



Baseline Study on Inclusive Education in Odisha

**Commissioned by
Odisha State Commission for Protection of Child Rights**

September 2014



CONTENTS

Background	01
Present Study	
General information on CWSN number, disability certificate etc.	
School infrastructure	
Teachers	
Academics	
Other Issues	
Suggestions	

BACKGROUND

Children with disabilities are often the most marginalized within society in general and in education systems in particular. They face challenges of prejudice, social isolation and discrimination in society and are deprived of full social and economic participation.

India has shown its commitment to education of children with disabilities since independence when the Ministry of Education set up special unit to look into education of children with disabilities in 1947, but education for them had already been initiated in the late 1800s. Many special schools were set up. It was only in 1974 with Integrated Education of Disabled Children (IEDC) the road from special schools to education in regular school settings opened up. The National Policy on Education (1986) brought the fundamental issue of equality for CWSN to the forefront. By the mid-1990s, Gol initiated the District Primary Education Programme (DPEP) and its subcomponent known as the Integrated Education of the Disabled (IED). The main aim of DPEP has been to universalize primary education, including ensuring that CWSN do not get sidelined in the process of expansion.

Different Schemes

The Convention on the Rights of the Child (CRC) 1989

It declares the rights of disabled children to enjoy a full and decent life, in conditions that promote self-reliance and facilitate the child's active participation in the community.

The Salamanca Declaration (1994)

It emphasized that the regular classroom is the best place to safeguard the right of education for children with special educational needs.

The Persons With Disabilities Act 1995

It was an important intervening policy development in education. Its position on a rights-based entitlement to basic education was clear, but its guidance on modalities for ensuring realization of the right was less so, with all options for delivery of education for CWSN allowed. Just as importantly, it gave no guidance on who should take the decisions on the most appropriate form of education delivery for a specific child with a disability: administrative channels, more locally representative bodies such as PRIs or VECs, parents of the CWSN, or the role of the CWSN themselves in taking such decisions. This was followed by another important legislation, The National Trust Act 1999 which prioritized the needs of the more disadvantaged group among CWSN i.e children with autism, cerebral palsy, mental retardation and multiple disabilities.

Sarva Shiksha Abhiyan

It was launched in 2001, and it aims to provide eight years of uninterrupted, good quality education to children between the ages of 6-14 years. The framers of SSA came to an early realization that their objectives could only be met if the education of CWSN was an important part of the program.

Provisions for CWSN under SSA:

SSA offers the following provisions to CWSN-

- Upto Rs.1200/- per child for integration of disabled children, as per specific proposal, per year
- District plan for children with special needs will be formulated within the Rs.1200 per child norm
- Involvement of resource institutions to be encouraged.

Approach and Options for CWSN in SSA:

SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a zero rejection policy. This means that no child having special needs should be deprived of the right to education. The SSA framework, inline with the Persons With Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995 mentions that a child with special needs should be taught in an environment, which is best, suited to his/her learning needs. These might include special schools, EGS&AIE or even home-based education. SSA also offers each district, flexibility to plan for Inclusive Education (IE) activities, depending on the number of children identified and the resources available to effectively implement the IE programme.

Components of Education of CWSN under SSA:

The interventions suggested under SSA for inclusive education of disabled children are as follows:

Awareness

- Necessary infrastructure for planning and management
- Early detection and identification
- Functional and formal assessment
- Educational placement
- Preparation of Individualized Educational Plan
- Aids and appliances
- Teacher training
- Resource support
- Strengthening of special schools
- Removal of architectural barriers
- Monitoring and evaluation

UN Convention on the Rights of Persons with Disabilities 2007-

Article 24 of the Convention very clearly recognizes the rights of CWSN to inclusive education. The key provisions are as follows:

"States Parties shall ensure that:

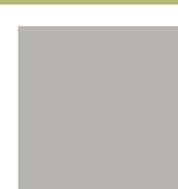
- a. Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
- b. Persons with disabilities can access and inclusive, quality and free primary education and second education on an equal basis with others in the communities in which they live;
- c. Reasonable accommodation of the individual's requirements is provided;
- d. Persons with disabilities receive the support required with the general education system to facilitate their effective education;
- e. Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

Right of Children to Free and Compulsory Education Act, 2009 -

It states every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education. While the original RTE Act passed in April 1, 2010 specifically mentions children with disability, the Amendment passed in 2012 resulted in an expanded definition of children with disability and other enabling measures. This broader definition now includes:

- A child with 'disability' as defined in 1995 Persons with Disabilities Act
- A child with 'disability' and 'severe disability' as defined in National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999.
- A child with disability is to be included in the Act's definition of children belonging to a 'disadvantaged group'.

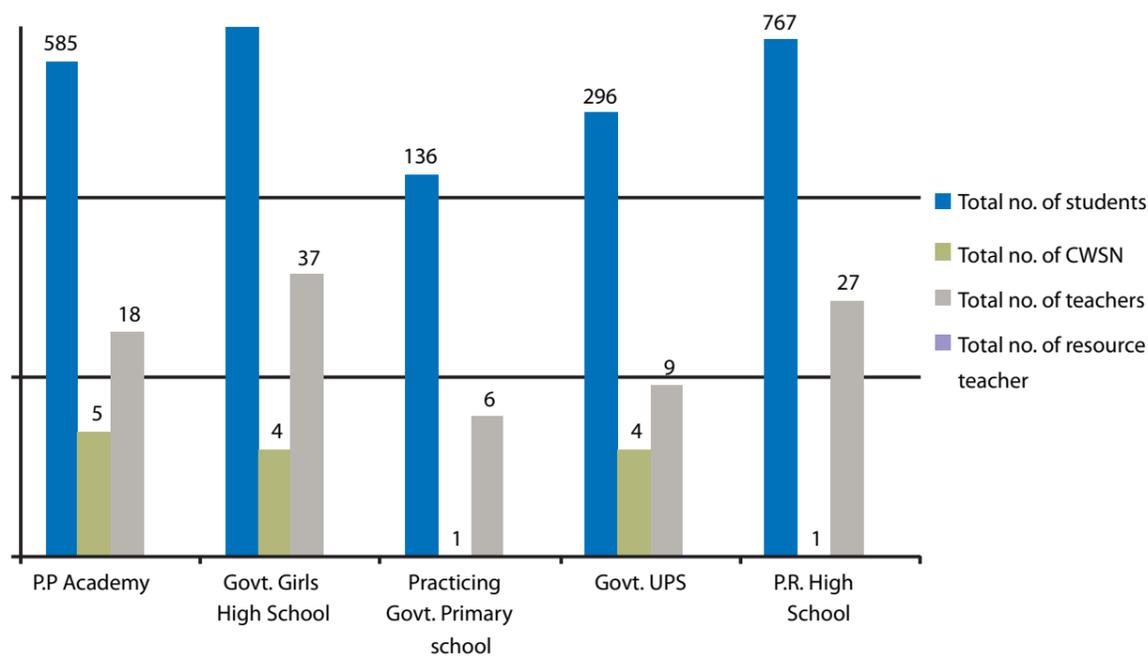
PRESENT STUDY



Odisha State Commission for Protection of Child Rights commissioned a baseline study on Inclusive education in the six districts of Odisha. This took place in Balangir, Khurdha, Koraput, Puri, Sambalpur and Sundergarh. The purpose was to know the status of inclusive education in the state and to check the ground reality of this program. State government has several plans and programs for development of children with disabilities. Government has made lots of schemes, so that more number of children with disabilities can attend school. But the matter of regret is the children with disabilities are not getting benefits out of the welfare schemes. Parents and teachers are not yet aware of schemes and provisions available for children with disabilities. This is the primary reason for which most of the children with disabilities do not enroll in any school. Those who are attending schools, most of the children with disabilities do not get the provisions meant for them in Inclusive Education Program.

