

OVERVIEW OF INCLUSIVE EDUCATION IN SSA



INCLUSIVE EDUCATION IN RTE- SSA- AN OVERVIEW

Background

RTE mandates free and compulsory education to all children from 6-14 years of age. The key objective of RTE- SSA is Universalization of Elementary Education (UEE). Three important aspects of UEE are access, enrolment and retention of all children in 6-14 years of age. This goal of UEE, has further been facilitated by the Constitutional (86th Amendment) Act, making free and compulsory elementary education a Fundamental Right, for all the children in the age group of 6-14 years. This Amendment has given a new thrust to the education of Children With Special Needs (CWSN), as without their inclusion, the objective of UEE cannot be achieved. In-fact inclusion of one of the groups, which is extremely crucial for UEE, is perhaps that of the CWSN. Hence, education of CWSN is an important component of SSA.

Provisions for CWSN under SSA

SSA provides upto Rs.3000/- per child for the inclusion of disabled children, as per specific proposal, per year. District plan for children with special needs is formulated within the Rs.3000/- per child norm, with Rs. 1000/- ear- marked exclusively for engagement of resource teachers. The interventions under SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, research, monitoring and evaluation and a special focus on girls with special needs.

RTE- SSA's Policy on Inclusion - Policy interventions

SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a **zero rejection policy**. This means that no child having special needs should be deprived of the right to education and taught in an environment, which is best, suited to his/her learning needs. These include special schools, EGS, AIE or even home-based education.

The major thrust of SSA is on inclusion or mainstreaming CWSN into the fabric of formal elementary schooling. Experiences of programmes like DPEP and various research findings have shown that inclusion is best determined by the individual needs of the child. Most children with special needs can be enrolled and retained in regular schools if adequate resource support is provided to them, whereas there are others who might have to be provided some kind of pre-integration programmes, before they can be mainstreamed in a classroom. There might also be still some CWSN with severe profound disabilities, who would require an educational programme and intensive specialized support.

Every child with special needs should be placed in the neighbourhood schools, with needed support services. Children with special needs need to be facilitated to acquire certain skills that will enable them to access elementary education as envisaged in the Act. For instance, they may need mobility training, training in Braille, sign language, postural training, etc. Thus, school preparedness of children with special needs must be ensured by providing 'special training' as envisaged in the RTE Act. This training may be residential, non residential or even home based, as per their specific requirements. The existing non formal

and alternate schooling (including home based education) options for children with disabilities can be recast as 'special training'. This means that (a) all children with special needs who are not enrolled in schools or have dropped out, will first be enrolled in a neighbourhood school in an age appropriate grade, (b) they will be entitled to 'special training' through regular teachers or teachers specifically appointed for the purpose.

Thus, SSA has adopted a more expansive and a broad-based understanding of the concept of inclusion, wherein a multi-option model of educating CWSN is being implemented. The dual objective of embracing this model is to bring more CWSN under the umbrella of SSA and to provide to CWSN appropriate need based skills, be it vocational, functional literacy or simply activities of daily living. Further, an attempt is being made to provide these skills in the most appropriate learning environment.

Efforts so far (Data Trends & Performance)

The implementation of this multi-option model of inclusion in SSA has been made possible due to the flexibility offered to each State by the programme. Although most SSA States have identified and enrolled CWSN in schools, they differ in the approaches and strategies adopted to achieve the ultimate objective of inclusion. States like A.P., Bihar, Maharashtra, Madhya- Pradesh, Chattisgarh, and U.P. have conducted residential bridge courses for CWSN with the main objective of preparing CWSN for schools, thereby endeavouring better quality inclusion for them. Whereas Rajasthan is conducting these bridge courses entirely through NGOs, U.P is conducting them through the resource teachers especially recruited by the District SSA Societies for this purpose. Andhra- Pradesh has adopted a mixed model, with some districts conducting these courses through NGOs and others through the District SSA Societies. CWSN are also being covered through the EGS. So far in SSA, 51565 CWSN are being covered through AIE/EGS in 19 States/UTs.

