

# A STUDY ON 'POLICY AND PRACTICES FOR INCLUSION OF CHILDREN WITH SPECIFIC LEARNING DISABILITY IN SELECTED SCHOOLS'

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## SLD as one of the 21 Disabilities

### Physical Disability (11)

- A. 1. Locomotor Disability
- 2. Leprosy Cured Person
- 3. Cerebral Palsy
- 4. Dwarfism
- 5. Muscular Dystrophy
- 6. Acid Attack

### B. Visual Impairment

- 1. Blindness
- 2. Low Vision

### C. Hearing Impairment

- 1. Deaf
- 2. Hard of Hearing

### D. Speech and Language Disability

### Any Other Category (1)

### Intellectual Disability (2)

#### 1. "SPECIFIC LEARNING DISABILITIES" (SLD)

- 2. "Autism Spectrum Disorder"

### Disability Caused (5)

#### Chronic Neurological Conditions

- 1. "Multiple Sclerosis
- 2. "Parkinson's Disease"

#### Blood Disorder

- 1. Haemophilia
- 2. Thalassemia
- 3. Sickle Cell Disease"

### Mental Behavior (1)

### Multiple Disabilities(1)



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# EXECUTIVE SUMMARY

As we know a human being is a sum total of physical, mental, social and spiritual conditions. Therefore education is supposed to develop a child in all these spheres. If a child is found lacking in any one or more condition is labeled as disable or impaired. It is easy to find deficits in vision, hearing, limbs and movements leading to identification in physical and mental conditions. However there are conditions related to emotional aspects and neurological processing of information in brain which are not visible hence it is difficult to identify. These are hidden disabilities. The Right to Persons with Disabilities Act 2016 has included these disabilities in its ambit and has classified all disabilities under five main categories. One of the categories is of ‘intellectual disabilities’. Specific Learning Disability (SLD) and Autism are part of intellectual disabilities. The present report deals primarily with SLD.

The study is based on data on children with SLD collected from UDISE and five states namely Arunachal Pradesh, Chandigarh, Kerala, Lakshadweep and Nagaland. The data was collected with the help of questionnaires, and interviews designed for system level officials, teachers, resource persons, parents and children with SLD.

The report will serve two purposes. The first purpose is to understand how children with SLD are under identified for their special needs. And the second purpose is to explore the reach of the existing policies to the SLD child and functionaries related to SLD at grass root level i.e. in the school. The data on children with SLD presented in the report will help educational planers and administrators.

It is evident from the data that children with SLD are not identified as per the number available in the population. Even if they are identified, are not provided with any learning or evaluation provisions to enhance their learning. The findings and recommendations would be helpful in resolving the larger issue of retention and learning levels at the elementary level besides helping SLDs progress in the schools in particular. The report will also facilitate in transmission process of policies at schools and to the functionaries and beneficiaries.

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(Veera Gupta)

New Delhi,  
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# ABBREVIATION

ADHD	Attention Deficit Disorder
ANOVA	Analysis of variance
ASER	Annual Status of Education Report (ASER)
B.Ed	Bachelor of Education
BA	Bachelor of Arts
BRC	Block resource centre
CBSE	Central Board of Secondary Education
CCE	Continuous and comprehensive Evaluation
CD-ROM	Compact Disc, read-only-memory
CRC	Cluster Resource Centre
CwD	Children with Disability
CwSLD	Children with Special Learning Disability
CwSN	Children with Special Needs
DISE	Unified district Information system for education
DPEP	District Primary Education Programme
DSM	Diagnostic and Statistical Manual
DTLD	Diagnostic Test of Learning Disability
EEG	Electroencephalography
GLAD	Grade Level Assessment Devise
ICSSR	Indian council of Social Science research
IDEA	Individual with Disability Education Act
IECYD	Inclusive Education Of Children and Youth with Disabilities
IEDSS	Inclusive Education for Disabled at Secondary Stage
IEP	Individualized Education Program
IQ	Intelligent Quotient
LD	Learning Disability
MBBS	Bachelor of Medicine, Bachelor of Surgery
MHRD	Ministry of Human Resource Development
MR	Mentally Retardation
MRI	Magnetic Resonance Imaging
MSI	Magnetic source imaging
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NGO	Non Governmental Organization
NIMHN	National Institute Of Mental Health And Neuroscience
NUEPA/NIEPA	National Institute of Educational Planning and Administration
OECD	Organisation for Economic Co-operation and Development
PIED	Project Integrated Education of the Disabled
PPT	Presentation
PWD	Person with disability
RBSK	Rashtriya Bal Swasthya Karyakram
RCI	Rehabilitation Council of India
RMSA	Rashtriya Madhyamik Shiksha Abhiyan

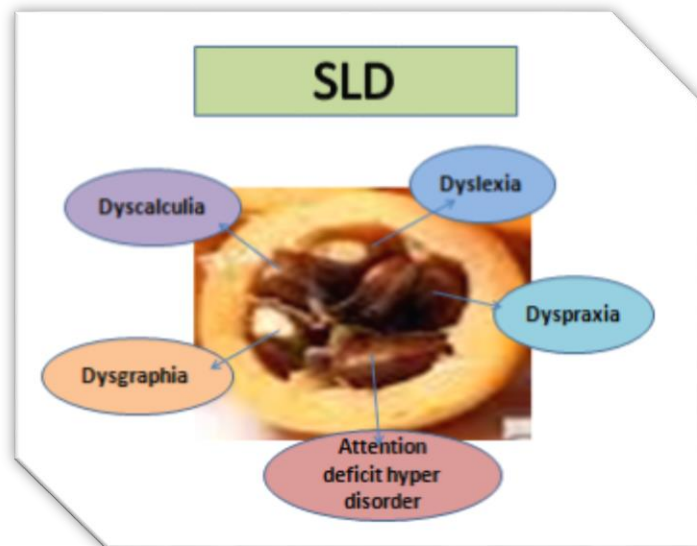
RP/RTs	Resource Persons/Teacher
RPwD	Rights of Person with Disability
RTI	Right to information
RTS	Regulatory Technical Standards
SLD	Specific Learning Disability
SSA	Sarva Shiksha Abhiyan
TLM	Teaching Learning Materials
UN	United Nation
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organization
WAIS 3	Wechsler Adult Intelligence Scale
WISC	Wechsler Intelligence Scale for Children

# Chapter-1

## Introduction

Quality of education is major concern for educational planners after expansion of educational facilities. The national survey on learning levels by ASER (2013) points out that 46.8 percent children in class Vth were able to read class IInd level text book. The reason for shortfall in learning outcomes is historically attributed to shortage of facilities or lack of teachers as described in National Policy of Education 1986 leading to Operation Backboard Scheme in 1995. The other unexplored reason for low performance could also be developmental delays in children. These developmental delays and learning difficulties are the areas of concern for educational planners.

The developmental delays are known by many terms. Dyslexia (by Abigail Marshall 2009, Sally Shaywitz 2004) is a word that is often used for poor reading ability [JPDaS 1998]. It is also referred as Learning Disability (LD) (by NUEPA 2011, 2012, 2013 DISE, Canada Columbia manual 2011, RCI manual) and Specific Learning Disability (by SSA 2013, RPWD Act 2016, Los Angeles 2007). Different documents are using different terms however all the three terms refer to same conditions such as poor reading -Dyslexia, poor handwriting- Dysgraphia, poor



**Figure-1; Concept of SLD**

movement coordination - Aspraxia, poor mathematical ability-Dyscalculia and poor attention span - Attention Deficit Disorder or ADHD. All these five conditions as given in figure - 1 are related and are termed as Specific Learning Disability (CwSLD) in one umbrella term in latest literature and policy documents. In this document the term CwSLDis used irrespective of the other terms used dyslexia and LD in other referred documents.

A human being is born with a few reflexes and these get developed into abilities such as walking, dancing, jumping etc. On the other hand, there are a few abilities which are not innate and are developed due to sustained efforts. 'Reading' is one such an acquired ability, and is also peculiar to human only. It is an unnatural ability. It was found that children vary on reading ability. There are children who understand spoken word but cannot decipher it, when it is written. In a way, it is an inability to translate written language to speech, and speech to writing. It is distinctly different from condition of poor reading which could be due to environmental conditions such as malnutrition, disease, poor schooling or poor instruction. It is also neither due to poor intellectual ability nor due to parental neglect. It is a kind of neurobiological condition.

It is reiterated that CwSLD is not physical disease or illness. It is not a problem with child's eyes or ears. It is also not mental deficiency. Because, it is found that there are many world's most brilliant scientist, artists, entrepreneurs, politicians and writers who are known individuals with SLD. The list of these famous individuals with SLD is available on most of the websites of dyslexia.

It is believed that CwSLD is caused by differences in the brain processes information mechanism. It is proved that CwSLD are right brain children. They rely on visual spatial strategies. They depend on imagination and intuitive thought process so much that they fail to develop thinking pathways dependent on sound [Abigail Marshall 2009]. Therefore they fail miserably in the education system where reading is dependent on phoneme awareness mostly a functions of the left brain. A few theories have been developed as to reasons for the genesis of SLD in children.

### **Theories on genesis of CWSLD**

There are three theories for the reason for genesis of CwSLD. The first theory is developmental theory. The developmental theory believes that CwSLD is a developmental delay in children. It disappears with time, and with right intervention. This theory started losing its ground as many children did not learn to read in spite of having high IQ. However they excelled in many other pursuits of life. Teachers did not know the answer to this phenomenon initially.

The answer was provided by the neuroscience researches. The second theory is based on neuroscience. It is based on advanced neuro imaging techniques such as magnetic resonance imaging (MRI), Electroencephalography (EEG), Magnetic source imaging (MSI) and

electrophysiology. It found that CwSLD could be due to poor connections in the neurological paths for phonological awareness. The researchers found decreased connectivity in the superior temporal region of dyslexics than the controlled group [Boets, 2013]. They argued that CwSLD could be dysfunctional connection between language processing areas of the brain. This theory has opened new vistas in the intervention of teaching dyslexic children. However Usha Goswami (2008) argued that different neuroimaging methods can contribute different kinds of data. The most informative studies with respect to causation are not yet available.

The neuroimaging researches led to researches on genes contributing to the condition of CwSLD. The third theory is gene theory. Dr. Albert, Professor of Neurology, Harvard Medical School, Boston [2004] argues that the gene theory is to determine a mutation in gene which leads to development of certain parts of the brain that are different from the normal, and are not compatible with processing certain sounds, and particularly language related sound, which causes learning disability. Susan [2008] has argued that many traits are due to environment rather than due to genes. Her argument is that any chemical may result in any of 38 thousand proteins. The gene researchers [Silvia Paracchini 2007] have been able to identify four genes responsible for CwSLD but could not find link between genetic and cognitive function. There has not been conclusive reporting that gene influences cognitive processes. Jonathan (1999) had stated that it was hardly plausible that there could be genes for memory or learning. The researches on genesis on CwSLD have not been conclusive. In spite of that it has gained the attention of biologists, scientists and educationists since last three decades. However it is established that it exists and hampers learning.

The knowledge of SLD dates back to 1676, when a German physician Dr. Johann Schmidt published his observations on a patient who had once read normally but after an accident could not read. After that in 1887 German physician Rudolf Berlin of Stuttgart wrote about it in a monograph, and Dr. Morgan in 1896 reported another case in British Medical Journal [Sally Shaywitz 2004]. The knowledge of SLD has thus progressed over the years. But detailed and authentic account of how it has progressed is not available. However a few important milestones in the development of the knowledge of CwSLD are United States Acts namely Public Law 94-142 of 1967 and 1975 and now the Individual with Disability Education Act (IDEA) 2004.

## **Review of Related Literature**

In India, Specific learning disabilities are of the least focused area by the educational functionaries though they are familiar and encounter it in some way in educational settings. There is literature available on CwSLD in journals, books, reports, articles and films. The most popular film is ‘Tare Jameen Par’ Khan Aamir (2007). The film has popularized the concept of CwSLD more than any NGO or academic activity of any country. The film is being used by most of the trainers across the world with subtitles in native language. Though the concept of CwSLD is more common to school but is addressed in medical journals more than the educational journals. The review of related literature comprises of information from all sources and all aspects of CwSLD.

### **A. History of The Concept of CwSLD**

Guardiola G J. (2001) has dwelled upon the history of developmental dyslexia. He mentions that dyslexia was present in the humans from the very beginning of evolution of mankind. The causes of dyslexia are not known because the definition of dyslexia is not standardized. Dyslexia has been researched based on the variety of symptoms. The study of developmental dyslexia started in the beginning of 1895 where characteristics of dyslexia were noted. In 1950 to 1970 clinical studies were taken up on dyslexia and finally from 1970 onwards many theories have been developed on which our current knowledge is based. The knowledge of dyslexia grew after the physician suggested that each specific part of the brain has precise function. This knowledge came through the clinical study of accidental cases that had problems in learning after a brain injury. In the beginning it was called ‘Word blindness’. Slowly it became a subject of study in the medical field and it was established that it is congenital in nature. In the beginning the causes of dyslexia were gradually understood as brain structural defects, developmental delay and neurological cause. The word dyslexia was introduced by child psychiatrist Ombredane in 1937. He established the heritability nature of dyslexia. Earlier dyslexia was an exclusive field for neurologist, later psychologist, sociologist and educationists also started studying dyslexia. Due to these, new theories about environmental causes were established which propagated multi factorial phenomena regarding the origin of dyslexia.

Skottun C. B. (2005) has studied the role of magnocellular neurons causing dyslexia. He has argued whether deficit in magnocellular is the cause of dyslexia. He discusses that as magnocellular neurons are responsible for visual system in the body, they play a role in reading. But if there is a deficit in magnocellular neurons it will cause problem in all activities related to visuals. He concluded the distinctive role of magnocellular neurons in causing dyslexia.

Galaburda.A.M. et al (2006) has deliberated upon four genes which have been considered responsible for developmental dyslexia in children. The experiments on rodent brains have been successful in causing auditory and cognitive deficits. These findings have indicated that dyslexia can be induced. The study noted that many of the symptoms of dyslexia have been resolved during the developmental process of a child. Therefore, the authors have concluded that dyslexia may occur due to gene, developmental changes and perceptual and cognitive deficits.

### **B. Definition of SLD**

Rehabilitation Council Of India (RCI) Manual (no date) defines it as “*Specific Learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using, spoken or written, which may manifest itself in an imperfect ability to listen, speak, read, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, or mental retardation, emotional disturbances or environmental, cultural or economic disadvantages.*” The RCI has adopted the definition given by United States of America. The definition says that CwSLD is a type of psychological/neurological processing disorder. The same intent has been adopted in the Rights of Person with Disability (**RPWD**) Act 2016 formulated in India.

The RPWD Act (2016) has defined it as “*Specific Learning Disabilities’ refers to a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia.*” All five conditions or less Nested together in one individual in varying degree.

Out of these two definitions, the definition of RCI appears to be more comprehensive than the definition of the RPWD Act 2016. To understand who is a CwSLD a few characteristics need to be made known to teachers and other educational functionaries? The characteristics of CwSLD that are given by Sarva Shiksha Abhiyan (SSA) in it's guideline are presented below along with others.

### **C. Characteristics of CwSLD**

Plaut.C.D.et al (1991) has found through this study that characteristics of dyslexia are occurrence of semantic errors. His study also supports that there are number of other symptoms in a child with dyslexic such as visual and morphological effects in their errors. He also pointed out that dyslexics are good with abstract words. The reason why dyslexia occurs is still not understood by nueropsychologolists. Author has quoted a study where dyslexic type of systems could be generated through artificially creating problems in nuero connections. In his paper therefore he has demonstrated the usefulness of connectionist approach to understand and remediate dyslexia. They are as follows: a) Additional types of reading errors, b) influences of semantic variables on visual errors, c) confidence in errors, d) lexical decisions.

Lachmann. T. (2002) argued that the cardinal symptom of dyslexia is reversal of letter. It is said that generally a child with CWSLDmay read 'V' as 'D', 'M' as 'W'. He argues that this mistake made by child is not due to perceptual error rather it is due to memory error. He has pointed out that reading disability is due to deficit in functional coordination which results in failure of the integration of information. He also argues if this is the construct of definition of dyslexia then testing of single function may not be meaningful to conclude existence of dyslexia in a child.

Ramus, F. (2002) conducted a case study to assess three leading theories of developmental dyslexia: the phonological, the magnocellular and the cerebral theories. A sample of 16 dyslexic and sixteen controluniversity students were administered a full battery of psychometric, phonological, auditory, visual and cerebellar test. The results stated that all 16 dyslexic suffered from phonological deficit, 10 from auditory deficit, 4 from a motor deficit and 2 from magnocellular deficit. They also suggested that phonological deficit can appear in the absence of any other sensory or motor disorder and is sufficient to cause literacy impairment, as demonstrated by 5 of the dyslexics.



Lachmann T. (2004) focused on sound discrimination and sound reception ability in children with dyslexia. Article focuses on different reading and writing patterns in children with dyslexia, Phonological and non-phonological auditory discrimination skills are tested in subgroups of dyslexia. In order to investigate the discrimination in sound by subgroups of children with dyslexia. Experiment was conducted by comparing 2 groups of children those who had problem in at least non-word reading with those who failed in frequent word reading. The purpose of the experiment was to test whether both subgroups have deficits in sound discrimination and if so, to what extent these deficits differ between the groups.

Lachmann T. and Leeuwen C. (2007) studied the visual processing deficit involved in the definition of dyslexia. He experimented with two groups of children. One group was of children with dyslexia and second was of children without dyslexia. They presented them a task consisting of pairs of letters or dot patterns in symmetric or asymmetric shape. They found that children with dyslexia performed faster than the children without dyslexia in reading letters. They concluded that children with dyslexia failed to adequately differentiate visual processing of linguistic and non-linguistic materials. They process symmetry in letters similar to that in shape. That led the children with dyslexia to outperform children without dyslexia in this experiment.

Gerd Schulte-Korne, Jennifer Bruder (2010) states that neuropsychological studies on children and adults with dyslexia provide a deeper understanding how visual and auditory processing in dyslexia might relate to reading problems. The purpose of the article is to provide an overview of research findings on contrast sensitivity and visual evoked potentials and auditory event related potential to basic tone and speech sound processing in dyslexia. The article basically provides us with two promising vision for future as the early identification of children with dyslexia that in turn will help in preventing reading problems.

SSA (2013) has published the following guidelines for identification of the child with dyslexia in the school: “difficulty in maintaining attention and completing the task while performing a given task without getting distracted when unsupervised, leaves letters or words while reading a line , uses finger for tracking while reading, Has difficulty organizing things for example by shape, color or size such as placing books in a school bag systematically by size or arranging cloths on a rack in categories of size and use, difficulty in copying from black board without missing letters or words, difficulty in using mathematical symbols and understanding relation between numbers,

difficulty in differentiating letter such as ‘b’ and ‘d’, or numbers like ‘9’ and ‘6’, difficulty in maintaining a straight line or leaving appropriate space between words, difficulty in understanding use of punctuations while reading and writing, difficulty in comprehending word problems and understanding the meaning and relationship between numbers and sentences, difficulty in selecting or filtering specific details to answer a question from a story, passage or a narration of an incident, difficulty in locating an object when given specific sequence of instruction for example: “look for a green book on right side of the table on the top corner”, difficulty in associating sound with alphabet, difficulty in locating specific alphabet or numbers within prescribed text, difficulty in articulating his/her views or ideas, thus landing in a quarrel or breaking a friendship, difficulty in discussing a central theme on a given topic unless reminded or assisted, difficulty in comprehending or explaining concepts in subjects like language, science or social studies in his/her own words, tendency of displaying short span of attention across his/her performance within home/school or during play with neighborhood children, difficulty in following the rules of common games popular among the peer group”.

The above literatures dealt with the history, origin, and have tried to define learning disability. RCI manual recognizes SLD as the result of psychological/ neurological processing disorder which manifests itself in the way a SLD child speaks, writes or listens, etc. On similar lines the RPWD Act 2016 also defines learning disability as an inability to read, write, speak, learn or do mathematical calculations. However, definition given by RCI manual is more extensive as compared to the RPWD Act 2016. The above section also included guidelines on SLD laid down by SSA in order to provide help to the teachers and other educational functionaries. If we dwell upon history of dyslexia we find different researchers have tried to explain and define it in different ways. There have been researches which reveal the need for an exhaustive definition on CwSLD. In brief it can be stated that a CwSLD is one who presents characteristic of higher mental ability compared to his performance output. His performance is low on academic tasks related to symbols but is high on perceptual/imaginative activities. His concepts are good but symbol acquisition is poor.

#### **D. Identification, Intervention and Assessment of CwSLD**

Joseph, K. (2002) studied the impact of remedial teaching on children with CwSLD. He found that inspite of providing remedial studies to CwSLD, they again remain two standard deviation

below as compared to their peers. The remedial program was of two year duration. The study throws a great understanding as how remedial teaching is effective or non-effective for improving reading skills of CwSLD. It brought out that CwSLD are basically non-phonetic learner therefore any instructional plan which is based on phonemes is not effective to yield any result. The remedial instruction for CwSLD needs to focus on “sight word” learning rather than usual extra time or instruction.

NCF, (2005), has suggested collaborative form of assessment for CwSLD. The collaborative assessment is based on an ecological model, it focuses on abilities, strengths, and needs. The assessment procedures are related to the curriculum and context of learning, All team members are seen as equal in human dignity, Assessment is perceived as a continuous process wherein, student is viewed as active participant and collaborator. Its focus is on the learning process in which the parents and other relevant people are consulted and involved.

Silver H. C. et al (2006) suggested the importance of neuropsychological assessment. The paper mainly provides help to parents, educators, health care providers and third party payers to understand the nature of neuropsychological assessment. It is also suggested that proper assessment of a child with CwSLD can help in improving the skills and abilities of children who suffers from other learning disability. It is also stated that neurophysiologic assessment should be done by psychologists who have specialized training in neuropsychology.

Lucid Research Limited (2006) reports dyslexia as a syndrome and determines the neurological bases of dyslexia. It also deliberates about the cognitive characteristics of dyslexia. Discussing the theories of dyslexia, report highlights the difference between Specific learning disability and Dyslexia. Hence, presenting the merits and demerits of discrepancy approach report states the importance of specialist remediation so that the child with dyslexia does not lose motivation.

Dilshad, H. (2006) attempted to study the prevalence of CWSLD in primary English medium schools. She reported that children with CwSLD prevalence are up to 21 per cent among the population. In her study the prevalence of children with CwSLD ranged from 15 to 23 per cent. She made comparison of writing errors between children with CWSLD and children without CwSLD. She found that writing errors increase as CWSLD children progress to higher classes. The common errors were reversals, substitution and omission of letter and words. A few other

errors were related to punctuation and wrong capitalization. She also found that there is significant association between CwSLD and emotional disturbances. She recommended that early diagnosis of CwSLD would help in providing intervention earlier, which would have improved the management of addressing the learning difficulties.

Gregg N and Nelson J. (2010) studied the effectiveness of extra time given as a provision during examinations to children with SLD. He found that extra time has certainly improved the performance of children with SLD. The CwSLD who were provided provision of extra time performed better than those CwSLD who were not provided provision of extra time and the difference between the schools was statistically significant. However, he concludes that in spite of provision of extra time CwSLD still underperformed academically as compared to their peers without SLD. It may be inferred that the provision of extra time alone is not enough for the children with CwSLD during examination.

Saravanabhavan, S. and Saravanabhavan. Rc. (2010) studied the knowledge level of teachers on CWSLD. The sample consisted of in-service and pre-service teachers. The teachers were taken from regular as well as from special schools. The ANOVA analysis showed that the knowledge level of teachers was below the mean. The familiarity with CwSLD did not affect the level of knowledge of the teachers. The study recommended improving the knowledge level of teachers regarding CWSLD. It also recommended the knowledge level needs to be improved of physicians, parents, para professionals and educational administrators regarding CwSLD SBU report (2014), Swedish Council on Health Technology Assessment states scientific basis for tests and interventions for children and adolescents with dyslexia. The paper also systematically identifies knowledge gaps, promising new research and actively disseminates information about the current state of dyslexia research. Four knowledge gaps have been highlighted in this report. Diagnostic tests to screen and diagnose dyslexia compared to an established reference standard, effects of interventions for children with dyslexia on school results, self-efficacy and quality of life, effects of assistive technologies, cost-effectiveness for diagnostic tests and interventions.

Klatte M. et al (2010) states the effect of classroom noise and background speech on children and adults respectively in a classroom-like setting. The experiment done makes us aware about the adequate listening conditions in a classroom. The impairments observed during the

experiment indicated chronic effect of noise and reverberation in classrooms on children's development which in turn can affect their academic achievement.

John. A and Sadasivan. A, et al (2011) suggested besides taking background information on social interaction and academic performance the diagnosis test should include standardized assessment of cognitive ability. These tests could be Malins intelligence scale, Wechler intelligence scale and Stanford Banet. Standardized assessment should also include information processing ability of the child. The test recommended is WISC-IV. Besides these tool of the assessment of learning in the classroom should also be considered. The assessment of classroom learning, NIMHANS Battery, Wechler objective reading Dimension, W Wechler Objective Numerical dimension, Test of written language -3, Woodcock Johnson 3 test of achievement etc are used in the assessment. They also recommended in case standardized assessment are not available, curriculum assessment can be used. Use of Individual Educational Plan (IEP) for each child, use of assistive devices, progress monitoring and academic accommodations for children with CwSLD was suggested. The accommodation suggested is provision of extra time, exemption of second language, use of scribe and focus on strength.

Irannejad, S. (2011) did a study on children to find out whether the cerebral deficit is the reason for development of CwSLD. The sample of the study was 51 children of elementary school in Canada. The children were put in two groups, experimental and control group. The result of both the groups did not support cerebral deficit for the development of CwSLD. All children were measured on IQ, word and non-word reading fluency, elision, non-word decoding, rapid naming, bead threading, toe tapping, postural stability and muscle tone.

David, S. (2012) has discussed the proposed definition of CwSLD in DSM-5. He points out that the transition from the definition given in DSM-4 to DSM-5 is justified in lieu of current researches on learning disabilities. However, he points out that most of the definitions tell us what is not LD, he emphasizes that there is a need to define CwSLD fully though the research in the field is not yet certain.

Wendy, C. (2012) has critiqued the DSM-5 criteria for LD identification that emphasizes the role of response to interventions provided to a slow learner and their impact on the child's learning as one of the major criteria for identification of CwSLD. The DSM-5 has not recommended the use

of discrepancy between IQ and achievement. The author has discussed the implication for practicing the Response to intervention (RTI) model and requirement of trained human resources to access CwSLD as this will require the help of trained school psychologist and general and special education teachers.

George, J. et al (2012) have discussed DSM-5 criteria and its impact on the concept of co morbidity for CwSLD and ADHD. DSM-5 has liberalized criteria for identification of CwSLD which may mean that data on co morbidity with ADHD may also get affected. They have critiqued that it is not very clear whether with this new criteria rate of co morbidity with ADHD and LD will increase or decrease. Nonetheless diagnosis and educational interventions for both will need to be sustained. It is also not clear what is the difference in treatment intervention and in monitoring for ADHD, LD and co morbid ADHD and LD students.

Rosemary, T. (2012) has discussed the definition and diagnostic steps proposed for identification of CwSLD and ADHD in DSM-5. As per DSM-5 the LD are to be assessed based on four criteria. Criterion A refers to the key characteristics of CWSLDs. Criterion B refers to measurement of those characteristics and to quantify the CwSLD below his or her expected age. Criterion C refers to age at onset of problem. Criterion D specifies the area of disorders such as auditory, visual, psychosocial or intellectual. The criteria for ADHD diagnosis has five steps, the first step identifies symptoms of hyper activity which are persistent for at least six months. Second criteria is age of onset, third is presence of symptoms in two or more settings. Fourth, leading to social, academic or other impairments. Fifth is to confirm if it is not autism or any other developmental disorder. If these 5 criterions are satisfied only then a child can be diagnosed as ADHD. As per him it is difficult to operationalize diagnosis of children with ADHD and CwSLD in the school setting as per the definition of DSM-5.

Michal. A. et all (2013) discussed the legislation and assessment tools used in different countries. These countries were Australia, Germany, Greece, India, Israel, Italy, Spain, Taiwan, United Kingdom, and United States. The DSM-5 has recommended the use of standardized educational test that are culturally, educationally, and age appropriate. In India there are two curriculum based tests available for diagnosing CwSLD. The Grade Level Assessment Devise (GLAD) is developed by the Department of Special Education, National Institute for mentally Handicapped, a project funded by ICSSR which is available in Hindi and English only. There is a need to

develop standardized curriculum based educational test in all Indian languages. At the moment, diagnosing CwSLD in the vernacular medium schools is not possible.

WWC (2013) carried out an intervention study. In this study the intervention was reciprocal teaching as an instructional method designed to teach reading skills to CwSLD. In this strategy students are taught four comprehension strategies: Summarizing, questioning, clarifying and predicting. However, the findings were not conclusive. It is concluded that additional research is required to determine its effectiveness.

Finn S E. et al (2014) did an experiment to study neural bases of dyslexia. A comparison was made in 2 groups of children consisting of 32 children with dyslexia and 42 adults with dyslexia. The results showed divergent connectivity within the visual pathways. There was increased connectivity in the right side of the brain. It was also found that there is reduced connectivity in the visual word from left side of the brain. The results were strengthening the knowledge that dyslexia is due to neural deficit. It also highlighted the importance of synchronization between diverse brain regions for successful reading.

WWC (2014) provided “Repeated Reading” as an intervention for CwSLD children to improve their reading skills. A group of 78 students with CwSLD studying in the grade 5<sup>th</sup> to 12<sup>th</sup> in 2 different locations were selected for the intervention. The repeated reading on students with learning disabilities was studied for its impact in four domains: reading comprehension, alphabetic, reading fluency and general reading achievement. It was found that repeated reading helped in improved comprehension. However, there was a discernible effect on alphabetic, reading fluency and general reading achievement for students with CwSLD.

WWC (2014) carried out intervention on Spelling Mastery. In this program teachers used sound, symbol, correspondence to spell words. They also used morphemic strategy to teach words through prefix, suffix and word basis to learn new words. The third strategy is to use whole word strategy; in this students were taught to spell common words with irregular letter sounds. The findings of the intervention reported that it had positive effects on writing skills of CwSLD.

Catherine, S. et al (1999) identified equipment required to be used as assistive devices by CwSLD. The assistive devices identified are as follows:



Screen reader: eg. Jaws, Arctic; Document reader: eg. ReadToMe, Text Assist; Voice recognition software: eg. Dragon naturally speaking, Viavoce; Scanning software: eg. Omnibook, Omnipage; Standalone reading machine: eg. Kurzweil Personal reader; Large screen monitor; Control of display through built-in features of software: eg. Zoom, font size, font, highlight and background color; Document manager program: eg. PagisPro; Spelling and grammar check; Word prediction software: eg. Text help, co-writer; Electronic dictionary and encyclopedia on CD-ROM; Literacy software: eg. (Plato); Tutorials: grammar, math, typing; Flowcharting, concept mapping software: eg. Inspiration; Franklin language master and spell checker; Laptop; Alphasmart (portable note taking device);

It was found that 75% institutions have specialized equipment for them. It was suggested that some of these students can use the equipment used by students who are blind, have low vision or hearing impairment.

Amar jyoti (2015) has provided strategies for helping CwSLD in the school. These strategies include appointing a scribe as per need. Allowing the students more time for assignment and test. Providing a tape recorer to students to record and listen to lessons outside the class. Providing time for peer teaching/explaining of concepts. Making sure that lessons are presented in auditory, visual, kinesthetic styles to address the learning needs of all students. Create pod casts, and/or provide advanced organizers for students to organize learning. It also suggested that to educate a CwSLD teacher needs to be supportive by special educator, counselor and parents.

The above literatures dealt with identification, intervention and assessment of child with CwSLD. Early identification is important so that appropriate remedial measures can be taken as early as possible. Prior to DSM-5, for identification discrepancy in IQ and performance has been in practice. The new guideline of DSM-5 of USA, it has abandoned discrepancy model. It recommends curricular based assessment and exhausting all pedagogical means to achieve learning targets. If Continuous Comprehensive Evaluation is properly practiced, it can be achieved. The review of literature have talked about standardize curriculum based test for identification of CwSLD. SSA has prescribed GLAD and DTLTD test for assessment of CwSLD among school students.



The review of relative literature highlighted the importance of visual and multisensory pedagogy for CwSLD. It has also pointed out that extra time is helpful but its fruits can only be reaped if pedagogical interventions are provided. The pedagogical interventions include individualized attention and use of learning aids in the classroom.

### **C. Policies and Practices**

National Curriculum Council UK. (2002) brought out a policy document to create inclusive culture in schools, which included producing inclusive policies and adopting inclusive practices. It produced a set of guidelines to translate theory into concrete day to day practices. It also provided indicators to evaluate actual implementation of policies for the education of CwSLD/CWD.

UNICEF (2003) conducted a study to analyze policies in India with respect to including children with disabilities in the education system. The study analyzed how India's policies and programs are aligned with global policies. It focused on good practices for inclusive schooling, community support for inclusion, teacher development, and practices to identify and support children with disability in the classroom and practices to prevent disabilities. The practices of inclusion were studied from Uttar Pradesh, Karnataka, Maharashtra, Tamil Nadu and Kerala. The study was based on analyses of documents and field observations. The study found that in India inclusive education is in nascent stage therefore good practices could not be identified. However, the study noted that Kerala and Tamil Nadu are better off in respect to inclusive practices as compared to other states. The study recommended that there is a need to establish links amongst various organizations to prevent duplication. It also highlighted that there is an absence of consistent and reliable data on children with disabilities. It was also found that due to large number of children in class, teachers are hesitant to work with children with disabilities. Different disabilities require different support therefore one umbrella program is not sufficient to meet the needs of all children with disabilities. To improve the teacher training the UNESCO teacher education resource pack should be implemented.

Raschel D. and Hosp L. J. (2004) surveyed the definition and identification of policies and practices in different states of USA. They found that states have adopted different definitions nomenclature and practices of diagnosis of CwSLD as per the state specific regulation. However,

state regulations are influenced by federal definition and classification. He found that CwSLD classification continued to be dominated by intellectual discrepancy, specified achievement area and exclusion factors. The classification criterion has influenced the eligibility of children for special education provisions. As a result there is quite large difference in the ratios of prevalence of CwSLD in the population. The author noted that as a result the goal of CwSLD identification has not been achieved. He suggested there is a need to change the requirement to change CwSLD identification in the state rules.

UNCRPD (2007) the conventions on the right of persons with disabilities guarantees that Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability; (b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live

Federal Ministry of Education and Research (2013) states that Germany has adopted inclusive education for children with disability in the mainstream schools. A child can study in a mainstream school provided that right physical environment are ensured. To help learning special education teachers are deployed in the school who provide assistance, advice and cooperation to the teachers to teach children with disabilities. They ensure individualized educational planning, monitoring the teaching and learning process and also coordinate between specialized staff involved to provide services to the child with disability. In Germany there are specialized schools for children with dyslexia/ CwSLD. These special schools have acquired technical equipment and special teaching aids.

UNESCO (2015) reviewed the policies and practices which have been adopted by countries to fulfill the right to education for persons with disabilities. 48 countries reported the measures taken by them. These measures were related to legislative framework adopted by these governments. Many countries reported that they have adopted strategies to include children with disability in regular schools but few countries reported that they are continuing with special education schools. Many countries have made barrier free building, special educators and modified teaching and learning strategies in the school to provide access to disabled children in the school. A few countries have instituted prize for best inclusive school. Most of the countries

reported that the biggest problem of implementation is lack of teacher training on disability issues. They also suggested that disability indicators should be included in educational planning and monitoring.

OECD (2015) Survey finds that most of the countries have implemented policies with respect to quality and equity in education including policies to support disadvantaged children. The survey also found that educational reforms can only be effective if policies are well implemented. It recommended that to improve equity and quality of the education; policies must focus on changing classroom practices, student learning, building teachers' capacity and engaging all stake holders. It also recommended that once a policy is implemented it should be evaluated for its impact.

Pandey, Y. (2006) Traced different policies starting from the Sargeant report He further states that the National education commission (1964-66) also known as Kothari commission has focused on disability like deafness, blindness, orthopedically handicapped and mentally retarded. Pandey has further stated about other educational policies like National educational policy (1968), National Policy on Education Bahrul Islam committee (1988), Program of Action (1990&1992) Centrally sponsored scheme of Integrated Education for the Disable Children(Revised 1987,1989 and 1992),Project Integrated Education for the Disabled (PIED), (PIED), Rehabilitation Council of India Act 1992, Persons with Disabilities (Equal , opportunities Protection of rights and full participation).

Act 1995, District Primary Education Programme (DPEP),

National Trust Act (1999),Action Plan for Inclusive Education Of Children and Youth with Disabilities (IECYD) 2005, National Policy for Persons with Disabilities, Sarva Shiksha Abhiyan. Hence, he suggested that there should be no barrier regarding the education of disabled and we need to make specific amendments depending on the situation and the context of the disabled and cultural issue should not become a hindrance for the children with disability in the developing country like India.

CBSE (2009) has provided many provisions to a child with CwSLD at the time of examination. A child with CwSLD is permitted to use amanuensis and is also allowed additional time during examinations. They have been given exemption from studying two compulsory languages. A child with CwSLD can opt one language and can opt for another subject in lieu of second language.

Nidhi, S. (2009) provides an in depth and critical examination of efforts being undertaken under the SSA towards the education of children with disabilities/CWSLD. She found that SSA provides one page list of aids and appliances required by children with Special needs, it includes 4 types of disabilities these are visual, hearing, orthopedic and intellectual. These aids are limited to day to day functioning, not related to educational requirements. She also found that training and duration of teachers ranges from two days to 90 days orientation. There is a large inter state variation in the training programs attended by teachers. Though RPs were appointed under SSA but there exist a very little evidence from the field to highlight the effectiveness of resource teachers. She also reported state level variations in the educational provision for CWD/CWSLD.

Kalpana, K. (2009) states that the Indian Constitution prohibits discrimination per se, but it does not explicitly prohibit discrimination on grounds of disability. However the articles 14, 15 and 16 of the constitution allow for affirmative action for persons with disabilities. Therefore, it provides conditioning environment for specific laws and policies that uphold fundamental rights for disabled individuals. She has also discussed the policy provision and definition of disabilities given by PWD Act in 1995 and National trust Act of 1999. Under both these acts CWSLD is not specifically mentioned. However, the National Policy for person with disabilities 2006 recognizes the existence of barrier in the social environment which has moved the definition of disability from medical model of 40 per cent and more.

Suresh, K. (2011) studied the impact of IEDSS in Haryana. He found that there was no institutional level hierarchy at state level for the education of disabled children. There are Resource Teachers appointed under IED scheme but monitoring is weak in the absence of state level institutions. He also reported though CwSLD is not covered under PWD Act (1995) but is in the ambit of IEDSS scheme. He reported that resource teachers are not professionally qualified in special education. However, most of them are post graduate and BEd. Qualified. The Resource teachers are not getting training in the special education. Those who got training are trained through distance education mode. Most of the RTs are holding additional charge. The visit to the home of the disabled children is given to them as additional duty. He also pointed that though resource centers have been established but the availability of equipment is only up to 25 per cent. As a result the availability of equipment is not sufficient. He suggested that most of the

parents of the disabled aren't aware about the scheme and benefits available to them. If it is made known to them they would be in a position to demand and use the provisions.

Paul, PJ. (2014) examined the performance of SSA with respect to inclusion of CWD in general and specific learning disabilities in particular. He found that parents are reluctant to undergo assessment test for CwSLD. He also recommended there is a need to create awareness about CwSLD in the society. He also suggested progress of CwSLD be closely monitored. He suggested that modules on CwSLD be prepared and should be included in the pre service and in service teacher training programs.

### **Gaps Identified:**

It can be concluded that policies on CwSLD are more comprehensive in other countries. It is also found that implementation has started and most of the countries have come to the stage of policy evaluation. In comparison to that, in India. Policies are available in the form of centrally sponsored schemes and examination provision. The review also suggests that most of the provisions are either not implemented or are partially implemented. There is a gap in availability of policies and also in their implementation.

### **Statement of the Problem**

#### *A study on policy and practice for inclusion of children with 'Specific Learning Disability' in schools;*

There is a high incidence of learning disability among the school children, as around 13 million children are supposed to be suffering from certain learning disabilities categorised as Specific Learning Disabled (CwSLD). Recent policy initiatives in the form RTE Act and PWD Bill-2012 have treated the CwSLD as significant problem to be dealt with. Although policy initiatives are being taken, there is not much clarity at the institutional and school levels, with regard to assessment and programmatic interventions. Though CwSLD has been proved as disability through researches in the medical field, and has also been included in the legislative policy of other developed countries. It is yet to gain momentum in India, as the knowledge on CwSLD in education field is very sparse. The current study therefore proposes to explore and examine the policies and practices of inclusion of CwSLD in schools in selected states. Besides finding out problems and constraints with regard to assessment and formulation of strategies and

interventions, it intends to bring out the best practices followed in schools, in the light of new policy guidelines.

### **Objectives of the Study**

The main objectives of the proposed study are as follows:

- To ascertain the nature and magnitude of the problem of Specific Learning Disability (CwSLD) and programme interventions pursued in terms of policies and practices.
- To study state and district level policies and practices for identification, referral and educational intervention for CwSLD in specific states in India.
- To study the impact of programme interventions on the learning outcomes of CwSLD and document best practices available in the field.
- To provide input for policy formulation on CwSLD for assessment, diagnosis, teaching strategies and programme provisions.