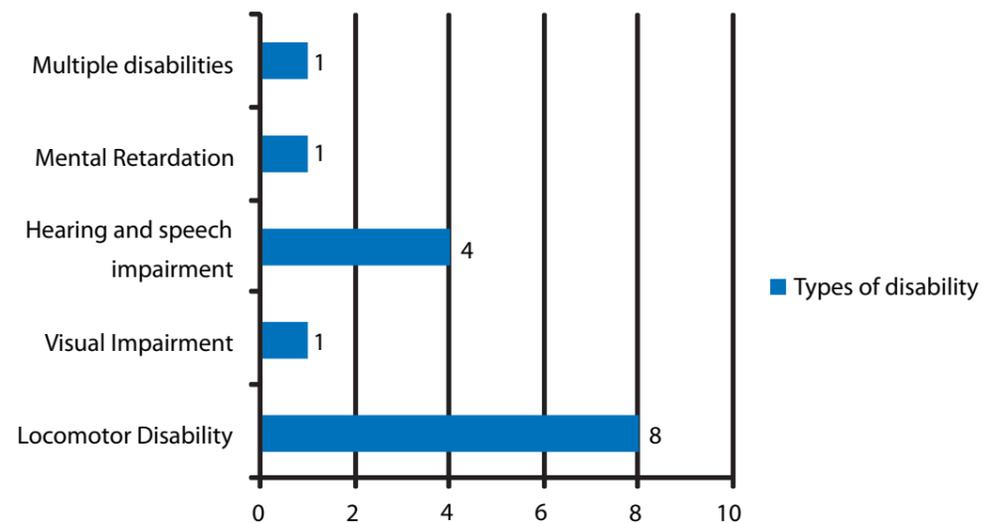
1. Balangir

Table 1 : Schools covered				
Sl. No	Name of the schools	Total Number of Students	Total Number of CWSN	Student Teacher Ratio
1.	P.P. Academy, Balangir	585	05	45:1
2.	Government Girls' High School	1117	04	30:1
3.	Practicing Government Primary School	136	01	23:1
4.	Government UPS Thikadarpada	296	04	33:1
5.	P.R. High School, Balangir	767	01	29:1



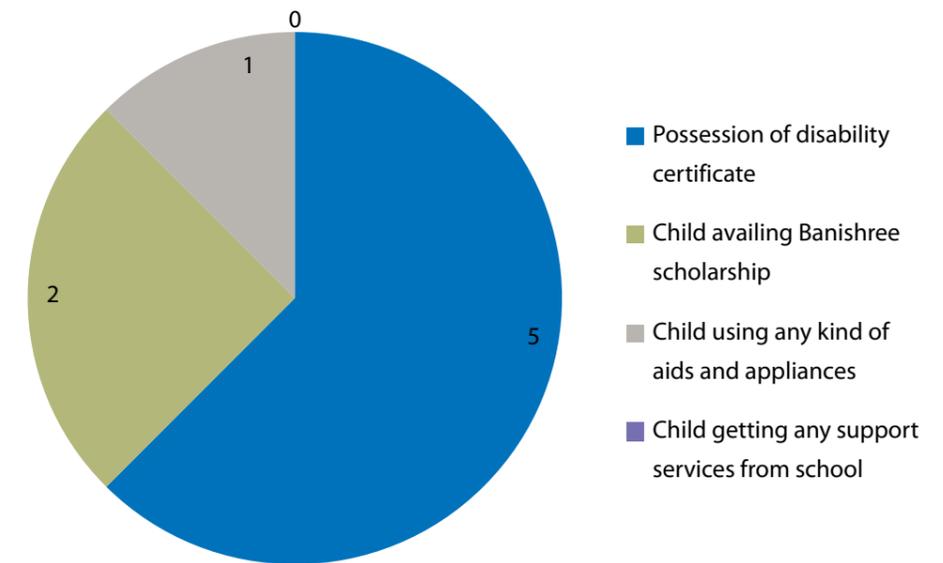
Graph 1 : Number of children and teachers in Balangir Schools

We did survey of five schools in Balangir district. All these schools come under Balangir municipality and none of these schools do have resource teachers for children with disabilities. If this is the scenario of inclusive education in municipality area we can assume the situation in rural areas.



Graph 2 : Types of disability

There are total 15 students with disabilities studying in the above mentioned schools of Balangir. Among them 1 is a child with multiple disabilities, 8 are having locomotor disability, 1 child with mental retardation, 4 children have speech and hearing impairment and 1 child has visual impairment.



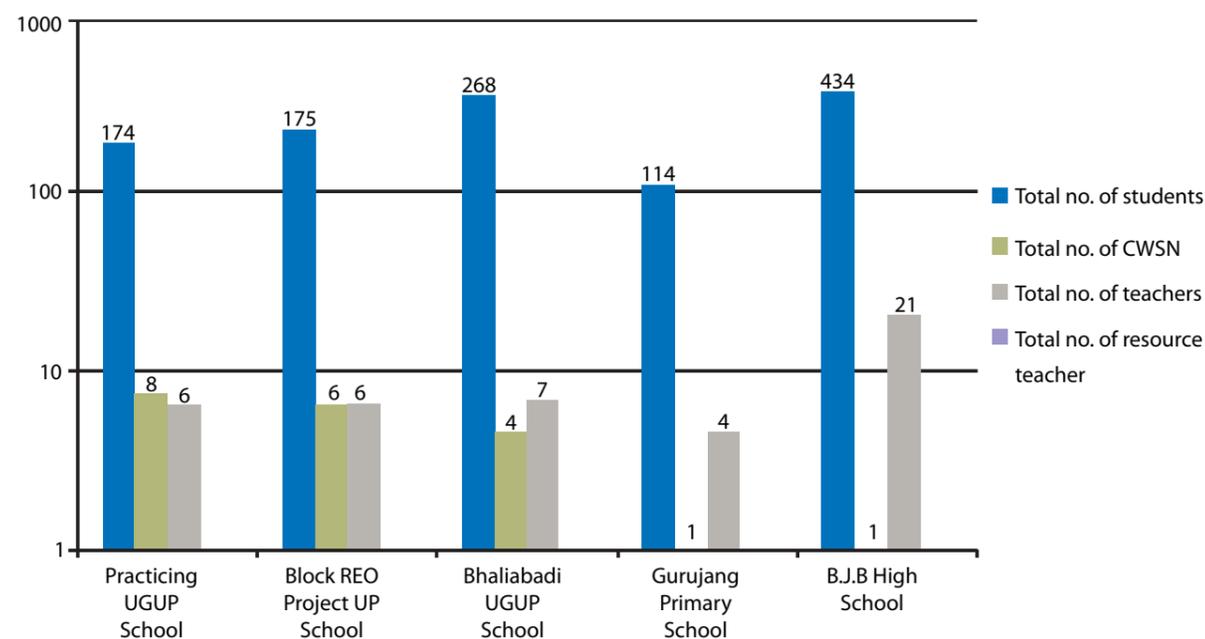
Graph 3 : Number of children availing government entitlements

Of the 15 students with disabilities studying in these five schools, only 5 had disability certificate and 2 are availing Banishree scholarship. Out of the 15 children only one child uses wheel chair and that was also not provided by his school.

2. Khurda

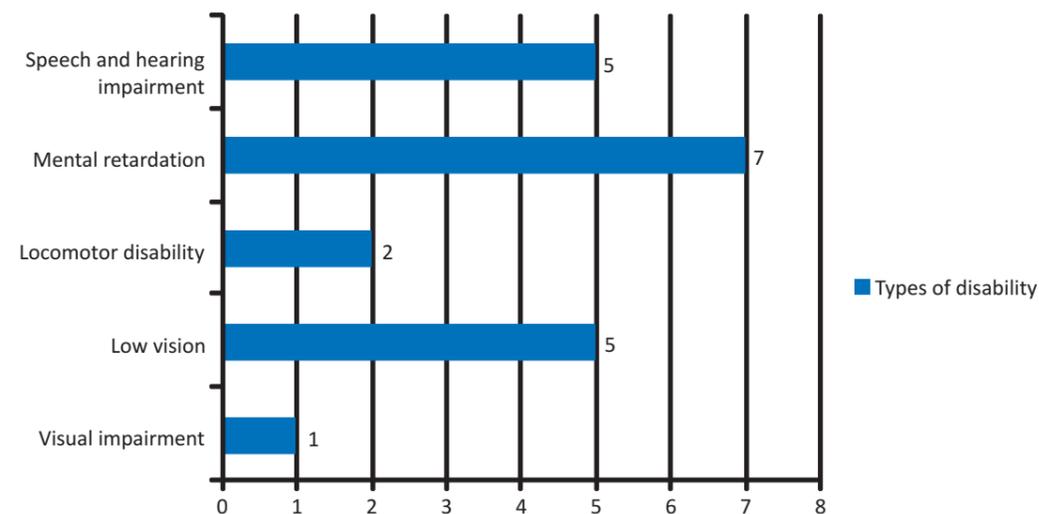
Table 2 : Schools covered

Sl. No	Name of the schools	Total Number of Students	Total Number of CWSN	Student Teacher Ratio
1.	Practicing UGUP School	174	08	30:1
2.	Block REO Project UP School	175	06	30:1
3.	Bhaliabadi UGUP School	268	04	38:1
4.	Gurujang Primary School	114	01	29:1
5.	B.J.B High School	434	01	21:1



