	355
Panchayats	40,960
Area sq. km	3,07,713 square kilometers

Table 1 Total population, number of districts and area Maharashtra

Total Population	112,374,333	People with disability	2963392
Male	58,243,056	Male	1,692,285
Female	54,131,277	Female	1,271,107
		Percentage of population with disability	2.64 %
		Percentage of total population with disability	11.05 %
Literacy Rate	82.34%	Literacy Rate of person with disabilities	67.64% 2004543
		Male	1249639
		Female	754904
No of Children (0-6 years)	133,26,517	Number of children with disabilities (0-19 years)	2,98,448
Boys	70,35,391	Girls	1,76,600
Girls	62,91,126	Boys	2,16,600
Percentage of children	11.90%	Percentage of children with disability	24.00% between age of 5 to 19

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Children in educational institution		Children with disabilities in educational institution (5-19 years)	70.00% 30,125 in home based education
Percentage of children out of school		Children with disabilities out of educational institution (5-19 years)	17.00% never attended school 203227

Table 2 Population of Maharashtra – disability, gender wise, literacy rate, age, access to educational institutions, out of school

Source for Table 1 & 2: Compiled from Census 2011 data on general population, children, children with disabilities, and children with disabilities in educational institutions (Office of the Registrar General & Census Commissioner, India, 2017a; 2017b; 2017c).

II. CENTRAL AND STATE POLICIES THAT INFLUENCE EDUCATION OF CHILDREN WITH DISABILITIES (children with disabilities)

- Right to Education Act (2009)
- National Trust Act (1999)
- Rehabilitation Council Of India Act (1992)
- Rights of persons with disability Act (2016)
- National policy for persons with Disability (2006)

III. SCHEMES/ PROGRAMS – CENTRAL AND STATE GOVERNMENTS

• DISHA (Early Intervention and School Readiness Scheme)

This is an early intervention and school readiness scheme for children in the age group of 0-10 years with the four disabilities covered under the National Trust Act.

• VIKAAS (Day Care)

This is a Day care scheme, primarily to expand the range of opportunities available to a person with disability for enhancing interpersonal and vocational skills as they are on a transition to higher age groups. The centre will also offer caregiving support to Person with Disability during the time the Person with Disability is in the Vikaas centre. According to State partner, the schemes are not inclusive. They are segregating children with disabilities right from the beginning.

• Department of women and child

ICDS includes children from SC, ST and Muslim community as socially excluded children but not children with disabilities.

- **Provisions for children with disabilities under SSA**

The SSA provides upto Rs.3000/- per child for the inclusion of children with disabilities, per year, as per specific proposal.

One of the several objectives of SSA is: “Equity, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity”

A look at the chart below reveals the sharp increase in SSA and the Right to Education funding to Maharashtra from the central government. The figures are a clear indicator of the work being done and the seriousness of the State Government and the SSA Office in Maharashtra in formulating a budget with sound data backing.

View of the state officials

The schemes are not adequate to promote inclusive education. Following is part of their observation:

“SSA has been there since 2002, RTE since 2010. It should have made a difference. But still the ground reality has not changed much. We cannot be happy with physical and social integration only. There is no priority given by education dept to Inclusive Education of children with disabilities. In any meeting it is the last item. Center demands outcomes in everything but not for IED. No one in education is aware or interested in this area, they just want case studies and videos to showcase. They are not interested in outcomes.”

- **Maharashtra state rules to Implement The Right to Education**

Government of Maharashtra formed draft rules in 2010 and final rules were notified by 2011. Some of the areas which are significant from the perspective of inclusion of children with disabilities are: -

- Safe and appropriate free transportation and residential facilities in specific cases especially for children with disabilities.
- No child to be barred from attending and completing elementary education.
- Provision of free special learning and support material for children with disabilities.
- Inclusion of children with disabilities during school mapping exercise.
- No discrimination or segregation of children on any ground including formation of separate classes.
- Inclusion of children with disability for ascertaining the need for special facilities required.
- Obtaining information and keeping record of children with disability till they are 18 years of age.

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- Special training formulated by Maharashtra SCERT in case of late admission.
- Training of teachers and designing of special age-appropriate material for running bridge courses.
- Encouraging the participation of NGOs to improve quality of education.
- Accountability of teachers to SMC.
- Inclusion of achievement in extra-curricular activities as part of assessment.
- Inclusion of one member in the State Advisory Council who has specialized knowledge and practical experience of education of children with special needs.

State partner's views and suggestions

There are some provisions where it would have been useful to specially include children with disabilities. For example,

- While parents of children from disadvantaged families have been included in SMC, there is no provision of representation of parents of children with disability.
 - While talking about curriculum and assessment, needs of children with disabilities have not been specially considered.
 - While provision has been made for additional teachers for out of school children, similar need of children with disabilities who are enrolled in schools has not been considered.
 - Some children with disabilities need assistance in self-care or need inputs from therapists. This has also not been included in the provisions of the right to education in Maharashtra.
- **Efforts by the state of Maharashtra other than specified schemes**
 - The state of Maharashtra has been very proactive in efforts to improve the quality of education in general. For example, the introduction of Activity Based Learning (ABL) is expected to support each child to learn more independently at his/her own pace. In addition, digital classrooms have been introduced to support children's learning.
 - Detailed planning has been done for the academic session 2017-18 with projection of number of children with disabilities, projection of district wise and impairment wise distribution of children in all schools, targets for bringing more home-based children in mainstream schools, capacity building of teachers for each impairment, targets for teachers to be trained in curricular adaptations, estimates of the number of braille books and large print books that would be required and estimation of the number of children who would require support services like transport, escort allowance, therapy and surgery.
 - The state of Maharashtra proposes to develop those schools that have more than 10 children with special needs as Centralized Schools. These schools will be supported by Resource Persons who are seen as facilitators. They will identify the

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needs of children with disability and support the class teachers with academic strategies. It is envisaged that these schools will be equipped with all the resource material and teaching aids that are needed by all children and that 100% children of the neighborhood will be enrolled in these schools.

IV. MAHARASHTRA STATE - INFORMATION ON CHILDREN, CHILDREN WITH DISABILITY, SCHOOLS AND HUMAN RESOURCE

	MAHARASHTRA	Rural	Urban
Total Number of Children (0-19 years)	40544482	23304144	17240338
Boys	21490467	12337618	9152849
Girls	19054015	10966526	8087489
Age Group			
0-4 years	9362026	5417809	3944217
5-19 years	3,11,82,456	1,78,86,335	1,32,96,121
Boys	1,65,50,838	94,69,247	70,81,591
Girls	1,46,31,618	84,17,088	6,21,4530
Number of Children in educational institution (5-19 years)	23961227	13540292	10420935
Number of Children out of school	7221229	4346043	2875186
Percentage of children out of school	23.15%	24.30%	21.62%
Number of Children with Disability (0-19 years)	8,26,254	473779	352475
Boys	4,63,018	267935	195083
Girls	2,46,789	205844	157392
Age Group			
0-4 years	141926	77630	64296
5-19 years	6,84,328	3,96,149	2,88,179
Boys	3,86,064	2,25,442	1,60,622
Girls	2,98,264	1,70,707	1,27,557
Children with disabilities attending educational institution (5-19 years)	4,81,101	277792	203309
Boys	2,74,538	1,61,226	1,13,312
Girls	2,06,563	1,16,566	89,997
Children with	2,03,227	118357	84870

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disabilities not attending educational institution			
Children with disabilities Drop out/ attended earlier	85,926	51,380	34,546
Boys	47,383	27,986	19,397
Girls	38,543	23,394	15,149
Children with disabilities never attended school	1,17,301	66,977	50,324
Boys	64,143	36,230	27,913
Girls	53,158	30,747	22,411
Percentage of children out of school	29.70%	29.90%	29.50%

Table 3 - Data on Children and Children with Disabilities

Source for Table 3: Compiled from Census 2011 data on children and children with disabilities (Office of the Registrar General & Census Commissioner, India, 2017a; 2017c) and NITI AAYOG study of anganwadis under ICDS (NITI AAYOG, 2015)

IMPAIRMENT	AGE GROUP as per census	NUMBER OF CHILDREN
Visual	0-4 years	13334
	5-19 years	133428
Hearing	0-4 years	13182
	5-19 years	105624
Speech	0-4 years	1325
	5-19 years	111572
Motor	0-4 years	6214
	5-19 years	81654
Mental Retardation (MR)	0-4 years	3376
	5-19 years	67936
Mental Illness	0-4 years	252
	5-19 years	7424
Multiple	0-4 years	4508
	5-19 years	53760
Other	0-4 years	16411
	5-19 years	122930
	total	58602
		684328

Table 4 - Number of Children in the State by age and impairment

Source for Table 4: Census 2011 data on population with disability by disability type, age, and sex (Office of the Registrar General & Census Commissioner, India, 2017b).

Human Resource

Some of the findings of the Joint Review Mission of SSA, 2015 in relation to teachers were:-

- There is an uneven availability of teachers across districts.
- Classroom processes are traditional and most teachers struggle to address individual learning and social needs of children with disabilities.
- For training, “one size fits all” approach is used which is not adequate.
- Teacher attendance is 81.75% for primary teachers and 80.5% for secondary teachers. It is not very different to teacher attendance in private schools.
- Lack of teacher accountability in government schools, compared to accountability of teachers in private schools, contributes to the declining enrollment in the government schools.
- High quality of initiative was seen by management and teachers to work specially with children with cerebral palsy and multiple disabilities.
- An innovative idea has been developed, to promote a group of tech savvy teachers, who would take the lead in promoting on-line discussions on teaching methodologies and common problems.

V. FUTURE PLAN OF THE STATE

- State is proposing action plan and budget for children with disabilities for the academic year 2017-2018 which includes different activities like Formal Functional Assessment Camps, Corrective Surgery, Aid and appliances, Repair and Maintenance and strengthening of Resource room, additional cost for Braille Book and Large Print Books, supportive Services like Escort and Transport.
- There is proposed NCERT Module Residential Training for BRPs and Selected Master trainer for 5 days, Primary and Upper Primary Teacher Training on curriculum transactions, parents training, use of IT for teaching & learning process, training for special teacher and class teacher, hiring of therapy services.
- The state believes that this will help them meet the quality education, equal opportunities in education, to protect their right of education like all children.
- Academic authority of Maharashtra is planning to train the teachers through the year 2017-18. The objective of the training is to achieve 100% enrolment, regular attendance, learning outcome according child's learning style, appropriate teaching by teacher to all children.
- It also plans to achieve community participation for retention for all children, capacity building of the CRC and BRC. To achieve this outcome state has developed 40 State key resources person, 504 District Key resource persons which include heterogenic group like class teacher, head master, cluster head, block education officer, subject resource person, resource teachers, and 1224 block key resource persons. These key resource persons will transact curricular adaptation module to the class teacher through hands on practice.
- This sounds good but the outcome will depend largely on the quality of training and its implementation and monitoring.

VI. STRENGTHS/ RESOURCES AND BARRIERS / CHALLENGES AND SUGGESTIONS

Strengths

- Strong inclusion focus by SSA department and huge fund backing from the center.
- Use of universal design teaching methods like ABL in government schools.
- Use of ICT in digital classrooms in government schools.
- Using teacher initiative in sharing information and promoting discussion regarding teaching methodology amongst fellow teachers.

Challenges

- No implementation and monitoring plans in place for the lofty ideas of education department.
- There is an uneven availability of teachers across districts.
- Classroom processes are still largely traditional and most teachers struggle to address individual learning and social needs of children with disabilities.
- Teacher training for effective use of ABL and digital classroom to include all children including children with disabilities is not in place.

B – DATA AND RESULTS FOR THE STATE OF MAHARASHTRA

OVERVIEW OF RESPONDENTS¹⁶

School Observations	Children Interaction (FGD and classroom interactions)	Teacher Interaction (FGD and Interviews)	Parent Interaction (FGD and Interviews)	HOS Interviews
18 (4 rural government schools, 12 urban government schools, 2 private schools which were both rural & urban)	18 (1 rural government schools, 9 urban government schools, 6 urban private schools, 1 school - government/ private/ urban/ rural not known)	19 (6 rural government schools, 10 urban government schools, 3 urban private schools)	19 (4 rural government schools, 11 urban government schools, 2 rural private schools, 1 urban private schools, 1 school – government/ private/ urban/ rural not known)	19 (4 rural government schools, 10 urban government schools, 2 rural private schools, 3 urban private schools)

1. AWARENESS/ PERSPECTIVES ON DISABILITY

- Majority of School Representatives/ Heads of Schools and participants in Teacher Interactions described disability in terms of medical model when asked to describe how they understood disability. Only 1 School Representative and teachers in 2 interactions looked at disability in terms of specific impairments.
- Six out of 19 School Representatives and teachers in 11 interactions mentioned that there has been a change in the way they think about children with disabilities since the time they have started studying in their schools. Most common change mentioned in both was, understanding of disability.

¹⁶ Information on number of participants in FGD/ Interactions (for Teachers, Parents, Children) are available only from Thane district. Data and Results are based on both districts of Maharashtra - Thane & Mumbai.

2. AWARENESS ON POLICIES & RIGHTS RELATED TO CHILDREN WITH DISABILITY

- Most School Representatives & in 17 out of 19 Teacher Interactions, participants stated they were aware of the Right to Education Act, 2009 (RTE) and some of its guidelines. Admission of children with disabilities or free and compulsory education, emerged as a theme in both School Representatives & Teacher Interactions when enquired about awareness of implementation of RTE in their schools.
- Eighteen School Representatives and teachers in 14 interactions mentioned that their school had SMC. Only in 6 Teacher Interactions and 6 Parent Interactions, participants stated SMC had parents of children with disabilities as its member. 9 School Representatives and 10 Teacher Interaction participants, mentioned that the school prepared a development plan that included needs of children with disabilities.
- Some Teacher Interactions and Parent Interactions mentioned they had plans or strategies to increase retention of children with disabilities in schools like linking with community, involving parents, increasing skills, involving peers & systemic changes in school, providing more support and regular school management committee (SMC) meetings.
- Four School Representatives & in 8 out of 19 Teacher Interactions, participants stated they were aware of Protection of Children from Sexual Offences (POCSO) Act. Three School Representatives & participants in 7 Teacher Interactions said they had attended training related to it.
- Most School Representatives stated that the schools had a health program for all children & it included monitoring height/ weight, eyesight, etc. Eleven out of 19 School Representatives stated that the health programs were accessible to children with disabilities. Only 1 School Representatives and participants in 1 Teacher Interaction stated their school had linkage with RBSK.
- In 7 out of 19 Teacher Interactions, participants stated they were aware that Panchayati Raj Institutions are involved in the implementation of RTE.