### **Methodology**

The study is a descriptive survey. It was a combination of both field based empirical data and content analysis of secondary documents at State, District, Block Resource Centre and School level. The field data led to the understanding related to the process of:

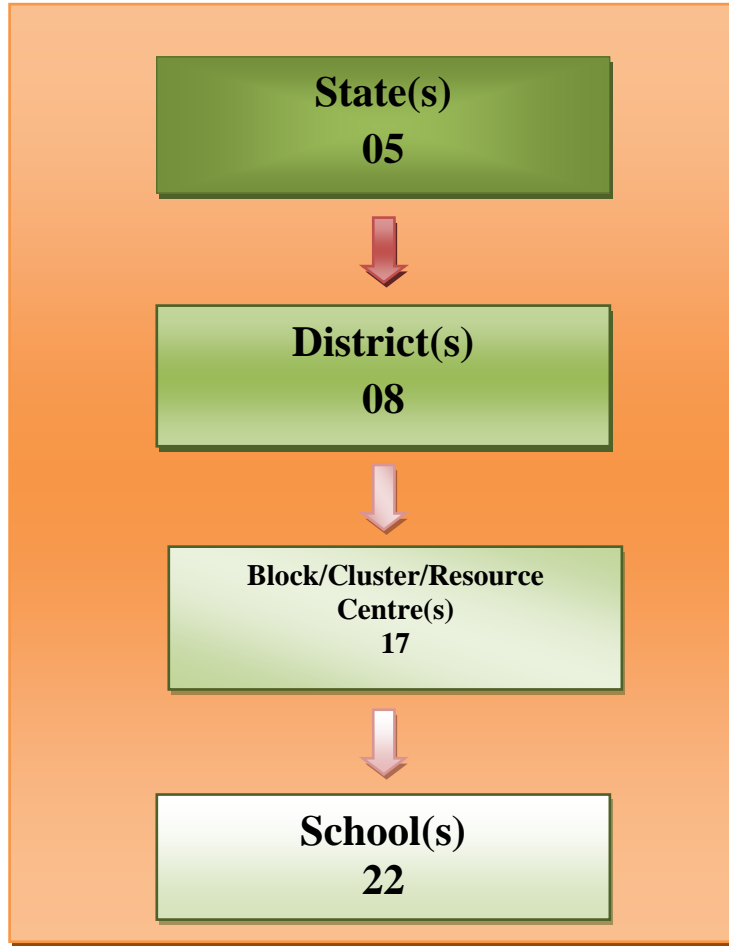
- Identification of CwSLD: method, number and gender
- Practice of preparation of Individualized Educational Plan,
- Providing provision and use of aids and appliances during learning and for the assessment.
- Teacher training,
- Resource support,
- Research studies at school and CRC level
- monitoring of the progress of CwSLD

### **Sample**

The states, districts, BRC and schools were selected based on the number of CwSLD identified under DISE data. The states and district reporting the highest numbers of CwSLD were selected as sample for present study. The data tables for the years 2010-2015 are given in the annexure 1.1. Accordingly the selected sample is as follows:

**Chart-1.1**

**Total Units covered for Data Collection**



Details of the units are given in the table no. 1.1 below:-

**Table: 1.1 Details of the sample unit**

<i>S.N.</i>	<i>State/U.T.</i>		<i>District</i>		<i>Block/Cluster(BRC/CRC)</i>		<i>School</i>
1.	<b>Arunanchal Pradesh</b>	1.1	Lower Subansiri (Ziro)	1.1.1(a)	CRC, Hiza, BRC, Ziro-1	1.1.1.a.1	Govt. Higher Sec. School, Hija
				1.1.1(b)	CRC, Tazang , BRC, Ziro-1	1.1.1.b.2	Govt. Secondary School, Tajang
				1.1.2	BRC, Tamen – Raga	1.1.2.1	

S.N.	State/U.T.		District		Block/Cluster(BRC/CRC)		School
		1.2	Papumpare (Yupia)	1.2.1(a)	CRC, BRC, Doimukh	1.2.1.a.1	Govt. Primary School, Rono
				1.2.1(b)	CRC, Naharlagun, BRC, Doimukh	1.2.1.b.2	Govt. Middle School, Doimukh
2.	Chandigarh	2.1	Chandigarh	2.1.1	Resource Centre, Cluster-10 Ward-10, Cluster-7	2.1.1.1	Govt. Sr. Sec. School, Sec-45
				2.1.2	Cluster-13, Ward-13	2.1.2.1	GMHS, Sec-28 D, Sec-28, CDG
				2.1.3	Cluster-18, Ward-18	2.1.3.1	GHS, Hallomajra, CDG
						2.1.3.2	Govt. Model Sr. Sec. School, Karsan
				2.1.4	Cluster-16, Ward-16	2.1.4.1	Govt. High School, Sec-50, CDG
3.	Kerala	3.1	Thrissur	3.1.1	BRC, Mala	3.1.1.1	Holy Grace Academy, Mala
						3.1.1.2	SNDPHSS, Palissery
				3.1.2	CRC, Mala, BRC, Mala	3.1.2.1	GUPS, Annamanda
		3.2	Ernakulam	3.2.1(a)	CRC, Ernakulam, BRC, Ernakulam	3.2.1.2(a+b)	Al-Ameen Public School, Edappally
4.	Lakshadweep	4.1	Lakshadweep	4.1.1	CRC, Agatti	4.1.1.1	Govt. Jr. Basic School, South Agatti
						4.1.1.2	Govt. Jr. Basic School, North Agatti
						4.1.1.3	Govt. Sr. Basic School, Agatti
				4.1.2	CRC, BRC, Kavaratti	4.1.2.1	Govt. Girls Sr. Sec. School
						4.1.2.2	Govt. Sr. Sec. School
5.	Nagaland	5.1	Dimapur	5.1.1	Dimapur Urban	5.1.1.1	Community Education Centre, Kuda,



S.N.	State/U.T.		District		Block/Cluster(BRC/CRC)		School
		5.2	Kohima	5.2.1	L. Khel, Kohima	5.2.1.1	GMS, L. Khel., Kohima
				5.2.2	Sechu (Zubza)	5.2.2.1	GMS, Kiruphema, Kohima
				5.2.3	Kohima Urban	5.2.3.1	GPS CWD, Lower Lerie, Kohima
		5.3		5.3.1	Pugohoboto	5.3.1.1	GPS, Mukalimi

As mentioned earlier these states were selected based on the highest enrollment of CwSLD. The enrollment of CwSLD in all the states is given in the annexure tables 1.1 (a to e). The enrollment of CwSLD in the selected states is presented in the table 1.2 below:

**Table 1.2**  
**CwSLD in Classes Ist to VIIIth in selected states**

Serial Number	State	CwSLD, Enrollment 2010-11	CwSLD, Enrollment 2011-12	CwSLD, Enrollment 2012-13	CwSLD, Enrollment 2013-14	CwSLD, Enrollment 2014-15
		% CwSLD to Total Enrolment	% CwSLD to Total Enrolment	% CwSLD to Total Enrolment	% CwSLD to Total Enrolment	% CwSLD to Total Enrolment
1.	Arunachal Pradesh	1.99	0.77	1.12	0.84	0.84
2.	Chandigarh	0.03	0.05	0.25	0.86	0.63
3.	Kerala	0.34	0.47	0.55	0.68	0.22
4.	Lakshadweep	1.14	1.36	2.44	1.19	0.30
5.	Nagaland	0.39	0.45	0.43	0.55	0.42
6.	All India	0.10	0.11	0.13	0.14	0.13

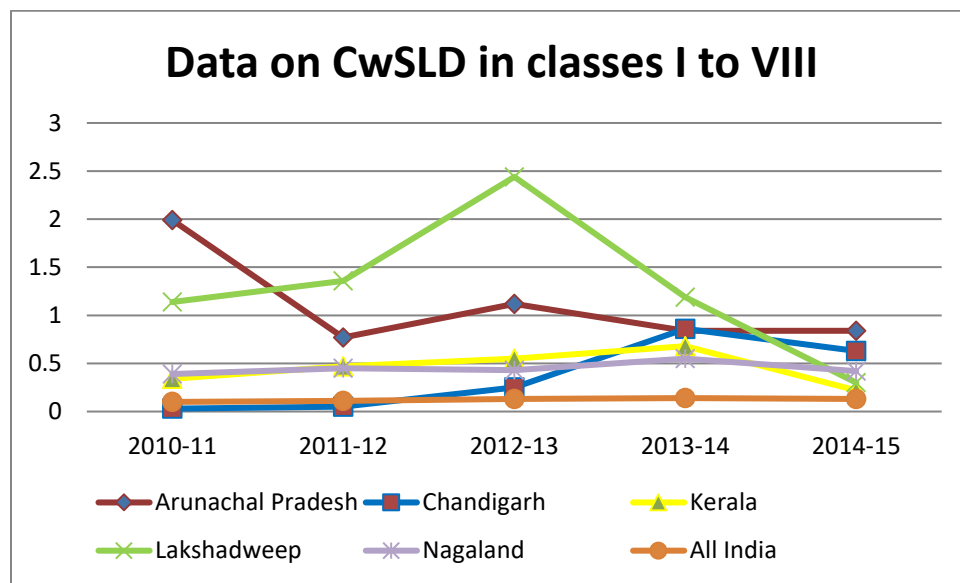
Source: UDISE, Tables given in Annexure 1.1(a to e)

The above table shows that on an average enrollment of CwSLD in school is ranging from 0.10 to 0.14 percent at all India level. The enrollment is higher in these five states as well as above the

all India average. It is ranging from 0.03 to 2.44 percent of total enrollment in the states. To understand it better, it's pictorial presentation is given in the chart 1.2 below:

**Chart 1.2**

**Chart showing enrollment of CwSLD in the selected states**



As shown in the graph all the five states are having CwSLD enrollment higher than the all India average in all the five years. It was also highest among other states. To study the variables related to education of CwSLD these states were selected where enrollment is available with the assumption that if they are being identified what are the mechanism to identify and what interventions are provided after identification.

The State Project Office provided the logistics for data collection. The state officials also helped in selection of blocks and schools as per logistics. The dates of visit to each of these states were decided in consultation with the state project coordinator of the inclusive education. The districts, blocks and schools were also decided in consultation with the state IE coordinators.

At each level, officials responsible for Inclusive Education were contacted. At State Level State Programme Officer, at District Level, District Inclusive Education coordinator, at Block Level, Resource Person and at School Level Principal, Teachers and Resource Persons constituted sample for the study. At one place counselor was also available hence, was included in the study. Besides the govt. officials, parents and students were also contacted for collection of data. The

details of contacted officials is given in the Annexure 1.2 (a and b). Data was collected with the help of six tools.

**Tools:** The data was collected with the help of specially designed tools for the study.

1. Information Schedule for State/District/BRC/School: One information schedule was prepared to collect data from State, district, Block, School availability of policy documents, personnel's appointed, teaching aids available, funds details, details on teacher training conducted and enrolment data on CwSLD. Copy of the tool is enclosed in Annexure IV
2. Interview Schedule for Policy Makers: Interview was conducted with the help of interview schedule. The policy makers and policy implementers at state, district block and school level were interviewed. The contacted officials are given in annexure 1.2. The interview was to discuss issues related to policy on CwSLD, data on CwSLD, status of teacher training programmes, use of teaching aids, status of funds, status of research related to CwSLD and collaboration with NGOs. The copy of the tools is given in the annexure- V
3. Observation Schedule for CwSLD in Schools: an observation schedule was prepared to observe educational provisions for CwSLD in school and classroom. The observation schedule had items on availability of checklist for identification of CwSLD in classroom by teacher, assessment tool for CwSLD, teaching tools/aids, learning aids and evaluation provision being used or not. A copy of the observation schedule is given in annexure VI
4. Interview Schedule for Teachers: An interview schedule was prepared for the teachers teaching CwSLD in school or resource centres. The schedule was used to identify knowledge level of teachers on CwSLD, knowledge related to policies, quality and quantity of teacher training received, usage of medical assessment reports, use of teaching and learning aids, and provision given to CwSLD. A copy of the schedule is given in the annexure VII
5. Interview Schedule for Parents: A interview schedule was used to discuss about the learning issues being faced by the child and how do they seek help to address it. A copy of the schedule is enclosed in the annexure VIII
6. Interview Schedule for Students: An interview schedule was designed for the CwSLD students as well to find out about the awareness about CwSLD concept, who and how

they learned about it? And how do they address their issues arising due to SLD condition? A copy of the schedule is given at annexure IX.

**Data:** Data was of two type- numeric data and alpha data. The numbers on CwSLD were collected from DISE data base for tabulation purpose. The enrollment of CwSLD is tabulated and interpreted from that data. However registers kept at district, BRC, and Schools were scanned to find out availability of the enrollment data at different levels only. A few other documents such as medical reports, writing samples of writing of students, copy of the PPT of teacher training, lists of aids and copy of the IEPs were also scanned. These were tabulated for interpretation. A few samples are enclosed in the annexure 1. 9. The opinions and other qualitative data was categorized theme wise to present findings. The data collected from policy documents and reports was also analyzed themes wise.

**Data Analysis:** The quantitative data has been collated into tables and charts. The frequencies and percentages were worked out to present clear picture. The qualitative data was coded theme wise to prepare concept of the theme. The findings are presented theme wise together for qualitative and quantitative data. The findings are presented in the next chapter.

## Chapter-2 Enrollment Status of SLD

### Section 2.1

The enrollment status of CwSLD in India in general and in the five states specifically is discussed in this section. The data on enrollment of CwSLD at National, State and District Level has been taken from DISE database. The district and block level data on CwSLD has been collected from the respective Block and School. This data is analyzed from the perspective of studying the prevalence of CwSLD in the population. This data also shows their transition to higher classes and stages of dropout from the system.

To begin with, the enrollment status of CwSLD at National Level in the Classes I<sup>st</sup> to VIII<sup>th</sup> is discussed. The status of enrollment in last five years is given below:

**Table-2.1.1**  
**Enrolment of CwSLD at National Level in Classes I<sup>st</sup> to VIII<sup>th</sup> In Percentages to total Enrollment**

Years/Classes	I <sup>st</sup>	II <sup>nd</sup>	III <sup>rd</sup>	IV <sup>th</sup>	V <sup>th</sup>	VI <sup>th</sup>	VII <sup>th</sup>	VIII <sup>th</sup>	Total (I <sup>st</sup> to VIII <sup>th</sup> )
<b>2010-11</b>	0.1	0.11	0.12	0.12	0.1	0.09	<b>0.08</b>	0.05	<b>0.10</b>
<b>2011-12</b>	0.1	0.14	0.17	0.17	0.14	0.11	0.1	0.05	<b>0.11</b>
<b>2012-13</b>	0.10	0.15	0.19	0.19	0.16	0.13	0.12	0.09	<b>0.13</b>
<b>2013-14</b>	0.1	0.15	<b>0.19</b>	0.19	0.16	0.13	0.12	0.09	<b>0.14</b>
<b>2014-15</b>	<b>0.09</b>	0.13	0.16	0.17	0.15	0.12	0.11	0.09	<b>0.13</b>

**Source:** Elementary Education in India, Analytical Tables- 2010-11 (PP-93-94), 2011-12 (PP-95), 2012-13 (PP-103-104), 2013-14 (PP-100), 2014-15 (PP-96). *Annexure 2.1.1*

The above table shows that enrollment of CwSLD is ranging from 0.08 to 0.19. The maximum enrollment in total at All India level is found to be 0.14 in the year 2013-2014. The table also indicates that the enrollment has fallen significantly in class 8<sup>th</sup> in all the years. It is also evident from the table that enrollment of CwSLD has increased in class III<sup>rd</sup> and IV<sup>th</sup>. It means that if 1000 children are enrolled only 19 children are identified as CwSLD at all India level in elementary classes.

The enrollment of CwSLD and secondary and senior secondary classes is presented below to study their retention and drop out status.

**Table-2.1.2**

**Enrollment of CwSLD at National Level in Classes I<sup>st</sup> to XII<sup>th</sup> in percentage to Total enrollment**

Year/Classes	IX <sup>th</sup>	X <sup>th</sup>	XI <sup>th</sup>	XII <sup>th</sup>	Drop out from IX <sup>th</sup> - XII <sup>th</sup>	Total Enrollment from I <sup>st</sup> to XII <sup>th</sup> of SLD
<b>*2012-13</b>	0.07	0.04	0.01	0.01	<b>0.06</b>	<b>0.03</b>
<b>*2013-14</b>	0.05	0.05	0.01	0.01	<b>0.04</b>	<b>0.04</b>
<b>*2014-15</b>	0.05	0.04	0.01	0.01	<b>0.04</b>	<b>0.03</b>

Source: DISE

➤ ‘\*’ indicates that the data taken in these session years is taken from DISE (Raw Data).

The above table indicates that enrollment of CwSLD in classes IX<sup>th</sup> and XI<sup>th</sup> is dropping significantly if there were 9 CwSLD out of 1000 in class VIII in the year 2014 and 2015 it is reduce to 0.5 CwSLD in class IX further it is reduce to only 0.1 CwSLD out of 1000 in classes XI<sup>th</sup> and XII<sup>th</sup>. Further the drop out of CwSLD compared with the drop out of regular students in the following table:-

**Table-2.1.3**

**Drop out CwSLD and regular students: Comparison**

Years/Classes		I <sup>st</sup>	VIII <sup>th</sup>	Total CwSLD	I <sup>st</sup>	XII <sup>th</sup>	Total CwSLD
<b>2010-11</b>	SLD	30,404	9,439	--	30,404	--	--
	Total Enll	30227225	17135179	--	30227225	--	--
	*%	0.1	0.05	--	0.1	--	--
<b>2011-12</b>	SLD	27,362	12,416	--	27,362	--	--
	Total Enll	N.A	N.A	--	N.A	--	--
<b>2012-13</b>	SLD	29,256	10,528	<b>35.99</b>	29,256	1,088	<b>3.72</b>
	Total Enll	28671001	20723149	<b>72.28</b>	28671001	9411790	<b>32.83</b>
	%	0.1	0.05		0.1	0.01	
<b>2013-14</b>	SLD	28,124	20,003	<b>71.12</b>	28,124	1,317	<b>4.68</b>
	Total Enll	27164511	21375196	<b>78.69</b>	27164511	10775089	<b>39.67</b>
	%	0.1	0.09		0.1	0.01	

<b>2014-15</b>	SLD	24,109	19,096	<b>79.21</b>	24,109	1,299	<b>5.39</b>
	Total Enll	26903333	21857317	<b>81.24</b>	26903333	11428323	<b>42.48</b>
	%	0.09	0.09		0.09	0.01	

**Source:- UDISE**

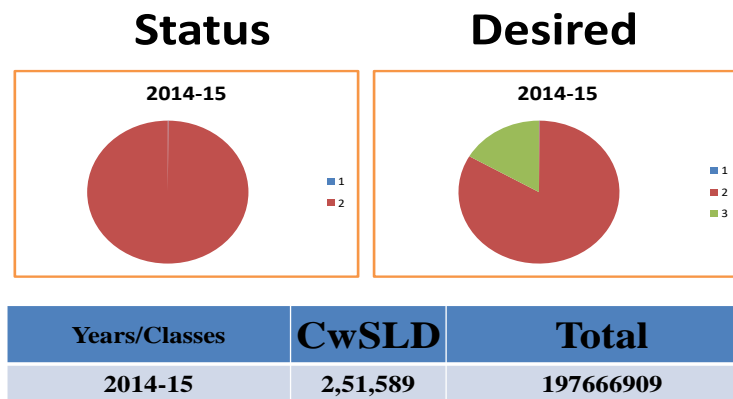
\*The percentages are worked from Total enrolled CwSLD in class I<sup>st</sup> to Total enrolled CwSLD in classes VIII<sup>th</sup> and XII<sup>th</sup>.

The table above 2.1.3 indicate that the drop out of CwSLD is much higher then the regular students in all the years. Though the retention of regular students from Classes I to VII is found in the range of 72 to 81 % and the retention of CwSLD child is also very close to the retention of regular students at 36 to 80 % in classes I<sup>st</sup> to VIII<sup>th</sup>. However the retention of regular students has reduced in senior classes i.e. 33 to 42%. Compared to regular students the retention of identified CwSLD is reduced to 4 to 5 % only. It means even though children with CwSLD have been identified but are not able to remain in the system at par with their peers. A graphic presentation is given below of status and desired enrollment of CwSLD in India in Chart 2.1.

**Chart 2.1**

**Pictorial presentation of enrollment of CwSLD children**

**CwSLD Enrollment**



**Source:- UDISE Data** and Dilshad, H. (2006); Kalpana, K. (2009) on prevalence of SLD

The chart above 2.1.3 shows that enrollment of CwSLD at all India level is close to zero percentage where as it can go up to twenty percentage of the total enrollment. As discussed in Chapter one the five state were selected based on the highest enrollment of CwSLD in the state. The enrollment in the five state is presented in the table no. 1.2. The enrollment data at all India level collected from UDISE, it was recollected from district blocks and school level for the purpose of understating of identification and recording processes. The data was collected from the five sampled states for the year 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15 and is give in the annexure in the tables no. 2.1 in the tables no. A 2.1.1, A 2.1.2, A 2.1.3, A 2.1.4 and A 2.1.5.

The Data found at State, district, blocks and school level with respect to enrollment of CwSLD in the year 2014-15 is presented below in the table no. 2.1.4.

**Table-2.1.4**  
**Enrolment of CwSLD at State, District, Block and School Level in the 2014-15 in elementary classes**

<i>Sr. No</i>	<i>State/U.T.</i>		<i>District</i>		<i>Block/Cluster(BRC/CRC)</i>		<i>School</i>
1.	1,212 Arunanchal Pradesh	1.1	144 Lower Subansiri (Ziro)	1.1.1(a)	00 CRC, Hiza, BRC, Ziro-1	1.1.1.a .1	00 Govt. Higher Sec. School, Hija
				1.1.1(b)	00 CRC, Tazang , BRC, Ziro-1	1.1.1.b .2	00 Govt. Secondary School, Tajang
				1.1.2	00 BRC, Tamen – Raga	1.1.2.1	
		1.2	76 Papumpare (Yupia)	1.2.1(a)	11 CRC, BRC, Doimukh	1.2.1.a .1	00 Govt. Primary School, Rono
				1.2.1(b)	00 CRC, Naharlagun, BRC, Doimukh	1.2.1.b .2	00 Govt. Middle School
2.	1,019 Chandigarh	2.1	1,019 Chandigarh	2.1.1	172 Resource Centre, Govt. Sr. Sec. School, Sector-45	2.1.1.1	172 Resource Centre, Govt. Sr. Sec. School, Sector-45
				2.1.2	155 Sector-28, Chandigarh	2.1.2.1	155 GMHS, Sector-28 D, Sector-28



				2.1.3	<b>00</b> Cluster-18, Ward-18	2.1.3.1	<b>07</b> GHS, Hallomajra, Chandigarh
						2.1.3.2	<b>00</b> Govt. Model Sr. Sec. School, Karsan
				2.1.4	<b>07</b> Cluster-16, Ward-16	2.1.4.1	<b>00</b> Govt. High School, Sector-50
3.	<b>8,715</b> Kerala	3.1	<b>2,092</b> Thrissur	3.1.1	<b>23</b> BRC, Mala	3.1.1.1	<b>00</b> Holy Grace Academy, Mala
						3.1.1.2	<b>00</b> SNDPHSS, Palissery
				3.1.2	<b>19</b> CRC, Mala, BRC, Mala	3.1.2.1	<b>00</b> GUPS, Annamanda
		3.2	<b>3,042</b> Ernakulam	3.2.1(a)	<b>40</b> CRC, Ernakulam,	3.2.1.2 (a+b)	<b>60</b> Al-Ameen Public School, Edappally
				3.2.1(b)	<b>193</b> BRC, Ernakulam		
4.	<b>1,578</b> Lakshadweep	4.1	<b>1,578</b> Lakshadweep	4.1.1	<b>58</b> CRC, Agatti, BRC, Kavaratti	4.1.1.1	<b>03</b> Govt. Jr. Basic School, South Agatti
						4.1.1.2	<b>04</b> Govt. Jr. Basic School, North Agatti
						4.1.1.3	<b>00</b> Govt. Sr. Basic School, Agatti
				4.1.2	<b>24</b> CRC, BRC, Kavaratti	4.1.2.1	<b>00</b> Govt. Girls Sr. Sec. School
						4.1.2.2	<b>00</b> Govt. Sr. Sec. School, Kavaratti
5.	<b>1,495</b> Nagaland	5.1	<b>413</b> Dimapur	5.1.1	<b>54</b> Dimapur Urban	5.1.1.1	<b>00</b> Community Education Centre, Kuda,
		5.2	<b>812</b> Kohima	5.2.1	<b>81</b> L. Khel, Kohima	5.2.1.1	<b>00</b> GMS, L. Khel., Kohima
				5.2.2	<b>00</b> Sechu (Zubza)	5.2.2.1	<b>00</b> GMS, Kiruphema, Kohima
		5.2.3	<b>00</b> Kohima Urban	5.2.3.1	<b>00</b> GPS CWSN, Lower Lerie, Kohima		

		5.3		5.3.1	00 Pugohoboto	5.3.1.1	00 GPS, Mukalimi
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*Source :- Table-A-1.1.e ; At district block and school level primary data, Table-A.2.2.1, Table-A.2.2-1.1, Table-A.2.2-1.1.1(a), Table-A.2.2-1.1.1(b), Table-A.2.2-1.1.2, Table-A.2.2-1.2, Table-A.2.2-1.2.1(a), Table-A.2.2-1.2.1(b), Table-A.2.2-1.1.1.a.1, Table-A.2.2-1.1.1.b.2, Table-A.2.2-1.2.1.a.1, Table-A.2.2-1.2.1.b.2, Table-A.2.2-2, Table-A.2.2-2.1.1, Table-A.2.2-2.1.2, Table-A.2.2-2.1.3, Table-A.2.2-2.1.3.1, Table-A.2.2-2.1.4.1, Table-A.2.2-3, Table-A.2.2-3.1.1, Table-A.2.2-3.1.2, Table-A.2.2-3.2.1(a), Table-A.2.2-3.2.1(b), Table-A.2.2-3.1.1.1, Table-A.2.2-3.1.1.2, Table-A.2.2-3.1.2.1, Table-A.2.2-3.2.1.2(a), Table-A.2.2-3.2.1.2(b), Table-A.2.2-4, Table-A.2.2-4.1, Table-A.2.2-4.1.1, Table-A.2.2-4.1.2, Table-A.2.2-4.1.1.1, Table-A.2.2-4.1.1.2, Table-A.2.2-4.1.1.3, Table-A.2.2-4.1.2.1, Table-A.2.2-4.1.2.2, Table-A.2.2-5, Table-A.2.2-5.1, Table-A.2.2-5.2, Table-A.2.2-5.1.1, Table-A.2.2-5.2.3, Table-A.2.2-5.3.1, Table-A.2.2-5.1.1.1, Table-A.2.2-5.2.1.1, Table-A.2.2-5.2.2.1, Table-A.2.2-5.3.1.1*

The table above indicates in the year 2014-15 the enrollment of CwSLD is ranging from one thousand and nineteen at Chandigarh to eight thousand seven hundred fifteen in the elementary classes in the state of Kerala. The table shows that some data on enrollment of CwSLD is recorded at district level but the availability of data on enrollment at blocks and cluster level is found not available at eight places out of twenty. Out of the twenty three schools surveyed only six schools provided data on enrollment of CwSLD. Out of these six schools, two schools were found to be located at cluster level itself.

In brief, no data is available at school level except in Kerala and Chandigarh. The data is found at cluster level in three states namely Kerala, Lakshadweep and Chandigarh but there is no data available even at cluster level in the states of Arunachal Pradesh and Nagaland. Most of the functionaries were found unaware with respect to data source, type and nature of disabilities.

### **Finding:**

1. The enrollment status of CWSLD children at all India level and also in the selected states is found to be one or less than one percent.
2. The progression or retention of CWSLD children is much lower than the regular students at elementary as well as secondary and senior secondary level.
3. The enrollment data is not maintained at school level.
4. If identification of CWSLD is appropriately done as per the ratio of expected CwSLD in the students population than not only drop out of identified CwSLD can be checked but also the drop out of regular student consisting of an identified CwSLD could also be reduced.

To further probe the reason for such a state of affairs, available policies were studied. Results are presented in the next section.

## Section-2.2

### Policies on CWSLD

A policy is a document issued by a government containing its intension, vision and strategy to implement a concept. The policy documents are of various types such as frameworks, guidelines, circulars, orders, monitoring formats, memo etc. Education of CWSLD is covered under education of CWSN under Inclusive Education component of the centrally sponsored schemes of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Besides this, state directorates of education and examination boards are also found to issue policy directives regarding SLD.

A policy can only be implemented if it has been percolated down to the last level of functionary and beneficiary in the same manner as it has been visualised in the vision level documents. The vision level documents are transmitted to the functionary and beneficiary by governing administrative functionaries through policy instruments namely circular, orders, monitoring formats etc.

Policy failure is generally attributed to most educational issues. Many studies have been conducted w.r.t policy failure from the perspective of political will, lack of resources, social and cultural environments and governance mechanism. The minute aspects of policy percolation in terms of policy instruments availability at the last unit of beneficiary has not been studied in great detail. It is generally assumed that if policy has been designed at national level, it will be taken care of at sub national levels by itself. There is no regulation available on policy dissemination per se.

In order to study what is a policy on education of children with SLD, all types of policy documents were collected and studied. The documents were collected on various themes related to education of children with SLD. These themes were related to identification, assessment, teaching, learning aids and examination provisions.

To study this phenomenon, data was collected on availability of number and types of policy documents from state to school level on the concepts of SLD. The concept of SLD is part of the main concept of Inclusive Education for CWSN. Therefore exclusive documents were not available on SLD. Not to mention that, exclusive documentation is the desired goal. Under the circumstances, all the policy documents related to SLD directly or indirectly were collected to be studied. The purpose was to determine the availability of policy documents on SLD with functionaries and beneficiaries. The table 2.2.1 shows the availability, types and number of documents available at state, district, block and school level related to SLD.

**Table: 2.2.1**

**Availability of Policy Level Documents at Sample Size number and language**

S.N.	State/U.T.		District		Block/Cluster(BRC/CRC)		School
1.	Arunachal Pradesh MA, RP, TT [56] (English)	1.1	RP, TT [1]	1.1.1	[0]	1.1.1.1	[0]
				1.1.2	[0]	1.1.2.2	[0]
				1.1.3	[0]	1.1.3.1	Not Visited
		1.2	MA, RP, TT [18]	1.2.1	MA, RP [2]	1.2.1.1	[0]
				1.2.2	MA, RP, TT [3]	1.2.2.1	MA [01]
2.	Chandigarh MA, RP, EA, TT, EP, HBE [40] (English)	2.1	MA, RP, EA, TT, EP, HBE [40]	2.1.1	MA, RP, EA, TT, EP [15]	2.1.1.1	[0]
				2.1.2	RP [05]	2.1.2.1	[0]
				2.1.3	[0]	2.1.3.1	[0]
						2.1.3.2	[0]
				2.1.4	TT [04]	2.1.4.1	[0]
3.	Kerala MA, RP, TT, EP [18*] (12 Malyalam+6 English)	3.1	MA, RP, TT, EP [17]	3.1.1	MA, RP, EP [05]	3.1.1.1	MA, EP [09]
						3.1.1.2	[0]
		3.2	MA, RP, TT, EP [05]	3.2.1	EP [05]	3.2.1.1	EP [05]
						3.2.1.2	[0]
4.	Lakshadweep MA, RP, EA, TT, EP [24] (English)	4.1	MA, RP, EA, TT, EP [24]	4.1.1	MA, TT, EP [04]	4.1.1.1	EA [01]
						4.1.1.2	EA [01]
						4.1.1.3	EP [02]
				4.1.2	MA, EA, TT [03]	4.1.2.1	[0]
						4.1.2.2	EP [06]
5.	Nagaland MA, RP, TT, EP [20] (English)	5.1	MA, RP, EA, TT, EP, HBE [07]	5.1.1	[01]	5.1.1.1	[0]
		5.2	MA, RP, TT [08]	5.2.1	Not Visited	5.2.1.1	MA, TT [6]
				5.2.2	[0]	5.2.2.1	[0]
				5.2.3	[4]	5.2.3.1	Not Visited
		5.3	Not Visited	5.3.1	[4]	5.3.1.1	[0]

Source: Based on collected data given in annexure table no. A.2.2.1, Table-A.2.2.1-1, Table-A.2.2.1-1.1, Table-A.2.2.1-1.2

Table-A.2.2.1-1.2.1 , Table-A.2.2.1-1.2.2 , Table-A.2.2.1-1.2.2.1 , Table-A.2.2.2-2.1 , Table-A.2.2.2-2.1.1 , Table-A.2.2.2-2.1.2 , Table-A.2.2.2-2.1.4 , Table-A.2.2.3-3, Table-A.2.2.3-3.1 , Table-A.2.2.3-3.1.1, Table-A.2.2.3-3.1.1.1 , Table-A.2.2.3-3.1.1.2 , Table-A.2.2.1-3.2.1 , Table-A.2.2.1-3.2.1.1 , Table-A.2.2.4-4 , Table-A.2.2.4-4.1.1 , Table-A.2.2.4-4.1.1.1 , Table-A. 2.2.4-4.1.1.2, Table-A. 2.2.4-4.1.1.3, Table- A.2.2.4-4.1.2, Table-A.2.2.4-4.1.2.1 , Table-A.2.2.4-4.1.2.2 , Table-A.2.2.5-5, Table-A.2.2.5-5.1 , Table-A.2.2.5-5.1.1 , Table- A.2.2.5-5.1.1.1, Table- A.2.2.5-5.2, Table- A.2.2.5-5.2.1.1 , Table-A.2.2.5-5.2.3, Table-A.2.2.5-5.3.1

- *Abbreviations: MA: Medical Assessment, RP: Appointment of RPs/RTs, EA: Escort and Transport Allowances, TT: Teacher Training, EP: Provisions/Concessions for Examination, HBE: Home Based Education*
- *The number given in the [ ] represents the total number of policy documents found at the respective sample units.*
- *\* Documents collected at District level and not at the State level.*

The table 2.2.1 above shows that there are as many as 56 policy level documents available in the state of Arunachal Pradesh (A.2.2.1-1). The availability of number of policy documents starts declining from state to district level by more than 50 percent. By the time it is the turn of school functionaries, it is found that maximum number of policy documents available at school level are only nine at Holy Grace Academy, Mala (Kerala). The details are available in the annexure A.2.2.3-3.1.1.1 (Table- 3.1.1.1). The table reveals that out of the nine documents available at the school level only one circular is issued from state to school rest eight documents are created by the school itself. Six policy level documents were found at one of the school in Nagaland. The details are available in the annexure A.2.2.5-5.2.1.1 (Table- 5.2.1.1). These policy level documents are related to medical assessment camp, DISE format for CWSN, Special training of out of school children, Quality monitoring format of NCERT, ‘No detention policy’ and are related to Teacher Training on household survey. Six policy level documents were found in one of the school of Lakshadweep. The details are available in the annexure A.2.2.4- 4.1.2.2 (Table- 4.1.2.2). These documents are Handbook on CWSN, Office Order with respect to handbook on CWSN rest all four documents are related to seeking provisions in the final examination to be conducted by CBSE. Five policy level documents were found in one of the school of Kerala. The details are available in the annexure A.2.2.1-3.2.1.1 (Table-3.2.1.1). These documents are Circular only related to examination provisions to be conducted by CBSE. In rest of the fourteen schools no documents was available with respect to CwSLD. It shows that there is no percolation of any type of policy document in the 64 Percent of school. The balance 36 percent schools are having policy documents related to examination provisions of CBSE. The CBSE document has reached through its regional office.

The table 2.2.1 above also shows the availability of the policy document in English language in four states except Kerala. In the state of Kerala Directorate of Education is found to be issuing circulars and orders in Malayalam language.

As we know that policy document could be of different nature such as circulars, office orders, monitoring formats etc. Besides that vision level policy documents such as guidelines, books, frameworks of schemes etc are also could be made available to functionary for better understanding of the policy. The table 2.2.2 and 2.2.3 are presented below to study the trajectory of policy documents of different documents in the states.

**Table-2.2.2**  
**Trajectory of percolation of policy documents**

S. No.	Percolation Trajectory	Arunanchal Pradesh	Chandigarh	Kerala	Lakshadweep	Nagaland	Total
1	Centre to State	31	--	--	--	5	36
2	State to District/ Cluster	24	33	18	17	13	105
3	States/District to School	2	33 is going up to school level	1	11	4	51
4	School to Child	--	3	--	--	--	3

*Source: Based on collected data given in annexure table no. A.2.2.1, Table-A.2.2.1-1, Table-A.2.2.1-1.1, Table-A.2.2.1-1.2, Table-A.2.2.1-1.2.1, Table-A.2.2.1-1.2.2, Table-A.2.2.1-1.2.2.1, Table-A.2.2.2-2.1, Table-A.2.2.2-2.1.1, Table-A.2.2.2-2.1.2, Table-A.2.2.2-2.1.4, Table-A.2.2.3-3, Table-A.2.2.3-3.1, Table-A.2.2.3-3.1.1, Table-A.2.2.3-3.1.1.1, Table-A.2.2.3-3.1.1.2, Table-A.2.2.1-3.2.1, Table-A.2.2.1-3.2.1.1, Table-A.2.2.4-4, Table-A.2.2.4-4.1.1, Table-A.2.2.4-4.1.1.1, Table-A. 2.2.4-4.1.1.2, Table-A. 2.2.4-4.1.1.3, Table- A.2.2.4-4.1.2, Table-A.2.2.4-4.1.2.1, Table-A.2.2.4-4.1.2.2, Table-A.2.2.5-5, Table-A.2.2.5-5.1, Table-A.2.2.5-5.1.1, Table- A.2.2.5-5.1.1.1, Table- A.2.2.5-5.2, Table- A.2.2.5-5.2.1.1, Table-A.2.2.5-5.2.3, Table-A.2.2.5-5.3.1*

The table 2.2.2 shows that maximum number of policy document are reaching district / cluster level from state. Very few are reaching from district to school in all four state except Chandigarh, where state and district is same. It is also evident that policy document are not available in any form to a child. The only instrument which was found available to a child in the form of inclusive education plan and curriculum modification were found only in one resource center of a cluster of the Chandigarh.

**Table-2.2.3**

**Number and Nature of different type of Policy Documents available at State level**

Sl. No.	Policy Categories	Type of Policy Document	Arunachal Pradesh	Chandigarh	Kerala	Lakshadweep	Nagaland	Total
1.	Regulations/ Service Provisions/ Fiscal Measures	Circular	01	11	09	00	03	24
2.		Order/Memo/Letter/Certificate	20	20	07	22	08	75
3.	Guidelines	Learning/Training Material/File/ Guidelines/ Module/ Books/ Confluence/Broachers /PPT	35	09	02	02	06	54
4.		Report	0	0	0	0	01	01
5.	Service Provisions	Format /Monitoring Tools	0	0	0	0	02	02
		Total	56	40	18*	24	20	<b>156</b>

*Source: Based on collected data given in annexure table no. A.2.2.1, Table-A.2.2.1-1, Table-A.2.2.1-1.1, Table-A.2.2.1-1.2 Table-A.2.2.1-1.2.1, Table-A.2.2.1-1.2.2, Table-A.2.2.1-1.2.2.1, Table-A.2.2.2-2.1, Table-A.2.2.2-2.1.1, Table-A.2.2.2-2.1.2, Table-A.2.2.2-2.1.4, Table-A.2.2.3-3, Table-A.2.2.3-3.1, Table-A.2.2.3-3.1.1, Table-A.2.2.3-3.1.1.1, Table-A.2.2.3-3.1.1.2, Table-A.2.2.1-3.2.1, Table-A.2.2.1-3.2.1.1, Table-A.2.2.4-4, Table-A.2.2.4-4.1.1, Table-A.2.2.4-4.1.1.1, Table-A. 2.2.4-4.1.1.2, Table-A. 2.2.4-4.1.1.3, Table- A.2.2.4-4.1.2, Table-A.2.2.4-4.1.2.1, Table-A.2.2.4-4.1.2.2, Table-A.2.2.5-5, Table-A.2.2.5-5.1, Table-A.2.2.5-5.1.1, Table- A.2.2.5-5.1.1.1, Table- A.2.2.5-5.2, Table- A.2.2.5-5.2.1.1, Table-A.2.2.5-5.2.3, Table-A.2.2.5-5.3.1*

\* Documents collected at District level and not at the State level.

The table 2.2.3 above presents the various types of documents available at State level with respect to SLD. The table show that maximum number of available policy document is a circular or order and letter issued from state to district and block level. The details are available in the annexure A.2.2.1. The states are found deficient with respect to monitoring formats or reports on the progress made with respect to education of CwSLD.