Another practice adopted by SSA States (27 States so far) is that of the home-based education for children with severe-profound disabilities with the objective of either preparing CWSN for schools or for life by imparting to them basic living skills. Again States have adopted different ways to provide home-based support to CWSN. States like Himachal-Pradesh and Uttarakhand are using NGOs for this purpose, whereas States like Karnataka and Kerala have appointed volunteers who visit the homes of CWSN to provide them basic functional skills. Still other States like Tamil- Nadu are using special schools as resource centers to provide short-time or part-time help to individual children with special needs and their parents. Parental counseling and vocational training are two important aspects of the entire home-based instruction programme. Through home-based education, SSA has been able to cover 1.38 lakh CWSN. A notable feature of this programme has been an increased and a sustainable school- community linkage by actively involving parents in the educational process of their CWSN.

No matter what the educational setting, it is widely accepted that there can be no inclusion of CWSN without adequate resource support. This aspect has been taken care of in SSA mainly through NGOs, inclusive education resource teachers (IERTs), volunteers or by imparting long-term training to regular teachers on inclusion. States like Haryana have opened model inclusive schools in every block and equipped them with all possible facilities (like transport, equipment for physio- therapy, occupational therapy, resource teachers etc.) mainly to provide all kinds of support services, including remedial teaching to CWSN.

28 States/ UTs have appointed 12629 resource teachers and 1139 NGOs are involved in the IE programme in 33 States/ UTs. An important and unique facet of this involvement is the range of activities that the NGOs have undertaken in the States for IE. These activities vary from planning for inclusion as in West- Bengal, to implementation and monitoring of IE, like in Tamil-Nadu. Other States have engaged NGOs for designing and initiating innovative programmes. These include theme-based camps in Orissa and development of low-cost / no- cost simulation park for social inclusion of CWSN in every BRC of Tamil-Nadu to training of Key Resource Persons from the Families of CWSN in West- Bengal and preparation of adapted TLM for CWSN in Karnataka.

Two additional forms of resource support, complimentary to each other, being provided to CWSN are through assistive devices and barrier free access. Both of these aim enhancement of the functional capacity/ mobility of CWSN to promote their easy access to the schools. 18.37 lakh CWSN (72.49% of the CWSN requiring aids and appliances) under SSA have been provided assistive devices through various modes. Some States like Haryana, Himachal Pradesh and U.P. have converged with District Disability Rehabilitation Centers, local Red Cross, Composite Regional Centers, NGOs etc. and some States like Kerala and A.P. have made arrangements to provide the necessary equipment to CWSN through the State Government supported organizations – like A.P. Viklaangula Corporative Corporation (APVCC) and Kerala State Electronic Development Corporation (KELTRON). However, the largest provider of aids and appliances to CWSN under SSA is ALIMCO (Artificial Limb Manufacturing Corporation of India), a public sector undertaking functioning under the Ministry of Social Justice and Empowerment (MoSJ&E) with which an agreement has been signed at the national level, as per which 60% of the cost of the assistive devices would be borne by MoSJ&E and 40% by the State SSA Societies. Also 23477 visually impaired children have been provided Braille books with the help of NIVH, Dehradun, INational Association of the Blind, All India Confederation of the Blind and other such reputed organizations.

Schools are being made more disabled friendly by incorporating barrier free features in their designs 7.27 lakh schools have been made barrier-free and very focused efforts are being made by all the States to cover more schools in a phased manner. Another recent initiative of SSA States has been of providing disabled friendly toilets. Thus far in SSA, 3761 toilets have been made disabled friendly.

Details given at Annex-I (a – h).

The Outcome (Impact and Evaluation)

These practices and innovations in SSA are no doubt leading to a gradual increased identification of CWSN. From 14.59 lakh CWSN identified in 2003-04, 30.42 lakh have been identified till now. Similarly, the enrollment of CWSN has gone up to 25.95 lakh CWSN (85.33%) as compared to 11.71 lakh CWSN in 2003-04. More CWSN are likely to be covered this year through various interventions and strategies. The current coverage of CWSN is 27.80 lakh (91.39%).

