

# SARVA SHIKSHA ABHIYAAN



## Minutes of the 15<sup>th</sup> National Level Quarterly Review Meeting & Workshop

On

“Addressing Diversity in Classrooms Through Inclusive Education  
in SSA”

29<sup>th</sup> – 30<sup>th</sup> November, 2010  
Pune



Inclusive Education Unit  
Technical Support Group (SSA)  
Ed. CIL (India) Ltd.  
10-B, I.P. Estate,  
New Delhi – 110 002.

## **INTRODUCTION**

The national workshop on “**Addressing Diversity in Classrooms through Inclusive Education in SSA**” was held in Pune from 29<sup>th</sup>-30<sup>th</sup> November, 2010. The workshop was devoted to state presentations, technical presentations and review of the progress in IE. 52 participants from 29 States/UTs participated in the workshop. The workshop started with Shri. Pramod Tiwari, Director MHRD apprising the participants about the objectives, status and issues in IE. This was followed by a detailed progress review of each state and each state preparing a road map in IE for 2011-12.

The main objectives of the workshop were:

- To discuss the focal elements of IE in 2010-11 like designing of resource room, model inclusive schools, etc.
- To have discussion on how Industrial Training Institutes (ITIs) can be used to empower CWSN in SSA
- To share guidelines prepared for inclusiveness in curriculum development, teaching and evaluation
- To share with the participants classroom management and teaching of children with Autism Spectrum Disorders in inclusive schools
- To review state specific progress in IE, based on sanctions made in 2010-11.

## **INAUGURAL SESSION**

The workshop started by welcoming all the participants to the workshop. Shri. Pramod Kumar Tiwari, from MHRD apprised the participants about the status of IE in SSA and key areas of focus in IE for 2011-12. Shri. Tiwari stated that apart from presentations by Ms. Merry Barua on Autism and a presentation by Disability Research and Design Foundation on Model Inclusive Schools, designing of resource room, this workshop should also be used to dwell upon key recommendations of the last National Consultation Workshop held in New Delhi mainly pertaining to curriculum access to CWSN and development of modules for the multi- category training of resource teachers in order to bridge the gap of resource support and to enhance academic support to CWSN.

## **PROGRESS IN INCLUSIVE EDUCATION**

A detailed review was undertaken of the following state specific progress and issues in IE:

### **1. Andaman & Nicobar Islands**

- 815 CWSN identified (1.45%) and 466 enrolled.
- Coverage of CWSN is 57.18%.
- 100% CWSN provided with aids and appliances.
- 150 teachers provided 3-6 day training on IE.
- 27 RTs appointed.
- 48 (11.21%) schools provided with ramps and handrails.

#### **Issues**

- Coverage of CWSN should be increased.
- More schools should be made barrier free.

### **2. Andhra Pradesh**

- 188588 CWSN identified (1.55%) and 159373 enrolled. 7765 CWSN covered through AIE and 13330 CWSN covered through home-based education.
- Coverage of CWSN is 95.69%.
- 223445 CWSN provided aids and appliances.
- 64 NGOs involved in the IE programme.
- 2.20 lakh teachers provided 3-6 day training on IE.
- 633 trained through 90 day training.
- 887 RTs appointed.
- 33846 (42.31%) schools made barrier free.

#### **Issues**

- Train teachers on evaluation and assessment of CWSN.
- More schools to be made barrier- free.

### **3. Arunachal Pradesh**

- 17641 CWSN identified (3.68%) and enrolled.
- Coverage of CWSN is 100%.
- 35.48% CWSN provided with aids and appliances.
- 921 teachers provided 3-6 day training on IE.
- 83 RTs trained through 90 day training.
- No RTs appointed.
- 0 NGOs involved.
- 985 (29.62%) schools provided with ramps and handrails.

#### **Issues**

- Only 921 teachers have been given training in IE.
- Only 29.62% schools to be made barrier- free.

## **1. Assam**

- 99003 CWSN have been identified (2.16%) and 71318 enrolled in schools. 7102 CWSN have been enrolled in EGS and 19597 are being covered through home-based education.
- Coverage of CWSN is 93.47%.
- 37016 CWSN have been provided aids and appliances.
- 91924 teachers have been given 3-6 day training on IE.
- 167267 teachers have been given training through the mass teacher training programmes and 5315 DIET/BTC faculties trained through RCI foundation course.
- 175 resource teachers appointed.
- For barrier free access, 21836 (50.36%) schools and new school buildings are being equipped with ramps and handrails.

### **Issues**

- More teachers should be given training in IE.
- Providing the remaining CWSN the needed assistive devices.
- Expedite the 90 day training programme for teachers and other functionaries.

## **5. Bihar**

- 313500 CWSN have been identified (1.51%) and 241995 enrolled in schools.
- Coverage of CWSN is 79.82%.
- 94296 CWSN provided aids and appliances.
- One day orientation programme has been organised for 179499 teachers.
- 3-6 day training given to (139557) teachers.
- 7662 teachers have undergone three-month foundation course by RCI.
- 610 resource teachers appointed.
- 33246 (34.61%) schools have been provided with ramps.

### **Issues**

- Appointment of more resource teachers to be done.
- Only 34.61% schools made barrier free.
- 42.74% teachers have been given training in IE.
- Increase pace of expenditure on IE as the state could spend only 44.13% of the sanctioned budget in 2009-10.

## **6. Chhattisgarh**

- 55764 CWSN have been identified (1.31%) and 54278 enrolled in schools. 455 CWSN have been enrolled in EGS and 437 CWSN being covered through home based education.

