

## **Introduction**

In India where social inclusion of Children with Disabilities has been much neglected, education offers a unique and significant platform and is an important strategy to combat exclusion.

In spite of this realization, the educational process and their outcomes with regard to children with disabilities remain very neglected and poor. Literacy rates for People with Disability and for school-age children with disabilities remain low as compared to the general population.

This survey presents the public education system in the Ajmer district of Rajasthan, India and highlights the strengths as well as the challenges and issues that need urgent attention if children with disabilities are to access their right to quality and inclusive education.

The survey report that follows is based on a self-assessment by teachers and school staff in the Ajmer district and forms the baseline of findings for the Include Vidya Campaign being undertaken by CBM India and its partners.

## **Aims and Objectives**

The purpose of the survey carried out by the CBM India and Social Participation Among Rural People for Sustainable Health, Nasirabad under the Include Vidya Campaign is to bring out the problems faced by the students with disabilities attending mainstream and regular schools in the Ajmer district of Rajasthan.

It aims to reveals how inclusive schools in the district actually are. This survey aims to find out the gap between the policy and the existing situation which will be used for advocacy purpose and lobbying with government bodies and school authorities to ensure inclusive education for children with disabilities.

## **Survey Process and Methodology**

The Self-Assessment format for teachers of an Inclusive School which forms the basis of this survey has been developed by CBM India . The format includes the following 6 components :-

1. Accessibility
2. Classroom environment
3. Education Services
4. Extra-curricular Activities
5. Committees for School Development
6. Policy & Systems.

An orientation workshop was organized by the organization for the surveying staff for a better understanding of the assessment format. With their support the survey covered 100 schools from 5 Blocks (Arain, Jawaja, Peesangan, Shrinagar, Sarwar) of Ajmer district state Rajasthan.

## **Brief about the Components covered under the Survey**

The survey is based on the Self-Assessment format for Teachers to asses an Inclusive School and a brief description of the components that are covered are as follows:-

### **Component 1 – Accessibility**

- 1.1 Safe & usable ramp
- 1.2 Toilets with water and doors
- 1.3 Accessible toilets
- 1.4 Accessible drinking water facilities
- 1.5 Proper transport facilities for children with disabilities to attend school

### **Component 2 - Classroom Environment**

- 2.1 Adequate lighting
- 2.2 Adequate ventilation
- 2.3 Use of appropriate Teaching Learning Materials (TLMs)
- 2.4 Pupil-teacher ratio in school
- 2.5 Adequate space and seating arrangement for children, assistive devices & furniture

### **Component 3 - Education services**

- 3.1 Trained teachers to teach children with disabilities
- 3.2 Resource teachers (Inclusive Education Resource Teachers (IERTs) & Special Educators, Block / Cluster Resource Persons (BRP/ CRP) etc.)
- 3.3 Accessible Library
- 3.4 Communication facilities for children with disabilities
- 3.5 Resource room to support teaching needs

### **Component 4 - Additional curricular activities**

- 4.1 Is there a policy or curriculum to include children with disabilities in extracurricular activities?
- 4.2 Is the staff trained for the extracurricular activities?
- 4.3 Is there a plan for integrated events in sports/cultural events considering abilities of children with special needs?
- 4.4 Are parents / volunteers / NGOs / community members involved or encouraged to follow-up skills at home/ tuition center/after school clubs, etc?
- 4.5 Adaptations / modifications for inclusive events / activities / programmes

### **Component 5 - Committees for school development**

- 5.1 Pupils clubs/ Meena Clubs / linkage with Bal panchayats

## 5.2 School Development Management Committee/Parents Teachers Association

### 5.2 Village Education Committees / Local monitoring committees

#### **Component 6 - Policy and Systems**

6.1 Initiative to enroll all children including children with disabilities from the neighborhood

6.2 Preventive action taken against abuse of children (specially girls), bullying, teasing, corporal punishment, sexual offences , child labour, child trafficking, child marriage etc.

6.3 Opinion of students (including children with disabilities) parents, volunteers, teachers, disabled peoples organizations, village/school committee members are taken to improve the school

6.4 Regular update of data on educational status of all children including children under Home Based Education (HBE) and School Readiness Programme (SRP)

Thus there are 27 elements of objective criteria whereby the marks are awarded for each criterion (On a scale of 0 to 2). The Ideal desirable score for an inclusive school is a maximum of 54 marks.

The tool also captures the numbers of the Children with Disability both In and Out of school; classified by the type of disability as well i.e.

- Number of children with disability in school (Type OH, VI,HI, MR Other)\*
- Number of non-enrolled children in the villages affected by disability (Type OH,VI,HI,MR,Other)

\*O- Orthopedic Disability, VI- Visual Disability, HI- Hearing Impairment, MR- Mental Disability

## An Overview of the Include Vidya Campaign

*“Inclusive education can be defined as all children learning together in mainstream classrooms in their locality or community, irrespective of the different range of abilities and disabilities, with teaching methods, materials, and school environments that address the needs of all girls and boys. Inclusive education thus promotes participation and overcomes barriers to learning.” (Handicap International, 2012, Policy Brief no 8, “Inclusive Education”)*

CBM India’s Include Vidya Campaign is aimed to include children with disabilities in education in India. The campaign complements the government’s flagship programme – Sarva Siksha Abhiyan (SSA), to achieve its goal of ‘Education for All’. Children with disabilities too have equal rights to access education. This goes beyond enrolment to active learning, participation in the classroom as well as the playing field and other extra-curricular activities.

Through the Include Vidya Campaign CBM India and partners aims to strengthen the commitment at the policy level towards inclusive education by creating evidence on the current gaps in inclusive education.

The ultimate aims of the campaign are to increase the enrolment and retention of children with disabilities, support communities and parents to take ownership and ensure that children with disabilities are in mainstream schools, learning with their non-disabled peers.

### **CBM India, together with partners and other key stakeholders aims to:**

- Increase enrolment and retention of children with disabilities in mainstream schools.
- Gain community and parents commitment to ensure inclusive education.
- Ensure children with disabilities in schools are learning with their peers.
- Appoint special educators in general schools to fill existing vacancies and make inclusive education successful.