3. ADMISSION PROCESSES FOR CHILDREN WITH DISABILITIES

- Direct contact with families emerged as a theme for information dissemination about admission process, in most Teacher & School Representative Interactions.
- Majority of school representatives and Teacher Interaction participants stated there were no special admission processes followed for children with disabilities.
- Nine School Representatives, stated that ongoing admissions take place throughout the year.

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- Ten School Representatives and teachers in 1 interaction stated that disability certificate is checked at the time of admission. In no Teacher Interactions, participants mentioned that assessment of children with disabilities was done at the time of admission.
- In 11 out of 19 Parent Interactions, participants mentioned that they had a positive experience of the admission process for their children with disabilities.

4.ACCESSIBILITY¹⁷

REACHING SCHOOL

- Largely parents take on the responsibility of picking and dropping their children to school, has emerged as a theme in most School Representatives & Parent Interactions.
- In 1 Parent Interaction, participants stated that schools provided specific resources/facilities like transport allowance & wheelchair for children with disabilities to reach school.
- Weather as an issue faced by children with disabilities in reaching school, has emerged as a theme in most School Representative Interviews & Parent Interactions. 7 School Representatives shared financial difficulties in the family becomes a barrier for children with disabilities to reach school. 6 School Representatives stated that non-availability of escort for children with disabilities poses a problem to reach school.
- Seven School Representatives and 2 Parent Interactions mentioned distance to school and terrain as issues that make it difficult for the child with disability to reach school. Seven School Representatives shared that several individual issues like health problems or lack of aids and appliances create barriers for children with disabilities reaching school.

PHYSICAL ACCESS WITHIN SCHOOL

- **Classrooms** - In all 18 schools, Observation teams reported/ observed that classes take place in buildings. While in 9 schools it was reported had chair arrangement for all children, in 4 schools all children including children with disabilities sit on floor using durries. Only in 3 schools it was shared they used wheelchair or adapted chair for children with disabilities at school.
- **Library / Reading Room** - In 16 out of 18 schools, Teams reported schools had a library/ reading room for all children. In 7 schools, libraries were equipped with technology/ resources to access online/ downloaded/ soft material. In 11 schools, Teams reported schools had enough copies of the textbooks/ storybooks/ magazines/ reference books per class. In 11 schools, Teams reported libraries had material available at optimum reach level, thus enabling children with disabilities to reach & use the books/ materials.

¹⁷ Information on School Observation Tool was largely got through Interviews, classes couldn't be observed.

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- **Computer Labs** - Eleven out of 19 School Representatives stated schools had fully functional computers / computer laboratory¹⁸. 2 Schools Representatives said schools had digital classrooms/ smart boards/ projector with audio visual room.
- **Art & Craft** - Eight out of 19 School Representatives stated their schools provided options other than ongoing Art & Craft activities if required by children with disabilities.
- **Access to toilets** - Observation teams reported 17 out of 18 schools had toilets and 14 schools had separate toilets for boys and girls. Only in 1 school, western style toilet was reported. In 13 schools, Teams reported toilets had provision of running water. Toilets in 5 out of 18 schools, were reported to have an entry/ gate wide enough for atleast one wheelchair to enter. Only in 1 school, availability of grab bars / handles inside the toilet for support in movement of children with disabilities was reported. No school had a mechanism for children with disabilities who may need help inside the toilets. In 10 out of 18 schools, Teams reported that children with disabilities had support person available to use the toilets. This support, was reported to be provided by peers or caregiver/ support staff (reported in 3 schools). In 1 school adaptations in the toilets were underway.
- **Access to Drinking Water** - Sixteen out of 18 schools were reported have provision of drinking water and taps for all children. In 8 schools, teams reported that taps could be easily reached by children with disabilities including one on wheelchair or with limited hand movement. In 13 schools support person was available to children with disabilities to aid with drinking water. Majority of the times peers supported children with disabilities (in 13 schools).
- **Access to Playground/ Outdoor Games/ Sports** – Only in 1 out of 18 schools, Teams reported accommodations were made for children with disabilities in accessing playground/ space for outdoor games/ equipment. 5 School Representatives stated schools had trainer equipped to recommend necessary adaptations for children with disabilities they are referred for further training and coaching.
- **Awareness about Guidelines/ Standards for accessible physical infrastructure in schools** - Three out of 19 School Representatives stated they were aware about *Harmonized Guidelines and Space Standards for Barrier Free Build Environment for Persons with Disabilities and Elderly Persons* (Ministry of Urban Development, 2016). However, 2 School Representatives mentioned they were aware of access related guidelines in the Schedule given in RTE 2009.
- Ten School Representatives stated that changes had been made in the school to make it more accessible. Four shared that changes were underway in the structure of the school to make it more accessible.

¹⁸ This question was not applicable for some schools which were up-to class 5.

5. TEACHING & LEARNING ENVIRONMENT

- **Lesson Planning** - In 10 out of 18 schools, Observation Teams reported lesson plans focussed on completion of a topic/ subject, when enquired about child centric lesson planning. In 9 schools, it was reported that lesson plans included specific needs of all children. However, only in 5 schools, the lesson plans included specific material and accommodations needed for some children with disabilities.
- **Support needed to work with children with disabilities** - In 9 out of 19 Teacher Interactions, participants stated systemic changes (more support) like regular orientation programs, need for adequate classroom space, trained staff are needed in school in order to work with children with disabilities.
- **Participation of Children-** In 7 out of 18 Children Interactions, participants shared they liked the social environment, which included playing with friends, sharing and engagement during free time in the school. When enquired about who helps children when they face any difficulty, in 11 Children Interactions, participants said classmates and in 50% interactions said teachers help them. In 6 Parent Interactions, participants stated that the children with disabilities get opportunity in school to voice their opinions. In 4 out of 19 Teacher Interactions participants stated that schools had Bal Panchayat. Only in 1 Teacher Interaction, participants shared they had children with disabilities as its members. In 12 out of 19 Teacher Interactions, participants stated children with disabilities participate in outdoor games, competitions, school functions and excursions.
- **Challenges for inclusion of all children** - Only in 5 out of 19 Teacher Interactions, participants stated that there has been some orientation program/ sensitization program/ specific training¹⁹ in school which enables them to teach children with disabilities. Specific issues faced by most children with disabilities in schools (as reported) were inadequately trained teachers, communication issues, non-acceptance/ teasing/ loneliness/ exclusion/ lack of empathy. Mobility & travel, low or no participation, lack of assistive devices, support in self-care activities like toileting eating, no friends reported in 1 Teacher Interaction. In 13 out of 19 Teacher Interactions, participants stated that the experience of teaching children with disabilities was largely challenging.
- **Suggestions to help more children with disabilities reach school** - In 5 out of 19 Parent Interactions, participants mentioned having provision of accessible transport so that more children with disabilities can reach schools. In 2 Parent Interactions, participants shared having allowances & availability of aids & adaptations would help children with disabilities reach school.

¹⁹ It was not explored whether this training was received pre service or in service.

- **Readiness for Inclusion of Children with Disabilities** – Eleven School Representatives stated they were prepared but need more support, for inclusion of children with disabilities.

6. EXPERIENCE OF CHILDREN WITH DISABILITIES IN SCHOOLS (WITH PEERS)

- Children with Disabilities had friends and shared a good relationship with their non-disable peers, is the emerging theme from most Children, Parents & Teachers participants.
- In 17 Teacher Interactions and 14 Parent Interactions, participants mentioned that relationship between children with disabilities and nondisabled peers is friendly/ good.
- In 17 out of 19 Teacher Interactions, participants stated that children with disabilities had progressed over the years (academically, socially/ having friends, being regular, planning for future, being confident, etc).

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Office of the Registrar General & Census Commissioner, India *Disabled Population by type of Disability, Age and Sex*

A-3.7 NAGALAND

For the State of Nagaland, a Fact Sheet has been developed based on desk research and with inputs from interactions which the State partners had with the State Government officials. The Fact Sheet provides

- Information on Number of children with disability,
- Children with disabilities in institutions and those out of school.
- State policies and schemes that support children with disabilities
- Accessibility in school
- Trained human resource to assist children with disabilities in education.

A field research was also conducted for a pre-selected number of schools. Interactions were held with teachers, school representative (head of school), parents and children. The field research tried to directly assess the ground reality, strengths of the existing systems, also the challenges.

Through the interactions we have tried to understand the below issues which the field report has tried to capture

- Awareness and perspective on disability
- Awareness on policies and rights related to children with disabilities
- Admission to schools for children with disabilities
- Accessibility
- Teaching and learning environment
- Experience of children with disabilities in schools (with peers)

The report also includes suggestions given by school representative (head of school), teachers, parents and children.

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A- STATE INFORMATION SHEET

I. STATE PROFILE

Total Population	1978502
Number of districts	11
Area sq. km	16579 sq. km

Table 1: Total population, number of districts and area of Nagaland

Total Population	1978502	People with disability	29631
Male	1024649	Male	16148
Female	953853	Female	13483
		Percentage of population with disability	1.49%
Literacy Rate	79.55%	Literacy Rate of persons with disabilities	
No of Children (0-19 years)	908654	Number of children with disabilities (0-19 years)	7740
Girls	439485	Girls	3536
Boys	469169	Boys	4204
		Percentage of children with disability	
Children in educational institution		Children with disabilities in educational institution	
Percentage of children out of school		Percentage of children with disabilities out of school	

Table 2 Population of Nagaland – disability, gender wise, literacy rate, age, access to educational institutions, out of school

Source for Table 1 & 2: Compiled from Census 2011 data on general population, children, children with disabilities, and children with disabilities in educational institutions (Office of the Registrar General & Census Commissioner, India, 2017a; 2017b; 2017c).

II. CENTRAL AND STATE POLICIES THAT INFLUENCE EDUCATION OF CHILDREN WITH DISABILITIES

Key policies that support inclusive education

- Right of Children to Free and Compulsory Education Act 2010
- RPWD Act 2016

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- NT Act
- POCSO Act
- The Child Labor(Prohibition and Regulation) amendment Act 2016
- Juvenile Justice (Care and Protection of children) Act 2015
- National Education Policy
- UNCRPD
- UNCRC
- Right to Food Act
- Rehabilitation Council of India
- Prohibition of Child Marriage act 2006
- State Policy on Recruitment of teachers
- Reservation for persons with disabilities in Government jobs
- National Trust Act 1999
- Kothari Commission (1964-66)
- Article 41 of Directive Principles of Indian Constitution
- The Nagaland Board of School Education Act, 1973

A person from the Department of Education (DOE) of Nagaland believed that it was NPE 1986 which brought fundamental issue of equality to the Centre stage. Section 4.9 of the policy clearly focuses on the needs of the children with disabilities. Similarly, another person from the DOE in a report on the implementation of Inclusive education (IE) in Nagaland stated that “We are doing so much for the children right now while they are in school but have nothing once they are done. So no I don’t think the policies are enough. Though society has changed has it really changed enough”. Thus implying, that a lot more needs to be done to be able to reach the goal of a truly inclusive society and education system, whether these are in the form of policies/ schemes/ notifications or their implementation. The following section will give a list of the schemes being implemented in the state to help the state in its goal for inclusive education (IE).

III. SCHEMES/ PROGRAMS –CENTRAL AND STATE GOVERNMENTS

CENTRAL GOVERNMENT SCHEMES

- **Assistance to disabled for purchase of Aids and Appliances (ADIPS Grant** in aid is provided to NGO’s and other local bodies to assist persons in procuring aids and appliances.
- **Schemes of National Trust**
 - (i) Gharaunda (ii) Sahyogi (iii) Samarth (iv) Aspiration (v) Nirmaya (vi) Remote Area Funding (vii) Asmita (viii) Uddyan Prabha (ix) Gyan Prabha (x) Arunim (xi) Awareness program (xiii) Disability Equality Training Program
- **Scheme for Implementation of Person’s with Disabilities Act, 1995 (SIPDA)**
 - To make government buildings barrier free.
 - To make government websites accessible to person with disability

- **IESSA**
- **IEDSS**
- **RBSK**
- **'We can read' scheme**
- **Scheme of coaching for scheduled tribes**
- **Scheme of Hostels for ST boys and ST Girls**

STATE GOVERNMENT SCHEMES

- **RMSA** Enhance access to secondary education and to increase its quality and to achieve enrolment rate of 75% from 52.26% in 2005-06, include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender/ socio economic and disability barriers, providing universal access to secondary education by 2017.
- **Eklavya Model Residential school (EMRS)**

The objective of EMRS is to provide quality middle and high level education to Scheduled Tribe (ST) students in remote areas, not only to enable them to avail reservation in high and professional educational courses and jobs in government and public and private sectors but also to have access to the best opportunities in education at par with the non ST population.
- **Indira Gandhi National Disabled pension Scheme (IGNDPS)**
- **Financial assistance for persons with differently abled** - Differently abled children from Class-A to Class-VIII are provided with scholarship.
- **The Integrated Child Protection Scheme (ICPS)**, a centrally sponsored Scheme, with the primary aim of establishing safety net of dedicated and quality personnel, structures and services for Child Protection across the country, was approved for implementation on 26th of February, 2009.
- **Integrated Child Development Services Scheme (ICDS)** - The main objective of the Scheme is to improve the nutritional and health status of children up to the age of 6 years, pregnant women and lactating mothers.

As can be seen from the above, there are a number of schemes that are being run in Nagaland to promote IE. Though the schemes are implemented at the state and district levels with a strong community based infrastructure and school management structure in place, the main issues that the schemes face are :-

- (i) Carrying out focused interventions for bringing all out of school children to some form of schooling and mainstreaming through appropriate means including policy reforms on alternative education, centers to bridge the gap.
- (ii) Improving the learning achievement of students through quality improvement of classroom transactions and teacher quality.
- (iii) Expediting the process and achieving physical and financial targets of the program by bringing in the required urgency in policy decisions on opening

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schools, teacher recruitment, training and continuous evaluation processes and releasing state share for SSA.

- (iv) Improving reliability of data collected and initiating focused research in areas that needs immediate attention like overall out of school numbers, teacher absenteeism, drop outs, etc.