It was a matter of concern that states are issuing circulars or orders related to which aspects of education of CwSLD. The content of various circulars/order was analyzed to understand the content of these circulars. The detail list of content is available in the annexure A.2.2.1

Content study of circulars led to the identification of six major themes. These are mentioned in table 2.2.4 along with level of location of the circulars which are given below:

**Table-2.2.4**  
**The Content of the Circulars/Orders**

S.No.	Content/Subject Policy Document	Medical Assessment	Appointment of RPs/RTs	Escort and Transport Allowances	Teacher Training	Provisions/Concessions for Examination	Home Based Education
1.	State	5/5	5/5	2/5	5/5	3/5	2/5
2.	District	8/8	8/8	3/8	8/8	5/8	8/8
3.	Block/Cluster	6/18	5/18	2/18	5/18	5/18	0/8
4.	School	3/22	0/22	2/22	1/22	4/22	0/22

*Source: Based on collected data given in annexure table no. A.2.2.3, Table-A.2.2.3(a), Table- A.2.2.3(b), Table- A.2.3.2(c), Table- A.2.3.2(d)*

*\* 5 -States, 8- Districts, 18- Blocks and 22- Schools were the Sample Units.*

The table 2.2.4 presents that those circulars for which direct funding is not available are not reaching up to the school level. Circulars with respect to Home Based Education and Escort and Transport allowances were found available at state level in two places only. Circulars with respect to Home Based Education are not found at Block and School level. The appointment of RTs is found at school level. The circulars availability at school level is very minimal. The maximum number of schools found aware about any aspect of SLD education is examination provisions. In brief, circulars are reaching up to district level but percolation further to block and school level is in adequate.

**Findings:** - The major finding which emerged from the analysis of policies are as follows.

1. Vision level policies such as report of UN Convention on rights of person with disability, SSA and RMSA frameworks were not available.
2. The State inclusive education cell is found in possession of maximum number of policy documents which have been sent in the form of circular / orders to district and clusters in English language except the state of Kerala.
3. The policy documents such as circular related to financial and service provision have reached district level such as escort and transport allowance, medical assessment, appointment of resource persons and home based education in all the surveyed eight districts. However the percolation up to school level is very low. The maximum circulation is of examination provision in four schools out of 22, rest of the circulars are in the range of 0 to 3 schools.



## **Section-2.3**

### **Identification and Assessment of CwSLD**

This section deals with the identification and Assessment of a CwSLD. It is crucial for a CwSLD to start with the educational intervention as early as possible. It helps in arresting the progression of the disability as well as reduces the gap between potential and performance. Hence, early identification and proper assessment helps a child with dyslexia in making full use of his/her potentials and talents.

#### **A Glance on Policy**

SSA (2013) had published guidelines whereby it talks about medical assessments for disabilities like Mental Retardation , Visually Impaired , Multiple disability, SLD, etc. SSA suggests that Assessment tools like Grade Level Assessment Device (GLAD) and Diagnostic Test of Learning Disability (DTLD) <sup>1</sup>should used be in order to do a proper assessment of a child with SLD. It also advises that tests like GLAD and DTLD should be used by Resource Teachers.

However, Rehabilitation Council of India (RCI) Manual (n.d.) suggests that for a proper assessment of CwSLD a clinical psychologist should carry out series of tests,along with collection background information of the child from their teachers, Parents, etc. before carrying out medical test. As per RCI Manual following tests are to be administered:

1. *Criterion-referenced tests*
2. *Norm-referenced tests*

These tests for CWSLD have two major components:

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<sup>1</sup> The Diagnostic Test of Learning Disabilities [DTLD] is a test developed by the Center of Special of Special Education, SNDT University, Mumbai to identify children with Learning Disabilities in the age range of 7 to 11 years. This test is divided into 10 subtests and assesses areas like visual perceptual skills, auditory perceptual skills, cognitive abilities, memory, receptive language and expressive language. Since the test has been developed and normed on Indian population it is fairly culture free and in fact it has been translated into various regional languages. The test can be used by teachers who have been trained to use this test and provide valuable information that helps in taking decisions about further testing. The Grade Level Assessment Device (GLAD) was developed by National Institute for Mentally Handicapped, Andhra Pradesh (2003). It is a standardized curriculum based tool for children in the classes I to IV.

1. Testing for Potential: Performance Discrepancy
2. Testing Processing Abilities

The tests suggested in the RCI Manual are as given below:

1. *Intellectual Assessment*: Weschler Adult Intelligence Scale Third Edition (WAISIII), Woodcock Johnson Tests of Cognitive Ability.
2. *Achievement*: Recommended tests include: Woodcock Johnson Psycho Educational Battery-Revised, Nelson Denny Reading Test, SATA.
3. *Cognitive Processing Abilities*: Woodcock Johnson Psycho-Educational Battery- Revised (Part 1 - Tests of Cognitive Ability), Weschler Memory Scales- Revised, Benton Visual Retention Test, Berry Visuo-Motor Integration Test, Raven Colored Progressive Matrices, Rex Auditory-Verbal Learning Test, Bender Visual Motor Gestalt Test, Halstead Reitan Neuropsychological Test Battery, Memory-For-Designs Test, Nimhans Index

The RCI Manual has also recommended curriculum based assessment, Dynamic Assessment, learning styles and outcome based assessment of a CwSLD.

Data was collected to find out the practice of identifying CwSLD in the school and also about the nature of identification checklist, GLAD and DTLD used in the schools for identification and assessment of children with SLD. As we have seen that children with SLD are enrolled in the school. It was further probed how the data on identifying CwSLD is maintained at cluster level. The number of children with SLD has entered in the register along with other kinds of disabilities. The scan copies of the records collected are given at annexure- A.2.3.1. Since children with SLD are enrolled and also a few records are maintained, so it was further probed as to how these children are being identified and assessed. As discussed in earlier section no. 2.2 on policies, it was found that though identification checklist has been prepared under SSA but not available at school level. In response to an information schedule on availability of assessment tools in schools, two schools out of twenty two reported that the copies of GLAD and DTLD are available with them. The response is given in the table 2.3.1 below.

**Table-2.3.1**  
**Status of Identification tools at School Level**

S. No	Category	Items	Yes	Total (22)	Percentage (%)
1.	Assessment	Tests (GLAD, DTLTD, any other)	2	2/22	9.09
		Person responsible (teacher/RP)	3	3/22	13.63
		Person trained (3-5 days) Diploma	1	1/22	4.54

**Source:** Primary data collected from the field given in the table no. A.6.1.1 in the Annexure-6.1

The table- 2.3.1 reveals that out of 22 schools the assessment tools could be found available in only two schools. Both these schools were C.B.S.E. Schools of Kerala. However, during discussion with teachers and resource persons, it was reported that teachers/resource persons are not using these tools. Most of the identification and assessment of CwSLD is done by Government Hospitals or Private Clinics. The table no. 2.3.2 provides the availability of medical certificates, the issuing authority, and qualification of the medical personnel and types of test administered by the personnel to assess the CwSLD.

**Table: 2.3.2**  
**Medical Identification of CwSLD**

S. No	State	No. of Medical certificates	Name of Organization	Qualification of the issuing Person	Tests administered	Certificate	Report
1	Arunachal Pradesh	1	RBSK	MBBS	Dental caries	yes	
2	Chandigarh	3	Govt. medical college hospital, Chandigarh Regional institute for mentally handicapped Sec-31	Clinical psychologist MBBS	GLAD Assessment, IQ test	yes	yes

3	Kerala	13	Psychiatrist:- Jr. Consultant in Psychiatry, Kerala Health Service Superintendent, General Hospital, Ernakulam, Cochin Specialist:- Jr. Consultant(PAED) General Hospital, Ernakulam, Cochin Clinical psychologist Senior Medical Consultant(ENT), Kerala State Health Service	MBBS DPM MBBS DCH MBBS, D.ORTHO MBBS, DO MBBS, MD, DPMR  B.Sc., MBBS, D.ORTHO MBBS, MS(ENT)  MD	ADHD Screening & Scholastic Skill Evaluation Binet-Kamat Test of Intelligence(B KT) Test of General Intelligence Grade based Assessment IQ Test NIMHANS	yes	yes
4	Lakshadweep	--	--	--	--	--	--
5	Nagaland	1	Managing Director, Naga Hospital Authority, Kohima, Nagaland Chief Medical Officer, Kohima Nagaland	MBBS	IQ test	yes	

**Source : Collected Data**

The table 2.3.2 above shows that though medical camps are being organized, other disabilities are being certified but number of medical certificates issued for CwSLD are very less. There is none in Lakshadweep and only one certificate (for SLD) each could be found in the state of Arunachal Pradesh and Nagaland. In Arunachal Pradesh the certificate is not available however the format of certification has listed CwSLD as one of the disability (Annexure-A.2.3.2, Copy of the RBSK Card).

For identification of CwSLD, Chandigarh and Kerala were found to be using GLAD whereas DTLN was not found to be used in any of the state. In most of the sample states, MBBS Doctor was found to be certifying the CwSLD except in the state of Chandigarh where clinical psychologist had issued the certificate. As per the policy prescription, SSA Resource Person or Trained Teacher can issue the certificate of SLD. RCI manual recommends that a clinical psychologist should issue the certificate of SLD. The copy of the medical certificates issued in various states is given in the Annexure- A.2.3.2.

The certificates as well as reports were made available to child with SLD and parents in Kerala and Chandigarh whereas other states like Arunachal Pradesh and Nagaland have issued only the medical certificates. The study of medical certificates highlights the inconsistency in the format and type of tests used. One certificate of child with Mental Retardation (MR) shows the mistake in the reporting of the disability. It shows as 60 % percent though it should be reported in terms of IQ. During the discussion with teachers it was found that most of the children with SLD are not identified or misdiagnosed as MR. The observation of the teachers was substantiated by the findings of the hand writing of many students who are not identified or assessed by any one. Handwriting sample of these children is enclosed in the annexure. (A.2.3.3). The observation of the handwriting of unidentified children with SLD strengthens the argument regarding the low identification of CwSLD as reported in enrolment data.

The anomaly in policy and practice with respect to assessment tools and certifying authority for CwSLD is presented in the table no. 2.3.3 below.

**Table: 2.3.3**  
**Policy and Practice for identification tools and Personnel**

Policy Making Body	Identification (Policy)	Arunachal Pradesh	Chandigarh	Kerala	Lakshadweep	Nagaland
SSA	<b>GLAD</b>	MA, SNHL Audiometry,	MA, IQ Test	IQ-WAIS, NIMHANS, MISIC, BKT, GLAD	MA, IQ Test, SNHL, Audiometry	MA, IQ Test
	<b>DTLD</b>	--	--	--	--	--
CBSE	<b>Not Define</b>	--	--	--	--	--
Policy Making Body	Certifying Authority	Arunachal Pradesh	Chandigarh	Kerala	Lakshadweep	Nagaland
SSA	<b>Teachers/RPs</b>	--	--	--	--	--
	<b>Clinical Psychologists</b>	Chief Medical Superintendent	Eye Specialist	MA Team, Physiatrist, Orthopaedician, Ophthalmologist, ENT Surgeon	Orthopaedicia, Ophthalmologist, Clinical Psychologists, ENT specialist, Audiometrist	Orthotist, Prostheist, Audiologist
CBSE	<b>Government Hospital</b>	Government Hospital	Government Hospital	Government Hospital	Government Hospital	Government Hospital

The table 2.3.3 above highlights the discrepancy between the policy and practices with respect to assessment tools to be used for assessment of SLD. During discussion with teachers, students, parents and resource persons it was reported that getting a medical certificate is a hassle as

clinical psychologist are very few. Moreover the testing procedure is also very time consuming. But medical assessment is a necessity for getting examination provision.

**Finding:** - The main finding on Identification and assessment of CwSLD at school level are as follows:-

1. The SSA, an incentive scheme has issued checklist for identification of CwSLD by teachers but it is not being used by teachers. As evidenced by the findings that as a document of the checklists are not available and also many children who are showing symptoms of CWSLD in their writing work are not being noticed by the respective teachers.
2. The teachers are also not found being trained and made responsible for identification of CwSLD in the class.
3. The medical certificates issued for the CwSLD are very Minimal. One each in Arunanchal Pradesh and Nagaland and none in Lakshadweep.
4. The medical certificates are issued by M.B.B.S. doctors who are not trained in psycho analysis or in the use of psychological test.
5. There is no policy with respect to who can certify and with the help of which tests.

## **Section -2.4**

### **Teaching, Using Learning Aids and Evaluation Practices**

The main objective of the study was to find out how children with SLD are being taught and being helped in the school after they have been identified. As studied in the related literature review, dyslexia can be managed if educational interventions are provided to these children early in life. There are many such case studies. Gupta (2007) found how child with SLD struggled in school due to non implementation of the policies. It is established that CwSLD can learn like all other children and would be grown as productive citizens.

As per the SSA guidelines, a teacher is required to identify learning needs of children with disability. A teacher is supposed to conduct functional assessment in terms of identifying the strengths and weakness of the child. One checklist is also prepared to identify CWSLD in the classroom. As per the guideline, teacher is supposed to develop teaching plan for an inclusive classroom. The classroom arrangement should be such that it is barrier free in terms of space, seating, to access information etc. A teacher is supposed to use tactile, multisensory approach with variety of visual and auditory aids. A teacher is also required to adapt curriculum in terms

of size, length, content and learning activities. Further the guidelines also mention that a teacher is supposed to modify comprehensive and continuous Evaluation (CCE) for children with disability. It means giving them shorter examinations, shift from content based testing to problem solving skills, changing typology of questions, modifications in extracurricular activities, physical education, and any other modes of assessment taken up by the respective State. The SSA has listed the following aids to be used in the classroom: Computers with appropriate software (JAWS, DAISY, educational CDs); Abacus; Taylor frame; Embossed TLMs; Tactile maps; Visual and auditory aids/ toys/ puzzles/ talking book; Magnifying glass; Charts and posters; Adaptive furniture

Though guidelines do not mention disability specific aids but these aids if available can help a child with SLD to learn and progress. To study the availability of specific learning aids, a checklist was prepared by the research team. The schools were asked to fill the checklist regarding availability of the items in the school. It is to be mentioned that most of the aids required by CwSLD are the aids required by blind, deaf and also regular students. The availability is presented in the following table:

**Table. 2.4.1**  
**Availability of Teaching Learning aids**

S.No.	Items	No. of Schools/ Total Schools	% of facility at School
1	Computers with appropriate software	1/21	4.7
2	Educational CD's	2/21	9.5
3	Visual and auditory aids/toys/puzzles/talking books	2/21	9.5
4	Abacus	2/21	9.5
5	Charts and posters	2/21	9.5
6	Taylor frame/communication boards	1/21	4.7
7	Embossed TLM's	1/21	4.7
8	Slant boards	1/21	4.7
9	Pencil/pen grips	2/21	9.5

10	Tape recorders	1/21	4.7
11	Voice synthesizers	1/21	4.7
12	Pictorial dictionary	1/21	4.7

Source-- Annexure-A.2.4.1

The table no 2.4.1 above shows that, ninety five percent schools have reported that six items at serial no. 1,6,7,8,10,11 and 12 of learning aids are not available. On rest of the five items at serial no. 2, 3, 4, 5 and 9 ninety percent schools reported non availability of learning aid. It is a finding worth mulling by the educational planners.

The data on aids and appliance shows that there exists dearth of appropriate learning aids and appliance. Most of the aids and appliance are related to medical condition (Annexure-A.2.4.2). It is also supported by the fund allocation under the aids and appliance heading Table-2.6.1. A few resource rooms which provided the list of learning aids available at the centre relates to general needs (Annexure-A.2.4.3). It shows that teachers may not be aware about the aids and different strategies to be used to teach children with SLD. The table on requirements of aids planned by one of the resource centre shows that though CwSLD is identified but no aids are requested (Annexure-A.2.4.4). Further the finding is supported by the study of IEPs where either no aids are mentioned or only flash cards and worksheets is mentioned as aid. (Annexure-A.2.4.5)

It was found during the interaction with teachers that no lesson plans were prepared for inclusive classrooms. Teachers were not preparing Individualized Education Plans (IEP) for the children with disability. However, resource persons were preparing IEPs for the children in the resource rooms. It was found that various teaching strategies required to be used in the classrooms are rarely practiced. The table below presents the data on various teaching strategies being used in the classrooms:

**Table – 2.4.2**  
**Teaching Strategies**

Items	No. of Schools/ Total Schools	% of facility at School
Curriculum adaptation:	2/21	9.5
<i>Learning content</i>		



<i>modification</i>	2/21	9.5
<i>substitution</i>	1/21	4.7
<i>replacement</i>		
<i>omission</i>	1/21	4.7
<i>compensation</i>	1/21	4.7
learning approaches	1/21	4.7
child centered	2/21	9.5
inclusive learning environment	3/21	14.2
equal participation	2/21	9.5
opportunities to demonstrate learnt skills	3/21	14.2
work experiences	2/21	9.5
flexibility in class time tables	2/21	9.5
opportunities for social interaction	2/21	9.5
use of pictorial form	2/21	9.5
e-text versions of the print material/ no audio books		
use of animation and sound	2/21	9.5
using color combinations	2/21	9.5
using different fonts	1/21	4.7
using larger sizes		
collaborative learning	2/21	9.5
individual support	3/21	14.2

**Source: Collected Data**

The table shows that out of 21 schools only 2-3 schools are using classroom strategies for the children with SLD. Rest of the school shows ignorance about these strategies. It is important for realization of the learning outcomes by students with SLD that schools should practice

appropriate need based teaching strategies, and evaluation provisions for the child with SLD in the classroom.

The assessment of the child is integral to teaching. Assessment provides feedback to teachers and motivation to learner to continue. The assessment strategies therefore vary from child to child. The various assessment/evaluation provisions to be given to the CwSLD are listed in the table below. The findings regarding practice of these provisions at school level is also presented in the table 2.4.3 below:

**Table-2.4.3**  
**Evaluation Provisions**

Items	No. of Schools/ Total Schools	% of facility at School
Flexibility in syllabus	1/21	
Accommodations in response methods	2/21	9.5
extra time	3/21	14.2
use of devices	1/21	4.7
use of technology		
exempted from the 3-language formula or subject	2/21	9.5
use of writer	2/21	9.5
Flexibility in time and calendar	3/21	14.2
IEP	1/21	4.7

**Source: Collected Data**

It is evident from the table that most of the schools (14.2 %) are aware about the provision of extra time and writer. Rest of the provisions with regard to response method, use of devices, use of technology are practically absent from the classrooms. Schools having CBSE curriculum were aware of the provisions due to circular issued from the CBSE Board regarding the same subject. They are also seeking the same from the board (annexure- A.2.4.6)

It is further probed as to the reason of the lack of knowledge and practice of using aids and teaching strategies and evaluation provisions in the classroom. It is evident from the policy dissemination Table 2.2.1 that there is no policy circular with respect to teaching practices and evaluation provisions available at schools level. The only material with respect to the teaching and evaluation provisions was available in the form of guidelines at state level. Teachers are not trained on the subject. The finding is substantiated from the finding on teacher training given in the next chapter.

**Finding:-**

1. Except SSA, which is found available at State level only, no policy is available for teaching, use of learning aids at school level.
2. Teaching aids, are not available, and those which are found, are meant for all children. Very few aids are disability specific and none is earmarked for SLD
3. Teaching strategies which are required to be used by teachers to enhance learning are found to be used scarcely.
4. Evaluation expectation and accommodations are not being practiced at elementary level. Exemptions is given in board exams as per CBSE rules.

## Section-2.5

### Teacher and Resource Persons Training

As discussed in the previous section teaching and use of teaching aids was found lacking. It is to be probed whether it is due to lack of teacher's knowledge or lack of resources. Under SSA and RMSA teacher training is one of the essential components of inclusive education. It is expected that all teachers need to be oriented on the concept of inclusive education in general and teaching children with disability in particular. The numbers of teacher training programme conducted in the states on inclusive education are given in the Table-2.5.1 below:

**Table-2.5.1**  
**Teacher Training under SSA, 2015**

State	A.P.	Chand.	Kerala	Lakshadweep	Nagaland
No. of TT Programme	01	01	159	02	01
Duration (in days)	05	05	05	06&02	05
Total No. of Teachers	21764	8553	267619	1015	29499
No. of Tr. Trained (%)	30 (0.14)	90 (1.05)	8787 (3.28)	63 (6.21)	20 (0.07)
Sample of Material and Calendar	--	Yes	--	--	Yes

Source:- Collected Data ; UDISE 2014-15.

The table-2.5.1 above indicates that most of the programmes conducted are of five days duration. The number of programmes conducted seems inadequate to cover all the teacher of the state. It can only be inferred from the data mentioned above. The duration of 5 days also seems insufficient to orient teachers on 21 Disability and their ramification for learning. The finding on non availability of the information of the sample material of training programmes and Calendar of training programmes in three state is also evidence of the same findings. The sample of PPT of training material given at annexure no A.2.5.1 of Kerala is good example but is insufficient to bring the desired level of change. Finding is also corroborated with the finding on interviews with teachers on various aspects of disability and training programmes. The majority of sampled teachers had not participated in any in-service training programme on inclusive education or disability per se. The results is in consonance with the finding of section 2.2 Table 2.2.1 showing

trajectory and reach of policy document on teacher training only up to district level. However as per the policy under SSA and RMSA resource person/ resource teacher are appointed in every block. This RPs is mainly responsible for education of child with Disability at cluster level. The resource person is a trained individual having B.A., B.Ed. in special education as their qualification. The details of the RPs and the qualification at sampled units is given at annexure Table-A.2.5.2-1 to Table-A.2.5.1-5.3.1.1. The Resource persons are also provided with in service training. The details on the training of resource person are presented in the table no. 2.5.2.

**Table-2.5.2**  
**Resource Persons Training under SSA and by Other Organizations, 2015**

State	A.P.	Chand.	Kerala	Lakshadweep	Nagaland
No. of RPs Training Programme	As and when	06	As and when	As and when	Many
Duration (in days)	02	10-110	10-15	05	01
No. of RPs Trained	04	16	35	06	23

**Source: Collected data**

The Table-2.5.2 above indicates that training programmes for resource persons are being organized more frequently than the training programmes for teachers. The duration of the programme also varies from 02 days-110 days. The state of Kerala and Nagaland have reported getting 35 and 23 RPs trained respectively where the figure in Arunachal Pradesh and Lakshadweep is 04 and 06 respectively.

It is believed that if a person is experienced in the field he/she can compensate for the skills required through qualification. Therefore experience on the job is of utmost importance. The experience provides opportunity to practice knowledge, gained as well as acquire new knowledge from the field. The experience of various resource persons in the terms of number of years is given in the table-2.5.3 below.

**Table-2.5.3**  
**Experience of RPs in Years**

State	A.P.	Chandi.	Kerala	Lakshadweep	Nagaland	Total
Less than 2 Years	1 (50%)	4 (12.1%)	7 (30.4%)	13 (100%)	13 (61.9%)	38 (41.3%)
2-5 Years	1 (50%)	18 (54.5%)	11 (47.8)	0 (0%)	2(9.5%)	32 (34.7%)
More than 5 Years	0	11 (33.3%)	5 (21.7)	0 (0%)	6(28.5%)	22 (23.9%)
Total	2	33	23	13	21	92

**Source: Collected Data**

The table-2.5.3 indicates that most of the resource person i.e. 41.3% is having less than 2 years of experience on the job. The lowest number is 23.9% of resource persons are found to be having more than 5 years of experience on the job. The less number of years of experience could be detrimental for the quality of education.

The duties of the resource person include teaching children with disability in the resource centre. The study of additional duties assigned to a resource person is mentioned below:

1. Survey of the CwD (Children with Special Needs)
2. Follow up the data of CwD
3. Making case history of CwD
4. Provide facilities to all the CwD in his/her concerned Block
5. Awareness programme regarding all IE issues
6. Guidance and counseling to the parents, CwD siblings, peer group, teachers, community members etc.
7. Medical assessment camp of the CwD
8. Help the CwD to get Aids and Appliances
9. Making of Special TLM
10. Referral Services
11. Supervise and Guiding the volunteers
12. Provide training to the volunteers, teachers, parents, community members etc.
13. Frequent discussion with the Volunteers, Parents and Teachers regarding development of CwD
14. Help the general teacher wherever/whenever needed
15. Keep contact with the Government Department for providing Government facilities to the CwD
16. Help the general teacher to for changing the evaluation system wherever/whenever needed
17. Providing all resource support to the CwD
18. Providing Home Based Education to the CwD
19. Teaching the CwD

20. Spot tutoring wherever/whenever needed
21. Teaching activities of daily living skills
22. Curriculum modification on collaboration with the general teachers
23. Providing plus curriculum for the VI children
24. Making of Individualized Educational Programme
25. Providing assistance for Vocational Rehabilitation
26. Help the CwD to get all the Government and Semi Government facilities

From the study of these duties listed above, it is very clear that resource persons are made responsible for the identification, assessment, certification, teaching and providing all necessary aids and equipments to a child with disability. Only at the time of evaluation a resource person is suppose to contact teacher for making provision for evaluation of the child. It explains that teachers are not aware about the teaching learning practices to be adopted for the CwD. Moreover two resource persons are appointed for each block. The number of two resource persons per block is extremely low for the requirement of the number of CWSN in a block.

**Other types of professionals employed-** only in one school counselor was found.

The approach of appointment of resource person at block level is not in synch with the philosophy of inclusive education. This practice promotes integrated education. In order to achieve inclusive education every teacher is required to be performing the above mentioned functions in the classroom. In order to prepare every teacher for inclusive classroom, the requirement of resources may be huge. The resources provided under SSA for inclusive education are studied in the next chapter.

### **Findings:-**

1. Five days training programme have been conducted for the teachers in all the 5 state However the number of teacher covered are insufficient.
2. It is found that training programme for resource person are being organized more frequently then the training programme for the teachers. The duration of the training programme for the resource person is also higher than the duration f the training programme of teachers.
3. The material for the training programme is available at block level but not at school level.
4. The duties of the resource person include many administrative task related to CwD including teaching.

5. The regular teacher was not aware about the learning need of CwD.
6. Only in one school a counselor was appointed.
7. No other types of support facilities were made available to CwD in schools.

## Section-2.6 Resources

The SSA under inclusive education provide funds to every state for the education of the children with disability. The funds are allocated as per number of CwD identified in the state. As discussed in the report there are no clear cut policy on identification, assessment and certification of CwSLD. As a result MHRD, does not include the number of CwSLD children while allocating funds to the states. As seen in the enrolment chapter the number of CwSLD could range anywhere between 20-30% of any student population whereas the number of other children with other disability is only up to 3% of the population. However all the CwSLD children who are either not diagnose or wrongly diagnosed as mentally retarded are being catered along with other children with the meager funding. The funds allocation for different activity under SSA is given in the table -2.6.1 below.

**Table-2.6.1  
Financial Outlay at State Level (2014-15)**

Sl. No.	Activities	Arunanchal Pradesh		Chandigarh		Kerala		Lakshadweep		Nagaland	
		Unit Cost (in Rs.)	Total Units	Unit Cost (in Rs.)	Total Units	Unit Cost (in Rs.)	Total Units	Unit Cost (in Rs.)	Total Units	Unit Cost (in Rs.)	Total Units
1.	Unit Cost per Child	3000	10507*	3000	4028*	1500	158994*	3000	289*	1900	10002*
2.	Salary/Honorarium for existing RPs/RTs	7000	151	32000	24	15000	1017	-	-	15000	50
										10000	42



3.	Assistive devices	3000	1500 (14.27%)	3000	172 (4.27%)	3000	-	3000	43 (14.87%)	2500	1569 (15.68%)
4.	Assessment Camps	20000	100	1000	06	40000	159 (0.10%)	20000	09	40000	46 (0.45%)
5.	Transport allowance	2500	2739 (26.06%)	2500	181 (4.49%)	2500	2667 (1.67%)	250	100 (34.60%)	2500	1935 (19.34%)
6.	Escort Allowance	-	-	2500	479 (11.89%)	-	-	-	-	2500	1076 (10.75%)
7.	Celebration of World disabled day	20000	100 (0.95%)	1000	20 (0.49%)	30000	159 (0.10%)	40000	03 (0.10%)	20000	46 (0.45%)
8.	2/3 day residential Parents/RPs/RTs training on therapy	200	3000	100	26	5000	1385	-	-	15000	46
9.	Corrective surgery	10000	100 (0.95%)	-	-	5000	1258 (0.79%)	5000	25 (8.65%)	10000	211 (2.10%)
10.	State level Convention on IE	201400	-	-	-	-	-	20000	01	-	-
11.	7/5/5/3 day residential training of RPs on NCERT material	200	148	-	-	1000	318	200	43	200	92
12.	5 day residential training of primary level teachers by RPs	200	881	-	-	1000	9101	-	-	200	1838
13.	2 day training of RPs/RTs on MD	-	-	100	26	-	-	-	-	-	-
14.	Additional costs of Large Print Books (over & above FTB costs)	-	-	3412	109 (2.70%)	-	-	-	-	-	-

15.	Additional costs of Braille Books (over & above FTB costs)	-	-	583	12 (0.29%)	-	-	-	-	-	-
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*Source: PAB Minutes (2014-15), SSA, MHRD, GoI*

\* denotes the total number of CwD.

( ) the figure in the brackets are the percentages of the expenditure per CwD

The table-2.6.1 above shows that every state is not getting Rs. 3,000/- per CwD. In Kerala and Nagaland, the unit cost for the fund allocation is Rs. 1500/- and Rs.1900/- respectively. The amount allocated as per the number of CwD in that state is spent on salary to resource person, assistive devices for the children, assessment camp to identify the children, transport allowance, escort allowance to the children, celebration of World Disabled Day and training of resource person etc. This division of the expenditure shows that the amount is not being utilized only for the facilities to be provided to a child. The amount is also being spent on general activities, managerial activities and salary of resource person. The quantity of amounts explains the poor quality of education being provided to the CwD. Moreover the amount per activity is also not standardize in every state. The variation in the sanction amount in various activity is presented in the table-2.6.2 given below.

**Table-2.6.2**  
**Variation in the Cost of different activities**

Sl. No.	Activities	Unit Cost (In Rupees)	
		From	To
1.	Unit Cost per Child	1,500	3,000
2.	Salary/Honorarium for existing RPs/RTs	7,000	32,000
3.	Assistive devices	2,500	3,000
4.	Assessment Camps	10,000	40,000
5.	Corrective Surgery	5,000	10,000
6.	Celebration of World disabled day	10,000	40,000
7.	2/3 day residential Parents/RPs/RTs training on therapy	200	5,000

*Source: PAB Minutes (2014-15), SSA, MHRD, GoI*

The table-2.6.2 above points out the glaring discrepancy in the budget allocation for the same activity in different states. The amount sanctioned per child varies from Rs.1500/- to Rs.3000/-. The difference is significantly different. The salary to the resource person is also varies from Rs.7000/- to Rs.32000/- per month. The emolument of resource person is direct bearing on quality of the personnel seeking the role of a resource person. The amount on other activity also varies depending on the nature of surgery or equipments.

As discussed in pervious section a resource person is assigned 26 types of tasks in a block. Many resource person mentioned that they are not able to visit to all schools because there is no provision for travelling allowance. It was also observed by the researchers that resource person was accompanying her for the first time to the respective school. It is evidence from the above table that budget is not available for many of the duties a resource person is supposed to carry out.

As per the policy document it is suggested that help should be solicited from different non-government organization for the education of children with disability. A query was posed to all the policy implementers at state, district, block and school level with regard to arrangement of seeking help from NGOs for the education of CwD. All of them replied that there is no formal arrangement has been made at state, district, block level for seeking help of NGOs. It means that the functionaries involve in inclusive education at state and sub-state level have not made any conscious effort to involve NGOs. However during the discussion and through the study of various documents, it was found that a few NGOs are either voluntary supporting or have been involved by the centre. A list of few NGOs helping in the implementation of the inclusive education is given in the table-2.6.3 below.

**Table-2.6.3**  
**Collaboration with NGOs**

S. NO	STATE	NAME OF NON-GOVERNMENTAL ORGANIZATIONS
1	Arunachal Pradesh	ALIMCO, RBSK, ABHIPRERNA
2	Chandigarh	AJYNIHH, RBSK,

3	Kerala	BUTTERFLIES
4	Lakshadweep	--
5	Nagaland	NGO-ENABLE

Source: Collected Data: **ALIMCO**: Artificial limbs manufacturing corporation of India; **RBSK**:Rashtriya Bal Swasthya Karyakram; **AJYNIHH**: Ali Yavar Jung National Institute for the hearing handicapped

The table-2.6.3 above indicates that there are a few NGOs who are participating in the education of CwD at the State Level. However their engagement and participation could be enhanced multiple times. In order to do that it is a mandatory requirement that functionaries appointed at state, district and block level are regular, qualified and are empowered to exercise autonomy.

### **Findings:**

1. There is no budget allocation for CwSLD under inclusive Education scheme.
2. The allocation of fund is made as per number of CwD in a state excluding CwSLD. The amount of allocation per child also is at variance ranging from 1500 to 3000 per child.
3. The budget headings are not in consonance with the duties and task to be performed for the CwD.
4. The rate of expenditure is different for different activities in the state. No rational could be found out for the difference.

## Chapter 3

### Discussion

The Sustainable Development Goals (SDG) has specifically mentioned ‘education’ as one of the seventeen goals. Education for all the boys and girls up to secondary level is to be achieved by the year 2030. India is one of the countries striving to achieve the target. Since India has lagged behind in the achievement of educational goals of MDG, it is all the more challenging to achieve next level of goals as defined in the SDGs. In the SDG, the aim is for education to not only become universal for elementary level but the goal now has been scaled up to secondary level. It is a challenging task because India has to strive to achieve universal elementary education as well as secondary education by 2030. Nevertheless it is the challenge educational planners have taken upon themselves. In order to plan for the strategies to achieve the target by 2030, it is desirable to study the status of enrolment and retention at present in India, its demographic profile and identify areas to be strengthened.

The total targeted population for universalisation of education up to Sr. secondary level is 301.4 million in the age group of 6-17 in India. If we further divide it in age cohorts there are 206.11 million persons in the age group of 6-13 for elementary level education and 95.32 million children for the secondary level education in the age group of 14-17. However out of 301.4 million, only 254.8 million are enrolled in classes I- XII in the year 2013-14 (MHRD, 2014). The Gross Enrolment Ratio (GER) is 97.0 percent in elementary education level in India in the year 2013-14 and Net Enrolment Ratio (NER) is 88.1 percent for primary level and 70.02 for upper primary level for the year 2013-14. At the secondary stage the GER for the classes IX to X is 66.4 percent and for the classes XI to XII is 39.3 percent for the same year (MHRD & NUEPA, 2014). The enrolment figures thus show that children are getting enrolled but are not retained and are not progressing to higher classes.

The SDG target is to retain the children in school up to class XII. To explore why system is not able to retain children and also who are these children who drop out, a national survey was conducted by Ed.CIL in 2014 and the findings are similar to the report of the Planning Commission of 2012. It is reported that it is most difficult to enrol children with disability. Both the surveys pointed out that a major chunk of out of school children are those with disabilities. It

may mean that 47 million children out of 301.4 million children were are not enrolled or who have dropped out could be the **children with disability**.

Out of the 2.21 percent disabled population in India, 1.54 percent is in the age group of 5-9 years and 1.82 percent in the age group of 10-19 years (Census, 2011). Of this only 1.17 percent i.e 25.6 million children are enroled in classes' I-XII (Mehta. A. 2015). Further Veera Gupta (2016) attempted to study number of children with disability in the country, their retention and transition from lower classes to higher classes in the school, their share in the GER and in NER. The paper found that low GER and NER could be due to non identification and low retention of CwD in the education system in general and CwSLD in particular.

Specific Learning disability (CwSLD) means a disorder in one or more of the basic neurological processes involved in understanding or in using, spoken or written language, which may manifest itself in an imperfect ability to listen, speak, read, spell or to do mathematical calculations. Poor reading is Dyslexia, poor handwriting known as Dysgraphia, poor movement coordination known as Dyspraxia, poor mathematical ability known as Dyscalculia and poor attention span known as Attention Deficit Disorder or ADHD. All five are known as CwSLD. These disorders interfere in the tasks meant for left brain hemisphere, generally performed in educational settings. Children with SLD are found good in the tasks to be performed by right brain hemisphere, generally not meant to be performed in the educational system. More over it is neurological condition and no sign and symptom is visible biologically and behaviourally, therefore it remains unidentified.

The related literature points out that if educational functionaries are informed about CwSLD and are educated about the right educational strategies to be adopted in the classrooms, all CwSLDs can progress to all ladders of education and will not fall out of the educational system.

The related literature also informs us that there could be as many as twenty to thirty percent children having CwSLD. The enrolment data on CwSLD at all India level showed that numbers are less than one percent (0.10 to 0.14 percent) on an average in elementary classes. But the enrolment of Children with SLD is found increasing from 0.10 to 0.19 % in class III<sup>rd</sup> and IV<sup>th</sup>. It could be due to the reason that CwSLD can only be indentified once a child is exposed to reading and writing tasks in the school and remain unidentified if not exposed to such tasks.

The assessment tools for CwSLD are based on reading on writing exercises therefore it is unlikely that a child can be assessed as CwSLD in lower classes such as I<sup>st</sup> and II<sup>nd</sup>.

If we study the dropout rates of all the children as mentioned in analytical tables of UDISE it is found that 50% regular students are dropping from class V<sup>th</sup> to VIII<sup>th</sup> (2012-13tables) In class V<sup>th</sup> total enrolment is 134784272 and in class VIII<sup>th</sup> the total enrolment is 64926077. The difference is of 48.17 percent. In the year 2013-14, in class V<sup>th</sup> total enrolment is 132428440 and in class VIII<sup>th</sup> the total enrolment is 66471046 . The difference is of 50.1percent. Similarly in the year 2014-15 in class V<sup>th</sup> the total enrolment is 130501135 and in class VIII<sup>th</sup> the total enrolment is 67165774. The difference is 50.46 percent. It means on an average fifty percent children drop out from the system by the time they reach class VIII<sup>th</sup>.

The enrolment data on CwSLD also shows that fifty percent children with CwSLD drop out. If actual number are compared then the drop out of Children with CwSLD is at 70 percent (In the year 2012-13 the CwSLD enrolment in class III<sup>rd</sup> is 44,898 and in the same year the CwSLD enrolment is found 10528) therefore it can be concluded that child with CwSLD is much more likely to get dropped out of the system

The table 2.1.2 is clearly indicating that the drop out of Child with SLD is very significant. Only three children with SLD are remaining in class XII<sup>th</sup> out of 1000 children enrolled in class I<sup>st</sup>. In spite of Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan, and No Detention policy, the retention rate of child with SLD is very minimal close to nil.

Though, the Continuous Comprehensive Evaluation (CCE) Scheme may have resulted in improving retention rate of child with SLD in classes up to VIII<sup>th</sup> (80%) but not upto class XII<sup>th</sup>. The retention rate is very close to the retention rate of regular students. However the retention rates of Child with SLD (CwSLD) is dismally low in senior secondary classes. It could be due to absence of CCE or poor understanding of the same. The issue remains whether a CwSLD is being identified correctly and adequately in elementary classes or not. Having been identified, a CwSLD is being provided all the accommodation as desired in the policies or not?

The chapter two discussed these issues with the help of evidences. The enrolment status of CwSLD is found dismally low whereas it can go up to twenty percent of the total enrolment or more but it is found close to be zero percent of the total enrolment. It is an indicator for the

policy planners that a lot is desired to be done in order to identify CwSLD in the students' population. The data was related to already identified CwSLD, and clearly showed that they are not able to remain in the education system. The data was not related to those unidentified CwSLD in the total enrolment pollution may also be getting dropped out as regular students. As it is found that total drop out is at 28%, 22% and 19 % in the years 2013, 2014 and 2015 of the regular students (Table 2.1.3) this finding is suggestive of the fact that this cohort of the students falling out of the system could be of the group of un identified CwSLDs as well. Therefore correct and total identification of CwSLD in a student population cohort is one of the prerequisite for the quality of education.

To verify correctness of the data, it is assumed that identification of CwSLD is happening in the classrooms. The table 2.1.4 informed that data on enrollment of CwSLD is not flowing from school to cluster, and from cluster to district. Rather it is either at cluster or at district level only. It is one of the points for consideration on correctness of identification processes employed for CwSLD. The teachers informed that number of CwSLD is filled in the UDISE data base at district level. It was corroborated with the finding that no register or records of any kind including hand written lists of CwSLD were available at school and cluster offices in general except in states of Kerala and Chandigarh. It could be due the fact that there is absence of standard operating processes (SOP) regarding identification and maintaining of record of CwSLD at school level and also at all levels including district level.

A SOP helps in transmission of policy correctly and equally. A policy is like distribution of water which should reach every household in such a manner that it is of same quality for everyone. It is also desirable that each and every policy document is available to each and every functionary and beneficiary. The availability of 56 documents at the state level and percolation of only one document at school level in Arunanchal Pradesh is indicative of poor dissemination mechanism. One variable of study could have been desired policy documents for education of CwSLD. Whether these have been created or not? However, the non availability of required policy document has not been studied in this research. But it was probed that those policy documents which have been created and are available at state office, have reached up to school level or not. It was found that these policy documents have not reached. Therefore it is also



desirable that policies related to education of CwSLD are needed to be made available at school level in particular with teacher and students.

After having reached the concerned functionary and beneficiary, a policy is also to be understood in the language which is likely to be comprehended by them. It was also found that except Kerala, policy document are available in English language. It is neither desirable nor practical as these are not readable by the functionary and beneficiary. It is one of the flaws of implementation.