## **Executive Summary of the Survey Findings**

### **Component 1 – Accessibility**

- Out of 100 schools 79% of the schools lack proper transportation facilities to school especially for children with disabilities.
- If children with disabilities manage to reach school, 32% of schools either have no ramps or are not in use.
- There are 31% of schools who do not have accessible toilets and 10% of schools do not have drinking water facilities.
- Out of 100 schools only 46% of schools have accessible drinking water facilities.

### **Component 2 - Class Room Environment**

- More than 50% of schools have adequate ventilation (56%),
- 61% of schools have adequate space and seating arrangement for children along with the assistive devices and furniture.
- On the other hand, 43% of schools do not have 40:1 – 30:1 ratio of pupil – teacher in school.
- Secondly, Teaching Learning Materials are also not been appropriately used by teachers in 63% of schools.
- There is adequate lighting in only 60% of schools.

### **Component 3 - Education Services**

- 97% of schools do not have trained / special teachers to teach children with disabilities.
- 88% of schools do not have resource teachers available to meet the needs of students with disabilities.
- Similarly, 87% and 83% do not have any resource room to support teaching need of students with disabilities and not facilities available for communication for children with disabilities, respectively.
- Only 7% of schools have accessible library in school. Hence, the education services provided in the schools are very poor.

### **Component 4 - Additional Curricular Activities**

- Additional curricular activities for children with disabilities is nil in all the schools surveyed.

### **Component 5 - Committees for School Development**

- 50% of schools do not have Pupils clubs / Meena clubs/ linkages with Bal panchayat.
- Only 6% of schools have village education committees/ local monitoring committees to monitor the proper functioning of schools in quality of education, retention of students, maintenance of school building, and motivating parents of send their children to school.

- Similarly, 16% of schools have school development management committee/ parents teachers association.

## Component 6 - Policy & Systems

- 82 schools do not regularly update data on children with disabilities along with the children with disabilities at Home Based Education and do not submit to the government.
- 70% of schools do not take initiative to enroll all children including children with disabilities.
- Only 38% of schools have developed child protection policy.
- Very few schools i.e. 6% take opinion to improve the school from various stakeholders.

### Component wise detailed analysis

The detailed findings of the survey are presented below for the whole cohort of 100 schools in 5 blocks of Ajmer district on the basis of the components in the survey format. The survey enumerate the children with disability (gender wise and by the type of disability) who were attending the schools or were out of school.

The Table below presents the breakup of children with disability who is attending schools across the 5 blocks –

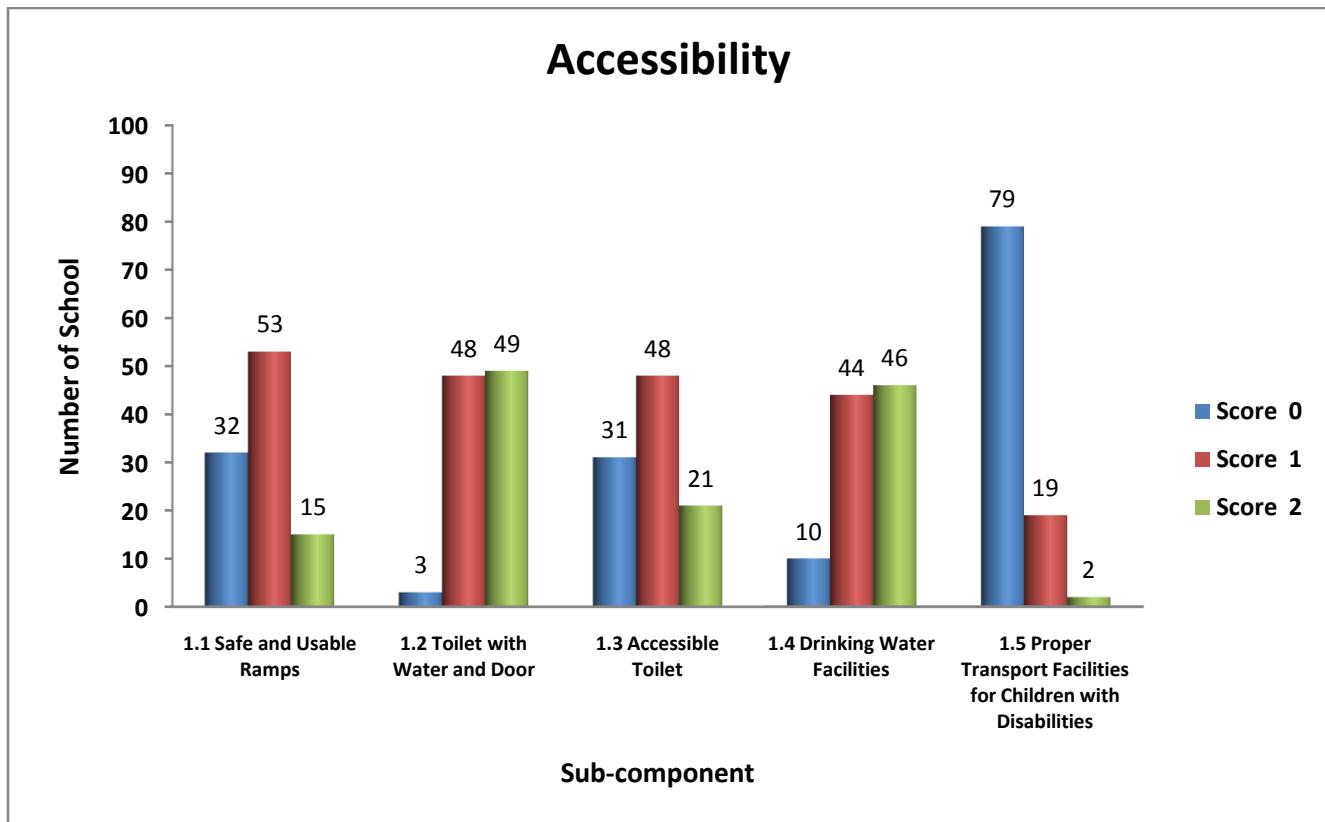
No. of children with disability enrolled in the School									
Boys (94)					Girls (44)				
Orthopedically Impaired	Visually Impaired	Hearing Impaired	Mental Retardation	Others	Orthopedically Impaired	Visually Impaired	Hearing Impaired	Mental Retardation	Others
54	10	15	15		19	7	11	7	