As part of the ninth Joint Review Mission of the Sarva Shiksha Abhiyan (SSA), a two member Mission¹ visited the state of Nagaland from 17 to 24th January 2009. Based on this review and visit, the state recommended the following to aid the implementation of SSA in the state:-

- A Visioning workshop/retreat may be organized for the management of SSA at state and district level to imbibe the SSA Mission and bring in the urgency among all staff. State should use champions from other states and national level as facilitators for this purpose.
- (i) To ensure that minimum standards are met in civil works, the state should issue guidelines for use of locally available materials along with a list of “Don’t Dos”. State should ensure adequate number of Engineers available to support the community construction.
- (ii) State should explore using District wise system of record for preparing cost estimates for the various items of civil works involved under SSA instead of adopting lump-sum cost for various items of civil works.
- (iii) State should evolve a policy on primary to upper primary ratio and alternate options to cover the children who graduate to upper primary level in villages with low population in consultation with Govt. of India.

In an interview, a source from the DOE believed that a steady source of funding and proper training for teachers would help reduce the number of out of school children (OoSC) in the state and make the education system more inclusive. In order to address some of these gaps the government systemically releases notifications and orders which are aimed at closing the gaps. They are usually approved by the prime minister and serve as an amendment to the schemes and policies.

Even though the orders and notifications are meant to fill the existing systemic gaps in state departments, the first gap in the state government is in the sharing of existing orders/notifications internally. Every department follows its own circulars for implementation. No periodical reviews really take place to understand the gaps in implementation. Due to lack of authenticated data, budget related to the schemes is not harmonized. Hence there is delink between schemes, programmes&children with disabilities. In RTE, SSA & central Govt departments are directly linked with state departments to monitor & evaluate the implementation and also review the budgets and their allocation. Since SSA has been uploading the data onto DISE it has made life easier.

With regard to schemes the concerned department/directorates are involved in monitoring & evaluation of the specific schemes. Quarterly meetings are usually held to review the implementation process. The departments release funds on quarterly

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basis. However, there is a lot being done in Nagaland specially for the welfare of the minorities if not specifically for children with disabilities. The Dept of Education, social welfare and SSA are instrumental in providing free and compulsory education within the state.

- 1) Grant of Scholarships to CWSN- Scholarships to students with disabilities from 1st standard to post graduation level including professional and technical courses are being provided in the range of Rs.350 to Rs.2000 per month depending on the level of their class. This has reduced the number of drop outs in schools and has also led to an increase in the number of children actually coming to school.

So there is lot going on in order to help India reach its goal of education for all. There is still a lot that needs to be done like –

- (i) Better training for teachers
- (ii) Revaluation of schemes regularly
- (iii) Better communication between policy makers and those who implement it
- (iv) More adaptable curriculum.

The Rights of Persons with Disability Act 2016, the public instruction department should play leadership role in the context of education and suggest appropriate measures in state rules of Rights of Persons with Disability Act 2016. As a state, Nagaland feels that the implementation of the RPWD will help make India more inclusive on the whole.

IV. NAGALAND STATE - INFORMATION ON CHILDREN, CHILDREN WITH DISABILITY, SCHOOLS AND HUMAN RESOURCE

	NAGALAND	Rural	Urban
Number of Children (0-19 years)	908654	663960	244694
Girls	439485	319842	119643
Boys	469169	344118	125051
Age Group			
0-4 years	197262	147261	50001
5-19 years	711392	516699	194693
Number of Children in educational institution (5-19 years)	532806	369139	163667
Number of Children out of school	178586	147560	31026
Percentage of children out of school			
Number of Children with	7740	5892	1848

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Disability (0-19 years)			
Age Group			
0-4 years	1172	873	299
5-19 years	6568	5019	1549
Girls	2986	2276	710
Boys	3582	2743	839
Children with disabilities attending educational institution (5-19 years)	3338	2388	950
Girls	1847	1052	439
Boys	1491	1336	511
Children with disabilities not attending educational institution	3230	2631	599
Children with disabilities drop out/attended earlier	676	561	115
Girls	364	262	50
Boys	312	299	65
Children with disabilities never attended school	2554	2070	484
Girls	1371	962	221
Boys	1183	1108	263
Percentage of children out of school	41.73%	44.65%	32.41%

Table 3 - Data on Children and Children with Disabilities

Source for Table 3 : Compiled from Census 2011 data on populations of children, children attending school, children with disabilities and children with disabilities in educational institutions Office of the Registrar General & Census Commissioner, India, (2017b; 2017c; 2017e; C-10: Population attending educational institution by age, sex and type of educational institution, 2017f)

B –DATA AND RESULTS FOR THE STATE OF NAGALAND

OVERVIEW OF RESPONDENTS

School Observations	Children Interaction(FGD and classroom interactions)	Teacher Interaction (FGD and Interviews)	Parent FGD(FGD and Interviews)	HOS Interviews
14 (4 rural government schools, 2 urban government schools, 3 rural private schools, 5 urban private schools)	1 (Total 8 children from government and private schools, 3 children with disability)	2 (6 teachers from government and private schools)	2 (Total 8 parents from government and private schools, 2 parents of children with disabilities)	14 (6 government schools-4 rural, 2 urban 8 private schools-3 rural, 5 urban)

1. AWARENESS/ PERSPECTIVES ON DISABILITY

- Majority of School Representatives/ Heads of Schools and Teachers described disability in terms of medical model or only mentioned types of impairments when asked to describe how they understood disability.
- Only 2 School Representatives and participants in 1 Teacher Interaction seemed to recognize disability based on the social model.
- There had been changes in perceptions related to disability since when children with disabilities were part of their schools, emerged from both Teacher & School Representatives.

2. AWARENESS ON POLICIES & RIGHTS RELATED TO CHILDREN WITH DISABILITY

- All 14 School Representatives were aware of the Right to Education Act, 2009 (RTE) and some of its guidelines. Participants in no Teacher Interaction were aware of it.
- Admission of children with disabilities or free and compulsory education, emerged as a theme in interactions with all School Representatives when enquired about awareness of implementation of RTE in their schools.
- Ten School Representatives mentioned that their school had school management committee (SMC). 3 of them mentioned that the school prepared a development plan that included needs of children with disabilities. None of the

Teacher Interaction participants seemed to know about SMC as there was no answer from them.

- Very few School Representatives and teacher participants stated they were aware of Protection of Children from Sexual Offences(POCSO) Act. No School Representative had attended any training related to it.
- Ten School Representatives stated that the schools had a health program for all children which included monitoring height/ weight, eyesight, etc. This program was also accessible to children with disabilities.
- Eleven School Representatives & all Teacher Interaction participants stated no linkage of their school with RBSK.
- Seven School Representatives mentioned they were aware of the fact that Panchayati Raj Institutions are involved in the implementation of RTE. While no Teacher Interaction participant had such information.

3. ADMISSION PROCESSES FOR CHILDREN WITH DISABILITIES

- Two out of 14 School Representatives stated information about admission process was disseminated through other families/ campaign.
- In 1 out of 2 Teacher Interactions, participants stated that they used direct contact with families (House to House Survey) to increase enrollment of children with disabilities.
- Participants in 1 out of 2 Teacher Interactions & 13 School Representatives stated there were no special processes followed for admission of children with disabilities.
- In no Parent Interactions, participants mentioned that they had positive experience of the admission process for their children with disabilities.

4. ACCESSIBILITY²⁰

REACHING SCHOOL

- Largely parents take on the responsibility of picking and dropping their children to school, has emerged as a theme in most School Representatives & Parent Interactions.
- In no Parent Interactions, participants stated that schools provided specific resources/facilities like transport allowance, escort, wheelchair, school bus to enable children with disability reach school.
- Weather, terrain & distance to school as issues faced by children with disabilities in reaching school, have emerged as a theme in most School Representative Interviews & Parent Interactions. In both the Teacher Interactions, participants stated transport related reasons for all children not coming to school or dropping out.

²⁰Information on School Observation Tool has been largely got through interviews, classes couldn't be observed.

PHYSICAL ACCESS WITHIN SCHOOL

- **Classroom-** In all 14 schools, it was observed/ reported that classes were conducted in buildings. All 14 schools had chair arrangement for all children but they did not have wheelchair or adapted chair. In all 14 schools, Observation teams reported teaching takes place inside the classes and they had appropriately placed black boards.
- **Library / Reading Room** - Only 4 schools were reported to have a library/ reading room for all children but none had provision for use of technology.
- **Computer Labs** - 9 out of 14 School Representatives stated schools had functional computers/ laboratory²¹.
- **Art & Craft** - 5 School Representatives stated their schools provided options other than ongoing Art & Craft activities if required by children with disabilities.
- **Access to toilets** - While all 14 schools had toilets, only 11 schools had separate toilets for boys and girls. Indian style toilets were observed/reported in 13 schools. Only 5 schools had provision of running water available in the toilets. In 9 schools, it was reported that toilets had an entry/ gate wide enough for at least one wheelchair to enter but only 2 had grab bars/ handles inside the toilet for support in movement of children with disabilities. No school was reported to have alarm system in the toilets. In 6 schools, Observation Teams reported that children with disabilities had support person available to use the toilets. This support, was reported to be provided by peers (in 5 schools). In 1 school it was reported support provided by home/ parents of children with disability. Only 1 school reported adaptations in toilets were underway to make them more accessible.
- **Access to drinking water-** 7 out of 14 schools had provision of drinking water for all children. Only 6 schools had taps that could be easily reached by children with disabilities including one on wheelchair or with limited hand movement. Support person to aid children with disabilities in drinking water was available in 9 schools. Majority of the times peers supported children with disabilities (reported in 7 schools).
- **Access to playground/outdoor games/ sports** - No accommodations were made for children with disabilities in outdoor games/ playground was reported in 11 out of 14 schools. They did not had trainer equipped to recommend necessary adaptations for children with disabilities & were not referred for further training & coaching.
- Only 1 School Representative stated awareness about *Harmonized Guidelines and Space Standards for Barrier Free Build Environment for Persons with Disabilities and Elderly Persons* (Ministry of Urban Development, 2016). However, 6 School Representatives were aware of access related guidelines in the Schedule given in RTE 2009.

²¹ This question was not applicable for some schools which were up-to class 5.

- Only 2 out of 14 School Representatives stated that changes had been made in the school to make it more accessible and none shared any changes that were underway in the structure of the school to make it more accessible.

5. TEACHING & LEARNING ENVIRONMENT

- **Lesson Planning** - In all 14 schools, Observation Teams reported schools had lesson plans which focussed on completion of a topic/ subject, when enquired about child centric lesson planning. However, in no school the lesson plans included specific material and accommodations needed for some children with disabilities.
- **Support needed to work with children with disabilities** - In both the Teacher Interactions, participants stated need to increase teacher's skills. Followed by need for systemic changes (more support) & involving peers (reported in 1 teacher Interaction). They need more caregivers/support staffs per classroom to assist children with disabilities, more time to prepare lessons/ material, more audio visual aids for different learning styles.
- **Participation of Children** - When enquired about who helps children when they face any difficulty, participants said classmates and teachers help them. In 1 out of 2 Parent Interactions, participants stated that the children with disabilities do not get opportunity in school to voice their opinions. In no Teacher Interaction, participants stated that schools had Bal Panchayat. In 1 Teacher Interaction, participants stated children with disabilities participate in outdoor games, competitions, school functions and excursions sometimes/ rarely.
- **Challenges for Inclusion of All Children** - Inadequate skills or training of teachers, emerged as one of the major challenges in Inclusion of children with disabilities in schools, from most Teacher Interactions. In no Teacher Interaction, participants stated that there had been some orientation program/ sensitization program/ specific training²² in school which enables them to teach children with disabilities. In 1 out of 2 Teacher Interactions, participants stated there were specific issues faced by most children with disabilities in schools like low participation, inadequately trained teachers, non acceptance/ loneliness/ lack of empathy, no friends. Some teacher participants stated that the experience of teaching children with disabilities was challenging. All the participants stated inadequate skills of teacher as a major challenge.
- **Suggestions to help more children with disabilities reach school** - In both the Parent Interactions, participants mentioned having provision of accessible transport as a way to facilitate children in reaching schools.
- **Readiness for Inclusion of Children with Disabilities** - Majority of School Representatives said they were prepared but need more support.

²² It was not explored whether this training was received pre service or in service.

6. EXPERIENCE OF CHILDREN WITH DISABILITIES IN SCHOOLS (WITH PEERS)

- Children with Disabilities had friends and shared a good relationship with their non-disable peers, is the emerging theme from all the Interactions (Children, Parents& Teachers).
- In both the Teacher Interactions, participants stated that children with disabilities had progressed over the years (academically, socially/ having friends, being regular, planning for future, being confident, etc).

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A-3.8 ODISHA

For the State of Odisha, a Fact Sheet has been developed based on desk research and with inputs from interactions the State partners had with the State Government officials. The Fact Sheet provides information on

- Number of children with disability
- Children with disabilities in institutions and those out of school
- State policies and schemes that support children with disabilities
- Accessibility in school
- Trained human resource to assist children with disabilities in education.

A field research was also conducted for a pre-selected number of schools. Interactions were held with teachers, school representative (head of school), parents and children. The field research tried to directly assess the ground reality, strengths of the existing systems, also the challenges.

Through the interactions we have tried to understand the below issues which the field report has tried to capture

- Awareness and perspective on disability
- Awareness on policies and rights related to children with disabilities
- Admission to schools for children with disabilities
- Accessibility
- Teaching and learning environment
- Experience of children with disabilities in schools (with peers)

The report also includes suggestions given by school representative (head of school), teachers, parents and children.

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A- STATE INFORMATION SHEET

I. STATE PROFILE

Total Population	4,19,74,218
Rural	3,49,70,562
Urban	70,03,656
Number of districts	30
Number of blocks	314
Panchayats	6234
Area sq. km	1,55,707

Table 1 Total population, number of districts and area of Odisha

Total Population	4,19,74,218	People with disability	1244402
Male	21,212,136	Male	674775
Female	20,762,082	Female	569627
		Percentage of population with disability	
Literacy Rate	72.87 %	Literacy Rate of persons with disabilities	59.45%
No. of Children (0-6 years)	52,73,194	Number of children with disabilities (0-19 years)	321349
Boys	27,16,497	Boys	176236
Girls	25,56,697	Girls	145113
No of children (6-13 years)	62,04,368		
Girls	3,025,785		
Boys	31,78,583		
		Percentage of children with disability	
Children in educational institution	5,768,808	Children with disabilities in educational institution	
Percentage of children out of school	7.02 %	Percentage children with disabilities out of educational institution	25.68%

Table 2 Population of Odisha – disability, gender wise, literacy rate, age, access to educational institutions, out of school

Source for Table 1 & 2 : Office of the Registrar General & Census Commissioner, India, (2017a); Office of the Registrar General & Census Commissioner, India, (2017b); EdCIL (India) Limited, (n.d.); Kantar IMRB, (2017)

II. CENTRAL AND STATE POLICIES THAT INFLUENCE EDUCATION OF CHILDREN WITH DISABILITIES

The Key Policies/Acts that support the State to realize inclusive education of children with disabilities are as follows:-

- Odisha passed State Act in September, 2003.
- PWD Act 1995 and adopted as State Law.
- Also, adopted the Persons with Disabilities Rules in 2003 and RTE Amendment Rules 2012.