Policy implementation as discussed by Jeppe Ostensen and David Graff (No Date) describes three level of efficiency of policy implementation. At the first level of efficiency, it is assumed that a practitioner will receive information from top and is also left alone to interpret it. In this level it is assumed that this will change local routine and practices. That does not happen and doomed to be a failure of a policy. The second level is intermediately between first and third level. For successful policy implementation, the third level of efficient implementation of policy includes making it happen by providing support in interpretation and also in implementation. As found in the section 2.2 policies have not even reached at the grass root level. Therefore on index of efficient implementation, it can be inferred that on account of efficiency of implementation, it is much below the first level may be at zero level. Under these circumstances, implementation is not expected to be happening.

Besides that, there are various types of policies such as legislative, regulatory, executive communication, guidelines, fiscal orders, service provisions etc, it is found that only policies related to fiscal measures and services provision could reach up to school level. The concept and vision of policy cannot be comprehended by fiscal allocations and service provisions alone. Therefore, it is desirable that all types of policies including legalisation, guidelines, regulation, fiscal measures and service provisions are communicated to system level officials, teachers, students and parents alike. It is all the more necessary in a top down approach where policy actors were not involved or consulted at the time of policy formulation. The policy of Inclusive Education in India is result of UN convention and centrally sponsored schemes. The legislation is yet to be passed in the parliament (got passed in 2016). Education being concurrent subject and India having federal structure of governance, need for a comprehensive policy or practice

manual, is mandatory. The simple practice of keeping all related policies in one folder was also found missing at district, cluster and school level. In the absence of policies, practice of a few activities related to CwSLD were probed and observed. The status is discussed in ensuing paragraphs.

The assessment of CwSLD by a teacher or by a resource person is prescribed by SSA to be performed with the help of DTLD or GLAD tests. These tools were found only in two (9 percent) schools. Besides non availability of the prescribed tools, there is also an issue of their being appropriate for the purpose. Both The tools are not as per the academic knowledge and international practices of DSM-5. It is understood that dyslexia is caused due to neurological processing leading to discrepancy in potential capacities of a child vis a vis performance. Therefore, it is mandatory that the assessment of the potential of a child is determined vis-à-vis performance along with neurological basis of cognitive processing ability. There is no policy which has laid down clearly which tools to be used and by whom in India as yet. The practice of certification by MBBS doctor as found, is not suitable and adequate. RCI has prescribed that only a clinical psychologist is qualified to administer assessment tools and issue certificate of the CwSLD but it has not become part of the government policy. Recently the National Brain Research Centre has developed Dyslexia Assessment for Languages of India (DALI). It is a package that contains screening tools for school teachers and assessment tools for psychologists in Indian Languages to identify dyslexia. However it is yet to be made available to the public and part of any policy.

More over The GLAD, DTLD and DALI tests do not cover the entire range of student population from Class I<sup>st</sup>-XII<sup>th</sup>. These tests are for students of lower classes but CwSLD may progress to senior classes not having identified in lower classes. In such a scenario these tests are futile but a child is still needed to be assessed. The writing samples collected of few unidentified CwSLD from the sample schools confirms this possibility. The identification, correct assessment and appropriate certification is essential for providing right interventions to CwSLD in the schools as well as to provide provisions at the time of examination. In the absence of identification of all CwSLD and incorrect assessment and inappropriate certifications may lead to poor intervention and inadequate teaching learning practice and low levels of attainment in the schools.

Quality of education is one of the national concerns. Teaching methods, use of learning aids and evaluation procedure are the key components for enhancing quality of education. It is found that many teaching learning aids have reached up to resource centers under SSA scheme. However it is yet to reach the school and the teacher. Therefore the use of teaching aids and its efficacy is a distant goal of research in India. A teacher is suppose to use multiple strategies to enhance learning more so for the children who need multi sensory input. It is noticed that in ninety percent of the schools, teacher are not using any of the desired teaching strategies for enhancing learning outcomes. It could be due to policy gaps with respect to teaching performance indicators and monitoring tools. As noticed that there were no policy documents on class room interaction to be carried out by teachers. SSA is also an incentive scheme which does not carry the desirable weightage to bring change in the grass root level. The Right to Free and Compulsory Education Act has been notified in 2009 wherein CCCE is compulsory for elementary classes. But in practices it is not being followed. The CBSE's rules regarding examination provision are being followed as found in schools of Kerala and Chandigarh. It could be due to its annual circulation. It is one of the good practices of policy dissemination. It guides us that it is not only important to formulate a policy but also circulate it at appropriate and at regular interval for its implementation followed by monitoring and supervision.

A teacher employs teaching learning and evaluation strategies as per the requirements of all learners. It is part of pre service teacher training programmes. However teachers are also provided with in service training on inclusive education under SSA. The finding on training programme conduct for regular teachers under SSA for inclusive education is insufficient. It is found to be covering maximum of six percent teacher in Lakshadweep. In other two states the figure is zero percent only. The other variable on 'number of training programmes conducted' also shows that the number of training programme is insufficient to cover all the teachers in one year in the particular state. There is a need to devise a system to cover all the teachers for in service training on inclusive education. In service training is provided to resource persons also under SSA.

The data showed that there are two resource person appointed in every block. And they are also provided with sufficient in service training. However their duty chart is indicative of multiple tasks related to administrative duties leaving them with very little time for teaching to CwD. For

instance if there are 31 CwD in one block and only two resource person are suppose to take care of their all learning needs, Besides the teaching of CwDs, a resource person is supposed to teach and mentor regular teachers, parents, siblings of CwD etc. It was evident from their appraisal format as well. Appraisal format is enclosed in annexure A.3.1. From the discussion with parents, students, teachers and resource persons it is found that these duties are not being attempted. There is no system of accountability of coverage as well, because appraisal format just includes 'yes' and 'no' answers and not coverage of hundred percent population specifically. More over it was also pointed out by regular teachers that resource persons are not qualified to teach them. It is supported by the evidence of their experience in years. Most of the resource persons are not experienced to take classes of regular teachers as they are only two to three years old in the system and on contract basis. It was further supported by the fact that many resource persons did not know about CWSLD as one of the disability when asked by the researcher as they were disability specific qualification holder. It may be concluded that resource persons are not able to neither teach CwD themselves nor train regular teachers to teach CwD.

As per policy prescription there should be other supportive staff available in schools for CwD such as therapist, counselors and social workers. But in reality no other supportive staff is made available in any of schools. In only one school in Chandigarh, a counselor was found having been appointed.

The resource in terms of man power, finance and collaboration with other organization is pre requisite for the quality of education to be provided to CwD. We have already discussed the quality of man power in terms of number, education and skills of teacher and resource person in the previous section. The resources in terms of finance are also found to be inappropriately allocated. The formula to sanction rupees 3000 per child is not found to be evidence based. Moreover it is noticed that many such tasks which are related to system level are also being budgeted under inclusive education scheme for example celebration of disability day, assessment camps, salary to resource person and provision of learning aids etc. The budget allocations also available only under centrally sponsor scheme namely SSA and not by the directorate of education as an annual budget.

One of the mechanism of resource augmentation as suggested in the framework level policies is collaboration with NGOs. It is also noticed that collaboration with NGOs for seeking their resources for the education of CwD is very minimal as only three NGOs could be found operating. It could be due to the fact that responsibility to negotiate collaboration with NGOs is not laid down. Most of the negotiations are at state level. The collaboration with NGOs could be made at school, and cluster level. It needs to be part of the policy as well as of monitoring format to enhance resources.

## Chapter 4

### Recommendations

Based on data, findings and discussion narrated in the previous chapters, following recommendations are made:

1. CwSLD is invisible condition and may remain unidentified; therefore there is a need to focus on its identification to improve Net Enrolment Ratio (NER) of the country.
2. As recommended the identification and certification of CwSLD be standardized and manual should be made available to all the functionaries.
3. The RPwD Act 2016 has mandated early identification of CwSLDs however the “early” is yet to be defined in rules of the respective educational directorates. It is recommended that along with identification checklist for CwSLD, rules for their identification may also be prescribed by the state level executive policy making body like directorate of education. It may be prescribed that certification of a CwSLD child should start from class III<sup>rd</sup> onwards only.
4. The finding of one child out of one thousand students progressing from class I<sup>st</sup> to XII<sup>th</sup> is to be corrected as soon as possible. Policy for retention and attainment of learning levels need to be in place.
5. The monitoring of SSA/RMSA/ other schemes such National Assessment Survey (NAS) by NCERT may include specific clause for learning outcome and progression of child with disability in general and CwSLD in particular because it is invisible disability.
6. The low identification of CwSLD may be one of the causes of the drop out of students in the cohort of regular students. Therefore it is recommended that screening of all low performing students may be attempted more than once at different intervals in a academic session to ensure identification of CwSLD.
7. There is a need to design and disseminate ‘standard operating procedure’ (SOP) for identification of CwSLDs at school level. Further it is also necessary to design SOP for maintaining records for CwDs in general and CwSLDs in particular for all related variables and parameters.

8. Actual task is to be performed by teachers. It is recommended that policies should reach not only teacher but students and their parents as well. Policy dissemination does not end with marking copies to functionary at district block and school/Headmaster level. It needs follow up on dissemination. It is recommended that to facilitate dissemination of policies at all level of administration, proper communication and planning tools and processes be developed and integrated into the system such as performance data, monitoring Performa, super vision frequency, problem solving mechanism, and supportive services for implementation. Policy must percolate down to parents so that they can demand for services.

9. It is also recommended the policy document should be translated at Block/District/State level in a language which is understood by the student and teacher of the respective state. There is a need to identify an Official for translating central and state level policy document into regional language.

10. The status of policy documents available and up keep of these documents shows that these are fragmented and are not compiled in one file or folder. There is total absence of any comprehensive manual containing vision, rules, formats and results to be achieved at one place in the form of a comprehensive manual. There is a need to design a comprehensive manual similar to the manuals of Canada and Los Angeles as reviewed in the chapter review of literature.

11. It is recommended that a comprehensive policy for identification, assessment and certification be formulated. It must include name of the tests or battery of tests to be used by personnel, along with qualifications of the personnel using these tests and report formats to be used for certification as well as to prescribe provisions during schooling and examinations by a child. Though CwSLD is a lifelong condition, but it is prudent to re -assess it at regular intervals to assess educational needs of the child.

12. Lack of learning aids at school level is a big challenge for the realization of learning outcomes. The assistive aids like educational CD's, tape recorders, use of animation and sound, visual and auditory toys, etc. can be made available so that appropriate intervention as needed by different disabilities and SLD in particular, is possible.

13. The in-service training of teachers is found inadequate. It is recommended that a policy need to be formulated for imparting education to all teachers in a block of three years. The duration of training may be of twenty one days. The task of teacher training should be given to DIET or SCERT faculty. It should not be the task of resource persons as they are not competent for the task.

14. In every block there should be senior person to mentor teachers on IEPs. It could be entrusted to DIET faculty to visit regularly a block to have discussion with teachers.

15. It is recommended that resource person may be made inclusive education managers to help in securing all kind of medical and education aids for CwD in a block. This resource person may be used for administrative works related to inclusive education.

16. There is also a need to formulate a policy to make other facilities available to CwSLDs in a block such as guidance and counseling, language learning, cognitive therapy for behavior modification, stress alleviation and medical services if any.

17. School head master should be assigned responsibility to enter into MOUs with NGOs to provide facilities to CwSLDs in a school. It must be a part of their appraisal report.

18. It is also recommended that provision of budget should be made available in the budget of department of education also besides Centrally Sponsored Schemes on priority basis due to the fact that the number of CwSLD are maximum in the population and many of the facilities required for CwSLD are over lapping with other disability such as visually impaired and hearing impaired.

19. The formula for budget allocation should change from per child to per activity. May be the amount to be sanctioned for each activity also ought to be prescribed as per rate prevalent in the particular state.

20. The educational planning process must include variables such as policy gaps on account of availability of policy and dissemination of whole range of policy documents to all stake holders; monitoring formats of targets for system level officials on GER and NER of CwSLD; admission and retention of CwSLD in the school; monitoring format for teachers for the development of



CwSLD, monitoring formats for resource persons; monitoring formats for students for interventions received; monitoring formats for parents on communications receipts etc.

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**Annexure: I**  
**Annexure - 1.1.a**  
**CwSLD, CwD, Enrollment, 2010-11**

State	Classes 1 <sup>st</sup> To 8 <sup>th</sup>	CwSLD	CwD	% CwSLD to CwD	%CwSLD to Total Enrollment
Andaman & Nicobar Islands	53353	9	386	2.33	0.02
Andhra Pradesh	11272063	12037	68132	17.67	0.11
Arunachal Pradesh	332065	6611	11528	57.35	1.99
Assam	5822163	11953	55353	21.59	0.21
Bihar	19974702	3834	112377	3.41	0.02
Chandigarh	149002	49	808	6.06	0.03
Chhattisgarh	4637444	3929	29953	13.12	0.08
Dadra & Nagar Haveli	59064	5	192	2.60	0.01
Daman & Diu	26143	58	176	32.95	0.22
Delhi	2710483	1803	11198	16.10	0.07
Goa	181923	504	1141	44.17	0.28
Gujarat	8147024	11512	93073	12.37	0.14
Haryana	3475846	618	6631	9.32	0.02
Himachal Pradesh	1035627	3247	11159	29.10	0.31
Jammu And Kashmir	1998138	3316	19258	17.22	0.17
Jharkhand	6840744	1540	42726	3.60	0.02
Karnataka	7670556	13842	85355	16.22	0.18
Kerala	3438905	11849	125357	9.45	0.34
Lakshadweep	10285	117	407	28.75	1.14
Madhya Pradesh	15493689	1436	86323	1.66	0.01
Maharashtra	16081769	21448	187139	11.46	0.13
Manipur	503682	268	3889	6.89	0.05
Meghalaya	660129	392	2652	14.78	0.06
Mizoram	235327	498	6821	7.30	0.21
Nagaland	411383	1611	4289	37.56	0.39
Odisha	6540780	34983	89416	39.12	0.53



Pondicherry	182627	162	1489	10.88	0.09
Punjab	3964427	4537	28051	16.17	0.11
Rajasthan	12003827	19311	77247	25.00	0.16
Sikkim	126542	104	610	17.05	0.08
Tamil Nadu	9797264	4302	79709	5.40	0.04
Tripura	610098	142	2988	4.75	0.02
Uttar Pradesh	32019087	8405	86491	9.72	0.03
Uttaranchal	1638492	1444	6866	21.03	0.09
West Bengal	14931765	13311	140558	9.47	0.09
<b>All India</b>	<b>193036418</b>	<b>199187</b>	<b>1479748</b>	<b>13.46</b>	<b>0.10</b>

### Annexure -A-1.1.b

#### CwSLD, CwD, Enrollment, 2011-12

State	Classes 1 <sup>st</sup> To 8 <sup>th</sup>	CwSLD	CwD	% CwSLD to CwD	%CwSLD to Total Enrollment
Andaman & Nicobar Islands	53332	0	542	0.00	0.00
Andhra Pradesh	11251101	27480	94087	29.21	0.24
Arunachal Pradesh	341311	2627	8771	29.95	0.77
Assam	5760967	11306	62456	18.10	0.20
Bihar	20850545	4090	127270	3.21	0.02
Chandigarh	156869	72	1347	5.35	0.05
Chhattisgarh	4743043	5326	45261	11.77	0.11
Dadra & Nagar Haveli	59994	5	296	1.69	0.01
Daman & Diu	26459	19	117	16.24	0.07
Delhi	2818457	3710	16258	22.82	0.13
Goa	186005	580	1276	45.45	0.31
Gujarat	8376967	10674	93979	11.36	0.13
Haryana	3724481	2300	21763	10.57	0.06
Himachal Pradesh	1005942	3921	11787	33.27	0.39
Jammu And Kashmir	1908230	3278	18646	17.58	0.17
Jharkhand	6660259	1313	45242	2.90	0.02
Karnataka	8424857	11479	88842	12.92	0.14
Kerala	3819863	17918	134072	13.36	0.47

Lakshadweep	10165	138	389	35.48	1.36
Madhya Pradesh	15317828	1606	81797	1.96	0.01
Maharashtra	16185891	30359	240023	12.65	0.19
Manipur	508064	941	6295	14.95	0.19
Meghalaya	705616	367	2980	12.32	0.05
Mizoram	258653	551	7615	7.24	0.21
Nagaland	414405	1846	5761	32.04	0.45
Odisha	6520130	18574	86467	21.48	0.28
Pondicherry	180992	146	1324	11.03	0.08
Punjab	3989063	1360	31877	4.27	0.03
Rajasthan	12397172	19389	70992	27.31	0.16
Sikkim	125618	323	1253	25.78	0.26
Tamil Nadu	9776252	4	112054	0.00	0.00
Tripura	603580	153	2990	5.12	0.03
Uttar Pradesh	35404745	10543	100278	10.51	0.03
Uttaranchal	1658918	1609	7528	21.37	0.10
West Bengal	14827957	16168	175274	9.22	0.11
<b>All India</b>	<b>199053731</b>	<b>210175</b>	<b>1706909</b>	<b>12.31</b>	<b>0.11</b>

**Table-A-1.1.c**  
**CwSLD, CwD, Enrollment 2012-13**

State	Classes 1 <sup>st</sup> To 8 <sup>th</sup>	CwSLD	CwD	% CwSLD to CwD	%CwSLD to Total Enrollment
Andaman & Nicobar Islands	52397	9	530	1.70	0.02
Andhra Pradesh	11097614	19782	181573	10.89	0.18
Arunachal Pradesh	333415	3736	14735	25.35	1.12
Assam	5704044	9149	83485	10.96	0.16
Bihar	19292951	8479	151694	5.59	0.04
Chandigarh	158892	395	4312	9.16	0.25
Chhattisgarh	4752539	3829	46329	8.26	0.08
Dadra & Nagar Haveli	58067	2	343	0.58	0.00
Daman & Diu	26758	28	161	17.39	0.10
Delhi	2870582	3465	18278	18.96	0.12

Goa	197221	1522	2412	63.10	0.77
Gujarat	9220204	8933	99980	8.93	0.10
Haryana	3924337	4939	34449	14.34	0.13
Himachal Pradesh	984898	2548	11990	21.25	0.26
Jammu And Kashmir	1859101	2967	19949	14.87	0.16
Jharkhand	6618450	4212	66068	6.38	0.06
Karnataka	8396731	9596	129002	7.44	0.11
Kerala	4091835	22401	175342	12.78	0.55
Lakshadweep	9747	238	501	47.50	2.44
Madhya Pradesh	15065533	1512	74258	2.04	0.01
Maharashtra	16226543	39373	308034	12.78	0.24
Manipur	540035	197	6886	2.86	0.04
Meghalaya	712715	749	7308	10.25	0.11
Mizoram	254713	444	6425	6.91	0.17
Nagaland	417791	1810	9478	19.10	0.43
Odisha	6422415	17638	124955	14.12	0.27
Pondicherry	178307	115	1492	7.71	0.06
Punjab	4043626	27333	113543	24.07	0.68
Rajasthan	12542412	13630	72634	18.77	0.11
Sikkim	125330	250	1476	16.94	0.20
Tamil Nadu	9678476	7003	109510	6.39	0.07
Tripura	606030	78	2971	2.63	0.01
Uttar Pradesh	37098290	24483	276901	8.84	0.07
Uttaranchal	1668463	1907	9142	24.07	0.68
West Bengal	14480781	14264	184074	7.75	0.10
<b>All India</b>	<b>199711243</b>	<b>257016</b>	<b>2350220</b>	<b>10.94</b>	<b>0.13</b>

**Table-A-1.1.d**  
**CwSLD, CwD, 2013-14**

State	Classes 1 <sup>st</sup> To 8 <sup>th</sup>	CwSLD	CwD	% CwSLD to CwD	%CwSLD to Total Enrollment
Andaman & Nicobar Islands	51703	84	548	15.33	0.16
Andhra Pradesh	11089215	29902	176193	16.97	0.27

<b>Arunachal Pradesh</b>	325047	2738	13011	21.04	0.84
<b>Assam</b>	5806184	11095	93041	11.92	0.19
<b>Bihar</b>	21238957	8588	212141	4.05	0.04
<b>Chandigarh</b>	161185	1385	4499	30.78	0.86
<b>Chhattisgarh</b>	4589564	16742	85983	19.47	0.36
<b>Dadra &amp; Nagar Haveli</b>	58793	2	352	0.57	0.00
<b>Daman &amp; Diu</b>	28161	11	162	6.79	0.04
<b>Delhi</b>	2944191	3035	18536	16.37	0.10
<b>Goa</b>	198084	1064	2317	45.92	0.54
<b>Gujarat</b>	9229471	9676	101936	9.49	0.10
<b>Haryana</b>	3956723	3272	32172	10.17	0.08
<b>Himachal Pradesh</b>	969095	4023	13886	28.97	0.42
<b>Jammu And Kashmir</b>	1841178	3670	21539	17.04	0.20
<b>Jharkhand</b>	6625023	4206	76495	5.50	0.06
<b>Karnataka</b>	8323556	9865	122042	8.08	0.12
<b>Kerala</b>	4101946	27804	188036	14.79	0.68
<b>Lakshadweep</b>	8289	99	300	33.00	1.19
<b>Madhya Pradesh</b>	14594089	1633	73161	2.23	0.01
<b>Maharashtra</b>	16158791	39114	295079	13.26	0.24
<b>Manipur</b>	549897	421	8153	5.16	0.08
<b>Meghalaya</b>	738124	708	8177	8.66	0.10
<b>Mizoram</b>	217963	218	11725	1.86	0.10
<b>Nagaland</b>	411695	2250	9040	24.89	0.55
<b>Odisha</b>	6388057	11945	130285	9.17	0.19
<b>Pondicherry</b>	174122	38	1153	3.30	0.02
<b>Punjab</b>	4011520	15435	104675	14.75	0.38
<b>Rajasthan</b>	12290252	17016	114287	14.89	0.14
<b>Sikkim</b>	120101	206	1350	15.26	0.17
<b>Tamil Nadu</b>	9396441	1168	135733	0.86	0.01
<b>Tripura</b>	590230	92	3924	2.34	0.02
<b>Uttar Pradesh</b>	36726500	45700	288865	15.82	0.12
<b>Uttaranchal</b>	1704890	2887	14150	20.40	0.17

West Bengal	13280622	11305	171903	6.58	0.09
<b>All India</b>	<b>198899659</b>	<b>287397</b>	<b>2534849</b>	<b>11.34</b>	<b>0.14</b>

**Table-A-1.1.e**  
**CwSLD, CwD, Enrollment 2014-15**

State	Classes 1 <sup>st</sup> To 8 <sup>th</sup>	CwSLD	CwD	% CwSLD to CwD	%CwSLD to Total Enrollment
Andaman & Nicobar Islands	50827	44	430	10.23	0.09
Andhra Pradesh	5934396	12625	93512	13.50	0.21
Arunachal Pradesh	325293	1212	7640	15.86	0.37
Assam	5853278	8184	88259	9.27	0.14
Bihar	22133117	6408	180181	3.56	0.03
Chandigarh	160743	1019	4600	22.15	0.63
Chhattisgarh	4548680	13387	75586	17.71	0.29
Dadra & Nagar Haveli	58197	8	346	2.31	0.01
Daman & Diu	28157	10	168	5.95	0.04
Delhi	2991067	3904	21940	17.79	0.13
Goa	196528	961	2504	38.38	0.49
Gujarat	9142451	10104	97986	10.31	0.11
Haryana	3953966	3382	33784	10.01	0.09
Himachal Pradesh	958731	2846	11119	25.60	0.30
Jammu And Kashmir	1853046	3749	24270	15.45	0.20
Jharkhand	6540789	4321	73439	5.88	0.07
Karnataka	8345748	9836	111311	8.84	0.12
Kerala	4049314	8715	109827	7.94	0.22
Lakshadweep	7888	1578	260	25.60	0.30
Madhya Pradesh	13502469	13032	103556	12.58	0.10
Maharashtra	16172434	37542	280980	13.36	0.23
Manipur	508056	470	8395	5.60	0.09
Meghalaya	756455	634	6861	9.24	0.08
Mizoram	214175	153	7142	2.14	0.07
Nagaland	354310	1495	5460	27.38	0.42
Odisha	6386483	8388	115048	7.29	0.13

<b>Pondicherry</b>	171566	76	903	8.42	0.04
<b>Punjab</b>	4021579	11312	96489	11.72	0.28
<b>Rajasthan</b>	12026202	27378	117630	23.27	0.23
<b>Sikkim</b>	110808	74	978	7.57	0.07
<b>Tamil Nadu</b>	9252467	0	138350	0.00	0.00
<b>Telangana</b>	4919190	12651	54846	23.07	0.26
<b>Tripura</b>	577215	99	3509	2.82	0.02
<b>Uttar Pradesh</b>	36838720	36944	254773	14.50	0.10
<b>Uttaranchal</b>	1707457	2023	11860	17.06	0.12
<b>West Bengal</b>	13015107	9901	173921	5.69	0.08
<b>All India</b>	<b>197666909</b>	<b>252945</b>	<b>2317863</b>	<b>10.91</b>	<b>0.13</b>

**Annexure : 1.2**  
**Table.A-1.2.a**  
**Officials Contacted**

<i>S.N.</i>	<i>State/U.T.</i>		<i>District</i>		<i>Block/Cluster(BRC/CRC)</i>		<i>School</i>
1.	Mr. O. Gao State Project Director, Mr. LikhaSampu, Dy. SPD, SSA, Rajya Mission, Itanagar, A.P.	1.1	Mr. Chera Tajam, District IE Coordinator, Ms. InduChetry, IE Consultant, Lower Subansiri (Ziro)	1.1.1	Ms. KhodaYamin, CRC, Hiza,	1.1.1 .1	Principal, Coordinat ors, Teachers, Resource Persons, Parents and Students,
		1.2		1.1.2	Ms. DuyuRinyo, R.P., CRC, Tazang	1.1.2 .2	
		1.1.3		Ms. RatanUtte, R.P., BRC, Tamen – Raga	1.1.3 .1		
		Mr. A.K.Mishra, Pedagogy Coordinator, Mr. NikongPertin, District Co-ordinator IE, T. T. Tara, DPO cum Deputy Director of School Education, Yupia, Papumpare	1.2.1	Ms. TanaAnia, IE Volunteer, R.Doye, Block-Coordinator (BRCC), CRC, BRC, Doimukh	1.2.1 .1		
			1.2.2	Mr. Tada Comdir Teli, CRC, Naharlagun, BRC, Doimukh	1.2.2 .2		
2.	Mr. Kamlesh Kumar, SPD,	2.1	Ms. NidhiGoel, IE Co- ordinator, Mr. Shamsher Singh,	2.1.1	Resource Centre Co-ordinator	2.1.1 .1	Principal, Coordinat ors, Teachers,

	Dy.SPD (SSA), U.T. Chandigarh		Resource Person, Special Education, Chandigarh				Resource Persons, Parents and Students,
				2.1.2	Indu Pal, Teacher, Sec-28	2.1.2 .1	
				2.1.3	Sukhdev Kaur, Cluster Coordinator, Prabhjot, Counsellor, Monica, R.T., Cluster-18, Ward-18	2.1.3 .1	
				2.1.3		2.1.3 .2	
				2.1.4	Devender Kumar, Resource Teacher, Dharmvir, Resource Teacher, Cluster-16, Ward-16	2.1.4 .1	
3.	Dr. E. P. Mohandas SPD, Mr. Suresh Joseph Mani, Programme Officer, Trivendrum, Kerala	3.1	Mr. George Ignatious, District Project Officer, Mr. AntopaulCherayath, DPO, Thrissur	3.1.1	SaleenaBeevi H., B.P.O., Shaline, IEDSS R.T., Shiny M.P. , IEDSS R.T.,BRC, Mala	3.1.1 .1	Principal, Coordinat ors, Teachers, Resource Persons, Parents and Students,
				3.1.2	Zilgi, R.T., Zida, R.T., CRC, BRC, Mala	3.1.2 .1	
		3.2	Mr. Dhyana P. Vasu, D.P.O., Mr. Santosh Kumar S., D.P.O., Ernakulam	3.2.1	CRC Co-ordinator, CRC, Ernakulum, BRC, Ernakulum	3.2.1 .2	
4.	Mr. Rama Chandra Shingare SPD, Mr. Attakoya S.V., Pedagogy Co-ordinator, SSA, SMA, Lakshadweep	4.1	Mr. Attakoya S.V., Pedagogy Co-ordinator, Ms. Sofia, IE Coordinator, Lakshadweep	4.1.1	UmmerKhoya, CRC Co-ordinator, C.MohammedIqubal, Principal, GSSS, Agatti	4.1.1 .1	Principal, Coordinat ors, Teachers, Resource Persons, Parents and Students,
						4.1.1 .3	
				4.1.2	C.P. Fatahudden, CRC/BRC, Co-ordinator,	4.1.2 .1	

					C.P.Subaidabi, Principal, GSSS, BRC, Kavaratti	4.1.2 .2	
5.	Mr. Gregory Thijawelie, SMD, Mr. Tali Jamir, Dy. SMD Incharge of IE, Nagaland	5.1	Mr. Imusuinla, District IED Co-ordinator, KudaDimapur	5.1.1	BRC Co-ordinator, Dimapur Urban	5.1.1 .1	Principal, Coordinators, Teachers, Resource Persons, Parents and Students,
		5.2	Ms. Nukshila, District IE Coordinator, Kohima	5.2.1	BRC Co-ordinator, Sechu (Zubza)	5.2.1 .1	
	5.2.2			BRC Co-ordinator, Kohima Urban	5.2.2 .1		
	5.2.3			BRC Co-ordinator, L.Khel., Kohima			
5.3		5.3.1	Vihoto N., Coordinator, Pugohoboto	5.3.1 .1			

### Annexure A-1.2.b Dates of Visit for Data Collection

<i>S. No.</i>	<i>State/U.T.</i>	<i>Date(from)</i>	<i>Date(To)</i>
1.	Arunachal Pradesh	05/09/2015	13/09/2015
2.	Chandigarh	03/08/2015	06/08/2015
3.	Kerala	22/06/2015	27/06/2015
4.	Lakshadweep	23/08/2015	29/08/2015
5.	Nagaland	19/07/2015	26/07/2015





**Medical Report-3**  
**State: Kerala**

KERALA STATE HEALTH SERVICES  
**GENERAL HOSPITAL, ERNAKULAM**  
 Cochin - 682 011  
 (NABH Accredited Hospital)




Signature/Thumb impression of Candidates

**MEDICAL BOARD CERTIFICATE**  
 (Specific Learning Disability Certificate for CBSE)

On the base of individual assessment and school reports, it is hereby certified that  
 Kumar/Kumari..... MOHAMMED HABEEB.....  
 Grade..... XII..... Student of AL-AMEEN PUBLIC  
SCHOOL EDAPPALLY..... (School) is  
 having an IQ of 87..... and is having/not having Specific Learning Disability in the  
 area of Dyslexia/Dysgraphia/Dyscalculia.

He/She is eligible for academic concessions and he/she may be provided with the following  
 concessions in the Grade..... XII..... of CBSE Examination, Year 2015-2016.....

(Strike off whichever is not applicable)

1) EXTRA TIME

2) .....

3) .....



Psychiatrist

**Dr. AJEESH.P.R. MBBS, DPM**  
 Reg no: 38176  
**Jr CONSULTANT IN PSYCHIATRY**  
 KERALA HEALTH SERVICE  
 Chairman

Specialist

**Dr. LALITHAMBAL**  
 MBBS  
 Medical Consultant Pediatric  
 Rep No. 12992

Place: Erna  
 Date: 15/11/15

**DR. CATHERIN SUSEEL**  
 CHAIRMAN & SUPERINTENDENT  
 MEDICAL BOARD



**DR. CATHERIN SUSEEL**  
 CHAIRMAN & SUPERINTENDENT  
 MEDICAL BOARD



(Reassessment is required for higher grades. This certificate is to be used for exam purpose)

Ph: 0484-2361251, 2381762, 2381768, Fax: 0484-2382498  
 Email: [generalhospitalernakulam@gmail.com](mailto:generalhospitalernakulam@gmail.com)  
 Web: [generalhospitalernakulam.gov.in](http://generalhospitalernakulam.gov.in)

**Medical Report-4**  
**State: Arunanchal Pradesh**

KERALA STATE HEALTH SERVICES  
**GENERAL HOSPITAL, ERNAKULAM**  
 Cochin - 682 011  
 (NABH Accredited Hospital)

Signature / Thumb impression of Candidates  

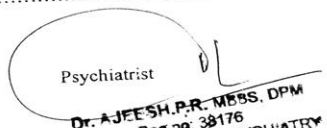
**MEDICAL BOARD CERTIFICATE**  
 (Specific Learning Disability Certificate for CBSE)

On the base of individual assessment and school reports, it is hereby certified that  
 Kumar/Kumari..... SAFNA HANEEFA  
 Grade..... XII AL-AMBEEN Student of .. AL-AMBEEN PUBLIC SCHOOL  
EDAPPALLY..... (School) is  
 having an IQ of ..... 98..... and is having / ~~not having~~ Specific Learning Disability in the  
 area of Dyslexia / Dysgraphia / Dyscalculia.


He/She is eligible for academic concessions and he/she may be provided with the following concessions  
 in the Grade ..... XII..... of CBSE Examination, Year..... 2014-15.....

(Strike off whichever is not applicable)


- 1) EXTRA TIME.....
- 2) IGNORANCE SPELLING FROM AND MARKING ON COMPREH
- 3) .....

Psychiatrist   
Dr. AJEESH.P.R. MBBS, DPM  
 Reg. No. 38176  
 JR CONSULTANT IN PSYCHIATRY  
 KERALA HEALTH SERVICES

Place: ERNAKULAM  
 Date: 22/8/14

Specialist   
Dr. AUGUSTINE THOMAS V.T.  
 MBBS, DCH  
 Reg.No. 24152  
 Jr. Consultant (PAED)

Dr. ANNE P.G.  
 Reg. 15419  
 Superintendent  
 General Hospital, Ernakulam




(Reassessment is required for higher grades. This certificate is to be used for examination only.)

Ph: 0484-2361251, 2381762, 2381768, Fax: 0484-2382498  
 Email: generalhospitalernakulam@gmail.com  
 Web: generalhospitalernakulam.gov.in



# Risk Card

  
**RBSK CARD**

C/ - 5/21

**Child Health Screening Card (AWC/School/Delivery Point)**

Name of Child		Name of Mother / Other Guardian	
Gender (M/F)		Age (DOB, if available)	
NIC/SD no.		AWC/School no.	
Date of Visit		Name of the ASHA & MCH no.	
AWC/School/Address & Contact (detail)		Mobile Health Team ID	
Weight (in Kg.)		Height (in cm)	
26 / 31		129 / 132	

Circle as Applicable			
Defects at Birth	Deficiencies	Childhood Diseases	Developmental delay and disability
<ol style="list-style-type: none"> <li>1. Neural Tube Defect</li> <li>2. Down's Syndrome</li> <li>3. Cleft Lip &amp; Palate</li> <li>4. Talipes (club foot)</li> <li>5. Developmental Dysplasia of Hip</li> <li>6. Congenital Cataract</li> <li>7. Congenital Deafness</li> <li>8. Congenital Heart Disease</li> <li>9. Retinopathy of Prematurity (only at DH)</li> </ol>	<ol style="list-style-type: none"> <li>10. Anaemia</li> <li>11. Vitamin A Deficiency (Bitot's Spot)</li> <li>12. Vitamin-D Deficiency (Rickets)</li> <li>13. SAM/Stunting</li> <li>14. Goiter</li> </ol>	<ol style="list-style-type: none"> <li>15. Skin Conditions</li> <li>16. Otitis Media</li> <li>17. Rheumatic Heart Disease</li> <li>18. Reactive Airway Disease</li> <li>19. Dental Caries</li> <li>20. Convulsive Disorders</li> </ol>	<ol style="list-style-type: none"> <li>21. Vision Impairment</li> <li>22. Hearing Impairment</li> <li>23. Neuro-Motor Impairment</li> <li>24. Motor Delay</li> <li>25. Cognitive Delay</li> <li>26. Language Delay</li> <li>27. Behaviour Disorder (Autism)</li> <li>28. Learning Disorder</li> <li>29. Attention Deficit Hyperactivity Disorder</li> <li>30. Others</li> </ol>


<b>Referral (Y/N)</b>				
Facility where referral made - (Circle as applicable)				
1. CHC	2. DH	3. NRC	4. SNCA	5. DFIC
Remarks (1 <sup>st</sup> visit)			Name of Doctor & Sign (1 <sup>st</sup> visit)	
Date and Remarks (2 <sup>nd</sup> visit)			Name of Doctor & Sign (2 <sup>nd</sup> visit)	

(To be filled by mobile health team/ health care provider at delivery points)

State: Lakshadweep

Disability Certificate

**DISABILITY CERTIFICATE**  
Commissionerate of Disabilities  
Union Territory of Lakshadweep



Certificate No. 02/13 Date: 15<sup>th</sup>/2013

This is to certify that I have carefully examined Shri/Smt/Kum Hameedathubi  
Thangadullam

Date of Birth 19.10-1997 Age 16 Years, male/female ✓

Son/daughter/wife/husband of Shri/Smt Abdul Kareem

Registration No. 02

Permanent resident of House Name Thangadullam

Ward Number 1 of Island Agatti Pin Code 68055

Union Territory of Lakshadweep, whose photograph is affixed above, and satisfied that he/she, is a case of Disability. His/her extent of permanent physical impairment/disability has been evaluated as per guidelines (to be specified) and is shown against the relevant disability in the table below:

S.No.	Disability	Affected part of body	Diagnosis	Permanent physical Impairment/Mental Disability (In %)
1.	Locomotor Disability			
2.	Low Vision			
3.	Blindness			
4.	Hearing Impaired			
5.	Mental Retardation	<u>Brain</u>	<u>Mild me.</u>	<u>60%</u>
6.	Mental Illness			
7.	Multiple Disabilities			

Please strike out the disabilities which are not applicable)



The above condition is ~~progressive/non progressive/likely to improve/not likely to improve~~.  
 Reassessment of disability is:

- (i) Not necessary. Or  
 (ii) Is recommended/after \_\_\_\_\_ years \_\_\_\_\_ months, and  
 Therefore this certificate shall be valid till Permanent

The applicant has submitted the following document as proof of residence:-

Nature of Document	Date of Issue	Details of authority Issuing certificate

Board Members				
Sr.No.	Name	Designation	Signature	Stamp
1.	Dr. Apurba Adhikari	Ophthalmologist		Ophthalmologist Indira Gandhi Hospital Kavaratti, Lakshadweep
2.	Dr. Midilaj. E	Orthopedic Surgeon		Orthopedic Surgeon Indira Gandhi Hospital Kavaratti, Lakshadweep
3.	Mr. S. Karthikeyan	Clinical Psychologist		Mr. S. Karthikeyan, M.Sc., M.Phil. (Clin. Ps) Clinical Psychologist, RCI Reg. No: A0836 NIEPMD, (MSJ & E, Govt. of India) Chennai - 603 112.
4.	Mr. K.G Dhanesh	Clinical Psychologist		
5.	Mr. Kunnampallil Gejo John	Speech Therapist & Audiologist		
6.	Dr. Nevil Varghese	ENT Specialist		Dr. NEVIL, MBBS, BLO, MS Senior Resident Department of ENT Govt. Medical College M. G. Kavu, Thiruvur Reg No: 17 73



(Dr. M.C Mohammed)  
 Chairman & Medical Superintendent IGH  
 Kavaratti  
 चिकित्सा अधीक्षक  
 Medical Superintendent  
 इंदिरा गांधी अस्पताल, कवारट्टी  
 Indira Gandhi Hospital, Kavaratti  
 ഇന്ദിരാഗാന്ധി ആശുപത്രി, കവാരട്ടി

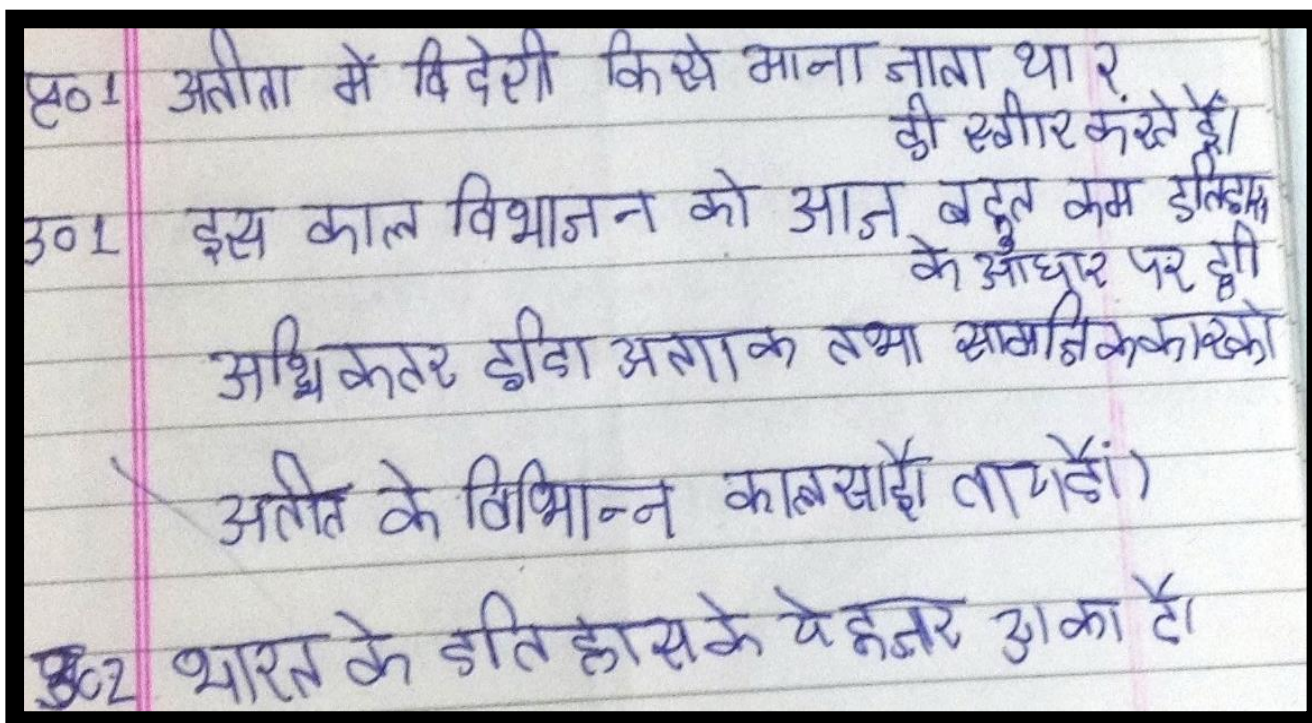
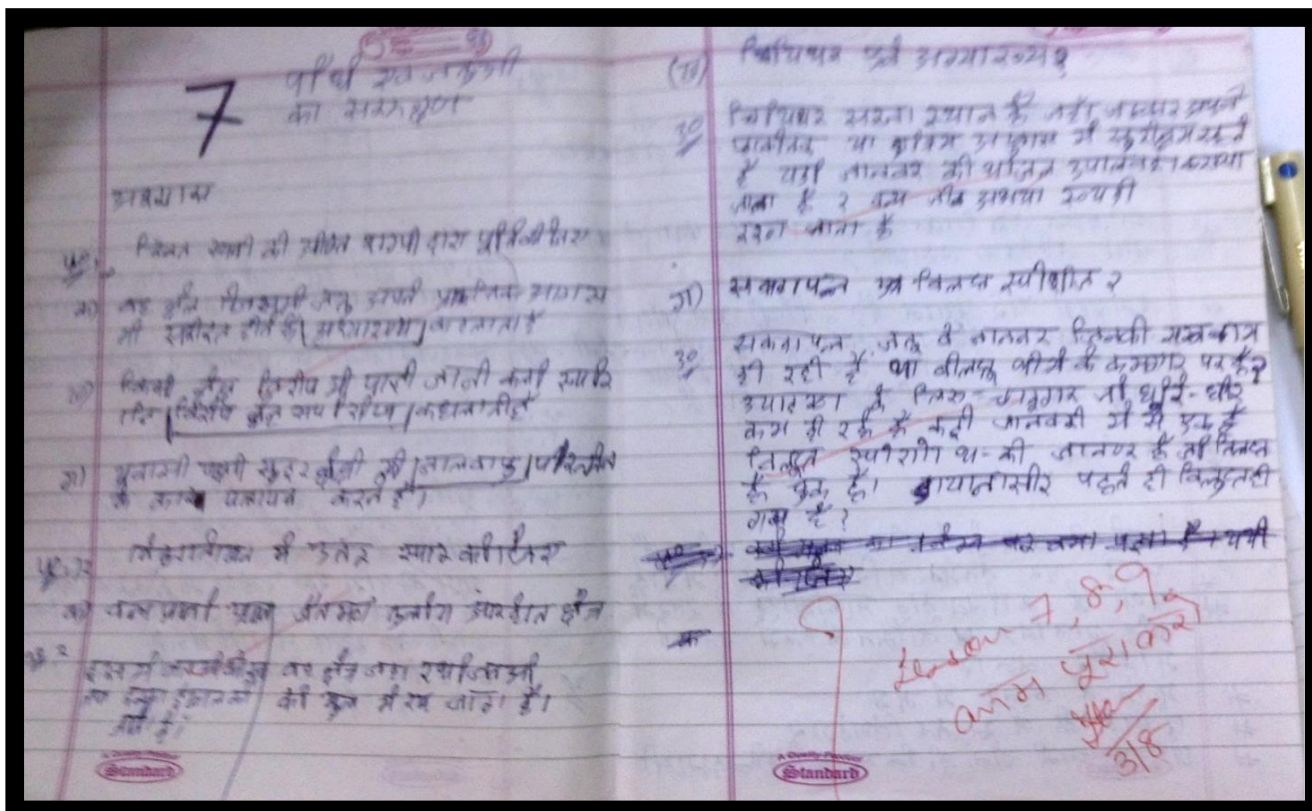
Signature/Thumb impression of the person in whose favour disability certificate is issued.

