

INTERVENTION OF “SARVA SIKSHYA ABHIYAN” FOR INCLUSIVE EDUCATION

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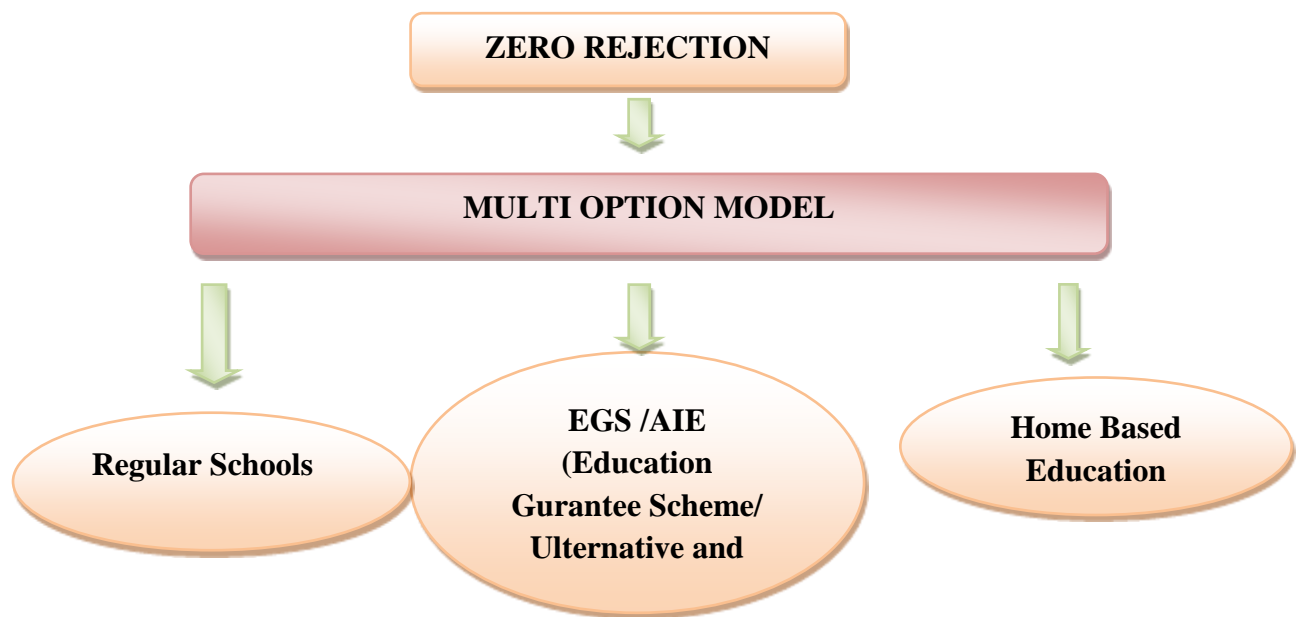
Introduction

Inclusive education for children with special needs is the necessity of the day. MHRD (2003) cited that more than 25 million children out of school in India, many of whom marginalized by dimensions such as poverty, gender, disability and caste .while many educational programmes have attempted to reach out to these previously excluded children, those with disabilities are often forgotten, emphasizing their invisible status in a rigidly categorized society. A focus on disability global development not only raises questions of divers local interpretation of the same issue , but also the need to accept the diversity of needs within this “group” depending on both the nature of impairment and cultural context. Over the years, although government programmes such as operation black board focused mainly on infrastructure, girls scheduled caste and scheduled tribe children. Out of all the policy, programmes of Government, Sarva Sikshya Abhiyan (SSA) is also one of the programme aims at universalisation of compulsory elementary education. Its effort is to brings students in mainstream of education and to empowered the disabled children with education and economic. In order to achieve the objectives of back to school by 2005, universalisation primary education by 2007, universalisation of elementary education by 2010, Sarva Sikshya Abhiyan (SSA) was formed in 2002 with special focus on the followings-:

- Education for girls.
- Education for SC and St Children.
- Education for Children with Special Need (CWSN)
- Education for urban deprived children.
- Education for children with difficult circumstances (Street children, Migrant children etc)
- Universal retention by 2010
- Focus on satisfactory quality with emphasis on education for life.