The breakup of out of school children with disability is as follows –

No. of children with disability not enrolled in school									
Boys (144)					Girls (73)				
Orthopedically Impaired	Visually Impaired	Hearing Impaired	Mental Retardation	Others	Orthopedically Impaired	Visually Impaired	Hearing Impaired	Mental Retardation	Others
70	13	24	33	4	20	8	8	34	3

## Component 1 - Accessibility

Out of 100 schools 79% of the schools lack proper transportation facilities to school especially for children with disabilities. If children with disabilities manage to reach school, 32% of schools either have no ramps or are not in use. There are 31% of schools who do not have accessible toilets and 10% of schools do not have drinking water facilities. Out of 100 schools only 46% of schools have accessible drinking water facilities.



The subcomponent wise breakup of the schools assessment scores is presented in the table below :-

Subcomponent Scores	Percentage of Schools in this category	Features / Characteristics of the Category
<b>1.1 Safe &amp; Useable Ramp -</b>		
0	32 %	<ul style="list-style-type: none"><li>Children and teachers are using only staircase to get into the school. There are no ramps.</li><li>Ramps are available, but not useable. Ramp entry/exit is obstructed</li></ul>
1	53%	<ul style="list-style-type: none"><li>Usable ramp with hand rails available; Ramp ways are not obstructed;</li><li>Gradient of ramp is 1:10 minimum but no hand rails, no anti skid surface on</li></ul>

		<p>the floor, but not prone to accident. Width of ramp is less than 1200mm.</p> <ul style="list-style-type: none"> <li>Students and teachers often use the ramp, but prefer staircase.</li> </ul>
2	15%	<ul style="list-style-type: none"> <li>Ramp has a gentle slope of 1:12; 1:15</li> <li>Ramp width is 1200mm or more</li> <li>Handrails with diameter of 38-45mm are available on both sides of the ramp at a height of 760mm and 900mm. Ends are rounded.</li> <li>Usable ramps available in entrance, toilet area, drinking water area (as required). Students and teachers are using it. Has anti-skid surface.</li> </ul>

#### **1.2 Toilets with water and door -**

0	3%	<ul style="list-style-type: none"> <li>There is no toilet for students in school premises</li> </ul>
1	48%	<ul style="list-style-type: none"> <li>Toilets/areas are there but most of the time water is not there; doors are broken or does not exist.</li> <li>Doors are there but lock of the doors are not within reach of young children.</li> <li>Door does not have clear opening of 900mm.</li> </ul>
2	49%	<ul style="list-style-type: none"> <li>Toilets with proper doors &amp; running water are available; water tap available.</li> <li>Lock of the door is within reach of young children; has a clear opening on 900mm (min).</li> <li>Separate toilets for boys and girls.</li> </ul>

#### **1.3 Accessible Toilets -**

0	31%	<ul style="list-style-type: none"> <li>There are no toilets for students with disabilities in the school premises</li> </ul>
1	48%	<ul style="list-style-type: none"> <li>Toilets are there in school without handrails/grab bars.</li> <li>There are staircase approaching the toilet area or toilet area is at far distance from classrooms.</li> <li>Water remains on floor; Wheelchair cannot be used within the toilet/Doors have clear opening of 900mm/ Closet height is high and more 450-480mm from the floor.</li> </ul>
2	21%	<ul style="list-style-type: none"> <li>Toilet area has floor space for</li> </ul>

		<p>wheelchair users, has handrail/Grab bars; anti skid flooring.</p> <ul style="list-style-type: none"> <li>• Toilet area is dry and clean. Closet height is 450-480mm from the floor.</li> <li>• Doors have clear opening of 900mm/has sliding or folding doors.</li> </ul>
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**1.4 Drinking water facilities -**

0	10%	<ul style="list-style-type: none"> <li>• There are no drinking water facilities for students.</li> </ul>
1	44%	<ul style="list-style-type: none"> <li>• Drinking water facility is available in each floor of the school.</li> <li>• Washbasin and water tap is not in reach of children or wheel chair users, water tap regulator is not user friendly.</li> </ul>
2	46%	<ul style="list-style-type: none"> <li>• Drinking water facility is available in each floor of the school;</li> <li>• Tap height is at two heights - 400mm and 800mm with lever type handles;</li> <li>• Lowered washbasin with knew space is available for persons using mobility aids.</li> </ul>

