

Section A

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PREFACE

The successful completion of **Include Vidya Campaign in Manipur** was a unique experience for me. It is an all India campaign initiated by Christoffel Blindenmission India (CBM India).

Thanks to all supporters that the project could be completed with success and on time. I am grateful to Ms. Bibharani Swargiary, Assistant Professor, Dept. of Social Work, USTM, Meghalaya who gave me moral support and guided me. She had been very kind and patient while suggesting the outlines of this project. I thank her for the overall support and for her data interpretation.

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Lastly, I would like to thank all my team members who helped me a lot in gathering all necessary information, guiding me from time to time and provide different ideas in making this project unique. It will be incomplete without mentioning our partners – The Handicapped Development Foundation, Spastic Society of Manipur and InSIDE North-East.

Thanking you

Mr. Pauzagin Tonsing
Executive Director
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Executive Summary

Approximately 2 per cent of the population in Manipur, that is, 54110 out of 28.56 L people have disabilities in seeing, speech, hearing, movement, mental and other areas and some have multiple disabilities (Census of India, 2011). Presently, the Government of Manipur runs two Special Schools with hostel facilities- one each for the Visually Impaired and Hearing Impaired. Besides these, there were 4 Special Schools for the Mentally Retarded and one Special School for the Hearing Impaired that were run by Non-Government Agencies. Despite the presence of a policy framework in Manipur to address the educational needs of children with disabilities, there have been a few criticisms vis-à-vis the role of state in providing quality care and education for the disabled in Manipur. It was put forth that despite a multiplicity of schemes and programmes adopted by the government, there was a lag in the implementation for creating an inclusive system. Some of the schemes intended for assisting disabled school-goers were too meagre and were of little use in the present-day context.

In this light, six districts of Manipur, namely, Bishnupur, Churachandpur, Imphal East, Imphal West, Kangpokpi, and Thoubal were surveyed to unravel if the policy and its implementation corroborated on the ground. The study therefore tried to map the issues around disability in the state of Manipur; address the question of accessibility of resources in realisation of right to education for children with disabilities; understand the functioning of the SSA initiatives across five districts of Manipur vis-à-vis Children with disabilities; look at the intersectionalities of how IVC complements SSA; and, look at the gaps and challenges in the realisation of RTE for children with special needs.

Based on the objectives of the study, a total of 300 schools were surveyed across the six districts in Manipur. Random sampling was used in selection of schools. Responses were recorded on the parameters of: accessibility, classroom environment, education services, additional curricular activities, committees for school development, and policy and systems.

The findings revealed an appalling situation pertaining to the status of inclusive education in the surveyed districts. Safe and usable ramps, toilet with water and door, accessible toilet, drinking water facilities, and proper transport facilities for children with disabilities were wanting in majority of the schools surveyed. It has been found that a total of twenty-six schools comprising approximately nine per cent scored zero in the accessibility front. Only two schools out of three hundred have scored ten out of ten. Approximately forty-four percent have scored two and less. Another thirty-six percent have scored above two and four or less. Here, the cumulative percentage of all schools scoring four and less has been found to be eighty-one percent approximately. Again, approximately nineteen percent of schools have scored five and above.

Adequate lighting, adequate ventilation, use of appropriate teaching learning materials, pupil-teacher ratio in school, adequate space and seating arrangement for children, and assistive devices and furniture, which are disabled friendly count up for a classroom environment towards inclusive education. In this category, it was found that seven schools scored zero in the classroom environment score, while six have score ten. The mean count of schools being

placed at 27.27, a total of one hundred and eighty schools (60%) have scored five or less, while one hundred and fifty-eight schools (52.7%) have scored four to six. A total of thirty-three schools (11%) have scores of eight and above.

The progressive legislations of India, since the 1990s, called for provisioning trained teachers to teach children with disabilities, making arrangements for resource teachers, instituting accessible library facilities, providing communication facilities for children with disabilities, and maintaining resource room to support teaching needs of children with disabilities. In this category, the findings of the survey cried afar from the rhetoric of the policy framework in the country. Two hundred and thirty-six schools (78.66%) have been found to score two and less in the education services score. A whopping one hundred and thirteen schools (37.66%) have scored zero in this front. Two hundred and ninety schools (98%) have scores that are five and less. There is only one school with a score of eight, and none above it.

True inclusive education also caters to both the curricular and extra-curricular needs of the children with disabilities. The present survey found that several disparities existed in this front. In this category, two hundred and fifty two schools (84% of the 300 schools surveyed) have scores that are four or lesser. Sixty-five schools (21.66%) have scored zero on the additional curricular activities score, seventy-two schools (24%) have score one, and forty-three schools (14.33%) have scored two. Taken together, sixty percent of the schools have scored two and less.

Pupils clubs, Meena clubs and their linkages with Bal Panchayat programmes in the community are important platforms that promote an inclusive environment in the school and community settings. Again, committees for school development and management, parents-teachers association, village education committees, and local monitoring committees play vital role in providing and promoting inclusive spaces for the nurturance and development of an environment that is barrier-free. It was found that thirteen percent (13 schools) of the schools in Churachandpur district scored zero. There are one each school from Imphal East and Imphal West that have also scored zero in this count. Again it may be deduced that approximately ninety-three percent of schools in Imphal East, eighty-four percent in Churachandpur and Imphal West, Eighty-three percent in Kangpokpi, seventy-eight percent in Thoubal and seventy-two percent in Bishnupur have scored three and less. Four schools each in Imphal West and Kangpokpi, and one school in Churachandpur have scored six out of six, while, one school from Imphal West and two schools from Kangpokpi have scored two.

The framework for inclusive education calls for proactive role on the part of the institutions for setting adequate policy and systems to address the rights of all children. It was found that a total of twenty-nine schools comprising approximately ten per cent scored zero in the policy and systems front. Only one school out of three hundred have scored eight out of eight. Approximately fifty percent (149 schools) have scored two and less. Another forty-five percent (138 schools) have scored above two but four or less. Here, the cumulative percentage of all schools scoring four and less has been found to be ninety-six percent approximately.

When the cumulative scores of the districts across all the six parameters, namely, accessibility, classroom environment, education services, additional curricular activities, committees for school development, and the presence of appropriate policy and systems were taken together, six schools (2% of the 300 schools surveyed), three each from Lamka and Tuibuong Development Block of Churachandpur district have scored zero out of the total score of fifty-four in all the parameters. Twenty-one percent (63 schools) have scored between zero and ten, fifty percent (151 schools) have scored between ten and twenty, approximately twenty percent (59 schools) have scored between twenty and thirty, six percent (18 schools) have scored between thirty and forty, and only one percent (3 schools) have scored above forty.

The present study has brought forth a disturbing picture of the scenario of inclusive education in the six districts of Manipur. It may not be incorrect to assume that a similar situation prevails in the other districts as well. The gaps that exist between the policy framework and the ground-scenario are alarming and call for immediate and timely redress. The magnitude of the problem calls for strategic and all-pervasive intervention by all stakeholders: state, district, government agencies and community-based organisations.

Following this research findings, a few recommendations have been put forth. First, a shared vision for inclusive education — one that meets the fundamental needs and articulates the aspirations of all the stakeholders is critical to capacity enhancement, change and development. A community consultative and collaborative process needs to run through the entire project and a multi-stakeholder engagement is critical for its success. A critical aspect of this process should be engaging the women leaders in processes that will help people transform the society's perception about disability and the educational rights of persons with disabilities, while at the same time, sustaining communal harmony, tolerance and respect for diversity. CCI should continue to play a key role in obtaining the meaningful engagement of diverse groups and stakeholders through multistakeholder consultations and workshops.

The CCI and its partner CBOs and NGOs should continue to aim to empower persons, families, communities and institutions within the districts of Manipur and beyond to be aware of the rights of persons with disabilities, recognise the difference they can make, and motivate them to play a role in achieving a better future for the society. CCI should strive to work with local leaders, government departments, local governance representative etc. to ensure that persons with disabilities have access to the resources meant for them. Communities need to be educated on the rights and schemes meant for persons with disabilities through community resource centres such as the Malsawm Initiative. The attempt should be made to link the rights of persons with disabilities to convergent programmes and schemes of Government of Manipur, local government institutions, NGOs, CBOs and Government of India. This would involve creating strong partnerships between these actors. Such an effort would also result in the initiation and sustenance of Advocacy Network. This is recommended to develop linkages across all sectors and institutions to advocate for the rights of persons with disabilities.

List of Acronyms

CBM	Christoffel Blinden Mission
CCI	Centre for Community Initiative
CDDU	Churachandpur District Disable Union
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
CWSN	Children With Special Needs
DISE	District Information System for Education
DPO	Disabled Peoples' Organization
DRD	Disaster Risk Reduction
EFA	Education For All

IEP	Individualized Education Program
IVC	Include Vidya Campaign
MHRD	Ministry of Human Resource Development
NEC	North-Eastern Council
NPE	National Policy on Education
NCF	National Curriculum Framework
NCERT	National Council of Educational Research and Training
NERCORMP	North Eastern Region Community Resource Management Project
PIED	Project for Integrated Education for the Disabled
PWD	People Living with Disability
RAISE	Regional Action on Inclusive Education
RCI	Rehabilitation Council of India
RTE	Right to Education
SDG	Sustainable Development Goals
SEN	Special Educational Needs
SSA	Sarva Siksha Abhiyan
ST	Scheduled Tribes
TMI	The Malsawm Initiative
UEE	Universalisation of Elementary Education
UNICEF	United Nations Children's Fund
UNESCO	United Nations Economic, Scientific and Cultural Organization
VBR	Village Based Rehabilitation
VRU	Vocational Rehabilitation Unit
WHO	World Health Organization

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Section B

Introduction

The Census of India 2011 records that 2.68 Crore persons are disabled in India. It comprises 2.21 per cent of the total population in the country. The Census of 2011 provided data on the demographic aspects such as their educational status, employment status and marital status. However, there is dearth of information on their actual living conditions: the problems faced in pursuing their education, employment and other areas that ensure dignified existence (Ministry of Statistics and Programme Implementation, 2016). It may be observed in Table I that among the disabled population 56 per cent are males and 44 per cent are females. In the total population, the male and female population are 51 per cent and 49 per cent respectively

Table I: Disabled population in India

Total Population in India, 2011 (Crore)			Disabled Persons in India, 2011 (Crore)		
Persons	Males	Females	Persons	Males	Females
121.08	62.32	58.76	2.68	1.5	1.18

Source: Ministry of Statistics and Programme Implementation (2016, p. 18)

Defining disability

In the contemporary time, “disability” is a contested term. Definitions vary internationally as well as at national level due to the variety of approaches adopted to understand the term “disability”. As there is no concordance in concepts and definitions of disability, there is an associated difficulty in designing a uniform measurement tool to assess the dimensions of the concept. This further pose challenges and difficulties in arriving at a comprehensive intervention strategy that is applicable for all.

The World Health Organisation (WHO) defines disability as an “umbrella term, covering impairments, activity limitations, and participation restrictions.” It suggests that disability results from problems associated with body functions or structure, inhibitions faced in carrying out an activity or task, and life situations that restrict meaningful participation in the society.

Further, the United Nations Convention on the Rights of Persons with Disabilities (2006) lays the framework for defining disability as a multi-dimensional concept. Disability is said to result from “the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.” Thus, those people having long-term physical, mental, intellectual or sensory impairments that disallow or hinder their meaningful participation in society on an equal basis with others are said to be persons with disabilities.

The definition of disability has shifted at several junctures in the Indian context. A look at the definitions adopted for census enumerations in different decades is indicative of it. For instance, the Ministry of Statistics and Programme Implementation (2016), traces the history of the usage of the term for different Censuses of India. It was said to have been canvassed in all the censuses since 1872 to 1931, but was not canvassed in the Censuses from 1941 to 1971. In Census of India 1981, information on three types of disability (totally blind, totally crippled, and totally dumb) was collected, while it was dropped in Census of India 1991. Following the enactment of the Persons with Disabilities (Equal opportunities, protection of rights & full participation) Act in the year 1995, the question on disability was again included in 2001 Census: information on five types of disability (disability in seeing, in speech, in hearing, in moving, and mental disability) was collected. In Census 2011, the definition of disability encapsulated eight types of disability, namely, disability in seeing, in hearing, in speech, in movement, in mental retardation, in mental illness, any other and multiple disability.

Thus our understanding of the epidemiology of disability in India is limited to the statistical figures that have emerged out of the definitions that were adopted for the purpose of

enumeration of different censuses. While it has (at least the Census of India 2011) provided the count of persons with disabilities in India, there is dearth of information pertaining to the qualitative dimensions of inhibition-induced and life situations that prevent people from meaningful participation in the society.

Constitutional safeguards for persons with disabilities in India

The Constitution of India provides the framework for safeguarding and ensuring dignified life to the persons with disabilities within the Indian state. The Preamble to the Constitution of India stipulates that it secures for all its citizens, social, economic and political justice, and promoting among them all fraternity, dignity and unity of the nation.