9495880261

Table-A-1.3.1.b

Writing Samples of Unidentified SLDs

State: Chandigarh









State : Kerala

5. Why do ~~all~~ <sup>actual</sup> animals have light bodies?  
Ans. All ~~all~~ <sup>actual</sup> animals have LIGHT BODIES because of light bones and feathers.

6. How are animals grouped according to the food they eat?  
Ans. According to the food animals are grouped into four classes -  
(1) Herbivores  
(2) Carnivores  
(3) Omnivores  
(4) Parasites

Date: 30/03

Discuss with your friends and list the activities which you do together with your family.

ans 1. I work with My family

ans 2. I work with My Mother

ans 3. I cook with My family

ans 4. We help our parents.

ans 5. I work in cooking and cleaning.

**ANNEXURE-1.3 (2)**  
**Learning Aids Available at Resource Centre**

RESOURCE ROOM URBAN KUDA	
LIST OF THINGS IN RESOURCE ROOM	
1 REGISTER	2
2 MATS	3
3 PLASTIC MAT	1
4 SMALL PLASTIC TABLES	5
5 SMALL PLASTIC CHAIRS	5
6 TAVOL	1
7 ANTIOMETER	1
8 NUMBER PLATES	2 SETS
9 ALPHABET PLATES	2 SET
10 SMALL ALPHABET PLATE	2 SET
11 FULL CARTOON OF TLM	2 SET
12	
13 TRANSPORTATION CHART	2 SETS
14 OPPOSITE CHART	2 SET
15 RULER	1
16 DRESSING TLM PLATE	2 SETS
17 MONTHLY CHART PLATE	2 SET
18 WEEKLY CHART PLATE	2 SETS
19 TREE PLATE	1 SET
20 HUMAN BODY PLATE	2 SETS
21 ABACUS	2 SETS
22 ANIMAL PLATE	2 SETS
23	
24 BLOCKS	2 SET
25 HAMMER PLATE	2 SETS
26	
27 ROUND WOODEN BLOCK	1 SET
28 SQUARE WOODEN BLOCK	1 SET
29 DOUGH	2 SET
30 L	
31 SKETCH PEN	4 PKTS
32 SCISSOR	1 PC
33 CLOTH CLIPS	2 DOZEN
34 EQUIPMENTS OF VI	

102 PLAY AND LEARN CARDS	
TEACHER ORGAN	1 PC
103 SMALL RED SLIPPER	1 PAIR
104 JOKER DOLL	1 PC
105 PLASTIC CAMERA	1
106 PLASTIC HORSE RIDER	1 PC
107 PLASTIC LION	1 PC
108 PLASTIC ELEPHANT	1 PC
109 PLASTIC HELICOPTER	1 PC
110 PLASTIC AUTO	1 PC
111 PLASTIC TENNIS BALL	1 PAIR
112 BIG PLASTIC BIRDS	3 PC
113 BOAT AND SAND TOOLS (6 ITEMS)	1 SET
114 JAZZ DRUM	1 PC
115 MINI ELECTRIC IRON	1 PC
116 PLASTIC FAN	1
117 PLASTIC MOBILE	1 PC
118 STEEL CUP COLOUR PENCIL	10 PKTS
119 WATER COLOUR	9 PC
120 WATER COLOUR TUBES (16 TUBES)	1 PKT
121 BRUSH	3
122 DOCTOR SET	1 SET
123 MICRO PROJECTOR	1 SET
124 BUTTERFLY PHONE	1
125 DREAM HOUSE	1
126 CROSS COUNTRY TAXI	1 PC
127 ANIMALS & WATER ANIMALS	3 PC
128 COLOURED BALLS	182 PC
129 BIG & SMALL BALLS	6
130 BASKET BALL	1
131 FOOT BALL	1
132 SOFT BALLS	45 PC
133 HARD BALLS (BELL)	6 PC
134 WATER BALLS	6 PC
135 COLOURED PAPERS	80 PC
136 ERASER ANIMALS (SMALL)	8 PC



137	PLASTIC TREES	2 PA
138	BEADS	MANY

CD.

1.	MOTHER GOOSE GOES TO SCHOOL	1 PC
	MOTHER GOOSE GOES TO THE ZOO	1 PC
	100 NURSERY RHYMES	1 - 4 volumes
	TOM & JERRY cartoon collection	1 PC
	TOM & JERRY classic collection	1 PC.
	TODDLER TUNES	1 PC
	THE BIG RACE.	1 PC.
	DVD	1 PC.
	Remote control	1 PC.
	TV + Remote control (LG)	1 PC.
	computer + keyboard full set	1 PC.
	computer table	1 PC.
	M-elody mixing.	1 PC.

(CD to be installed -)

1-	English US Tom NUANCE TTS voice -	1 PC.
2-	Zoom Office 4.1.2.	1 PC
3-	Freedom Scientific Jaws Antia-zitaco -	1 PC. Sight user.
4-	Jaws for windows 12 program DVD October 2010 -	1 PC.
5-	Tool Factory workshop -	1 PC.
6-	control the computer by voice -	1 PC.
7-	Talking typing tutorial for the visually challenged -	1 PC.
8-	magic Freedom Scientific CD A.	1 PC.
9-	magic II: screen magnification with speech -	1 PC.
10	Large Print Keyboard	1 PC.
11	X Keys	2 PC.
	intelli Keys / intelli tools	2 PC.
	one-handed typing tutor	2 PC.
	open Book - screen and reading software	2 PC CD.

139	Eveready battery	40 pair.
140	Plastic aeroplane white	<del>2</del> 2 PC.
141	plastic aeroplane blue + white.	2 PC.
142	plastic aeroplane yellow	2 PC.
143	plastic auto.	2 PC.
144	M. Bike plastic blue + silver.	4 PC.
145	Blue jeep plastic	2 PC.
146	plastic JCB (car)	2 PC.
147	multi outlet power strip	1 PC.
148	Drawing & colouring books	10 PC.
149	crayon colour	20 PC.
	S	

## Annexure –II

### Annexure -A.2.1.1

#### Enrolment of CwSLD at National Level in Classes Ist to VIIIth In Percentages to total Enrollment

Years/Classes	Ist	IIInd	IIIrd	IVth	Vth	VIth	VIIth	VIIIth	Total
2010-11	30,404	31,483	33,484	32,006	26,232	19,395	16,744	9,439	<b>1,99,187 (SLD)</b>
	30227225	27732212	26752384	25824541	24670695	21048087	19661676	17135179	<b>193036418 (Enrollment)</b>
	0.10	0.11	0.12	0.12	0.10	0.09	0.08	0.05	<b>0.10 (Percentage)</b>
2011-12	27,362	32,716	36,306	34,106	28,823	20,418	18,028	12,416	<b>2,10,175</b>
	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	<b>0.11 (Percentage) *</b>
2012-13	29,256	38,826	44,898	44,378	35,951	25,168	22,062	10,528	<b>2,51,067</b>
	28671001	27323742	27198761	26327401	25263367	22506516	21696412	20723149	<b>199710349 (Enrollment)</b>
	0.10	0.14	0.17	0.17	0.14	0.11	0.10	0.05	<b>0.13 (Percentage)</b>
2013-14	28,124	40,632	49,509	49,254	41,553	28,980	26,371	20,003	<b>2,84,426</b>
	27164511	27000299	26658523	26222911	25382196	22823791	22272059	21375196	<b>198899659 (Enrollment)</b>
	0.10	0.15	0.19	0.19	0.16	0.13	0.12	0.09	<b>0.14 (Percentage)</b>
2014-15	24,109	32,904	41,602	42,933	39,147	27,272	24,526	19,096	<b>2,51,589</b>

	2690333	25870928	2643093	2584414	254518	2289164	224168	2185731	<b>197666909**</b> <b>(Enrollment)</b>
	0.09	0.13	0.16	0.17	0.15	0.12	0.11	0.09	<b>0.13</b> <b>(Percentage)</b>

\*Raw data as collected from UDISE Database

\*\*The sum total is as per the published data.

**Source:** Elementary Education in India, Analytical Tables- 2010-11 (PP-93-94), 2011-12 (PP-95), 2012-13 (PP-103-104), 2013-14 (PP-100), 2014-15 (PP-96).

### Annexure -A.2.1.2

#### Enrollment of CwSLD at National Level in Classes Ist to XIIth

Year/Classes	IXth	Xth	XIth	XIIth	TOTAL	Total I-XII
<b>*2012-13</b>	12,416	6,732	1,053	1,088	21,289	<b>2,72,356</b> <b>(SLD)</b>
	18152960	16487143	10511992	9411790	54,563,885	<b>54563885</b> <b>(Enrollment)</b>
	0.07	0.04	0.01	0.01	0.03	<b>0.13</b> <b>(Percentage)</b>
<b>*2013-14</b>	10,517	8,183	1,583	1,317	21,600	<b>3,06,026</b> <b>(SLD)</b>
	19705128	17591555	11539225	10775089	59,610,997	<b>59610997</b> <b>(Enrollment)</b>
	0.05	0.05	0.01	0.01	0.04	<b>0.13</b> <b>(Percentage)</b>
<b>*2014-15</b>	9,266	7,292	1,403	1,299	19,260	<b>2,70,849</b> <b>(SLD)</b>
	20296590	18005009	12073475	11428323	61,803,397	<b>61803397</b> <b>(Enrollment)</b>
	0.05	0.04	0.01	0.01	0.03	<b>0.11</b> <b>(Percentage)</b>

Source: DISE

- ‘\*’ indicates that the data taken in these session years is taken from DISE (Raw Data).
- ‘#’ indicates that the data taken in respective year and class is taken from DISE (Raw Data) which represents maximum number of Learning Disabled and could not exceed the Number of LDs if compared to previous class and year.

## Annexure-A.2.1

### Annexure -A-2.1.1

#### CwSLD, CwD, Enrollment, 2010-11

State	Total enrolled students in Classes 1 <sup>st</sup> TO 8 <sup>th</sup>	Number of identified CwSLD	No. of identified CwD	% of CwSLD to CwD	% of CwSLD to Total Enrollment
Arunachal Pradesh	332065	6611	11528	57.35	1.99
Chandigarh	149002	49	808	6.06	0.03
Kerala	3438905	11849	125357	9.45	0.34
Lakshadweep	10285	117	407	28.75	1.14
Nagaland	411383	1611	4289	37.56	0.39
All India	193036418	199187	1479748	13.46	0.10

### Annexure -A-2.1.2

#### CwSLD, CwD, Enrollment, 2011-12

State	Total enrolled students in Classes 1 <sup>st</sup> TO 8 <sup>th</sup>	Number of identified CwSLD	No. of identified CwD	% of CwSLD to CwD	% of CwSLD to Total Enrollment
Arunachal Pradesh	341311	2627	8771	29.95	0.77
Chandigarh	156869	72	1347	5.35	0.05
Kerala	3819863	17918	134072	13.36	0.47
Lakshadweep	10165	138	389	35.48	1.36
Maharashtra	16185891	30359	240023	12.65	0.19
Nagaland	414405	1846	5761	32.04	0.45
All India	199053731	210175	1706909	12.31	0.11



**Annexure -A-2.1.3**  
**CwSLD, CwD,Enrollment, 2012-13**

<i>State</i>	<i>Total enrolled students in Classes 1<sup>st</sup> TO 8<sup>th</sup></i>	<i>Number of identified CwSLD</i>	<i>No. of identified CwD</i>	<i>% of CwSLD to CwD</i>	<i>% of CwSLD to Total Enrollment</i>
Arunachal Pradesh	333415	3736	14735	25.35	1.12
Chandigarh	158892	395	4312	9.16	0.25
Kerala	4091835	22401	175342	12.78	0.55
Lakshadweep	9747	238	501	47.50	2.44
Maharashtra	1.6E+07	39373	308034	12.78	0.24
Nagaland	417791	1810	9478	19.10	0.43
<i>All India</i>	<i>199711243</i>	<i>257016</i>	<i>2350220</i>	<i>10.94</i>	<i>0.13</i>

**Annexure -A-2.1.4**  
**CwSLD, CwD,Enrollment, 2013-14**

<i>State</i>	<i>Total enrolled students in Classes 1<sup>st</sup> TO 8<sup>th</sup></i>	<i>Number of identified CwSLD</i>	<i>No. of identified CwD</i>	<i>% of CwSLD to CwD</i>	<i>% of CwSLD to Total Enrollment</i>
Arunachal Pradesh	325047	2738	13011	21.04	0.84
Chandigarh	161185	1385	4499	30.78	0.86
Kerala	4101946	27804	188036	14.79	0.68
Lakshadweep	8289	99	300	33.00	1.19
Maharashtra	16158791	39114	295079	13.26	0.24
Nagaland	411695	2250	9040	24.89	0.55
<i>All India</i>	<i>198899659</i>	<i>287397</i>	<i>2534849</i>	<i>11.34</i>	<i>0.14</i>

**Annexure -A-2.1.5**  
**CwSLD, CwD,Enrollment, 2014-15**

<i>State</i>	<i>Total enrolled students in Classes 1<sup>st</sup> TO 8<sup>th</sup></i>	<i>Number of identified CwSLD</i>	<i>No. of identified CwD</i>	<i>% of CwSLD to CwD</i>	<i>% of CwSLD to Total Enrollment</i>
Arunachal Pradesh	325047	2738	13011	21.04	0.84



Chandigarh	161185	1385	4499	30.78	0.86
Kerala	4101946	27804	188036	14.79	0.68
Lakshadweep	8289	99	300	33.00	1.19
Maharashtra	16158791	39114	295079	13.26	0.24
Nagaland	411695	2250	9040	24.89	0.55
All India	198899659	287397	2534849	11.34	0.14

## Annexure-2.2 Data on CwSLD

### Annexure -A.2.2.1 Data on CwSLD at State Arunachal Pradesh

Classes	Total (Class 1 <sup>st</sup> To 8 <sup>th</sup> )	
Session (Years)	Total Available	Expected (20% of Total Enrollment)
2010-11	6,611(1.99%)	66,413
2011-12	2,627(0.77%)	68,262
2012-13	3,736(1.12%)	66,683
2013-14	2,738(0.84%)	65,009
2014-15	1,212(0.37%)	65,059

### Annexure -A.2.2-1.1 Data on CwSLD at District Lower Subansiri (Ziro)

Sr. No.	Session (Years)	Classes	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total
1.	2014-15	No. of SLD	25	23	18	10	14	14	23	17	144

### Annexure -A.2.2-1.1.1(a) Data on CwSLD at CRC, Hiza, BRC, Ziro-1, Lower Subansiri (Ziro)

Sr.	Session (Years)	Classes	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total
-----	-----------------	---------	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------	-------

No.											
1.	2015	No. of SLD	0	0	0	0	0	0	0	0	0

**Annexure -A.2.2-1.1.1(b)**

**Data on CwSLD at CRC, Tazang, BRC, Ziro-1, Lower Subansiri (Ziro)**

Sr. No.	Session (Years)	Classes	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total
1.	2015	No. of SLD	0	0	0	0	0	0	0	0	0

**Table-A.2.2-1.1.2**

**Data on CwSLD at BRC, Tamen-Raga, Lower Subansiri (Ziro)**

Sr. No.	Session (Years)	Classes	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total
1.	2015	No. of SLD	0	0	0	0	0	0	0	0	0

**Annexure -A.2.2-1.2**

**Data on CwSLD at District Papumpare (Yupia)**

Sr. No.	Session (Years)	Classes	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total
1.	2014-15	No. of SLD	18	18	23	09	02	02	03	01	76

**Annexure -A.2.2-1.2.1(a)**

**Data on CwSLD at CRC, BRC Doimukh, Papumpare**

- The data on Learning Disableds at this Resource Centre is given as follows:

Sr. No.	Session (Years)	Classes	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total
1.	2015	No. of SLD	3	6	1	0	1	0	0	0	11

**Annexure -A.2.2-1.2.1(b)**

**Data on CwSLD at BRC, Naharlagun, BRC- Doimukh, Papumpare**

- In collection with National Institute for Handicapped, Mumbai

<i>Sr. No.</i>	<i>Session (Years)</i>	<i>Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
1.	2015	No. of SLD	0	0	0	0	0	0	0	0	0

**Annexure -A.2.2-1.1.1.a.1**

**Data on CwSLD at Govt. Higher Sec. School, Hija, CRC- Hiza, BRC- Ziro-1, District- Lower Subansiri**

<i>Sr. No.</i>	<i>Session (Years)</i>	<i>Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
1.	2015	No. of SLD	0	0	0	0	0	0	0	0	0

**Annexure -A.2.2-1.1.1.b.2**

**Data on CwSLD at Govt. Secondary School, Tajang, CRC-Tazang, BRC- Ziro-1, Ziro, District- Lower Subansiri**

<i>Sr. No.</i>	<i>Session (Years)</i>	<i>Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
1.	2015	No. of SLD	0	0	0	0	0	0	0	0	0

**Annexure -A.2.2-1.2.1.a.1**

**Data on CwSLD at Govt. Primary School, Rono, CRC, BRC- Doimukh**

- Hearing Impaired are identified without Medical Certificate.

<i>Sr. No.</i>	<i>Session (Years)</i>	<i>Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
1.	2015	No. of SLD	0	0	0	0	0	0	0	0	0

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**Annexure -A.2.2-1.2.1.b.2**

**Data on CwSLD at Govt. Middle School, CRC- Naharlagun, BRC- Doimukh, Papumpare**

<i>Sr. No.</i>	<i>Session (Years)</i>	<i>Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
1.	2015	No. of SLD	0	0	0	0	0	0	0	0	0

**Annexure -A.2.2-2**  
**Data on CwSLD at UT of Chandigarh**

<i>Years/Classes</i>	<i>Total (Class 1st To 8th )</i>	
<i>Session (Years)</i>	<i>Total Available</i>	<i>Expected (20% of Total Enrollment)</i>
2010-11	49(0.03%)	29,800
2011-12	72(0.05%)	31,374
2012-13	395(0.25%)	31,778
2013-14	1,385(0.04%)	32,237
2014-15	1,019(0.63%)	32,149

**Annexure -A.2.2-2.1.1**  
**Data on CwSLD at Resource Centre, Govt. Sr. Sec. School, Sec-45, Chandigarh**

<i>Sr. No.</i>	<i>Classes</i>	<i>Pre Nursery and Nursery</i>	<i>1<sup>st</sup> to 8<sup>th</sup></i>	<i>9<sup>th</sup> &amp; 10<sup>th</sup></i>	<i>11<sup>th</sup> &amp; 12<sup>th</sup></i>	<i>Pre Nursery to 12<sup>th</sup></i>
		<i>Number of CWSN</i>	<i>Number of CWSN</i>	<i>Number of CWSN</i>	<i>Number of CWSN</i>	<i>Number of CWSN</i>
	<i>Disability</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>
		<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>
1.	Blindness	0	1	0	0	1
2.	Low Vision	0	135	62	32	229
3.	Hearing Impaired	1	15	5	1	22
4.	Speech Problem	0	191	28	8	227
5.	Orthopedic Handicap	0	40	8	9	57
6.	Cerebral Palsy	0	9	0	0	9
7.	Mental Retardation	0	65	4	0	69
8.	Mental Illness	0	0	0	0	0
9.	Autism	0	3	0	0	3
10.	SLD	0	161	11	0	172
11.	Multiple Disability	0	12	2	0	14

12.	Deaf Blindness	0	0	0	0	0
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**Annexure -A.2.2-2.1.2**  
**Data on CwSLD at GMHS, Sector-28-D, Chandigarh**

Sr. No.	Session (Years)	Classes	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
1.	2015-16	No. of SLD	0	1	9	20	28	43	33	21	155

**Annexure -A.2.2-2.1.3**  
**Data on CwSLD at Govt. Model Sr. Sec. School, Karsan, Cluster-18, Ward-18, Chandigarh**

Sr. No.	Session (Years)	Classes	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total
1.	2015	No. of SLD	0	0	0	0	0	0	0	0	0

**Annexure -A.2.2-2.1.3.1**  
**Data on CwSLD at Govt. High School, Hallomajra, Cluster-18, Ward-18, Chandigarh**

Sr. No.	Disability	No. of CWSN under SSA	No. of CWSN under RMSA	Home Based Education (HBE)
1.	No. of SLD	04	03	00

**Annexure -A.2.2-2.1.4.1**  
**Data on CwSLD at Govt. High. School, Sector-50, Chandigarh**

Sr. No.	Session (Years)	Classes	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total
1.	2015	No. of SLD	0	0	0	0	0	0	0	0	0

**Annexure -A.2.2-3**  
**Data on CwSLD at Kerala**

Years/Classes	Total (Class 1 <sup>st</sup> To 8 <sup>th</sup> )	
Session (Years)	Total Available	Expected (20% of Total Enrollment)
2010-11	11,849(0.34%)	6,87,781

2011-12	17,918(0.47%)	7,63,973
2012-13	22,401(0.55%)	8,18,367
2013-14	27,804(0.68%)	8,20,389
2014-15	8,715(0.22%)	8,09,863

### Annexure -A.2.2-3.1.1

#### Data on CwSLD at Survey by IEDC, Annamanda Panchayath (BRC: Mala), District-Thrissur

Session (Years)	Classes	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total
2014-15	No. of SLD	0	0	4	6	4	5	1	3	23

### Annexure -A.2.2-3.1.2

#### Data on CwSLD at CRC, Mala

Sr. No.	Session (Years)	Classes	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total
1.	2010-11	No. of SLD	0	0	3	3	1	2	1	1	11
2.	2011-12	No. of SLD	0	0	0	0	0	0	0	0	00
3.	2012-13	No. of SLD	0	0	0	0	0	0	0	0	00
4.	2013-14	No. of SLD	0	0	3	0	0	1	1	1	06
5.	2014-15	No. of SLD	0	0	0	6	4	5	1	3	19
6.	2015-16	No. of SLD	0	0	3	1	3	1	2	0	10

### Annexure -A.2.2-3.2.1(a)

#### Data on CwSLD at CRC, Ernakulum

Years/Classes	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total
2010	0	0	0	0	0	0	0	0	0
2011	12	14	18	13	12	10	7	10	96

2012	14	15	15	29	22	17	7	5	124
2013	12	17	10	10	12	10	7	8	86
2014	4	12	8	11	10	12	4	2	63
2015	5	7	5	3	4	10	3	3	40

#### **Annexure -A.2.2-3.2.1(b)**

##### **Data on CwSLD at BRC, Ernakulum**

<i>Years/Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
2010	13	22	29	22	35	47	55	36	259
2011	8	7	9	28	38	55	25	86	256
2012	0	0	0	0	0	0	0	0	0
2013	7	25	31	26	46	85	87	117	424
2014	0	0	0	0	8	19	21	24	72
2015	7	12	11	19	15	21	39	69	193

#### **Annexure -A.2.2-3.1.1.1**

##### **Data on CwSLD at Holy Grace Academy, Mala, Thrissur**

<i>Sr. No.</i>	<i>Session (Years)</i>	<i>Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
1.	2015	No. of SLD	0	0	0	0	0	0	0	0	0

#### **Annexure -A.2.2-3.1.1.2**

##### **Data on CwSLD at SNDPHSS, Palissery, Mala, Thrissur**

<i>Sr. No.</i>	<i>Session (Years)</i>	<i>Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
1.	2015	No. of SLD	0	0	0	0	0	0	0	0	0

#### **Annexure -A.2.2-3.1.2.1**

##### **Data on CwSLD at GUPS, Annamanda, Mala, Thrissur**

<i>Sr. No.</i>	<i>Session (Years)</i>	<i>Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
1.	2015	No. of SLD	0	0	0	0	0	0	0	0	0

**Annexure -A.2.2-3.2.1.2(a)****Data on CwSLD at Al-Ameen Public School, Edappally, Ernakulam**

<i>Years/Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
2009	1	5	8	3	2	4	2	2	27
2010	3	2	5	1	3	7	3	4	28
2011	9	3	7	1	1	5	4	2	32
2012	15	12	3	7	1	3	5	4	50
2013	6	15	12	3	7	1	6	5	55
2014	3	6	15	12	3	8	4	4	55
2015	1	3	6	15	12	3	7	1	48

**Annexure -A.2.2-3.2.1.2(b)****Data on CwSLD at Al-Ameen Public School, Edappally, Ernakulam**

<i>Years/Classes</i>	<i>9<sup>th</sup></i>	<i>10<sup>th</sup></i>	<i>11<sup>th</sup></i>	<i>12<sup>th</sup></i>	<i>Total</i>
2009	4	3	0	0	7
2010	6	4	0	4	14
2011	1	6	0	11	18
2012	5	11	0	5	21
2013	4	5	0	12	21
2014	6	4	3	6	19
2015	3	5	2	2	12

**Annexure -A.2.2-4****Data on CwSLD at UT of Lakshadweep**

<i>Years/Classes</i>	<i>Total (Class 1<sup>st</sup> To 8<sup>th</sup>)</i>	
<i>Session (Years)</i>	<i>Total Available</i>	<i>Expected (20% of Total Enrollment)</i>
2010-11	117(1.14%)	2,057
2011-12	138(1.36%)	2,033
2012-13	238(2.44%)	1,949
2013-14	99(1.19%)	1,658
2014-15	58(0.30%)	1,578

**Annexure -A.2.2-4.1****Data on CwSLD at (District) Lakshadweep**

<i>Years/Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
2012	22	27	31	20	49	32	17	40	238



2013	5	12	12	21	15	10	18	6	99
2014	1	6	6	14	14	5	4	8	58
2015	0	0	0	0	0	0	0	0	0

#### **Annexure -A.2.2-4.1.1**

##### **Data on CwSLD at CRC, Agatti**

<i>Years/Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
2012	22	27	31	20	49	32	17	40	238
2013	5	12	12	21	15	10	18	6	99
2014	1	6	6	14	14	5	4	8	58

#### **Table-A.2.2-4.1.2**

##### **Data on CwSLD at BRC, Kavarati**

<i>Years/Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
2013-14	0	1	3	5	4	2	1	2	18
2014-15	1	3	1	4	8	4	3	0	24

#### **Annexure -A.2.2-4.1.1.1**

##### **Data on CwSLD at Jr. Basic School, South Agatti, Kavarati**

<i>Disability</i>	<i>No. of CwD</i>
CwSLD	03

#### **Annexure -A.2.2-4.1.1.2**

##### **Data on CwSLD at Jr. Basic School, North Agatti, Kavarati**

<i>Years/Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
2015	0	2	0	1	1	0	0	0	4

#### **Annexure -A.2.2-4.1.1.3**

##### **Data on CwSLD at Govt. Sr. Sec. School, Agatti, Kavarati**

<i>Disability</i>	<i>No. of CwD</i>
Deaf & Dumb	0
CwSLD	0

**Annexure -A.2.2-4.1.2.1**

**Data on CwSLD at Govt. Girls Sr. Sec. School, Kavarati, Kavarati**

<i>Years/Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
2015	0	0	0	0	0	0	0	0	0

**Table-A.2.2-4.1.2.2**

**Data on CwSLD at Govt. Sr. Sec. School, Kavarati, Kavarati**

<i>Disability</i>	<i>No. of CWSN</i>
MR	02
Deaf Dumb	02
CwSLD	00

**Table-A.2.2-5**

**Data on CwSLD at State Nagaland**

<i>Years/Classes</i>	<i>Total (Class 1<sup>st</sup> To 8<sup>th</sup>)</i>	
<i>Session (Years)</i>	<i>Total Available</i>	<i>Expected (20% of Total Enrollment)</i>
2010-11	1,611(0.39%)	82,277
2011-12	1,846(0.45%)	51,731
2012-13	1,810(0.43%)	83,558
2013-14	2,250(0.55%)	43,593
2014-15	1,495(0.42%)	70,862

**Annexure -A.2.2-5.1****Data on CwSLD at (District) Dimapur, Nagaland**

<i>Years/Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
2013-14	151	75	85	71	66	65	63	31	607
2014-15	61	59	56	64	35	41	55	42	413

**Annexure -A.2.2-5.2****Data on CwSLD at (District) Kohima, Nagaland**

<i>Years/Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
2013-14	140	97	120	106	113	70	79	85	810
2014-15	37	137	128	128	119	85	68	110	812

**Annexure -A.2.2-5.1.1****Data on CwSLD at Cluster Resource Centre, Dimapur Urban, Dimapur Nagaland**

<i>Years/Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
2009-10	36	16	13	17	13	10	7	8	120
2010-11	136	79	84	86	103	65	53	62	668
2011-12	89	89	98	83	104	137	99	101	800
2012-13	2	3	17	6	5	4	4	0	41
2013-14	8	6	3	6	3	2	3	2	33
2014-15	12	8	9	9	10	1	4	1	54

**Annexure -A.2.2-5.2.3****Data on CwSLD at (EBRC) GMS L.Khel. Kohima -44 School**

<i>Years/Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
2013-14	4	8	11	2	11	10	18	11	75
2014-15	1	6	13	11	10	3	10	27	81

**Annexure -A.2.2-5.3.1****Data on CwSLD at (EBRC) Pugohoboto, Nagaland**

<i>Disability</i>	<i>No. of CwD</i>
HI	02
Dumb	01
Auto	01
Slow Learner	02
Blind	01
SLD	00

**Annexure -A.2.2-5.1.1.1****Data on SLD at Community Education Centre, Kuda, Dimapur**

<i>Disability</i>	<i>No. of CwD</i>
Not Known	05

**Annexure -A.2.2-5.2.1.1****Data on CwSLD at GMSK, Kiruphema, SechuZubza, Kohima**

<i>Sr. No.</i>	<i>Session (Years)</i>	<i>Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
1.	2015	No. of CwSLD	0	0	0	0	0	0	0	0	0

**Annexure -A.2.2-5.2.2.1****Data on CwSLD at GPSC CWSN Lower Lerie, Kohima Urban, Kohima**

<i>Sr. No.</i>	<i>Session (Years)</i>	<i>Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
1.	2015	No. of CwSLD	0	0	0	0	0	0	0	0	0

**Annexure -A.2.2-5.3.1.1****Data on CwSLD at GPS Mukalimi, Pugohoboto, Nagaland**

<i>Sr. No.</i>	<i>Session (Years)</i>	<i>Classes</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>Total</i>
1.	2015	No. of CwSLD	0	0	0	0	0	0	0	0	0

## Annexure-A.2.2.1 Policy Documents

### Annexure -A.2.2.1-1

#### Policy documents available at State Arunanchal Pradesh

Name and Address: State Office, Arunanchal Pradesh Date:

Sl. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1	Order No. AR/SSA/BRC-12/2014-15/1165	5.1.2015	Resource Person for Inclusive Education for CWSN under the head Academy Support through BRCs/URC	English	State	Districts
2	Order	5.2.2015	Release the salary of SSA Teachers	English	State	Districts
3	Circular	4.11.2014	Appointment of RPs for CWSN under BRCs	English	State	Districts
4	Order No. DSJE (DIS)-03/2012/1493	12.3.2013	Training Programme on Disability Rehabilitation	English	State	Districts
5	Order No. AR/SSA/IE/2014-15/1379	23.3.2015	3 Day State Level Awareness on CWSN	English	State	Districts
6	Order No. AR/SSA/IE-2014-15/1380	23.3.2015	4 Day State Level Capacity Building of BRCC, CRCC, RPs & School Teacher	English	State	Districts
7	Order No. AR/SSA/IE-2012-13/972	24.11.2014	Three Days World Disabled Day	English	State	Districts
8	Order No. AR/SSA/IE-2012-13	21.5.2013	Organization Programme for Parents/ Caregiver of Child with Special Needs	English	State	Districts
9	Order No. AR/SSA/IE Pt.-I/10-11/485-50	31.5.2013	Workshop & Seminar cum Review Meeting on IE	English	State	Districts, Blocks
10	Order No. AR/SSA/IE-2014-15	27.3.2015	State Level Corrective surgery camp	English	State	Districts
11	Order No. AR/SSA/IE-44/2013-14	4.7.2013	Regarding Monthly Progress Report of RTs and IE Volunteers	English	State	Districts

12	Order No. AR/SSA/BRC-12/2014-15/1166	5.1.2015	Resource Person for Inclusive Education for CWSN under the head Academy Support through BRCs/URC	English	State	Districts
13	Order No. AR/SSA/FIN-44/14-15/Pt-I	31.3.2015	Fund release for IE intervention	English	State	Districts
14.	Order	09/2014	Disability Day	English	State	District
15.	Order	12/2014	RP Appointment	English	State	District
16.	Order		Survey	English	State	District
17.	Order		Teacher Training of RPs	English	State	District
18.	PPT	Every Year	IEP format	English	State	District
19.	Training Material	April, 2015	Checklist on Identification	English	State	District BRCs, CRCs
20.	Training Material	October, 2014	CD (Including children with special needs, NCERT Primary and Upper Primary)	English	State	District, Blocks
21.	Training Material	27-31 July,2015	National Master Trainer Workshop on Inclusion of CWSN	English	Centre	State
22.	Training Material		Moving away from Labels	English	Centre	State
23.	Guidelines		Guidelines on Barrier free Environment in Schools for CWSN	English	Centre	State
24.	Training Material		Education of CWSN	English	Centre	State
25.	Training Material		“Abhi-Prerna”	English	Centre	State
26.	Training Material		Handbook on Inclusive Education	English	Centre	State
27.	Training Material		Teacher Training Modules	English	Centre	State
28.	Training Material		Handbook for Teachers	English	Centre	State

29.	Training Material		Modules for training of in-service teacher	English	Centre	State
30.	Training Material		Including CWSN Primary Stage	English	Centre	State
31.	Training Material		Including CWSN Upper Primary Stage	English	Centre	State
32.	Guidelines	2013	Rights of children to free and compulsory education (RTE) Act 2009	English	Centre	State
33.	Training Material	2011	Understanding Inclusive Practices in Schools	English	Centre	State
34.	Training Material	7-9 <sup>th</sup> December, 2006	Background material for state level workshop on inclusive education in SSA	English	Centre	State
35.	Module		Causes and Characteristics of children	English	Centre	State
36.	Training Material		Awareness cum Training Packages in Disability (Cerebral Palsy)	English	Centre	State
37.	Training Material	3-5 <sup>th</sup> August, 2008	Background material for state level workshop on inclusive education in SSA	English	Centre	State
38.	Guideline		Overview of Inclusive Education (IE)	English	Centre	State
39.	Training Material		Awareness cum Training Packages in Disability (Visual Impairment)	English	Centre	State
40.	Training Material		Inclusive: An Introduction	English	Centre	State
41.	Training Material		National Institute of the Mentally Handicapped	English	Centre	State
42.	Confluence		Reaching out to Children with Mental Disabilities	English	Centre	State
43.	Training Module		Training Module on Hearing Impairment	English	Centre	State
44.	Training Material	2013	The right of children to free and compulsory Education Act, 2009	English	Centre	State

45.	Training Material		Toy Kit for Kids with Developmental Disabilities	English	Centre	State
46.	Training Material		Study Material for Master Trainers	English	Centre	State
47.	Training Material		Primary Maths for Involving Minds	English	Centre	State
48.	Training Material		For a secure Tomorrow-How families can save for the future if their Disabled Members	English	Centre	State
49.	Training Material		Handbook on Disability	English	Centre	State
50.	Training Material		SSA Framework for Implementation	English	Centre	State
51.	Training Material	October, 2007	A study on the impact of DEP-SSA Intervention Through Teleconferencing on Professional Development SSA Functionaries	English	Centre	State
52.	Order	09/2014	Disability Day	English	State	District
53.	Order	12/2014	RP Appointment	English	State	District
54.	Order		Survey	English	State	District
55.	Order		Teacher Training of RPs	English	State	District
56.	Module	2004-05	Inclusive Education	English		District

### Annexure -A.2.2.1-1.1

#### Policy level documents at Lower Subansiri

S. No.	Type(circular/guide line/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Learning Material	Oct, 2014	Appointment of RP and IE Training Materials on Disability	English	State	District