III. SCHEMES/ PROGRAMS - CENTRAL AND STATE GOVERNMENTS

Central Schemes

Schemes like Sarva Shiksha Abhiyan (SSA) & Kasturava Gandhi Balika Vidyalaya (KGBV) as centrally sponsored schemes are being implemented in the state to cater to the elementary education needs of children at elementary level.

- **Inclusive Education for the children with disabilities in Sarva Shiksha Abhiyan.**

The Persons with Disabilities (Equal Opportunities Protection of Rights and Full Participation) Act,1996 provided that a child suffering from disability, defined in clause (i) of section 2 of the Act, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act. District Plan for children with disabilities has been formulated within Rs.3000/- per child as per SSA norm.

- **Universalization of Secondary Education**

Rastriya Madhyamik Shiksha Abhiyan (RMSA): RMSA is a national flagship programme initiated in 2009-10 to universalize Secondary Education by making good quality education available, accessible and affordable to all children within the age group of 14 - 18 years with strong focus on the elements of gender, equity & justice. Inclusive Education of the Disabled at Secondary Stage (I.E.D.S.S.) scheme is implemented under RMSA. Some key points for children with disability are as follows:-

- Every child with disability will be identified at the secondary level and his educational need will be assessed
- Targets: Benefit children of age 14 to18 years + passing
- Coverage: 208 schools covering all the 30 districts
- Number of Children benefitted in 2014-15 is 12,05,677
- **ADIP scheme for aids and appliances is another central level scheme with specific guidelines for each state.**

State Schemes and Programs

- **The School & Mass Education (S & ME)** department in the Government of Odisha has the responsibility to achieve the goals of Universal Elementary Education (UEE). The S & M E department operates through two agencies namely Directorate of Elementary Education (DEE) and Odisha Primary Education Program Authority (OPEPA) to realize the goals of UEE. Odisha Primary Education Program Authority (OPEPA) came in to existence as a registered society on 30th January 1996. While DEE manages the entire manpower of teachers, inspectors & administrators, OPEPA implements the flagship program of SSA in the entire state.
- **Progress under OPEPA** - RTE has come into effect from 1st April, 2010. State Rules (ORCFCE Rule, 2010) notified on 27-09-2010. Basic objectives of the RTE Act 2009 are universalization of access & enrolment, retention, and quality & bridging of different gender & social category gaps. For achieving these objectives the below mentioned schemes of the Central and State governments work as incentives for children and their parents in lower socio- economic category to attend school :-
- **Multi Language Education (MLE)** was introduced in 2006 and subsequently became a policy. The recruitment of **Sikhya Sahayaks (Teacher Assistants)** and preparation of TLM in tribal languages rooted in the local culture promote local art & cultures are key components for the implementation of MLE.

Though the state has 62 tribes spread over all 30 districts, currently the MLE is operative in 1485 schools of 17 districts; there are only 3500 *Sikhya Sahayaks*. MLE is being conducted in 21 languages in 17 districts of the States. (**Source :** *JRM Report 2015*)

Recommendation

- More Sikhya Sahayaks be recruited to ensure quality education.
- Sikhya Sahayaks to be given basic training to assist teacher to include children with disabilities in the classroom

Samikshya (Performance Tracking and Monitoring Process) Samikshya is a process to track the performance of all the Elementary & Secondary Schools and Teachers' Training Institutes in the following five broad areas:-

- a) School Environment
- b) Curricular Program
- c) Co-curricular Program
- d) School Community Link
- e) School Management.

Recommendation

All performance tracking and monitoring processes to assess the inclusion of children with disabilities in the above five areas.

Samarthya “Organization of In-service Training of the Teachers of Elementary and Secondary Schools of Odisha”

Guidelines 2011-12

Comprehensive training design for different categories of teachers working in primary, upper primary and secondary level such as in-service teachers, newly recruited teachers, under qualified teachers, head teachers, teachers working at Block Resource Center, Cluster Resource Center and Block level. Further training to teachers is imparted by various agencies such as SSA, SCERT, English Language Teaching Institutes, Board of Secondary Education and others. The concept and inputs provided by these institutions varies from program to program.

Other State specific Schemes

- Exemption of tuition fees and other related fees in respect to students with disabilities pursuing higher studies / technical studies.
- Guidelines for conducting written examination for students with disabilities.
- Guidelines for Establishment, Recognition and Grant-in-Aid to Institutions Imparting Education to Children with Disabilities (Bhima Bhoi Bhinakhayama Samarthya Abhiyan Guidelines) (W&CD - Women and Child Development Department).
- ADIP Scheme Guideline.
- “Banishree”– A Scheme of Scholarship for students with disabilities.
- Enhancement of the rates of maintenance grant to both residential and non-residential (day scholars) children of the special schools.
- Extension of a revised scale of pay under Odisha Revised Scale of pay Rules, 2008 to the staff of special school for the visual impairment, hearing impairment and intellectual impairment run by voluntary organization in the State recognized under W&CD Department.
- Release of usual dearness allowances to the eligible teaching staff of the different special school under grant in aid under W&CD Department.
- Yardstick to special class.
- Formation of school management committee in special schools.
- Monitoring and supervision of special schools aided by W&CD department by IE coordinator on a quarterly basis.
- Establishment of special ITI for students with disabilities at Baranga of Cuttack District.

Feedback & Suggestions from State:

“The policies which require more coordination at different levels between two or more departments, there it is difficult to implement. Like toilets have to be constructed by

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any corporate agency and school has to ensure the accessibility but the engineers are not aware about the accessibility guidelines. These policies are not enough, but if all the above policies are implemented properly then also lot of things can be easy for children with disabilities in the state of Odisha.

- Instead of new policy formation, the existing policies have to be implemented properly.
- Monitoring at different level starting from Block to State has to be very strict.
- More awareness programs are needed for sending children with disabilities to the mainstream neighborhood school.

IV. ORISSA STATE - INFORMATION ON CHILDREN, CHILDREN WITH DISABILITY, SCHOOLS AND HUMAN RESOURCE

	ODISHA	Rural	Urban
Total Number of Children (0-6 years)	5273194	4525870	747324
Boys	2716497	2325832	390665
Girls	2556697	2200038	356659
Age Group			
0-4 years	36,53,029	3136169	516860
5-19 years	12,348,791	10446509	1908282
Boys	6261558	5272048	989510
Girls	6087233	5168461	918772
Number of Children in educational institution (5-19 years)	8,183,461	6776063	1407398
Number of Children out of school	4,165,330	3670446	500884
Percentage of children out of school	33.70%	35.10%	26.20%
Number of Children with Disability (0-19 years)			
Age Group			
0-4 years	50207		
5-19 years	271142	230896	40246
Boys	149233	126752	22481
Girls	121909	104144	17765
Children with disabilities attending educational institution (5-19 years)	15822	132240	25981
Boys	89435	74745	14690
Girls	68786	57495	11291

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Children with disabilities not attending educational institution	112921	98658	14265
Children with disabilities drop out/ attended earlier	44721	38996	5725
boys	24510	21391	3119
girls	20211	17605	2606
Children with disabilities Never attended school	68200	59660	8540
Girls	35288	30616	4672
Boys	32912	29044	3868
Percentage of children out of school	41.64%	42.73%	35.44%

Table 3- Data on Children and Children with Disabilities

Source for Table 3: Office of the Registrar General & Census Commissioner, India, (2017a); Office of the Registrar General & Census Commissioner, India, (2017d)

IMPAIRMENT	AGE GROUP as per census	NUMBER OF CHILDREN
Visual	0-4 years	11929
	5-9 years	16309
	10-19 years	36189
Hearing	0-4 years	10669
	5-9 years	15871
	10-19 years	36215
Speech	0-4 years	1268
	5-9 years	8227
	10-19 years	15433
	5-9 years	9559
	10-19 years	27018
Mental Retardation (MR)	0-4 years	2494
	5-9 years	7537
	10-19 years	18405
Mental Illness	0-4 years	348
	5-9 years	1227
	10-19 years	4398
Multiple	0-4 years	4399
	5-9 years	10319
	10-19 years	20717
Other	0-4 years	13237
	5-9 years	14259
	10-19 years	29459

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Table 4 - Number of Children in the State by age and impairment

Source for Table 4: Office of the Registrar General & Census Commissioner, India, (2017b)

Teacher Training

- 81,150 teachers are engaged against 92,337 posts sanctioned. All teachers under SSA have under-gone Odisha Teachers Eligibility Tests.
 - 28408 teachers are trained in Early Grade for Class-I & II.
 - 44499 teachers are trained in Primary Grade Module.
 - 2706 teachers have been trained in Science & Math at Upper Primary level.
 - 2827 newly recruited teachers have been trained on the 30 days teachers training module

Source - JRM, 2015

“Odisha has appointed special teachers under IEDSS and provided training to special teachers appointed by them. They have also provided training on special needs education to general teachers”.

Source: Department of Education of Groups with Special Needs, NCERT, (n.d.)

V. FUTURE PLAN OF THE STATE

- Instead of new policy formation, the existing policies have to be implemented properly.
- Monitoring at different level starting from Block to State has to be very strict.
- More awareness program has to start for sending children with disabilities to the mainstream school nearby the child's house.
- All Performance Tracking and Monitoring Process to assess the inclusion of children with disabilities in the same five areas as all teachers and children.
- More Sikhya Sahayaks be recruited to ensure quality education.
- Sikhya Sahayaks to be given basic training to assist teacher to include children with disabilities in the classroom.
- Training on inclusive pedagogy, to address the diversity in the class, related to gender, socio, economic-cultural differences and disability to be integral to the training of general teachers at all levels and to be linked to subject teaching as well.

VI. STRENGTHS/ RESOURCES AND BARRIERS/ CHALLENGES AND SUGGESTIONS

Strengths

- Focus on teacher training and child tracking system through schemes like shiksha shayak, training, samarthya and smakshya.
- Education Department has plan to cover all children with appropriate structures.
- According to the state partner there is a very good linkage between the national and state advisory council of Odisha. Representatives regularly attend meetings held at national level and try to implement immediately at the state level.
- SSA is directly under education Department so planning and monitoring is easy.
- Odisha has plan to cover all the children in most backward areas.

Challenges

- Odisha is one states which still has larger part of the population in villages rather than cities and towns. Therefore much more work is needed in the village schools. Challenge is to include children with disabilities in most backward areas.
- According to the state partner, as the IEDSS is implemented under RMSA, it has lost the focus and there is no separate plan of expenditure of the allocated budget and not very strict monitoring from authority and maximum budget is unspent every month.

B –DATA AND RESULTS FOR THE STATE OF ODISHA

OVERVIEW OF RESPONDENTS

School Observations	Children Interaction (FGD and classroom interactions)	Teacher Interaction (FGD and Interviews)	Parent Interaction (FGD and Interviews)	HOS Interviews
14 (1 rural government school and 7 urban government schools, 1 rural private school and 5 urban private schools)	9 (6 urban government schools, 1 urban private school, 2 urban schools with government/private information not mentioned)	9 (6 urban government schools, 3 urban private schools).	9 (6 in urban government schools, 3 in urban private schools)	13 (1 rural government school, 7 urban government schools, 1 rural private schools, 4 urban private schools)

1. AWARENESS/ PERSPECTIVES ON DISABILITY

- Disability was described in terms of medical model or types of impairments by participants in 4 out of 9 Teachers Interactions & all 13 School Representatives, when asked to describe how they understood disability.
- Most Teachers & School Representatives mentioned that there has been a change in the way they think about children with disabilities since the time children with disabilities were in schools.

2. AWARENESS ON POLICIES & RIGHTS RELATED TO CHILDREN WITH DISABILITIES

- All 13 School Representatives & participants in 7 out of 9 Teacher Interactions stated they were aware of the RTE Act, 2009 (RTE) and some of its guidelines.

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- Majority of School Representatives had the information that RTE implied admission to children with disabilities or free and compulsory education.
- Nine out of 13 School Representatives & participants in 6 out of 9 Teacher Interactions, mentioned that their school had SMC. 8 out of 13 School Representatives and participants in 4 out of 9 Teacher Interactions, stated that the school prepared a development plan that included needs of children with disabilities.
- Four School Representatives stated that they were aware of Protection of Children from Sexual Offences (POCSO) Act and 1 attended training related to it. In 2 out of 9 Teacher Interactions, participants stated awareness of POCSO Act but none had attended any training related to it.
- Seven School Representatives stated schools had health program for all children. Nine School Representatives mentioned health program included monitoring height/ weight, eyesight, etc. Four School Representatives stated that the health programs were accessible to children with disabilities. There was no linkage with RBSK.
- No School Representatives mentioned awareness about Panchayati Raj Institutions being involved in the implementation of RTE. However, in 2 Teacher Interactions, participants stated that they were aware about Panchayati Raj Institutions being involved in implementation of RTE.

3. ADMISSION PROCESSES FOR CHILDREN WITH DISABILITIES

- Most of School Representatives & Teacher participants stated they used special ways of information dissemination about school admissions or steps to increase enrollment of children with disabilities.
- Eleven School Representatives stated admissions take place throughout the year.