Fundamental Rights

The Fundamental Rights demarcated in Chapter III of the Constitution of India aim at removing inequality, untouchability, status-caste and religious considerations and economic exploitations. Article 14 provides for right to equality before law, Article 16 makes provision for right to equality of opportunity in matter of job opportunity and public appointment, while Article 15 provides for non-discrimination. Further, Articles 20, 21 and 22 provides for the right to life and liberty of all individuals within the Indian Union. Again, in keeping with the Jomertian World Declaration on Education for All (1990), through the Constitution (Eighty-sixth Amendment) Act 2002, a new article 21A was inserted within the Fundamental Rights Chapter. The article provides for “free and compulsory education to all children of the age of six to fourteen years” as a fundamental right. It also bound the state to provide for early childhood care and education until the children completed the age of six years while holding the parents or guardians accountable for providing educational opportunities for their children.

Article 41 of the Directive Principles of the Indian Constitution supports the right to work, to education and to public assistance. Further, article 45 commits to the provision of free and compulsory education for all children up to the age of 14 years. It was in relation to this directive that the aforementioned Constitution (Eighty-sixth Amendment) Act 2002 was effected.

Kothari Commission

The Kothari Commission was officially set up by the Government of India on 14th July 1964, under the chairmanship of Daulat Singh Kothari. It submitted its report on 29th June 1966. The commission aimed at assessing all aspects of the educational sector across the country. Its recommendations became the basis for several components included in the National Policy of Education in 1968. Among its several findings, the commission took cognizance of the educational inaccess and non-participation by the physically and mentally challenged children in India. Its recommendation to expand the educational facilities for the physically and mentally challenged children calling for developing integrated programmes that would lead to inclusive education was formally adopted in the Section 4 of the National Policy of Education 1968 (Ministry of Human Resource Development, 2013).

National Policy on Education (NPE) 1986

The National Policy on Education 1986, as modified in 1992, was a broad strategy to deliver a Programme of Action that was drawn up by the 23 Task Forces that were set to assess the education system across the country. It sought to cater to the educational needs of some 4.3 million disabled children in the age group of 4-15 years. In paragraph 5 of the “Education for the Handicapped” section, the NPE stipulated a two-pronged strategy to address the educational needs of children with disability, that is, *first* to accommodate children with “locomotor handicap and other mild handicaps” in regular schools, and *secondly*, setting up special schools with hostel facilities at the district level to cater to children with severe disabilities. It made way for a system to identify, diagnose and assess children with disabilities for their placement in schools.

The policy sought to augment the accessibility of the existing infrastructure in regular schools by providing aids and appliances, transport allowances, incentives on enrollment, removing architectural barriers and preparatory education in Early Childhood Centers. In pursuance of this, the Project for Integrated Education for the Disabled (PIED) was launched jointly by the MHRD and UNICEF. In the Special Schools, the policy paved the way for hostels, vocational training, appointment of special teachers, teacher training on special education, attendance of psychologists and medical doctors, flexibility in examination, and creating disabled-friendly infrastructure. NCERT and other bodies were set as agencies for monitoring and evaluation of the policy programmes (Ministry of Human Resource Development, 2013).

Rehabilitation Council of India Act 1992

The Programme on Action of the NPE 1986 was strengthened by the enactment of the RCI Act, 1992. By that time, it was evident that there was a lack of mechanism in the country to standardize and monitor the training of special educators and other rehabilitation professionals in the country. Therefore, in 1992, Parliament of India enacted the RCI Act, subsequently amended in 2000, to establish a statutory mechanism for monitoring and standardizing courses for the training of 16 categories of professionals required in the field of special education and rehabilitation of persons with disability. Training of special educators and resource teachers that can offer support services to children with disabilities in regular schools is the responsibility of RCI.

Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995

The Persons with Disabilities (Equal opportunities, protection of rights & full participation) Act, 1995, also known as the PWD Act, is a landmark legislation in India pertaining to the social and economic rights of the disabled. This legislation was an outcome of the Asian and Pacific Decade of Disabled Persons 1993-2002 convened by the Economic and Social Commission for Asia and Pacific held at Beijing on 1st to 5th December, 1992. India became a signatory to the Proclamation on the Full Participation and Equality of People with Disabilities

in the Asian and Pacific Region which was adopted in the Beijing Convention. Therefore, this legislation was enacted in the parliament.

The PWD Act covers seven disabilities namely blindness, low vision, hearing impaired, loco motor impaired, mental retardation, leprosy cured and mental illness. This act brought about provisions for special education, and provided the mandate for governments and the local authorities to ensure that every child with a disability has access to free education in an appropriate environment till he/she attains the age of eighteen years; endeavour to promote the integration of students with disabilities in the normal schools; promote setting up of special schools in governments and private sector for those in need of special education, in such manner that children with disabilities living in any part of the country have success to such schools; and, endeavour to equip the special schools for children with disabilities with vocational training facilities. The legislation also directed the states to provide ramps in public buildings, toilets for wheelchair users, and braille symbols and auditory signals in elevators.

This particular legislation aimed at provisioning inclusive education for all disabled children in India by assigning appropriate government and statutory bodies the responsibility to do so. Based on this legislation, many social security measures were provided for the welfare of persons with disabilities. For instance, albeit recent criticisms, “disability pension, family pension, scholarships for special education, travel concession, income tax relief and special insurance policies” were initiated by governments at the central and the state-levels (Girimaji & Srinath, 2010, p. 443).

National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities Act 1999

The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities Act 1999, also known as the National Trust Act, was brought forth to address the issues and promote the rights of the most marginalised among the disabled, and also sought to empower them to live as independently as possible. The legislation included provisions for home-based interventions, care-giver training programmes, and addressing guardianship concerns among others. Though it did not directly deal with the education of children with special needs, one of its thrust areas is to promote programmes, which foster inclusion and independence by creating barrier free environment, developing functional skills of the disabled and promoting self-help groups.

The Salamanca Statement and Framework for Action on Special Needs Education (1994) provided the framework for initiating the conversation for a fundamental shift in the policy for furthering the access of education for all via an inclusive education policy. The statement laid the foundation for delivering education to persons with disabilities in an inclusive environment. All children, irrespective of their physical, intellectual, social, emotional, linguistic or other conditions should have “access to regular schools which should accommodate them within a child centred pedagogy capable of meeting these needs” (UNESCO, 1994).

Mission Sarva Shiksha Abhiyan

In the midst of the shifting policy climate pertaining to special needs education, at the turn of the century, the Sarva Shiksha Abhiyan (SSA) has been functional in India since 2000-01. The SSA operates in partnership with state governments to achieve the goal of Universalisation of Elementary Education and adopts a zero rejection policy and uses an approach of converging various existing schemes and programmes. It defines inclusive education as all children in school learning together, schools are for everyone, appropriate support services, non-discrimination and valuing diversity. It covers the following components under education for children with disability – early detection and identification, functional and formal assessment, education placement, aids and appliances, support services, teacher training, resource support, Individual Educational Plan (IEP), parental training and community mobilisation, planning and management, strengthening of special schools, removal of architectural barriers, research, monitoring and evaluation, and girls with disability.

Rights of Persons With Disabilities Act, 2016

Rights of Persons With Disabilities Act, 2016 (RPWD Act) was enacted by the Rajya Sabha on 14 December 2016 and by the Lok Sabha on 17 December 2016. This Act came into force on 30 December 2016. RPWD 2016 replaces the ages old Persons with Disabilities Act 1995.

The most important point in RPWD Act 2016 is that the number of recognized disability conditions has been increased from 7 to 21. The new list of recognized disabilities include three blood disorders (Thalassemia, Hemophilia and Sickle Cell disease) and acid attack survivors have also been included in the list. Intellectual disability, Parkinson's disease, Cerebral Palsy, Dwarfism and Autistic Spectrum disorders also find place in the list. This inclusion will help more people to have access to the government schemes and facilities intended for the welfare of disabled people in India.

The RPWD Act 2016 also provides for creating institutional infrastructure to support the needs of persons with disabilities. Setting up of Special Courts in each district has been mandated. These courts will handle the cases related to the violation of rights of disabled people. In addition, State Governments will setup district-level committees and a separate State Fund for the welfare of PwDs. Similarly, a National level fund will also be set up.

For children with disabilities aged between 6 and 18 years; education will be free. In an attempt to eliminate discrimination, punishment by imprisonment has been mandated for those who intentionally insults or intimidates with intent to humiliate a person with a disability in any place within public view.

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

The Right of Children to Free and Compulsory Education Act, 2009, commonly known as RTE Act, 2009 was finally passed by the parliament on the 26th August, 2009. This legislation attempts to provide an enabling environment for disabled children to enroll in schools, attend and complete elementary education. The amendment to the act passed in 2012 expanded

the definition of children with disability and put them under the category of “disadvantaged group”. Apart from provisioning free education in all government schools, the legislation mandates a 25 per cent quota of seats for children belonging to weaker and disadvantaged children in private unaided and specified category schools.

Shifting policy trends in India regarding special needs education

Cultural and structural impediments have continued to marginalise persons with disabilities in education, employment, mobility and other significant life areas in India. Cultural barriers, such as, beliefs and stereotypes continue to obfuscate and stigmatise persons with disabilities, while, structural impediments, such as, poverty, lack of development, illiteracy, unemployment, caste, class, gender and ethnicity affect their survival and life-chances. In this regard, Mehrotra (2011) called for models of intervention that aim at prevention and rehabilitation in such circumstances.

While the fruition of Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 owed “much more to international pressure than to lobbying and protests by disability rights groups... [it] touched the lives of masses of disabled persons and pushed for a more disabled-friendly environment in the country” (Mehrotra, 2011, p. 65). An analysis of the politics and practice of disability in India shows that several factors were involved in the rise of disability movements in the late 1980s and 1990s, namely, push for accountability of the state, influence of women’s movements and international pressure, all combined to create a conducive space for mobilization and emergence of the movement for the rights of the disabled. These movements aided to the overhauling of the earlier biomedical model of intervention to that of rights of the persons with disabilities.

Prior to this landmark shift in the approach and services for the disabled, most of the services in India followed the biomedical model in which hospitals and health centres provided the services aimed at curing, correcting or ameliorating the disabling conditions of the individual— aiming to make them as “normal” as possible. Even the terminology “handicapped” was retained in all policy documents until the PWD Act 1995 was passed.

Again, commenting on the epidemiology, policy, and services for the children and adults with disabilities, Girimaji and Srinath (2010) posited that while there has been improvements in addressing the issues and concerns posed by disability in India, there was still a lack of “reliable database, effective implementation of legislation and policies, and development of effective, accessible, and affordable interventions (p. 441).

Children with disabilities in Manipur

Approximately 2 per cent of the population in Manipur, that is, 54110 out of 28.56 L people have disabilities in seeing, speech, hearing, movement, mental and other areas and some have multiple disabilities (Census of India, 2011). Presently, the Government of Manipur runs two Special Schools with hostel facilities- one each for the Visually Impaired and Hearing Impaired. Besides these, there were 4 Special Schools for the Mentally Retarded and one Special School

for the Hearing Impaired that were run by Non-Government Agencies. Critiquing the role of state in providing quality care and education for the disabled in Manipur, Haokip (2017) stated that despite a multiplicity of schemes and programmes adopted by the government, there was a lag in the implementation for creating an inclusive system. Some of the schemes intended for assisting disabled school-goers were too meagre and were of little use in the present-day context.

Narrating the case of the Manipur Initiative, Bhasin (2016) stated that the district officials, church leaders and the larger community, by and large, lacked awareness and empathy in dealing with persons with disability. The Manipur Initiative sought to change this reality through creative advocacy and awareness programmes. In a similar vein, Haokip (2017) advocated for more awareness programmes to change the mindset, perception and behaviour in the society, while calling for punitive measures against people who continue to discriminate and deprive the disabled children from enjoying their rights.

Sarva Siksha Abhiyan provisions in Manipur

The Government of Manipur introduced Sarva Shiksha Abhiyan (SSA) in the year 2004. The SSA started as a mission mode in all the 9 districts of Manipur viz. Bishnupur, Chandel, Churachandpur, Imphal East, Imphal West, Senapati, Tamenglong, Thoubal and Ukhrul. SSA in Manipur is a multifaceted programme, which seeks to ensure the enrolment of all children in the age group of 6-14 in schools or Alternative Schools, retaining them and ensuring comparable elementary quality education. SSA is conceived as an essential national programme to achieve by creating a sustainable and decentralized educational planning and management system, and invoking community participation in the whole process of the programme.