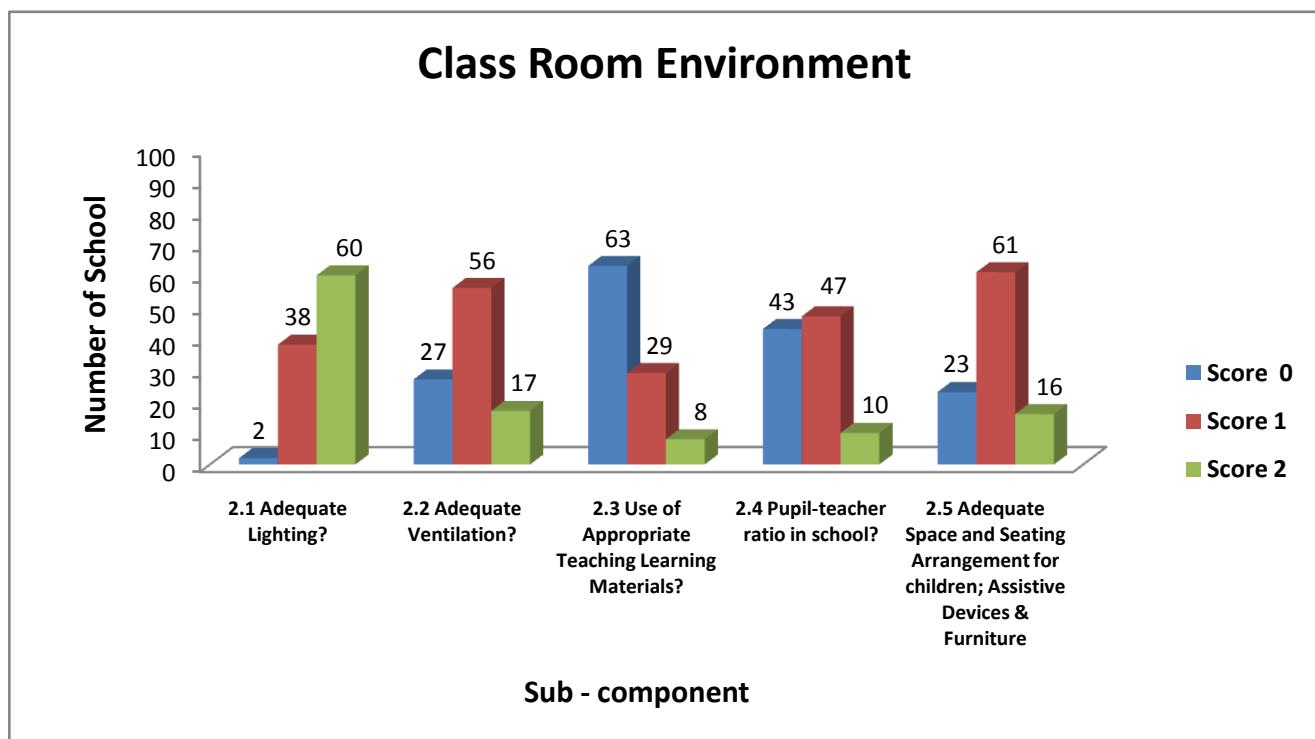
**1.5 Proper transport facilities for children with disabilities -**

0	79%	<ul style="list-style-type: none"> <li>• Students with disabilities are enrolled but do not attend school regularly due to lack of transportation facility (parents reports- it is difficult to bring them in schools.)</li> <li>• There is no bus stop near the school. No good roads to school</li> </ul>
1	19%	<ul style="list-style-type: none"> <li>• Public transportation is available up to school building. Roads are good in the area.</li> <li>• School does not have its own transport for children (for private schools).</li> <li>• Children with disabilities does not receive their transport allowance regularly.</li> <li>• 'School Ahead' sign board is not displayed near the school (for safety of children on roads).</li> </ul>
2	2%	<ul style="list-style-type: none"> <li>• Transport allowance for children with disabilities are given regularly – School Readiness Program</li> <li>• 'School Ahead' signs are there on road. Roads surrounding the school</li> </ul>

		<p>premises are well maintained. School authority takes proactive role to maintain the road condition.</p> <ul style="list-style-type: none"> <li>• School has its own accessible transport services for children with disabilities (for private schools).</li> </ul>
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## Component 2 - Class Room Environment

More than 50% of schools have adequate ventilation (56%), space and seating arrangement for children along with the assistive devices and furniture (61%). On the other hand, pupil – teacher ratio in school is disturbed i.e. 43% do not have 40:1 – 30:1 ratio. Secondly, Teaching Learning Materials are also not been appropriately used by teachers in 63% of schools. There is adequate lighting in only 60% of schools.



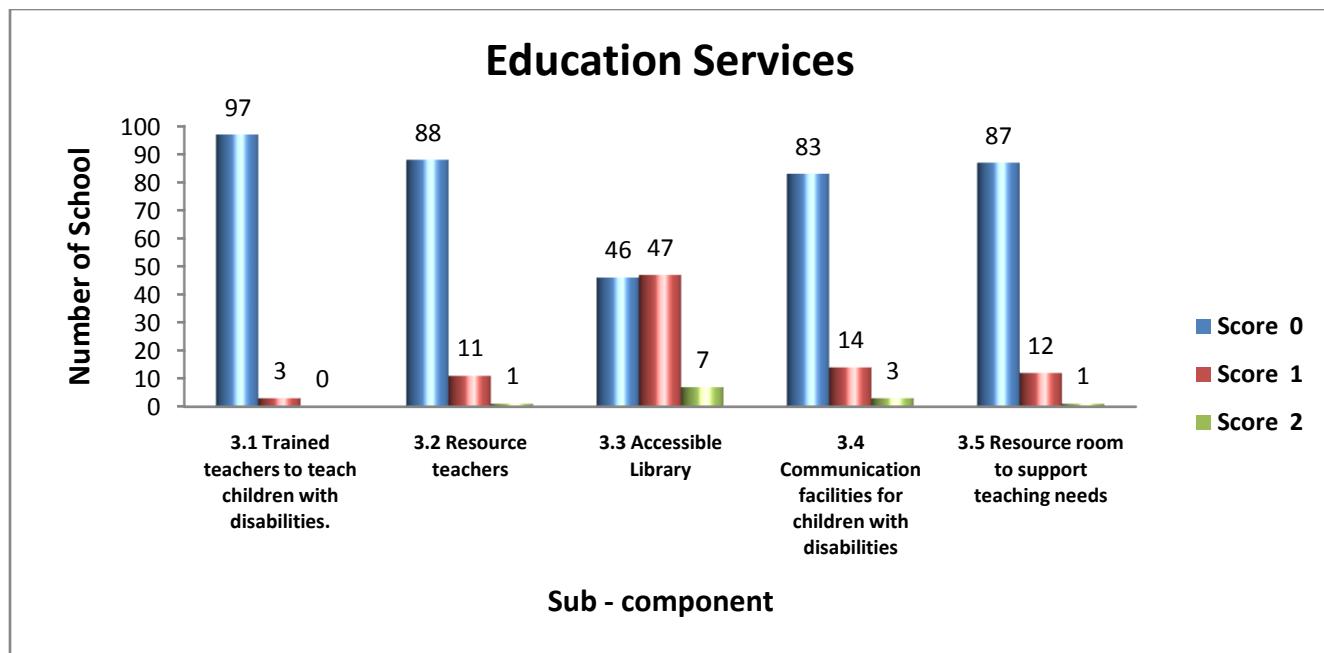
The subcomponent wise breakup of scores is as follows :-