Sarva Sikshya Abhiyan and Inclusive Education

As education is the backbone of the country’s development observed by SSA, it will ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. It adopts “Zero Rejection Policy” so that no child is left out of the education system. For the purpose of zero rejection SSA adopts different teaching models.



Major Interventions of SSA for Inclusive Education

The following are the major interventions of SSA for Inclusive Education:-

- Surveys for identification of CWSN.
- Assessment of CWSN.
- Providing assistive devices.
- Training teachers on inclusive education.
- Appointment of resource teachers.
- Networking with NGOs / Govt. schemes.
- Barriers free access.
- Curricular adaptation/text books/appropriate Teaching Learning material (TLM)

Capacity Building efforts of SSA at the National level

There are four documents developed on Inclusive Education at the National level:-

- **Responding Children with special needs:** A manual for planning and implementation of inclusive education in SSA. This document is a guide on how to implement Inclusive Education in SSA.
- **NGO Initiative in Inclusion: SSA experience-** A Compilation of the range of activities in which NGOs are involved in different states in Inclusive Education.
- **Discovering new paths in Inclusion:** A documentation of Home Based Education (HBE) Practices for children with special need (CWSN) in SSA- efforts to capture processes of HBE in 8 states.
- **Bi-Annual Newsletter on Inclusive Education:** There are three issues published so far.

Quarterly Inclusive Education Workshops

There is a forum for dissemination of information and sharing best practices under Sarva Sikshya Abhiyan (SSA):-

- State Inclusive Education Coordinators.
- Representatives from National Organizations, including National Trust.
- Representatives from NGOs:-
 - National Association for the Blind, Delhi
 - Action for Ability development and Inclusion (AADI)
 - National Resource centre for Inclusion, Mumbai.
 - Spastics Society of Tamil Nadu (TN).
 - Indian Institute of Cerebral palsy, Kolkatta.
 - Madras Dyslexia Association, Chennai.
 - Sense International (deaf, Blind Children) Gujarat.
 - Seva in Action, Karnataka.
 - Shrushti, Karnataka.
 - Action for Autism, Delhi.

Issues and Themes Discussed under SSA

- Provision of Home Based Education through national Trust.
- Providing Braille Books to visually impaired Children.
- Awareness through peers for including CWSN.
- Urban models of Inclusion.
- Using special schools as resource centers for Inclusive Education.
- Tapping National Institutes for resource support.
- Inclusive teaching
- Including Deaf- Blind children.
- Teaching children with Learning Disabilities.
- Computer assisted instruction for Children with Special Needs (CWSN)

Major Components of Education of CWSN in SSA

The following are the major components of Education under SSA for Inclusive Education:-

- **Awareness:** Awareness is one of the major components of Inclusive Education. It is very essential to bring awareness of the need, importance and potential of children with special needs among the community, parents, teachers and resource teachers. Parent Teacher Association (PTA) could be used as a powerful medium to aware the parents about the care, need, management and potential of children with special needs.