SSA Manipur started working towards achieving Universalization of Elementary Education (UEE) with the following objectives: all children in Manipur should be in School, Education Guarantee Centre, Alternative school, back to school camp by 2005; all children in the State complete five years of primary schooling by 2007; all children complete eight years of schooling in Manipur by 2010; focus should be made on elementary education of satisfactory quality with emphasis on education for life in the State; Bridge all gender and social category gaps at the primary stage by 2007 and at the elementary level by 2010 in the State; and Universal retention of children by 2020 in Manipur. The target of SSA in Manipur is to bring about 60,000 children under different activities of out- of-school children in the year 2005-06. Accordingly, an autonomous society called the “Sarva Shiksha Abhiyan State Mission Authority Manipur” had been formed and registered under the Manipur Societies Registration Act 1987 and the Manipur Societies Registration Act I of 1990 for the implementation of SSA to provide Universal Elementary Education. Since then, SSA Manipur has been working in partnership with Non-Governmental Organizations in the area of capacity building, training and advocacy. It has strong mandate to provide for inclusive education in the state, to monitor the delivery of services and ensure positive outcomes in keeping with the various legislative framework regarding the educational rights of the persons with disabilities.

Section C

Rationale of the study

Christoffel Blinden Mission (CBM) is an international Christian development organization, committed to improving the quality of life of people with disabilities in the poorest communities of the world. Based on its values and over 100 years of professional expertise, CBM views disability as a development and human rights issue and addresses poverty as cause and consequence of disability. CBM works worldwide in promoting the disability mandate worldwide.

Since 1967, CBM has been working in India to improve the quality of life for people with disabilities and those at risk of disability, from the most disadvantaged groups, irrespective of caste, gender or religion. CBM believes in community-based disability inclusive development, in line with United Nations Conventions on Rights for Persons with Disabilities (UNCRPD) and the Sustainable Development Goals (SDGS) 2030. Participation of people with disabilities, their families and community is the overriding principle for CBM. Drawing from the tagline 'together we can do more' CBM has been striving to promote access to quality healthcare, education and livelihood for persons with disabilities and those at risk of disability. CBM works together with non-governmental organizations, government organizations, educational and medical institutions, UN agencies, INGOs, Disabled Peoples' Organizations (DPO), state and national governments and companies.

CBM's Include Vidya Campaign is 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. 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; and appoint special educators in general schools to fill existing vacancies and make inclusive education successful.

In gearing towards development that is inclusive and multi-dimensional and holistic in outlook, CBM considers education to be one of the most essential requisites. It thereby supports its partners to provide access to quality education by supporting them with technical support through our network of education advisors. This approach ensures that all children can attend their local community school. In order to achieve this goal, the development of local skills, resources and capacity is required. This is where CBM steps in through supporting capacity development of:

- community based disability inclusive personnel to provide early identification, early intervention and inclusive education
- educators, including persons with disabilities and parents of boys and girls with disabilities
- ministries of education to run pilot programmes suited to their own country and cultural contexts which can be scaled-up nationally and provide inclusive education for teachers (pre; in and specialist training)

About RAISE NE

The Regional Action on Inclusive Education (RAISE) Northeast is a project initiated to complement the programme of Sarva Shiksha Abhiyan on inclusive education for children with disabilities in government and government-supported schools in selected districts of Assam, Nagaland, Meghalaya, Manipur and Tripura. Fifteen Non-government agencies have been partners in the implementation of the project in different states. The project is supported by three international agencies- Christoffel Blinden Mission (CBM), Light for the World and Liliane Fonds.

RAISE NE in Manipur

In Manipur, CBM launched the Include Vidya Campaign (IVC) in 2016. CBM's Include Vidya Campaign to include children with disabilities in education in India aims to highlight the profound challenges faced by children with disabilities in realizing their right to education. By raising awareness and visibility of the widespread exclusion of disabled children from education, the campaign hopes to influence governments and policy makers to make greater commitments towards inclusive education. Tackling the challenges, and severe discrimination, faced by children with disabilities, is a matter of urgency. In Manipur, the campaign complements the government's flagship programme – Sarva Siksha Abhiyan (SSA), to achieve its goal of 'Education for All.' children with disability should have equal rights to access education.

In the second phase of IVC a school assessment survey was conducted in 300 government schools (5 districts). The present report has been prepared after compiling and analyzing the data on different components of right to education and school preparedness for children with disabilities.

About CCI

Centre for Community Initiative (CCI) is a non-governmental, non-political and not-for-profit organization started on 2nd March' 2002 to work on various issues to provide a better society through community initiative and participation. CCI was restructured in the year 2007 when the secretary, father of child with visual impairment felt the need to form parents' group that would meet regularly to share their problems, to encourage one another in challenging times and to work towards creating more accepting society. Since then, CCI is devoted to persons with disabilities advocating, facilitating and empowering parents, siblings and persons with disabilities through practical support, assessment and counselling. It involves in mapping positive and supportive environment for persons with disabilities; encourages inclusive education and advocates for their rights and dignity. It shares, listens, commits and works towards building a responsive society in which differently and potentially-abled people grow in self esteem and enjoy full participation in the community.

The CCI envisages that each individuals, communities, institutions and government contribute in their own way to make the world a better place to live in, while it has set as its mission to build and strengthen society in health care, education and socio-economic development through community initiatives and participation with special focus to persons with disabilities.

Core programmes under the initiative of CCI

The CCI has a plethora of programmes to promote and sustain the continued involvement of one and all to ensure a better world for all, especially the persons with disabilities. **The Malsawm Initiative (TMI)** is a programme that brings together children with disabilities, parents, care providers and broadly address issues on disability through the below given projects:

A school for children with special needs: The primary focus of the school is on academic, behaviour modification, cognitive, language, social and vocational skills with therapeutic services including physiotherapy, speech therapy and mobility training. Services are also provided to the children based on the Individualized Education Program (IEP) developed for each one of them. For more participation and involvement of parents, a parents support group has also been formed. With support, three students from TMI have now been enrolled into a regular school.

Early Intervention Unit services provided under early intervention unit include early detection, special education, therapy, behaviour modification and prepare children for school.

Home based care – an initiative under TMI, home based care is provided for persons with disabilities living in and around Churachandpur. The services are provided for people with locomotor disability whose limits are restricted outside of home due to severe physical impairments, children of parents with disabilities, single parent or employed parents with no guardian to bring them to the centre. Services provided are physiotherapy, speech therapy or special education

Therapeutic Services is provided to regular students at TMI, early intervention and home based care. Therapist develops and implements ongoing, long ranged customised intensive session according to the need of the students.

Vocational Rehabilitation Unit (VRU) is primarily planned to cater to young adults and adults with disability students who would no longer be eligible for day school. The unit provides vocational training on handloom weaving.

Village Based Rehabilitation (VBR) is a community based rehabilitation project based on the framework of CBR Matrix focusing on 20 villages of Thanlon subdivision, Churachandpur district. The project aims to address all round development of persons with disabilities through advocacy campaigns, education, livelihood and health care services.

RAISE-NE – Regional Action on Inclusive Education in North East (RASIE-NE) is a project to complement and support Sarva Siksha Abhiyan (SSA) on inclusive education for children with disabilities in government and government-supported schools in selected districts of Assam, Nagaland, Meghalaya, Manipur and Tripura. CCI is implementing partner working in the state of Manipur on the education and advocacy initiatives as designed in the project.

Disaster Risk Reduction (DDR)-Under the DDR programme, CCI with support from CBM intervened and rebuilt by adopting a village P Molding by providing temporary shelter, clothing, medical aid and everyday essential commodities. CCI is the only organization

Livelihood Projects- North Eastern Region Community Resource Management Project (NERCORMP) is a livelihood and rural development project aimed to transform the lives of the poor and marginalized tribal families in NE India. Supported by North Eastern Council(NEC), Ministry of DoNER, Govt. of India. CCI is an implementing partner in Manipur.

Social inclusion Campaign- is a continuous and ongoing campaign for social inclusion of the persons with disabilities. Well known musicians participate to raise awareness about the gravity of the issue of disability in and around the Lamka town, Churachandpur district.

Empowerment and Advocacy- CCI and Churachandpur District Disable Union (CDDU) organizes Capacity building programme for Disability Peoples' Organization (DPO), in order to cater to emerging needs of children with disabilities

Objectives of the study

The objective of this study is to broadly look at the rolling out of the Include Vidya Campaign across 6 districts of Manipur – Bishnupur, Churachandpur, Imphal East, Imphal West, Kangpokpi, and Thoubal. The study therefore tries to address and delve into the following objectives:

- To map the issues around disability in the state of Manipur.

- To address the question of accessibility of resources in realisation of right to education for children with disabilities.
- To understand the functioning of the SSA initiatives across five districts of Manipur vis-à-vis Children with disabilities.
- To look at the intersectionalities of how IVC complements SSA, if at all.
- To look at the gaps and challenges in the realisation of RTE for children with special needs.
- To assess schools across five districts on the parameters of accessibility, classroom environment, education services, additional curricular activities, committees for school development, policy & systems.
- To share the findings with the state government for improving inclusion of children with disabilities in mainstream schools.

Methodology

Based on the objectives of the study and the information gathered through fieldwork conducted in the six districts of Manipur, an attempt has been made in the study to assess and analyse various components under SSA in fulfilling RTE for CWSN keeping in view the IVC initiative. A total of 300 schools were surveyed across the six districts in Manipur. Random sampling was used in selection of schools. Responses were recorded on the parameters of: accessibility, classroom environment, education services, additional curricular activities, committees for school development, and policy & systems.

The research banks upon both secondary as well as primary data generated through sources and survey conducted across schools respectively. The ideological rootedness of the study is mostly from a rights based perspective whereby accessibility and opportunity to education for CWSN has been the main highlight. The study is a self-assessment evaluation by teachers and school staff across SSA schools in 6 districts of Manipur. In a span of one year, post launch of the IVC campaign as part of RAISE-NE, this study tries to delve into the progress made so far, the challenges and gaps in achieving the larger commitment to RTE for all children. Self-assessment questionnaires for teachers to assess on inclusive schools were used as a uniform assessment tool across schools. Respondents have in most cases been the school headmasters/headmistresses, community elders, school management committee members, and students who were intimated well in advance about the IVC survey as part of the RAISE-NE initiative. Although the assessment questionnaire was primarily close ended, surveyors tried to gather the most in course of the survey by interacting with teachers beyond the survey tool and the questions therein.

Section D

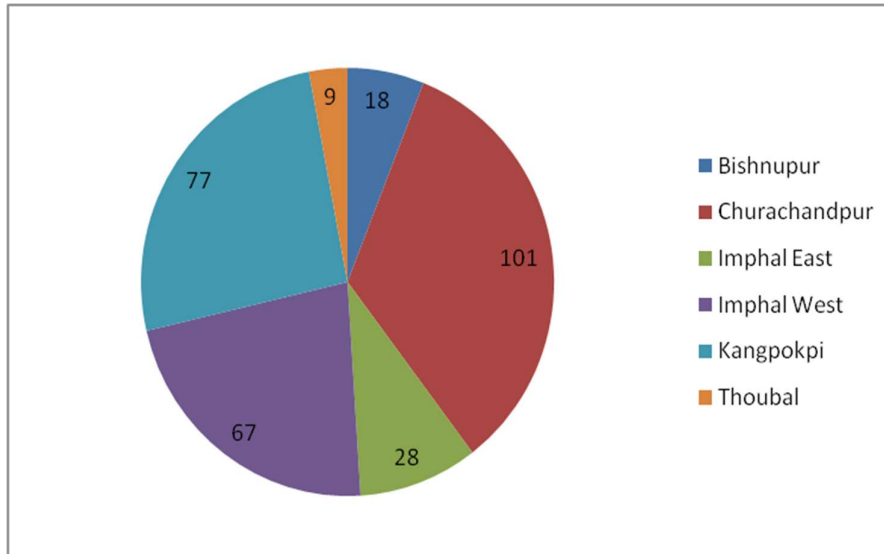
Analysis and interpretation of data

Sample size of schools across districts

There were a total of Three Hundred schools across six districts of Manipur where the survey was carried out. Eighteen were from the Bishnupur district, One Hundred and One in

Churachandpur, Twenty-eight from Imphal East, sixty-seven from Imphal West, seventy-seven from Kangpokpi, and Nine from Thoubal. The distribution may be presented in the *Figure 1*.

Figure 1: Distribution of schools across districts



Accessibility Score

It has been found that a total of twenty-six schools comprising approximately nine per cent scored zero in the accessibility front. Only two schools out of three hundred have scored ten out of ten. Approximately forty-four percent have scored two and less. Another thirty-six percent have scored above two and four or less. Here, the cumulative percentage of all schools scoring four and less has been found to be eight-one percent approximately. Again, approximately nineteen percent of schools have scored five and above. The *Table 2* depicts the number of schools and their accessibility score.

Table 2: Distribution of Accessibility Score

Accessibility Score	No. of schools	Valid Percent
0	26	8.7
1	51	17.0
2	56	18.7
3	64	21.3
4	45	15.0
5	13	4.3
6	16	5.3

7	12	4.0
8	6	2.0
9	9	3.0
10	2	0.7
Total	300	100.0

Accessibility score across districts

Nineteen schools in Churachandpur district have scored zero in the accessibility score. This is significant considering the fact that there are a total of twenty six schools that have scored zero. A concentration of this big number of schools scoring zero in a particular district shows the widespread distribution of such schools in the district. Again, it has been found that a total of ninety-two schools in Churachandpur (out of 101 schools surveyed in the district) have scored three or less in the accessibility score of ten.

