

## CHAPTER - VII

# Inclusive Education for Children with Special Needs

## 7.1. Introduction

IEDSS is a Scheme of the Ministry of Human Resource Development (MHRD) Govt. of India to create an opportunity for the Students with disabilities who completed eight years of elementary education and going for completing further four years of Secondary schooling (Class IX to XII) in an inclusive and enabling environment. The State Govt. set-up a small Administrative cell for IEDSS in the Directorate of formally School Education presently Secondary education to implement the scheme in a proper and orderly manner. Now, as per decision made by the GOI, the IEDSS Scheme is subsumed with Rashtriya Madhyamik Shiksha Abhiyan (RMSA) during 2013-14. As an Integrated scheme, it is going to present Annual Work Plan and Budget for the year 2016-17 under the umbrella of RMSA with an aim to upgrade the aspiration of the physically challenged students.

### 7.1.1. Components of IEDSS Scheme

The Scheme includes two types of components:-

- Student oriented components
- Other components (those relating to infrastructure, teacher training and awareness generation).

### 7.1.2. Pattern of Funding

- The coverage extends 100% central grant.
- Under Student oriented component there is a provision of central assistance to the state @Rs.3000/- per disabled child per annum for specified items like uniform, Books & stationery, Transport, Girls stipend, Escort allowance, reader/writer allowance, Educational Aids & TLM etc.
- The State Govt. provides a top-up of Rs.600/- per disabled child per annum towards scholarship for each child.

Under other components the following activities will be included by the State:-

- Removal of Architectural barrier.
- Training of in-service general teachers.
- Orientation of principals, Educational Administrators.
- Provision of Resource Room and equipments/ Strengthening of BRCs.
- Environment Building Programme.

Table: 7.4  
Special Pay to in-service teachers during 2016-17

#	Proposal	Unit Cost	Phy	Fin
1	Special Pay for in-service Teachers	4000	37	148000
	Total			Rs. 148000/-

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### 7.1.3. Coverage of CWSN in Secondary Education

As per survey, conducted by the State, the number of CWSN covered under IEDSS scheme during 2011-12 to 2015-16 (as information available in UDISE).

	Year					Remarks
	2011-12	2012-13	2013-14	2014-15	2015-16	
No. of students enrolled at secondary level.	125262	135662	147066	146974	141181	
No. of CWSN enrolled	478	669	696	679	731	Including CWSN with learning disability
% of CWSN	0.38%	0.49%	0.47%	0.46%	0.52%	

## 7.2. Current Challenges & Issues for Inclusive Education

- **Lack of Resource Teachers & therapist** - There is acute shortage of Resource teachers / Special Educators and therapist in the State. The State has endeavored to get the existing in-service general teachers trained as special educators in a phase manner through RCI approved NGO namely "Abhoy Mission" and by incorporating CWSN issues in the training module of general Teachers training.
- **Lack of trained teachers on all disabilities** - To meet up the deficit of trained teachers of all disabilities. The State implementing society (SIS) has taken upon the responsibilities with the assistance of Abhoy Mission (NGO approved by RCI). 37 general teachers have already been trained in PGPD, SEDE course under North Eastern Hill University (NEHU), Shillong. Another programme is being conducted to train 40 general teachers on teaching process of the special need children.
- **Gap between the students passing out of elementary classes and enrolling in secondary schools. Child tracking system needs to be developed** - The State has taken necessary steps to minimize the gap between the students passing out of elementary classes and enrolling in secondary schools, with the assistance of the child survey data maintained by SSA.
- **Low enrolment of CWSN Girls** - The steps taken by the state have developed the enrolment of CWSN Girls.
- **Lack of proper and systematic supervision and monitoring system at state and District level** - The State and district monitoring mechanism have been geared up for better implementation.
- **Architectural barrier in respect of free access** - In Tripura, all RMSA constructions are being built with the provision of barrier free and environment friendly systems.
- **Non representation of CWSN parents and special teacher in SMC** - Arrangements have been made for proper representation of CWSN parents and special teacher in SMC. SMCs especially where CWSN students are enrolled.
- **Lack of sufficient well equipped Resource Rooms** - By utilizing the BRCs the deficiency has been over come but the BRCs here required to be strengthened.



### 7.3. Planning for Inclusive Education

Planning for Inclusive Education is so prepared as it may fulfill the cherished aspiration of the physically challenged children and achieve the goal of the scheme. This exercise is done aiming at minimizing the gap in enrolment, retention and other barriers etc. can be minimized.

In order to inclusion of CWSN at secondary level to reduce the gap in the enrolment and retention / completion rates a number of initiatives have been taken up by Govt. of Tripura. The initiatives of some NGOs in the field of rehabilitation of the persons with disabilities have also increased to a great extent in the state.