Besides increasing the physical coverage, the expenditure on inclusive education in SSA has also shown an upward trend. From a mere 26% expenditure in 2003-04, the States have shown an overall expenditure of 78.88% on CWSN inclusion related activities in 2009-10.

The Challenges

It can be seen from the foregoing that several novel initiatives have been taken up to address the divergent needs of special children. An endeavour has also been made to develop in teachers, the necessary attitude, skills and competencies required to deal effectively with children with various special educational needs. The focus of SSA is now on reaching out to those out of school CWSN, not covered so far and developing a strategy that will ensure that every child with special needs receives continuing on site support. *This perhaps is the biggest challenge of all and a crucial determinant of the success of the inclusive education programme under SSA.*

However, there are a few important issues in IE that are being continued to be stressed upon by Government of India with the States, namely : -

- (i) The percentage of CWSN identified being only 1.50 % of the total child population in comparison to Census 2001, wherein 2.1% of the population has been found to have some disability. Hence, States should further streamline identification procedures
- (ii) Monitoring mechanisms to assess both the quantitative and qualitative progress in IE to be constantly improved by States.
- (iii) Emphasis on classroom practices and teaching methods adopted by teachers for effective classroom management of CWSN
- (iv) 58.01% schools have been made barrier-free, more schools need to be covered. Quality of ramps in most of the States is an area of concern
- (v) To ensure that every child with special needs receives continuing on site academic support. in schools.

Initiatives at the National Level:

To deal with the above issues, following initiatives have been taken up at the national level:

- National level consultation with the national level institutions and civil society organization working in the disability sector held to discuss the systemic changes for creating a conducive learning environment for the CWSN
- Sub-group with representatives of civil society organizations constituted to frame guidelines on teacher training programme, capacity building of Resource Teachers, multi-category training and strengthening of Resource Rooms
- A National level Resource Group on Inclusive Education proposed with representatives of national level institutions and civil society organizations.
- Survey formats for preparing the record of children at habitation level being revised to collect authentic information on CWSN
- Detailed guidelines prepared for identification of CWSN of different categories
- Provision for 5% sample check of the habitation based data on CWSN through the third party
- Larger network of the Resource Teachers and Care Givers for academic support to CWSN and teachers
- Creating/strengthening the Resource Rooms at block level for counseling and therapeutic support to the CWSN
- Provision for development of one resource room in every district to be accredited as RCI study centres

- Augmentation of the BRCs with training facilities which are also useful top carry put trainings in IE also
- Provision for the engagement of IE volunteers on contractual basis at GP level
- Provision for Home Based Education for children with severe or profound disabilities
- Focus on adequate availability of appropriate teaching learning materials, equipments and furniture

Focus of inclusive education in the year 2011-12: would be on infrastructure development, human resource and manpower development, strengthening material support to CWSN to promote effective inclusion in schools and classrooms and strengthening schools for the enrollment and retention of all kinds of CWSN. Hence, the focus would now be on specific activities that would promote physical access of CWSN, activities for ensuring enrollment and continued attendance and retention of CWSN in the schools, including provision of continuum of support services to provide quality inclusive education to CWSN.