In contrast to the dismal accessibility score in Churachandpur district, Kangpokpi district seems to be the better performing one among the six districts. Two schools (out of 77 surveyed in Kangpokpi) have scored ten out of ten. Forty-nine schools (63.6%) have scores of five and above in the district. It is the only district that has schools scoring above seven: seventeen schools in all (22% of the total 77).

The data for accessibility score of Bishnupur, Imphal East, Imphal West and Thoubal districts do not show marked deviations from the frequency distribution table as shown in Table 2.

Table 3: Accessibility Score across districts

Name of district	Accessibility Score											Total
	0	1	2	3	4	5	6	7	8	9	10	
Bishnupur	2	1	1	4	6	2	1	1	0	0	0	18
Churachandpur	19	31	29	13	5	2	2	0	0	0	0	101
Imphal East	2	2	6	13	5	0	0	0	0	0	0	28
Imphal West	0	9	11	26	14	3	3	1	0	0	0	67
Kangpokpi	3	8	7	7	11	4	10	10	6	9	2	77
Thoubal	0	0	2	1	4	2	0	0	0	0	0	9
Total	26	51	56	64	45	13	16	12	6	9	2	300

Classroom environment score

Seven schools have scored zero in the classroom environment score, while six have score ten. The mean score being placed at 27.27, a total of one hundred and eighty schools (60%) have scores five or less, while one hundred and fifty-eight schools (52.7%) have scored four to six. A total of thirty-three schools (11%) have scores of eight and above.

Table 4: Distribution of Classroom Environment Score

Score	No. of schools	Valid Percent	Cumulative Percent
0	7	2.3	2.3
1	6	2.0	4.3
2	28	9.3	13.7
3	35	11.7	25.3
4	54	18.0	43.3
5	50	16.7	60.0
6	54	18.0	78.0
7	33	11.0	89.0
8	11	3.7	92.7
9	16	5.3	98.0
10	6	2.0	100.0
Total	300	100.0	

Classroom Environment Score across districts

Ninety one schools (91%) out of one hundred and one schools surveyed in Churachandpur have scores five or less. Out of these, seven schools in Churachandpur have scored zero, six have scored one, and a total of thirty-seven have scored two or less. There are three schools in the district that have scored nine, and one that has a score of ten.

It is also observed that the performance of Kangpokpi district is relatively better when compared with the scores of other districts. All schools of the district have scores of four and above with sixty-one schools (80% approximately) having scores of six and above. A total of four schools have scored ten, and for scores of nine and eight, there are eleven schools each.

The data for classroom environment score of Bishnupur, Imphal East, Imphal West and Thoubal does not show marked deviations from the frequency distribution table as shown in Table 4.

Table 5: District wise Classroom Environment Score

Name of district	Classroom Environment Score											Total
	0	1	2	3	4	5	6	7	8	9	10	
Bishnupur	0	0	0	1	2	5	8	2	0	0	0	18
Churachandpur	7	6	24	17	25	12	5	1	0	3	1	101
Imphal East	0	0	3	7	7	6	2	3	0	0	0	28
Imphal West	0	0	0	10	16	11	14	13	0	2	1	67
Kangpokpi	0	0	0	0	4	12	21	14	11	11	4	77
Thoubal	0	0	1	0	0	4	4	0	0	0	0	9
Total	7	6	28	35	54	50	54	33	11	16	6	300

Education Services Score

Two hundred and thirty-six schools (78.66%) have been found to score two and less in the education services score. A whopping one hundred and thirteen schools (37.66%) have scored zero in this front. Two hundred and ninety schools (98%) have scores that are five and less. There is only one school with a score of eight, and none above it.

All the districts have scored poorly in the education services score. Again, Churachandpur emerged as the district with lowest scores. All schools (101 in total surveyed in the district) barring one have scores of three and less. Sixty-five schools (65%) have scored zero, while thirty two (32%) have scored one. Imphal East district has eighteen schools (64.28% of 28 schools surveyed in the district) with a score of zero, while Imphal West district has twenty five schools (37.31% of 67 schools surveyed in the district) scoring zero. Bishnupur district

with five schools each scoring zero and one, respectively, comes next. It has approximately fifty-six percent of schools scoring one and zero taken together.

Table 6: Education Services Score

Name of district	Education Services Score									Total
	0	1	2	3	4	5	6	7	8	
Bishnupur	5	5	3	0	4	0	0	1	0	18
Churachandpur	65	32	2	1	0	0	0	1	0	101
Imphal East	18	2	4	3	0	0	1	0	0	28
Imphal West	25	12	19	6	1	4	0	0	0	67
Kangpokpi	0	7	31	17	15	3	1	2	1	77
Thoubal	0	2	4	1	1	1	0	0	0	9
Total	113	60	63	28	21	8	2	4	1	300

Additional curricular activities score

Two hundred and fifty two schools (84% of the 300 schools surveyed) have scores that are four or lesser. Sixty-five schools (21.66%) have scored zero on the additional curricular activities score, seventy-two schools (24%) have score one, and forty-three schools (14.33%) have scored two. Taken together, sixty percent of the schools have scored two and less. On the other hand, one school has scored ten, two have scored nine, and three others have scored eight.

Table 7: Distribution of schools across additional curricular score

Score	Frequency	Valid Percent	Cumulative Percent
0	65	21.7	21.7
1	72	24.0	45.7
2	43	14.3	60.0
3	38	12.7	72.7
4	34	11.3	84.0
5	14	4.7	88.7
6	16	5.3	94.0
7	12	4.0	98.0
8	3	1.0	99.0

9	2	.7	99.7
10	1	.3	100.0
Total	300	100.0	

Additional curricular activities score across districts

It has been found that fifty percent (9 out of 18 surveyed in the district) schools in Bishnupur district have scored zero in the additional curricular activities score across districts, while thirty-three schools (33% of 101 schools surveyed) in the district of Churachandpur have scored zero. Fifteen schools (22.38% of the 67 schools surveyed) in Imphal West have also scored zero. When the score of zero, one and two are taken together, Bishnupur district has sixteen schools (89% of 18 schools), Churachandpur has eighty schools (80% of 101 schools), Thoubal has seven schools (78% of 9 schools), Imphal West has forty-nine schools (73% of 67 schools), and Imphal East has twelve schools (43%).

Table 8: Additional curricular activities score across districts

Name of district	Additional curricular activities score											Total
	0	1	2	3	4	5	6	7	8	9	10	
Bishnupur	9	5	2	0	2	0	0	0	0	0	0	18
Churachandpur	33	35	12	14	5	1	1	0	0	0	0	101
Imphal East	5	7	3	2	10	1	0	0	0	0	0	28
Imphal West	15	22	12	8	8	1	0	0	0	0	1	67
Kangpokpi	0	2	11	13	8	11	15	12	3	2	0	77
Thoubal	3	1	3	1	1	0	0	0	0	0	0	9
Total	65	72	43	38	34	14	16	12	3	2	1	300

Score for having Committees for School Development

Score for the Committees for School Development category reveals that five percent (15 schools) have scored zero, twenty-three percent (70 schools) have scored one, twenty-six percent (80 schools) have scored two and another 28 percent (86 schools) have scored three. Thus the cumulative percent of schools scoring three and less results in approximately eighty-four percent (251 schools) of the total number of schools surveyed. Nine schools (3%) have scored six out of six in this category, three schools (1%) have scored five and thirty-seven schools (12%) have scored four. Thus the cumulative percentage of the total number of schools comes to sixteen percent approximately (comprising 49 schools of the total 300 surveyed).

Table 9: Frequency distribution for Committees for School Development

Score	Frequency	Valid Percent	Cumulative Percent
0	15	5.0	5.0
1	70	23.3	28.3
2	80	26.7	55.0
3	86	28.7	83.7
4	37	12.3	96.0
5	3	1.0	97.0
6	9	3.0	100.0
Total	300	100.0	

Score for School Development Committees across districts

It has been found that thirteen percent (13 schools) of the schools in Churachandpur district has scored zero. There are one each school from Imphal East and Imphal West that have also scored zero in this count.

Again it may be deduced that approximately ninety-three percent of schools in Imphal East, eighty-four percent in Churachandpur and Imphal West, Eighty-three percent in Kangpokpi, seventy-eight percent in Thoubal and seventy-two percent in Bishnupur have scored three and less. Four schools each in Imphal West and Kangpokpi, and one school in Churachandpur have scored six out of six, while, one school from Imphal West and two schools from Kangpokpi have scored two.

Table 10: Score for School Development Committees across districts

Name of district	Committees for School Development Score	Total
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	0	1	2	3	4	5	6	
Bishnupur	0	3	9	1	5	0	0	18
Churachandpur	13	34	21	17	15	0	1	101
Imphal East	1	8	5	12	2	0	0	28
Imphal West	1	17	16	22	6	1	4	67
Kangpokpi	0	6	25	33	7	2	4	77
Thoubal	0	2	4	1	2	0	0	9
Total	15	70	80	86	37	3	9	300

Policy and Systems Score Frequency

It has been found that a total of twenty-nine schools comprising approximately ten per cent scored zero in the policy and systems front. Only one school out of three hundred have scored eight out of eight. Approximately fifty percent (149 schools) have scored two and less. Another forty-five percent (138 schools) have scored above two but four or less. Here, the cumulative percentage of all schools scoring four and less has been found to be ninety-six percent approximately. Again, only four percent of schools (13 schools) have scored five and above. The Table 2 depicts the number of schools and their accessibility score.

Table 11: Policy and Systems Score Frequency

Score	Frequency	Percent	Cumulative Percent
0	29	9.7	9.7
1	43	14.3	24.0
2	77	25.7	49.7
3	42	14.0	63.7
4	96	32.0	95.7
5	9	3.0	98.7
6	1	.3	99.0
7	2	.7	99.7
8	1	.3	100.0
Total	300	100.0	

Policy and Systems Score across districts

It has been found that nineteen percent (19 out of 101 surveyed in the district) schools in Churachandpur district have scored zero in the policy and systems score across districts, while ten percent (7 of 67 schools surveyed) in the district of Imphal West have scored zero. Two schools in Imphal East and one in Thoubal have also scored zero. When the scores of zero, one, two, three and four are taken together, all the schools, that is hundred percent in Bishnupur, Imphal East and Thoubal districts fall within that category, also, Imphal West with ninety-nine percent, and Churachandpur and Kangpokpi with ninety-three percent are close up the heels. Only one school in Kangpokpi district has scored eight out of eight in this category

Table 12: Policy and Systems Score across districts

Name of district	Policy and Systems Score									Total
	0	1	2	3	4	5	6	7	8	
Bishnupur	0	5	12	1	0	0	0	0	0	18
Churachandpur	19	27	16	19	13	5	0	2	0	101
Imphal East	2	3	7	3	13	0	0	0	0	28
Imphal West	7	6	31	7	15	1	0	0	0	67
Kangpokpi	0	0	5	12	55	3	1	0	1	77
Thoubal	1	2	6	0	0	0	0	0	0	9
Total	29	43	77	42	96	9	1	2	1	300

Total inclusive education score of schools

When the cumulative scores of the districts across all the six parameters are taken together, six schools (2% of the 300 schools surveyed), three each from Lamka and Tuibuong Development Block of Churachandpur district have scored zero in all the parameters. Twenty-one percent (63 schools) have scored between zero and ten, fifty percent (151 schools) have scored between ten and twenty, approximately twenty percent (59 schools) have scored between twenty and thirty, six percent (18 schools) have scored between thirty and forty, and only one percent (3 schools) have scored above forty.

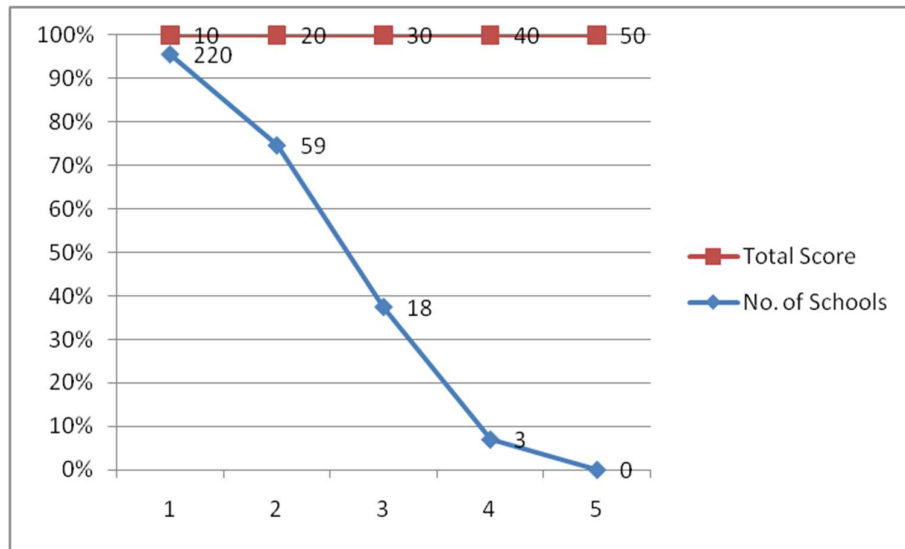
Table 13: Total Score of schools frequency

Total score	No. of Schools	Percent	Cumulative Percent
0	6	2	2
≤ 10	63	21	23
≤ 20	151	50.3	73.3
≤ 30	59	19.7	93
≤ 40	18	6	99
≤ 50	3	1	100.0

Total	300	100.0	
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The frequency polygon presented in the figure 2 shows that there is a huge concentration of schools in the category scoring ten out of the total of fifty-four. Only three schools have scored in the category above forty and less than fifty. The orientation of the curve shows that the number of scores is inversely related to the total score in the survey.