Subcomponent Scores	Percentage of Schools in this category	Features / Characteristics of the Category
<b>2.1 Adequate lighting -</b>		
0	2 %	<ul style="list-style-type: none"> <li>• Very poor light/dim light.</li> <li>• No electricity</li> </ul>
1	38%	<ul style="list-style-type: none"> <li>• Partial light/natural light/Availability</li> </ul>

		of electricity
2	60%	<ul style="list-style-type: none"> <li>• Room is well lit with adequate lighting facilities</li> </ul>
<b>2.2 Adequate ventilation -</b>		
0	27%	<ul style="list-style-type: none"> <li>• No ventilation / No window in class room</li> </ul>
1	56%	<ul style="list-style-type: none"> <li>• Partial ventilation / Between 2 - 4 windows (windows opened/used)</li> </ul>
2	17%	<ul style="list-style-type: none"> <li>• Adequate ventilation / More than 4 windows (windows opened/used)</li> </ul>
<b>2.3 Use of appropriate Teaching Learning Materials (TLMs) -</b>		
0	63%	<ul style="list-style-type: none"> <li>• No Teaching Learning Material (TLMs) available or in use</li> </ul>
1	29%	<ul style="list-style-type: none"> <li>• Few TLMs available namely flash cards, communication card/materials, large print materials with contrast, tactile maps and figures are in use.</li> </ul>
2	8%	<ul style="list-style-type: none"> <li>• TLMs are available as per the curriculum schedule and used by teachers/children/assistants</li> </ul>
<b>2.4 Pupil-teacher ratio in school -</b>		
0	43%	<ul style="list-style-type: none"> <li>• Ratio is more than 40:1</li> </ul>
1	47%	<ul style="list-style-type: none"> <li>• Ratio is between 40:1 - 30:1</li> </ul>
2	10%	<ul style="list-style-type: none"> <li>• Less than 30:1</li> </ul>
<b>2.5 Adequate space and seating arrangement for children, assistive devices &amp; furniture -</b>		
0	23%	<ul style="list-style-type: none"> <li>• None available</li> </ul>
1	61%	<ul style="list-style-type: none"> <li>• Adequate space and seating arrangement for children; assistive devices made available but no adapted furniture.</li> </ul>
2	16%	<ul style="list-style-type: none"> <li>• Adequate space and seating arrangement for children, assistive devices and adapted furniture are made available.</li> </ul>

### Component 3 - Education Services

97% of schools do not have trained / special teachers to teach children with disabilities. 88% of schools do not have resource teachers available to meet the needs of students with disabilities. Similarly, 87% and 83% do not have any resource room to support teaching need of students with disabilities and not facilities available for communication for children with disabilities, respectively. Only 7% of schools have accessible library in school. Hence, the education services provided in the schools are very poor.



**The subcomponent wise breakup of scores is as follows :-**

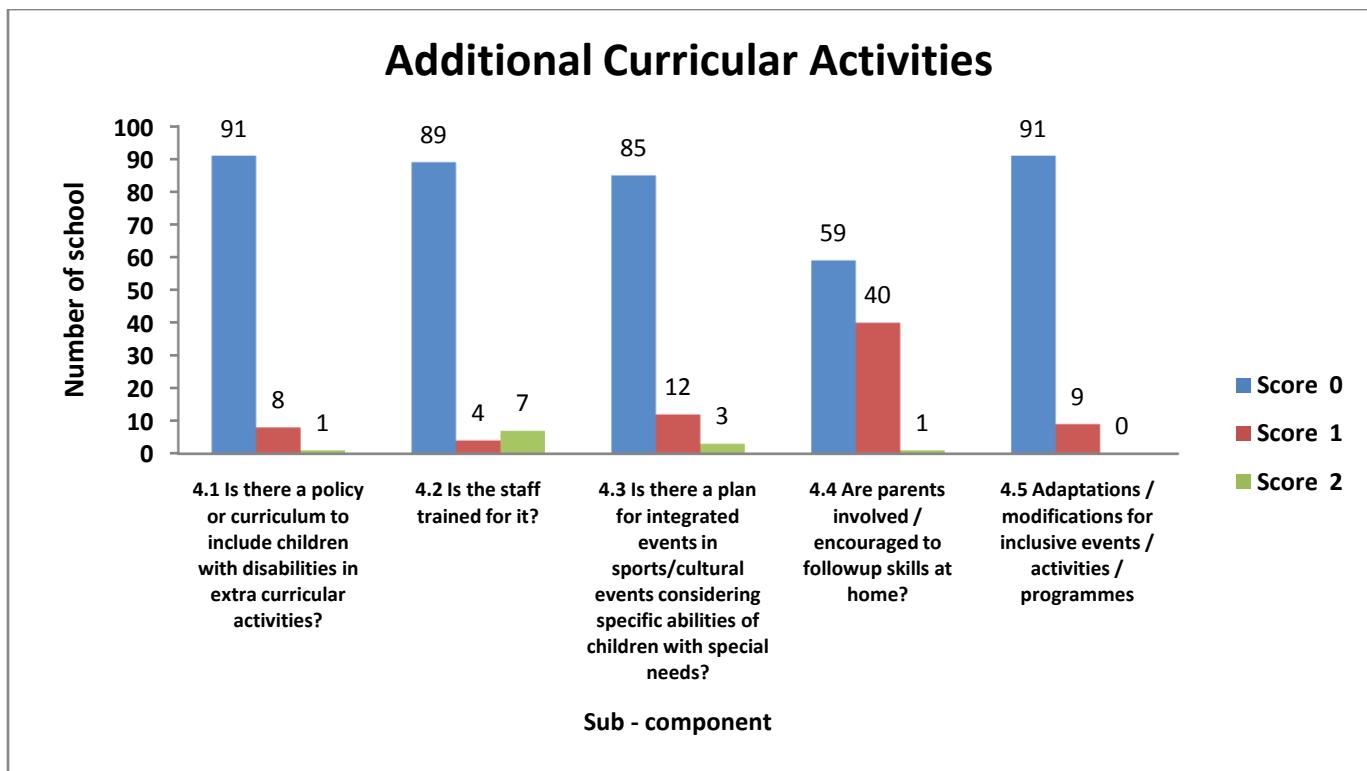
Subcomponent Scores	Percentage of Schools in this category	Features / Characteristics of the Category
<b>3.1 Trained teachers to teach children with disabilities -</b>		
0	97 %	<ul style="list-style-type: none"> <li>• No trained teachers to teach children with disabilities</li> </ul>
1	3%	<ul style="list-style-type: none"> <li>• At least one teacher trained by SSA/undergone RCI recognized training.</li> <li>• Teachers have learnt to use TLMs for different needs of students (irrespective of disability) and they use it on everyday basis.</li> </ul>
2	0%	<ul style="list-style-type: none"> <li>• SSA/RCI trained teachers are available to teach children with disabilities (hearing, visual, orthopedic disability, developmental disability, learning difficulties)</li> </ul>
<b>3.2 Resource teachers (Inclusive Education Resource Teachers - IERTs &amp; Special Educators, Block / Cluster Resource Persons - BRP/CRP), etc -</b>		
0	88%	<ul style="list-style-type: none"> <li>• No resource teachers available to meet the needs of students with disabilities</li> </ul>
1	11%	<ul style="list-style-type: none"> <li>• Resource teacher visits schools at least once a month and offer individual support to children with disability, assist the subject teachers</li> </ul>