- Coverage of CWSN is 98.93%.
- 34330 CWSN provided aids and appliances.
- 1-day orientation programme has been organised for 71168 teachers.
- 3-6 day training given to 44399 teachers.
- 1546 teachers have undergone three-month foundation course by RCI.
- 39 resource teachers appointed.
- 35810 (77.80%) schools have been provided with ramps.

### **Issues**

- The state should conduct a workshop on IE to chalk out an appropriate strategy.
- Strengthens its identification mechanism as CWSN constituted 1.31% of the total child population.
- The State should appoint a technical officer for IE both at the state/ district level.
- 33.05% teachers have been given training in IE.
- All schools should be made barrier free.
- Community awareness on IE should be taken up.
- More resource teachers should be appointed at the block level.
- Increase pace of expenditure on IE.
- The State could spend only 78.83% in 2009-10.

### **7. Chandigarh**

- 2968 CWSN identified (2.34%) and 2605 enrolled.
- Coverage of CWSN is 91.11%.
- 13 resource teachers appointed.
- 5 NGOs involved.
- The State has started teacher training on IE and 896 teachers have been given 3 day training,
- 247 teachers given 90 days training on IE.
- 37 (18.14%) schools made barrier free.

### **Issues**

- 31.00% teachers have been given training in IE.
- Only 18.14% schools made barrier free.
- The UT should increase pace of expenditure on IE as it could spend only 55.18% in 2009-10.

### **8. Daman & Diu**

- 1055 CWSN identified (3.94%) and 982 enrolled. 56 CWSN being covered through home based education.
- Coverage of CWSN is 98.39%.
- 11 CWSN provided assistive devices.

- 2 RTs appointed.
- 50 (59.52%) schools made barrier free.

### **Issues**

- Planning workshops on IE to be conducted to chalk out an implementable strategy.
- More CWSN need to be provided aids and appliances.
- Teacher training on IE yet to begin.
- Only 59.52% schools made barrier free.
- The UT should increase pace of expenditure on IE as it could spend only 32.51% in 2009-10.

## **9. Dadra & Nagar Haveli**

- 298 CWSN identified (0.59%) and 206 enrolled.
- Coverage of CWSN is 69.13%.
- 100% CWSN provided assistive devices.
- No RT appointed.
- 18 (4.58%) schools made barrier free.

### **Issues**

- Planning workshops on IE to be conducted to chalk out an implementable strategy.
- More CWSN need to be provided aids and appliances.
- Teacher training on IE yet to begin.
- Only 4.58% schools made barrier free.
- The UT should increase pace of expenditure on IE as it could spend only 69.09% in 2009-10.

## **10. Delhi**

- 13568 CWSN identified (0.72%) and 12068 enrolled.
- 88.94% CWSN covered.
- 47792 general teachers have been provided the 1-day mass teacher training.
- 6371 CWSN provided aids and appliances.
- 3475 (100%) schools have been provided ramps and handrails.
- 50 resource teachers appointed.
- 90-day training not yet started.

### **Issues**

- No strategy for out of school CWSN.
- Convergence with NGOs should be established.
- The State should undertake an authentic identification survey for CWSN, both in and out of school, as CWSN constituted only 0.72% of the total population.

- 2.23% teachers given training on IE.

## **11. Goa**

- 1647 CWSN identified (1.09%) and 1455 enrolled.
- 88.95% CWSN covered.
- 1257 general teachers have been provided the 1-day mass teacher training.
- 43 CWSN provided aids and appliances.
- 632 (41.32%) schools have been provided ramps and handrails.
- No resource teachers appointed.
- 95 teachers have been given 90 day training.

### **Issues**

- The state should appoint technical person for IE at the state level.
- The state strengthens its identification mechanisms as the CWSN constitute only 1.09% of the total child population against the accepted 2-3%.
- More resource teachers should be appointed.
- Train teachers on evaluation, assessment and barrier free access of CWSN.
- Monitor the qualitative aspects of CWSN like learning achievement, peer attitudes, etc.
- Provide assistive devices to more CWSN.
- 20.09% teachers given training on IE.
- 41.32% schools made barrier-free.
- Explore possibility of bridge courses for CWSN, before their mainstreaming in regular schools.
- Expedite its expenditure on IE as only 34.24% was spent on IE in 2009-10

## **12. Gujarat**

- 107924 CWSN identified (1.41%) and 89415 enrolled.
- 1090 CWSN covered through EGS/AIE.
- Coverage of CWSN is 84.77%.
- 194026 general teachers have been provided orientation to IE issues in the mass teacher training.
- 160842 CWSN provided aids and appliances.
- 9823 teachers have been given 90 day training.
- 32335 (57.64%) schools have been provided ramps and handrails.
- 470 resource teachers appointed.

### **Issues**

- The State should chalk out a strategy to provide support to children with severe and profound disability, in the form of home-based education.

- 34.89% teachers given training on IE.
- 57.64% schools made barrier- free.
- The State should monitor qualitative aspects of education of CWSN like learning achievement, peer acceptance, teacher attitudes, etc.

### **13. Haryana**

- 33191 CWSN identified (0.70%) and 32309 enrolled in schools.
- Coverage of CWSN is 97.34%.
- 66000 general teachers have been provided 1-day mass teacher training.
- 40543 (82.01%) CWSN provided aids and appliances.
- 42850 teachers have been given 3-6 day training.
- 1250 teachers have been given 90 day training.
- 9391 (64.27%) schools have been provided ramps and handrails.
- 98 resource teachers appointed.
- 

#### **Issues**

- The state should appoint technical person for IE at the state level.
- The state strengthens it's identification mechanisms as the CWSN constitute only 0.70% of the total child population against the accepted 2-3%.
- More resource teachers should be appointed.
- Train teachers on evaluation, assessment and barrier free access of CWSN.
- Monitor the qualitative aspects of CWSN like learning achievement, peer attitudes, etc.
- Provide assistive devices to more CWSN.
- 66.36% teachers given training on IE.
- 64.27% schools made barrier- free.
- Explore possibility of bridge courses for CWSN, before their mainstreaming in regular schools.
- Expedite its expenditure on IE as only 81.87% was spent on IE in 2009-10.