4. ACCESSIBILITY²³

REACHING SCHOOL

- Largely parents take on the responsibility of picking and dropping their children to school.
- Conflict as an issue faced by children with disabilities in reaching school, has emerged as a theme in most School Representative stated Interviews & in 5 Parent Interactions. 6 School Representatives stated that non-availability of escort for children with disabilities poses a problem to reach school. 5 School Representatives mentioned transport related issues as the reason. Additionally, in 3 Parent Interactions, participants stated that children with disabilities are at times unable to reach school due to lack of transport

²³ Information on School Observation Tool was largely got through Interviews, classes couldn't be observed

PHYSICAL ACCESS WITHIN SCHOOL

- **Classroom** - In 12 out of 14 schools, Observation teams reported most of the teaching takes place in classes. In 5 schools, Teams reported that all children including children with disabilities sit on floor using durries.
- **Library / Reading Room** - In 8 out of 14 schools, it was reported schools had a library/ reading room for all children. In 4 schools, libraries were equipped with technology/ resources to access online/ downloaded/ soft material. In 9 schools, there were enough copies of the textbooks/ storybooks/ magazines/ reference books per class. In 8 schools, libraries had material available at optimum reach level, thus enabling children with disabilities to reach & use the books/ materials.
- **Computer Labs** - Six out of 13 School Representatives stated schools had fully functional computers/ computer laboratory²⁴
- **Art & Craft** - Five School Representatives stated that their schools provided options other than ongoing Art & Craft activities if required by children with disabilities.
- **Access to toilets** – It was reported that all 14 schools had toilets & 12 schools had provision of running water in the toilets. Indian style toilets were reported in 7 schools. In 2 schools, it was reported that toilets had an entry /gate wide enough for at least one wheelchair to enter and availability of grab bars/ handles inside the toilet for support in movement of children with disabilities. Five schools, reported toilets had dustbins. In 6 schools, children with disabilities had support person available to use the toilets. This support, was mostly provided by peers (reported in 5 schools). In 4 schools, Observation Teams reported adaptations in the toilets were underway.
- **Access to drinking water** – In 14 schools, it was reported had provision of drinking water for all children. In 3 schools, teams reported that taps could be easily reached by children with disabilities including one on wheelchair or with limited hand movement. In 11 schools, support person was available to aid children with disabilities in drinking water & majority of the times peers supported children with disabilities (reported in 9 schools).
- **Access to playground/ outdoor games/ sports** - In 2 schools, the accommodations were made for children with disabilities in accessing playground/ space for outdoor games/ equipment. No schools had trainer equipped to recommend necessary adaptations for children with disabilities. 5 School Representatives mentioned that children with disabilities were referred for further training and coaching.
- **Awareness about Guidelines/ Standards for accessible physical infrastructure in schools** - One School Representative stated awareness about *Harmonized Guidelines and Space Standards for Barrier Free Build*

²⁴ This question was not applicable for some schools which were up-to class 5.

Environment for Persons with Disabilities and Elderly Persons (Ministry of Urban Development, 2016) or access related guidelines in the Schedule given in RTE 2009. Additionally, 6 School Representatives mentioned that they were aware of access related guidelines in the Schedule given in RTE 2009.

- No School stated that changes were being made to make building more accessible.
- Three School Representatives shared that changes were underway in the infrastructure of the school to make it more accessible.

5. TEACHING & LEARNING ENVIRONMENT

- **Lesson planning-** When enquired about child centric lesson planning, 13 School Representatives said lesson plans focussed on completion of a topic/ subject & included specific needs of all children. However, in 6 schools, it was reported that the lesson plans included specific material and accommodations needed for some children with disabilities.
- **Support needed to work with children with disabilities** – In 8 Teacher Interactions, participants stated support for increasing their skills & systemic changes are needed to work with children with disabilities.
- **Participation of children** - In 6 teacher interaction, participants said schools had Bal Panchayat. In most Teacher Interactions, participants said all children including children with disabilities are encouraged to voice their views/ opinions & participate in decision making.
- **Challenges for inclusion of all children** - Teacher participants, in 7 interactions, stated that the experience of teaching children with disabilities was largely challenging. Challenges were related to policy, lack of proper infrastructure, lack of resources and inadequate skills or training of teacher. There has been no orientation program/ sensitization program/ specific training²⁵ in school which enables them to teach children with disabilities. Specific issues faced by most children with disabilities in schools included inaccessible school environment, lack of assistive devices and inadequately trained teachers.
- **Suggestions to help more children with disabilities reach school** - Parent participants of 5 interactions mentioned having provision of accessible transport. School Representatives stated provision of a care taker cum peon in the school.
- **Readiness for inclusion of children with disabilities** – All 13 School Representatives stated they were prepared for inclusion of children with disabilities.

²⁵ It was not explored whether this training was received pre service or in service.

6. EXPERIENCE OF CHILDREN WITH DISABILITIES IN SCHOOLS (WITH PEERS)

- Children with disabilities had friends and shared a good relationship with their non-disable peers from all Children, Parent & teacher participants.
- Children with disabilities had progressed over the years (academically, socially/ having friends, being regular, planning for future, being confident, etc) was stated by teacher participants.

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A-3.9 RAJASTHAN

For the State of Rajasthan, a Fact Sheet has been developed based on desk research and with inputs from interactions the State partners had with the State Government officials. The Fact Sheet provides information on

- Number of children with disability
- Children with disabilities in institutions and those out of school
- State policies and schemes that support children with disabilities
- Accessibility in school
- Trained human resource to assist children with disabilities in education.

A field research was also conducted for a pre-selected number of schools. Interactions were held with teachers, school representative (head of school), parents and children. The field research tried to directly assess the ground reality, strengths of the existing systems, also the challenges.

Through the interactions we have tried to understand the below issues which the field report has tried to capture

- Awareness and perspective on disability
- Awareness on policies and rights related to children with disabilities
- Admission to schools for children with disabilities
- Accessibility
- Teaching and learning environment
- Experience of children with disabilities in schools (with peers)

The report also includes suggestions given by school representative (head of school), teachers, parents and children.

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A. STATE INFORMATION SHEET

I. STATE PROFILE

Rajasthan is located on the western side of the country comprising of large desert areas.

Total Population	6,85,48,4,37
Number of districts	33
Number of blocks	249
Panchayats	9166
Area sq. km	342,239 square km

Table 1 Total population, number of districts and area of Rajasthan

Source for Table 1 : Office of the Registrar General & Census Commissioner, India, (2015)

Total Population	6,85,48,4,37	People with disability	1563694
Male	35550997	Male	848287
Female	32997440	Female	715407
		Percentage of population with disability	2.28% population of Rajasthan
Literacy Rate	66.11%	Literacy Rate of persons with disabilities	40.16%
Male	79.19%		
Female	47.76%		
Total No. of Children (0-19 years)	3,10,39,443	Number of children with disabilities (0-19 years)	362498
Boys	1,64,38,017	Boys	212359
Girls	1,80,25,569	Girls	150139
		Percentage of children of	4.40%

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		with disability	children with disabilities of India
Children in educational institution	31442488	Children with disabilities in educational institution	171895
Percentage of children out of school	7705215	Percentage of children with disabilities out of educational institution	134855

Table 2 Population of Rajasthan – disability, gender wise, literacy rate, age, access to educational institutions, out of school

Source for Table 2: Compiled from Census 2011 data on children, children with disabilities, schools and human resource, Office of the Registrar General & Census Commissioner, India, (2017a); Office of the Registrar General & Census Commissioner, India, (2017b); Office of the Registrar General & Census Commissioner, India, (2017d)

II. CENTRAL AND STATE POLICIES THAT INFLUENCE EDUCATION OF CHILDREN WITH DISABILITIES

- Right to Education Act (2009)
- National Trust Act (1999)
- Rehabilitation Council Of India Act (1992)
- Rights of persons with disability act (2016)
- National policy for persons with Disability (2006)

Schemes/ Programs –Central and State Governments

Assistance to Disabled Persons for Purchase /Fitting of Aids and Appliances (ADIP Scheme) - Financial assistance is provided to persons with disabilities for the purchase of aids and appliances, provided the cost of the aids and appliances must not be less than Rs.25/ or greater than Rs.2,500/. Full assistance is given to those whose monthly income is between Rs.751/- to Rs.1500/-. E.g. Cochlear Implant Surgery under ADIP, Age Relaxation for Motorized Tricycle ADIP Scheme.

The Post Matric Scholarship Scheme - to pay enrolment, tuition, library, medical examination or any such compulsory fees, except towards refundable deposits such as caution money or security deposits. Maximum income of the students applying for scholarship or of their parent/ guardian to Rs.1,00,000/- per annum.

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Anuprathi Scheme - Provides monetary reward to students with disabilities who take up national and state level competitive exams like UPSC, IIT, IIM, Medical and law.

Grace marks and supply of material scheme - 5% grace marks are given to persons with disabilities in the qualifying examination for all competitive examinations and free text books and other education material is supplied to students who are visually impaired, hearing impaired or with mental illness.

Aastha scheme - This scheme makes available to persons with disabilities benefits similar to those available to BPL families. The notified families shall receive an 'Aastha' card and all institutions providing benefits to BPL families shall provide the same benefits to those families holding an 'Aastha' card.

Travel allowance- Free bus travel is provided to persons with disabilities by the Rajasthan State Roadways Corporation. State government employees with disability are given 5% of their pay and Rs.75/- p.m. as conveyance allowance. Free traveling is provided in the state to people with complete blindness (100% degree of disability on disability certificate) and their escort/ attendant. Smart card is issued by the Rajasthan State Road Transport at each district.

Disability certification- The rules designate the hospital /authority to be treated as medical authority and appointment of a medical officer who may issue the disability certificate depending on the type of disability.

State Disability Pension- The government of Rajasthan state is providing the disability pension which is called as Social Security Pension. Following are three categories of pensions which is given on the basis of age criteria of the persons with disability:-

- a) The pensioners in the age group of 75 years and above is given Rs 750 per month.
- b) Below 75 years of age is given Rs 500 per month.
- c) Below 8 years of age is given Rs 250 per month.

Eligibility Criteria is that person with disability should be unemployed, family annual income for rural area is less than Rs 14000/- (that has been increased up to Rs 48000 per annum), family annual income for urban area is less than Rs 16000/- (it has increased now up to Rs 60000 per annum) & should be resident of the state.

According to the state partners gaps are not in the schemes, the gaps are in the implementation and our preparedness for inclusion. We are lacking in human resource, aids and equipments, innovative use of technologies and knowledge upgradation in the field. What is needed is strong implementation mechanism, strong networking, and resource sharing. Strengthening the grass root level execution is important. And for that, smooth information dissemination is needed.

Sources:

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Rajasthan State Schemes for Persons with Disabilities by Directorate of Social Justice and Empowerment, (n.d.)

Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment, (2017)

Rajasthan: State-Level Policy, (2014)

Rajasthan State Legal Services Authority, (2018)

The Times of India, (2016)

IV. RAJASTHAN STATE - INFORMATION ON CHILDREN, CHILDREN WITH DISABILITY, SCHOOLS AND HUMAN RESOURCE

	RAJASTHAN	Rural	Urban
Total Number of Children (0-19 years)	3,10,39,443	2,41,31,427	6908016
Girls	1,64,38,017	1,27,47,526	3690491
Boys	1,46,01,426	1,13,83,901	3217525
Age Group			
0-4 years	7302170	5770924	1531246
5-19 years	23737273	18360503	5376770
Number of Children in educational institution (5-19 years)	31442488	24640873	5376770
Number of Children out of school	7705215	6280370	1424845
Percentage of children out of school			
Number of Children with Disability (0-19 years)	362498	269402	93096
Age Group			
0-4 years	55748	40064	15684
5-19 years	306750	229338	77412
Boys	181780	137070	44710
Girls	124970	92268	32702
Children with	171895	125479	46416

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disabilities attending educational institution (5-19 years)			
Boys	105412	78402	27010
Girls	66483	47077	19406
Children with disabilities not attending educational institution			
Children with disabilities drop out/attended earlier	38463	30523	7940
Boys	22593	18090	4503
Girls	15870	12433	3437
Children with disabilities never attended school	96392	73336	23056
Boys	53775	40578	13197
Girls	42617	32758	9859
Percentage of children out of school			

Table 3 - Data on Children and Children with Disabilities

Source for Table 3 : Office of the Registrar General & Census Commissioner, India, (2017a); Office of the Registrar General & Census Commissioner, India, (2017d)

Visual	0-4 years	13746
	5-9 years	17004
	10-19 years	36126
Hearing	0-4 years	10587
	5-9 years	13977
	10-19 years	30092
Speech	0-4 years	1379
	5-9 years	9360
	10-19 years	17915
Motor	0-4 years	6605
	5-9 years	11857
	10-19 years	40944

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Mental Retardation (MR)	0-4 years	1932
	5-9 years	7432
	10-19 years	24004
Mental Illness	0-4 years	429
	5-9 years	1592
	10-19 years	6440
Multiple	0-4 years	4613
	5-9 years	11802
	10-19 years	26304
Other	0-4 years	16457
	5-9 years	16107
	10-19 years	35794

Table 4 - Number of Children in the State by age and impairment

Source for Table 4: Office of the Registrar General & Census Commissioner, India, (2017b)

Human Resource

There are 329,603 teachers (sanctioned) of which 1,08,313 are permanent

Curriculum Adaptations towards inclusive education

Status - Curriculum for inclusive education for children with disabilities

“The lesson for the Joint Review Mission is that the standard curricular package and the pre-set learning levels demand of all current achievement testing need to take into account the diversity of learners as persons and of the settings providing learning experiences. The standard packages for learning for students and for teachers undergoing training need to adapt to local conditions: individuals’ needs and local contexts. Given the emphasis on Quality, there is a need for all functionaries to realize that all inputs are ultimately related to increasing teaching learning time, and improving in-class and in-school process towards enabling them to be participatory, with a greater degree of engagement and reflection on children’s part, leading to construction of knowledge. This will help improve learning levels, and in higher order and overarching objectives of the curriculum.”

Final Aide Memoire 20th SSA JRM 16.10.2014

Inclusive Education for Children with Special Needs (CWSN)- PAB approved the outlay under inclusive education for 69447 children with disabilities identified at a unit cost of Rs. 2200/- per child for the year 2016-17. There is a sanction for 2 resource teachers per block paid at a lower rate than others, some provision for therapy and making ramps with railings. While the stress is on improving overall quality education through better class and school level infrastructure, better trained teachers and better teaching resources, better PTR (no single teacher schools) but the children with disabilities still remain a separate category and the National achievement surveys do not count them.

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Source: Ministry of Human Resource Development, (n.d.)

V. STRENGTHS/ RESOURCES AND BARRIERS / CHALLENGES AND SUGGESTIONS

According to the state partner the biggest challenges are:-

- Lack of awareness
- Lack of proper infrastructure in schools
- Lack of adequate human resource
- Lack of innovative teaching
- Lack of parental support (largely first generation learners)

It is evident from the above data that though the state of Rajasthan has taken leaps in terms of overall literacy rate and also that for the girl child but when it comes to children with disabilities, the approach is largely welfare oriented. There is no strategy for development and increasing participation of children with disabilities and inclusive education. For the seventh most populated state of India only 40.16% of persons with disability are literate. As the state officials have stated there needs to be proper planning and implementation for inclusive education of children with disabilities, there has to be more coordination between the different ministries and departments involved. Systemic changes and mechanisms to ensure all children with disabilities are in school and the schools are prepared and well supported to ensure learning and participation of all children including children with disabilities. There has to be a huge thrust on training mainstream school teachers to be able to make a difference in the ground reality. There has to be an intense public awareness drive about the evolving capacities of all children including those with disabilities.