- **Establishment of appropriate structure:** The effectiveness of Inclusive Education programme need proper establishment of appropriate structures at the state, district, block, cluster and village level.
- **Identification of Children with Special Needs:** Identification of Children with special needs is one of the basic works. After knowing the real status of abnormal children, then the Government and all other can estimate accordingly and it will help us in making proper planning to provide education to them. The data should be collected genuinely at district and block level. An intensive drive to identify children with special needs should be undertaken through Primary Health Centers (PHC), Integrated Child Development Services (ICDS), Early Childhood Care and Education (ECCE) Centers and other schools readiness programmes.
- **Formal and Functional Assessment:** Assessment is also plays a very vital role in bringing success of Inclusive Education. The future plan of any programme is depend upon its assessment because it helps us to know about the present status of any programme. There are two kind of assessment which can be done properly. The first one is Formal Evaluation, which is carried out to know the nature, type and extent of disability and the second evaluation is Functional Evaluation, which deal with the current status of the level of disability of a child. The Present Condition of disabled child should be assessed by a competent team comprising doctors, eye specialists, ENT specialists, resource teachers and general teachers. The assessment can be done with the help of PHCs, national Institutes, Rehabilitation centers etc.
- **Preparation of Individualized Education plan (IEP):** The special Educational need of each abnormal child is differ from each other. So, there is also requirement of Individualized Education Plan (IEP) for each child. The Individualized Education Plan (IEP) should be prepared jointly by the special teacher as well as general teacher and it should be constantly reviewed by the district and block level functionaries to monitor the individual performance of each child.
- **Pre- Integration training:** We can not integrate a disabled child in a regular class room by closing our eyes because it may create the problem of adjustment and classroom management. So, we need to train the disabled child before integration. The training can be provided by a resource teacher or by a regular teacher.
- **Educational Placement:** After assessment, the decision regarding Educational Placement for every child should be made. We can not merge all type of disabled children in a regular classroom. We have to decide whether that child is able to attend a regular classroom or not. It is totally depend on his/her condition. However, a severe disabled child is not able to adjust himself in a regular classroom. So, Educational placement will be as per their condition.
- **Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE):** In an Inclusive Education set up, there are many bridge courses like EGS and AIE are used to reach out children in remote habitations or for those children who for some reason cannot make it to the formal school system. However, it is very essential to run a centre in which bridge courses are provided for orientation to the needs and problems of Children with Special Need.
- **Distance/Open Learning:** Distance and open learning also occupies a very significant role in providing education to children with special needs. The National Institute of open School (NIOS) has already launched special programmes to reach out the

children with special needs. A child with a special educational need can go to the nearest study centre available in the district/town of that village. Maximum Teaching Learning Material, Need Based Education, Diversified curriculum and other facilities are available in the study centre to fulfill the special educational need of the disabled children.

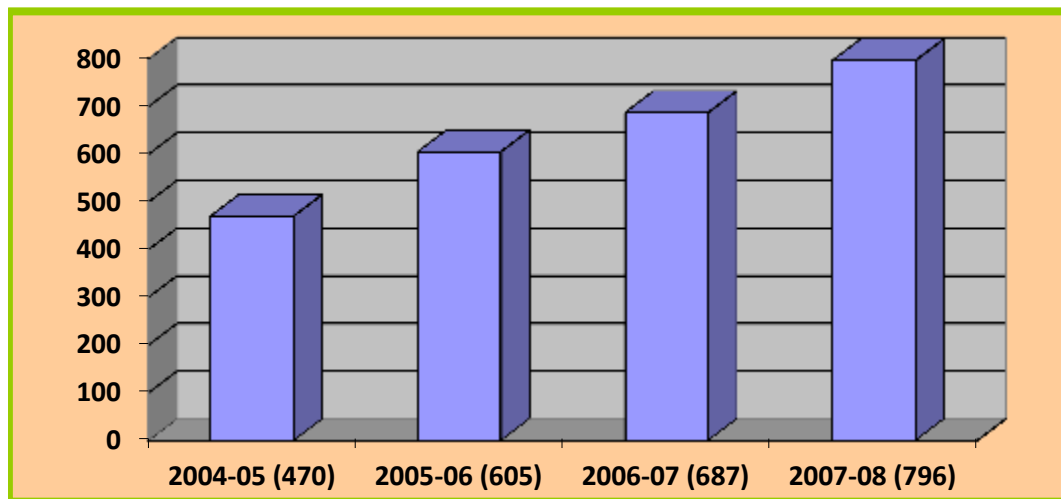
- **Home Based Education (HBE):** Persons with Disabled Act, 1995 has also the provision of Home Based Education for those children who are not able to attain school. Under Sarva Sikshya Abhiyan (SSA), Home Based Education also provided to severely disabled children by Block Resource Teacher, Special trained Teacher and Para Resource Teacher. The Ministry of Social Justice and Empowerment also train caregivers, who provide specialized services to persons with disability within their families and communities.
- **Provisions of Aids and Appliances:** It is also the provision of SSA to provide Aids and appliances for the purpose of proper educational placement and to fulfill the special educational need of the disabled children.
- **Incentives:** Apart from aids and appliances, books, dress, stationary, hostel allowance, reader allowance, equipment allowance, resource room, helper and an assistant for locomotor impaired children are also provided to children with special needs in regular schools.
- **Teacher Training:** Teacher Training is the back bone of providing quality education to children with special needs. In SSA, there is a provision of teacher training to assist the children with special needs.
- **Resource and other Support:** Maximum Human and Material Resource Support, Vocational Training, Removal of Architectural Barriers, Special Provision in the examination system, Appointment of Resource Teacher, Foundation courses like RCI, Appointment of Para teachers etc provisions are made for making inclusive education system much more effective and efficient.