Figure 2: Frequency polygon showing the total scores and total number of schools



Total inclusive education score across districts

Seventy-six percent of schools in Kangpokpi district have scored above twenty, while it is the only district with 4% of the schools to cross the score of forty. Imphal West with fourteen percent, Thoubal and Bishnupur with eleven percent each, Churachandpur with seven percent and Imphal East with four percent of the schools scoring above twenty trail behind Kangpokpi with a wide gap. Overall Kangpokpi remains as the highest scoring district among the districts that have been surveyed.

Again, when the districts are compared by taking the score of twenty as the benchmark, Imphal East with ninety-six percent, Churachandpur with ninety-three percent, Thoubal and Bishnupur with eighty-nine percent each, and Imphal West with eighty-six percent of the schools surveyed in each district present as poor performers. As it has already been mentioned, three schools each from Lamka and Tuibuong Development Block of Churachandpur district have scored zero in all the parameters.

Table 14: Total score across districts

Name of district	Total Score	Total
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		0	1-10	11-20	21-30	31-40	41 & above	
Bishnupur	Count	0	3	13	2	0	0	18
	% within district	.0%	16.7%	72.2%	11.1%	.0%	.0%	100.0%
Churachandpur	Count	6	45	43	6	1	0	101
	% within district	5.9%	44.6%	42.6%	5.9%	1.0%	.0%	100.0%
Imphal East	Count	0	5	22	1	0	0	28
	% within district	.0%	17.9%	78.6%	3.6%	.0%	.0%	100.0%
Imphal West	Count	0	10	47	9	1	0	67
	% within district	.0%	14.9%	70.1%	13.4%	1.5%	.0%	100.0%
Kangpokpi	Count	0	0	18	40	16	3	77
	% within district	.0%	.0%	23.4%	51.9%	20.8%	3.9%	100.0%
Thoubal	Count	0	0	8	1	0	0	9
	% within district	.0%	.0%	88.9%	11.1%	.0%	.0%	100.0%
Total	Count		6	151	59	18	3	300
	% within Name of district		2.0%	50.3%	19.7%	6.0%	1.0%	100.0%

Findings and discussion

Accessibility Score

Accessibility of educational services for the disabled is one of the prime indicators of inclusive education. In the light of its importance, the findings of the present survey present dismaying results. Safe and usable ramps, toilet with water and door, accessible toilet, drinking water facilities, and proper transport facilities for children with disabilities were wanting in majority of the schools surveyed.

It has been found that a total of twenty-six schools comprising approximately nine per cent scored zero in the accessibility front. Only two schools out of three hundred have scored ten out of ten. Approximately forty-four percent have scored two and less. Another thirty-six percent have scored above two and four or less. Here, the cumulative percentage of all schools scoring four and less has been found to be eighty-one percent approximately. Again, approximately nineteen percent of schools have scored five and above.

Nineteen schools in Churachandpur district have scored zero in the accessibility score. This is significant considering the fact that there are a total of twenty six schools that have scored zero. A concentration of this big number of schools scoring zero in a particular district shows the widespread distribution of such schools in the district. Again, it has been found that a total

of ninety-two schools in Churachandpur (out of 101 schools surveyed in the district) have scored three or less in the accessibility score of ten.

In contrast to the dismal accessibility score in Churachandpur district, Kangpokpi district seems to be the better performing one among the six districts. Two schools (out of 77 surveyed in Kangpokpi) have scored ten out of ten. Forty-nine schools (63.6%) have scores of five and above in the district. It is the only district that has schools scoring above seven: seventeen schools in all (22% of the total 77).

Classroom environment score

Classroom environment is key to providing an inclusive teaching-learning environment. Adequate lighting, adequate ventilation, use of appropriate teaching learning materials, pupil-teacher ratio in school, adequate space and seating arrangement for children, and assistive devices and furniture, which are disabled friendly count up for a classroom environment towards inclusive education. In this category, it was found that seven schools scored zero in the classroom environment score, while six have score ten. The mean count of schools being placed at 27.27, a total of one hundred and eighty schools (60%) have scores five or less, while one hundred and fifty-eight schools (52.7%) have scored four to six. A total of thirty-three schools (11%) have scores of eight and above.

Ninety one schools (91%) out of one hundred and one schools surveyed in Churachandpur have scores five or less. Out of these, seven schools in Churachandpur have scored zero, six have scored one, and a total of thirty-seven have scored two or less. There are three schools in the district that have scored nine, and one that has a score of ten. It is also observed that the performance of Kangpokpi district is relatively better when compared with the scores of other districts. All schools of the district have scores of four and above with sixty-one schools (80% approximately) having scores of six and above. A total of four schools have scored ten, and for scores of nine and eight, there are eleven schools each.

Education Services Score

The progressive legislations of India, since the 1990s call for provisioning trained teachers to teach children with disabilities, making arrangements for resource teachers, instituting accessible library facilities, providing communication facilities for children with disabilities, and maintaining resource room to support teaching needs of the disabled children. In this category, the findings of the survey cried far from the rhetoric of the policy framework in the country.

Two hundred and thirty-six schools (78.66%) have been found to score two and less in the education services score. A whopping one hundred and thirteen schools (37.66%) have scored zero in this front. Two hundred and ninety schools (98%) have scores that are five and less. There is only one school with a score of eight, and none above it.

All the districts have scored poorly in the education services score. Again, Churachandpur emerged as the district with lowest scores. All schools (101 in total surveyed in the district)

baring one have scores of three and less. Sixty-five schools (65%) have scored zero, while thirty two (32%) have scored one. Imphal East district has eighteen schools (64.28% of 28 schools surveyed in the district) with a score of zero, while Imphal West district has twenty five schools (37.31% of 67 schools surveyed in the district) scoring zero. Bishnupur district with five schools each scoring zero and one, respectively, comes next. It has approximately fifty-six percent of schools scoring one and zero taken together.

Additional curricular activities score

True inclusive education also caters to both the curricular and extra-curricular needs of the children with disabilities. The present survey sought to find out the disparities that existed in this front. Questions to find out the presence of a policy or curriculum to include children with disabilities in extra-curricular activities, a trained staff for carrying it forward, a plan for integrated events in sports/cultural events considering specific abilities of children with special needs, involvement of parents and their encouragement to follow up the skills at home, and appropriate adaptations and modification of programmes for facilitating inclusive activities were part of the questionnaire.

In this category, two hundred and fifty two schools (84% of the 300 schools surveyed) have scores that are four or lesser. Sixty-five schools (21.66%) have scored zero on the additional curricular activities score, seventy-two schools (24%) have score one, and forty-three schools (14.33%) have scored two. Taken together, sixty percent of the schools have scored two and less. On the other hand, one school has scored ten, two have scored nine, and three others have scored eight.

It has been found that fifty percent (9 out of 18 surveyed in the district) schools in Bishnupur district have scored zero in the additional curricular activities score across districts, while thirty-three schools (33% of 101 schools surveyed) in the district of Churachandpur have scored zero. Fifteen schools (22.38% of the 67 schools surveyed) in Imphal West have also scored zero. When the score of zero, one and two are taken together, Bishnupur district has sixteen schools (89% of 18 schools), Churachandpur has eighty schools (80% of 101 schools), Thoubal has seven schools (78% of 9 schools), Imphal West has forty-nine schools (73% of 67 schools), and Imphal East has twelve schools (43%).

Score for having Committees for School Development

Pupils clubs, Meena clubs and their linkages with Bal Panchayat programmes in the community are important platforms that promote an inclusive environment in the school and community settings. Again, committees for school development and management, parents-teachers association, village education committees, and local monitoring committees play vital role in providing and promoting inclusive spaces for the nurturance and development of an environment that is barrier-free.

Here, the score for the Committees for School Development category revealed that five percent (15 schools) have scored zero, twenty-three percent (70 schools) have scored one,

twenty-six percent (80 schools) have scored two and another 28 percent (86 schools) have scored three. The cumulative percent of schools scoring three and less results in approximately eighty-four percent (251 schools) of the total number of schools surveyed. Nine schools (3%) have scored six out of six in this category, three schools (1%) have scored five and thirty-seven schools (12%) have scored four. Thus the cumulative percentage of the total number of schools scoring four and above comes to sixteen percent approximately (comprising 49 schools of the total 300 surveyed).

It was found that thirteen percent (13 schools) of the schools in Churachandpur district scored zero. There are one each school from Imphal East and Imphal West that have also scored zero in this count.

Again it may be deduced that approximately ninety-three percent of schools in Imphal East, eighty-four percent in Churachandpur and Imphal West, Eighty-three percent in Kangpokpi, seventy-eight percent in Thoubal and seventy-two percent in Bishnupur have scored three and less. Four schools each in Imphal West and Kangpokpi, and one school in Churachandpur have scored six out of six, while, one school from Imphal West and two schools from Kangpokpi have scored two.

Policy and Systems Score

The policy framework for inclusive education calls for proactive role on the part of the institutions to address the rights of all children. Schools are supposed to develop and initiate the enrolment of all children including those with disabilities from the neighbourhood. The educational institutions require to take preventive action against abuse of girl child, bullying, teasing, and corporal punishments. Constant feedback and on the opinion of students, parents, volunteers, teachers, disabled peoples organisations, village or school committee members need to be taken to improve the school. Also in compliance with the policy framework, regularly update the data on educational status of all children including children under home based education (HBE).

It was found that a total of twenty-nine schools comprising approximately ten per cent scored zero in the policy and systems front. Only one school out of three hundred have scored eight out of eight. Approximately fifty percent (149 schools) have scored two and less. Another forty-five percent (138 schools) have scored above two but four or less. Here, the cumulative percentage of all schools scoring four and less has been found to be ninety-six percent approximately. Again, only four percent of schools (13 schools) have scored five and above.

Nineteen percent (19 out of 101 surveyed in the district) schools in Churachandpur district have scored zero in the policy and systems score across districts, while ten percent (7 of 67 schools surveyed) in the district of Imphal West have scored zero. Two schools in Imphal East and one in Thoubal have also scored zero. When the scores of zero, one, two, three and four are taken together, all the schools, that is hundred percent in Bishnupur, Imphal East and Thoubal districts fall within that category, also, Imphal West with ninety-nine percent, and Churachandpur and Kangpokpi with ninety-three percent are close up the heels. Only one school in Kangpokpi district has scored eight out of eight in this category.

The overall Inclusive Education scenario in Manipur

When the cumulative scores of the districts across all the six parameters, namely, accessibility, classroom environment, education services, additional curricular activities, committees for school development, and the presence of appropriate policy and systems were taken together, six schools (2% of the 300 schools surveyed), three each from Lamka and Tuibuong Development Block of Churachandpur district have scored zero in all the parameters. Twenty-one percent (63 schools) have scored between zero and ten, fifty percent (151 schools) have scored between ten and twenty, approximately twenty percent (59 schools) have scored between twenty and thirty, six percent (18 schools) have scored between thirty and forty, and only one percent (3 schools) have scored above forty. There is a huge concentration of schools in the category scoring ten out of the total of fifty-four. Only three schools have scored in the category above forty and less than fifty. The orientation of the curve shows that the number of scores is inversely related to the total score in the survey.

Seventy-six percent of schools in Kangpokpi district have scored above twenty, while it is the only district with 4% of the schools to cross the score of forty. Imphal West with fourteen percent, Thoubal and Bishnupur with eleven percent each, Churachandpur with seven percent and Imphal East with four percent of the schools scoring above twenty trail behind Kangpokpi with a wide gap. Overall Kangpokpi remains as the highest scoring district among the districts that have been surveyed.

Again, when the districts are compared by taking the score of twenty as the benchmark, Imphal East with ninety-six percent, Churachandpur with ninety-three percent, Thoubal and Bishnupur with eighty-nine percent each, and Imphal West with eighty-six percent of the schools surveyed in each district present as poor performers. As it has already been mentioned, three schools each from Lamka and Tuibuong Development Block of Churachandpur district have scored zero in all the parameters.

Section E

Recommendations

The present study has brought forth a disturbing picture of the scenario of inclusive education in the six districts of Manipur. It may not be incorrect to assume that a similar situation prevails in the other districts as well. The gaps that exist between the policy framework and the ground-scenario is alarming and calls for immediate and timely redress. The magnitude of the problem calls for strategic and all-pervasive intervention by all stakeholders: state, non-government agencies and community-based organisations.