### 7.4. Physical Access:

Under this head, the state has taken step to identify CWSN through PRI bodies and SMCs. A massive survey and household survey are being conducted with the help of SSA teachers. NGOs may also be involved for the purpose for proper identification and mapping of CWSN. As regards assessment of CWSN, the state has been working in collaboration with Abhoy Mission, RCI approved NGO located at Agartala.

#### 7.4.1 Assessment of CWSN / Medical Assessment of CWSN

Assessment of CWSN is an important task. The state will conduct the assessment work. For this purpose, an assessment team is proposed to be set up. The professional team will include Special Educators, Clinical Psychologists, Therapists, Doctors etc. The team will thoroughly evaluate the types of disabilities such as Mental illness, Autism, Mental Retardation etc. This assessment will be carried out periodically. Assessment will also be conducted to ascertain the aid and appliances required to be provided to the CWSN in collaboration with the Artificial limbs manufacturing corporation of India (ALIMCO). The expenditure of assessment camp will be borne from the Student oriented component.

#### 7.4.2. Enrolment of girls

Due to societal reasons, it is experienced that girl children sometime give up their studies at a certain point of time. In order to enroll the CWSN girls and to retain them in secondary classes, the state govt. has been providing girls' stipend, transport and escort allowance etc. as an encouragement boost from the grants released by Ministry of HRD. The State Govt. from its own source of fund is also providing financial amenities. Moreover, in order to sensitize the parents of the disabled children, various workshops, meetings, seminars are being conducted at the Block /state and district levels. The outcome of the efforts has resulted in improving in enrollment of girls students in the institutions recording of a growth of 18 girls student in the year 2015-16.

#### 7.4.3. Aids & Appliances

As already stated that assessment of CWSN is being carried out involving NGOs and professionals, it would become easier to provide aids and appliances on need based under the ADIP-SSA Scheme. The State Govt. has already communicated willingness to the MHRD for providing aids and appliances on 60:40 central state sharing basis.

#### 7.4.4. Removal of Architectural Barriers

Removal of architectural barriers was considered by the state government with priority. With this objective in mind all types of civil works under Integrated RMSA were made disabled friendly so that physically challenged children may get trouble free access in to the classrooms, toilets, libraries, kitchen / dining hall etc. The civil constructions which are yet to be made architectural barriers free will shortly be covered.

#### 7.4.5. NIOS

To cater to the special needs of the people who are physically, mentally challenged, socially and geographically isolated, marginalized and disadvantage section, the National Institute of Open Schooling has special accredited institutions called special accredited institutions for education of the disadvantaged. NIOS have various meaningful courses like Vocational Courses. Physically challenged students have the scope for opting courses in combination with academic subjects at the secondary level. At present the medium of instruction of NIOS is English. It will be an advantage if the scope for continuing studies in the regional language is extended. At the same time it will be an added advantage if a regional institute of NIOS is set up in Tripura where scopes for professional studies in respect of physically challenged students are created.

Facilities as now in existence in NIOS such as fee concession to the extent of 50% for CWSN, study centers are taken as examination center and other relaxations covered by NIOS will be fully utilized and availed of.

### 7.5. Quality Access to CWSN

#### 7.5.1. Support Service

On this intervention, the activities are limited within the sphere of extending services towards students having severe locomotor disabilities and those who are completely blind. Attempts have been taken up to provide aids and appliances, escort and transportation facility to the deserving CWSN students.

#### 7.5.2. Curriculum adaptation

The State implementing society is soft on the curriculum adaptation for physically challenged students. Keeping this in mind, the state has taken up the matter with the Tripura Board of Secondary Education (TBSE) and urged for exemption of drawing any maps for geography subject and Geometry drawing in Mathematics subject under Madhyamik Examination with a facility of separate question papers for 100% visually impaired candidates. Accordingly, curriculum module has been prepared for the training programme of secondary teachers.

#### 7.5.3. Teachers' Training

Quality education at the secondary level is a major commitment of the State Govt. This can only be achieved through teachers' training programme. State implementing society in collaboration with Abhoy Mission, an approved NGO of RCI has conducted several training



programmes amongst from the existing in-service teachers who are to focus on specific disabilities. At the same time the society is on the lookout for engaging special educators for benefit of the CWSN. The society is also getting ahead with a major step to train in-service teachers in special education (PGPD-SEDE course). Under this attempt 19 teachers during 2013-14 and 18 teachers during 2014-15 have successfully completed the PGPD-SEDE course through Abhoy Mission (RCI approved NGO).