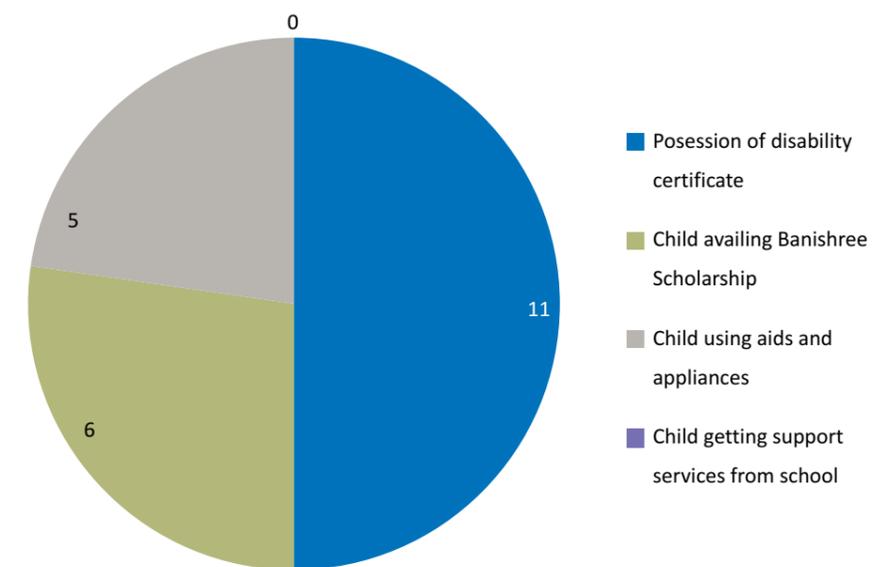
Graph 4 : Number of students and teachers in Khordha Schools

It is very clear from the above graph that there is no resource teacher in any of these schools. In one hand OPEPA (Odisha Primary Education Programme Authority) is spending lots of money on salary of resource teachers and on the other hand the schools that are under Khordha municipality do not have a single resource teacher. This can be a reason why children with disability are not coming to schools. OPEPA also spends money on home based education, but the headmasters do not know about this programme.



Graph 2 : Types of disability

Out of 20 children with disabilities there is only one child with visual impairment, five have low vision, two have locomotor disability, seven are with mental retardation and five have speech and hearing impairment.



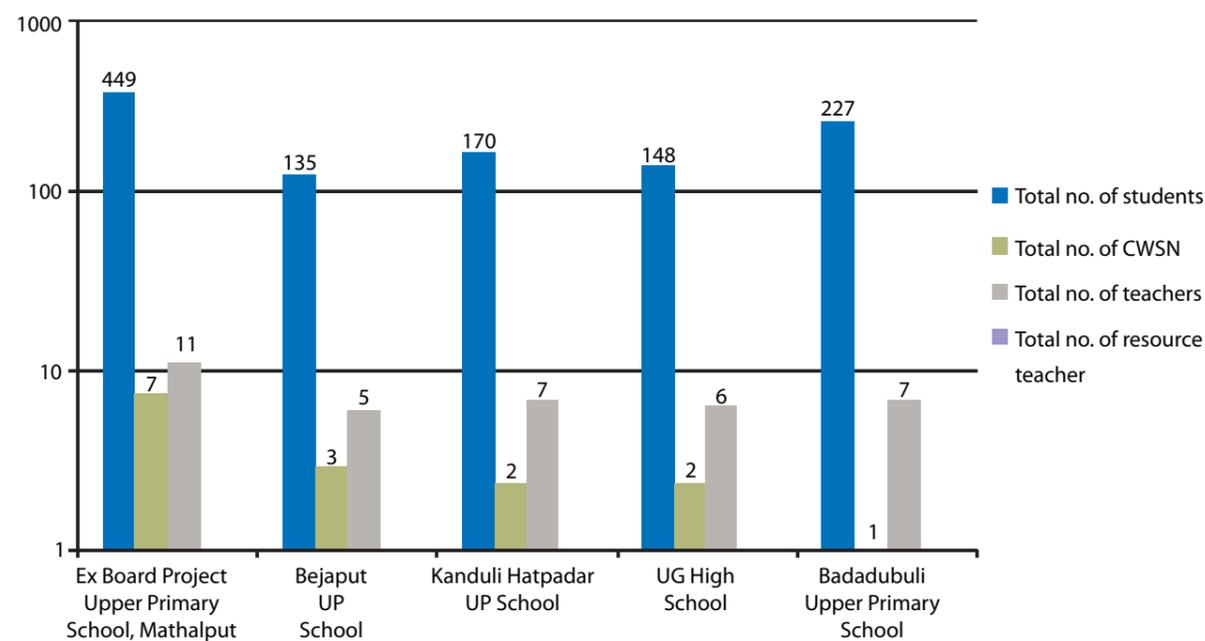
Graph 6 : Children availing government entitlements

Of the 20 children with disabilities studying in the 5 schools only 11 children with disabilities have disability certificates, and 6 are availing Banishree scholarship. None of these schools provide any kind of support services to the students with disabilities. This graph clearly shows that only five numbers of children with disabilities are using aids and appliances.

3. Koraput

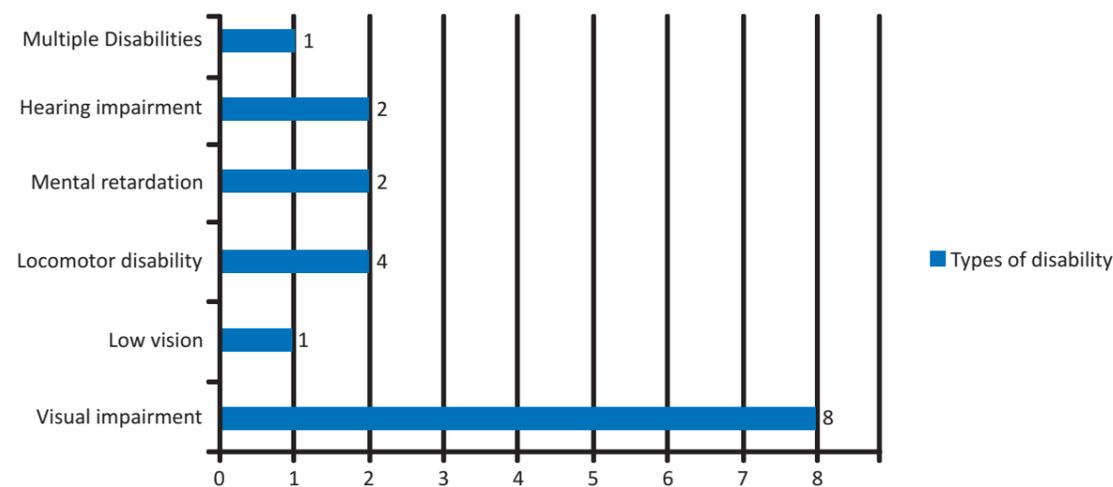
Table 3 : Schools covered

Sl. No	Name of the schools	Total Number of Students	Total Number of CWSN	Student Teacher Ratio
1.	Ex Board Project UP School, Mathalput	449	07	41:1
2.	Bejaput UP School	135	03	27:1
3.	Kanduli Hatpadar UP School	170	02	24:1
4.	UG High School	148	02	25:1
5.	Badadubuli Upper Primary School	227	01	32:1



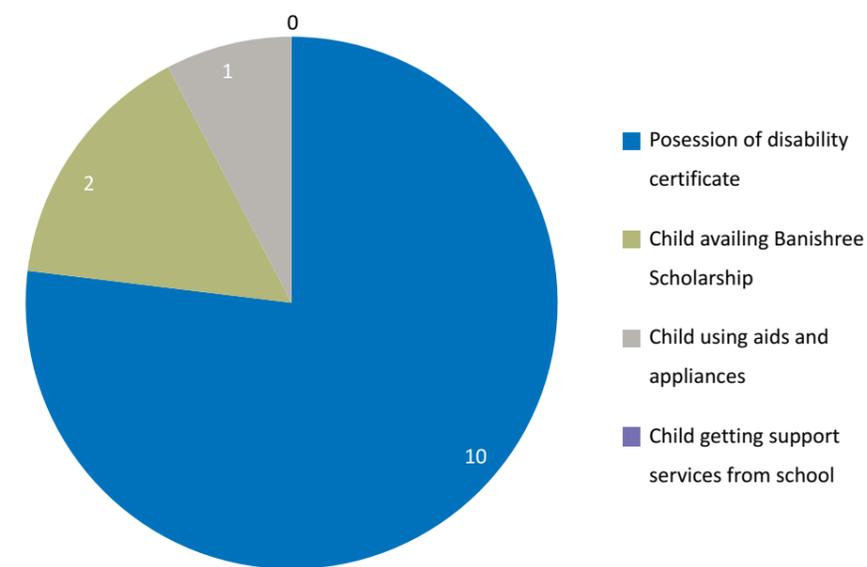
Graph 7 : Number of children and teachers in schools

We did survey of five schools in Koraput district and we found that none of these schools have resource teachers for children with disabilities. The general teachers teach the students with disabilities, but they do not have the expertise to teach them. The Ex Board Project Upper Primary School has a student teacher ratio of 41:1, which clearly shows that there are no adequate teachers in the school. We also found that one child with visual impairment who enrolled in the year 2009, left the school after six months of enrollment. Because he completely lost his eye sight neither school, nor government nor his family could provide him educational support.



Graph 8 : Types of disability

Out of 20 children with disabilities there is only one child with visual impairment, five have low vision, two have locomotor disability, seven are with mental retardation and five have speech and hearing impairment.