		and document progress of child
2	1%	<ul style="list-style-type: none"> <li>Resource teacher visits schools twice-thrice a month, offer individual support to children with disability, assist the subject teachers to plan &amp; review IEP and maintain records of such meetings.</li> </ul>
<b>3.3 Accessible Library -</b>		
0	46%	<ul style="list-style-type: none"> <li>No library facility</li> </ul>
1	47%	<ul style="list-style-type: none"> <li>There is library with sufficient space for wheelchair movement, availability of few accessible teaching learning materials and books for teachers and children.</li> </ul>
2	7%	<ul style="list-style-type: none"> <li>There is physical accessibility through ramp and sufficient space for wheelchair movements including tactile guidelines, pictorial signage, magnifying devices, Braille books, large print books, CD/DVD/Video player/tapes for every subject as required for different needs of the child at school.</li> </ul>
<b>3.4 Communication facilities for children with disabilities -</b>		
0	83%	<ul style="list-style-type: none"> <li>No facilities are available.</li> </ul>
1	14%	<ul style="list-style-type: none"> <li>Equipment/assistive devices for communication such as touch panel, pictorial and work cards available; adaptations made for those with specific needs.</li> <li>One special educator as reference point for help.</li> </ul>
2	3%	<ul style="list-style-type: none"> <li>Formal / Informal sign language understood by regular peers of the child with disability.</li> <li>Information and Communication Technology (ICT) used for teaching and communication.</li> </ul>
<b>3.5 Resource room to support teaching needs-</b>		
0	87%	<ul style="list-style-type: none"> <li>No resource room available</li> </ul>
1	12%	<ul style="list-style-type: none"> <li>Resource room is available, accessible, has adequate and trained staff to meet individual needs of children.</li> </ul>
2	1%	<ul style="list-style-type: none"> <li>Resource room is bright, neat, accessible, has trained staff, has</li> </ul>

		TLMs to cater to the different needs of children with disabilities, well equipped with speech therapy materials/equipment, Braille slate, abacus, mobility canes, low vision kits, physiotherapy equipments, etc. (ideal to have one staff for every disability)
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## Component 4 - Additional Curricular Activities

Additional curricular activities for children with disabilities is nil in all the schools surveyed.



The subcomponent wise breakup of scores is as follows :-

Subcomponent Scores	Percentage of Schools in this category	Features / Characteristics of the Category
<b>4.1 Is there a policy or curriculum to include children with disabilities in extracurricular activities?</b>		
0	91%	<ul style="list-style-type: none"> <li>The school has no internal policy for extracurricular activities</li> </ul>
1	8%	<ul style="list-style-type: none"> <li>School has an internal policy/ curriculum to include children with disabilities in co-curricular and extracurricular activities, and it is planned for the calendar year in a</li> </ul>

		manner to be inclusive of all.
2	1%	<ul style="list-style-type: none"> <li>Parents and School Development/Management Committees are included in the planning, implementation and review of inclusive co-curricular activities.</li> </ul>

#### **4.2 Is the staff trained for it?**

0	89%	<ul style="list-style-type: none"> <li>No trained staff</li> </ul>
1	4%	<ul style="list-style-type: none"> <li>Staff orientation has been organized by school management.</li> </ul>
2	7%	<ul style="list-style-type: none"> <li>Refresher training for staff at least once a year.</li> </ul>

#### **4.3 Is there a plan for integrated events in sports/cultural events considering abilities of children with special needs?**

0	85%	<ul style="list-style-type: none"> <li>No integrated events in sports, co-curricular activities or cultural events held.</li> <li>No peer support for children with disabilities</li> </ul>
1	12%	<ul style="list-style-type: none"> <li>1-2 integrated/inclusive events held.</li> <li>Peer support encouraged.</li> </ul>
2	3%	<ul style="list-style-type: none"> <li>Most of the scheduled programmes of the school include children with disabilities in their events/ activities/ programmes.</li> <li>Inclusive groups in all events/ activities/ programmes.</li> </ul>

#### **4.4 Are parents / volunteers / NGOs / community members involved or encouraged to follow up skills at home/ tuition center/after school clubs, etc?**

0	59%	<ul style="list-style-type: none"> <li>Parents/volunteers are not involved.</li> </ul>
1	40%	<ul style="list-style-type: none"> <li>Parents/volunteers/tutors are invited to attend the training. Classroom observation encouraged.</li> <li>Inputs of parents/ volunteers/ NGOs/ community members are noted and encouraged.</li> <li>Verbal and written tasks are sent to the home for follow up.</li> </ul>
2	1%	<ul style="list-style-type: none"> <li>Time is set aside to receive feedback and inputs from the parents/ volunteers/ NGOs/ community members.</li> </ul>