#### **7.5.4. Resource Support**

State Implementing Society has a contemplative mind to induct Resource Teachers from different disability and to deploy at block cluster level based on the number of CWSN in the ratio of 1:5. The pass out teachers of PGPD course have been appointed as the key resource persons to work with general teachers. Resource rooms and BRCs for specific needs will also be strengthened.

### **7.6. Curricular Access**

The curriculum in respect of the Inclusive Education has been framed as per NCF-2005 with minor modifications taking care of the abilities of the disabled students. In materializing the curriculum the state implementing society discussed with the appropriate authorities in the Tripura Board of Secondary Education.

#### **7.6.1. Vocational Education**

The idea of vocationalization of education especially for CWSN is a well accepted proposal. The state is contemplating on the issue.

#### **7.6.2. Supervision and Monitoring**

State Implementing Society in order to supervise and monitor the activities for implementation of IEDSS scheme has involved district level field functionaries, PRI bodies and also guardians of the disabled children.

#### **7.6.3. Research and evaluation**

The society has the contemplation to confer the responsibility upon a reputed institution/organization to carry out a research and evaluation upon the disabled children to assess the position in the days to come.

### **7.7. Social access to CWSN**

To sensitize all teachers, general students, parents and local communities, the State Govt. has been organizing from time to time the awareness camps, Inclusive Rally, posters on all disabilities with positive messages and also celebrating 'World Disabled Day' & Lousis Braille Day in a befitting manner.

Members of SMCs village Education Committee (VEC) and PRI Bodies are also involved in implementing the various activities under IEDSS. These will be carried out on regular basis.

## 7.8. Progress under IEDSS during 2015-16

During the financial year 2015-16, under the umbrella of Integrated RMSA, IEDSS scheme has made remarkable progress. The details of the progress made during the year 2015-16 is given below:

#	Activities	Phy. Approval	Expenditure	% of expenditure
1	Identification and Assessment of CWSN	679	NA	NA
2	No. of Aids and individual TLM	679	475300	100%
3	No. of NGOs involved	1	Nil	Nil
4	Uniforms	679	339500	100%
5	Books and Stationary	679	339500	100%
6	Transport Allowance	15	14700	100%
7	Escort Allowance	57	57000	100%
8	Reader Allowance	43	43000	100%
9	Stipend for CWSN Girl	320	768000	100%
10	No. of Resource Rooms equipped	1	70000	100%
11	No. of CWSN provided scholarship of Rs.600/-	679	407400	100%
12	No. of Administrators, Principals and Headmasters in institutions oriented	800	2,40,000	100%
13	Environment Building Programme	32	320000	100%
	<b>Total Progress</b>		<b>30,74,400</b>	<b>100%</b>

The PAB approved Rs. 3.20 lakh for Environment Building Programme in 32 Blocks during the year 2015-16 @ Rs. 10,000/- per Block. Accordingly, all the districts have been placed with approved fund out of the fund so far released by the MHRD under IEDSS Scheme. The Environment Building Programme has already been completed. Detailed report along with photographs will be submitted to MHRD shortly.

## 7.9. Good Practices

### Games & Sports and Cultural activities for CWSN:-

Keeping in mind the best practices under the IEDSS scheme and celebration of World Disabled Day a colourful programme was organized in all the 8(eight) Districts of the State. With a view to making the programme more encouraging and enchanting. The activities like sports competition, recitation, music, group dance, paintings /sit & draw competitions, quiz competition etc. were induced as a part of celebration of World Disabled Day. In all the programmes, differently abled students participated. They showed their skill in multifarious activities and charmed the spectators. In some of the programmes, disabled children excelled the normal and outstanding players especially in the field of music and sit and draw competition.

The students were awarded prizes and certificates of honour for their outstanding activities in those programmes.

## 7.10. Proposal for the year 2016-17

### 7.10.2. RECURRING COMPONENTS

#### Proposal I: - Student oriented component @Rs.3000/- per CWSN

The proposal under Student oriented component @ Rs.3000/- per CWSN for the year 2016-17 is detailed in the following table.

**Table: 7.1**  
**Break-up of Student Oriented Component - 2016-17**

#	Items	Unit Cost	Physical	Financial
1	Assistive Devices, Equipment and TLM	400	724	289600
2	Books & Stationery (Inc. Braille Books for Blind and Large Print Books for Low Vision)	700	724	506800
3	Escort Allowance for Blind Children	1500	7	10500
4	Escort Allowance for CP (2 Nos.) and MD (7 Nos.)	1500	9	13500
5	Escort Allowance for Girls Children with Disabilities	1500	36	54000
6	Escort Allowance for MR	1500	10	15000
7	Escort Allowance for Severely Disabled with Lower Extremities Disability	1500	6	9000
8	Identification and Assessment (Medical Assessment Camps)	400	74	29600
9	Reader / Writer Allowance	1200	42	50400
10	Stipend for Girls	2400	334	801600
11	Transportation allowance	1500	20	30000
12	Uniform	500	724	362000
	<b>Total</b>			<b>2172000</b>

#### Proposal II: - Orientation of Principals, Educational Administrators, parents/guardians etc.

Under the intervention Orientation programme of Principals, Educational Administrators, parents/ guardians etc. in respect of IEDSS scheme, it is proposed to conduct 1-day orientation programme for 800 Principals, Educational Administrators, parents / guardians etc. (100 persons per district) for 8 districts @ Rs. 300/- per head per day.