B –DATA AND RESULTS FOR THE STATE OF RAJASTHAN

OVERVIEW OF RESPONDENTS

School Observations	Children Interaction (FGD and classroom interactions²⁶)	Teacher Interaction (FGD and Interviews)	Parent Interaction (FGD and Interviews)	HOS Interviews
9 (1 rural government school, 7 urban government schools, 1 rural private school)	9 (1 rural government school, 2 rural private schools, 6 urban government schools)	9 (1 rural government school, 7 in urban government school, 1 in rural private school)	8 (1 in rural government school, 1 in rural private school, 6 in urban government schools)	8 (1 rural government school, 6 urban government schools, 1 rural private school)

²⁶It included classroom/ large group interactions also.

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1. AWARENESS/ PERSPECTIVES ON DISABILITY

- Majority of School Representatives/ Heads of Schools and Teachers described disability in terms of medical model or only mentioned types of impairments when asked to describe how they understood disability
- In 8 out of 9 data units [FGDs and interviews with teachers], participants stated medical/deficit model when probed about their understanding of disability.
- Seven out of 8 School Representatives looked at disability in terms of specific impairments, i.e. they mentioned impairments such as visual impairment, locomotor disability when sharing their perspectives on disability. Additionally, in 1 out of 9 Teacher Interactions, participants gave responses focused on specific type of impairments.
- No School Representative seemed to recognize disability based on the social model (which assumes that the problem is more due to the environment and accommodation needs to be made in the environment for the person to be able to participate).
- Majority of the School Representatives (7 out of 8) and Teacher participants (in 6 out of 9 Teacher Interactions) said that there had been changes in their perceptions related to disability since children with disabilities have been part of their schools.
- Most common change mentioned in both Teacher Interactions (6) & by School Representatives (7) was increased awareness about learning abilities of children with disabilities.

2. AWARENESS ON POLICIES & RIGHTS RELATED TO CHILDREN WITH DISABILITY

- Participants in 5 out of 9 Teacher Interactions & 7 out of 8 School Representatives said that they were aware of state policies, rules and schemes available through the Right to Education Act, 2009 (RTE).
- Admission of children with disabilities or free and compulsory education emerged as a theme in most Teacher Interactions (in 6 out of 9 Teacher Interactions). While changes in teaching-learning methods emerged as a theme from most School Representatives (7 out of 8) when enquired about awareness of implementation of RTE in their schools.
- Four School Representatives had the information that RTE meant admission to children with disabilities or free and compulsory education, facilities should be available according to RTE & adequate human resource. 1 School Representative & in 2 Teacher Interactions, participants knew that the RTE mandated the formation and functioning of the SMC and mentioned infrastructural changes.
- With regard to formation of SMC, participants in 4 out of 9 Teacher Interactions & 2 out of 8 School Representatives mentioned that their school had formed SMC. With regard to functioning of SMC, no School Representative mentioned that the school prepared a development plan that included needs of children with disabilities. There was no answer from 7 School Representatives.

However, in 2 Teacher Interactions, participants said that SMC prepared school development plan that included needs of children with disabilities.

- Participants in 2 out of 9 Teacher Interactions & 6 School Representatives stated awareness of Protection of Children from Sexual Offences (POCSO) Act. None had attended any training related to it.
- Seven out of 8 School Representatives stated that the schools had a health program for all children, it included monitoring height/ weight, eyesight, etc. 1 School Representative mentioned that medicines (eg iron and folic acid tablets, de-worming, etc) were provided. Participants in 8 Teacher Interactions & 7 School Representatives stated linkage of their school with RBSK. However, no Teacher Interaction participants shared that children with disabilities had benefitted from RBSK.
- Participants in 2 out of 9 Teacher Interactions & 1 out of 8 School Representatives mentioned awareness about Panchayati Raj Institutions being involved in the implementation of RTE.

3. ADMISSION PROCESSES FOR CHILDREN WITH DISABILITIES

- Direct contact with families emerged as a theme for information dissemination about admission process, in most Teacher (in 8 out of 9 Teacher Interactions) & School Representative Interactions (7 out of 8).
- In 4 out of 8 Parent Interactions, participants stated that they got to know about admission process through teachers.
- Participants in 8 out of 9 Teacher Interactions & all 8 School Representatives stated that there were no special processes or specific variations in the process for admission of children with disabilities.
- Two School Representatives stated that admissions took place throughout the year.
- In 3 out of 8 Parent Interactions, participants mentioned that they had positive experience of the admission process for their children with disabilities. However, in 5 Parent Interactions, participants stated that they faced difficulties.

4. ACCESSIBILITY²⁷

REACHING SCHOOL

- Largely children commute to school independently, has emerged as a theme in most School Representatives (7 out of 8) & Parent Interactions (6 out of 8).
- Seven School Representatives shared that children were accompanied by their siblings or peers. No School Representative stated that children used school transport to reach school.
- In no Parent Interactions, participants stated that schools provided specific resources/facilities like transport allowance, escort, wheelchair, school bus to

²⁷ Information on School Observation Tool has been largely got through interviews, classes couldn't be observed

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enable children with disability reach school. There was no answer in 7 interactions. Infact, in 4 Parent Interactions, participants stated that children were at times unable to reach school due to lack of transport

- Weather as an issue faced by children with disabilities in reaching school, had emerged as a theme in most School Representative Interviews (6 out of 8) & Parent Interactions (4 out of 8).
- Participants in 4 out of 8 Parent Interactions & 3 School Representatives stated terrain & distance to school also as issues that made it difficult for children with disabilities to reach school.
- In 3 Parent Interactions, participants said that any violence, strike, curfew or any other similar situation sometimes created problem for children with disabilities to reach school. While no School Representative stated so.
- Reasons for children (including children with disabilities) not coming or dropping out of school included school related issues (reported in 8 Teacher Interactions). Its examples were lack of accessibility, infrastructural issues, lack of support systems, classroom related.
- It was followed by, family related reasons (reported in 7 Teacher Interactions). It included daily wage earners, conflict situations, single parent, not convinced, lack of awareness, other family commitments, seasonal work, festivals and customs.
- Health (reported in 6 Teacher Interactions), economic issues (reported in 4 Teacher Interactions), transport (reported in 3 Teacher Interactions) included distance related issues also and gender (reported in 1 Teacher Interaction) which included examples like menstruation in girls.

PHYSICAL ACCESS WITHIN SCHOOL

- **Classrooms** - In 8 out of 9 schools, it was observed/ reported that classes were conducted in buildings. In all 9 schools, Observation Teams reported that all children including children with disabilities sat on floor using durries. In no schools, it was mentioned that schools had chair arrangement for all children. In 1 school, benches were reported. In addition, in no schools, Observation Teams shared use of wheelchair or adapted chair at school. All 9 schools, reported that schools had boards (black/ white/ etc) in classrooms. Only in 2 schools, it had boards at an appropriate height that most children including children with disabilities were able to view it at the eye level even if they sit on the floor.
- **Library / Reading Room** - In no schools, Teams reported that schools had a library/ reading room for all children. No schools, reported presence of technology in the library for use of reading and learning material. In all 9 schools, Teams reported that schools had enough copies of the textbooks/ storybooks/ magazines/reference books. Only in 3 schools, it was reported that schools had the material available at optimum reach level, thus enabling children to use the books and materials.

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- **Computer Labs** - 1 School Representative stated that school had functional computers/ laboratory²⁸. 7 out of 8 School Representatives said that their schools didn't had computers/ laboratory/ smart classrooms/ projectors
- **Art & Craft** - 2 out of 8 School Representatives stated that their schools provided options other than ongoing Art & Craft activities if required by children with disabilities.
- **Access to toilets** - In all 9 schools, Observation Teams reported/ observed that schools had toilets. In 3 schools, Observation Teams reported that schools had separate toilets for boys and girls. Indian style toilets were observed/ reported to be present in all 9 schools. Only in 2 schools, it was reported that toilets had provision of running water available in them. In 1 out of 9 schools, Observation Teams reported that toilets had an entry/ gate wide enough for at least one wheelchair to enter. In 3 schools, Observation Teams reported that toilets had dustbins. In no school, availability of grab bars / handles /mechanism for children with disabilities inside the toilet for support in movement of children with disabilities was reported. In 1 school, Observation Teams reported that children with disabilities had support person available to use the toilets. This support was reported to be provided by peers (in 1 school). In no school, it was reported that adaptations in toilets were underway to make them more accessible.
- **Access to drinking water** - In all 9 schools, Observation Teams reported schools had provision of drinking water for all children. In 1 school, provision of taps for all children was reported. Water cooler reported in 2 schools. Water dispenser in 1 school. Earthen pot with glass reported in 6 schools. In 5 schools, teams reported that taps could be easily reached by children with disabilities including one on wheelchair or with limited hand movement. In 3 schools, teams reported that taps could be easily used by children with disabilities including one on wheelchair or with limited hand movement. Support person to aid children with disabilities in drinking water was available, reported by Observation Teams in 8 schools. Majority of the times peers supported children with disabilities (reported in 8 schools), followed by teacher support (reported in 5 schools).
- **Access to Playground/ Outdoor Games/ Sports** - No accommodations were made for children with disabilities in outdoor games/ playground was reported by Observation Teams in all 9 schools. When enquired about Sports & games, 7 out of 8 School Representatives stated that schools did not have trainer equipped to recommend necessary adaptations for children with disabilities. 7 School Representatives mentioned that children with disabilities were not referred to places for further training and coaching.
- Only 1 out of 8 School Representatives stated awareness about *Harmonized Guidelines and Space Standards for Barrier Free Build Environment for Persons with Disabilities and Elderly Persons* (Ministry of Urban Development,

²⁸ This question was not applicable for some schools which were up-to class 5

2016). However, no School Representative mentioned that they were aware of access related guidelines in the Schedule given in RTE 2009.

- None out of 8 School Representatives stated that whether changes had been made in the school to make it more accessible. No School Representatives mentioned type of adaptations made. No School Representative shared about changes underway in the structure of the school to make it more accessible.

5. **TEACHING & LEARNING ENVIRONMENT**

- **Lesson planning** - In 4 out of 9 schools, Observation Teams reported that schools had lesson plans which focussed on completion of a topic/ subject, when enquired about child centric lesson planning. Only 1 school, reported that lesson plans included specific needs of all children & lesson plans included specific material and accommodations needed for children with disabilities.
- **Support needed to work with children with disabilities** - In all 9 Teacher Interactions, participants stated that systemic changes (more support) were needed in school in order to work with children with disabilities. It was followed by need to increase teacher's skills (reported in 8 teacher Interactions), linking with community & involving parents (reported in 4 Teacher Interactions) and involving peers (reported in 1 teacher Interaction). *Examples of Systemic changes in school (providing more support)* included need for more audio visual aids for all learning styles, impairment specific TLM, need for basic infrastructure - proper building/ adequate classroom space, standardized ramps, support in preparing teaching material, caregivers/support staffs per classroom, time to prepare lessons/ material, educator/ resource teacher per school as block level resource rooms were not helpful, need for regular orientation programs for teachers. *Examples of increasing skills of the teacher* included need for regular orientation programs/ training on inclusive education which is linked to ground reality with practical solutions and conducted by experts in inclusive education, training should be continuous rather than just one time event, need for training on teaching a diverse group/ skills in conducting parents awareness sessions.
- **Participation of children** - When enquired about, who helped children when they faced any difficulty, 7 out of 9 children interactions said classmates. In 5 Children Interactions, participants also stated teachers. In 1 Children Interaction, participants said that no one helped. Only in 1 out of 9 Teacher Interactions, participants stated that all children were encouraged to voice their views, opinions and participated in decision making. In no Teacher Interaction, participants stated that schools had Bal Panchayat/ had children with disabilities as its members/ had training available to its members to perform their roles. Only in 2 out of 8 Parent Interactions & 2 out of 9 Teacher Interactions, participants stated that children with disabilities participate in outdoor games, competitions, school functions/ excursions.
- **Challenges for inclusion of all children** - In 5 out of 9 Teacher Interactions, participants stated that the experience of teaching children with disabilities was

largely challenging. Inadequate resources emerged as one of the major challenges in Inclusion of children with disabilities in schools, from Teacher Interactions. In 8 out of 9 Teacher Interactions, participants stated that there had been some orientation program/ sensitization program/ specific training²⁹ in school which enabled them to teach children with disabilities. Teacher participants stated there were specific issues faced by most children with disabilities in schools, it included inaccessible school environment (reported in 8 Teacher Interactions), inadequately trained teachers/ pace of learning being slow of children with disabilities/ support needed in self care activities (reported in 6 teacher Interactions), non acceptance/ lack of empathy/ loneliness (reported in 5 Teacher Interactions), issues related to lack of assistive devices (reported in 4 Teacher Interactions), issues related to travel (reported in 2 Teacher Interactions). Additionally, issues related to attendance, no friends, safety/ security (reported in 1 Teacher Interaction).

- **Suggestions to help more children with disabilities reach school** - In 1 out of 8 Parent Interactions, participants mentioned that having provision of accessible transport to facilitate children with disabilities reach schools. In 2 Parent Interactions, participants said that getting admission in neighborhood schools.
- **Readiness for inclusion of children with disabilities** - 4 out of 8 School Representatives stated that they were prepared but needed more support, for inclusion of children with disabilities. Additionally, 3 School Representatives said that they were yet not prepared.

6. EXPERIENCE OF CHILDREN WITH DISABILITIES IN SCHOOLS (WITH PEERS)

- Children with Disabilities had friends and they shared a good relationship with their non-disabled peers, is the emerging theme from all Interactions (Children, Parents & Teachers).
- In all 9 Teacher Interactions, participants stated that children with disabilities had progressed over the years (academically, socially/ having friends, being regular, planning for future, being confident, etc).

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²⁹ It was not explored whether this training was received pre service or in service.