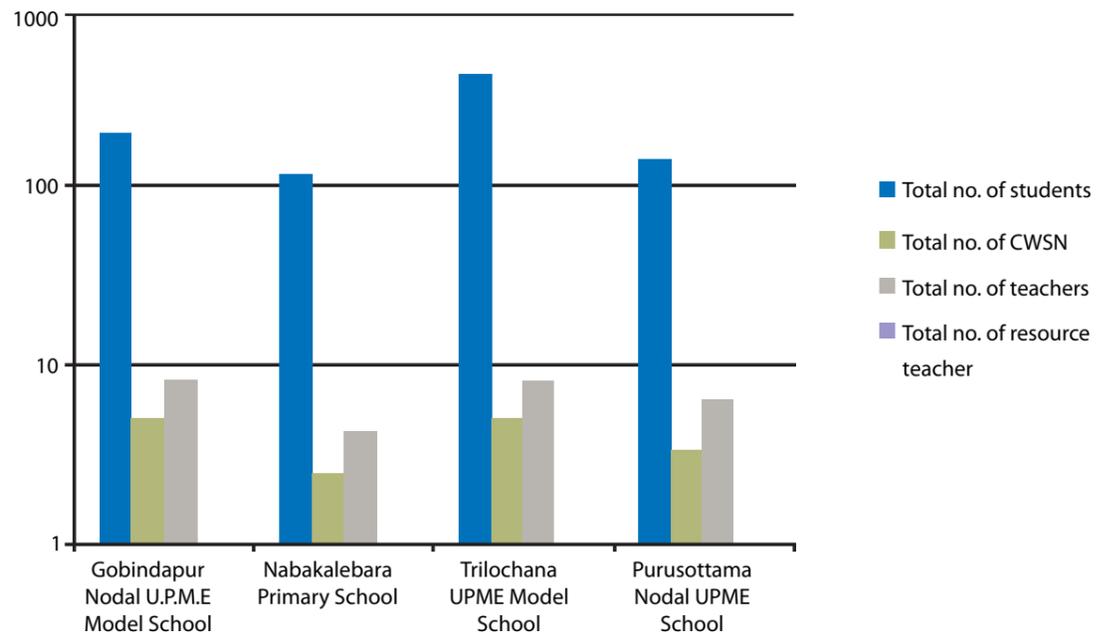
Graph 9 : Number of children availing government entitlements

Out of 18 children with disabilities 10 CWSN possess disability certificate, but only 2 children are getting Banishree scholarship. One child with visual impairment is using spectacle. But none of the child gets any support services from the school.

4. Puri

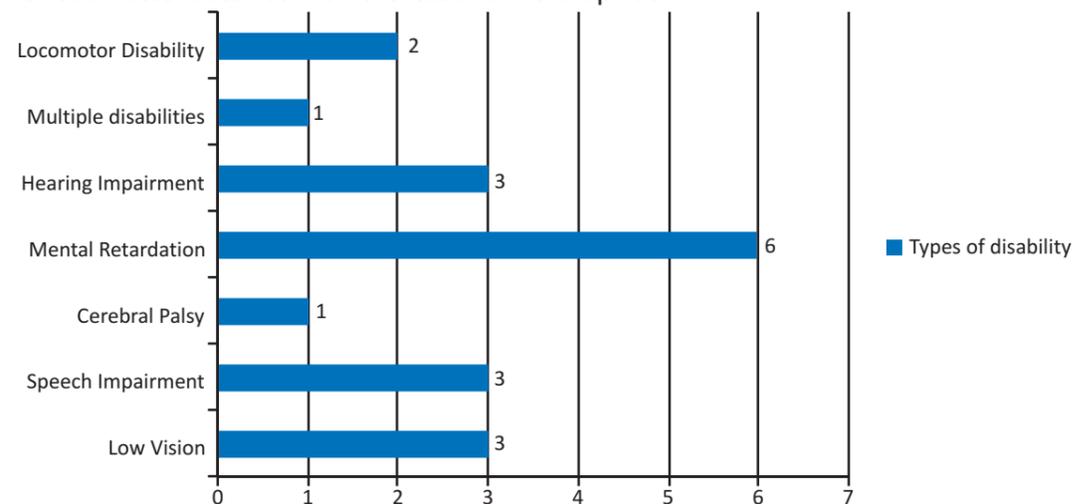
Table 3 : Schools covered

Sl. No	Name of the schools	Total Number of Students	Total Number of CWSN	Student Teacher Ratio
1.	Gobindapur Nodal U.P.M.E. Model School	235	06	29:1
2.	Nabakalebara Primary School	122	03	24:1
3.	Trilochana U.P.M.E Model School	444	06	49:1
4.	Purusotama Nodal U.P.M.E School	197	04	25:1



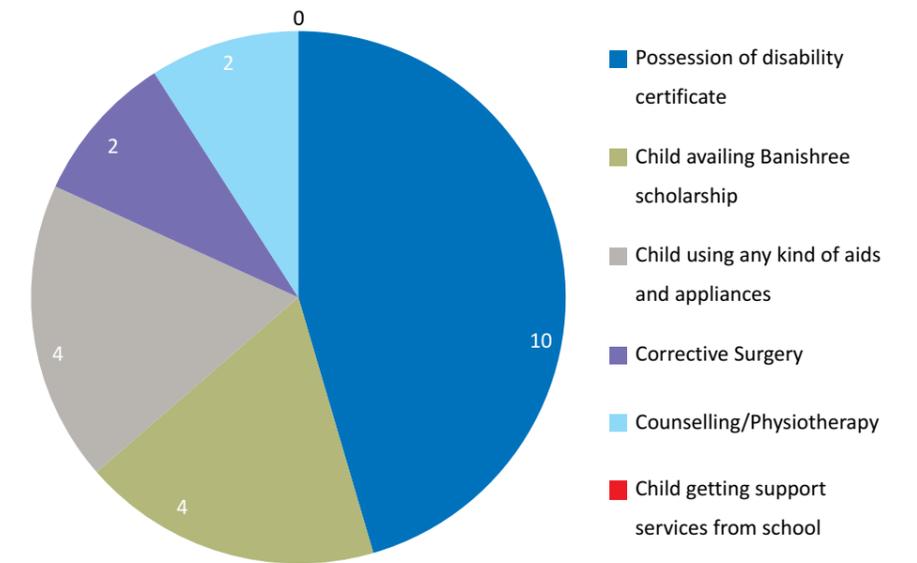
Graph 7 : Number of children and teachers in schools

In Puri district we surveyed of four schools. From this above graph it is clear that there is no resource teacher in any of these schools. The number of children with disabilities varies from school to school. In Trilochana U.P.M.E School there are six children with disabilities out of 444 students. There are only nine teachers in this school, so the level of pressure is very high on them. That is why they cannot give proper attention to the students with disabilities. This scenario prevails in all the other schools. We found that there is a case of drop out of one child with mental retardation in Trilochan U.P.M.E School. He enrolled in the year 2011 and after one year he left the school. The head master does not know the reason of his drop out.



Graph 8 : Types of disability

We found out that the number of children with disabilities studying in the above mentioned schools is 19. Among them highest (six) number of children are having mental retardation, three children have speech impairment, one child with cerebral palsy, three children with hearing impairment, two children have locomotor disability, one child have multiple disabilities and three children with low vision.



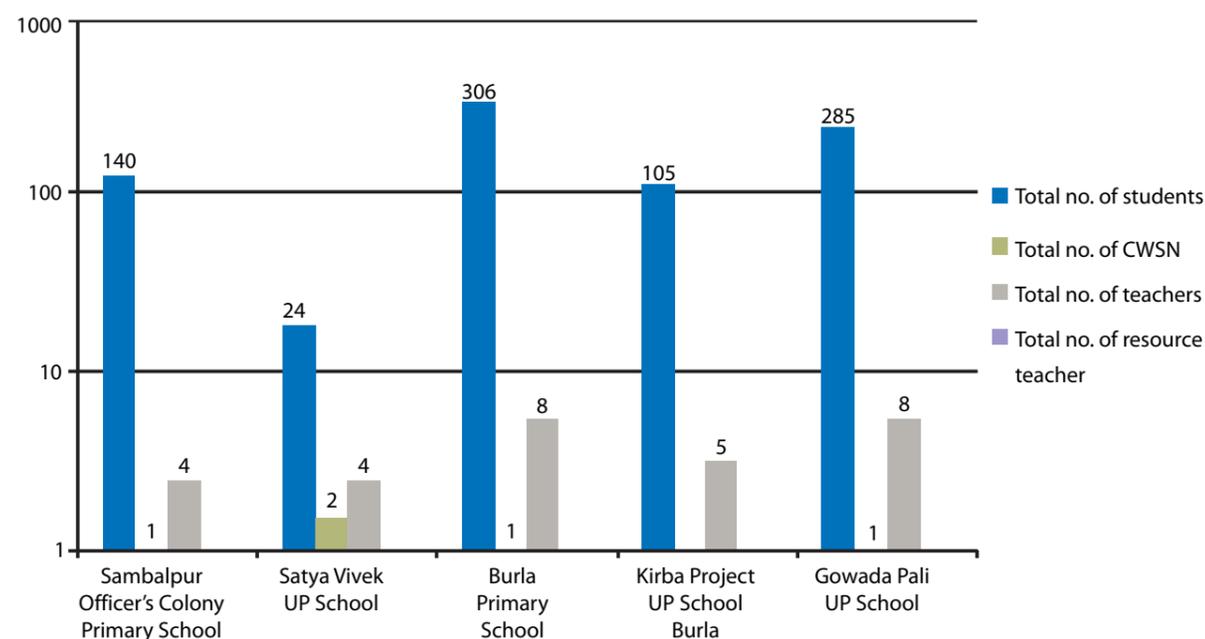
Graph 12 : No. of children availing government entitlements

Out of 19 students with disabilities only 10 children have their disability certificate and 4 are getting Banishree scholarship. The number of children using aids and appliances is 4. Two children are using wheel chair, one child uses spectacle and another is using tricycle. Three children have been provided corrective surgery and two have been provided counseling.