Sarva Sikshya Abhiyan (SSA) and its Achievement

Using Special Schools as Resource Centers in SSA

- Special schools as resource centers for children whose disabilities are severe-profound and who require additional therapy and counseling support.
- Use special schools for the development of educational material, modules etc.
- For training and courses for teachers and other staff.
- Support for mainstream schools.
- Workshops and dissemination of material.

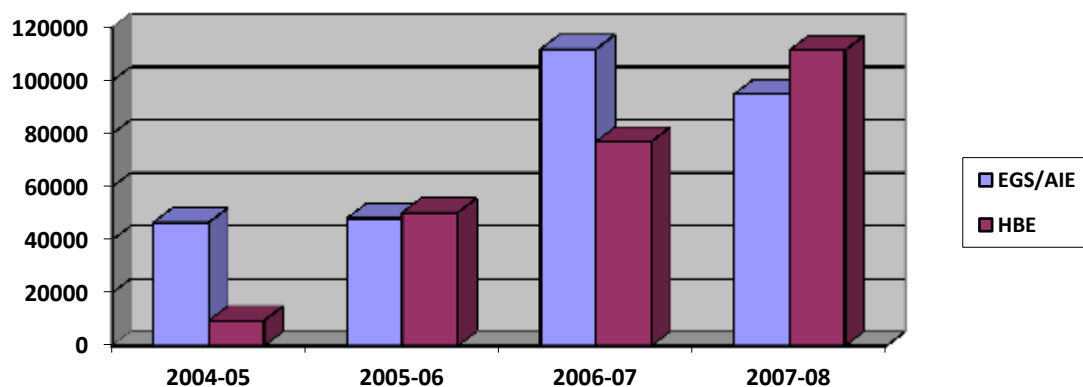
Involvement of NGOs in Inclusive Education under SSA: NGOs were successfully involved in the project of Inclusive Education. Their year wise involvement data are as given below:-



Year wise identification and Enrollment of CWSN

Years	Identification	Enrollment
2002-03	683554	566921
2003-04	1459692	1171993
2004-05	1592722	1424310
2005-06	2017404	1560539
2006-07	2399905	1997777
2007-08	2621077	2158034

CWSN covered through EGS/AIE/HBE



	2004-05	2005-06	2006-07	2007-08
EGS/AIE	46591	48183	112033	94987
HBE	9594	50339	77140	111598

Year wise Teacher Training on Inclusive Education in SSA

	2003-04	2004-05	2005-06	2006-07	2007-08
3-5 day	171217	486227	1211727	1471679	1533687
4-5 day	4066	6227	27252	50493	57714

Content of Teacher Training

In SSA, the Teacher trained with the help of the following contents-:

Content of 3-5 day-:

- Concept and Meaning of Inclusive Education
- Concept of Children with Special Need (CWSN)
- Identification of CWSN
- Classroom management of CWSN (simple tips) and
- Use and maintenance of aids and appliance