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http://www.censusindia.gov.in/2011census/population_enumeration.html

A-3.10 UTTAR PRADESH

For the State of Uttar Pradesh, a Fact Sheet has been developed based on desk research and with inputs from interactions the State partners had with the State Government officials. The Fact Sheet provides information on

- Number of children with disability
- Children with disabilities in institutions and those out of school
- State policies and schemes that support children with disabilities
- Accessibility in school
- Trained human resource to assist children with disabilities in education.

A field research was also conducted for a pre-selected number of schools. Interactions were held with teachers, school representative (head of school), parents and children. The field research tried to directly assess the ground reality, strengths of the existing systems, also the challenges.

Through the interactions we have tried to understand the below issues which the field report has tried to capture

- Awareness and perspective on disability
- Awareness on policies and rights related to children with disabilities
- Admission to schools for children with disabilities
- Accessibility
- Teaching and learning environment
- Experience of children with disabilities in schools (with peers)

The report also includes suggestions given by school representative (head of school), teachers, parents and children.

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STATE INFORMATION SHEET

I. STATE PROFILE

Total Population	1,99,812,341
Number of districts	75
Number of blocks	822
Panchayats	8135
Area sq. km	240928 sq. km

Table 1 Total population, number of districts and area of Uttar Pradesh

Total Population	1,99,812,341	People with disability	41,57514
Male	1,04,480,510	Male	23,641,71
Female	9,53,31,831	Female	17,933,43
		Percentage of population with disability	2.08%
Literacy Rate	69.72%	Literacy Rate of persons with disabilities	59.45%
Total No of Children (0-19 years)	9,43,48,646	Number of children with disabilities (0-19 years)	15,51,148
Girls	4,44,51,114	Girls	6,89,815
Boys	4,98,97,532	Boys	8,61,333
		Percentage of children with disability	1.60%
Children in educational Institution (5-19)	4,97,31,337	Children with disabilities in educational institution	762506
Percentage of children out of school	16.00%	Percentage of children with disabilities out of educational institution	49.00%

Table 2 Population of Uttar Pradesh – disability, gender wise, literacy rate, age, access to educational institutions, out of school

Source for Table 1 & 2: Compiled from Census 2011 data on children, children with disabilities, schools and human resource, Office of the Registrar General & Census Commissioner, India, (2017a); Office of the Registrar General & Census Commissioner, India, (2017b); Office of the Registrar General & Census Commissioner, India, (2017d)

II. CENTRAL AND STATE POLICIES THAT INFLUENCE EDUCATION OF CHILDREN WITH DISABILITIES

The Key Policies/Acts that support the State to realize inclusive education of children with disabilities are as follows:-

- National Education Policy 2015
- State Rehabilitation Policy UP 2014

Both of the above discussed policies have impacted to some extent as there are supportive schemes but collectively their effective implementation hasn't taken place. These policies are not adequate to promote Inclusive Education. Effective linkages with schemes like ICDS, NHM, SSA, RMSA is required.

Suggestion to strengthen the policies to promote the inclusion of children with disabilities in education

- There is a need for real time database of children with disabilities. The regular data updates should be carried out by experts/ people with knowledge of different disabilities. The questions during this process should be asked in vernacular/ local language.
- Provisions should be there for availability of resource teachers (RTs)/ itinerant teachers, sign language interpreter, Braille books, TLMs, assistive devices, ramps, as per the latest guidelines and schemes.
- RWP Act 2016 (in lieu of PWD Act 1995) and RTE Act 2009 should be aligned.
- Inclusive Education must be considered as integral part of the basic education, not in isolation or as a special concern. Regular teachers will have to be acquainted to handle all types of disabilities, simultaneously.
- Universalized Design of Learning (UDL) should be promoted effectively.
- Recognized schools (private, aided and non aided should also be involved in all the development like master data management (MDM), training and capacity building programs and other activities initiated under SSA or other schemes/policies, since they also have a large outreach.
- Government Primary Schools must be equipped with all essential services like transport, furniture fixture.

III. SCHEMES/ PROGRAMS – CENTRAL AND STATE GOVERNMENTS

1.SSA

Goal- to ensure maximum enrolment and minimum drop out.

Target group- 6-14years

Districts covered-75

Total no of children benefitted - 2,88,395 in 2015-16 and 2,89,642 in 2014-15

2.ICDS

Target Group- 0 to 6years

Districts covered-75

3.IEDSS(RMSA)

Target Group- 14 to18years

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Districts covered- 75

4.RBSK

Target Group- 0 to 18years

Districts covered-75

IV. UP STATE - INFORMATION ON CHILDREN, CHILDREN WITH DISABILITY, SCHOOLS AND HUMAN RESOURCE

	UTTAR PRADESH	Rural	Urban
Total Number of Children (0-19 years)	9,43,48,646	807,32,999	3,13,94,731
Girls	4,44,51,114	3,80,78,138	1,46,58,642
Boys	4,98,97,532	4,26,54,861	1,67,36,089
Age Group			
0-4 years	20,37,668	165,56,223	38,20,445
5-19 years	9,23,10,978	6,41,76,776	2,75,74,286
Number of Children in educational institution (5-19 years)	4,97,31,337		
Number of Children out of school	79,75,802		
Percentage of children out of school	16.00 %		
Number of Children with Disability (0-19 years)	15,51,148		
Age Group			
0-4 years	2,62,840		
5-19 years	12,88,308	10,01,583	2,86,725
Girls	6,89,815	4,39,496	1,27,117
Boys	8,61,333	5,62,087	1,59,608
Children with disabilities attending educational institution (5-19 years)	7,62,506	5,95,300	1,67,206
Girls	3,36,932	2,61,769	75,163
Boys	4,25,574	3,33,531	92,043
Children with disabilities not attending educational institution			
Children with disabilities	1,515,78	1,20,086	31,492

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drop out/attended earlier			
Girls	62,016	48,643	13,373
Boys	89,562	71,443	18,119
Children with disabilities never attended school	3,74,224	2,86,197	88,027
Girls	24,314	1,67,665	1,29,084
Boys	56,821	1,57,113	38,581
Percentage of children out of school	49.00%		

Table 3 - Data on Children and Children with Disabilities

Source for Table 3 : Office of the Registrar General & Census Commissioner, India, (2017a); Office of the Registrar General & Census Commissioner, India, (2017d)

IMPAIRMENT	AGE GROUP as per census	NUMBER OF CHILDREN
Visual	0-4 years	53560
	5-9 years	70532
	10-19 years	84672
Hearing	0-4 years	83397
	5-9 years	108161
	10-19 years	17105
Speech	0-4 years	5094
	5-9 years	33453
	10-19 years	70377
Motor	0-4 years	15372
	5-9 years	31060
	10-19 years	144136
Mental Retardation (MR)	0-4 years	6867
	5-9 years	16588
	10-19 years	52713
Mental Illness	0-4 years	1340
	5-9 years	4308
	10-19 years	17828
Multiple	0-4 years	9170
	5-9 years	21271
	10-19 years	49456
Other	0-4 years	88040
	5-9 years	97541
	10-19 years	205154

Table 4 - Number of Children in the State by age and impairment

Source for Table 4: Office of the Registrar General & Census Commissioner, India, (2017b)

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Commitments and action taken by UP State-

- State is in the process of mapping schools and assess requirements for newer schools.
- The State has committed to ensure availability of toilets and drinking water facilities in all the existing schools in cooperation with the Department of Drinking Water and Sanitation. Total 19,627 toilets have been constructed/ repaired in the state with funds from SSA/ RMSA/ SBK and PSUs/ Corporate sector.
- The State will redeploy teachers to ensure that there are no single teacher schools. At least 50-75% will schools have an appropriate teacher ratio as per RTE Act norms.
- Training for early primary teachers based on the findings of NCERT and National Achievement Survey.
- The state needs to monitor the districts, which have low retention rates and high gender gap in enrolment.
- There is emphasis on the below issues:-
 - Ensure teacher/student attendance
 - Effective compliance of School Chalo Abhiyan - to motivate parents to enroll their children in schools.
 - Timely distribution of text books and uniforms.
 - Proper compliance of Mid-Day-Meal.
 - Provision of drinking water and toilets facility in all schools.
 - No-Zero or single teacher schools.
 - Effective utilization of SMC platform to create awareness.
 - Block Education Officers to effectively monitor teaching and other activities in schools.
 - Teachers to personally connect with the parents of those children who are not regular to schools.
 - To remove gender discrimination and empower girls.
 - Ensure safe school environments.
 - Action against child abuse.

V. FUTURE PLAN OF THE STATE & EXPECTED OUTCOMES AS PER THE STATE COMMITMENT

In the PAB meeting the following specific outcomes have been agreed to:

- It is expected that over the next three years, all out-of-school children will be enrolled in schools, including children with disabilities.
- Dropout rate will be reduced in Primary and Upper Primary schools.
- Child wise database to be prepared to track progress and dropouts.

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- For standards I to VIII the target is to meet the recommendations of State Achievement Survey (SAS) and National Achievement Survey (NAS)

B – FIELD REPORT FOR THE STATE OF UTTAR PRADESH

OVERVIEW OF RESPONDENTS

School Observations	Children Interaction (FGD and classroom interactions³⁰)	Teacher Interaction (FGD and Interviews)	Parent Interaction (FGD and Interviews)	HOS Interviews
15 (5 rural government schools, 3 urban government schools, 4 rural private schools, 3 urban private schools)	15 (6 rural government schools, 3 rural private schools, 2 urban government schools and 4 urban private schools)	15 (5 rural government schools, 2 urban government schools, 4 rural private schools and 4 urban private schools)	15 (5 in rural government schools, 4 in rural-private schools, 2 in urban government, 4 urban private schools)	15 (5 rural government schools, 3 urban government schools, 4 rural private schools & 3 urban private schools)

1. AWARENESS/ PERSPECTIVES ON DISABILITY

- Majority of School Representatives/ Heads of Schools and Teachers described disability in terms of medical model when asked to describe how they understood disability.
- Thirteen out of 15 School Representatives described disability in terms of the medical/ deficit model (which assumes that the problem lies in the child and he/she needs to be corrected without changing the context/ environment). Similarly, in 12 out of 15 data units³¹, teacher participants stated medical/deficit model when probed about their understanding of disability.
- Eight School Representatives looked at disability in terms of specific impairments, i.e. they mentioned impairments such as visual impairment, locomotor disability when sharing their perspectives on disability.
- Two School Representatives seemed to recognize disability based on the social model (which assumes that the problem is more due to the environment and accommodation needs to be made in the environment for the person to be

³⁰ It included classroom/ large group interactions also.

³¹ It includes Focus Group Discussion (FGD) and Interviews with teachers.

able to participate). In 3 Teacher Interactions, participants said social model of disability.

- Fourteen School Representatives & in 3 out of 15 Teacher Interactions, participants mentioned that there had been a change in the way they think about children with disabilities since the time they have started studying in their schools. Changes in terms of understanding of disability (reported in 2 Teacher Interactions & by 7 School Representatives).
- Increased awareness on addressing needs, support, opportunities for children with disabilities (reported in 1 Teacher Interaction & by 3 School Representatives).
- Increased awareness about learning abilities of children with disabilities (reported by 2 School Representatives).

2. **AWARENESS ON POLICIES & RIGHTS RELATED TO CHILDREN WITH DISABILITY**

- Six out of 15 School Representatives & in 5 out of 15 Teacher Interactions, participants stated they were aware of the Right to Education Act, 2009 (RTE) and some of its guidelines. Among the 6 School Representatives who stated were aware about RTE, only 1 had the information that RTE implied admission to children with disabilities or free and compulsory education, RTE mandated the formation and functioning of the SMC, infrastructural changes mentioned in RTE, changes in teaching & learning methods, human resource and few facilities that should be available according to RTE. Among the Teacher Interactions, participants who talked about that RTE implied admission to children with disabilities (reported in 5 interactions). Admission throughout the year (reported in 2 interactions). Staff participated in training on RTE (reported in 2 interactions). Changes in teaching methodology (reported in 1 interaction). RTE mandated the formation & functioning of SMC (reported in 5 interactions). Increasing accessibility in infrastructure through ramps, accessible spaces/ computer lab, virtual laboratory (reported in 2 interactions).
- Ten School Representatives & in 6 out of 15 Teacher Interactions, participants mentioned that their school had school management committee (SMC).
- Ten School Representatives & in 6 Teacher Interactions, participants mentioned that the school prepared a development plan that included needs of children with disabilities.
- Only in 2 Teacher Interactions, participants said they had plans or strategies to increase retention of children with disabilities.
- Two out of 15 School Representatives & in 2 out of 15 Teacher Interactions, participants stated that they were aware of Protection of Children from Sexual Offences (POCSO) Act. None had attended any training related to it.
- Nine School Representatives stated that the schools had a health program for all children. Eight School Representatives mentioned health program included monitoring height/ weight, eyesight, etc. One School Representative stated they

provided medicines. Four School Representatives stated that the health programs were accessible to children with disabilities. Only 1 School Representative & in 1 Teacher Interaction, participants stated their school had linkage with RBSK. In no Teacher Interactions, participants stated that children with disabilities benefitted from RBSK.

- In no Teacher Interactions, participants were aware about Panchayati Raj Institutions being involved in the implementation of RTE.

3. ADMISSION PROCESSES FOR CHILDREN WITH DISABILITIES

- Direct contact with families emerged as a theme for information dissemination about admission process, in most Teacher & School Representative Interactions.
- Nine out of 15 School Representatives stated information about admission process was disseminated through other families, through campaigns (5). Similarly, in 10 out of 15 Teacher Interactions, participants stated that most of the times they use direct contact with families (House to House Survey) to increase enrollment of children with disabilities. However in 2 out of 15 Parent Interactions, participants stated they get to know about admission process through teachers.
- Seven out of 15 School Representatives stated there were special processes for admission of children with disabilities.
- Ten School Representatives, stated that admissions take place throughout the year.
- No School Representative & no participant in all Teacher Interactions, stated that disability certificate was checked at the time of admission.
- Two School Representatives & in 1 Teacher Interaction, participants shared that assessment of children was done at the time of admission.

4. ACCESSIBILITY³²

REACHING SCHOOL

- Largely parents take on the responsibility of picking and dropping their children to school, has emerged as a theme in most School Representatives & Parent Interactions.
- Distance to school and terrain as issues faced by children with disabilities in reaching school, emerged as a theme in most School Representative (11) & Parent Interactions (11).
- Five School Representatives & in 2 Parent Interactions, participants stated weather as an issue faced by children with disabilities in reaching schools.
- In 5 Parent Interactions, participants stated children are at times unable to reach school due to lack of transport.

³² Information on School Observation Tool was largely got through Interviews, classes couldn't be observed.