Several aspects of the life of the children with disabilities in the surveyed area continue to be invisible, their contribution to the society unrecognised and their aspirations and voices unheard. Making their presence visible and enabling them to articulate their aspirations for development thus acquire strategic value. It translates into placing critical tools in their hands which can be used to negotiate with the forces of change. Education is the one such tool that would ensure their rightful place in the society. Following this research findings, a few recommendations may be put forth in the following areas:

Creating a Shared Vision and Ownership

A shared vision for inclusive education — one that meets the fundamental needs and articulates the aspirations of all the stakeholders is critical to capacity enhancement, change and development. A community consultative and collaborative process needs to run through the entire project and a multi-stakeholder engagement is critical for its success.

A critical aspect of this process will be engaging the women leaders in processes that will help people transform the society's perception about disability and the educational rights of persons with disabilities, while at the same time, sustaining communal harmony, tolerance and respect for diversity. CCI should continue to play a key role in obtaining the meaningful engagement of diverse groups and stakeholders through multistakeholder consultations and workshops.

Leadership and Community Rights

One of the main obstacles to true development is the community's sense of being powerless and marginalised. The CCI and its partner CBOs and NGOs should continue to aim to empower persons, families, communities and institutions within the districts of Manipur and

beyond to be aware of the rights of persons with disabilities, recognise the difference they can make, and motivate them to play a role in achieving a better future for the society. Leaders within the community will be able to envision a transformed future, commit themselves to achieving it and acquire the tools and competencies to do this. CCI may train local women, youths and potential leaders through the popular education approach so that communities become powerful, resilient and able to take up inclusive education with an ideological commitment to change.

Enabling Equitable Access to Government Programmes and Schemes

The problem that hinders true change is not lack of resources, but the lack of equity and justice in the implementation and distribution of these resources. Government and its schemes meant for persons with disabilities and marginalised communities must be made to reach the people. CCI should strive to work with local leaders, government departments, local governance representative etc. to ensure that persons with disabilities have access to the resources meant for them.

Communities need to be educated on the rights and schemes meant for persons with disabilities through community resource centres such as the Malsawm Initiative. They may be empowered to stimulate demand and trained to access and control resources through successful negotiation with public service providers. Multi-stakeholder meetings and forums should be organised between government and the people to share knowledge and information. Such multi-stakeholder meetings will also be used to identify barriers to effective implementation of inclusive education programmes and to identify solutions for the same.

Creating Partnerships to Generate Measurable Results

The attempt should be made to link the rights of persons with disabilities to convergent programmes and schemes of Government of Manipur, local government institutions, and Government of India. This would involve creating strong partnerships between these actors. Such an effort would also result in the initiation and sustenance of Advocacy Network. This is recommended to develop linkages across all sectors and institutions to advocate for the rights of persons with disabilities. This is also seen lacking in the districts covered during the survey.

Conclusion

The present study explored the policy framework within the context of India in general, and Manipur, in particular. It was found that there is an adequate and progressive policy framework within the state. However, the findings suggest that there are glaring gaps in the area of implementation of the provisions therein. Such reality pertaining to the area of inclusive education call for concerted efforts on the part of the CCI and all the stakeholders concerned to address the gap using a multi-pronged strategy as has been put forth in the chapter on recommendations.

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http://unesdoc.unesco.org/images/0009/000984/098427eo.pdf](http://www.unesdoc.unesco.org)

Appendix I: List of organisations involved in the survey

Organisations/NGOs involved in the study	Contact Persons
Centre for Community Initiative	Pausuanlal Guite
Handicapped Development Foundation of Manipur	Dr. Sapam Jaswanta
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Appendix 2: List of schools surveyed

Sl.	Name of the School	Village	Block	District name
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No.				
1	Oinam Ideal Child Welfare	Oinam	Bishnupur	Bishnupur
2	Maibam Chingmang PS	Maibam	Nambol	Bishnupur
3	Thiyam Leikai Govt. Aided LPS	Thiyam Leikai	Bishnupur	Bishnupur
4	Ngaikhong Khunou PS	Ngaikhong Khunou	Bishnupur	Bishnupur
5	Balaram Khul UPS	Balaram Khul	Nambol	Bishnupur
6	Kabowak Ching PS	Kabowak Ching	Nambol	Bishnupur
7	The Langjompokpi PS	Langjompokpi	Nambol	Bishnupur
8	Oinam Hindu PS	Oinam	Bishnupur	Bishnupur
9	Bishnupur Kha Jr H/S	Bishnupur Ward V	Bishnupur	Bishnupur
10	Wangoo Sabal Naodakhong UPS	Sabal Terakhong	Kumbi	Bishnupur
11	Kumbi Shandong PS	Kumbi Shandong	Kumbi	Bishnupur
12	Thamnapokpi UPS	Thamnapokpi	Bishnupur	Bishnupur
13	Thungei UPS	Thungei Ward IX	Bishnupur	Bishnupur
14	Ningthoukhong Awang Chengakham Khunou Aided LPS	Ningthoukhong Awang Chengakham Khunou	Bishnupur	Bishnupur
15	Upokpi PS	Upokpi	Bishnupur	Bishnupur
16	Kongkham PS	Kongkham Ward IX	Bishnupur	Bishnupur
17	Kongkham New PS	Kongkham	Bishnupur	Bishnupur
18	Phoijing PS	Phoijing Makha Leikai	Bishnupur	Bishnupur
19	Buallian UPS	Buallian	Lamka	Churachandpur
20	Lamzang H/S	Lamzang	Lamka	Churachandpur
21	Mata mualtam JBS	Mata Mualtam	Lamka	Churachandpur
22	Gangpichai P.S	Gangpichai	Tuibong	Churachandpur
23	K.Salbung P.S	Salbung	Tuibong	Churachandpur
24	DM Veng J.B.S	DM Veng	Tuibong	Churachandpur
25	Rengkai Govt.H/S	Rengkai	Churachandpur	Churachandpur
26	Vajing LPS	Vajing	Tuibong	Churachandpur
27	INA Memorial H/S	Phouchakhai	Kangvai	Churachandpur
28	New Bazar H/S	New Bazar	Churachandpur	Churachandpur
29	Lamdan Kabui JBS	Lamdan Kabui	Kangvai	Churachandpur
30	Vungzagen Hr Sec School	Mata Village	Lamka	Churachandpur
31	Bethel UPS	Chullouphai Village	Lamka	Churachandpur
32	Torbung LPS	Torbung	Kangvai	Churachandpur
33	Mualvaiphei UPS	Mualvaiphei	Churachandpur	Churachandpur
34	Tanguam Govt. H/S	Tanguam	Lamka	Churachandpur
35	B.Kaljang UPS	B.Kaljang	Churachandpur	Churachandpur
36	Lingsiphai Jr H/S	Lingsiphai Village	Lamka	Churachandpur
37	New Lamka U.P.S	Dorcas Veng	Churachandpur	Churachandpur
38	Tuibong H/S	Tuibong	Tuibong	Churachandpur
39	Thingkangphai JBS	Thangkangphai	Lamka	Churachandpur
40	Phungkhotang Government H/S	Zenlang Village	Lamka	Churachandpur
41	Bijang Loubuk J.H.S	Zehang Lamka	Lamka	Churachandpur
42	Leisang Jr H/S	Leisang	Tuibuong	Churachandpur
43	Matijang JBS	Matijang	Kangvai	Churachandpur

44	S.Mongkot LPS	S.Mongkot	Churachandpur	Churachandpur
45	Mata Lambulane JHS	Mata Lambulane	Churachandpur	Churachandpur
46	Pengjang JBS	Pengjang	Kangvai	Churachandpur
47	Suongpi Lower PS School	Suongpi Village	Lamka	Churachandpur
48	Gandhi Memorial Secondary School	Molnom West	Lamka	Churachandpur
49	Lhangjol H/S	Lhangjol	Churachandpur	Churachandpur
50	Churachandpur Govt. H/S	Hill Town	Churachandpur	Churachandpur
51	Kholmun J.B.S	Kholmun	Tuibong	Churachandpur
52	Khomoi L.P.S	Khomoi	Churachandpur	Churachandpur
53	Monglenphai UPS	Monglenphai	Tuibuong	Churachandpur
54	Monglenphai LPS	Monglenphai	Tuibuong	Churachandpur
55	G.Khonom PS	G.Khonom	Churachandpur	Churachandpur
56	Khengjang JBS	Khengjang	Tuibong	Churachandpur
57	Koite PS	Koite	Lamka	Churachandpur
58	Lanva Model H/S	Lanva	Churachandpur	Churachandpur
59	Kangvai Sec. School	Kangvai	Kangvai	Churachandpur
60	Dumsau LPS	Dumsau	Churachandpur	Churachandpur
61	Saikot Government H/S	Saikot	Churachandpur	Churachandpur
62	Tangmual JBS	Tangmual	Lamka	Churachandpur
63	S. Bualjang UPS	Bualjang	Tuibong	Churachandpur
64	Thangkhai Government H/S	Pearsonmun	Lamka	Churachandpur
65	Vimala Raina H/S	Headquarter Veng	Lamka	Churachandpur
66	Kha-Aimol Jr H/S	Kha-aimol	Kangvai	Churachandpur
67	Louchulbung LPS	Louchulbung	Kangvai	Churachandpur
68	Tokpa Jr H/S	Tokpa	Kangvai	Churachandpur
69	KVK PS Lotak	Loktak	Kangvai	Churachandpur
70	Charoi Khullen Jr H/S	Charoi Khullen	Kangvai	Churachandpur
71	Renglerhoi Jr H/S	Upper Kom Keirap	Kangvai	Churachandpur
72	Sinzawl Govt Jr H/S	Sinzawl	Thanlon	Churachandpur
73	Tualkohau Govt Jr H/S	Mualnuam	Thanlon	Churachandpur
74	Sadu Khoroi JBS	Sadu Khoroi	Kangvai	Churachandpur
75	Thenjang JBS	Thenjang	Kangvai	Churachandpur
76	MB Saichang JBS	MB Saichang	Churachandpur	Churachandpur
77	Moljol JBS	Moljol	Churachandpur	Churachandpur
78	Hengken JBS	Hengken	Churachandpur	Churachandpur
79	Khoinoi JBS	Khoinoi	Churachandpur	Churachandpur
80	Bohlui JBS	Bohlui	Churachandpur	Churachandpur
81	Geljang JBS	Geljang	Churachandpur	Churachandpur
82	Sangaikot UPS	Sangaikot	Sangaikot	Churachandpur
83	T. Bongpijang JBS	T. Bongpijang	Churachandpur	Churachandpur
84	Tollen JBS	Tollen	Churachandpur	Churachandpur
85	Teiseng JBS	Teiseng	Churachandpur	Churachandpur
86	Seilal UPS	Seilal	Churachandpur	Churachandpur
87	Thenmoul JBS	Thenmoul	Churachandpur	Churachandpur
88	Bukpi Govt H/S	Bukpi	Thanlon	Churachandpur
89	G. Songgel UPS	G. Songgel	Sangaikot	Churachandpur