Annex-I a

Number and % of CWSN Identified and Covered Under SSA in 2009-10

No.	Name of the State	Total CWSN Identified	% CWSN Identified	CWSN Enrolled in Schools	% Enrolled in schools	CWSN Enrolled in EGS/AIE Centers	CWSN provided Home Based Edu.	Total Coverage of CWSN	% CWSN covered against identified CWSN
1	A.P.	181999	1.55	158736	87.22	2546	13305	174587	95.93
2	Ar. Pradesh	12189	3.68	9765	80.11	0	0	9765	80.11
3	Assam	97801	2.16	68374	69.91	6570	22857	92537	94.62
4	Bihar	313500	1.61	255029	81.35	5560	4592	265181	84.59
5	Chhattisgarh	46153	1.00	44198	95.76	370	507	45075	97.66
6	Goa	2140	1.42	1393	65.09	0	4	1397	65.28
7	Gujarat	107484	1.43	89066	82.86	1250	422	90738	84.42
8	Haryana	24019	0.51	21898	91.17	0	0	21898	91.17
9	HP	22040	2.45	19643	89.12	10	2387	22040	100.00
10	J&K	25906	1.23	20117	77.65	0	0	20117	77.65
11	Jharkhand	47312	0.68	40193	84.95	314	213	40720	86.07
12	Karnataka	135301	1.77	121153	89.54	0	14148	135301	100.00
13	Kerala	157147	3.32	123296	78.46	2544	1334	127174	80.93
14	MP	127515	0.79	102567	80.44	1405	2126	106098	83.20
15	Maharashtra	414277	2.68	380723	91.90	2981	11412	395116	95.37
16	Manipur	7423	1.31	4357	58.70	0	200	4557	61.39
17	Meghalaya	9224	1.42	7496	81.27	659	249	8404	91.11
18	Mizoram	6390	2.58	6303	98.64	0	87	6390	100.00
19	Nagaland	3672	0.91	2904	79.08	403	365	3716	100.00
20	Orissa	124741	1.82	116801	93.63	0	2777	119578	95.86
21	Punjab	114300	2.68	90266	78.97	868	5143	96277	84.23
22	Rajasthan	249323	2.29	236213	94.74	2643	3824	242680	97.34
23	Sikkim	1045	0.93	770	73.68	0	0	770	73.68
24	TN	118151	1.21	90543	76.63	4765	22843	118151	100.00
25	Tripura	3832	0.57	3417	89.17	0	77	3494	91.18
26	UP	431674	1.09	369443	85.58	5994	0	375437	86.97
27	Uttarakhand	16517	0.93	13772	83.38	73	1552	15397	93.22
28	West Bengal	224434	1.37	183063	81.57	12521	27450	223034	99.38
29	A & N Islands	815	1.46	466	57.18	0	0	466	57.18
30	Chandigarh	3886	3.06	3714	95.57	89	13	3816	98.20
31	D & N Haveli	298	0.67	206	69.13	0	0	206	69.13
32	D & Diu	141	0.60	70	49.65	0	71	141	100.00
33	Delhi	8015	0.28	6504	81.15	0	0	6504	81.15
34	Lakshadweep	463	3.99	398	85.96	0	65	463	100.00
35	Puducherry	2926	1.74	2816	96.24	0	110	2926	100.00
	Total	3042053	1.50	2595673	85.33	51565	138133	2780151	91.39

State wise Number of Resource Teachers in SSA

No.	Name of the State	No. of Resource Teachers
1	A.P.	887
2	Ar. Pradesh	0
3	Assam	175
4	Bihar	610
5	Chhattisgarh	39
6	Goa	0
7	Gujarat	470
8	Haryana	98
9	HP	0
10	J&K	0
11	Jharkhand	163
12	Karnataka	1010
13	Kerala	784
14	MP	162
15	Maharashtra	1880
16	Manipur	0
17	Meghalaya	33
18	Mizoram	8
19	Nagaland	46
20	Orissa	251
21	Punjab	492
22	Rajasthan	475
23	Sikkim	5
24	TN	1430
25	Tripura	3
26	UP	2028
27	Uttrakhand	7
28	West Bengal	1473
29	A & N Islands	27
30	Chandigarh	13
31	D & N Haveli	0
32	Daman & Diu	2
33	Delhi	50
34	Lakshadweep	0
35	Puducherry	8
	Total	12629

State wise Number of Teachers Trained Through 90-days in SSA

No.	Name of the State	90 day training
1	A.P.	633
2	Ar. Pradesh	67
3	Assam	4135
4	Bihar	7662
5	Chhattisgarh	843
6	Goa	95
7	Gujarat	9823
8	Haryana	1250
9	HP	1172
10	J&K	415
11	Jharkhand	668
12	Karnataka	34257
13	Kerala	0
14	MP	14061
15	Maharashtra	7060
16	Manipur	2642
17	Meghalaya	783
18	Mizoram	435
19	Nagaland	189
20	Orissa	5613
21	Punjab	970
22	Rajasthan	16203
23	Sikkim	0
24	TN	0
25	Tripura	0
26	UP	448
27	Uttarakhand	14346
28	West Bengal	1013
29	A & N Islands	0
30	Chandigarh	207
31	D & N Haveli	0
32	Daman & Diu	0
33	Delhi	0
34	Lakshadweep	0
35	Puducherry	0
	Total	124990