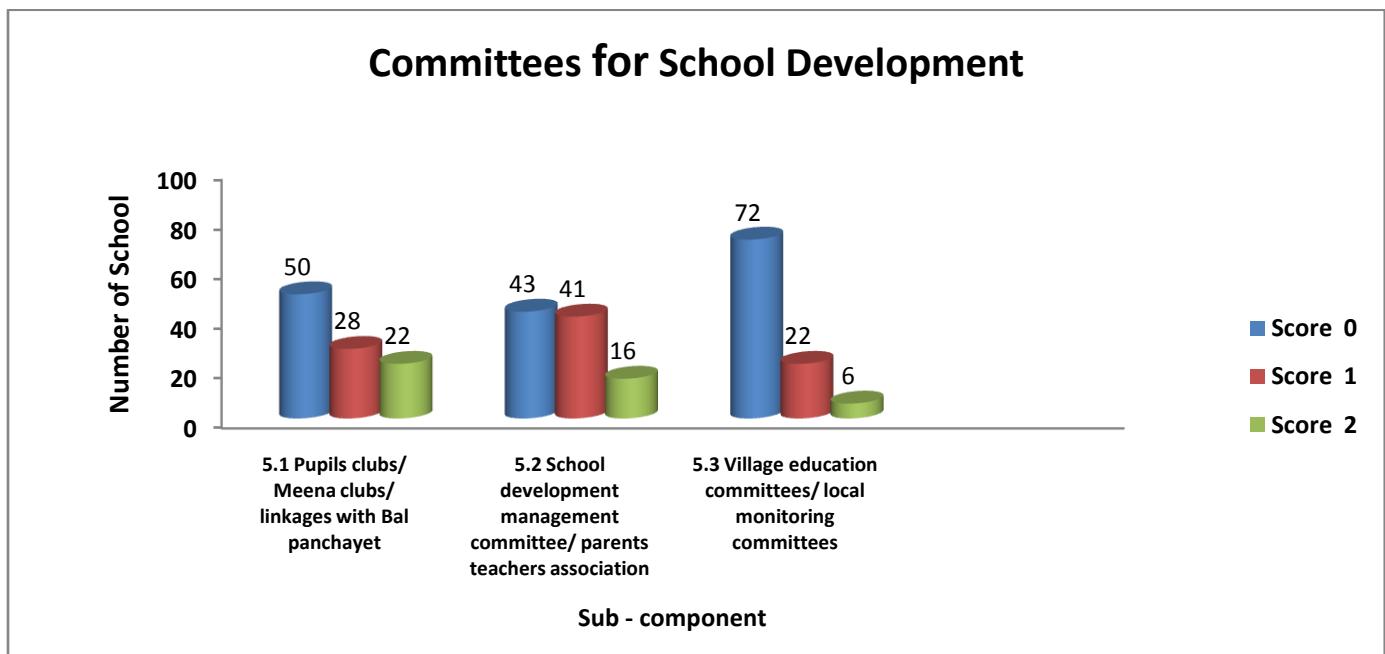
#### **4.5 Adaptations / modifications for inclusive events / activities**

0	91%	<ul style="list-style-type: none"> <li>No adaptations / modifications considered.</li> </ul>
1	9%	<ul style="list-style-type: none"> <li>Minimum adaptations considered in</li> </ul>

		any one of the fields - eg. in sports or arts or other events.
2	0%	<ul style="list-style-type: none"> <li>• All events/programmes have consideration for children with disabilities to participate in that particular event (competitions - debate, arts, sports, cooking, etc).</li> </ul>

## Component 5 - Committees for School Development

50% of schools do not have Pupils clubs / Meena clubs/ linkages with Bal panchayat. Only 6% of schools have village education committees/ local monitoring committees to monitor the proper functioning of schools in quality of education, retention of students, maintenance of school building, and motivating parents of send their children to school. Similarly, 16% of schools have school development management committee/ parents teachers association.



The subcomponent wise breakup of scores is as follows :-

Subcomponent Scores	Percentage of Schools in this category	Features / Characteristics of the Category
<b>5.1 Pupils clubs / Meena clubs/ linkages with Bal panchayat</b>		
0	50%	<ul style="list-style-type: none"> <li>• Not existing</li> </ul>
1	28%	Exists, but not functioning regularly / not having any meeting regularly not contributing towards the development of the school/ students.
2	22%	Exists, having meeting regularly,

		communicating with the students regularly, encouraging and motivating the students, taking responsibility of mobilizing the students and community members for different school activities, etc.
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### **5.2 School development management committee/ parents teachers association**

0	43	<ul style="list-style-type: none"> <li>• Not existing.</li> <li>• Exist, but members not aware of the same. No meetings held.</li> </ul>
1	41	<ul style="list-style-type: none"> <li>• Exists , but not meeting regularly/not contributing towards the development of the school/ students.</li> </ul>
2	16	<ul style="list-style-type: none"> <li>• Exists, having meeting regularly, working for the retention of children, taking responsibility of school building, repairing and maintenance/ in mobilizing the community and motivating parents/ guardians to send their children to schools.</li> </ul>

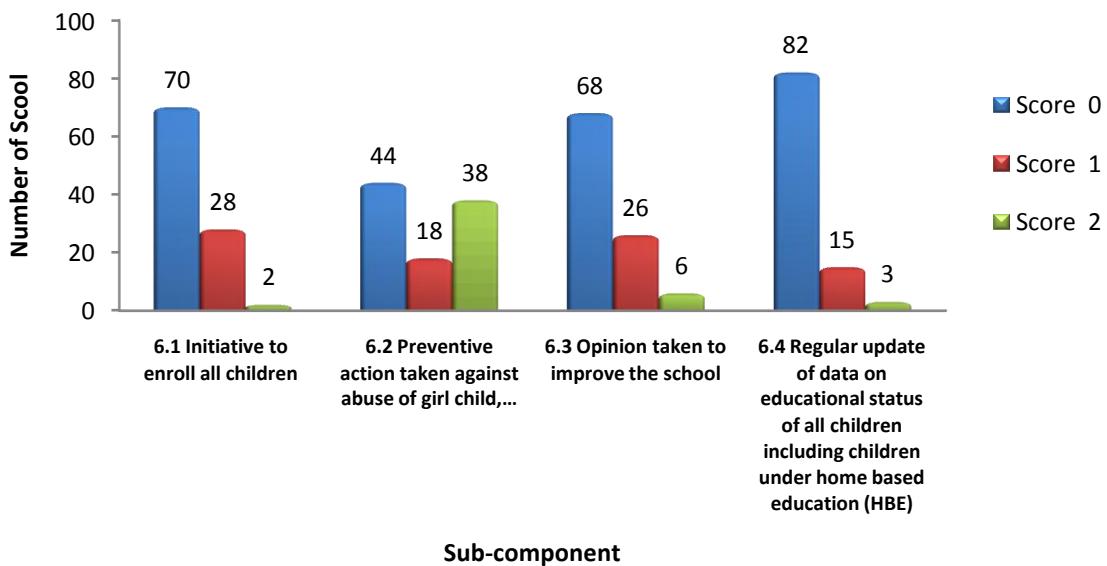
### **5.3 Village education committees/ local monitoring committees**