## Annexure -A.2.2.1-1.2

### Policy level documents at District- Papumpare

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1	Order No. ED/PP/SSA/IE-67/2014-15	22.12.2014	Services of RTs and IE Volunteers	English	District	Schools
2	Order No.AR/SSA/BRC-12/2014-15/938	4.11.2014	Services of RTs and IE Volunteers	English	District	Blocks
3	Order No. ED/PP/SSA/IE-67/2012-13	23.5.2013	Organization Programme for Parents/ Caregiver of Child with Special Needs	English	District	State
4	Order No. ED/PP/SSA-67/2012-13	13.3.2013	Organization Programme for Parents/ Caregiver of Child with Special Needs	English	District	District and Block
5	Order No. ED/PP/SSA/IE-67/2014-15	25.3.2015	3 Day State Level Awareness on CWSN	English	District	Blocks
6	Order No. ED/PP/SSA/IE-67/2014-15	25.3.2015	4 Day State Level Capacity Building of BRCC, CRCC, RPs & School Teacher	English	District	Blocks, Cluster and RPs
7	Order No. ED/PP/SSA/IE-67/2012-13	27.11.2014	Three Days World Disabled Day	English	District	Blocks
8	Order No. ED/PP/SSA-67/2010-11	17.8.2011	Furnishing of Medical Assessment Camp Report	English	District	State
9	Order No. ED/PP/SSA-67/2010-11	21.5.2012	Classroom Management of CWSN students	English	District	Blocks, Cluster and RPs
10	Circular No. ED/PP/SSA/IE-67/2008-09	16.8.2012	Furnish the list of the students for corrective surgeries and treatment for cleft palate/cleft	English	District	State, Blocks/Clusters, Schools
11	Order No. ED/PP/SSA-67/2012-13	23.5.2013	Organization Programme for Parents/ Caregiver of Child with Special Needs	English	District	State, Blocks & Clusters
12	Order No. ED/PP/SSA-67/2012-13	4.6.2013	Workshop & Seminar cum Review Meeting on IE	English	District	State
13	Circular No. ED/PP/SSA/IE-67/2014-15	2.4.2015	State Level Corrective surgery camp	English	District	State

14	Order No. ED/PP/SSA-29/2013-14	8.11.2013	Press Release about Assistive Distribution for CWSN	English	District	The Editor, Arunanchal Times/Echo of Arunanchal/ Arunanchal Front
15	Order No. ED/PP/SSA/IE-67/2014-15	30.1.2015	Engagement of RPs for Inclusive Education	English	District Mission Office	State, District, Blocks, Schools
16	Order No. ED/PP/SSA/TRG-47/2007-08	15.5.2009	Ten days in-service training programme	English	District	Blocks
17	Circular	July, 2015	Medical Assessment Camp	English	District	Head Quarter
18	Order	July, 2015	Appointments of RPs	English	District	BRC

#### **Annexure -A.2.2.1-1.2.1**

##### **Policy level documents at Block- CRC, BRC, Doimukh, Itanagar**

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Circular	July, 2015	Medical Assessment Camp	English	BRC	School
2.	Order	July, 2015	Appointments of RPs	English	BRC	School

#### **Annexure -A.2.2.1-1.2.2**

##### **Policy level documents at Block- CRC, BRC, Naharlagun, Papumpare**

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Training Material	April, 2015	Checklist on Identification	English	District	Blocks, CRCs
2.	Training Material	October, 2014	CD (Including children with special needs, NCERT Primary and Upper Primary)	English	District	Blocks, Schools
3.	Circular	July, 2015	Medical Camp	English	District	Block, School

**Annexure -A.2.2.1-1.2.2.1****Policy level documents at School- Govt. Middle School, Doimukh**

S. No.	Type(circular/guideline/ other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Circular	July, 2015	Medical Camp	English	District	School

**Annexure -A.2.2.2-2.1****Policy level documents at State: Chandigarh**

S. No.	Type(circular/guideline/ other)	Date	Content/Subject	Language	Issued from	Issued to
1	Circular	11.9.2014	Record maintenance of Inclusive Education at Cluster Level	English	State	Clusters
2	Letter No. PD/SSA/IE/2014/558-688	29.4.2014	Requirement of Escort and Transport allowance for CWSN	English	State	School
3	Order No. SPD/SSA/AB/2013/6029-33	3.12.2013	Information regarding requirement of additional budget for transport and escort allowances to CWSN for 4 <sup>th</sup> quarter i.e. Jan-Mar-2014	English	State	Cluster/School
4	Memo No. SPD/SSA/IE/2013/6159-311	23.8.2013	Guidelines for utilization of transport and Escort allowance for CWSN	English	State	Cluster/School
5	Memo No. PD/SSA/IE/2015/938-1069	12.5.2015	Requirement of transport and escort allowances to CWSN	English	State	Cluster/School
6	Memo No. PD/SSA/IE/2015/263-316	13.4.2015	Redistribution of large print books to children with low vision	English	State	Cluster/School
7	Memo No. PD/SSA/IE/2014/949-7054	20.11.2014	Handbook including CWSN at Primary Level	English	State	Cluster/School
8	Memo No. PD/SSA/IE/2013/6076-102	22.8.2013	Paradigm shift in inclusive education for mainstreaming of CWSN from HBE and SRP	English	State	School
9	Memo No. PD/SSA/IE/2013/5161-5268	23.7.2013	Information regarding children with disabilities in Govt. Schools	English	State	School
10	Memo No. PD/SSA/IE/2014/6330-348	23.8.2013	Therapy camps for children with special needs	English	State	Cluster/School

11	Memo No. PD/SSA/IE/2013/2877-3020	20.5.2013	Assessment camp for CWSN Enrolled in Schools/ HBE	English	State	All Schools
12	Memo No. PD/SSA/IE/2013/2877	12.4.2013	Providing Home Based Education for CWSN	English	State	Schools
13	Memo No. PD/SSA/IE/2014/4063-81	11.9.2014	Providing Home Based Education for CWSN by appointing Education Volunteers	English	State	Clusters
14	Memo No. PD/SSA/IE/2012/868-975	12.4.2013	Providing Home Based Education for CWSN	English	State	Clusters
15	Memo No. PD/SSA/IE/2014/7228-7334	21.11.14	Assessment camp for CWSN enrolled in schools	English	State	School
16	Memo No. PD/SSA/IE/2013/9803-930	3.12.2013	Medical assessment camp for children with m Mental Retardation, Hearing Impairment and Visual Impairment	English	State	Clusters
17	Memo No. SPD/SSA/AB/RK-II/2014/5971-90	9.10.2014	Accessible & Barrier free School Building for CWSN	English	State	Clusters, Schools
18	Guidelines		Evaluation Guidelines for CWSN in Inclusive Class-rooms	English	State	
19	File	2013-14	Teacher Training	English	State	
20	File	2014-15	Teacher Training	English	State	
21	File	2013-14	Fund details under Inclusive Education	English	State	
22	File	2014-15	Fund details under Inclusive Education	English	State	
23	Research Journal	Nov-Dec, 2013	Scholarly Research Journal for Interdisciplinary Studies	English	State	
24	Module	2013-14	Training Module on Disability	English	State	Cluster
25	Module	2014-15	Training Module on Disability	English	State	Cluster
26	File		Record of CWSN	English	State	

27	Circular	19.9.2014	List of equipments	English	State	School
28	Circular	4.3.2014	Release of Grant	English	State	Cluster
29	Circular	23.4.2013	Appointment of RPs	English	State	Cluster, School
30	Circular	19.2.2010	CBSE Relaxation	English	State	Cluster
31	Circular	12.4.2013	Duties of RPs	English	State	RP, SSA Coordinat or
32	Order		Medical Camps	English	State	RP, Cluster
33	Order	2013	Assessment Camps	English	State	Clusters, Schools
34	Circular	19.9.2014	List of equipments	English	State	School
35	Circular	4.3.2014	Release of Grant	English	State	Cluster
36	Circular	23.4.2013	Appointment of RPs	English	State	Cluster, School
37	Circular	19.2.2010	CBSE Relaxation	English	State	Cluster
38	Circular	12.4.2013	Duties of RPs	English	State	RP, SSA Coordinat or
39	Order		Medical Camps	English	State	RP, Cluster
40	Order	2013	Assessment Camps	English	State	Clusters, Schools

**Annexure -A.2.2.2-2.1.1****Policy level documents at Cluster- Resource Centre, Cluster-10, Ward-10**

S. No.	Type(circular /guideline /other)	Date	Content/Subject	Language	Issued from	Issued to
1	Circular	19.9.2014	List of equipments	English	State	School
2	Circular	4.3.2014	Release of Grant	English	State	Cluster
3	Circular	23.4.2013	Appointment of RPs	English	State	Cluster, School
4	Circular	19.2.2010	CBSE Relaxation	English	State	Cluster
5	Circular	12.4.2013	Duties of RPs	English	State	RP, SSA Coordinator
6	Order		Medical Camps	English	State	RP, Cluster
7	Order	2013	Assessment Camps	English	State	Clusters, Schools
8	Memo No. GHS/Smart-50/2014/570-71	27.5.2014	Requirement of Escort and Transport allowance for CWSN	English	School	School
9	Memo No. GHS-50/2015/85	20.5.2015	Requirement of Escort and Transport allowance for CWSN	English	School	School
10	Letter		CBSE Relaxation	English	CBSE	School
11	Training Material		Inclusive	English	NUEPA	
12	Training Material		Inclusive Education	English	Amar Jyoti	
13	Training Material		Inclusive Educations	English	NCPCR	
14	RTI		State-wise commission Act	English		
15	Guidelines		Guidelines of Assessment Camp	English	SSA MSI &W	

**Annexure -A.2.2.2-2.1.2****Policy level documents at Cluster- Cluster-13, Ward-13, Block-28, Sec-28**

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1	IEP	2014-15-16	CWSN	English-Hindi	School	Student
2	Write-up	2014-15-16	Inclusive Edu.	English-Hindi	CRC	School
3	Guidelines	2014-15-16	Inclusive Edu.	English	CRC	School
4	Modified Syllabus	2014-15-16	CWSN	English-Hindi	Teacher	Student
5	Modified Paper	2014-15-16	CWSN	All Subjects	Teacher	Student

**Annexure -A.2.2.2-2.1.4****Policy level documents at Cluster- Cluster-16, Ward-16, GHS, Sec-50, CDG**

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Memo No. PD/SSA/IE/2013/5161-5268	23.7.2.13	Information regarding Children with disabilities in Govt. Schools	English	School	State Resource Centre
2.	Memo No.32	18.4.2015	Submission of large print books	English	School	Urban Resource Centre
3.	Memo No.725	17.9.2014	Regarding Record maintenance of Inclusive Education at Cluster Level	English	School	State
4.	Memo No. GHS/Smart-50/2014/570-71	27.5.2014	Requirement of Escort and Transport allowance for CWSN	English	School	State

**Annexure -A.2.2.3-3****Policy level documents at State Kerala**

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Circular No.	16/12/1995	Enrollment of	Malayalam	DPI	Districts

	67996/IED/95		CWSN			
2.	Letter G.O (RT) No. 4276/2000	21/10/2000	Examination	Malayalam	G. Edn.	Districts
3.	Order G.O.(Rt.) No.110/05/G.Edn.(G) Deptt.	6.1.2005	Examination concession to CWSN	English	State	Districts
4.	Order No.IED/69681/13/DPI	5.3.2014	Examination concession to CWSN	English	State	Districts
5.	Circular	02-03-2015	Curriculum Adaptation	Malyalam	State	Districts, Blocks
6.	Circular	31-10-2012	Curriculum Adaptation	Malyalam	State	Districts, Blocks
7.	Circular	17-06-2009	Training Programme on Autism and LD	English	State	Districts
8.	Circular	28-02-2014	Duties and Responsibilities of RTs	Malyalam	State	Districts, Blocks
9.	Circular	24-11-2014	Co-Living camps to CWSNs	Malyalam	State	Districts, Blocks
10.	Circular	28-02-2014	Therapeutic training to RTs 10 Days	Malyalam	State	Districts, Blocks
11.	Circular	03-01-2014	IEDC Teacher Training	Malyalam	State	Districts
12.	Order No. IED/51356/14/DPI	27.1.2015	Examination Concession to Children with Special Needs(CWSN)	English	State	District, Schools
13.	Circular	2009	Survey and Identification , Block wise identification form	English	State	District
14.	Module	2014-15	Grace Marks 20%	Malayalam	State	District
15.	Letter	2009	CWSN Checklist	English	State	District



16.	G.O (RT) No. 4276/2000	21/10/2000	Examination	Malayalam	G. Edn.	Districts
17.	G.O (RT) No. 4276/2000	21/10/2000	Examination	Malayalam	G. Edn.	DPI, Districts
18.	Scholastic Background			Malayalam	State	

### Annexure -A.2.2.3-3.1

#### Policy level documents at District- Thrissur, Kerala

Sr. No.	Type(circular /guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Circular	02-02-2015	Model Inclusive School activities	English	District	Block
2.	Circular	16-11-2011	Construction of Barrier Free Environment	English	District	Block
3.	Circular No. 67996/IED/95	16/12/1995	Enrollment of CWSN	Malayalam	DPI	Districts
4.	G.O (RT) No. 4276/2000	21/10/2000	Examination	Malayalam	G. Edn.	Districts
5.	F.No.10/8/2014 GSSSK (DP)	20/10/2014	SSLC Exam 2015- Forwarding application to allow scribe- Reg.	English	School	State
6.	F.No.10/8/2014 GSSSK (DP)	11/11/2014	Request for Scribe to SSLC Examination 2015- Reg.	English	School	State
7.	F.No.10/33/2015 (CBSE)	15/10/2014	Online Registration of IX Standard Students	English	School	CBSE Regional Office
9.	Circular No. 67996/IED/95	16/12/1995	Enrollment of CWSN	Malayalam	DPI	Districts
10.	G.O (RT) No. 4276/2000	21/10/2000	Examination	Malayalam	G. Edn.	DPI, Districts
11.	Circular	02-03-2015	Curriculum Adaptation	Malayalam	State	District, Block
12.	Circular	31-10-2012	Curriculum Adaptation	Malayalam	State	District, Block
13.	Circular	17-06-2009	Training programme on Autism & LD	English	State	District

14.	Circular	28-02-2014	Duties & Responsibilities of RTs	Malayalam	State	District, Block
15.	Circular	24-11-2014	Co-Living Camps to CWSNs	Malayalam	State	District, Block
16.	Circular	28-02-2014	Therapeutic training to RTs 10 Days	Malayalam	State	District, Block
17.	Circular	03-01-2014	IEDC Teacher Training	Malayalam	State	District

### Annexure -A.2.2.3-3.1.1

#### Policy level documents at Block-Mala

Name and Address: Date:

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	PPT		Differentiated Instruction: What's Different About That?	English	BRC	
2.	Handout		Inclusive Education	English	BRC	
3.	Video Clip		Video of the Class	Malyalam	BRC	
4.	Slide presentation		Inclusive Education	Malyalam	BRC	
5.	PPT		IEDC activities of BRC Mala	English	BRC	

- The BRC is functioning on the policy of free and compulsory Quality Education to all children in the age of 6 to 14 Years as per RTE Act.

### Annexure -A.2.2.3-3.1.1.1

#### Policy level documents at School- Holy Grace Academy, Mala

Name and Address: Date: 07/09/2015

S.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
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<b>No.</b>						
1.	Circular		Assessment of Learning Disables	English		School
2.	Handbook		Handbook on Learning Disability	English	Research Wing, School	School
3.	Letter	15.10.2015	Regarding the provision enabled for challenged Children	English	School	Regional Office, CBSE
4.	Letter	11.10.2014	Class Teachers Report regarding students of Class IX	English	School	Regional Office, CBSE
5.	Certificate	20.9.2014	Regarding difficulty in spelling, reading and expensive writing task of Malayalam	English	Govt. Hospital, Mala	School
6.	Learning Material	2014-15	Grade level assessment device for children with Learning Problems	Malyalam		School
7.	Classroom Assessment	20.6.2015	Subject Teacher Response	English	School	School
8.	Learning Material		Class-wise Printed Learning Materials	English	School	
9.	File		Record of Individual Children in each class	English	School	

### Annexure -A.2.2.3-3.1.1.2

#### Policy level documents at Cluster-Mala

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Letter		Examination Concession	English	School	CBSE

### 3.2 Policy level documents at District- Ernakulam, Kerala

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1	Letter	2009	CWSN Checklist	English	State	District
2	Circular	Each Year	Identification form	English	District	School
3	Circular	2012	Home Based Education	English	District	Home Based Education
4	Order	2012-13	Detailed Record of CWSN	English	District	R.P./Schools
5	Training Material	2014	Assignment for RTs in School	English	District	R.T./School

**Annexure -A.2.2.1-3.2.1**  
**Policy level documents at Block- Ernakulum**

Sr. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Circular	2002	Extra Time	Malayalam	District	Block
2.	RP Module		Scribe Provisions	Malayalam	District	Blocks
3.	Scholastic Background			Malayalam	State	
4.	PPT	2014-15	Inclusive Education for Children with Special Needs	English	BRC	BRC, Ernakulam
5.	Training Material	23.6.2015	Improve the learning level of students by using I.C.T. method	English	BRC	BRC, Ernakulam

**Annexure -A.2.2.1-3.2.1.1**  
**Policy level documents at School- Al-Ameen Public School, Edappally**

Sr. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Circular	28-08-2014	Grant of Extra Time/ Change of Subject-reg.	English	CBSE	School
2.	Circular	23-09-2014	Grant of an Additional Time-reg.	English	CBSE	School
3.	Circular	02-09-2014	Grant of Extra Time/ Change of Subject-reg.	English	CBSE	School
4.	Certificate	29-08-2014	Provision of Extra Time	English	School	AISSCE (All India Senior School Certificate Examination)
5.	Circular	29-08-2014	Request for exam provisions for AISSCE-2015	English	School	CBSE, Regional Office

#### Annexure -A.2.2.4-4

#### Policy level documents at State and State of Lakshadweep

S. No.	Type(Circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Guideline	2011	SSA Norms and Guidelines	English	State	RP's, Headmasters
2.	Book	2015	NCERT Books	English	NCERT	Headmasters
3.	Order	2014	Disable Day	English	State	
4.	Order	2015	Transport Allowance	English	State	CRC
5.	Order	10/03/2014	Conduct of Medical assessment camp for CWSN	English	State	Member Secretaries in all Islands
6.	Order F.No.:1/15/2013 Edn. (SSA)/563	16.01.2015	Implementation of SSA	English	State	Member Secretary, SSA School Management Committee Agatti
7.	Order	2015	Transport & Escort Allowance	English	State	CRC

8.	Order	10/03/2014	Conduct of Medical assessment camp for CWSN	English	State	Member Secretaries in all Islands
9.	Order	20.7.2015	Teacher Training Schedule under SSA	English	State	Secretary(Education) and Vice President of Lakshadweep
10.	Order FNO 3.1.2014Edn(RMSA)-18	3.1.2014	Furnishing the details of children in Special Needs (CWSN) regarding	English	State Mission Director, RMSA	Schools
11.	Order FNO 3.1.2014Edn(RMSA)-23	23.7.2015	Furnishing the details of children in Special Needs (CWSN) regarding	English	State Mission Director, RMSA	Schools
12.	Medical Certificate (4)	15/4/2013	Disability Certificate	English	Commissioner of Disability	Schools
13.	Medical Certificate (4)	28.12.2015	Disability Certificate	English	Indira Gandhi Hospital, Kvarati	School
14.	Order F.No. 1/2014-Edn (RMSA)/273	28.1.2015	Implementation of IEDSS scheme under RMSA	English	State	The Member Secretaries, SDMC in Concerned Island and CRC Co-coordinator
15.	Office Order	10/2014	Module preparation for Handling CWSN	English	State SSA	CRC/Principal
16.	Office Order	01/2015	Transport/Escort Allowance	English	State SSA	CRC/School Management Committee
17.	Office Order	03/2014	Norms for Assessment Camps	English	State	CRC
18.	Office Order	03/2014	Norms for Assessment Camps	English	State	Member Secretary
19.	Office Order	10/2014	Module preparation for Handling CWSN	English	State SSA	CRC/Principal
20.	Office Order	01/2015	Transport/Escort Allowance	English	State SSA	CRC/School Management Committee
21.	Office Order	03/2014	Norms for Assessment Camps	English	State	CRC

22.	Order	8/2013	Details of CWSN	English	State	CRC
23.	Order	03/2014	Medical camp fund	English	State	CRC
24.	Order	03/2014	Organization of camp	English	State	CRC

\*File s maintained on funds and orders.

#### **Annexure -A.2.2.4-4.1.1**

##### **Policy level documents at Clusters Agatti**

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Office Order	10/2014	Module preparation for Handling CWSN	English	State SSA	CRC/Principal
2.	Office Order	01/2015	Transport/Escort Allowance	English	State SSA	CRC/School Management Committee
3.	Office Order	03/2014	Norms for Assessment Camps	English	State	CRC
4.	Office Order	03/2014	Norms for Assessment Camps	English	State	Member Secretary

#### **Annexure -A.2.2.4-4.1.1.1**

##### **Policy level documents at Govt. Basic School, Agatti**

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Order	03/2015	Escort Circular	English	CRC	School

#### **Table-A. 2.2.4-4.1.1.2**

##### **Policy level documents at Jr. Basic School, North Agatti**

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Circular	--	Escort	English	CRC	Headmaster

#### **Annexure -A. 2.2.4-4.1.1.3**

##### **Policy level documents at Govt. Sr. Sec. School, Agatti**

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
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1.	Letter F.No.3/1/2015-16 RMSA AGT	10.8.2015	Furnishing the details of children in Special Needs (CWSN) regarding	English	School	State Mission Director, RMSA
2.	Letter F.No.2/3/2013GSSS A (SSLC)/1212	24.10.2014	Providing Examination Concessions for SSLC Examination	English	School	District

#### Annexure - A.2.2.4-4.1.2

##### Policy level documents at CRC, BRC, Kavarati

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Order	8/2013	Details of CWSN	English	State	CRC
2.	Order	03/2014	Medical camp fund	English	State	CRC
3.	Order	03/2014	Organization of camp	English	State	CRC

#### Annexure -A.2.2.4-4.1.2.1

##### Policy level documents at Govt. Girls Sr. Sec. School, Kavarati

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	School informed that all Policy Documents are in the CRC Only.					

#### Annexure -A.2.2.4-4.1.2.2

##### Policy level documents at Govt. Sr. Sec. School, Kavarati

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Guideline	05/2015	Handbook of NCERT	English	SSA Wing	Schools
2.	Office Order		Handbook on Children with Special Needs- Primary Stage	English	Dept. of Education	School
3.	F.No.10/8/2014 GSSSK (DP)	20/10/2014	SSLC Exam 2015- Forwarding application to allow scribe- Reg.	English	School	State



4.	F.No.10/8/2014 GSSSK (DP)	11/11/2014	Request for Scribe to SSLC Examination 2015- Reg.	English	School	CBSE
5.	F.No.10/33/2015 (CBSE)	15/10/2014	Online Registration of IX Standard Students	English	School	State
6.	F.No.10/33/2015 (CBSE)	15/10/2014	Online Registration of IX Standard Students	English	School	CBSE, Regional Office

**Annexure -A.2.2.5-5**  
**Policy level documents at State Nagaland**

S. No.	Type(circular/guideline/ other)	Date	Content/Subject	Language	Issued from	Issued to
1.	DISE Data	2014	Enrollment of CWSN	English	NUEPA	SSA Nagaland
2.	Appraisal Report	2015	AW & B	English	SSA DELHI, MHRD	SSA Nagaland
3.	Letter	2014	Inclusive Education Including children with Special Needs Primary Stage	English	NCERT	SSA Nagaland
4.	Brochure (we play- we learn)	2014	Inclusive Education	English	NGO, Chennai	SSA Nagaland
5.	SSA Frame Work	2008	SSA Framework	English	State	Block
6.	Confluence	2011-12	Magazine	English	State	Block
7.	SSA Modules	2014	CP, Multiple Disabilities, HL, Deaf, Blind, Autism, VI , MR	English	MHRD	State Mission
8.	Circular	2015	3 days workshop at Dimapur in Convergence with ATJNIHH Mumbai and SSA Nagaland w.e.f.28-3-	English	SSA State Office	District Education Dept.
9.	Order	30.3.2015	Salary for CWSN RPs under EBRC Head 2014- 15	English	State	District
10.	Order No SSA/NAGA/IED(R/F) 2010-11(pt)	31.3.2014	Release of fund for assessment camp under I.E. 2013-14	English	State	District

11.	Order	2015	Regular teacher appointment State Policy	English	SSA State Mission	State Directorate
12.	Order	2015	SSA contractual appointment 2015	English	SSA State Mission	State Directorate
13.	Circular	2009	Survey and Identification form , Block wise identification form	English/All Naga Language	State	District
14.	Letter	2009	CWSN Check List	English	State	District
15.	Plan of Action	2014	Research proposed of SCERT	English	SCERT	District
16.	Order	2014	Checklist	English	SSA State	District
17.	Order	2014	AW & P , Budget	English	SSA State	District
18.	Circular	No Date	Special Trg. Of OOSC: Guide Book	English	SCERT	EBRC
19.	File	2014-15	Student Health Card	English	Dept. of Health and Family Welfare, Nagaland	State, District
20.	File	2014-15	Referral Card	English	Medical Officer, State	State, District

### Annexure -A.2.2.5-5.1

#### Policy level documents at District- Dimapur, Nagaland

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Circular	2009	Survey and Identification form , Block wise identification form	English/All Naga Language	State	District
2.	Letter	2009	CWSN Check List	English	State	District
3.	Circular	Yearly	CWSN Identification	English	District	Schools
4.	Circular	Yearly	CWSN Details Information	English	District	H.B. Teachers
5.	Order	2012-13	CWSN Details	English	District	School

6.	Training Material	2014	Assignment for R.T. in Schools	English	District	School
7.	File	2009-2015	Record of Learning Disability	English	District	

### Annexure -A.2.2.5-5.1.1

#### Policy level documents at Block- Dimapur Urban

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Attendance Register	----	Of five children coming to Resource Room	English	EBRC	----

### Annexure - A.2.2.5-5.1.1.1

#### Policy level documents at School- Community Education Center, Kuda (Dimapur)

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
Not found any thing						

\*Block Resource Centre at Kuda has records at District office.

### Table- A.2.2.5-5.2

#### Policy level documents at District - Kohima, Nagaland

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	UDISE Data	2015	Number	English	EBRC	District
2.	Plan of Action	2014	Research proposed of SCERT	English	SCERT	District
3.	Order	2014	Checklist	English	SSA State	District
4.	Order	2014	AW & P , Budget	English	SSA State	District

5.	Letter NO.DEO (K)/SSA-65(IE)/2004-05/(Pt.V):650	21.10.2014	Assessment Camp for CWSN	English	District	Village/Colony/ Panchayath/VE C/WEC/SMB
6.	Circular		Assessment Camp	English	District	School
7.	Circular		Distribution of Aids	English	District	School
8.	Circular No.DEO(K)/SSA-65/2004-05(Pt-6):351	15.7.2013	Distribution of Aids & Appliances	English	District	School

### Annexure - A.2.2.5-5.2.1.1

#### Policy level documents at GMSK, Kiruphema, Kohima

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Circular	2013	Medical Assessment Camp	English	EBRC	School
2.	Formats	-	DISE	English	District	School
3.	Circular	No Date	Special Trg. Of OOSC: Guide Book	English	SCERT	EBRC
4.	Format	-	Monitoring format, Head Teacher	English	EBRC	School
5.	Circular	2015	No Detention Policy	English	Director	School
6.	Circular	2015	Teacher Training on House Hold Survey	English	Director	School

### Annexure - A.2.2.5-5.2.3

#### Policy level documents at Block- L.Khel, Kohima

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Quality Monitoring Tool : Class Room Observation Schedule	03/06/15	Classroom observation by cluster resource person	English	District	BRC
2.	Quality Monitoring Tool		School Management Committee	English	District	BRC

3.	School monitoring format		Head Teacher	English	District	BRC
4.	Order	Once a year.	DISE Format	English	EBRC	School

### Annexure -A.2.2.5-5.3.1

#### Policy level documents at Block- Pugohoboto, Nagaland

S. No.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to
1.	Quality Monitoring Tool : Class Room Observation Schedule	03/06/15	Classroom observation by cluster resource person	English	District	BRC
2.	Quality Monitoring Tool		School Management Committee	English	District	BRC
3.	School monitoring format		Head Teacher	English	District	BRC
4.	Order	Once a year.	DISE Format	English	EBRC	School

**Annexure-A.2.2.3**

**Table-A.2.2.3(a)**

**Availability of Policy Documents at States**

S. N.	Content/Subject of Policy Document	Medical Assessment		Appointment of RPs/RTs		Escort and Transport Allowances		Teacher Training		Provisions/Concessions for Examination		Home Based Education	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.	Arunachal Pradesh	✓		✓			✓	✓			✓	✓	
2.	Chandigarh	✓		✓		✓		✓		✓		✓	
3.	Kerala	✓		✓			✓	✓		✓			✓
4.	Lakshadweep	✓		✓		✓		✓		✓			✓
5.	Nagaland	✓		✓			✓	✓			✓		✓
	Total	5/5		5/5		2/5		5/5		3/5		2/5	

**Table- A.2.2.3(b)**

**Availability of Policy Documents at Districts**

S. N.	Content/Subject of Policy Document	Medical Assessment		Appointment of RPs/RTs		Escort and Transport Allowances		Teacher Training		Provisions/Concessions for Examination		Home Based Education	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.1	Lower Subansiri (Ziro), (A.P.)	✓		✓			✓	✓			✓	✓	
1.2	Papumpare (A.P.)	✓		✓			✓	✓			✓		✓
2.1	Chandigarh	✓		✓		✓		✓		✓		✓	
3.1	Thrissur (Kerala)	✓		✓			✓	✓		✓			✓
3.2	Ernakulam (Kerala)	✓		✓			✓	✓		✓			✓

4.1	Lakshadweep	✓		✓		✓		✓		✓		✓
5.1	Dimapur (Nagaland)	✓		✓		✓		✓		✓		✓
5.2	Kohima (Nagaland)	✓		✓			✓	✓			✓	✓
	Total	8/8		8/8		3/8		8/8		5/8		3/8

**Table- A.2.3.2(c)**  
**Availability of Policy Documents at Blocks/Clusters**

S.N.	Medical Assessment		Appointment of RPs/RTs		Escort and Transport Allowances		Teacher Training		Provisions/Concessions for Examination		Home Based Education	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.1.1		✓		✓		✓		✓		✓		✓
1.1.2		✓		✓		✓		✓		✓		✓
1.1.3		✓		✓		✓		✓		✓		✓
1.2.1	✓		✓			✓		✓		✓		✓
1.2.2	✓		✓			✓	✓			✓		✓
2.1.1	✓		✓		✓		✓		✓			✓
2.1.2		✓	✓			✓		✓		✓		✓
2.1.3		✓		✓		✓		✓		✓		✓
2.1.4		✓		✓		✓	✓			✓		✓

3.1.1.	✓		✓			✓		✓	✓			✓
3.1.2.		✓		✓		✓		✓	✓			✓
3.2.1.		✓		✓		✓	✓		✓			✓
4.1.1.	✓			✓	✓		✓		✓			✓
4.1.2.	✓			✓		✓		✓		✓		✓
5.1.1.		✓		✓		✓		✓		✓		✓
5.2.2		✓		✓		✓		✓		✓		✓
5.2.3.		✓		✓		✓		✓		✓		✓
5.2.4		✓		✓		✓		✓		✓		✓
Total	6/18		5/18		2/18		5/18		5/18		0/18	

**Table- A.2.3.2(d)**  
**Availability of Policy Documents at Schools**

S.N.	Medical Assessment		Appointment of RPs/RTs		Escort and Transport Allowances		Teacher Training		Provisions/Concessions for Examination		Home Based Education	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.1.1.1		✓		✓		✓		✓		✓		✓
1.1.2.2		✓		✓		✓		✓		✓		✓
1.2.1.1		✓		✓		✓		✓		✓		✓
1.2.2.1	✓			✓		✓		✓		✓		✓
2.1.1.1		✓		✓		✓		✓		✓		✓



2.1.2.1		✓		✓		✓		✓		✓		✓
2.1.3.1		✓		✓		✓		✓		✓		✓
2.1.3.2		✓		✓		✓		✓		✓		✓
2.1.4.1		✓		✓		✓		✓		✓		✓
3.1.1.1	✓			✓		✓		✓	✓			✓
3.1.1.2		✓		✓		✓		✓		✓		✓
3.1.2.1		✓		✓		✓		✓		✓		✓
3.2.1.2		✓		✓		✓		✓	✓			✓
4.1.1.1		✓		✓	✓			✓		✓		✓
4.1.1.2		✓		✓	✓			✓		✓		✓
4.1.1.3		✓		✓		✓		✓	✓			✓
4.1.2.1		✓		✓		✓		✓		✓		✓
4.1.2.2		✓		✓		✓		✓	✓			✓
5.1.1.1		✓		✓		✓		✓		✓		✓
5.2.1.1	✓	✓		✓		✓	✓	✓		✓		✓
5.2.2.1		✓		✓		✓		✓		✓		✓
5.3.1.1		✓		✓		✓		✓		✓		✓
Total	3/22		0/22		2/22		1/22		4/22		0/22	

**Abbreviations:** MA: Medical Assessment, RP: Appointment of RPs/RTs, EA: Escort and Transport Allowances, TT: Teacher Training, EP: Provisions/Concessions for Examination, HBE: Home Based Education

**Annexure : A.2.3.1**  
**Records of CwSLD being kept at Cluster Level**

**Block- Ziro-1, Arunanchal Pradesh** GPCRC wise Data Collection Format of Child with

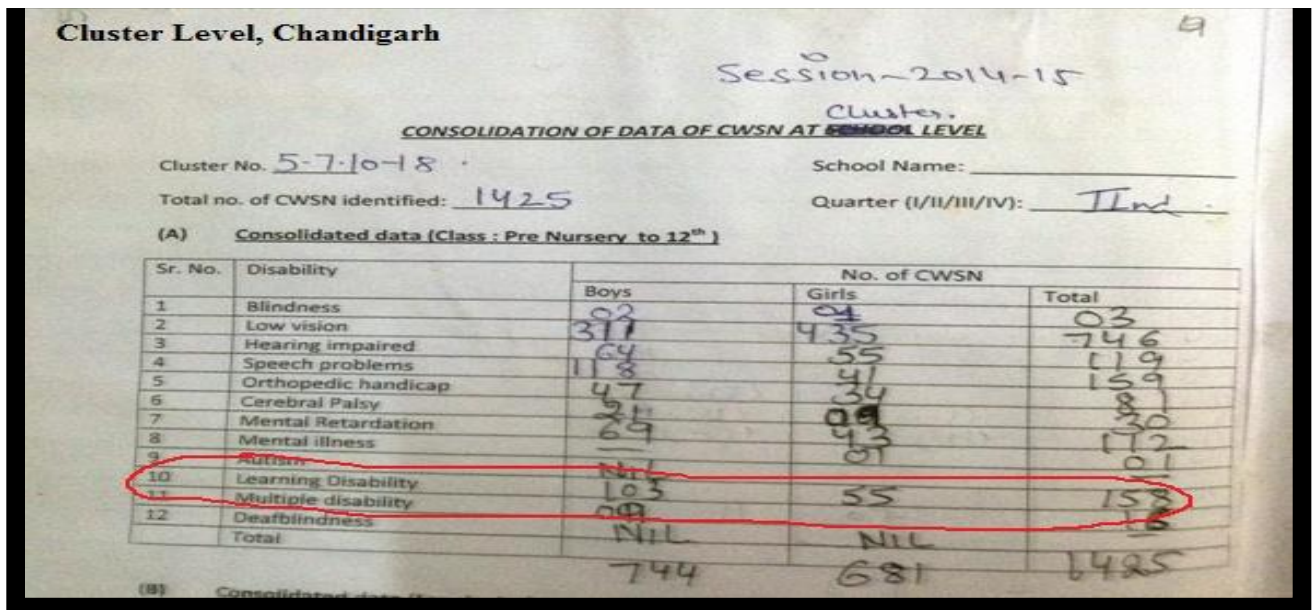
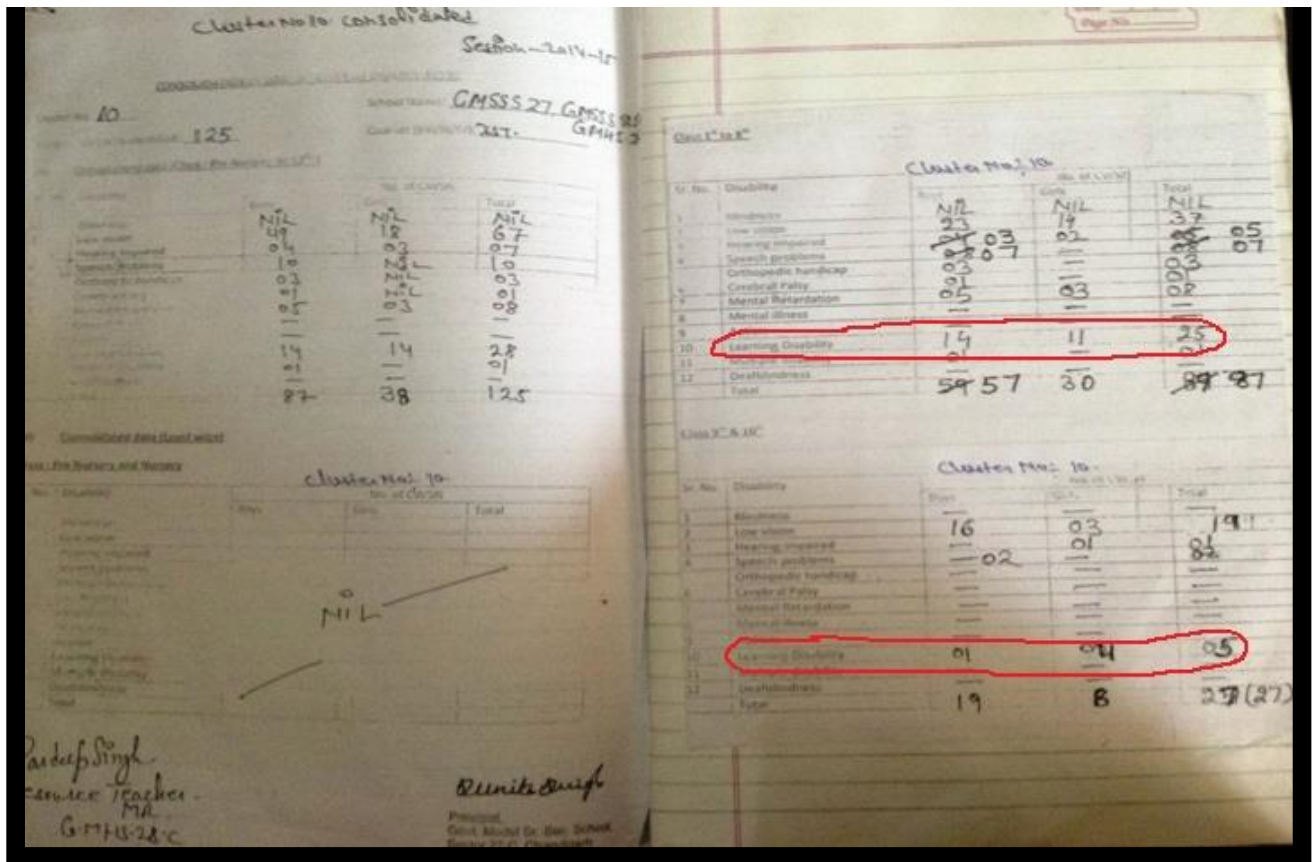
Year 2015-2016

Sl. No.	Name of Child	Guardian's Name & Contact No. (Parent No.)	Qualification	Name of Village/Ward/TE. (Full Address)	If falls under IFL category Yes/No	Type of Disability (Specify IFL VI, VII, VIII, IX, X, XI, XII, XIII, XIV, XV, XVI, XVII, XVIII, XIX, XX, XXI, XXII, XXIII, XXIV, XXV, XXVI, XXVII, XXVIII, XXIX, XXX)	Degree of disability (MHA-1, Moderate-2, Severe-3)	Sex (M-F-?)	Case (SC-1, SE-2, Mty-3, General-4, TBC-5, MHC-6, Ex. case-7, Tax (I)-8)	Age in years as per 10/10
5	Subrata Kumar K. Jaisankar		I	Govt Secondary School RGV		Autism	3	M	ST	10
6	A. Jaisankar K. Jaisankar		I	Govt Secondary School RGV		Autism	3	F	ST	8
7	Tops Jaisankar K. Jaisankar		I							
8	K. Jaisankar K. Jaisankar		I							
9	S. Jaisankar K. Jaisankar		I							

**Block- Ziro-1, Arunanchal Pradesh** GPCRC wise Data Collection Format of Child with

Year 2015-2016

Sl. No.	Name of Child	Guardian's Name & Contact No. (Parent No.)	Qualification	Name of Village/Ward/TE. (Full Address)	If falls under IFL category Yes/No	Type of Disability (Specify IFL VI, VII, VIII, IX, X, XI, XII, XIII, XIV, XV, XVI, XVII, XVIII, XIX, XX)	Degree of disability (MHA-1, Moderate-2, Severe-3)	Sex (M-F-?)	Case (SC-1, SE-2, Mty-3, General-4, TBC-5, MHC-6, Ex. case-7, Tax (I)-8)	Age in years as per 10/10
6	Shri Techi Nating	Shri Techi Nating	I	Govt Middle School Guntur		Autism	3	M	ST	7
7	Shri Sanju Thang	Shri Sanju Thang	I	School Guntur		Ld		M	SC	8
8	Shri Desid Nating	Shri Desid Nating	I			Ld		M	ST	8
9	Shri Chuku Tatum	Shri Chuku Tatum	I			Ld		M	ST	8
10										
11	Shri Muna Nating	Shri Muna Nating	I	Govt Secondary School RGV		Autism	3	M	SC	7
12	Shri Muna Nating	Shri Muna Nating	I	School RGV		Hd	3	F	ST	6
13	Shri Muna Nating	Shri Muna Nating	I			Hd	3	F	ST	9
14	Shri Muna Nating	Shri Muna Nating	I			Autism		F	SC	7



G.M.S. - KIRUPHEMA

**Section B: Enrolment and Attendance**

4. Please provide information about enrolment and attendance of students.

Class	Enrolment			Average daily attendance in last month (Month <u>April</u> )			Percentage of average daily attendance for last month (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I									
II									
III									
IV									
V	10	18	28	0.46	0.81	1.27	4.6	4.4	7.0
VI	15	12	27	0.68	0.54	1.32	4.53	4.5	7.03
VII	12	12	24	0.54	0.54	1.08	4.5	4.5	7.0
VIII	14	10	24	0.63	0.45	1.08	4.5	4.5	7.0
Total	51	52	103	2.31	2.34	4.74	18.13	17.9	36.03

Average attendance of the month =  $\frac{\text{Sum of students present in the month}}{\text{Number of working days}}$

Percentage of average attendance =  $\frac{\text{Average attendance of month} \times 100}{\text{Enrolment of students}}$

5. What is the number of Children with Special Needs (CWSN) in your school? 2

6. (a) Write the number of out-of-school children admitted to age appropriate classes under RTE.