5. Sambalpur

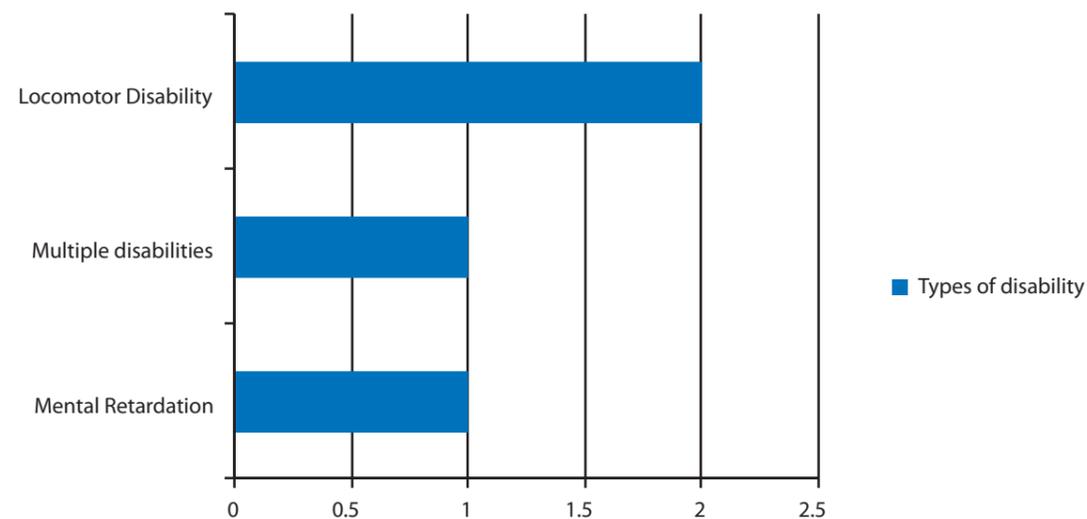
Table 3 : Schools covered

Sl. No	Name of the schools	Total Number of Students	Total Number of CWSN	Student Teacher Ratio
1.	Sambalpur Officers colony Primary School	140	01	35:1
2.	Satya Vivek UP School	24	02	6:1
3.	Burla Primary School	306	01	38:1
4.	Kirba Project UP School, Burla	105	00	21:1
5.	Badadubuli Upper Primary School	285	00	36:1



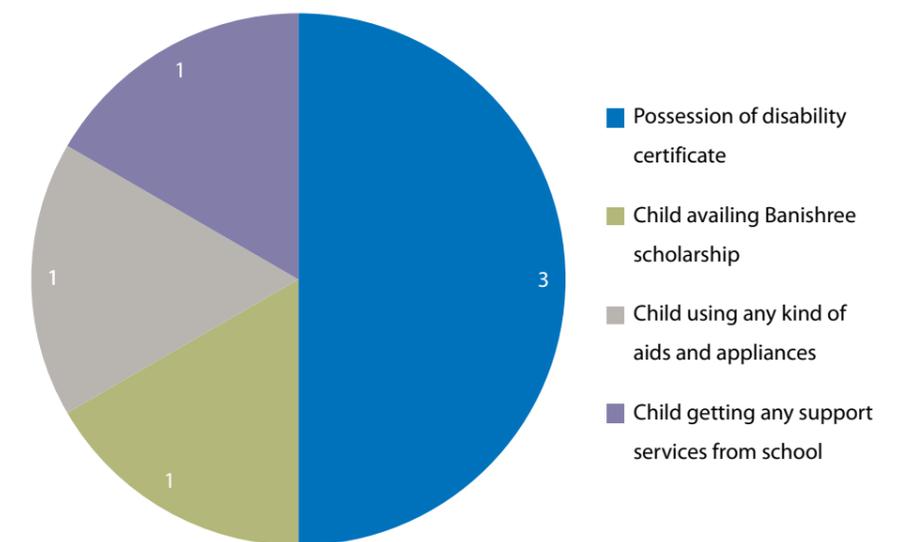
Graph 13 : Number of students and teachers in Sambalpur Schools

We did survey of five schools in this district. From this above graph it is clear that there is no resource teacher available in any of these schools. We also found two schools, which do not have a single child with disability. In Sambalpur Officer's Colony Primary School there are four numbers of teachers for 140 students whereas the same number of teachers can be found in Satya Vivek UP School only for 24 students. We could get only four students with disabilities from these five schools.



Graph 14 : Types of disability

We found that there are only four children with disabilities studying in three schools of Sambalpur, whereas two schools do not have a single child with disability. Out of these four students one child have mental retardation, two children with locomotor disability and one child has multiple disabilities.



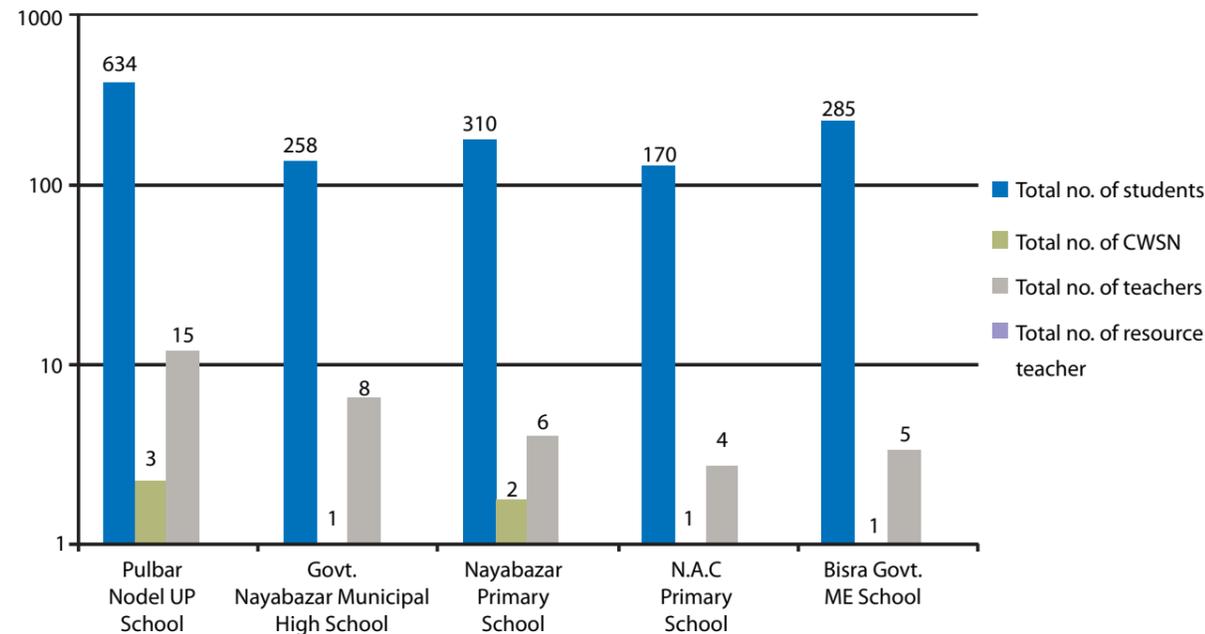
Graph 15 : Number of children availing government entitlements

Among the four children with disabilities only three children have disability certificates but only one child is availing Banishree scholarship. There is one child with locomotor disability uses wheel chair and that was provided by District Social Welfare Officer. No child is getting any type of support services from school.