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- Three School Representatives shared financial difficulties & non-availability of escort for children with disabilities becomes a barrier for children with disabilities to reach school.
- Other than the above mentioned issues, 1 School Representative shared that several individual issues like health problems or lack of aids and appliances create barriers for children with disabilities in reaching school.
- In 14 out of 15 Teacher Interactions, participants mentioned there were reasons for children including children with disabilities not coming or dropping out of school. School related issues reported in 13 Teacher Interactions included examples like lack of accessibility, infrastructural issues, lack of support systems in classroom. Health & Transport (included distance related issues) reported in 11 Teacher Interactions. Family related issues reported in 3 Teacher Interactions included examples like daily wage earners, conflict situations, single parent, lack of awareness, other family commitments, seasonal work, festivals, etc.

PHYSICAL ACCESS WITHIN SCHOOL

- **Classroom** - In all 15 schools, Observation teams reported/ observed that classes take place in buildings. In 5 schools, Teams reported that all children including children with disabilities sit on floor using durries. In 10 schools, it was reported schools had chair arrangement for all children. In addition, only in 2 schools, Observation Teams shared they used wheelchair or adapted chair for children with disabilities at school. In all 15 schools, Observation Teams reported that boards (black/ white/ etc) were present in classrooms.
- **Library / Reading Room** - In 3 out of 15 schools, Observation Teams reported schools had a library/ reading room for all children. In no school, Observation Teams reported that libraries were equipped with technology/ resources to access online/ downloaded/ soft material. In 4 schools, Teams reported schools had enough copies of the textbooks/ storybooks/ magazines/ reference books per class.
- **Computer Labs** - Only 1 School Representative stated school had fully functional computers/ computer laboratory³³. 13 School Representatives said their schools did not had computers/ computer laboratory.
- **Art & Craft** - 3 School Representatives stated their schools provided options other than ongoing Art & Craft activities if required by children with disabilities.
- **Access to Toilets** - In all 15 schools, teams reported toilets were present in schools. 13 schools, reported had separate toilets for boys and girls. 12 schools, reported Indian style toilets. 2 schools, reported both (western & Indian style). Only in 4 schools, it was reported toilets had provision of running water. Toilets in 5 schools, were reported to have an entry/ gate wide enough for

³³ This question was not applicable for some schools which were up-to class 5

atleast one wheelchair to enter. In 4 schools, Teams reported toilets had dustbins. In no school, Teams reported availability of grab bars / handles inside the toilet for support in movement of children with disabilities & mechanism for children with disabilities who may need help inside the toilets. In 2 schools, it was reported that children with disabilities had support person available to use the toilets. This support, was reported to be provided by peers/ teachers (reported in 1 school). Additionally, in 2 schools, Observation Teams reported that support is provided by caregiver or other support staff. In 1 school, Observation Teams reported adaptations in the toilets were underway.

- **Access to Drinking Water** - In all 15 schools, it was reported schools had provision of drinking water for all children. 11 schools reported provision of handpump & tubewells for drinking water. 4 schools, reported provision of taps for all children. 1 school reported water cooler. Only in 6 out of 15 schools, teams reported taps could be used by the children with disabilities including one on wheelchair or with limited hand movement. In 5 out of 15 school, Observation Teams reported support person is available to children with disabilities to aid with drinking water. Majority of the times peers supported children with disabilities (reported in 5 schools).
- **Access to Playground/ Outdoor Games/ Sports** - In no schools, Observation Teams reported accommodations were made for children with disabilities in accessing playground/ space for outdoor games/ equipment. However, 2 School Representatives stated schools had trainer equipped to recommend necessary adaptations for children with disabilities. 13 School Representatives mentioned children with disabilities were not referred for further training and coaching. 1 School Representatives mentioned children with disabilities are referred to places for further training and coaching.
- Two School Representatives stated they were aware about *Harmonized Guidelines and Space Standards for Barrier Free Build Environment for Persons with Disabilities and Elderly Persons* (Ministry of Urban Development, 2016) & access related guidelines in the Schedule given in RTE 2009.
- Four School Representatives stated that changes had been made to make school accessible. Changes were related to building ramps (3 School Representatives) & access to toilets (1 Representatives). Additionally, 1 School Representative shared that changes were underway to make school more accessible.

5. TEACHING & LEARNING ENVIRONMENT

- **Lesson Planning**- In 6 out of 15 schools, Teams reported lesson plans focussed on completion of a topic/ subject. In 4 schools, it was reported that lesson plans included specific needs of all children & included specific material and accommodations needed for some children with disabilities.

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- **Support needed to work with children with disabilities** - In all 15 Teacher Interactions, participants stated systemic changes (more support) were needed in school in order to work with children with disabilities. It was followed by involving parents (reported in 4 Teacher Interactions) and involving peers (reported in 1 Teacher Interaction). Examples of Systemic changes in school (providing more support) included standardized ramps, support in preparing teaching material, caregivers/support staffs to assist children with disabilities, more time to prepare lessons/ material, more audio visual aids for different learning styles, resource teacher per school as block level resource room were not helpful, need for regular orientation programs, need for adequate classroom space, trained staff.
- **Participation of Children** - When enquired about who helps children when they face any difficulty, participants in 14 Children Interactions said classmates. In 4 Teacher Interactions, participants stated that all children are encouraged to voice their views, opinions and participate in decision making. Only in 1 out of 15 Teacher Interactions, participants stated that schools had Bal Panchayat. No Bal Panchayats, reported in 12 Teacher Interactions. Only in 1 Teacher Interactions, participants shared they had children with disabilities as its members. In 6 Teacher Interactions, participants stated children with disabilities participated in outdoor games, competitions, school functions and excursions. However, only in 4 out of 15 Parent Interactions, participants mentioned children participated in outdoor games, competitions and outdoor excursions etc in school. Additionally, no space for outdoor games reported in 9 Teacher Interactions.
- **Challenges for Inclusion of All Children** - Inadequate skills or training of teachers, emerged as one of the major challenges in Inclusion of children with disabilities in schools, from most Teacher Interactions. Only in 3 out of 15 Teacher Interactions, participants stated that there has been some orientation program/ sensitization program/ specific training³⁴ in school which enables them to teach children with disabilities. In all 15 Teacher Interactions, participants stated there were specific issues faced by most children with disabilities in schools, inadequately trained teachers (reported in 11 Teacher Interactions), lack of resources/ assistive devices (reported in 10 Teacher Interactions), inaccessible school environment (reported in 3 Teacher Interactions). Issue of transport (reported in 8 Parent Interactions), school related issues (reported in 7 Parent Interactions), health (reported in 5 Parent Interactions) and economic aspects (reported in 1 Parent Interaction) as reasons for all children not coming or dropping out of school.
- **Suggestions to help more children with disabilities reach school** - In 11 out of 15 Parent Interactions, participants mentioned provision of accessible transport. In 5 Parent Interactions, participants stated availability of aids & adaptations; in 4 Parent Interactions, participants shared having allowances.

³⁴ It was not explored whether this training was received pre service or in service.

Additionally, in 1 Parent Interaction, participants said getting admission in neighborhood schools & availability of an escort would also help to enhance reach. Suggestions stated by School Representatives included increase Accessibility and Assistive Devices.

- **Readiness for Inclusion of Children with Disabilities** - 2 out of 15 School Representatives stated they were prepared for inclusion of children with disabilities. 10 School Representatives stated they were prepared but needed more support. Additionally, 3 School Representatives said they are yet not prepared.

6. EXPERIENCE OF CHILDREN WITH DISABILITIES IN SCHOOLS (WITH PEERS)

- Children with Disabilities had friends and shared a good relationship with their non-disable peers, reported in most Children, Parents & Teacher Interactions.
- In all 15 Teacher Interactions, participants stated that children with disabilities had progressed over the years (academically, socially/ having friends, being regular, planning for future, being confident).

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**A-4 LIST OF PARTICIPANTS
AT
STATE LEVEL**

A-4 LIST OF STATE PARTNERS

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A-4 LIST OF STATE PARTNERS

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**A-5 CHECKLIST FOR
REASONABLE
ACCOMMODATIONS**

A-5 ACCOMMODATIONS CHECKLIST FOR THE GENERAL EDUCATION CLASSROOM

PHYSICAL ARRANGEMENT OF ROOM:

- Seating student near the teacher
- Seating student near a positive role model
- Standing near the student when giving directions or presenting lessons
- Avoiding distracting stimuli (air conditioner, high traffic area, etc.)
- Increasing distance between desks
- Additional accommodations:

LESSON PRESENTATION:

- Pairing students to check work
- Writing key points on board
- Providing peer tutoring
- Providing visual aids, large print, films
- Providing peer note taker
- Making sure directions are understood
- Including a variety of activities during each lesson
- Repeating directions to the student after they have been given to the class: then have him/her repeat an explain direction to teacher
- Providing written outline
- Allowing student to tape record lessons
- Having child review key points orally
- Teaching through multi-sensory modes, visual, auditory, kinesthetic, olfactory
- Using computer-assisted instruction
- Accompany oral directions with written directions for child to refer to blackboard or paper
- Provide a model to help students post the model and refer to it often
- Provide cross age peer tutoring
- To assist the students in finding the main idea underlying, highlighting, cue cards, etc.
- Breaking longer presentations into shorter segments
- Additional accommodations:

ASSIGNMENTS/WORKSHEETS:

- Giving extra time to complete tasks

A-5 CHECKLIST FOR REASONABLE ACCOMODATIONS

- Simplifying complex directions
- Handing worksheets out one at a time
- Reducing the reading level of the assignments
- Requiring fewer correct responses to achieve grade (quality vs. quantity)
- Allowing student to tape record assignments/homework
- Providing a structured routine in written form
- Providing study skills training/learning strategies
- Giving frequent short quizzes and avoiding long tests
- Shortening assignments; breaking work into smaller segments
- Allowing typewritten or computer printed assignments prepared by the student or dictated by the student and recorded by someone else if needed
- Using self-monitoring devices
- Reducing homework assignments
- Not grading handwriting
- Student should not be allowed to use cursive or manuscript writing
- Reversals and transpositions of letters and numbers should not be marked wrong, reversals or transpositions should be pointed out for correction
- Do not require lengthy outside reading assignments
- Teacher monitor students self-paced assignments (daily, weekly, bi-weekly)
- Arrangements for homework assignments to reach home with clear, concise directions
- Recognize and give credit for student's oral participation in class
- Additional recommendations:

TEST TAKING:

- Allowing open book exams
- Giving exam orally
- Giving take home tests
- Using more objective items (fewer essay responses)
- Allowing student to give test answers on tape recorder
- Giving frequent short quizzes, not long exams
- Allowing extra time for exam
- Reading test item to student
- Avoid placing student under pressure of time or competition
- Additional accommodations:

ORGANIZATION:

- Providing peer assistance with organizational skills

A-5 CHECKLIST FOR REASONABLE ACCOMODATIONS

- Assigning volunteer homework buddy
- Allowing student to have an extra set of books at home
- Sending daily/weekly progress reports home
- Developing a reward system for in-schoolwork and homework completion
- Providing student with a homework assignment notebook
- Additional accommodations:

BEHAVIORS:

- Use of timers to facilitate task completion
 - Structure transitional and unstructured times (recess, hallways, lunchroom, locker room, library, assembly, field trips, etc.)
 - Praising specific behaviors
 - Using self-monitoring strategies
 - Giving extra privileges and rewards
 - Keeping classroom rules simple and clear
 - Making "prudent use" of negative consequences
 - Allowing for short breaks between assignments
 - Cueing student to stay on task (nonverbal signal)
 - Marking student's correct answers, not his mistakes
 - Implementing a classroom behavior management system
 - Allowing students time out of seat, to run errands, etc.
 - Ignoring inappropriate behaviors not drastically outside classroom limits
 - Allowing legitimate movement
 - Contracting with the student
 - Increasing the immediacy of rewards
 - Implementing time-out procedures
 - Additional accommodations:
-

A-5 CHECKLIST FOR REASONABLE ACCOMODATIONS

Example of an Instructional Accommodations Format For General Education Classroom Teachers

Form for Identifying Accommodations:

Name: _____

Grade: _____

Date: _____

Use the following checklist to guide decisions about what instructional accommodations are needed by this student.

Instructional Accommodation Checklist

Setting

- Distraction-free space within classroom (e.g., doorway, windows, other students, front of class, back of class)
- One-to-one assistance to complete written tasks
- On-task reminders
- Several verbal prompts to initiate a task
- Verbal encouragement, praise, or recognition to continue a task
- Directions repeated and/or clarified
- Small group or partner instruction, especially when learning or practicing new facts, concepts, and strategies
- Adaptive furniture
- Other

Timing

- Periodic breaks during work sessions (specify)
- Other

Scheduling

- Extended time to complete class/homework assignments
- Length of assignments shortened to complete as overnight homework assignments
- A daily assignment sheet

A-5 CHECKLIST FOR REASONABLE ACCOMODATIONS

- A weekly quick strategic assignment meeting A weekly or monthly assignment calendar
- A weekly or monthly assignment calendar with check- in and due dates posted

Presentation

- Visual cues or printed material to facilitate understanding of orally given directions
- Directions repeated, clarified, or simplified
- Directions read individually
- Visual magnification device
- Auditory amplifications device
- Written directions read
- Key words or phrases in written directions highlighted
- Visual prompts (e.g., stop signs, arrows) that show directions to start, stop, and continue working
- Written directions presented in larger and/or bold print
- Written directions presented with one complete sentence per line of text
- Reader to read the text
- Pencil grip
- Access to a prerecorded reading
- Test presented in sign language
- Written information presented in Braille or large print
- Increased spacing between items and/or limited items presented per page
- Templates or masks to reduce visible print
- Papers secured to desk (e.g., magnets, tape)
- Calculator
- Abacus
- Arithmetic tables
- Spell checker or spelling dictionary
- Manipulative
- Other

Response

- Text-talker converter
- Speech synthesizer
- Pencil grip
- Scribe (someone to record verbatim oral responses to questions)

A-5 CHECKLIST FOR REASONABLE ACCOMODATIONS

- Braille
- Copying assistance between drafts of writing
- Option to write an outline to a question and, using a tape recorder, dictate the body of the response, per the written outline
- Option to dictate answer into a tape recorder Visual magnification device
- Touch Talker or other communication device
- Calculator
- Abacus
- Arithmetic tables
- Spell checker or spelling dictionary

Other accommodations based on the purpose of the assignment and what and how the skill(s) will be assessed.