Progress on Aids & Appliances in SSA

No.	Name of the State	Aids & Appliances Required	Aids & Appliances Provided	% of Aids & appliances
1	A.P.	273365	223445	81.74
2	Ar. Pradesh	15965	5665	35.48
3	Assam	48775	37016	75.89
4	Bihar	144356	94296	65.32
5	Chhattisgarh	62892	34330	54.59
6	Goa	659	43	6.53
7	Gujarat	195839	160842	82.13
8	Haryana	49437	40543	82.01
9	HP	21653	12766	58.96
10	J&K	10933	4682	42.82
11	Jharkhand	72373	40867	56.47
12	Karnataka	98161	63928	65.13
13	Kerala	39610	14807	37.38
14	MP	156202	90450	57.91
15	Maharashtra	251553	240553	95.63
16	Manipur	1739	1277	73.43
17	Meghalaya	11029	3457	31.34
18	Mizoram	2305	2290	99.35
19	Nagaland	2385	989	41.47
20	Orissa	233831	147429	63.05
21	Punjab	135470	89750	66.25
22	Rajasthan	126363	93194	73.75
23	Sikkim	105	57	0.00
24	TN	141713	96677	68.22
25	Tripura	4484	1596	35.59
26	UP	295252	233354	79.04
27	Uttarakhand	39294	10817	27.53
28	West Bengal	87848	82333	93.72
29	A & N Islands	825	825	100.00
30	Chandigarh	1374	1050	76.42
31	D & N Haveli	62	62	0.00
32	Daman & Diu	52	11	21.15
33	Delhi	6388	6371	99.73
34	Lakshadweep	125	0	0.00
35	Puducherry	2604	1900	72.96
	Total	2535021	1837672	72.49

NGOs Involvement in IE in SSA

No.	Name of the State	No. of NGOs involved
1	A.P.	52
2	Ar. Pradesh	2
3	Assam	17
4	Bihar	16
5	Chhattisgarh	15
6	Goa	7
7	Gujarat	110
8	Haryana	20
9	HP	21
10	J&K	5
11	Jharkhand	12
12	Karnataka	49
13	Kerala	24
14	MP	27
15	Maharashtra	180
16	Manipur	8
17	Meghalaya	26
18	Mizoram	16
19	Nagaland	6
20	Orissa	86
21	Punjab	78
22	Rajasthan	48
23	Sikkim	2
24	TN	42
25	Tripura	1
26	UP	29
27	Uttrakhand	20
28	West Bengal	207
29	A & N Islands	0
30	Chandigarh	7
31	D & N Haveli	1
32	Daman & Diu	0
33	Delhi	2
34	Lakshadweep	1
35	Puducherry	2
	Total	1139

Progress on Barrier Free Access in SSA

No.	Name of the State	No. of Schools	Barrier Free Access	%
1	A.P.	79996	34671	43.34
2	Ar. Pradesh	3325	985	29.62
3	Assam	43358	37659	86.86
4	Bihar	96052	33246	34.61
5	Chhattisgarh	46029	15617	33.93
6	Goa	1533	621	40.51
7	Gujarat	56096	32128	57.27
8	Haryana	14612	9391	64.27
9	HP	15046	7731	51.38
10	J&K	29001	2500	8.62
11	Jharkhand	53799	13793	25.64
12	Karnataka	72457	38021	52.47
13	Kerala	14157	14157	100.00
14	MP	113316	63143	55.72
15	Maharashtra	106402	85211	80.08
16	Manipur	3659	122	3.33
17	Meghalaya	9516	1416	14.88
18	Mizoram	2535	1384	54.60
19	Nagaland	1938	678	34.98
20	Orissa	68465	49316	72.03
21	Punjab	19466	11009	56.56
22	Rajasthan	109204	70214	64.30
23	Sikkim	1143	46	4.02
24	TN	52842	31141	58.93
25	Tripura	5977	2273	38.03
26	UP	151217	107245	70.92
27	Uttrakhand	17953	8996	50.11
28	West Bengal	59421	50643	85.23
29	A & N Islands	428	48	11.21
30	Chandigarh	204	37	18.14
31	D & N Haveli	393	18	4.58
32	Daman & Diu	84	50	59.52
33	Delhi	3475	3475	100.00
34	Lakshadweep	47	28	59.57
35	Puducherry	590	343	58.14
	Total	1253736	727356	58.01

Expenditure on IE in 2009-10

S. No.	Name of the State	Outlay approved	Achievement	%
1	Andhra Pradesh	1091.99	928.81	85.06
2	Arunachal Pradesh	97.51	87.68	89.92
3	Assam	1026.91	841.98	81.99
4	Bihar	2194.50	968.53	44.13
5	Chhattisgarh	553.84	433.80	78.33
6	Goa	14.66	5.02	34.24
7	Gujarat	752.19	702.11	93.34
8	Haryana	240.19	196.66	81.87
9	Himachal Pradesh	264.48	125.50	47.45
10	Jammu & Kashmir	129.53	21.50	16.60
11	Jharkhand	331.18	312.38	94.32
12	Karnataka	1453.84	1374.56	94.55
13	Kerala	1125.15	1144.65	101.73
14	Madhya Pradesh	1114.92	923.38	82.82
15	Maharashtra	4971.32	4771.32	95.98
16	Manipur	44.54	6.25	14.03
17	Meghalaya	83.02	66.33	79.90
18	Mizoram	76.68	76.68	100.00
19	Nagaland	44.06	43.88	99.58
20	Orissa	1496.89	1406.75	93.98
21	Punjab	700.64	693.50	98.98
22	Rajasthan	2158.33	1245.80	57.72
23	Sikkim	9.65	5.91	61.24
24	Tamil Nadu	1417.81	1302.22	91.85
25	Tripura	19.16	19.16	100.00
26	Uttar Pradesh	4316.74	2425.02	56.18
27	Uttaranchal	198.20	170.87	86.21
28	West Bengal	2244.34	1927.04	85.86
29	Andaman & Nicobar	5.48	1.90	34.67
30	Chandigarh	53.48	29.51	55.18
31	Dadar & Nagar Haveli	2.75	1.90	69.09
32	Daman & Diu	1.69	0.55	32.51
33	Delhi	40.08	39.63	98.88
34	Lakshadweep	4.63	1.96	42.33
35	Pondicherry	29.26	29.26	100.00
	Total	28309.65	22331.99	78.88

Financial Target for Inclusive Education: 2010-11

No.	Name of the State	Allocation (in lakh)
1	A.P.	4880.655
2	Ar. Pradesh	529.23
3	Assam	2970.09
4	Bihar	5956.5
5	Chhattisgarh	1672.92
6	Goa	37.881
7	Gujarat	3237.72
8	Haryana	995.73
9	HP	577.26
10	J&K	619.525
11	Jharkhand	2005.25
12	Karnataka	3757.53
13	Kerala	2809.611
14	MP	2499.744
15	Maharashtra	12311.31
16	Manipur	234.48
17	Meghalaya	307.38
18	Mizoram	203.07
19	Nagaland	175.86
20	Orissa	3693.04
21	Punjab	3470.55
22	Rajasthan	3244.163
23	Sikkim	31.35
24	TN	3903.257
25	Tripura	95.49
26	UP	7254.695
27	Uttrakhand	470.19
28	West Bengal	6715.604
29	A & N Islands	13.98
30	Chandigarh	93.475
31	D & N Haveli	6.96
32	Daman & Diu	30.93
33	Delhi	407.04
34	Lakshadweep	6.66
35	Puducherry	89.07
	Total	75308.2