6. Sundargarh

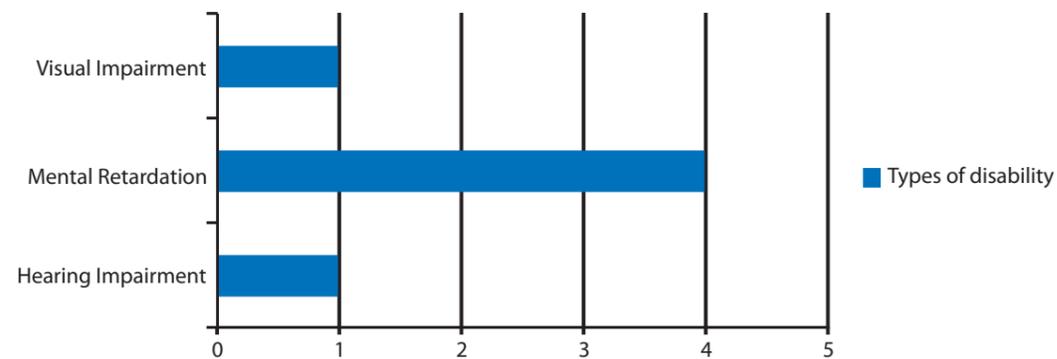
Table 3 : Schools covered

Sl. No	Name of the schools	Total Number of Students	Total Number of CWSN	Student Teacher Ratio
1.	Pulbar Nodal UP School	634	03	42:1
2.	GovtNayabazar Municipal High School	258	01	32:1
3.	NayabazarPrimary School	310	02	52:1
4.	N.A.C Primary School	170	00	42:1
5.	Bisra Govt ME School	120	00	24:1



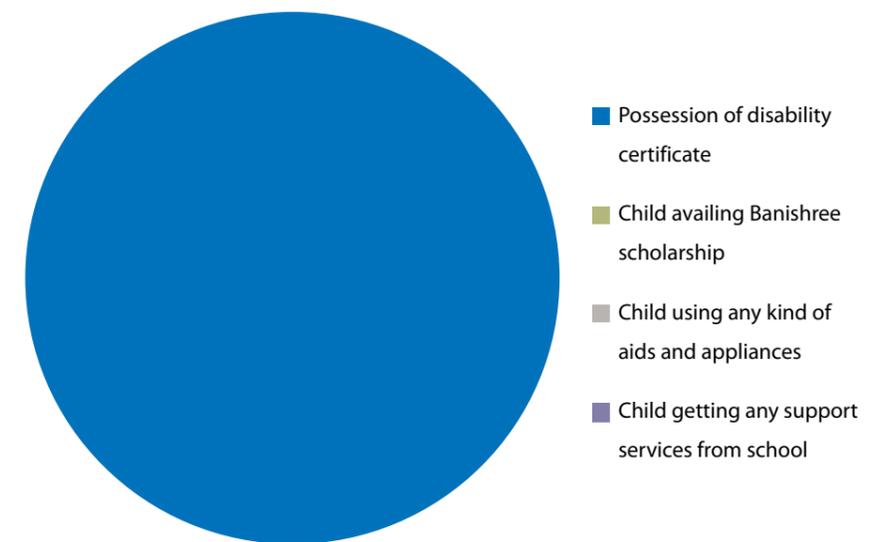
Graph 16 : Number of students and teachers in Sambalpur Schools

The highest number of students is in Pulbar Nodal UP School, where the number of students is 634 but they have only 15 teachers for them. The student teacher ratio is 42:1 in two schools. In Nayabazar Primary School the total number of students is 310 whereas there are only six teachers and in NAC Primary School there are only four teachers for 170 students. All the five schools where the survey took place do not have resource teachers for students with disabilities. In this district also we found two schools where there is no child with disability. We could find only five children with disability in these five schools. There is a case of drop out of one child with visual impairment from Pulbar Nodal UP School. He enrolled in the year 2010 and after six months he discontinued his study. When asked about the reasons of his drop out, the head master said that he has completely lost his eye sight by that time. That is why he left the school.



Graph 17 : Types of disability

Number of children with disabilities in the above mentioned schools is five. Among them one child has hearing impairment and four children with mental retardation.

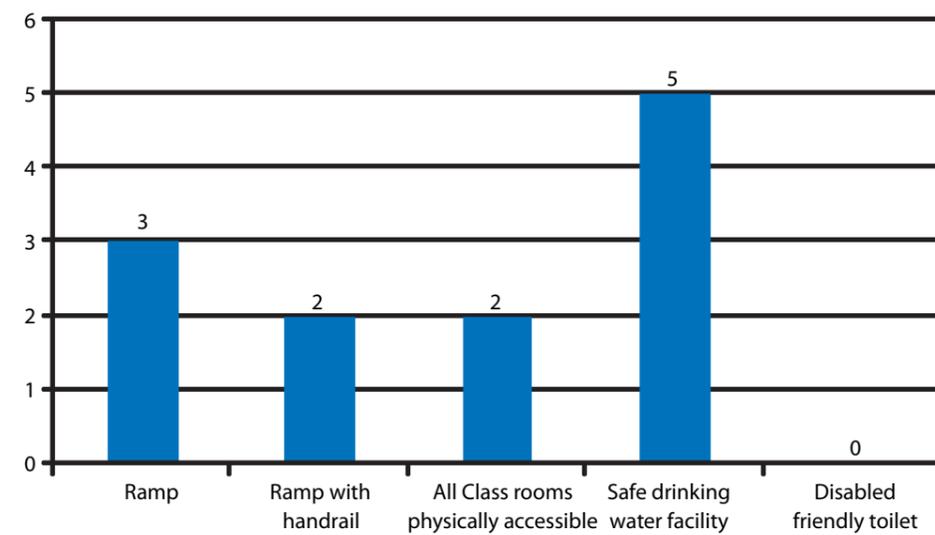


Graph 18 : Number of children availing government entitlements

Out of five children with disabilities only one child has disability certificate and no child uses any kind of assistive devices. The children have not received any kind of support services from the schools.

A. School Infrastructure

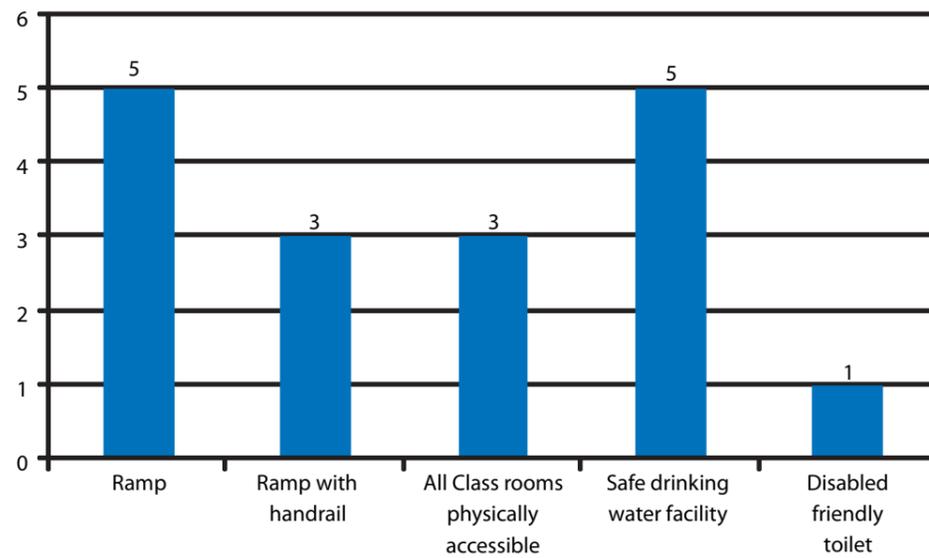
i) Balangir



Graph 19 :

All the five schools are located at an easily accessible area but only three schools have ramp in the entrance of building. We found that only two schools have made all the class rooms physically accessible for students with disability. All the schools provide safe drinking water to students through bore well, tube wells and aqua guard. None of these schools has disabled friendly toilet. In one of the schools there is no toilet available for the students, but the authority has done some temporary arrangements for the same, which is not accessible for students with disability. More often the students have to use open space for toilet purposes. In another school there are a total of three toilets but only one is in working condition and that one is not disabled friendly.

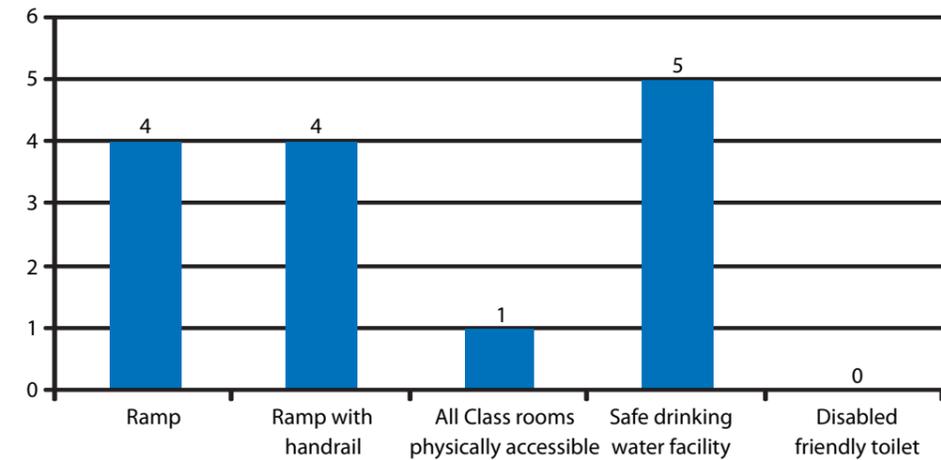
ii) Khurdha



Graph 20 :

Out of five schools in Khurdha all have ramp in the entrance of school building, whereas only three have ramps with handrails. There are two schools which have class rooms in ground floor and first floor of building. Therefore the ground floor class rooms are the ones which are physically accessible for students with disabilities. We found that only three schools have made all the classrooms physically accessible for students with disabilities. For providing safe drinking water the schools have bore wells, tube well and aqua guard as well. When asked about disabled friendly toilet, we came to know that there is only one school which provides this facility. There is one school which has a total of 7 toilets for students (3 for girls and 4 for boys). But none of them are disabled friendly.