Content of 45/90 day-:

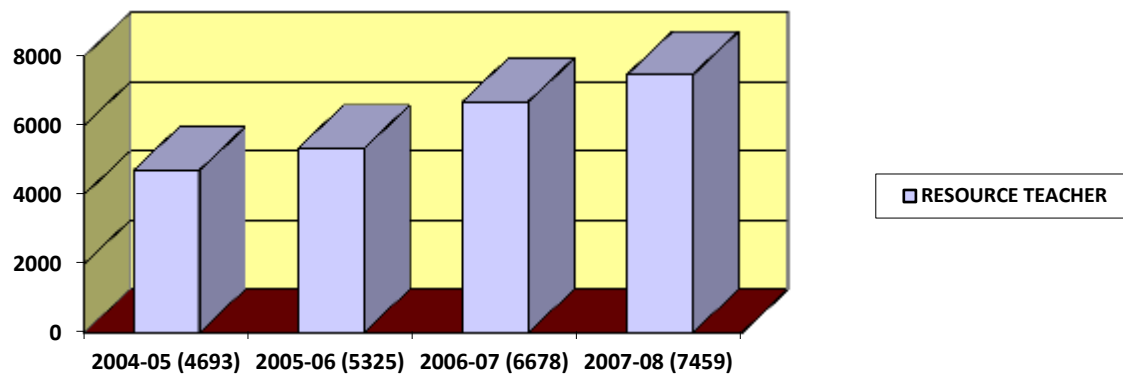
- Philosophy, Principles and strengths of Inclusive Education.
- Different kinds of special needs (VI, HI, OI, MR, MP, CP, MD, LD, Autism)
- Characteristics and causes of different kinds of special needs.
- Inclusive Education guidelines in SSA
- Various Models of Inclusive Education
- Equipment and Teaching Learning Material (TLM) required by CWSN
- Special schools as resource centers.
- Role of teacher
- State and central schemes for CWSN
- Observations-2 lesson in each area
- Development of Individualized Education Plan (IEP)
- Community mobilization including role of SMC
- Peer sensitization
- Tackling attitudinal barriers
- Practice teaching 15 lesson

Qualification, position and Teaching Responsibility of Resource Teacher in SSA

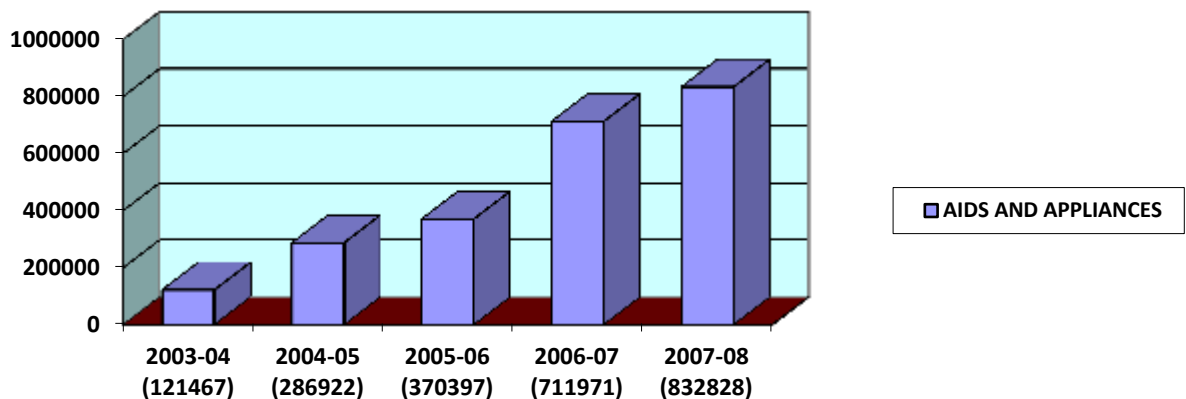
- Degree/ Diploma in Special Education
- Positioned at block/cluster level

- To assist in conducting formal and functional assessment of CWSN
- To provide necessary referral services to CWSN
- To teach special skills like Braille, use of mathematical equipment, use of individual and group hearing aids, teaching of total communication and other techniques to children with disabilities on a travelling basis.

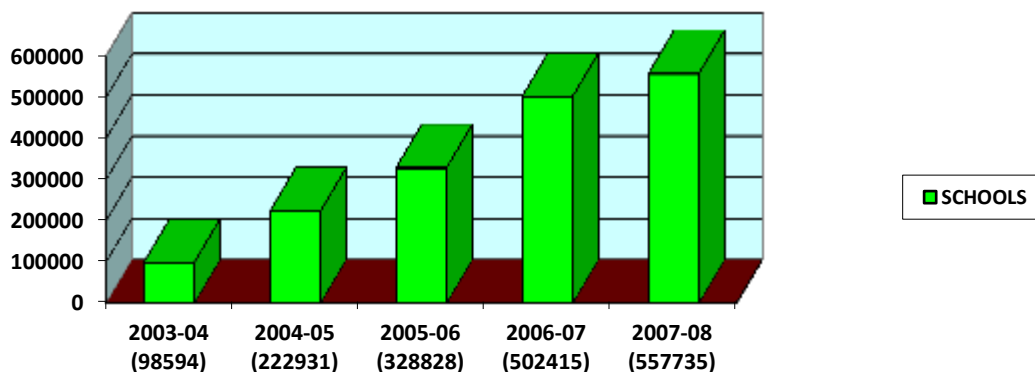
Resource Teachers for Inclusive Education in SSA



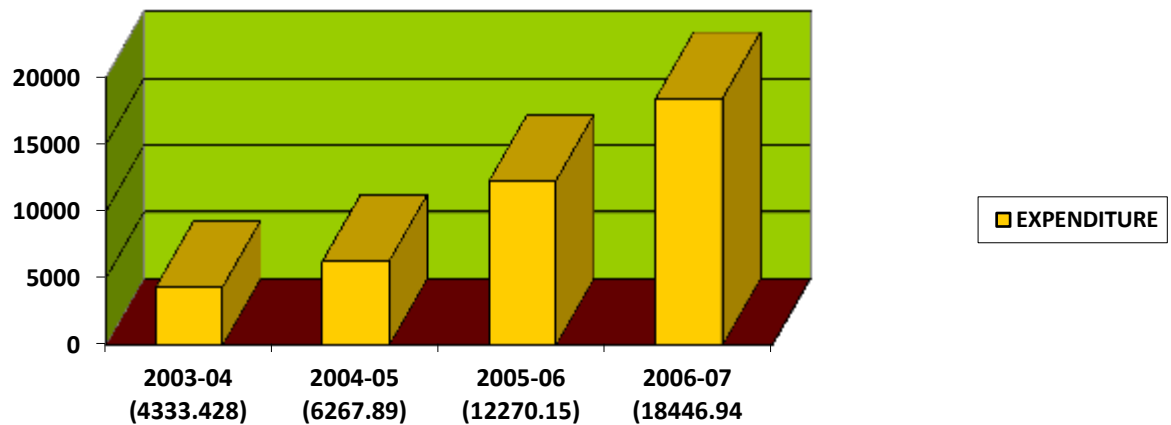
Year wise Distribution of Aids and appliances to CWSN in SSA



Year wise number of schools with Ramps and Handrail in SSA



Year wise Expenditure on Inclusive Education in SSA



Conclusion

The essence of Inclusive Education for our country India is meant for human resource development and to realize the objectives of education for all. There are many programmes, activities, policy are formed to achieve the objectives of Education for All. Undoubtedly, SSA is paying its duty to the reformation of inclusive education for children with special needs and it also promotes other non-governmental organizations and institutions to come forward and work for this noble cause of educative and bringing the children with special needs to the mainstream of the society.