90	Molphei Tampak Jr. H/S	Molphei Tampak	Kangvai	Churachandpur
91	New Dampi PS	New Dampi	Samulamlan	Churachandpur
92	Khodang JBS	Khodang	Sangaikot	Churachandpur
93	P. Gelmol Khono PS	P. Gelmol Khono	Kangvai	Churachandpur
94	Ningthiching H/S	Ningthiching	Kangvai	Churachandpur
95	Tuiveljang PS	S. Nabil	Kangvai	Churachandpur
96	Khochinjang PS	Khochinjang	Tuibuong	Churachandpur
97	Tuikham JBS	Tuikham	Churachandpur	Churachandpur
98	Mandop Leikai JBS	Mandop Leikai	Churachandpur	Churachandpur
99	M. Bongmol JBS	M. Bongmol	Churachandpur	Churachandpur
100	S. Kawtlian JBS	S. Kawtlian	Churachandpur	Churachandpur
101	N. Molhoi JBS	N. Molhoi	Churachandpur	Churachandpur
102	S. Molcham JBS	S. Molcham	Churachandpur	Churachandpur
103	Saidan JBS	Saidan	Churachandpur	Churachandpur
104	Tuibul JBS	Tuibul	Churachandpur	Churachandpur
105	Tuinuphai JBS	Tuinuphai	Churachandpur	Churachandpur
106	Songpeh JBS	Songpeh	Churachandpur	Churachandpur
107	Dongjang JBS	Dongjang	Churachandpur	Churachandpur
108	Singheu JBS	Singheu	Churachandpur	Churachandpur
109	Molvom JBS	Molvom	Churachandpur	Churachandpur
110	Misao Lhahvom JBS	Misao Lhahvom	Churachandpur	Churachandpur
111	Gelmol Khuman JBS	Gelmol Khuman	Churachandpur	Churachandpur
112	Sehken JBS	Sehken	Churachandpur	Churachandpur
113	Tuinom JBS	Tuinom	Churachandpur	Churachandpur
114	Tuithapi JBS	Tuithapi	Saikot	Churachandpur
115	Khajang JBS	Khajang	Thanlon	Churachandpur
116	Khuanggin JBS	Khuanggin	Thanlon	Churachandpur
117	Lungchin JBS	Lungchin	Singngat	Churachandpur
118	Saipum JBS	Saipum	Lanva	Churachandpur
119	Bunglon JBS	Bunglon	Kangvai	Churachandpur
120	S Ibobi PS	Khurai	Sawombung	Imphal East
121	Maimom Leikai PS	Thongju	Irilbung	Imphal East
122	Awang Kongpal Maloti PS	Kongpal	Sawombung	Imphal East
123	Netaji PS	Khurai	Sawombung	Imphal East
124	Kyamgai UPS	Kyamgai Mayai Leikai	Keirao Makting	Imphal East
125	Tangkham PS	Khundrakpam	Sawombung	Imphal East
126	Shija PS	Chingarel Tespur	Sawombung	Imphal East
127	Jai Hind PS	Lamlongnei	Sawombung	Imphal East
128	Khundrakpam PS	Khundrapam	Sawombung	Imphal East
129	Chingmeirong Rongmei PS	Chingmeirong	Sawombung	Imphal East
130	Haraorou Cosmopolitan PS	Khundrakpam	Sawombung	Imphal East
131	Imphal Morning H/S	Kongpal	Irilbung	Imphal East
132	Kongpal Mayai Leikai PS	Kongpal	Sawombung	Imphal East
133	Kontha PS	Konthakhabam	Sawombung	Imphal East
134	Kyamgei UPS	Kyamgei	Irilbung	Imphal East
135	Lamlai UPS	Lamlai	Sawombung	Imphal East



136	National Children PS	Khongman Zone IV	Irilbung	Imphal East
137	Thambalkhong Jr. H/S	Thambalkhong	Irilbung	Imphal East
138	Khongman Mangiil PS	Khongman	Irilbung	Imphal East
139	Morok Inghkol PS	Khundrakpam	Sawombung	Imphal East
140	Thabal Jr. H/S	Thabalkhong	Irilbung	Imphal East
141	Nawa Sindam Govt.Aided LPS	Kairang	Sawombung	Imphal East
142	Kontha Ahallup LPS	Kontha Ahallup	Sawombung	Imphal East
143	The Moiriba Jr. H/S	Kongba Nandeibam Leikai	Keirao Bitra	Imphal East
144	Madanmohan Jr. H/S	Kongba Bazar	Keirao Bitra	Imphal East
145	Gurupat PS	Gurupat	Irilbung	Imphal East
146	Gournagor LPS	Yangbi	Irilbung	Imphal East
147	Kshetri Bengoon UPS	Khetri Bengoon	Irilbung	Imphal East
148	Kiyam PS	Kiyam	Haorang Sabal	Imphal West
149	Modern PS	Lukram Leirak	Haorang Sabal	Imphal West
150	Mongsangei UPS	Mongsamgeo	Wangoi	Imphal West
151	Haorang Keirel PS	Haorang Keirel	Haorang Sabal	Imphal West
152	Tera UPS	Tera	Haorang Sabal	Imphal West
153	Khanam Bazar Jr. H/S	Lamjao Tomba	Haorang Sabal	Imphal West
154	Lamdong Heinou Khongnembi UPS	Heinoukhong Nembi Konjing Leikai	Naoriya	Imphal West
155	Anouba LPS	Sangai prou Maning	Haorang Sabal	Imphal West
156	Konjang Leikai PS Schhool	Naorya	Wangoi	Imphal West
157	Heinou Khongoubi UPS	Sangai prou Mamang	Wangoi	Imphal West
158	Heinoupok PS	Patsoi Langjing	Haorang Sabal	Imphal West
159	Mayai Koibi Govt PS	Kwakeithel Mayai Koibi	Haorang Sabal	Imphal West
160	Sayang New PS	Sayang	Haorang Sabal	Imphal West
161	Awang Khonou Uppern PS	Awang Khonou Mayai Leikai	Haorang Sabal	Imphal West
162	Sangai prou Kabui PS	Sangai prou Kabui	Haorang Sabal	Imphal West
163	Thounaojam Leikai PS	Thounaojam Leikai	IMC	Imphal West
164	Sangolband Risikul UPS	Sangolband Risikul	IMC	Imphal West
165	Keibung PS	Maibam Leikai	Wangoi	Imphal West
166	Modern PS	Lukram Leirak	Haorang Sabal	Imphal West
167	Budhimanjuri H/S	Takyel	Haorang Sabal	Imphal West
168	Kakwa Huidrom Leikai Jr. H/S	Langthabal	Wangoi	Imphal West
169	Takyel Khongbal Jr. H/S	Takyel	Haorang Sabal	Imphal West
170	Ch Tulasing Jr. H/S	Sekmai	Haorang Sabal	Imphal West
171	Khundrakpam Chingkhu H/S	Khundrakpam	Sawombung	Imphal West
172	Lilashing Khongnangkhang H/S	Thangmeiband	IMC	Imphal West
173	Takyel Khongbal PS	Takyel	Haorang Sabal	Imphal West
174	Sekmai Khunou Kanjeibung Upper PS	Sekmai	Haorang Sabal	Imphal West
175	Takyel Mapal UPS	Takyel	Haorang Sabal	Imphal West
176	Thangmeiband Khoyathong H/S	Thangmeiband	IMC	Imphal West
177	Kha Giri Maching PS	Kha Giri	Imphal West	Imphal West
178	Khaidem UPS	Khaidem	Haorang	Imphal West

179	Heigrujam PS	Heigrujam	Haorang	Imphal west
180	Luker PS	Luker	Haorang	Imphal West
181	Kachikhul Jr H/S	Kachikhul	Haorang Sabal	Imphal West
182	Thaoroijam PS	Thaoroijam	Haorang Sabal	Imphal West
183	Patsoi Taomang Aided Jr H/S	Patsoi Part IV	Haorang Sabal	Imphal West
184	The Salam PS	Salam	Haorang Sabal	Imphal West
185	Phayang Kangeibung UPS	Phayang Kangeibung	Haorang Sabal	Imphal West
186	Kadengband UPS	Kadengband	Haorang Sabal	Imphal West
187	Phumlou PS	Phumlou	Haorang Sabal	Imphal West
188	Joypurkhul PS	Khumbong	Haorang Sabal	Imphal West
189	Moidangpok Khunou Jr. H/S	Moidangpok Khunou	Haorang Sabal	Imphal West
190	Moidangpok Khullen PS	Moidangpok Khullen	Haorang Sabal	Imphal West
191	Khumbong PS	Khumbong	Haorang Sabal	Imphal West
192	Akham Govt PS	Akham	Haorang Sabal	Imphal West
193	Ngairangbam PS	Ngairangbam	Haorang Sabal	Imphal West
194	Keithelmanbi Aided Jr. H/S	Keithelmanbi	Haorang Sabal	Imphal West
195	Tendongyan Jr. H/S	Tendongyan	Haorang Sabal	Imphal West
196	Khonghampat Khunou PS	Khonghampat Khunou	Lamsang	Imphal West
197	Khurkhul Leirijao UPS	Khurkhul	Haorang Sabal	Imphal West
198	Kanto Tohmu PS	Kanto	Haorang Sabal	Imphal West
199	Kanto Sabal PS	Kanto Sabal	Haorang Sabal	Imphal West
200	Kanto Khullen PS	Kanto Khullen	Haorang Sabal	Imphal West
201	Lamlongei PS	Lamlongei	Haorang Sabal	Imphal West
202	Lairensajik PS	Lairensajik	Haorang Sabal	Imphal West
203	Lamdong Sangaithe PS	Sangaithe	Haorang Sabal	Imphal West
204	Tairenpokpi PS	Tairenpokpi	Haorang Sabal	Imphal West
205	Sairemkhul PS	Sairemkhul	Haorang Sabal	Imphal West
206	Awangjiri Aided PS	Awangjiri	Haorang Sabal	Imphal West
207	Awangjiri UPS	Awangjiri	Haorang Sabal	Imphal West
208	Thangtek Jr. H/S	Thangtek	Haorang Sabal	Imphal West
209	The Ahallup Bandair Govt. PS	Ahallup Bandair	Haorang Sabal	Imphal West
210	Malom Jr. H/S	Malom Tulliyaima	Wangoi	Imphal West
211	Phoijing Chingning PS	Phoijing Chingning	Haorang Sabal	Imphal West
212	Phoijing Chingmang Govt PS	Phoijing	Haorang Sabal	Imphal West
213	Taobungkok PS	Taobungkok	Patsoi	Imphal West
214	Changangei Govt Jr. H/S	Changangei	Haorang Sabal	Imphal West
215	S.Khonomphai UPS	Khonomphai	Saikul	Kangpokpi
216	Pangjang Jr H/S	Pangjang	Saikul	Kangpokpi
217	M.Bunglung UJB School	M.Bunglung	Saikul	Kangpokpi
218	Ichailamlan UJBS	Ichailamlan	Saikul	Kangpokpi
219	Ichaijojang UJBS	Ichaijojang	Saikul	Kangpokpi
220	Hangoipai PS	Hangoipat	Saikul	Kangpokpi
221	T.Gamnom Jr.H/S	T.Gamnom	Saikul	Kangpokpi
222	Satang Kuki UJBS	Satang Kuki	Saikul	Kangpokpi
223	Songphelkholen Govt.H/S	Songphelkholen	Saikul	Kangpokpi
224	N.G Phainom UJBS	N.G Phainom	Saikul	Kangpokpi

225	Maojang UJBS	Maojang	Saikul	Kangpokpi
226	H.Jangnom UJBS	H.Jangnom	Saikul	Kangpokpi
227	Tusam UJBS	Tusam	Saikul	Kangpokpi
228	Awang Longa Koireng H/S	Awang Longa koireng	Saikul	Kangpokpi
229	Makokching UJBS	Makokching	Saikul	Kangpokpi
230	Old Boljang PS	Boljang	Saikul	Kangpokpi
231	Sadu koireng UJBS	Sadukoireng	Saikul	Kangpokpi
232	Bilei UJBS	Bilei	Saikul	Kangpokpi
233	New Boljang PS	New Boljang	Saikul	Kangpokpi
234	Ekou Mulam UJBS	Ekou Mulam	Saikul	Kangpokpi
235	Wakonphai UJBS	Wakonphai	Saikul	Kangpokpi
236	H.Champhai UJBS	H.Champhai	Saikul	Kangpokpi
237	Purum Likli	Purum likli	Saikul	Kangpokpi
238	Songphel (L) PS	Songphel (L)	Saikul	Kangpokpi
239	Khokon UJBS	Khokon	Saikul	Kangpokpi
240	Wakan PS	Wakan	Saikul	Kangpokpi
241	Gangpijang UJBS	Gangpijang	Saikul	Kangpokpi
242	Dolathabi PS	Dolathabi	Saikul	Kangpokpi
243	N.Chaljang PS	N.Chaljang	Saikul	Kangpokpi
244	Lhungiang Aided Lower PS school	Lhunjang	Saikul	Kangpokpi
245	S.Mongbung Jr H/S	S.Mongbung	Saikul	Kangpokpi
246	K.Moulpi UJBS	K.Moulpi	Saikul	Kangpokpi
247	Thangalsarung UJBS	Thangalsarung	Saikul	Kangpokpi
248	Y.Langkhong UJBS	Saishijang	Saikul	Kangpokpi
249	Nurathel LPS	Nurathel	Saikul	Kangpokpi
250	Thangnangpal UJBS	Langkhong	Saikul	Kangpokpi
251	Laikotkhonou UJBS	L.Chajang	Saikul	Kangpokpi
252	C.Joulen Jr H/S	C.Joulen	Saikul	Kangpokpi
253	Thianzawl UJBS	Thianzawl	Saikul	Kangpokpi
254	Shishumilan UJBS	Purum khullien	Saikul	Kangpokpi
255	Thingjang LPS	Thingjang	Saikul	Kangpokpi
256	Phainom Jr H/S	Phainom	Saikul	Kangpokpi
257	Khongbal Jr H/S	Khongbal	Saikul	Kangpokpi
258	Chingdaikhullen UJB Scool	Chingdaikhullen	Saikul	Kangpokpi
259	Leikot PS	Leikot	Saikul	Kangpokpi
260	Khopibung UJBS	Khopibung	Saikul	Kangpokpi
261	Thombol PS	Thombol	Saikul	Kangpokpi
262	Govajang UJBS	Govajang	Saikul	Kangpokpi
263	T.Jordanphai PS PS	T.Jordanphai	Saikul	Kangpokpi
264	Agijang Aided PS	Aigijang	Saikul	Kangpokpi
265	Phailengkot Grand in Aid LPS	Phailengkot	Saikul	Kangpokpi
266	Khamenlok LPS	Khamenlok	Saikul	Kangpokpi
267	Khamenlok PS	Khamenlok	Saikul	Kangpokpi
268	Denglen UJBS	Denglen	Saikul	Kangpokpi
269	Gallam H/S	Gallam	Saikul	Kangpokpi
270	Jangnoi UJBS	Jangnoi	Saikul	Kangpokpi