### **14. Himachal Pradesh**

- 19242 CWSN identified (2.19%) and 16683 enrolled in schools.
- 2559 CWSN provided home based education.
- Coverage of CWSN is 100%.
- 45319 general teachers have been provided orientation to IE issues in the 1-day mass teacher training.
- 1332 teachers given 90-day training.
- 58.96% CWSN provided aids and appliances.
- 32716 teachers have been given 3-6 day training.
- 8031 (53.38%) schools have been provided ramps and handrails.
- No resource teachers appointed.



## **Issues**

- Expediting the process of providing CWSN the needed assistive devices.
- To monitor progress of CWSN in schools and their learning achievement.
- 67.49% teachers given training on IE.
- 53.38% schools made barrier- free.
- Expedite its expenditure on IE as only 47.45% was spent on IE in 2009-10.

## **15. Jammu & Kashmir**

- 24781 CWSN identified. (1.22%) and 20550 enrolled.
- Coverage of CWSN is 82.93%.
- 42.82% CWSN provided with aids and appliances.
- The State has provided 1-day training on IE to 41797 teachers. 1067 teachers have been given a 3-6 day orientation to IE.
- 415 teachers trained through the foundation course.
- 13 NGOs involved.
- 2830 (9.76%) schools provided with ramps and handrails.
- No RTs appointed.

## **Issues**

- The State should appoint technical person for IE at the state and district level
- The State should appoint resource teachers.
- 1.35% teachers given training on IE.
- 9.76% schools made barrier- free.
- Expedite its expenditure on IE as only 16.60% was spent on IE in 2009-10.
- The state should provide more CWSN with aids and appliances.

## **16. Jharkhand**

- 80210 CWSN have been identified (1.13%) and 58564 are enrolled in schools. 844 covered through home-based education and 314 in EGS/AIE centres.
- Coverage of CWSN is 74.46%.
- 40867 aids and appliances have been provided.
- The State has provided 3-6 day training on IE to 17052 teachers. 42260 teachers have been given a 1-day orientation to IE in the mass teacher-training programme.
- 1028 resource persons have been trained through the RCI foundation course.
- 163 resource teachers appointed.
- 5047 (9.38%) schools made barrier free.

## **Issues**

- 12.55% teachers given training on IE.

- 9.38% schools made barrier- free.
- Organize a planning workshop for involvement of NGOs in the implementation of the IE programme.
- Train teachers on evaluation, assessment and barrier free access of CWSN.

## **17. Karnataka**

- 127777 CWSN identified (1.61%) and 113038 enrolled and 14739 covered through home-based education.
- 100% Coverage of CWSN.
- 63928 CWSN provided aids and appliances.
- 89534 teachers oriented to IE through the 20-day refresher training.
- 69846 teachers oriented to IE for 3-6 days.
- 40308 teachers provided training through RCI foundation course.
- 1010 resource teachers appointed.
- 29498 (40.71%) schools made barrier-free.
- 

### **Issues**

- 30.52% teachers given training on IE.
- 40.71% schools made barrier- free.
- The state should recruit a trained IE coordinator at the State level.
- Provide assistive devices to the remaining CWSN.
- Train teachers on evaluation, assessment and barrier free access of CWSN.
- Look into the aspects of curricular modification, learning achievement and evaluation of CWSN in teacher training i.e. adopt a more inclusive approach while training teachers.
- Initiate efforts towards enrolling CWSN in EGS centers.

## **18. Kerala**

- 124854 CWSN identified (3.79%) and 118099 enrolled in schools. 1248 CWSN enrolled in EGS and 1441 provided home-based education.
- Coverage of CWSN is 96.74%.
- 10 NGOs involved.
- 14807 CWSN provided aids and appliances.
- 79955 teachers oriented to IE through the 20-day refresher training.
- 33363 teachers oriented to IE for 6-days.
- 784 resource teachers appointed.
- No teachers training provided training through RCI foundation course.
- 23719 (100%) schools made barrier-free.

### **Issues**

- 26.09% teachers given training on IE.
- Share with MHRD and TSG the research studies conducted so far on IE.
- Provide assistive devices to the remaining CWSN
- Start the 90-day foundation course for the regular teachers
- Train teachers on evaluation, assessment and barrier free access of CWSN.
- Monitor aspects like curricular modification, learning achievement and evaluation of CWSN by appointing more resource teachers.

## **19. Lakshadweep**

- 463 CWSN identified (4.43%) and 398 enrolled.
- Coverage of CWSN is 100%.
- No resource teachers appointed.
- 1 NGO involved.
- 220 teachers have been given 3 day training.
- 28 (59.57%) schools made barrier free.

### **Issues**

- Planning workshops on IE to be conducted to chalk out an implementable strategy.
- More CWSN need to be provided aids and appliances.
- Teacher training on IE yet to begin.
- All schools should be made barrier free.
- The UT should increase pace of expenditure on IE as it could spend only 69.09% in 2009-10.

## **20. Madhya Pradesh**

- 96144 CWSN identified (0.61%) and 83835 enrolled. 3352 CWSN are enrolled in EGS and 3727 provided home-based education.
- Coverage of CWSN is 94.56%.
- 90450 CWSN provided aids and appliances.
- 75204 teachers oriented to IE through the 20-day refresher training.
- 18264 teachers oriented to IE for 3-6 days.
- 14061 teachers provided training through RCI foundation course.
- 162 resource teachers appointed.
- 63143 (55.72%) schools made barrier free.

### **Issues**

- Strengthen its identification mechanisms as CWSN constitute only 0.61% of the total child population. The State should also endeavour to identify other categories of CWSN like multiple disabilities, cerebral palsy, autism etc.
- Providing the remaining children with special needs with the appropriate assistive devices.

- 6.49% teachers given training on IE.
- 55.72% schools made barrier- free.
- Expedite its expenditure on IE as only 82.82% was spent on IE in 2009-10.
- To regularly monitor the learning achievement of CWSN in regular classrooms.
- Train teachers on evaluation, assessment and barrier free access of CWSN.
- Make more schools barrier free.

## **21. Maharashtra**

- 410377 CWSN identified (2.58%) and 377956 enrolled. 5250 CWSN covered through EGS and 27171 through home-based education.
- Coverage of CWSN is 100%.
- 141 NGOs involved.
- 240553 CWSN provided aids and appliances.
- 380000 teachers oriented to IE.
- 7060 teachers provided training through RCI foundation course.
- 1880 resource teachers appointed.
- 85211 (80.08%) schools made barrier free.

### **Issues**

- Monitor aspects like curricular modification, learning achievement and evaluation of CWSN by appointing more resource teachers.
- Train teachers on evaluation, assessment and barrier free access of CWSN.
- Providing the remaining children with special needs with the appropriate assistive devices.
- To regularly monitor the learning achievement of CWSN in regular classrooms.
- All schools should be made barrier- free.

## **22. Manipur**

- 8581 CWSN identified (1.81%) and 4588 enrolled. 172 CWSN covered through home-based education.
- 55.47% coverage of CWSN.
- 7 NGOs involved.
- 3062 teachers trained through mass teacher training.
- 1210 teachers provided 3-day orientation.
- 2642 teachers provided training through 90-day foundation course.
- 1277 (73.43%) CWSN provided assistive devices.
- 100 (2.73%) schools made barrier free.
- No resource teachers appointed.

### **Issues**

- More CWSN should be covered using multiple strategies
- More teachers should be trained in IE

- All schools should be made barrier free after a thorough mapping

### **23. Meghalaya**

- 10246 CWSN identified (1.52%) and 8101 enrolled.
- 557 CWSN covered through home-based education.
- Coverage of CWSN is 98.49%.
- 6829 teachers trained through mass teacher training. 7292 teachers provided 3-day orientation.
- 26 NGOs involved.
- 824 teachers provided training through 90-day foundation course.
- 3457 (31.34%) CWSN provided assistive devices.
- 1516 (15.93%) schools made barrier free.
- 33 resource teacher appointed.

#### **Issues**

- 27.14% teachers given training on IE.
- 15.93% schools made barrier- free
- Expedite its expenditure on IE as only 79.90% was spent on IE in 2009-10
- Train teachers on evaluation, assessment and barrier free access of CWSN.
- Chalk out an appropriate strategy for resource support by appointing resource teachers at the block level. Assistance from Composite Regional Centre at Assam should be sought for this purpose.
- Provide assistive devices to more CWSN.

### **24. Mizoram**

- 6789 CWSN identified (3.24%) and 6692 enrolled. 95 CWSN covered through home-based education.
- 100% coverage of CWSN.
- 8 NGOs involved.
- 4416 teachers trained through mass teacher training.
- 4407 teachers provided 3-day orientation.
- 460 teachers provided training through 90-day foundation course.
- 2290 (99.35%) CWSN provided assistive devices.
- 1282 (50.57%) schools made barrier free.
- 8 resource teachers appointed.

#### **Issues**

- 32.46% teachers given training on IE.
- 50.57% schools made barrier- free
- Train teachers on evaluation, assessment and barrier free access of CWSN.

## **25. Nagaland**

- 5862 CWSN identified (1.40%) and 4194 enrolled.
- 99.32% coverage of CWSN.
- 1862 teachers provided 3-day orientation.
- 5 NGOs involved.
- 189 teachers provided training through 90-day foundation course.
- 989 (41.47%) CWSN provided assistive devices.
- 953 (49.17%) schools made barrier free.
- 46 resource teacher appointed.
- 

### **Issues**

- Improve identification mechanisms as only 1.40% CWSN have been identified
- Organizing planning workshops for IE in SSA, so that an appropriate strategy on IE is chalked out
- Provide more CWSN with assistive devices.
- Appointment of resource teachers should be done.
- 14.40% teachers given training on IE.
- 49.17% schools made barrier- free

## **26. Orissa**

- 123101 CWSN identified (1.83%) and 115714 enrolled. 2777 through home-based education.
- Coverage of CWSN is 96.26%.
- 66 NGOs involved.
- 147429 CWSN provided aids and appliances.
- 121945 teachers oriented to IE.
- 6173 teachers provided training through RCI foundation course.
- 251 resource teachers appointed.
- 49316 (72.03%) schools made barrier free.

### **Issues**

- To train teachers on curricular adaptations and evaluation of CWSN.
- To help the teachers adopt a more inclusive approach in classrooms while teaching all children.
- Provide more CWSN with assistive devices.
- Train teachers on evaluation, assessment and barrier free access of CWSN.
- To constantly monitor the performance of CWSN in classrooms.
- 38.02% teachers given training on IE.
- 72.03% schools made barrier- free

## **27. Punjab**

- 115859 CWSN identified (2.60%), 94545 enrolled. 382 CWSN covered through EGS and 7176 through home-based education.
- Coverage of CWSN is 88.13%.
- 358 teachers provided 3-day orientation.
- 492 resource teachers appointed.
- 78 NGOs involved.
- 970 teachers provided training through 90-day foundation course.
- 89750 CWSN provided assistive devices.
- 11513 (59.13%) schools made barrier free.

### **Issues**

- To help the teachers adopt a more inclusive approach in classrooms while teaching all children.
- Provide more CWSN with assistive devices.
- Train teachers on evaluation, assessment and barrier free access of CWSN.
- To constantly monitor the performance of CWSN in classrooms.
- 0.14% teachers given training on IE.
- 59.13% schools made barrier- free
- Material development on IE to be taken up.

## **28. Puducherry**

- 2996 CWSN identified (2.69%). Out of these, 2859 enrolled in schools and 120 covered through home-based education.
- Coverage of CWSN is 100%.
- 8 resource teachers appointed.
- A total of 1900 aids and appliances have been provided to CWSN.
- 130 general teachers have been trained through mass teacher training.
- No training from 90-day RCI foundation course.
- 343 (58.14%) schools provided with ramps and handrails.

### **Issues**

- 28.34% teachers given training on IE.
- 58.14% schools made barrier- free
- To help the teachers adopt a more inclusive approach in classrooms while teaching all children.
- Provide more CWSN with assistive devices.
- Train teachers on evaluation, assessment and barrier free access of CWSN.
- To constantly monitor the performance of CWSN in classrooms.

## **29. Rajasthan**

- 249551 CWSN identified (2.28%) and 234301 enrolled. 2026 CWSN covered through EGS and 4249 through home-based education.
- Coverage of CWSN is 96.40%.
- 41 NGOs involved.
- 93194 (73.75%) CWSN provided aids and appliances.
- 63901 teachers oriented to IE.
- 20026 teachers provided training through RCI foundation course.
- 475 resource teachers appointed.
- 71574 (65.54%) schools made barrier free.

### **Issues**

- Provide more CWSN with assistive devices.
- More resource teachers should be appointed.
- To help the teachers adopt a more inclusive approach in classrooms while teaching all children.
- Train teachers on evaluation, assessment and barrier free access of CWSN.
- To constantly monitor the performance of CWSN in classrooms.
- 45.14% teachers given training on IE.
- 65.54% schools made barrier- free
- Expedite its expenditure as only 57.72% was spent on IE in 2009-10.

### **30. Sikkim**

- 1597 CWSN identified (1.43%) and 1008 enrolled.
- Coverage of CWSN is 65.44%.
- 5 resource teachers appointed.
- 37 CWSN provided home based education.
- 57 CWSN provided aids and appliances.
- 104 (9.10%) schools made barrier free.
- No training from 90-day RCI foundation course.

### **Issues**

- The State needs to conduct a planning workshop on IE to chalk out a concrete strategy in all aspects of IE. The State is weak in IE implementation.
- Provide CWSN with assistive devices.
- No teacher given training on IE.
- Only 9.10% schools made barrier- free
- Expedite its expenditure as only 61.24% was spent on IE in 2009-10.
- Start training teachers on inclusive education through the RCI foundation course.
- Increase expenditure on IE related activities as it could spend only 43.76% on IE.

### **31. Tamil Nadu**



- 130109 CWSN identified (1.33%) and 95642 enrolled in schools and 7008 in EGS. 27459 CWSN provided home-based education.
- Coverage of CWSN is 100%.
- 96677 CWSN provided aids and appliances.
- 202947 teachers oriented to IE for 6-days.
- 35408 (67.01%) schools made barrier-free.
- 1430 resource teachers appointed.
- No training through 90-day RCI foundation course.

### **Issues**

- 67.01% schools made barrier-free.
- The state should streamline its identification procedures as the State has identified 1.33% CWSN.
- Provide more CWSN with assistive devices.
- Life skill and vocational training as proposed by the State should be a part of the special teacher job chart.
- Maintain an authentic child-wise data on CWSN at all levels.
- To adopt an inclusive approach while teaching all children in a regular classroom.
- Include barrier free features in all schools.
- Train teachers on evaluation, assessment and barrier free access of CWSN.

## **32. Tripura**

- 3183 CWSN identified (0.48%) and 2737 enrolled in schools. 48 CWSN provided home-based education.
- Coverage of CWSN is 87.50%.
- 1596 (35.59%) CWSN provided aids and appliances.
- 19606 teachers oriented to IE for 1-day.
- 2316 (38.75%) schools made barrier-free.
- 66 teachers trained through 90-day RCI foundation course.
- 3 resource teacher appointed.

### **Issues**

- The State is weak in IE implementation, including very low identification of CWSN, which is 0.48%.
- 26.26% teachers given training on IE.
- 38.75% schools made barrier-free.
- Appoint resource teachers on a priority basis.
- The state should strengthen its networking with NGOs and convergence with other ministries/ departments working in the area of disability.
- The state should start deputing teachers for the 90-day foundation course.
- More CWSN to be provided aids and appliances.

- Train teachers on evaluation, assessment and barrier free access of CWSN.

### **33. Uttar Pradesh**

- 330566 CWSN identified (0.84%) and 228839 enrolled in schools and 6044 in EGS.
- Coverage of CWSN is 71.05%.
- 233354 (79.04%) CWSN provided aids and appliances.
- 179397 teachers oriented to IE through the 1-day refresher training.
- 448 teachers provided 90 day foundation course.
- 104006 (68.78%) schools made barrier-free.
- 2028 resource teachers appointed.

#### **Issues**

- The State has identified only 1.05% CWSN. This is very low and the state needs to strengthen its identification strategy.
- The state needs to enhance coverage of CWSN by starting home based education programme for children with severe and profound special needs.
- Networking and involvement of NGOs in the IE programme on a priority basis.
- Depute teachers for the 90- day foundation course.
- 30.01% teachers given training on IE.
- 68.78% schools made barrier- free.
- Expedite its expenditure as only 56.18% was spent on IE in 2009-10.
- Train teachers on evaluation, assessment and barrier free access of CWSN.

### **34. Uttrakhand**

- 22390 CWSN identified (1.26%) and 19337 enrolled in schools and 60 in EGS. 1552 CWSN provided home-based education.
- Coverage of CWSN is 93.56%.
- 10817 CWSN provided aids and appliances.
- 43629 teachers oriented to IE through the 20-day refresher training.
- 15083 teachers provided 90 day foundation course.
- 8996 (50.11%) schools made barrier-free.
- 7 resource teachers appointed.

#### **Issues**

- The State has identified only 1.05% CWSN. This is very low and the state needs to strengthen its identification strategy.
- More resource teachers should be appointed
- Depute more teachers for the 90- day foundation course.
- 30.01% teachers given training on IE.
- 50.11% schools made barrier- free.
- Train teachers on evaluation, assessment and barrier free access of CWSN.

### **35. West Bengal**

- A total of 241969 CWSN have been screened (1.53%) and 168695 have been enrolled in the schools and 26863 in EGS. 24786 being provided home-based education.
- Coverage of CWSN is 91.06%.
- 82333 (93.72%) CWSN provided aids and appliances.
- 149116 teachers have been provided intensive training on IE.
- 258533 teachers have been oriented to IE through 20-day training.
- 1013 teachers provided RCI foundation course.
- 1473 resource teachers appointed.
- 85.23% schools have been provided with ramps.

#### **Issues**

- Streamline the identification procedure as CWSN constitute only 1.52% of the total child population.
- More CWSN need to be covered.
- Train teachers on evaluation, assessment and barrier free access of CWSN. These guidelines have already been framed at the national level and circulated to all the States.
- 50.41% teachers given training on IE.
- All schools should be made barrier- free.

## **TECHNICAL PRESENTATIONS**

### **Session-I: Teaching, Management and resources available for Children with Autism by Action For Autism**

The first presentation of the day was by Ms. Merry Barua on Teaching, Management and resources available for Children with Autism- Action for Autism in Mainstream Schools. She started her article by stating that Autism brings some unique challenges to inclusion. However, despite the uniqueness of the condition, children with autism can be included in mainstream classrooms, if this is based on understanding of the condition she also mentioned that 1 in every 110 persons have autism and 80% of them are males. Autism comes with

- Poor understanding of relationships and relation to others
- Poor communication
- Association with unusual or stereotypical rituals or behaviours
- Impaired use and understanding of non verbal behaviours, for example eye contact, facial expression and body postures
- Lack of spontaneous seeking out to share enjoyment
- Impaired sense of personal space
- Difficulty forming relationships with others especially with peer group

- Limited emotional or social reciprocity
- Limited concept of self
- Delayed or complete lack of development of spoken language
- No alternative modes of communication developed to compensate
- Little use of index finger for pointing what they need/ want to show etc
- Impaired use and understanding of non verbal behaviours, for example eye pointing, facial expression , gestures, and body use
- Echolalia
- Stereo typed and repetitive use of language, often centring around child's special interest
- Little or no understanding of irony or sarcasm (words have one meaning)
- Pedantic speech, idiosyncratic use of words
- Pro noun reversal (for example getting terms such as 'me' 'you' and 'them' confused)
- Making factual comments often irrelevant to situation
- Difficulty in understanding what people really mean
- Difficulty in conveying need for help
- Difficulty in expressing self despite having good language skills

Ms. Barua then explained the spectrum of each of the behaviours manifested by children with Autism. A learner with autism will show challenges in generating meaning from experiences and learning, excessive focus on details, limited ability to prioritize the relevance of details and in concrete thinking and understanding of abstract language concepts. The Fundamental Behaviours that Characterise Autism are generalising, oorganizing and sequencing, distractibility, excessive anxiety and strong impulses. The two primary goals of educational services are increasing the student's understanding and making accommodations and adaptations to the environment to make the environment more comprehensible to the student.

## **Session-II: Using Industrial Training Institutes (ITI) for CWSN in SSA- Presentation by Latur ITI**

The next presentation was on Inclusive Pre-Vocational Training was by Vilas Joshi, Education Officer- Latur. SSA - Mumbai is planning to provide pre- vocational training to CWSN in convergence with ITI Latur. The presentation started by providing aims and objectives, nature and principles of pre - vocational training for CWSN. Details of this convergence were also provided in the presentation along with the advantages of imparting vocational training to CWSN. The daily time table and menu was also shared as the pre- vocational training facility would be residential in nature. A simple check list to assess its effectiveness has also been devised by ITI Latur. The following would have to be kept in mind wjile imparting this kind of training:

- Ramp in entrance, toilets and place of training.
- Direction board in the vocational training center.
- Hand drills in the workshop area, toilets
- Checker style in workshop area
- Beeper in ITI center

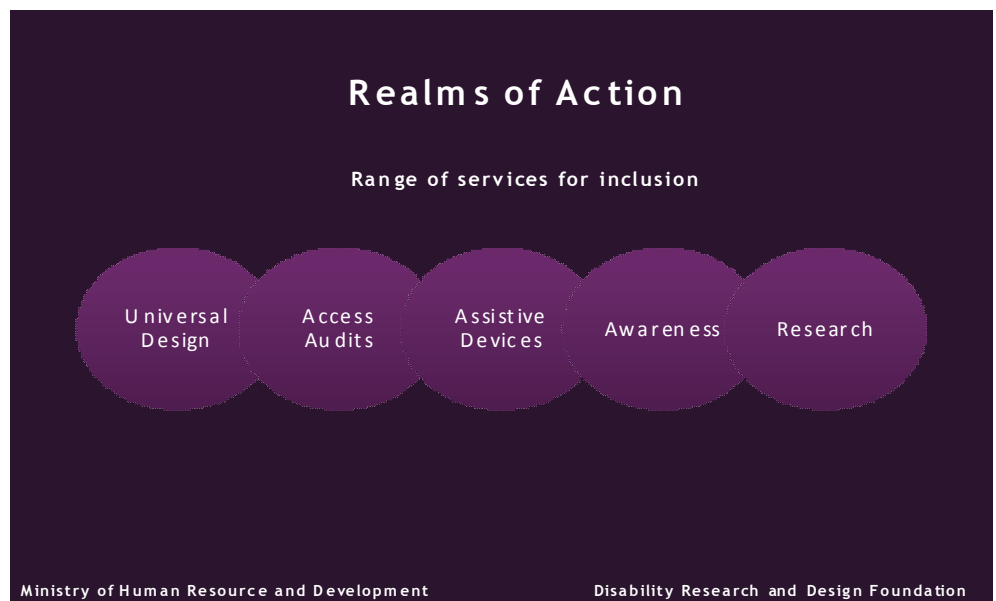
- Adaptation in the machineries in the ITI.

Pre-vocational training was being planned for all kinds of CWSN in the age group of 14-18 years; for those CWSN who due to their severe disability could not attend schools; children who do not respond to the dictates of the prescribed curriculum and children who have finished special education and are now eligible for vocational education. The presentation ended by giving the specific trades for CWSN and the criteria for selection of a vocational skill.

### **Session-III:**

#### **Presentation by Disability Research and Design Foundation [DRDF] on Model Inclusive Schools, designing of resource room**

The next presentation was by Mr. Abhishek Ray from Disability Research and Design Foundation is an organisation working towards inclusion for all in India. The aim of the organization is to bring together the creative, technical and legal expertise of individuals/ or professional backgrounds to formulate solutions for an inclusive



society. The approach is thus an interdisciplinary one with a team consisting of architects, engineers, activists, therapists and social researchers. He then explained the Design of Inclusive Schools, including the process involved in this. Based on the extensive study carried out by the members of DRDF a conceptual design was arrived at, which addressed accessibility and inclusive physical environment options.

### **Session-IV: Demonstration of Material by Worth Trust**

The next presentation was by Worth Trust on Demonstration of Assistive Devices for the physically and the sensory challenged persons. This presentation showcased various devices like the Brailleur, universal Braille kit, geometry set for the visually impaired, stylus, abacus, Braille letter cube, Braille word forming block, English alphabet trainer, Hindi alphabet trainer plate, Tamil alphabet trainer plate, Taylor Frame, word building educational kit, dominoes double six, white canes, low vision stand, motorized wheelchairs, tricycles, reciprocal walker and fully motorized single motor artificial hand.

In this presentation the concept of Bookshare was also shared with the participants. Bookshare operates on the principle that several million people across the globe with print disabilities. Yet, fewer than five percent of the books needed by people with print and learning disabilities are available in formats they can read. Bookshare is an online digital library, which addresses the issue of lack of sufficient reading material for the print and learning disabled.

#### **Session-IV: Presentation by IGNOU**

The next presentation was by Dr. Hemlata, Deputy Director, National Council of Disability Studies- IGNOU. Dr. Hemlata started her presentation by explaining about the RCI foundation course which from this year would be conducted through IGNOU. She started by explain the aims of this course and the process of admission. She also informed that in each batch 40 learners are given training. In case more than 40 learners are enrolled at one center, the rest would be either shifted to nearby centre or they would be given a chance in the next batch. With due approval from RCI, one study centre can conduct two concurrent batches where the contact classes of the learners will have to be conducted separately. The medium of instruction is English/Hindi/regional languages. The eligibility is any in- service teacher at any level and the programme fee is Rs. 1500/- payable at the time of submission of application for admission. She then explained the role of regional and the study centres and the schedule of the foundation course. The various units and blocks of the course, along with evaluation mechanism were then explained. State wise number of study centres was also shared with the participants. Dr. Hemlata ended by giving information about the Post Graduate Professional Diploma (PGPD) in Special Education and the Post Graduate Professional Certificate in Special Education (PGPCSE), both offered through IGNOU.

#### **Session-V: Using and Strengthening Resource Room for CWSN - Maharashtra SSA**

Shri. Ajay Kakade, Maharashtra IE Coordinator started his presentation by giving a state profile. He then described in detailed the process of education for CWSN and the educational options available for them. The pre-plan for the placement of special teachers was also shared in the workshop. The presentation also gave a comprehensive picture of the process adopted by the state for the development of IEPs and evaluation procedures for CWSN. The process adopted to develop a model resource room and school readiness programmes were also explained. The functions of the resource teacher and the resource room including the therapy programmes for CWSN were also described. The various formats used for various interventions under IE were also shared with the participants.

The State of Maharashtra has developed a parental training programme for bridging the academic gap that generally persists in the educational process of CWSN. For this purpose, the state has formed various groups for training of parents on early intervention, pre-school education programme, regular schools, HBE and vocational training. Another initiative being taken up by the state is that of opening of an inclusive model school in every block. The objectives, advantages, modus operandi and outcomes of this model school were explained in detail by Shri. Kakade.

Shri. Kakade ended his presentation by giving details of the future plan for IE in Maharashtra and some challenges that still persist for the education of CWSN.

### **Session-VI: Group Work on Suggestions for Guidelines on Developing an Inclusive Curriculum and Modules on Multi - Category Training of Resource Teachers**

The next part of this session comprised of Group Work on suggestions for the curriculum guidelines and cross disability training nodules developed by the National Expert Group on Inclusive Education. These suggestions as provided by the participants are given below.

- Suggestive TLM, pictures of relevant aids and appliances at the end of every chapter should be provided
- Provisions/ concessions available for the CWSN category to be included
- Subject-wise video-visual clippings may be incorporated to supplement the matter provided.
- The module on visual impairment should include information on assessment of low vision, assistive devices for low vision, steps/ duties for teaching for resource teachers, TLM and IEP ICT material. Training on kinesthetic sense and training on orientation and mobility the landmarks and clues should be emphasized upon
- The module on hearing impairment should provide details of 7C sounds. Information on auto articulation drill book and speech kit to be provided. Auditory training and speech therapy should be stressed upon in training
- The revision in the curriculum of Teacher Education should be given more in particular in the education of CWSN
- Parental counseling techniques should be included in the modules
- Objective/ subjective type of questions can be incorporated for self assessment in the modules
- At the end of each chapter at least one case study in the simple language may be useful
- List of different resource institutes related to concerned modules / disability wise – bibliography (website address) should also be incorporated
- The module on Autism should include information on behaviour recording techniques. Some activities and games suitable for autistic children should be included. Symptoms of autism should be explained in detail. Information on vocational rehabilitation should also be included
- The topics of positioning a child and social skill training should be included in the module on Cerebral Palsy.
- Peer sensitization contents should be incorporated in all the topics
- Use of common adaptive TLM (competency and subject based) may also need to be incorporated.
- Role of resource teacher in inclusive/ mainstream school needs to be incorporated for all types of disability.

**Road Map for IE: 2011-12: -**

Based on the agreements arrived at, as mentioned above, State/UT representatives were asked to develop a roadmap for IE in the last session of the workshop. Each State developed a road map keeping in mind their needs, resources and the context in which IE had to be implemented. It was basically an exercise aimed at recapitulation of the main points discussed in course of two days of the workshop and given the limited time available it was not expected of them to come up with a concrete and comprehensive plan document. They were requested however to give utmost consideration to the of infrastructure strengthening, human resource development awareness, material support to CWSN and provision of a wide range of services to CWSN while formulating the Annual Plan on IE for the year 2011-12.

### **Key Recommendations of the Workshop**

The following key recommendations emerged from the workshop:

- The focus of the year 2011-12 had to be on infrastructure strengthening, manpower development and material support to CWSN, all aiming at school preparedness in IE
- Availability of all kinds of TLMs for CWSN including Braille textbook, Braille slate, Braille kit, books on tape, concrete /tactile objects, embossed teaching learning material, Taylor Frame, stylus, abacus, ICT material, ADL boards, communication boards, special furniture, etc. should be a part of the resource rooms
- A continuum of support services is required for enabling children with disabilities to access and be retained in schools. These include transportation from home to school, reform of physical infrastructure to ensure development of schools as inclusive spaces for education of all children.
- The AWP & B of 2011-12 on IE by the States should include a component of ways to address discriminatory practices against CWSN
- A meeting should be convened at the national level with all the existing Braille Presses in the country to resolve the issue of timely provision of Braille books to the visually impaired children
- ALIMCO should be asked to provide audiometry services as well as to provide BTE hearing aids at the existing 60:40 cost norm
- States needed to share the curriculum guidelines developed at the national level with SCERT/ DIETs and ensure that the curriculum developed had an inclusive focus
- A group of master trainers needs to be developed in each state for the multi- category training of resource teachers
- In case qualified special teachers as per prescribed qualifications are not available, 90- day trained may be appointed as resource teachers with the condition that they will complete the full course within three years of appointment. For this the States had to depute teachers for the courses offered by RCI. Graduates could also be appointed as resource teachers with the condition that they will complete the full course within three years of appointment. Regular teachers with a B. Ed could be sponsored for the Post Graduate Professional Diploma in Special Education offered by IGNOU



- States had to devise mechanisms for peer sensitization as a step towards increasing retention of CWSN in schools.
- The States should consider construction of resource rooms to be used for CWSN on a pilot basis (1- 2 per district) using funds available under IE Head
- While augmenting BRCs as training centres, it should be seen that they are well equipped with all material related to IE trainings.

## **CONCLUSION**

The approach and the strategy for IE had undergone a change. The focus of the year 2011-12 had to be on infrastructure strengthening, manpower development and material support to CWSN, all aiming at school preparedness in IE. The level of preparedness of the participating States in implementing their plans for CWSN was reviewed. Some important quality related aspects regarding inclusive education in SSA were discussed at the workshop. These were relating to inclusion of children with Autism Spectrum Disorder, curricular adaptation and developing resource rooms for CWSN. The biggest challenge was still to develop a strategy that will ensure that every child with special needs receives continuing on-site support. Steps like establishing resource rooms, intensive capacity building on IE at all levels, appointment of volunteers, multi -category training of resource teachers and peer sensitization were all efforts in this direction.