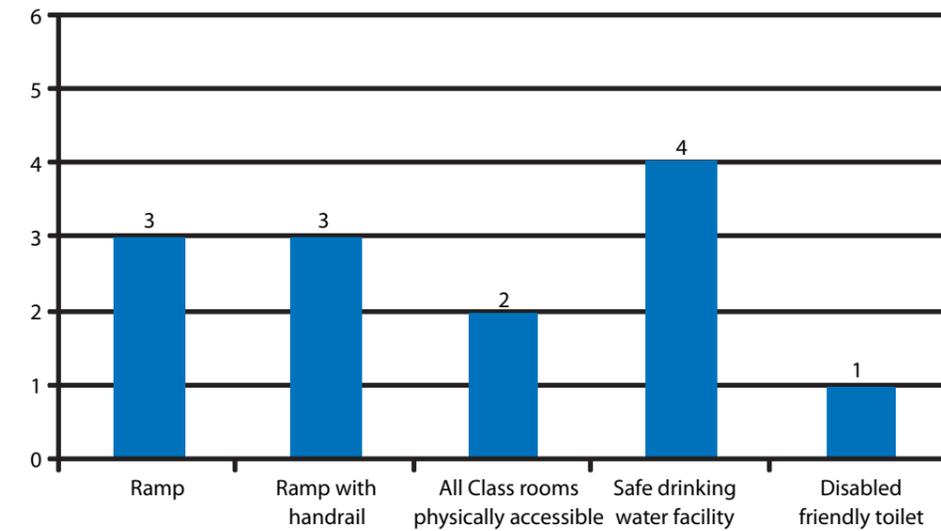
iii) Koraput



Graph 21 :

Out of five schools four schools have ramps with handrails, while one school does not require ramp. Thus all the class rooms of that school are physically accessible for students with disabilities. All the schools provide drinking water through tube well and aqua guard. We did not find a disabled friendly toilet in any of these schools.

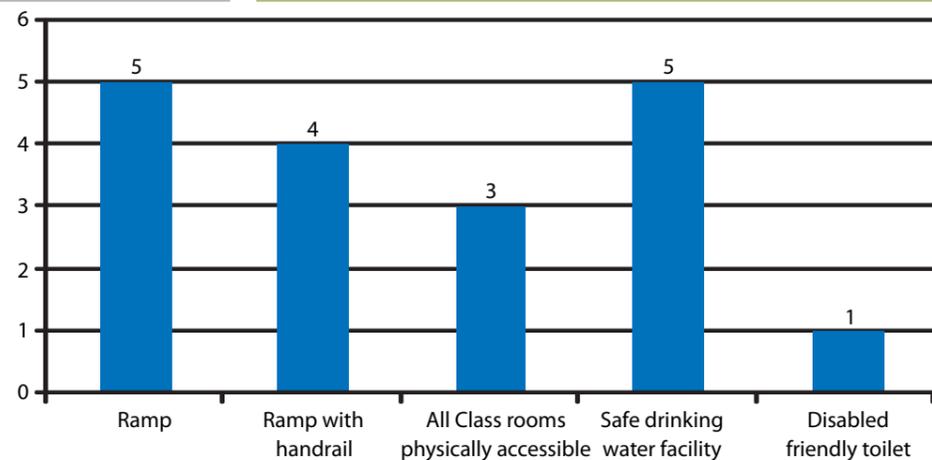
iv) Puri



Graph 22 :

Out of four schools only three have ramps with handrails and two schools have made all the class rooms accessible for students with disabilities. All the schools provide safe drinking water to students but only one school has disabled friendly toilet.

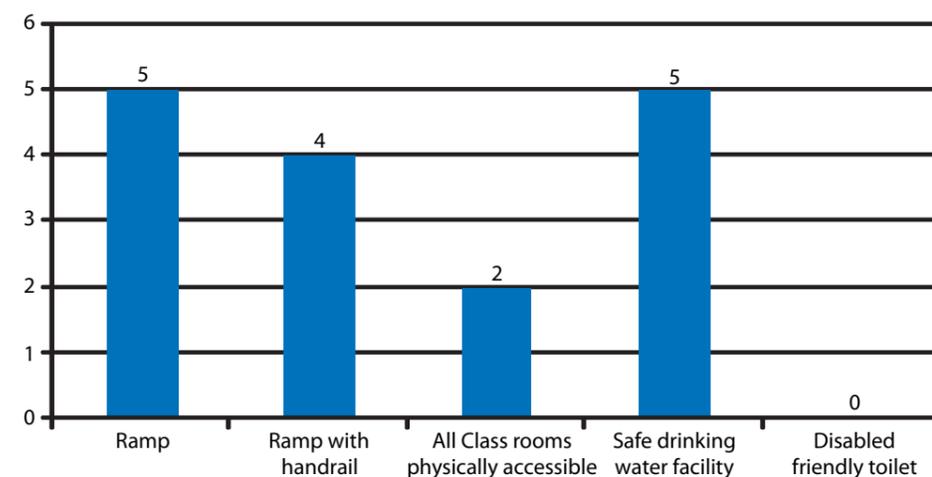
v) Sambalpur



Graph 23 :

All the 5 schools in Sambalpur districts have ramp at entrance but in 4 schools there are ramp with handrail available. All class rooms are physically accessible in 3 schools but in other schools some of the classrooms are not accessible for students with disabilities. All the schools have facility of safe drinking water for students. There is only school which has a disabled friendly toilet but it was kept locked when the researcher visited the school.

vi) Sundargarh



Graph 24 :

All the 5 schools in Sundargarh have ramp at entrance, in 4 schools there was handrail available with ramps. Two schools have made all the class rooms physically accessible for students with disabilities. All the schools provide safe drinking water to students through tube wells. None of these schools have disabled friendly toilet.

B. TEACHERS

i) Balangir

None of the schools has resource teacher. So the students with disabilities have been taught by the general teachers. When asked about whether the general teachers face difficulties while teaching the students with disabilities, only one headmaster admitted that the general teachers face lots of difficulties while teaching two children with hearing impairment. The students do not understand what the teacher says and vice versa. The students only understand whatever the teacher writes on the blackboard. Whereas other headmasters were of the view that the general teachers do not face any difficulty but they are not able to give special attention to the needs of children with disabilities.

There is one school which comes under District Officer, so BRT and CRCC do not visit this school. In three schools the block resource teacher visits twice to thrice times in a year and the CRCC comes once or twice in a month. There is a school where block resource teacher comes three to four times in a year, but the headmaster is not aware whether the CRCC visits the school or not.

ii) Khurdha

There is no resource teacher, so the children with disabilities are taught by the general teachers. The headmasters of two schools mentioned that in some way or other the general teachers face difficulties to teach students with disabilities because they are not well trained to teach CWSN. We found that there is one school where the general teachers face lots of difficulties in teaching the students with speech and hearing impairment. They do not know how to communicate with students with hearing impairment, even if they somehow manage to communicate with those children, making them understand the subjects is not an easy task for the general teachers. The general teachers could not give special attention to the students with disabilities, so in some way or other these children have been neglected. Although the general teachers get training on how to teach children with special needs, still they cannot give special attention to the children with disability in class rooms. There is one school where there are some regular teachers and others are on contractual basis. The teachers do not even know the meaning of the word "CWSN". There is no resource teacher for the students with disabilities so the general teachers teach them. At this point in time there is no child with mental retardation or speech and hearing impairment in the school, so the general teachers do not face any difficulty while teaching the student with locomotor disability.

Out of the five schools, the block resource teacher and CRCC visit four. But they take classes for children with disabilities only in one school. When we asked one of the headmasters the reasons of children with locomotor disability not enrolling in schools, one of the teachers mentioned that there is no child with locomotor disability in that particular area.

iii) Koraput

Out of five schools there was not a single recourse teacher available in any school to teach the CWSN that's why children with special needs were not getting quality education, they are being taught by general teachers, who are not well trained. BRC and BRT are visiting all the schools but BRT has a specific role he has to give demonstration to other teachers how they should deal with the children with special needs but none of the BRT is doing so.

iv) Puri

There is no resource teacher in any of the schools, where the survey took place. So the general teachers teach the students with disabilities. Three of the headmasters stated that the general teachers are not able to provide time to the students with disabilities. One teacher was of the view that the students with disabilities should go to special school as they are creating problems for other students of the school. But BRT and CRCC visit each of the school in every month.

v) Sambalpur

None of these five schools has a single recourse teacher for students with disabilities, that's why children with special needs are not getting quality education. The general teachers teach them.

BRC and BRT are visiting school but BRT has a specific role they have to give demonstration to other teachers how they should deal with the children with special needs but none of the BRTs is doing that.

vi) Sundargarh

We found that there is no resource teacher available in any of these five schools. So the general teachers are involved in the process of teaching the students with disabilities. The general teachers are not well trained that's why children with special needs are not getting quality education.

BRC and BRT are visiting school but BRT has a specific role he/she has to give demonstration to other teachers how they should deal with the children with special needs but none of the BRT is doing so.

C. ACADEMICS

i) Balangir

When it comes to seating arrangements we found that students with visual impairment, low vision, multiple disabilities, speech and hearing impairment get the preference to seat in the front row of class rooms. There is no specific seating arrangement for students with locomotor disability. It is up to them where they want to seat. Individualized Education Program (IEP) for student with disability is not prepared by any of the teachers.

The head masters do not know what IEP is. All the schools are equipped with Teaching Learning Material (TLM), which consists of globe, maps, charts and other subject related materials. But there is no specific TLM for students with disabilities available in any of these schools. There is one Assistant teacher who was of the view that TLM available for non-disabled students is not a problem for CWSN. Both groups of students get benefit out of these TLMs. However if specific Teaching learning materials can be provided to children with disabilities, then that would be an advantage for them. One of the headmasters mentioned that there is a lot of emphasis given on TLM in the Primary level of Education, whereas that much importance is not given to TLM in higher level of education. None of the head masters is aware of Home based education program. There is no resource room available in any of these schools. But all the schools have library facility for students.

ii) Khurdha

We found that the student with low vision gets priority of seating in the front row of class rooms. There is no specific seating arrangement for students with locomotor disability, mental retardation, speech and hearing impairment in the classrooms. None of the schools has prepared Individualized education for the students with disabilities. All the schools have teaching learning materials, but there is no specific teaching learning material available for CWSN. These teaching learning materials include worksheets, pictures, charts etc. Teachers prepare the TLMs as per the requirement of subjects. All the head masters were of the view that the students with disabilities are getting benefit out of these teaching learning materials. These headmasters have no knowledge of home based education program. None of these schools has resource room but library is available in each of these schools.

iii) Koraput

Mainly in schools if there is a child with visual impairment or hearing impairment, then they are seating in the front row of class rooms otherwise there is no such special seating arrangements for CWSN. In the district of Koraput as the voluntary Organization SOVA working on Inclusive education they have special trained teachers who are preparing IEP-Individualized Education Plan for children with visual impairment. The students with visual impairment those who are studying in these five schools are getting home based education. In this district SOVA is working with the support of Sightsavers India, that's why they are imparting home based education to the children with visual impairment in their project area. Reading learning materials are very important in teaching process, in all the 5 schools reading and learning material are available like map, globe, pictures of legendary personality, science experiment materials and these things brought by the schools from market and they get some from government department. There is only one school which has library for students.

iv) Puri

Individualized education plan has not been prepared by any of the four schools for students with disabilities. All these schools have teaching learning materials and TLMs are also available for students with disabilities. These TLMs include tactile globe, Braille slet. Every class teacher prepares teaching learning materials for their class. There is no resource room in any of these schools. There is no scope of home based education. Every school has a library.

v) Sambalpur

Students with visual impairment and hearing impairment sit in the front row of classrooms; otherwise there was no such special seating arrangement for CWSN. There is no resource teacher in these five schools that is why the individualized education plan has not been prepared for any of the students with disabilities. In all the five schools not a single child with disability is getting benefit out of the home based education. All the schools have reading learning materials which include map, globe, picture of legendry personality; science experiment materials and these are things brought by the schools from market some of that provided by govt. Out of five schools there are only two schools having library facility for students.

vi) Sundargarh

If there is a child with visual impairment or hearing impairment, then they are seating in the front row of class rooms otherwise there is no such special seating arrangements for CWSN. In all the five schools of Sundargarh district individualized education plan is not been prepared for child with disability. No child with disability is getting home based education programme. All these schools have reading and learning materialsthat are map, globe, and pictures of legendry personality, science experiment materials and these are things brought by the schools from market and they got some from government department. Three schools have library for students.

D. OTHER ISSUES

i) Balangir

None of these schools have ever provided any kind of support services to the students with disabilities. We found that in some instances students with disabilities are not getting escort allowance and in some other cases the headmasters are not aware whether the students with disabilities of their school getting any allowance. None of the schools is providing training to students with disabilities on activities of daily living. It seems, out of fifteen students with disabilities no child has ever participated in any of the theme based camp. When asked about this, some headmasters do not know whether students have participated or not. Some of the headmasters do not even know what Theme based camp is. The school management committee is in

place in all these schools. This committee includes parents, teachers, councilor etc. There is only one school which has the Mother of the student with multiple disabilities as a member of this School Management Committee. One of the headmasters was of the view that there is a kind of quota system for the members of SMC. In simple words there is a guideline, which says the school management committee should have parent representatives from SC, ST and OBC community. The primary responsibility of this committee is to supervise MDM scheme and to be engaged in other developmental work of school. School management committee does not take initiative for community awareness and parental counseling.

ii) Khurdha

Out of 20 students with disabilities no child has ever received any kind of support services from their school. When asked about escort allowance, all the headmasters said that they do not know whether the students with disabilities are getting the allowance or not. There is only one school which had sent the students with disabilities for Theme based camp. Students with disability have been provided training on activities of daily living in one of these schools. The students learn how to wash their hands before taking food. Teachers do not provide any training on activities of daily living in these schools. There is only one school which has not the school management committee in place. This school will form its SMC very soon as per the new guidelines. Other four schools have this committee and it consists of head master, assistant teacher, parents, and councilor. There is only one school which has parent of a student with disability involved in this committee. The school management committees of three schools take initiatives for creating awareness in the community and also do parent counseling.

iii) Koraput

Out of total 18 CWSN in 5 schools, nine Children with disabilities have got support services like physiotherapy etc and those nine children have participated in theme based camp, they also got ADL training, and getting home based education through Inclusive education project of SOVA a voluntary organization working in Koraput with the support of Sightsavers India. There are three children with disabilities who have provided with corrective surgery. In all five schools the school management committee is very much functional and out of that in 3 schools they have parents of CWSN in committee. Apart from school functioning they are not doing anything like parental counseling and community awareness program.

iv) Puri

There are only two schools which are providing support services like counseling to children with disabilities once in a month. We found that three of these schools are providing corrective surgery to children with

SUGGESTIONS AND RECOMMENDATIONS

iv) Puri

disabilities. All nineteen children with disabilities are getting training on activities of daily living. All of them have also participated in the theme based camp. In every school 'School management committee' is very sensitized towards children with disabilities. In every meeting they discuss about the problems of children with disabilities. But only in one school parents of CWSN are part of the school management committee.

v) Sambalpur

In all 5 schools of this district, there was not a single child with disability who has received any type of support services from school. No child has provided with corrective surgery but only one student is getting escort allowance. The general teachers are not trained that's why they are failed to provide and ADL training to children with disabilities. In all these schools management committee is in functional mode but only one school has a parent of a CWSN as member of this committee. The committee is not taking any steps for community awareness or parental counseling program.

vi) Sundargarh

Out of six children with disabilities, no child is getting physiotherapy, occupational, speech, counseling therapy or vocational training from the school. There is only one student who is getting escort allowance. None of these children have got any ADL training or attended theme based camp. In these five schools the school management committee is active and in functional mode but parents of children with disabilities is not part of the committee in any of these schools. There are no such activities like parents counseling or community awareness program are being conducted by the committee.

1. All the government schools should have adequate number of teaching and non teaching staff. Teachers should be involved in teaching and academic works, not in other purposes.
2. There is a need of rigorous awareness campaign for parents and teachers. So that they can get to know all the government schemes and provisions available for CWSN. Parent counseling is very much needed, then only more number of children with special needs can come to school.
3. Other support services should be provided to CWSN, so that more numbers of CWSN can come to school and acquire knowledge like non-disabled students. All types of facilities (both physical and financial) should be given to children with disabilities in the schools.
4. The general teachers cannot give special attention to the CWSN, as they have lots of non-academic activities to deal with. That is why the State government should provide at least one Special Teacher for CWSN in each and every school.
5. When a child with special needs come to school, he or she would require some basic facilities such as, an accessible classroom, a disabled friendly toilet, appropriate TLM etc. Therefore the students with disabilities should be given all such facilities in schools for completing their education.
6. The general teachers should get orientation on how to teach a child with disability. This will help the teachers to make a student with disabilities understand the subjects.