271	Gangpikon LPS	Gangpikon	Saikul	Kangpokpi
272	N.Phailen PS	N.Phailen	Saikul	Kangpokpi
273	Somphung LPS	Somphung	Saikul	Kangpokpi
274	Molkon Jr H/S	Molkon	Saikul	Kangpokpi
275	Lhuntin Govt.H/S	Lhuntin	Saikul	Kangpokpi
276	Phaikon PS	Phaikon	Saikul	Kangpokpi
277	Tingpbung PS	Tingpibung	Saikul	Kangpokpi
278	Songbem UJBS	Songbem	Saikul	Kangpokpi
279	Thingphai UJBS	Thingphai	Saikul	Kangpokpi
280	Phaijang PS	Phaijang	Saikul	Kangpokpi
281	Saijang PS	Saijang	Saikul	Kangpokpi
282	N.Songlung UJBS	N.Songlung	Saitu	Kangpokpi
283	Saitu PS	Saitu	Saitu	Kangpokpi
284	Thangkanphai Govt Hr.Secondary	Thangkanphai	Saikul	Kangpokpi
285	Motbung H/S	Motbung	Saitu	Kangpokpi
286	Nungka PS	Nungka	Saikul	Kangpokpi
287	Chaljang PS	Chaljang	Saitu	Kangpokpi
288	Leikot UJBS	Leikot	Saitu	Kangpokpi
289	K. Geljang PS	K. Geljang	Saitu	Kangpokpi
290	The Nongchup Haram Jr. H/S	Longa Koireng	Saitu	Kangpokpi
291	Thangjing Chiru LPS	Thangjing Chiru	Saitu	Kangpokpi
292	Khangabak meisnam UPS	Khangabak	Thoubal	Thoubal
293	Mandakini PS	Langathel	Thoubal	Thoubal
294	Khangabok Chrapur UPS	Khangabok	Thoubal	Thoubal
295	The Wangjing Public UPS	Wangjing Tekcham Leikai	Tentha	Thoubal
296	Thoubal Wangmataba Manishang UPS	Thoubal Wangmataba	Haokha	Thoubal
297	Okram Boys PS	Okram	Thoubal	Thoubal
298	Nongangkhang UPS	Thoubal Nongangkhang	Thoubal	Thoubal
299	Ningombam PS	Ningombam	Sabal Tongba	Thoubal
300	Ningombam Jr H/S	Thoubal Nongangkhang	Thoubal	Thoubal

Appendix 3: Survey Questionnaire

		Include Vidya Campaign Self Assessment for teachers on an Inclusive School				
Distt. : Block Village : Name of subsidiary organisation Type of School						
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						
I	ACCESSIBILIT Y	0	1	2	SCORE for 2015-16	

1.1	Safe & Useable Ramp	<p>Children and teachers are using only staircase to get into the school. There are no ramps.</p> <p>Ramps are available, but not useable. Ramp entry/exit is obstructed.</p>	<p>Usable ramp with hand rails available; Ramp ways are not obstructed;</p> <p>Gradient of ramp is 1:10 minimum but no hand rails, no anti skid surface on the floor, but not prone to accident. Width of ramp is less than 1200mm.</p> <p>Students and teachers often use the ramp, but prefer staircase.</p>	<p>Ramp has a gentle slope of 1:12; 1:15 Ramp width is 1200mm or more Handrails with diameter of 38-45mm are available on both sides of the ramp at a height of 760mm and 900mm. Ends are rounded.</p> <p>Usable ramps available in entrance, toilet area, drinking water area (as required). Students and teachers are using it. Has anti-skid surface.</p>	
1.2	Toilets with water and door	There is no toilet for students in school premises	<p>Toilets/areas are there but most of the time water is not there; doors are broken or does not exist.</p> <p>Doors are there but lock of the doors are not within reach of young children.</p> <p>Door does not have clear opening of 900mm.</p>	<p>Toilets with proper doors & running water are available; water tap available</p> <p>Lock of the door is within reach of young children; has a clear opening on 900mm (min)</p> <p>Separate toilets for boys and girls.</p>	
1.3	Accessible toilet	There are no toilets for students with disabilities in the school premises	<p>Toilets are there in school without handrails/grab bars.</p> <p>There are staircase approaching the toilet area or toilet area is at far distance from classrooms.</p> <p>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</p>	<p>Toilet area has floor space for wheelchair users, has handrail/Grab bars; anti skid flooring.</p> <p>Toilet area is dry and clean. Closet height is 450-480mm from the floor.</p> <p>Doors have clear opening of 900mm/has sliding or folding doors.</p>	
1.4	Drinking water facilities	There are no drinking water facilities for students.	<p>Drinking water facility is available in each floor of the school.</p> <p>Washbasin and water tap is not in reach of children or wheel chair users, water tap regulator is not user</p>	<p>Drinking water facility is available in each floor of the school;</p> <p>Tap height is at two heights - 400mm and 800mm with lever</p>	

			friendly.	type handles; Lowered washbasin with knee space is available for persons using mobility aids.	
1.5	Proper transport facilities for children with disabilities	Students with disabilities are enrolled but do not attend school regularly due to lack of transportation facility (parents reports- <i>it is difficult to bring them in schools.</i>) There is no bus stop near the school. No good roads to school.	Public transportation is available up to school building. Roads are good in the area. School does not have its own transport for children (for private schools). Children with disabilities does not receive their transport allowance regularly. 'School Ahead' sign board is not displayed near the school (for safety of children on roads).	Transport allowance for children with disabilities are given regularly - School Readiness Program 'School Ahead' signs are there on road. Roads surrounding the school premises are well maintained. School authority takes proactive role to maintain the road condition. School has its own accessible transport services for children with disabilities (for private schools).	
2	CLASS ROOM ENVIRONMENT	0	1	2	SCORE for 2015-16
2.1	Adequate lighting	Very poor light/dim light No electricity	Partial light/natural light/Availability of electricity	Room is well lit with adequate lighting facilities	
2.2	Adequate ventilation	No ventilation / No window in class room	Partial ventilation / Between 2 - 4 windows (windows opened/used)	Adequate ventilation / More than 4 windows (windows opened/used)	
2.3	Use of appropriate Teaching Learning Materials (TLMs)	No Teaching Learning Material (TLMs) available or in use	Few TLMs available namely flash cards, communication card/materials, large print materials with contrast, tactile maps and figures are in use.	TLMs are available as per the curriculum schedule and used by teachers/children/assistants	
2.4	Pupil-teacher ratio in school	Ratio is more than 40:1	Ratio is between 40:1 - 30:1	Less than 30:1	
2.5	Adequate space and seating arrangement for children, assistive devices & furniture	None available	Adequate space and seating arrangement for children; assistive devices made available but no adapted furniture.	Adequate space and seating arrangement for children, assistive devices and adapted furniture are made available.	
3	EDUCATION SERVICES	0	1	2	SCORE for 2015-16

3.1	Trained teachers to teach children with disabilities	No trained teachers to teach children with disabilities	At least one teacher trained by SSA/undergone RCI recognised training. Teachers have learnt to use TLMs for different needs of students (irrespective of disability) and they use it on everyday basis.	SSA/RCI trained teachers are available to teach children with different disabilities (hearing, visual, orthopaedic disability, developmental disability, learning difficulties)	
3.2	Resource teachers (Inclusive Education Resource Teachers -IERTs & Special Educators, Block/Cluster Resource Persons - BRP/CRP), etc)	No resource teachers available to meet the needs of students with disability	Resource teacher visits schools at least once a month and offer individual support to children with disability, assist the subject teachers and document progress of child	Resource teacher visits schools twice-thrice a month, offer individual support to children with disability, assist the subject teachers to plan & review IEP and maintain records of such meetings	
3.3	Accessible Library	No library facility	There is library with sufficient space for wheelchair movement, availability of few accessible teaching learning materials and books for teachers and children	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.	
3.4	Communication facilities for children with disabilities	No facilities are available	Equipment/assistive devices for communication such as touch panel, pictorial and work cards available; adaptations made for those with specific needs. One special educator as reference point for help.	Formal / Informal sign language understood by regular peers of the child with disability. Information and Communication Technology (ICT) used for teaching and communication.	
3.5	Resource room to support teaching needs	No resource room available	Resource room is available, accessible, has adequate and trained staff to meet individual needs of children.	Resource room is bright, neat, accessible, has trained staff, has 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)	
4	ADDITIONAL CURRICULAR ACTIVITIES	0	1	2	SCORE for 2015
4.1	Is there a policy or curriculum to include children with disabilities in extra curricular activities?	The school has no internal policy for extra curricular activities.	School has an internal policy/curriculum to include children with disabilities in co-curricular and extra curricular activities, and it is planned for the calendar year in a manner to be inclusive of all.	Parents and School Development/Management Committees are included in the planning, implementation and review of inclusive co-curricular activities.	
4.2	Is the staff trained for it?	No trained staff	Staff orientation has been organized by school management.	Refresher training for staff at least once a year.	
4.3	Is there a plan for integrated events in sports/cultural events considering abilities of children with special needs?	No integrated events in sports, co-curricular activities or cultural events held. No peer support for children with disabilities	1-2 integrated/inclusive events held. Peer support encouraged.	Most of the scheduled programmes of the school include children with disabilities in their events/activities/programmes. Inclusive groups in all events/activities/programmes.	
4.4	Are parents/volunteers/NGOs/community members involved or encouraged to follow up skills at home/tuition center/after school clubs, etc?	Parents/volunteers are not involved.	Parents/volunteers/tutors are invited to attend the training. Classroom observation encouraged. Inputs of parents/volunteers/NGOs/community members are noted and encouraged. Verbal and written tasks are sent to the home for follow up.	Time is set aside to receive feedback and inputs from the parents/volunteers/NGOs/Community members.	
4.5	Adaptations/modifications for inclusive events/activities/programmes	No adaptations/modifications considered.	Minimum adaptations considered in any one of the fields - eg. in sports or arts or other events.	All events/programmes have consideration for children with disabilities to participate in that particular event (competitions - debate, arts, sports, cooking,	

5	COMMITTEES FOR SCHOOL DEVELOPMENT	0	1	2	SCORE for 2015
5.1	Pupils clubs/ Meena clubs/ linkages with Bal panchayat	Not existing	Exists, but not functioning regularly / not having any meeting regularly not contributing towards the development of the school/ students.	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.	
5.2	School development management committee/ parents teachers association	Not existing. Exist, but members not aware of the same. No meetings held.	Exists , but not meeting regularly/not contributing towards the development of the school/ students	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.	
5.3	Village education committees/ local monitoring committees	Not existing. Exist, but members not aware of the same. No meetings held.	Exists but not functioning regularly / not having any meeting regularly towards the development of the school/ students	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.	
6	POLICY & SYSTEMS	0	1	2	SCORE for 2015

6.1	Initiative to enroll all children including children with disabilities from neighbourhood	<p>Not aware of RTE, SSA, IEDC schemes, fully.</p> <p>Not aware of policies and systems for education of children with disabilities.</p> <p>No initiatives of enrolling children with disability & girl children from the neighbourhood.</p>	<p>Aware of RTE Act & other policies for education of children with disabilities.</p> <p>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.</p>	<p>Identified children with disability within the 3 km. radius and children with disability are enrolled in schools.</p> <p>Those who are unable to come to school, home based services including education programmes has been given in collaboration with school development and monitoring committees.</p>	
6.2	Preventive action taken against abuse of children (specially girls), bullying, teasing, corporal punishment, sexual offenses, child labour, trafficking, child marriage, etc.	<p>No information about child protection Acts and policies of the govt.</p> <p>(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)</p>	<p>Staff are aware of different policies for protection of children.</p> <p>An internal child protection policy has been developed, staff are aware of the policy but implementation mechanism is not been in place.</p>	<p>Child protection policy has been developed, agreed and signed by all staff; committee has been formed and the protocol has been effectively implemented.</p> <p>All incidents have been recorded and appropriate action against the offenders have been taken.</p>	
6.3	Opinion of students (incl. children with disabilities), parents, volunteers, teachers, disabled peoples organisations, community members are taken to improve the school	No meetings held	Meeting of groups held informally, but not on regular basis	<p>Meeting held on a regular basis.</p> <p>Suggestions given by the groups have been implemented.</p> <p>(during the interview, you can check for example/s)</p>	

6.4	Regular update of data on educational status of all children including children under home based education (HBE) and School Readiness Programme (SRP)	Not done	Data updated when requested by govt, but not regularly.	Data on children with disabilities regularly updated and submitted to the respective govt. department Data on children with disability including those in Home Based Education and School Readiness Programmes are also updated.
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Appendix 4: Photo Gallery