0	72%	<ul style="list-style-type: none"> <li>• Not existing.</li> <li>• Exist, but members not aware of the same. No meetings held.</li> </ul>
1	22%	<ul style="list-style-type: none"> <li>• Exists but not functioning regularly / not having any meeting regularly towards the development of the school/ students.</li> </ul>
2	6%	<ul style="list-style-type: none"> <li>• Exists, having meeting regularly, working for the retention of students, monitoring the quality of education, taking responsibility of school building repairing and maintenance/in mobilizing the community and motivating parents/ guardians to send their children to schools.</li> </ul>

## **Component 6 - Policy & Systems**

82 schools do not regularly update data on children with disabilities along with the children with disabilities at Home Based Education and do not submit to the government. 70% of schools do not take initiative to enroll all children including children with disabilities. Only 38% of schools have developed child protection policy. Very few schools i.e. 6% take opinion to improve the school from various stakeholders.

## Policy & Systems



The subcomponent wise breakup of scores is as follows :-

Subcomponent Scores	Percentage of Schools in this category	Features / Characteristics of the Category
<b>6.1 Initiative to enroll all children including children with disabilities from neighborhood</b>		
0	70%	<ul style="list-style-type: none"> <li>Not aware of RTE, SSA, IEDC schemes, fully.</li> <li>Not aware of policies and systems for education of children with disabilities.</li> <li>No initiatives of enrolling children with disability &amp; girl children from the neighborhood.</li> </ul>
1	28%	<ul style="list-style-type: none"> <li>Aware of RTE Act &amp; other policies for education of children with disabilities.</li> <li>Some initiatives have taken and girl children have been taken including some of children with disability, but drop out due to lack of appropriate support.</li> </ul>
2	2%	<ul style="list-style-type: none"> <li>Identified children with disability within the 3 km. radius and children with disability are enrolled in schools.</li> <li>Those who are unable to come to school, home based services including education programmes has been given in collaboration with</li> </ul>

		school development and monitoring committees.
<b>6.2 Preventive action taken against abuse of children (specially girls), bullying, teasing, corporal punishment, sexual offenses, child labour, trafficking, child marriage, etc.</b>		
0	44%	<ul style="list-style-type: none"> <li>• No information about child protection Acts and policies of the govt. (Protection of children from sexual offences Act 2012, Commission for protection of child rights Act 2006, Convention on rights of children, Child labour prohibition and regulation Act 1986, Prohibition of child marriage Act 2006, etc)</li> </ul>
1	18%	<ul style="list-style-type: none"> <li>• Staff are aware of different policies for protection of children.</li> <li>• An internal child protection policy has been developed, staff are aware of the policy but implementation mechanism is not been in place.</li> </ul>
2	38%	<ul style="list-style-type: none"> <li>• Child protection policy has been developed, agreed and signed by all staff; committee has been formed and the protocol has been effectively implemented.</li> <li>• All incidents have been recorded and appropriate action against the offenders has been taken.</li> </ul>
<b>6.3 Opinion of students (incl. children with disabilities), parents volunteers, teachers, disabled peoples organizations, community members are taken to improve the school</b>		
0	68%	<ul style="list-style-type: none"> <li>• No meetings held.</li> </ul>
1	26%	<ul style="list-style-type: none"> <li>• Meeting of groups held informally, but not on regular basis.</li> </ul>
2	6%	<ul style="list-style-type: none"> <li>• Meeting held on a regular basis.</li> <li>• Suggestions given by the groups have been implemented.</li> </ul>
<b>6.4 Regular update of data on educational status of all children including children under home based education (HBE) /School Readiness Programme (SRP)</b>		
0	82%	<ul style="list-style-type: none"> <li>• Not done</li> </ul>
1	15%	<ul style="list-style-type: none"> <li>• Data updated when requested by govt, but not regularly.</li> </ul>
2	3%	<ul style="list-style-type: none"> <li>• Data on children with disabilities regularly updated and submitted to the respective govt. department</li> <li>• Data on children with disability including those in Home Based Education and School Readiness Programmes are also updated.</li> </ul>

## **Conclusion and Recommendation**

Overall, the survey findings that the district is struggling to turn policy into effective practices and established mechanisms. The need of the hour is to strengthen the fundamentals of the inclusive education framework i.e. early identification of the children with disabilities and motivate and mobilize them to join the education system, ensure that the education system is accessible, ensure that the resources (especially Human Resource) are available, and involve families and communities while designing and implementing these interventions. Special focus is needed at the grass roots level of the system and at the community level.

Some recommendations for actions are as follows:-

1. Enrollment of all children including children with disabilities.
2. To facilitate transportation facilities of children so that they may attend the school easily.
3. To make the school accessible (infrastructure) so that the children with disabilities do not become dropouts.
4. To ensure that the teachers take the maximum use of TLMs for children with disabilities.
5. Appointment of special teachers in schools for children with disabilities.
6. To organize inclusive activities for children with disabilities so that they may be motivated to participate in extra-curricular with the normal children.
7. Empowerment of School Management Committee.
8. Involvement of people with disabilities in the school management.
9. Teachers should be enforced for enrollment and inclusive education for children with disabilities.