A programme schedule in this regard has been prepared, which has been reproduced below for ready reference:



Time	Topics	Details of Resource persons
9.30 am - 10.00 am	Registration	
10.00 am - 10.30 am	Inaugural Session	
10.30 am - 10.45 am	<b>Tea Break</b>	
10.45 am - 12.00 noon	Discussion on - 'Inclusive Education for disable children'	Local Educationist
12.15 pm - 1.15 pm	Discussion on - "Early identification of Disability, assessment & intervention"	Specialist Doctor, DDRC
1.15 pm - 2.15 pm	Discussion on - "Multiple disability"	Resource person from Abhoy Mission, RCI approved NGO.
2.15 - 3.00pm	<b>Lunch Break</b>	
3.00 - 4.00 pm	Discussion on - "Right to Education & Disabled children"	Local Educationist
4.00 - 4.10 pm	<b>Tea Break</b>	
4.10 - 4.30 pm	Interaction & valedictory session	Specialist Doctor, DDRC & Resource person from Abhoy Mission, RCI approved NGO.

The details of estimate in respect of financial involvement for the said 1-day orientation programme at District level is as follows:

**Table: 7.2**  
**Details of estimate for 1-day Orientation Programme, 2016-17**

#	Item No.	Unit Cost	Phy.	Fin.
1	Stationery goods	20	100	2000
2	Tea-Biscuits	20	100	2000
3	Working launch	115	100	11500
4	T.A for Participants	100	100	10000
5	Honorarium including transportation for Resource Persons	700	3	2100
6	Hall arrangement, Flex, Photography, Misc.		1	2400
	<b>Grand Total</b>			<b>30000</b>

### Proposal III: - Environment building programme

Under the intervention Environment Building Programme, it is proposed to conduct 1 (one) day Environment Building Programme under IEDSS Scheme for parents of disabled students, local community, member of PRI bodies, member of SMC etc. during 2016-17 in 32 Blocks.

Accordingly, a programme schedule has been developed and the same is reproduced below for ready reference:

Time	Topics	Details of Resource persons
9.30 am - 10.00 am	Registration	
10.00am - 10.30 am	Inaugural Session	
10.30am - 10.45 am	Tea Break	
10.45am - 12.00 noon	Discussion on - "Types of Disability & Causes"	Specialist Doctor, DDRC
12.00 noon - 1.15 pm	Discussion on - "Early identification of Disability, assessment & intervention"	Specialist Doctor, DDRC
1.15pm - 2.15 pm	Discussion on - "Childhood care with Disabled Children"	Resource person from Abhoy Mission, RCI approved NGO
2.15pm - 3.00pm	Lunch Break	
3.00pm - 4.00 pm	Discussion on - "Benefits & Schemes available under Govt. & NGO"	Resource person from Abhoy Mission, RCI approved NGO
4.00pm - 4.10 pm	Tea Break	
4.10pm - 4.30 pm	Interaction & valedictory session	Specialist Doctor, DDRC & Resource person from Abhoy Mission, RCI approved NGO

The details of estimate of 1(one) day Environment building programme under IEDSS scheme for 70 participants to be organized during 2016-17 are as follows:

**Table: 7.3**

**Details of estimate for 1-day Environment Building Programme, 2016-17**

#	Item No.	Unit Cost	Phy	Fin
1	Stationery goods	20	70	1400
2	Tea-Biscuits	10	70	700
3	Working launch	75	70	5250
4	Misc (TA of Resource persons/ Hall arrangement/Cleanliness/flex, Photography etc.)			2650
	<b>Grand Total</b>			<b>10000</b>

**Proposal IV: - Special Pay for in-service Teachers**

For the financial year 2016-17, it is proposed to provide special pay to the in-service teachers trained in Special Education (PGPD-SEDE Course) @ Rs.400/- per month per teacher for 10 months. At present, there are 37 such teachers who have completed the said training and Mark Sheets of those successful teachers were also sent to the MHRD, Govt. of India in due course. The financial involvement in this regard is as follows: