

INCLUSIVE EDUCATION IN SSA

The key objective of 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.1200/- 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.1200/- per child norm. 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. The guidelines on inclusive education in SSA are given at *Annex-I*.

SSA's Policy on Inclusion

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 completely beyond the purview and scope of a formal school in the current situation.

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

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, Madhya- Pradesh, Punjab, Rajasthan 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. Besides this AIE model, 11 States are also covering CWSN through the EGS. So far in SSA, 112033 CWSN are being covered through AIE/EGS in 17 States.

Another practice adopted by SSA States (21 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 Haryana and Kerala have appointed resource teachers 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 77140 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.

22 States have appointed 6678 resource teachers and 687 NGOs are involved in the IE programme in 28 States. 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. 7.11 lakh CWSN (76.44% 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.

Schools are being made more disabled friendly by incorporating barrier free features in their designs 5.02 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.

The Outcome

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, 30.38 lakh have been identified in 2006-07. Similarly, the enrollment of CWSN in 2006-07 has gone up to 19.97 lakh CWSN 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 21.86 lakh (71.99%).

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 65.50% on CWSN inclusion related activities in 2005-06.

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 also need to be adequately addressed. These have been listed below:

- The percentage of CWSN identified seems to be low, being only 1.54 % of the total child population in SSA in comparison to Census 2001 data, wherein 2.1% of the population has been found to have some disability. Hence, States should streamline their identification procedures
- Retention of CWSN after their identification and enrollment should be monitored and encouraged so that they complete the cycle of elementary education
- States to maintain their efforts to provide more assistive devices to CWSN as 76.4% children have got the required equipment
- Effective monitoring mechanisms should be developed by the States to assess both the quantitative and qualitative progress and problems in IE
- Emphasis should now to be on classroom practices and teaching methods adopted by teachers for effective classroom management of CWSN
- To ensure that every child with special needs receives continuing on site support
- Involvement of more NGOs in the IE programme of SSA needs to be strengthened
- Only 47.14% schools have been made barrier-free. This aspect of IE in SSA needs more focus
- Although States have increased pace of expenditure, it needs to be further geared up.

Annex-II a

Number of Disabled Children Identified and Covered Under SSA

No.	Name of the State	CWSN Identified	CWSN Enrolled in Schools	% Enrolled in schools	CWSN Enrolled in EGS Centers	CWSN provided Home Based Edn	% CWSN covered against identified CWSN
1	A.P.	138467	127851	92.33	4712	5904	100.00
2	Ar. Pradesh	6917	3858	55.78		500	63.00
3	Assam	106209	66780	62.88	4208	11216	77.40
4	Bihar	182655	153636	84.11	11229	7647	94.45
5	Chhattisgarh	26302	26113	99.28	0	189	100.00
6	Goa	2340	208	8.89			8.89
7	Gujarat	77819	61224	78.67			78.67
8	Haryana	27810	20966	75.39	6264	580	100.00
9	HP	26370	24217	91.84	0	2153	100.00
10	J&K	34825	23080	66.27			66.27
11	Jharkhand	36376	27073	74.43	945	171	77.49
12	Karnataka	129491	117401	90.66		10327	98.64
13	Kerala	132193	129972	98.32	1331	890	100.00
14	MP	100929	85332	84.55	9573	4373	98.36
15	Maharashtra	1040325	345241	33.19	40354	14234	38.43
16	Manipur	7411	4739	63.95	-		63.95
17	Meghalaya	9306	4942	53.11	939	168	65.00
18	Mizoram	4838	4033	83.36			83.36
19	Nagaland	4490	3160	70.38			70.38
20	Orissa	129659	114276	88.14	10291	5092	100.00
21	Punjab	46320	24603	53.12	1408	1018	58.35
22	Rajasthan	149093	145131	97.34	3275	687	100.00
23	Sikkim	0	0	0.00			0.00
24	TN	95913	94802	98.84	409	702	100.00
25	Tripura	8546	3741	43.77			43.77
26	UP	351084	251536	71.65	1692		72.13
27	Uttrakhand	12049	10510	87.23	1065	474	100.00
28	West Bengal	140699	115834	82.33	14134	10731	100.00
29	A & N Islands	896	642	71.65		41	76.23
30	Chandigarh	1500	1296	86.40	204		100.00
31	D & N Haveli	268	0	0.00			0.00
32	Daman & Diu	110	73	66.36			66.36
33	Delhi	4028	3128	77.66			77.66
34	Lakshadweep	100	20	20.00			20.00
35	Pondicherry	2700	2359	87.37		43	88.96
	Total	3038038	1997777	65.76	112033	77140	71.99

State wise Number of Resource Teachers in SSA

No.	Name of the State	No. of Resource Teachers
1.	A.P.	647
2.	Assam	140
3.	Bihar	199
4.	Chhattisgarh	6
5.	Gujarat	20
6.	Haryana	70
7.	HP	146
8.	Jharkhand	20
9.	Karnataka	606
10.	Kerala	380
11.	MP	110
12.	Maharashtra	938
13.	Mizoram	9
14.	Orissa	328
15.	Punjab	145
16.	Rajasthan	160
17.	TN	778
18.	Tripura	56
19.	UP	1187
20.	Uttarakhand	15
21.	West Bengal	709
22.	Chandigarh	9
	Total	6678

Progress on Aids & Appliances in SSA

No .	Name of the State	Aids & Appliances Required	Aids & Appliances Provided	% of Aids & appliances
1	A.P.	103647	97077	93.66
2	Ar. Pradesh	5804	2604	44.87
3	Assam	20106	14783	73.53
4	Bihar	95356	71212	74.68
5	Chhattisgarh	40492	20979	51.81
6	Goa	-	-	-
7	Gujarat	43908	39716	90.45
8	Haryana	23407	19500	83.31
9	HP	1745	1475	84.53
10	J&K	3050	2545	83.44
11	Jharkhand	10737	6596	61.43
12	Karnataka	18360	15062	82.04
13	Kerala	36805	36805	100.00
14	MP	32660	27664	84.70
15	Maharashtra	66596	53127	79.78
16	Manipur	1970	1110	56.35
17	Meghalaya	1583	1284	81.11
18	Mizoram	1019	693	68.01
19	Nagaland	1445	471	32.60
20	Orissa	103614	51250	49.46
21	Punjab	41788	14700	35.18
22	Rajasthan	24569	19619	79.85
23	Sikkim	-	-	-
24	TN	69603	57843	83.10
25	Tripura	7599	1334	17.55
26	UP	115457	111488	96.56
27	Uttrakhand	17662	5930	33.57
28	West Bengal	40410	34707	85.89
29	A & N Islands	-	-	-
30	Chandigarh	-	-	-
31	D & N Haveli	-	-	-
32	Daman & Diu	11	11	-
33	Delhi	2003	1986	99.15
34	Lakshadweep	-	-	-
35	Pondicherry		400	
	Total	931406	711971	76.44

Teacher Training on Inclusive Education in SSA

No.	Name of the State	No. of Teachers	1-day orientation on IE	% of 1-2 day orientation	3-6 day training	% of 3-6 orientation	45/90 day training
1	Andhra Pradesh	277724	161031	57.98	223604	80.51	633
2	Arunachal Pradesh	9581	1800	18.79	340	3.55	0
3	Assam	154010	154010	100.00	86824	56.38	540
4	Bihar	222752	160475	72.04	64243	28.84	984
5	Chhattisgarh	117053	60094	51.34	21271	18.17	240
6	Goa	7328	0	0.00	0	0.00	0
7	Gujarat	174504	174504	100.00	25816	14.79	5116
8	Haryana	71179	67651	95.04	25000	35.12	300
9	HP	46726	43903	93.96	4657	9.97	804
10	J&K	63557	15000	23.60	608	0.96	150
11	Jharkhand	137858	60954	44.22	9048	6.56	110
12	Karnataka	215790	188026	87.13	102643	47.57	21669
13	Kerala	129359	151709	117.28	42536	32.88	
14	MP	304575	79320	26.04	11934	3.92	2572
15	Maharashtra	433055	383082	88.46	383082	88.46	2000
16	Manipur	14656	2810	19.17	1210	8.26	140
17	Meghalaya	24178	8792	36.36	1576	6.52	212
18	Mizoram	11217	1956	17.44	1172	10.45	40
19	Nagaland	12043	0	0.00		0.00	76
20	Orissa	154408	108985	70.58	88775	57.49	533
21	Punjab	73246	0	0.00	0	0.00	300
22	Rajasthan	179647	51589	28.72	60206	33.51	707
23	Sikkim	5702	0	0.00		0.00	
24	TN	210624	163306	77.53	28911	13.73	
25	Tripura	29059	20547	70.71	4247	14.62	300
26	UP	489116	286595	58.59	141610	28.95	448
27	Uttarakhand	44917	38170	84.98	42465	94.54	9587
28	West Bengal	319938	122654	38.34	98958	30.93	2732
29	Andaman & Nicobar	3095	40	1.29	200	6.46	
30	Chandigarh	3400	0	0.00	723	21.26	300
31	Dadar & Nagar Haveli	1278	0	0.00		0.00	
32	Daman & Diu	415	0	0.00		0.00	
33	Delhi	47792	47792	100.00	0	0.00	0
34	Lakshadweep	445	0	0.00		0.00	
35	Pondicherry	4742	2071	43.67	20	0.42	
	Total	3994969	2556866	64.00	1471679	36.84	50493

NGOs Involvement in IE in SSA		
No.	Name of the State	No. of NGOs involved
1	A.P.	78
2	Ar. Pradesh	15
3	Assam	17
4	Bihar	13
5	Chhattisgarh	8
6	Goa	
7	Gujarat	17
8	Haryana	15
9	HP	15
10	J&K	
11	Jharkhand	4
12	Karnataka	45
13	Kerala	5
14	MP	7
15	Maharashtra	18
16	Manipur	7
17	Meghalaya	12
18	Mizoram	8
19	Nagaland	2
20	Orissa	83
21	Punjab	10
22	Rajasthan	27
23	Sikkim	
24	TN	42
25	Tripura	1
26	UP	6
27	Uttrakhand	15
28	West Bengal	196
29	A & N Islands	
30	Chandigarh	6
31	D & N Haveli	0
32	Daman & Diu	0
33	Delhi	5
34	Lakshadweep	0
35	Pondicherry	10
	Total	687

Progress on Barrier Free Access in SSA

No.	Name of the State	No. of Schools*	Barrier Free Access	%
1	Andhra Pradesh	79754	16898	21.19
2	Arunachal Pradesh	2808	16	0.57
3	Assam	41278	28532	69.12
4	Bihar	70174	33246	47.38
5	Chhattisgarh	40871	28666	70.14
6	Goa	1561	NA	0.00
7	Gujarat	53555	31531	58.88
8	Haryana	13581	7007	51.59
9	HP	14421	4305	29.85
10	J&K	16320	2500	15.32
11	Jharkhand	34311	8704	25.37
12	Karnataka	69109	51770	74.91
13	Kerala	14400	12131	84.24
14	MP	106493	29661	27.85
15	Maharashtra	99849	58834	58.92
16	Manipur	3477	NA	0.00
17	Meghalaya	7610	140	1.84
18	Mizoram	2272	152	6.69
19	Nagaland	1839	0	0.00
20	Orissa	39687	20372	51.33
21	Punjab	19097	1325	6.94
22	Rajasthan	60226	19230	31.93
23	Sikkim	1159	62	5.35
24	TN	51014	8564	16.79
25	Tripura	5405	1962	36.30
26	UP	133491	79133	59.28
27	Uttarankhand	16330	10173	62.30
28	West Bengal	59876	43506	72.66
29	Andaman & Nicobar	423	NA	0.00
30	Chandigarh	106	35	33.02
31	Dadar & Nagar Haveli	363		0.00
32	Daman & Diu	88	NA	0.00
33	Delhi	3710	3710	100.00
34	Lakshadweep	36	NA	0.00
35	Pondicherry	578		0.00
	Total	1065272	502165	47.14