Boys:  Girls:

(b) Where are these children undergoing special training (please mark ✓)

(i) In your school

(ii) In non-residential centre run by NGOs or government NGO  Govt

(iii) In a residential centre run by NGO or govt NGO  Govt

(iv)

**School Monitoring Format, N.C.E.R.T.**  
**G.M.S. Kiruphema, Nagaland**

**Annexure:A.2.3.2**  
**Medical Certificates and Health Cards**  
**Medical Report-1**

**State/UT: UT of Chandigarh**

Stamp, Date & Initials	Treatment and Investigations
	<p>Sy. Mervat 1 mt. bd.            X 1 with.  <u>Puri</u>            18.6.15.</p>
T/40	<p>2/July/15 at 12.00 noon  <u>Mameet</u></p>
<del>T/40</del>	<del>9/July/15 at</del>
T/40	<p>9/July/15 at 12.00 noon  <u>Mameet</u></p>



तारीख व हस्ताक्षर DATE & INITIALS	बताई गई जाँच व उपचार TREATMENT AND INVESTIGATION ORDERED	तारीख व हस्ताक्षर DATE & INITIALS	बताई गई जाँच व उपचार TREATMENT AND INVESTIGATION ORDERED
	<p style="text-align: center;">SUPPLY FOLLOWING DRUGS OR EQUIVALENT GENERIC DRUGS</p> <p><u>Advice:</u></p> <ol style="list-style-type: none"> <li>1) Vit D Sachet 1 Sachet OD x 10 days.</li> <li>2) Syb. CAL4U Sml BD.</li> <li>3) For Child Psychology Follow-up</li> <li>4) For Hing Report</li> </ol>	<p style="text-align: center;">20/12/15</p>	<p style="text-align: center;">SUPPLY FOLLOWING DRUGS OR EQUIVALENT GENERIC DRUGS</p> <p>Kindly do post IA test</p> <p style="border: 1px solid black; padding: 2px;">File No - 34-15</p> <p>IQ - 80 - 90</p> <p>Test copies Report from school Report card.</p>
<p>07/3/15</p> <p>wt - 20.4 kg HT - 124.5 cm</p> <p style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">24</p>	<p style="text-align: right;"><u>Atika</u> 28/07/2015</p> <p>→ IQ assesment on 20 April, 2015 (Monday)</p> <p>→ Bring school notes, teachers record, diary, videos along with both parents</p> <p style="text-align: right;"><u>Quter</u></p>		<p>40 severe learning disabilities</p> <p>One to one teaching</p> <p>Front Row in class</p> <p>No Physical punishment</p> <p>Positive reinforcement</p> <p>F/U on July 2015</p> <p>Test copies school &amp; Report card</p>
<p>20/4/15</p> <p>wt - 20.8 kg HT - 125.5 cm</p> <p style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">61</p>			

**State/UT: UT of Chandigarh**

तारीख व हस्ताक्षर  
DATE & INITIALS

बताई गई जांचें व उपचार  
TREATMENT AND INVESTIGATION ORDERED

SUPPLY FOLLOWING DRUGS OR EQUIVALENT GENERIC DRUGS

जन्म तथा मृत्यु का रजिस्ट्रीकरण 21 दिन के अंदर

नेहरू चिकित्सालय NEHRU HOSPITAL  
स्नातकोत्तर चिकित्सा शिक्षा एवम् अनुसंधान  
POSTGRADUATE INSTITUTE OF MEDICAL EDUCATION  
CHANDIGARH

बाहरी रोगी कार्ड OUT PATIENT

DR No. : 2015 0149 9223  
Name : DIKSHA  
Ph No : 9880250032  
Age/Sex : 10 Y/M  
Father Name: Vinod Kumar  
Address: 1602sec 2, ...  
Specialty: Pediatric medicine

PROVISIONAL DIAGNOSIS

तारीख व हस्ताक्षर  
DATE & INITIALS

बताई गई जांचें व उपचार  
TREATMENT AND INVESTIGATION ORDERED

SUPPLY FOLLOWING DRUGS OR EQUIVALENT GENERIC DRUGS

केवल जाँच के लिए  
FOR INVESTIGATIONS ONLY

20/6/14  
17/12/14

(24) Com  
NA

M D S B O  
P M : 17-98  
T3/T4/TSH  
Uric R/E C/S  
USG Abd: (N)  
Urea/Creat: 28/1  
Col Pot/ACP: 9  
Hgb A5 (N)

# Medical Report-2

State: Kerala Safna Haneefa

KERALA STATE HEALTH SERVICES  
**GENERAL HOSPITAL, ERNAKULAM**  
Cochin - 682 011  
(NABH Accredited Hospital)



Signature / Thumb impression of Candidates



## MEDICAL BOARD CERTIFICATE

(Specific Learning Disability Certificate for CBSE)

On the base of individual assessment and school reports, it is hereby certified that  
Kumar/Kumari.....SAFNA HANEefa  
Grade.....XII AL-AMEEN Student of .. AL-AMEEN PUBLIC SCHOOL  
EDAPPALLY..... (School) is  
having an IQ of 98..... and is having / ~~not having~~ Specific Learning Disability in the  
area of Dyslexia / Dysgraphia / Dyscalculia.

He/She is eligible for academic concessions and he/she may be provided with the following concessions  
in the Grade XII..... of CBSC Examination, Year..... 2014-15.....

(Strike off whichever is not applicable)

- 1) EXTRA TIME
- 2) IC MODE SPELLING WORDS AND MATHEMATICS OR COMENT
- 3) .....

Psychiatrist

Dr. AJEESH P.R. MBBS, DPM  
Reg. No. 38176  
Jr. CONSULTANT IN PSYCHIATRY  
KERALA HEALTH SERVICES Chairman

Place: ERNAKULAM

Date: 22/8/14

Specialist

Dr. AUGUSTINE THOMAS V.T.  
MBBS, DCH  
Reg. No. 24152  
Jr. Consultant (PAED)

Dr. ANNIE P.G.  
Reg. 15419  
Superintendent  
General Hospital, Ernakulam



(Reassessment is required for higher grades. This certificate is to be used for exam ~~purpose~~)


Ph: 0484-2361251, 2381762, 2381768, Fax: 0484-2382498  
Email: generalhospitalernakulam@gmail.com  
Web: generalhospitalernakulam.gov.in



# Medical Report-3


State: Kerala Mohammed Habeeb

KERALA STATE HEALTH SERVICES  
**GENERAL HOSPITAL, ERNAKULAM**  
Cochin - 682 011  
(NABH Accredited Hospital)



*Habeeb*  
Signature/Thumb impression of Candidates

**MEDICAL BOARD CERTIFICATE**  
(Specific Learning Disability Certificate for CBSE)



On the base of individual assessment and school reports, it is hereby certified that  
Kumar/Kumari..... MOHAMMED HABEEB.....  
Grade..... XII..... Student of AL-AMEEN PUBLIC  
SCHOOL EDAPPALLY..... (School) is  
having an IQ of 87..... and is having/not having Specific Learning Disability in the  
area of Dyslexia/Dysgraphia/Dyscalculia.

He/She is eligible for academic concessions and he/she may be provided with the following  
concessions in the Grade..... XII..... of CBSE Examination, Year 2015-2016.....


(Strike off whichever is not applicable)

1) EXTRA TIME.....  
2) .....  
3) .....

Psychiatrist [Signature]  
**DR. AJEESH P.R. MBBS, DPM**  
Reg no: 38176  
**Jr CONSULTANT IN PSYCHIATRY**  
KERALA HEALTH SERVICE  
Chairman [Signature]

Specialist [Signature]  
**DR. LALITHAMBAL**  
MBBS (P)  
Medical Consultant Pediatrics  
Reg. No. 12992  
General Hospital, Ernakulam

**DR. CATHERIN SUSEEL**  
CHAIRMAN & SUPERINTENDENT  
MEDICAL BOARD


  
Place: Ernakulam  
Date: 15/11/15

(Reassessment is required for higher grades. This certificate is to be used for exam purpose)

Ph: 0484-2361251, 2381762, 2381768, Fax: 0484-2382498  
Email: [generalhospitalernakulam@gmail.com](mailto:generalhospitalernakulam@gmail.com)  
Web: [generalhospitalernakulam.gov.in](http://generalhospitalernakulam.gov.in)

## Medical Report-4

### State: Arunachal Pradesh-RBSK Card



RBSK CARD

C/ - 5/21

Child Health Screening Card (AWC/School/Delivery Point)			
Name of Child	Gopal Yaman	Name of Mother /Father /Guardian	
Gender (M/F)	M	Age /DOB, if available	14yr / 12
WCT/Sno.		AWC/School no.	
Date of Visit	1-9-14	Name of the ASHA & Mob no.	RBSK
AWC/School address & contact detail	GHS/Dormukh	Mobile Health Team ID	02
Weight (in Kg.)	26 / 31	Height (in cm)	129 / 132
Circle as Applicable			
Defects at Birth	Deficiencies	Childhood Diseases	Developmental delay and disability
<ol style="list-style-type: none"> <li>1. Neural Tube Defect</li> <li>2. Down's Syndrome</li> <li>3. Cleft Lip &amp; Palate</li> <li>4. Talipes (club foot)</li> <li>5. Developmental Dysplasia of Hip</li> <li>6. Congenital Cataract</li> <li>7. Congenital Deafness</li> <li>8. Congenital Heart Disease</li> <li>9. Retinopathy of Prematurity (only at DH)</li> </ol>	<ol style="list-style-type: none"> <li>10. Anaemia</li> <li>11. Vitamin A Deficiency (Bitot Spot)</li> <li>12. Vitamin-D Deficiency, (Rickets)</li> <li>13. SAM/Stunting</li> <li>14. Goiter</li> </ol>	<ol style="list-style-type: none"> <li>15. Skin Conditions</li> <li>16. Otitis Media</li> <li>17. Rheumatic Heart Disease</li> <li>18. Reactive Airway Disease</li> <li>19. Dental Caries</li> <li>20. Convulsive Disorders</li> </ol>	<ol style="list-style-type: none"> <li>21. Vision Impairment</li> <li>22. Hearing Impairment</li> <li>23. Neuro-Motor Impairment</li> <li>24. Motor Delay</li> <li>25. Cognitive Delay</li> <li>26. Language Delay</li> <li>27. Behaviour Disorder (Autism)</li> <li>28. Learning Disorder</li> <li>29. Attention De cit Hyperactivity Disorder</li> <li>30. Others</li> </ol>
Referral (Y/N)			
Facility where referral made - (Circle as applicable)			
1. CHC    2. DH    3. NRC    4. SNCU    5. DEIC			
Remarks (1 <sup>st</sup> visit)	DL	Name of Doctor & Sign (1 <sup>st</sup> visit)	
Date and Remarks (2 <sup>nd</sup> visit)	M	Name of Doctor & Sign (2 <sup>nd</sup> visit)	

RBSK

13/01/14

(To be filled by mobile health team/ health care provider at delivery points)

Continued.....



# DISABILITY CERTIFICATE

Commissionerate of Disabilities  
Union Territory of Lakshadweep



Certificate No. 02/13

Date: 15/4/2013

This is to certify that I have carefully examined Shri/Smt/Kum ✓ Hameeda Khebi

Thangala illam

Date of Birth 19.10.1997 Age 16 Years, male/female

son/daughter/wife/husband of Shri/Smt ✓ Abdul Kareem

Registration No. 02

Permanent resident of House Name Thangala illam

Ward Number 1 of Island Agatty Pin Code 68255

Union Territory of Lakshadweep, whose photograph is affixed above, and satisfied that he/she, is a case of Disability. His/her extent of permanent physical impairment/disability has been evaluated as per guidelines (to be specified) and is shown against the relevant disability in the table below:

S.No.	Disability	Affected part of body	Diagnosis	Permanent physical Impairment/Mental Disability (In %)
1.	Locomotor Disability			
2.	Low Vision			
3.	Blindness			
4.	Hearing Impaired			
5.	Mental Retardation	<u>Brain</u>	<u>Mild me.</u>	<u>60%</u>
6.	Mental Illness			
7.	Multiple Disabilities			

Please strike out the disabilities which are not applicable)



The above condition is ~~progressive/non progressive/likely to improve/not likely to improve~~.

Reassessment of disability is:

(i) ~~Not necessary~~, Or

(ii) Is recommended/after \_\_\_\_\_ years \_\_\_\_\_ months, and

Therefore this certificate shall be valid till Permanent

The applicant has submitted the following document as proof of residence:-

Nature of Document	Date of Issue	Details of authority Issuing certificate

**Board Members**

i.No.	Name	Designation	Signature	Specialist
1.	Dr. Apurba Adhikari	Ophthalmologist		Ophthalmologist Indira Gandhi Hospital Kavaratti, Lakshadweep
2.	Dr. Midilaj. E	Orthopedic Surgeon		Orthopedic Surgeon Indira Gandhi Hospital Kavaratti, Lakshadweep
3.	Mr. S. Karthikeyan	Clinical Psychologist		Mr. S. Karthikeyan, M.Sc., M.Phil. (Clin. Psy) Clinical Psychologist, RGI Reg. No: A0838 NIEPMD, (MSJ & E, Govt. of India) Chennai - 603 112
4.	Mr. K.G Dhanesh	Clinical Psychologist		
5.	Mr. Kunnampallil Gejo John	Speech Therapist & Audiologist		
6.	Dr. Nevil Varghese	ENT Specialist		Dr. NEVIL, MBBS, BLO, MS Senior Resident Department of ENT Govt. Medical College M. G. Kavu, Thiruvur Reg No: 17-73



(Dr. M.C Mohammed)  
Chairman & Medical Superintendent IGH  
Kavaratti

चिकित्सा अधिकांक  
Medical Superintendent  
इंदिरा गांधी अस्पताल, कवारत्ती  
Indira Gandhi Hospital, Kavaratti  
ഇന്ദിരാഗാന്ധി ആശുപത്രി, കവരത്തി

Signature/Thumb impression of the person in whose favour disability certificate is issued.

9495880261



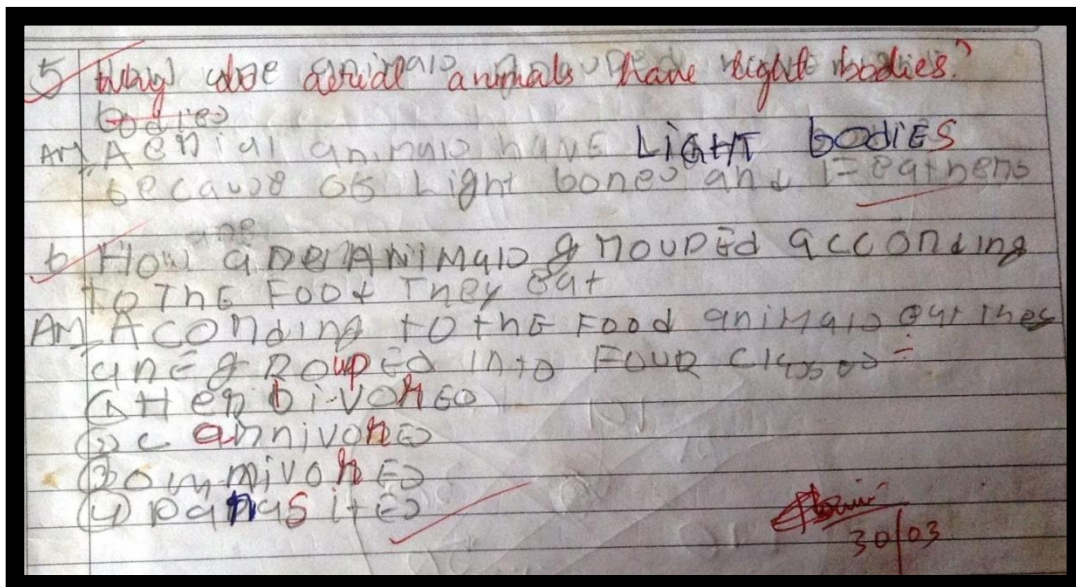
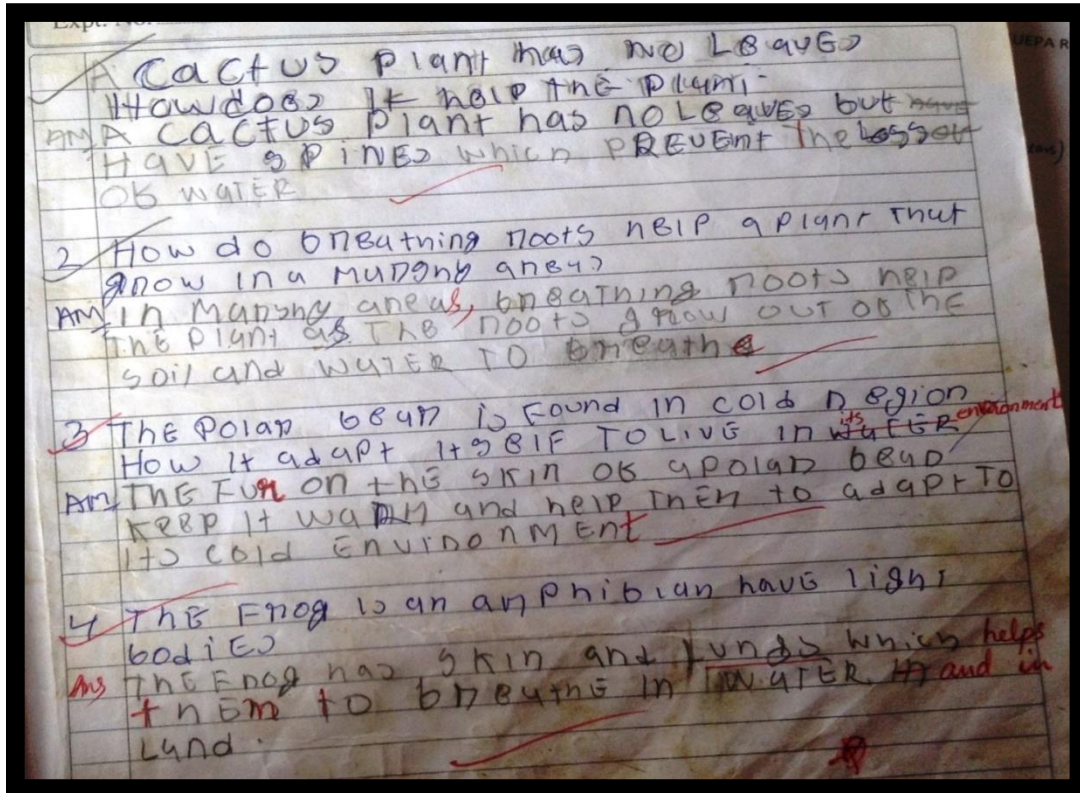






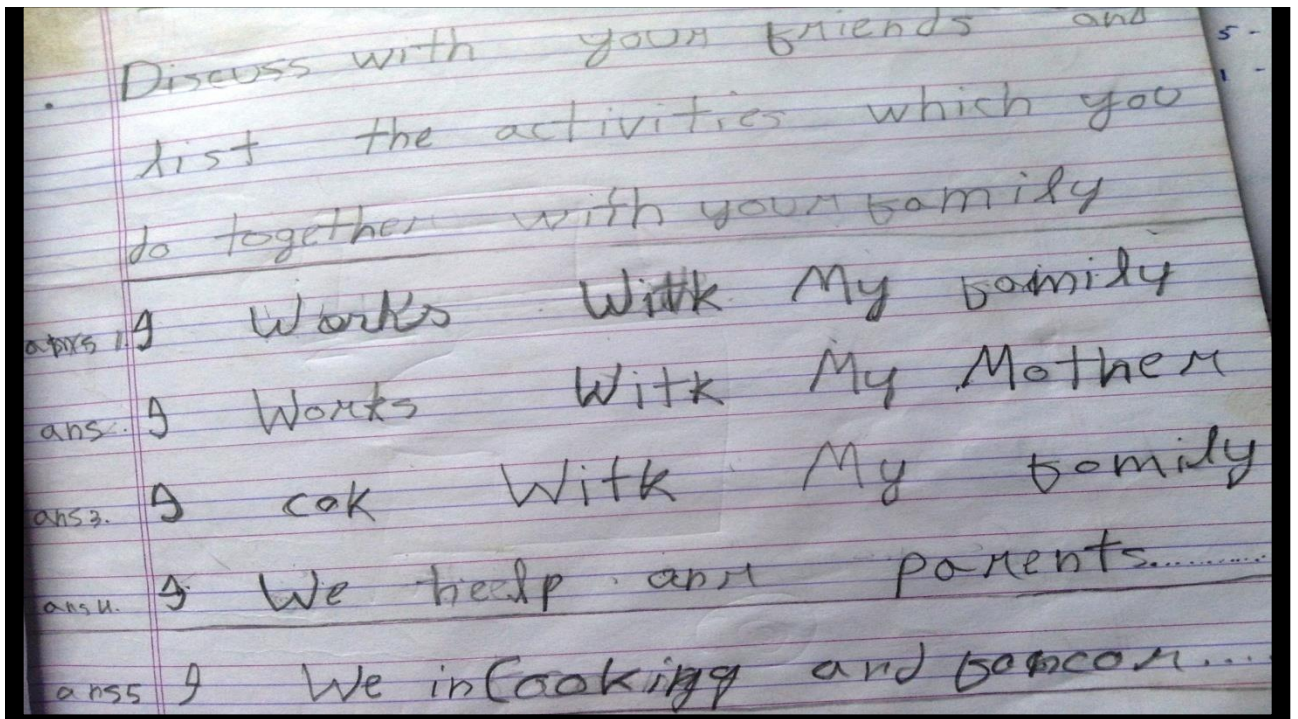


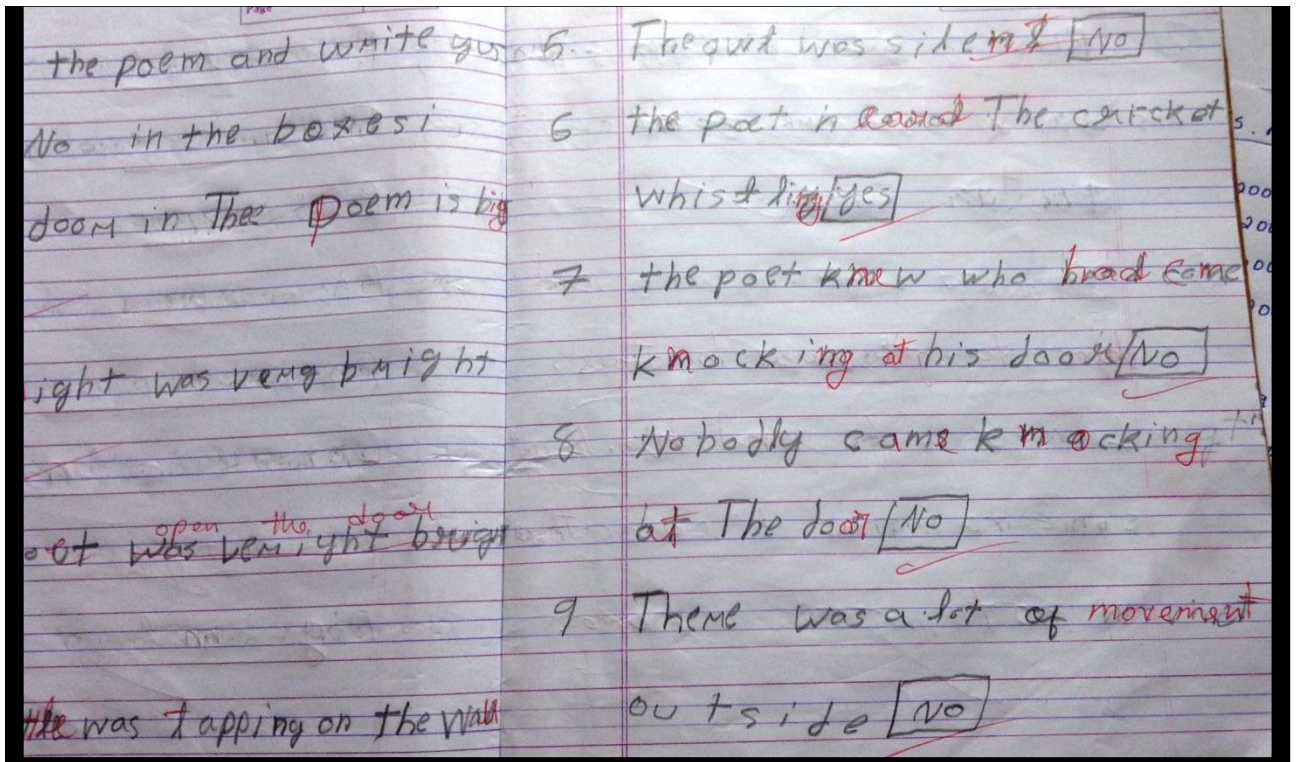
## State: Nagaland





## State: Nagaland





#### Annexure-A.2.4.1

**Table-A.2.4.1.1**  
**Observation Schedule for the CwSLD in School**

S. No	Category	Items	Response of Schools						
			2.1.1.1	3.1.1.1	3.2.1.2	1.1.1.1	1.1.1.b.2	1.1.2.1	1.2.1.a.1
						1.2.1.b.2	2.1.2.1	2.1.3.1	2.1.3.2
						2.1.4.1	3.1.1.2	3.1.2.1	4.1.1.1
						4.1.1.2	4.1.1.3	4.1.2.1	4.1.2.2
						5.1.1.1	5.2.1.1	5.2.2.1	5.2.3.1
1.	Identification	Checklist	Yes	Yes	Yes	No items have been found.			
2.	Assessment	Tests (GLAD, DTLD, any other)		Yes	Yes	No items have been found.			
3.	Teaching	Person responsible (teacher/RP)	Yes	Yes	Yes	No items have been found.			

	Person trained (3-5 days) Diploma			Yes	No items have been found.
	Curriculum adaptation:	Yes		Yes	No items have been found.
	<i>Learning content</i>				No items have been found.
	<i>Modification</i>		Yes	Yes	No items have been found.
	<i>Substitution</i>			Yes	No items have been found.
	<i>Replacement</i>				No items have been found.
	<i>Omission</i>			Yes	No items have been found.
	<i>Compensation</i>		Yes		No items have been found.
	Learning approaches	Yes			No items have been found.
	Child centered	Yes		Yes	No items have been found.
	Inclusive learning environment	Yes	Yes	Yes	No items have been found.
	Equal participation		Yes	Yes	No items have been found.
	Opportunities to demonstrate learnt skills	Yes	Yes	Yes	No items have been found.
	Work experiences		Yes	Yes	No items have been found.
	Flexibility in class time tables	Yes	Yes	Yes	No items have been found.
	Opportunities for social interaction		Yes	Yes	No items have been found.
	Use of pictorial form		Yes	Yes	No items have been found.
	E-text versions of the print material/ no audio books				No items have been found.
	Use of animation and sound		Yes	Yes	No items have been found.

		Using color combinations		Yes	Yes	No items have been found.
		Using different fonts			Yes	No items have been found.
		Using larger sizes				No items have been found.
		Collaborative learning	Yes		Yes	No items have been found.
		Individual support	Yes	Yes	Yes	No items have been found.
4.	Learning Aids	Computers with appropriate software				No items have been found.
		Educational CDs		Yes	Yes	No items have been found.
		Visual and auditory aids/toys/puzzles/talking books	Yes			No items have been found.
		Abacus		Yes	Yes	No items have been found.
		Charts and posters		Yes	Yes	No items have been found.
		Taylor frame/communication boards				No items have been found.
		Embossed TLM's				No items have been found.
		Slant boards				No items have been found.
		Pencil/pen grips		Yes	Yes	No items have been found.
		Tape recorders				No items have been found.
		Voice synthesizers				No items have been found.
		Pictorial dictionary			Yes	No items have been found.
5.	Evaluation	Flexibility in syllabus		Yes		No items have been found.
		Accommodations in response methods		Yes	Yes	No items have been found.
		Extra time	Yes	Yes	Yes	No items have been found.

		Use of devices				No items have been found.
		Use of technology				No items have been found.
		Exempted from the 3-language formula or subject		Yes	Yes	No items have been found.
		Use of writer		Yes	Yes	No items have been found.
		Flexibility in time and calendar	Yes	Yes	Yes	No items have been found.
		IEP			Yes	No items have been found.

#### ANNEXURE-A.2.4.2

##### Medical Aids

S.N.	Name of Equipment	Number	Source of Purchase	Date of Purchase
1.	Spectacles	17771	SSA fund	January, 2015
2.	Hearing Aids	2122	SSA fund	January, 2015
3.	LMD Equipments	4806	SSA fund	January, 2015

Source: SSA Kerala



### ANNEXURE-A.2.4.3

#### Learning Aids Available at Resource Centre

✓ RESOURCE ROOM URBAN KUDH  
LIST OF THINGS IN RESOURCE ROOM.

1	REGISTER	2
2	MATS	3
3	PLASTIC MAT	1
4	SMALL PLASTIC TABLES	5
5	SMALL PLASTIC CHAIRS	5
6	TEMLOL	1
7	AUDIOMETER	1
8	NUMBER PLATES	2 SETS
9	ALPHABET PLATES	2 SET
10	SMALL ALPHABET PLATE	2 SET
11	FULL CARTOON OF TLM	2 SET
12		
13	TRANSPORTATION CHART	2 SETS
14	OPPOSITE CHART	2 SET
15	RULER	1
16	DRESSING TLM PLATE	2 SETS
17	MONTHLY CHART PLATE	2 SET
18	WEEKLY CHART PLATE	2 SETS
19	TREE PLATE	1 SET
20	HUMAN BODY PLATE	2 SETS
21	ABACUS	2 SETS
22	ANIMAL PLATE	2 SETS
23		
24	BLOCKS	2 SET
25	HAMMER PLATE	2 SETS
26		
27	ROUND WOODEN BLOCK	1 SET
28	SQUARE WOODEN BLOCK	1 SET
29	DOUGH	2 SET
30	L	
31	SKETCH PEN	4 PKTS
32	SCISSOR	1 PC
33	CLOTH ELIPS	2 DOZEN
34	EQUIPMENTS OF VI	✓ ✓

102	PLAY AND LEARN ORPATS	
	TEACHER ORGAN	1 PC
103	SMALL RED SLIPPER	1 PAIR
104	TOKER DOLL	1 PC
105	PLASTIC CAMERA	1
106	PLASTIC HORSE RIDER	1 PC
107	PLASTIC LION	1 PC
108	PLASTIC ELEPHANT	1 PC
109	PLASTIC HELICOPTER	1 PC
110	PLASTIC AUTO	1 PC
111	PLASTIC TENNIS BALL	1 PAIR
112	BIG PLASTIC BIRDS	3 PC
113	BOAT AND SAND TOOLS (6 ITEMS)	1 SET
114	JAZZ DRUM	1 PC
115	MINI ELECTRIC IRON	1 PC
116	PLASTIC FAN	4
117	PLASTIC MOBILE	1 PC
118	STEEL CUP COLOUR PENCIL	10 PKTS
119	WATER COLOUR	9 P.C.
120	WATER COLOUR TUBES (16 TUBES)	1 PKT.
121	BRUSH	3.
122	DOCTOR SET	1 SET
123	MICRO PROJECTOR	1 SET.
124	BUTTERFLY PHONE	1
125	DREAM HOUSE	1
126	CROSS COUNTRY TAXI	4 PC
127	ANIMALS & WATER ANIMALS	3 PC
128	COLOURED BALLS	182 PC
129	BIG & SMALL BALLS	6.
130	BASKET BALL	1
131	FOOT BALL	1
132	SOFT BALLS	45 PC.
133	HARD BALLS (BELL)	6 PC.
134	WATER BALLS	6 PC
135	COLOURED PAPERS	80 PC
136	ERASER ANIMALS (SMALL)	8 PC



137	PLASTIC TREES	2 Pk
138	BEADS	MANY
CD.		
1.	MOTHER GOOSE GOES TO SCHOOL	1 PC
	MOTHER GOOSE GOES TO THE ZOO	1 PC
	100 NURSERY RHYMES	1 - 4 volumes
	Tom & Jerry cartoon collection	1 PC
	Tom & Jerry classic collection	1 PC.
	TODDLER TUNES	1 PC
	THE BIG RACE.	1 PC.
	DVD	1 PC.
	Remote control	1 PC.
	TV + Remote control (LG)	1 PC.
	computer + keyboard full set	1 PC.
	computer table	1 PC.
	Melody mixing.	1 PC.
(CD <del>to</del> installed -)		
1-	English US Tom NUANCE TTSUDIO - 1 PC.	
2-	Zoom app 4.1.2. - 1 PC	
3-	Freedom Scientific Jaws AuthorZone - 1 PC. Single user	
4-	Jaws for windows 12 program DVD October 2010 - 1 PC.	
5-	Tool Factory workshop - 1 PC.	
6-	control the computer by voice - 1 PC.	
7-	Talking typing tutorial for the <del>visually</del> visually challenged - 1 PC.	
8-	magic Freedom Scientific CD A. 1 PC.	
9-	magic II: screen magnification with speech - 1 PC.	
10	large print keyboard	1 PC.
11	X Keys	2 PC.
	intelli Keys / intelliTools	2 PC.
	one-handed typing tutor	2 PC.
	open Book - screen and reading software	2 PC CD.

139	Eveready battery	40 pair.
140	Plastic airplane white	<del>2</del> 2 PC.
141	plastic airplane blue + white.	2 PC.
142	plastic airplane yellow	2 PC.
143	plastic anti	2 PC.
144	M.Bike plastic blue + silver.	4 PC.
145	Blue jeep plastic	2 PC.
146	plastic JCB (car)	2 PC.
147	multi-outlet power strip	1 PC.
148	Drawing / Colouring books	- 10 PC.
149	Crayon Colour	20 PC.
S		1



**ANNEXURE-A.2.4.4  
Planning of Resources for CwSLD**

*Ist Quarter (2014-2015)*

S. No	Cl. No	Name of school	Name of Child	Father's Name	Address	Age	Class	Gender (M/F)	Category	Disability (*)	Degree (#)	Block	Exam. (done or not)	Req. of Escort allowance	Req. of Transport allowance	Any other special requirement	IEP Required (Y/N)	Braille/Large print required.	Detail of aids and appliance requirement	Status of the child (old/)
1	16	GHS 50	DHIRAJ	RAJU	P-1379, SEC-52, CHD.	13	9B	M	G	SP	MILD	NOT DONE	NO	NO	Speech Therapy	NO	NO	NO	NO	OLD
2	16	GHS 50	RAHUL	MOTILAL	#1363, SEC-45, CHD.	11	7B	M	G	LD	MILD	NOT	NO	NO	ASSESSMENT	NO	NO	NO	NO	OLD
3	16	GHS 50	NEERAJ	MUNIL PARSHAD	#1224, SEC-TOR-52, CHD.	12	7A	M	G	LD	MILD	NOT	NO	NO	ASSESSMENT	NO	NO	NO	NO	OLD
4	16	GHS 50	KOMAL	VINOD KUMAR	#270, SEC-52, CHD.	11	6B	F	G	LD	MILD	NOT	NO	NO	ASSESSMENT	NO	NO	NO	NO	OLD
5	16	GHS 50	NEHA	SHAMBHU	#2658/2, 49-C, CHD.	12	6B	F	G	LD	MILD	NOT	NO	NO	ASSESSMENT	NO	NO	NO	NO	OLD
6	16	GHS 50	MONA	GULSHAN KUMAR	#2721/1, SEC 49	13	6B	F	G	LD	MILD	NOT	NO	NO	ASSESSMENT	NO	NO	NO	NO	OLD
7	16	GHS 50	RENUKA	KAMLESH KUMAR	#481, BURAIL, CHD.	11	6B	F	G	LD	MILD	NOT	NO	NO	ASSESSMENT	NO	NO	NO	NO	OLD
8	16	GHS 50	VIKAS	MOOLCHAND	H.NO.945, BURAIL, CHD.	10	6A	M	G	LD	MILD	NOT	NO	NO	ASSESSMENT	NO	NO	NO	NO	OLD
9	16	GHS 50	RAVI KUMAR	GAURAKH NATH	H.NO.819, BURAIL, CHD.	10	6A	M	G	LD	MILD	NOT	NO	NO	ASSESSMENT	NO	NO	NO	NO	OLD
10	16	GHS 50	RITIK SINGH	AJAY PAL SINGH	#1681, SEC-52, CHD.	14	6B	M	G	LD	MILD	NOT	NO	NO	ASSESSMENT	NO	NO	NO	NO	OLD
11	16	GHS 50	NISHU	LACHMAN CHAUDHARY	#1506, BURAIL, CHD.	14	6A	M	G	LD	MILD	NOT	NO	NO	ASSESSMENT	NO	NO	NO	NO	OLD
12	16	GHS 50	ROHIT VERMA	PAPPU VINOD	#490, SECTOR-52, CHD.	10	7A	M	G	LD	MILD	NOT	NO	NO	ASSESSMENT	NO	NO	NO	NO	OLD
13	16	GHS 50	BABY	RANJIT SINGH	#1735-A, DHANAS, CHD.	14	8A	F	G	LD	MILD	NOT	NO	NO	ASSESSMENT	NO	NO	NO	NO	OLD

## ANNEXURE-A.2.4.5

### Sample of three IEPs at Resource Centre

Learning Achievement profile of CWSN (Individual Educational Plan For CWSN)  
Sarva Shiksha Abhiyan, UT Chandigarh Session 2014-2015

Name of CWSN: Anuj Father Name Manoj School: CMSSS-33 Class: 2nd  
 Roll No.: 21 Age: 8 Gender: M Type of Disability LD  
 Degree of Disability: suspected Type of AID PROVIDED/REQUIRED \_\_\_\_\_  
 Phone No. \_\_\_\_\_ Address \_\_\_\_\_

Subject	Entry Level	Annual goals for 2014..... TO 2015.....	Achievements
English	<input checked="" type="checkbox"/> Match the similar alphabets and words <input checked="" type="checkbox"/> Match the similar shapes <input checked="" type="checkbox"/> Match the similar alphabets and words <input checked="" type="checkbox"/> COPY WRITING ONLY	Name of class mates - <u>oral</u> From text book..5 words with pictures (to improve the vocabulary) Name of use full things In school ...pen, copy... - <u>done</u> Name of animals...domestic and wild ..dog ,loin <u>done</u> Body parts ...ear ,nose .ext.,Family members..like father, mother ... Name of transports...car, bus ext..Daily living Simple word like.sun,moon,rain, Name of colors..red,blue,pink, <u>done</u> Name ,father name , adders ,Verbs like come, go sit, up,etc <u>done</u> opposite down ,in,on,good,bad..ext <u>Not done. Achive</u>	<u>Done Progress.</u>

SPEECH AUDITORY	VOCALIZATION	Awareness of sound of various things , discrimination of sounds Speech Therapy, 1.vocalization 2.babbling, Vowel,consonants Breathing exercise, <u>✓</u>	
Other Skills		PROMOTE PEER INTARECTION , DANCE ANT SPORTS. <u>Group dance.</u> <u>✓</u>	

Learning Achievement in terminals:  
 Whether question papers were modified or not: yes

Month	% of marks obtained in subjects					
	English	Hindi	Mathematics	Social Studies	Science/EVS	Punjabi
September	<u>B</u>	<u>C</u>	<u>B</u>	<u>N.A.</u>	<u>B</u>	<u>N.A.</u>
march	<u>B</u>	<u>B</u>	<u>B+</u>		<u>B</u>	<u>N.A.</u>

Hindi	He can recognize and write five fruits name , body parts name ,etc.. <u>by oral.</u>	From hindi text book five words from every chapter with picture <u>Practice</u> Name of school use full things ...kalam..copy... Name of animals...domestic and sher ..kuta ,loin <u>✓</u> Body parts ...nak,kan,hath .ext.,Family members..like papa,maami,didi <u>✓</u> Name of transports...car,bus... ext..Daily living Simple word like.suraj,chad,barish.. <u>✓</u> Name of colours..Lal,pila,kala ,Name ,father name , adderss , Verbs like ..aao,jao,baitho,utho,likhana,chalana, aacha,bura..ext... Story telling with combined method by using picture book, signs, <u>oral</u>	
Maths	Counting 1 TO 100 <u>oral</u> Count and write <u>X</u> Match the shapes <u>✓</u>	Addition and subtraction in double digit <u>✓</u> 1to 700, Concept of Big and small, up and down etc... <u>✓</u> Table of 2 and 3, , Match the similar shapes with their names <u>✓</u> Count and write the , What comes after ,what comes before, <u>✓</u> Play with the number with help of work book , <u>✓</u>	
Drawing	CAN COLOUR	Colour the picture ,draw the picture ,thumb painting , cut and past, <u>✓</u>	

INDIVIDUALIZED EDUCATIONAL PLAN

NAME OF THE CHILD: *Priya* CLASS: *2/B*  
 SCHOOL: *GMSSS-33* Disability: LD  
 NAME OF CLASS TEACHER: —

ANNUAL GOALS, Session- 2014-15.

Sr. no	Area	Current level	Goals
1	English (oral and written)	<ul style="list-style-type: none"> <li>Can write,</li> <li>follow simple instructions,</li> <li>Can read simple words.</li> </ul>	<ul style="list-style-type: none"> <li>Read the identified words. — <i>continual process.</i></li> <li>Read the paragraph in simple form. <i>N.A.</i></li> <li>Read the paragraph with proper pronunciation ( comma, full stop, question maker) <i>N.A.</i></li> <li>Read reversal or immersion word like spot/stop. <i>N.A.</i></li> <li>Write the words with proper spacing, <i>copy writing.</i></li> <li>Write in capital or small formation. — <i>copy writing &amp; developing.</i></li> <li>Write the paragraph. <i>N.A.</i></li> </ul> <p><u>English spelling</u></p> <ul style="list-style-type: none"> <li>Vowel - <i>Identification of</i></li> <li>Consonant sound <i>vowel &amp; consonant</i></li> <li>Plural nouns. <i>Y</i></li> </ul>

2	Hindi (oral and written)	<ul style="list-style-type: none"> <li>Can write.</li> <li>Follow simple instruction.</li> <li>Can write sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Silent letter <i>प</i></li> <li>Read the identified words. , <i>wondering on it.</i></li> <li>Read the paragraph in simple form. <i>N.A.</i></li> <li>Read the paragraph with proper pronunciation ( comma, full stop, question maker) <i>N.A.</i></li> <li>Read the words and then make sentence. <i>N.A.</i></li> <li>Read reversal words like kalam-kamal — <i>N.A. कलम - कल</i></li> <li>Read matras loudly <i>N.A. ओं, अं, इं</i></li> <li>Write the identified words. <i>प्रकार उत्तर.</i></li> <li>Write the paragraph in simple form. <i>N.A.</i></li> <li>Write the paragraph with proper pronunciation ( comma, full stop, question maker) <i>N.A.</i></li> <li>Write the paragraph. <i>N.A.</i></li> </ul> <p><i>working on. अं - इं - एं / Reads write.</i></p>
3	Maths	<ul style="list-style-type: none"> <li>Follow simple instructions.</li> <li>Can do object counting.</li> </ul>	<ul style="list-style-type: none"> <li>Concept of shapes — <i>match the shapes.</i></li> <li>Addition - Single and Double leads to complex <i>N.A.</i></li> <li>Subtraction- Single and Double leads to complex <i>N.A.</i></li> <li>Tables 2 to 15. <i>2 to 9 skiping.</i></li> <li>Multiplication - Single, double lead to complex. <i>N.A.</i></li> <li>Concept of more, less and equal. — <i>working on it.</i></li> <li>Divide-simple to complex <i>N.A.</i></li> <li>Ascending and descending order <i>N.A.</i></li> <li>Concept of before, after and between <i>work on it.</i></li> <li>Use of calculator <i>N.A.</i></li> <li>Round figure concept <i>N.A.</i></li> </ul>



4	Co-curricular activities	<ul style="list-style-type: none"> <li>Follow simple instructions.</li> <li>Knowledge about objects present in environment.</li> </ul>	<ul style="list-style-type: none"> <li>indoor games - <i>Dance, Poem, rap, Ghalhi</i></li> <li>Art and craft (tearing and pasting, bud painting, <i>free paint</i>, painting, vegetables and fruits painting, cutting-pasting) <i>Name Resistat</i></li> <li>Drawing. <i>yes</i></li> <li>Take participant in classroom recreational activity. <i>yes</i></li> <li>Making rangoli.</li> </ul>
---	--------------------------	--	---

*1. copy writing - Identification of Phonetic.*

*Reading. cap - mop, Jan, Jet, leg, कल नल, दल*  
*many concept. count & write.*

*Sh. Hg. + Story telling.*

Signature of resource teacher

Signature of CWSN Incharge

Signature of class incharge / Teacher

*+ Additional monitoring of class.*

*+ Group Dance Participation*

*+ Sing song.*

*+ motivation.*

**Sarva Shiksha Abhiyan Society, UT Chandigarh**  
**INDIVIDUALIZED EDUCATIONAL PLANS**

Name of the child : Divyansh Disability : Mix Disorder (Dyslexia, Dyscalculia)

School : GMHS Sec-28C CHD Age : 13 years

Class : 7th A

Name of class teacher : Indu

**STRENGTHS**

- child is good in coloring and arts.*
- child can copy from the blackboard.*
- child has identify the alphabet only.*
- child has identify the one to four letter words in Hindi.*
- child has identify the counting, Table 2, Addition 1 digit, 1 digit Subtraction*

**NEEDS/CHALLENGES**

- Learn alphabets with phonic sound.*
- Improvement in academics with the help of Special Education by using VAKT*
- Need to get involved in co-curricular activities*

Sr. No	Area	Current Level	Goals
	English Reading	Identify the alphabet	Read alphabet with a help of Phonic Sound. Two and Three letter word
	writing	child has write from the black board.	use appropriate word between two lines.
	Spelling	child has identify the alphabet	Spacing between two words. For ex:- cat rat mat The child will be able to spell the words correctly in dictation or any task of writing For ex:- t (a) e
	Hindi Reading	child has read (374) <del>two to four</del> letter words	Read <del>two to four</del> four letter word independently and Matras.
	writing	child has write very small words	Use appropriate words b/w two lines Spacing b/w two words For ex:- अमृत
	Spelling	child has identify the four letter words	The child will be able to spell the words correctly in dictation or any task of writing. For ex:- अमृत, अनेक

Sr. No	Area	Current Level	Goals
	Maths	child has identify the counting, 2 Table 1 digit addition	Table 3 to 10 2 digit addition and subtraction without carryover and with carryover. Multiplication Division
		1 digit subtraction	

July to Sept.

July to Sept

SKILL AREA

SKILL AREA

Short Term Objective	Content / Activities	TLM to be used	Evaluation
English Reading 13 alphabet read with the help of phonics sound.	Show the alphabet and what is sound of alphabet like (A) the sound is (A)	Flash Cards	achieved half term Goal
writing: Diff b/w Capital and small words.	Copy writing	worksheet	achieved
Spelling The child will be able to spell the words correctly in dictation as task of writing.	when any dictation as task of writing will be given to the child the RT/Teacher will mark a red correct above the word	worksheet flash cards	not achieved
Hindi Reading Reach four letter words independently and match	V ART Method	worksheet	achieved half term Goal

Short Term Objective	Content / Activities	TLM to be used	Evaluation
writing Use appropriate words b/w lines	Copy writing from the black board.	Black Board	achieved
Spelling The child will be able to spell the words correctly in dictation as task of writing	when any dictation as task of writing will be given to the child the RT/Teacher will mark a red correct above the word	worksheet flash cards	achieved half term Goal
Maths 2 digit addition, 2 digit subtraction without carry over, 3 table	- adds from right to left - adds mentally using addition table - Count fingers making lines to add.	worksheet flash card	achieved



Area		Oct to Dec	
Short Term objective	Content/Activity	TLM to be used	Evaluation
<u>English Reading</u> Next 13 alphabet read with the help of phonics sound.	Show the alphabet and what is sound of alphabet like (A) the sound is (→)	Flashcard	achieved
<u>writing</u> Spacing between two words	Copy writing	worksheet	achieved
<u>Spelling</u> The child will be able to spell the words correctly in dictation task of writing.	when any dictation or task of writing will be given to the child the RT/Teacher will mark a red correct above the error.	worksheet	achieved half term Goal
<u>Hindi Reading</u> Read four letter words independently and to form	VAKT Method	worksheets	achieved

All Area			
Short Term objective	Content/Activity	TLM to be used	Evaluation
<u>writing</u> Spacing between two words	Copy writing from the blackboard	Black Board	achieved half term Goal
<u>Spelling</u> The child will be able to spell the words correctly in dictation task of writing.	when any dictation or task of writing will be given to the child the RT/Teacher will mark a red correct above the error.	worksheet	achieved half term Goal
<u>maths</u> digit addition	- adds from right to lefts addition	worksheets	achieved half term Goal



Attainment Objective	Content / Activities	TM to be used	Evaluation
<u>writing</u> Spacing between two words  <u>spelling</u> The child will be able to spell the words correctly in dictation or task of writing	Copy writing from the blackboard  when any dictation or task of writing will be given to the child the RT/Teacher will mark a red correct above the error.	Blackboard  worksheet	achieved  achieved
<u>maths</u> 2 digit subtraction with carry over Table - 4	- adds from right to left - adds mentally using addition - Count fingers/making lines to a dot	worksheet	achieved

Attainment Objective	Content / Activities	TM to be used	Evaluation
<u>English Reading</u> Read two and three letter word independently	Show the alphabet	Flash card	achieved
<u>writing</u> Spacing between two words  <u>spelling</u> The child will be able to spell the words correctly in dictation task of writing	Copy writing  when any dictation or task of writing will be given to the child the RT/Teacher will mark a red correct above the error	worksheet  worksheet	achieved  achieved
<u>Hindi Reading</u> Read matras independently	UNKT method	worksheet	achieved





# Al-Ameen PUBLIC SCHOOL

(Affiliated to C.B.S.E. New Delhi No. 930029, School No. 06513)

EDAPPALLY, KOCHI - 682 024, KERALA, INDIA  
Ph : 0484 - 2801034, 2801442. Fax : 0484 - 2800331  
E-mail : mail@al-ameen-ac.in Web site : www.al-ameen.ac.in

Principal  
**Dr.Lakshmi Haridas M.Sc., M.Ed.,DMS**  
9447665593

Chairman & Manager  
**T.P.M.Ibrahim Khan**  
(Senior Advocate)  
9447141423

29.08.2014

The Regional Officer  
Central Board of Secondary Education  
Regional Office  
Thiruvananthapuram.

Dear Sir,

Sub: Request for exam provisions for AISSCE - 2015.

Safna Haneefa is a student of Std. XII of Al-Ameen Public School, Edappally. Safna has been diagnosed as having learning disability after an assessment by a multidisciplinary team of child psychiatrist, psychologist and special educator.

Due to the learning disorder, the child experiences difficulty in reading skill, reading comprehending questions and written expression. She is slow in all activities hence she require time to complete her written works. She had already availed these provisions in her AISSE 2012-2013.

She had availed the provisions of extra time and subject change in her Std.X. I request your goodself to do the needful to get the following exam provisions.


1. Provision of extra time for written exams.
2. Ignoring spelling and grammatical errors and marking on context

Please find enclosed the Medical Board certificate from Govt. Hospital and the report of class teacher.

Kindly do the needful at the earliest.

Thanking you,

Yours sincerely,

  
(DR. L. LAKSHMI HARIDAS)  
Principal

**PRINCIPAL**  
**AL-AMEEN PUBLIC SCHOOL**  
(Affiliated to CBSE New Delhi  
No.930029 School No.06513)  
Edappally, Kochi  
UNITE OF: AL-AMEEN EDUCATIONAL TRUST, KOCHI



# Al-Ameen PUBLIC SCHOOL

(Affiliated to C.B.S.E. New Delhi No. 930029, School No. 06513)

EDAPPALLY, KOCHI - 682 024, KERALA, INDIA  
Ph : 0484 - 2801034, 2801442. Fax : 0484 - 2800331  
E-mail : mail@al-ameen-ac.in Web site : www.al-ameen.ac.in

Principal  
**Dr. Lakshmi Haridas M.Sc., M.Ed., DMS**  
9447665593

Chairman & Manager  
**T.P.M. Ibrahim Khan**  
(Senior Advocate)  
9447141423

29.08.2014

The Regional Officer  
Central Board of Secondary Education  
Regional Office  
Thiruvananthapuram

Dear Sir,

Sub: Request for exam provisions for AISSCE 2015

Aysha Ramsy is a student of Class XII of Al-Ameen Public School, Edappally. She has been diagnosed as having learning disabilities (Dyslexia) LD in reading, spelling, written expression which significantly interferes with her learning. The student was assessed by a multidisciplinary team consisting of psychologist, psychiatrist and special educator.

In view of the difficulties experienced by the child, I request your good selves to grant her the following provision for AISSCE 2015.


1. Providing **Extra time** to complete her paper during exams.
2. Read out the questions for her during exams
3. Evaluating on the content of written material for exams, ignoring the spelling mistakes.
4. Providing calculator if existing rules permit.

Please find enclosed the medical board certificate from Govt. Hospital and Class Teacher's report.

Looking forward for a possible reply.

Thanking you,

Yours sincerely,

  
DR. LAKSHMI HARIDAS  
PRINCIPAL, AL-AMEEN PUBLIC SCHOOL  
(Affiliated to CBSE New Delhi  
No. 930029 School No. 06513)  
Edappally, Kochi - 682 024

A UNIT OF : AL-AMEEN EDUCATIONAL TRUST, KOCHI



केन्द्रीय माध्यमिक शिक्षा बोर्ड (क्षेत्रीय कार्यालय)  
(An autonomous Organisation under the Ministry of Human Resource Development, Govt. of India)

**CENTRAL BOARD OF SECONDARY EDUCATION (REGIONAL OFFICE)**

(An autonomous Organisation under the Ministry of Human Resource Development, Govt. of India)  
दुर्गा मैदान, ब्लाक - 3, स्वयंसेवा निगम मंडल कार्यालय परिसर, पट्टम, तिरुवनन्तपुरम - 695 004, केरल  
2 Floor, Block-3, Self-Service Board Office Campus, Pattom, Thiruvananthapuram - 695 004, Kerala  
ई मेल: E-mail: [1] rotrivandran@cbse.in [2] nicar Website: http://cbse.nic.in. फोन/Phone: 0471 2534404, फेक्स/Fax: 0471 2534405

CBSE RO(TVPM)ET-SUB\_CHG-2014

O/P

दिनांक:

Date: 02/09/2014

The Principal,  
Al-Ameen Public School,  
Edappally, Kochi,  
Kerala-682024

Sub: Grant of an Additional Time/Change of Subject- reg.

\*\*\*\*\*


Sir/Madam,

With reference to the subject cited above, you are hereby informed that the request for Grant of Additional Time/Change of Subject to write theory paper in r/o under mentioned candidate has been acceded to as per Board norms. The concerned candidate(s) may be informed accordingly.

Sl. No.	Name of the Candidate	Class	Concession	
			Time	Change of Subject
1	Muhammed Rafeeqe	IX	Extra Time	Social Science to Painting
2	Fahaam Mohammad	IX	Extra Time	
3	Fuad Saneen	IX	Extra Time	Mathematics to Painting
4	Shifas Ahmed K.S.	IX	Extra Time	Mathematics to Painting
5	Aaliya Feroz	X	Extra Time	
6	Aakhil Mohammad P.M	X	Extra Time	Mathematics to Painting
7	Ashique Ahmed	X	Extra Time	
8	Rizwana T.N	XII	Extra Time	
9	Ehlas Haleema	XII	Extra Time	
10	Sona Saheer	XII	Extra Time	

However, you are advised to register the disability status of the Candidate ONLINE in L.O.C. while sponsoring Candidate(s) for AISSE 2015 / AISSE 2016 / AISSCE 2015 Exam.

Yours faithfully,

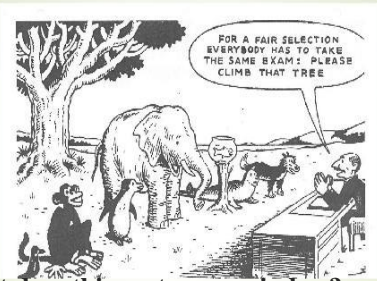
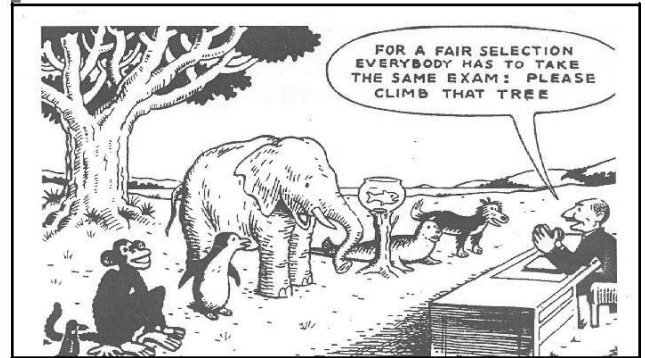
  
(Mahesh D. Dharmadhikari)  
Jt. Secretary & Regional Office

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## ANNEXURE-A.2.5.1 Training Material (PPT of Kerala)



Differentiated Instruction:  
What's Different About That?



What does this cartoon remind us?

What is Differentiation?

- Modified instruction that helps students with diverse academic needs and learning styles master the same challenging academic content
- Taking diverse student factors into account when planning and delivering instruction
- Giving students a range of ways to access curriculum, instruction, and

Why do we need differentiation?

- Students learn best when they make connections between the curriculum and their diverse interests and experiences.
- The greatest learning occurs when students are pushed slightly beyond the point where they can work without assistance.
- This point differs for students who are working below grade level and for those who are gifted in a given area.



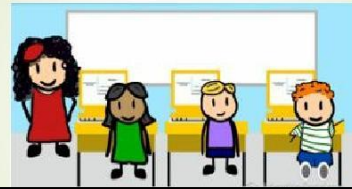
What are you already doing to differentiate instruction in your classroom?  
Share your experiences.

○



### **Differentiation is not:**

- Developing a separate lesson plan for each student in a classroom
- "Water down" the curriculum for some students
- Cooperative learning groups where the gifted child gets to be the leader
- More problems, questions, or assignments



How does differentiation work?

### **Know your students**

- Identify the current level of learners' competency. Try to learn more about the learners' language proficiency level and cultures.
- Provide varied learning experiences to the learners. 'One size' does not fit to all learners.
- Determine student interests. On a regular basis, ask students to identify topics that interest them and activities that

### **Know the curriculum**

Have a thorough understanding of the academic content or skill your learners want to learn

Have a clear idea of what the learners already know and what they do not know.

Decide which instructional methods and materials address those needs

### **Know your role**

Instruction must reach the auditory, visual, and kinesthetic learners.

- Have a general plan about the time, space and materialism the class.
- Supply necessary materials for the learners to work with in groups or individually.
- Think about alternative methods of assessing student performance and understanding.
- Occupy their non-school time

### **Strategies for Implementing differentiated Instruction**

Differentiation can be made at least on four classroom elements based on student readiness, interest, or learning profile:

- Content
- Process
- Product
- Learning environment

### **Content:**

- Conduct a pre-test to assess where individual students need to begin study of a given topic or unit.
- Using reading materials at varying readability levels.
- Putting text materials on tape.
- Presenting ideas through both auditory and visual Means.
- Break assignments into smaller, more manageable parts that include structured directions for each part.

### **Process:-**

Different learning preferences and reading abilities have to be enhanced by providing the learners access to a variety of materials.

Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity.

Varying the length of time a learner may take to complete a task

Making a platform for inquiry-based and independent learning activities.

Use flexible grouping based on factors including content, ability, and assessment results.

### **Product:**

- Giving students options of how to express required learning (e.g., write a letter, design a poster, draw a painting or develop a mural with labels).
- Allowing students to work alone or in small groups on their products.
- Balance teacher-assigned and student-selected projects.
- Offer learners a choice of projects that reflect a variety of learning styles and interests.
- Make assessment a continuous, compressive and Interactive process.

### **Learning Environment:**

Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration.

Providing materials that reflect a variety of cultures and home settings.

Setting out clear guidelines for independent work that matches individual needs.

Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately.

Helping students understand that some learners need to move around to learn, while others do better sitting quietly.

### **Bibliography:**

Differentiated Instruction for English Language Learners: Karen Ford (2011)

<http://www.colorincolorado.org/article/41025/>

A Teacher's Guide to Differentiating Instruction

<http://www.education.com/reference/article/Reference-Guide/>

Meeting Students Where They Are:

[http://www.glencoe.com/sec/teachingtoday/subject/di\\_meeting.phtml](http://www.glencoe.com/sec/teachingtoday/subject/di_meeting.phtml)

Reading Rocket

<http://www.readingrockets.org/article/differentiated-instruction-reading>

## ANNEXURE-A.2.5.2

### IE/RPs Details

#### Annexure -A.2.5.2-1

##### IE/RPS Details available at State Arunanchal Pradesh

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training	Date of Appointment	Responsibilities
1.	Mr. LikhaSampu				

#### Annexure -A.2.5.2-1.1

##### IE/RPS Details available at District- Lower Subansiri, Ziro

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training	Date of Appointment	Responsibilities
1.	Shri Chera Iajam		02	28.05.2015	

#### Annexure -A.2.5.2-1.2.1

##### IE/RPS Details available at District- Papumpare

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training	Date of Appointment	Responsibilities
1.	Mr. NikongPertin, District Co-ordinator IE				

#### Annexure -A.2.5.2-1.2.2

##### IE/RPS Details available at Block- BRC, Doimukh, Itanagar

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training	Date of Appointment	Responsibilities
1.	Mr. Tada Comdis Tlin	B.A. Graduate	Attend more than 15 times in distinguish training conducted by State Rajya Mission, SSA, Itanagar	6th Dec, 2010	Guidance to the Teacher, identifying disability to the parents, preparing TLM.
2.	Tanaania	DCBR Diploma			
3.	Mr. Tako Agmg	Diploma			

#### Annexure -A.2.5.2-1.2.2.1 IE/RPS Details available at School- Govt. Middle School

- RP visit but no record of activities.

**Annexure -A.2.5.2-1.2.1.1 IE/RPS Details available at School- Govt. Primary School, Rono, Doimukh**

- RP is posted but no work.

**Annexure -A.2.5.1-2  
IE/RPS Details available at UT of Chandigarh**

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training	Date of Appointment	Responsibilities
1	Ms. Nidhi Goel, IE Co-ordinator				
2	Mr. Shamsheer Singh, RP, Special Education				

**Annexure -A.2.5.1-2.1.1  
IE/RPS Details available at Resource Centre, Cluster-10, Ward-10 , Chandigarh**

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training	Date of Appointment	Responsibilities
1	Davinder Kumar	B.A.,B.Ed.(Spl. Edu.)	65	4.6.2012	
2	Pankaj Pathak	B.A.,B.Ed.(Spl. Edu.)	110	30.1.2009	
3	Renu Bala	B.A.,B.Ed.(Spl. Edu.)	23	1.7.2014	
4	Dharambir	DSE(MR), B.Ed.(HI)	65	8.6.2012	
5	Parvati Kumar	B.A.,B.Ed. (Spl. Edu.)	65	6.6.2012	
6	Raman Kumar	B.A.,B.Ed.(Spl. Edu.)	10	15.5.2015	

**Annexure -A.2.5.1-2.1.2  
IE/RPS Details available at Cluster-13, Ward-13, Chandigarh**

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training	Date of Appointment	Responsibilities
1	Kapil Dev	DSE-C.P. B.Ed.		16.3.2010	All Disabilities
2	Chandani	M.A., B.Ed.(HI)	11 Days	1.4.2015	All Disabilities

3	Ashwani Kumar	B.Ed.(Spl.)		4.10.2013	Dealing with Disability
4	Pradeep Singh	DSEMR(GRA)		8.9.2006	All Disabilities
5	Rajni Kapoor	M.A., B.Ed. (Spl. Edu.)		2.7.2014	All Disabilities
6	Akashdeep	M.A., B.Ed. (Spl. Edu.)		4.6.2012	All Disabilities
7	Monika	MSW, B.Ed. DSHI		17.11.2006	All Disabilities

### Annexure -A.2.5.1-2.1.3

#### IE/RPS Details available at Cluster-18, Ward-18, Chandigarh

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training	Date of Appointment	Responsibilities
1	Monika, RT	DSHI, B.Ed., MSW	One Year	17.11.2006	Support services to CWSN and Teachers
2	Akash, CRC	B.Ed.(LD)	Two Year B.Ed.	4.6.2012	Support services to CWSN and Teachers
3	Prabhat, Councillor	M.A.(Psychology)	Two Year	5.7.2013	Counseling to parents and Children

### Annexure -A.2.5.1-3

#### IE/RPS Details available at State Kerala

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training	Date of Appointment	Responsibilities
1	Mr. Suresh Joseph Mani, Programme Officer	M.A., B.Ed., B.Ed.(V.I), B.Ed.(H.I)		November 2014	To conduct I.E. activities in all districts with the help of district officials.

### Annexure -A.2.5.1-3.1.1

#### Officials of IE/RPS Details available at Block- Mala

S.No.	Name of Officials for IE/RPs	Teacher/ Person	Qualifications	No. of days Training	Date of Appointment	Responsibilities
1	Saleem Beevi H.	Prpo.	MA, MSc, B.Ed.		3 Years	
2	Sabeena V.S.	Trainer				
3	Faseela V.K.	CRCC	TTC, B.Com.		3 Years 14/06/2012	
4	Riny P.K.	CRCC	B.Sc., B.Ed., M.A		3 Years 14/06/2012	
5	Foslin K. Thelekkat	CRCC	M.A., B.Ed.		3 Years 14/06/2012	
6	Divya K.K.	CRCC	TTC, B.Com		3 Years 14/06/2012	
7	Jilgi P.D.	RT	B.Sc., B.Ed., M.A.			
8	Jolly P.P.	RT				
9	Syamala S.S.	RT	PDC DSE(MR)			
10	Sivil C. Varghese	RT	M.COM., DSE(MR)			
11	Seemi Varghese	RT	PPC, DSE(MR)			
12	Sheena K.S.	Accountant	M.Com., Tally, DFCA, DCA			
13	Anat A. Pellissery	DEO	B.Com., Tally, Ex, DTP			
14	Bushara P.H.N.	Peon				

### Annexure -A.2.5.1-3.1.2

#### Officials of IE/RPS Details available at Cluster-Mala

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training	Date of Appointment	Responsibilities
1	Jolly P.P.	PDC DSE(MR)	10 days Multi category Training in years	27/07/2009	OSS, Remedical



			2011,12,13,14		
2	Jilgi P.D.	B.Com., B.Ed. Special	Adaptation class 14-15	05/03/2011	
3	Syamala S.S.	PDC SDE(MR)	Adaptation class 14-15	19/07/2004	
4	Sami Varghese	B.Com., DSE(MR)	Adaptation class 14-15	27/07/2009	
5	Sivil Varghese C.	M.Com.(MR)	Adaptation class 14-15	27/07/2009	
6	Faseela V.K.	TTC, B.Com.		14/06/2012	

### Annexure -A.2.5.1-3.2.1

#### IE/RPS Details available at BRC/CRC- Ernakulam

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training	Date of Appointment	Responsibilities
1	John Antony	MSW, Spl. B.Ed.		1.6.2010	Consellor
2	Sini Baiju	Spl. B.Ed., M.Sc. App. Prog.		6.1.2009	Spl. Educator
3	Stefi Jhony	Spl. B.Ed., M.Sc. App. Prog.		1.6.2012	Spl. Educator
4	Shahana Jamal	Spl. B.Ed		27.5.2010	Spl. Educator
5	Deepa Dominic	B.Ed. & Spl. B.Ed.		2.6.2014	Spl. Educator
6	Geethu Fransis	D.Ed.		15.10.2014	Spl. Educator
7	Saumya S Nair	M.Phil.		2.6.2014	Spl. Educator
8	Neethu P	TTC & Spl. B.Ed.		1.6.2015	Spl. Educator
9	Deepthy	M S W		8.6.2015	Spl. Educator
10	Ambili Bright	D.Ed.		2.6.2014	Spl. Educator

11	Suma Chandran	Spl. B.Ed., M.Sc. App. Prog.		1.6.2011	Subject Teacher
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#### **Annexure -A.2.5.1-4**

##### **IE/RPS Details available at State Lakshdweep**

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training	Date of Appointment	Responsibilities
1.	Naseema K.M.	B.Sc., B.Ed.	Nil	28.05.2015	Enclosed
2.	Jaseera Begum P.S.	B.Sc., P.G., B.Ed.	Nil	4.06.2015	
3.	Shamshad Begum K.K.	B.Sc., B.Ed.	Nil	01.06.2015	
4.	Shaharban K.K.	B.Sc., B.Ed.	Nil	28.05.2015	
5.	Saleena Begum R.M.	B.Sc., B.Ed.	Nil	01.06.2015	

#### **Annexure -A.2.5.1-4.1.1**

##### **IE/RPS Details available at Cluster- Agatti**

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training	Date of Appointment	Responsibilities
1.	Naseema K.M.	10+2	5 days Training	11/2014	For Disabled

- Phone Interview of one RP.

#### **Annexure -A.2.5.1-4.1.2 IE/RPS Details available at Block-Kavarati**

- Given in the school format
- RP is not found to visiting school

#### **Annexure -A.2.5.1-4.1.1.2 IE/RPS Details available at School- Jr. Basic School, North Agatti**

- RP does not visit.
- No Records.
- Right now she is attending training programme.
- Module preparation for CWSN “Teacher Training Programme”.

#### **Annexure -A.2.5.1-4.1.1.3 IE/RPS Details available at School- Govt.Sr. Basic School, Agatti**

No Training

#### **Table-A.2.5.1-4.1.2.1**

##### **IE/RPS Details available at School- Govt. Sr. Sec. School, Kavarati**

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training (In Days)	Date of Appointment	Responsibilities
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1.	Shaharban	B.Sc., B.Ed.		28-05-2015	Give OSS to CWSN STUDENTS AND TEACHERS. House visit to CWSN students.
2.	Saleena Beegum R.M.	B.A., B.Ed. in special Education		01-06-2015	

#### **Annexure -A.2.5.1-5.**

##### **IE/RPS Details available at State Nagaland**

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training (In Days)	Date of Appointment	Responsibilities
1.	Mr. Tali Jamir, Dy. SMD Incharge of IE				

##### **Annexure -A.2.5.1-5.1 IE/RPS Details available at District- Dimapur**

- Circulars Collected.
- List Being Given.

#### **Annexure -A.2.5.1-5.2**

##### **Officials of IE/RPS Details available at District-Kohima**

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training (In Days)	Date of Appointment	Responsibilities
1.	Ketoukholie Semou	P.U.(FC CWSN)	07 (2015)	27/04/2014	Special Teacher
2.	Kethamo Kath	B.A.(FC/CWSN)	07 (2015)	27/04/2014	Special Teacher
3.	Imlimenla A.O.	B.A., B.Ed. (CWSN)	07 (2015)	27/04/2014	Special Teacher
4.	Kedunel Kikhi	M.A., B.Ed.(MR)	07 (2015)	27/04/2014	Special Teacher
5.	Vekutilu Vese	M.A., B.Ed.	07 (2015)	27/04/2014	Special Teacher

##### **Annexure -A.2.5.1-5.2.1.1 Officials of IE/RPS Details available at School-GMSK, Kiruphema, Kohima**

- No Special teachers in the schools.
- No RP visited from EBRC to school.
- No teacher has been trained for IE.

#### **Annexure -A.2.5.1-5.2.3**

##### **IE/RPS Details available at Block-) L.Khel., Kohima**

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training	Date of Appointment	Responsibilities
1.	Visto Koso	B.A.,B.Ed.	Series of training at SCERT	25/05/2015	Co-Ordinator

2.	Kajina Sote	B.A	Series of training at SCERT	15/06/2015	Asst. Co-Ordinator
3.	Kelezhatuo Medom	B.A.,B.Ed.		15/05/2015	TOT
4.	Vketoulie Tsirah	B.A.,B.Ed.		22/04/2015	TOT
5.	Peletvonuo	B.A.	Series of training at SCERT		TOT
6.	Rachel	B.A	Series of training at SCERT		TOT

#### **Annexure -A.2.5.1-5.2.2.1**

##### **IE/RPS Details available at School- GPSC WSN Lorie, Kohima**

S.No.	Name of official for IE/RPs	Qualification	No. of days Training(in days)	Date of Appointment	Responsibilities
1.	NOMHENSU	B.A.	01	10/08/2005	Identify, Evaluate and Manage CWSN
2.	HOLVILE	B.A.	01	11/07/2011	
3.	LILVATI KIVINI	B.SC.	-	03/05/2010	
4.	KEDUNOL KIKHI	M.A.,B.ED.(MR)	07	29/08/2014	
5.	IMLIMENLA	B.A.,B.ED.(CP)	07	29/08/2014	
6.	NEIVAKNANO CHRISTINA	M.A., B.ED.	01	03/07/2012	

#### **Annexure -A.2.5.1-5.3.1**

##### **IE/RPS Details available at Block- Pugohoboto**

S.No.	Name of Officials for IE/RPs	Qualifications	No. of days Training	Date of Appointment	Responsibilities
1.	VIHOTO. N.	B.SC., B.ED.	20 days at SCERT	2004	CO-ORDINATOR
2.	INUSHE	B.A., B.ED.		2009	ASST. CO-ORDINATOR
3.	ISAK	B.A., B.ED.	EQWIP (20 Days)	2006	TOT
4.	PIVIKI	M.A., B.ED.	EQWIP (20 Days)	2015	TOT
5.	KINOKALI	M.A., B.ED.	EQWIP (20 Days)	2015	TOT
6.	JWVIKALI	M.A., B.ED.	EQWIP (20 Days)	2002	TOT

#### **Annexure -A.2.5.1-5.3.1.1**

##### **IE/RPS Details available at School- GPS, Mokalimi , Ngaland**

- Only Resource Person in the district. So he cannot visit.

## **Annexure III**

### **Annexure -A.3.1**

#### **Appraisal format of resource person in the state of Chandigarh**

#### **Performance Assessment of Resource Teachers (Special Education) under SS**

Name of Resource Teacher (RT): \_\_\_\_\_

Cluster Head: \_\_\_\_\_

#### **Performance indicators:**

- Average no. of visits to each school in a month: \_\_\_\_\_
- Average duration of stay in the school: \_\_\_\_\_
- Type of duties being performed by Resource Teachers(RTs) during visit:  
\_\_\_\_\_
- Whether these duties have been performed to the satisfaction of the Principal/ Head/ teachers (Yes/No): \_\_\_\_\_
- Acquaintance of RTs with rules, orders and norms w.r.t to facilities /concessions to CWSN(Yes/No): \_\_\_\_\_
- Whether the RT has prepared Individual Educational Plans and profiles of all the CWSN since their enrolment in the school (Yes/No): \_\_\_\_\_
- Whether these educational plans and profiles are available with the concerned class teacher(Yes/No): \_\_\_\_\_
- Whether the following data of CWSN for last 02 years is available in the school (Yes/No):
  1. Transport & Escort allowance: \_\_\_\_\_
  2. Aids and appliances & medical assessment camps: \_\_\_\_\_

- Whether the RT is providing support to teachers on modification of curriculum  
(Yes/No): \_\_\_\_\_
  - Whether the teachers have been trained by the RT on how to deliver different  
need based support services to CWSN (Yes/No): \_\_\_\_\_
  - Innovative activities undertaken for inclusion and rehabilitation of CWSN in the  
school  
( if any)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  - Efforts made for training teachers for inclusion of CWSN, specifically CWSN  
under HBE:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  - No. of training programmes/sessions conducted by RT during 2018-19 at  
cluster/school level:  
\_\_\_\_\_  
\_\_\_\_\_
  - Remarks, if any:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  - Overall assessment ( grading as per 05 point scale : 1. Excellent, 2. V.Good, 3.  
Good, 4. Average, 5. Below average) : \_\_\_\_\_
- Date: \_\_\_\_\_

Signatures of Cluster  
Head



- Activities undertaken by Resource Teacher in Special Resource Centre overall:

---

- Overall assessment ( grading as per 05 point scale : 1. Excellent, 2. V.Good, 3. Good, 4. Average, 5. Below average) : \_\_\_\_\_

Date: \_\_\_\_\_

Resource Centre

Signatures of In charge of Special

# Annexure IV

## Information Schedule for the State/District/BRC/School

Name and Address:

Date:

### 1. Policy Documents on LD

S.N.	Type(circular/guideline/other)	Date	Content/Subject	Language	Issued from	Issued to

### 2. Officials for IE/RPS details

S.N.	Name of officials for IE/RPs	Qualification	No. of days Training	Date of Appointment	Responsibilities

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**3. Aids details:**

S.N.	Name of the Equipment	Number	Source of Purchase	Date of Purchase	Issued to

**4. Funds details**

S.N.	Headings	Amount	
		Sanctioned	Used

### 5. Teacher Training in last Five Years

Year	No. of Teacher Training Programme	Duration	No. of teachers trained	Sample of material and Calendar

### 6. Data on LD

Classes	1		2		3		4		5		6		7		8	
Year	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
2009																
2010																
2011																
2012																
2013																
2014																
2015																

## **Annexure V**

### **Interview Schedule Policy Makers**

*(Policy makers and Implementers at State, District, BRC and School level teachers and principal)*

#### **1. Identification details**

- Name designation
- Position
- Experience
- Qualifications

#### **2. Warming up**

#### **3. Discussion on LD**

#### **4. NO. And types of policy documents/circulars related to LD**

#### **5. Data on Ld age gender wise and class wise**

#### **6. Data and reports on teacher training**

#### **7. Data and reports on RPs appointed**

#### **8. Data and reports on educational aids purchased and being used**

#### **9. Data and reports on funds spent if any**

#### **10. Data and reports on Researches**

#### **11. Data and report on support of NGO**

## Annexure VI

### Observation Schedule for the SLD in School

Name of the School:

Address:

Name of the child:

Date:

S. N.	Category	Items	Response		Sample Collected
			Yes	No	
1	Identification	Checklist			
2	Assessment	Tests( GLAD, DTLD, any other)			
		Person responsible( teacher/RP)			
		Person trained( 3-5 days)			
3	Teaching	Curriculum adaptation:			
		<i>learning content:</i>			
		<i>modification,</i>			
		<i>substitution</i>			
		<i>replacement,</i>			
		<i>omission</i>			
		<i>compensation</i>			
		learning approaches:			
		<i>Child Centered</i>			
		<i>inclusive learning environment</i>			
		<i>equal participation</i>			



S. N.	Category	Items	Response		Sample Collected
			Yes	No	
1	Identification	Checklist			
2	Assessment	Tests( GLAD, DTLD, any other)			
		Person responsible( teacher/RP)			
		<i>opportunities to demonstrate learnt skills</i>			
		<i>work experiences</i>			
		<i>flexibility in class time tables</i>			
		<i>opportunities for social interaction</i>			
		<i>Use of pictorial form</i>			
		<i>e-text versions of the print material</i>			
		<i>Use of animation and sound</i>			
		<i>Using color combinations</i>			
		<i>Using different fonts</i>			
		<i>using larger sizes</i>			
		<i>collaborative learning</i>			
		<i>individual support</i>			
4	Learning Aids	<i>Computers with appropriate software</i>			
		<i>educational CDs</i>			
		<i>Visual and auditory aids/ toys/ puzzles/ talking books</i>			

S. N.	Category	Items	Response		Sample Collected
			Yes	No	
1	Identification	Checklist			
2	Assessment	Tests( GLAD, DTLD, any other)			
		Person responsible( teacher/RP)			
		<i>Abacus</i>			
		<i>Charts and posters</i>			
		<i>Taylor frame/Communication Boards</i>			
		<i>Embossed TLMs</i>			
		<i>slant boards</i>			
		<i>pencil/ pen grips</i>			
		<i>tape recorders</i>			
		<i>voice synthesizers</i>			
5	Evaluation	<i>Flexibility in syllabus</i>			
		<i>Accommodations in response methods</i>			
		<i>Extra time</i>			
		<i>Use of devices</i>			
		<i>Use of technology</i>			
		<i>exempted from the 3-language formula or subject</i>			

S. N.	Category	Items	Response		Sample Collected
			Yes	No	
1	Identification	Checklist			
2	Assessment	Tests( GLAD, DTLD, any other)			
		Person responsible( teacher/RP)			
		<i>Use of writer</i>			
		<i>Flexibility in Time and Calendar</i>			

## Annexure VII

### Interview Schedule for Teachers

- **Name**
  - **Designation**
  - **Qualifications**
  - **Date of joining the position**
1. Experience in the field
  2. Date
  3. Knowledge on LD
  4. Knowledge of circulars
  5. Quality of teacher training
  6. Educational aids being used
  7. Usage of Identification checklist
  8. Medical assessment reports
  9. Educational interventions
  10. Educational assessment/Evaluation
  11. Educational monitoring
  12. Any other help
  13. Success stories

## **Annexure VIII**

### **Interview Schedule for Parents**

- **Name of the Parent**
  - **Name of the Child**
  - **Gender of the Parent**
  - **Gender of the Child**
1. Class of the Child
  1. Are they aware of their problem?
  2. How do they seek help?
  3. How the help is provided to them
  4. Types of provisions being used?

## **Annexure IX**

### **Interview Schedule for Students**

- **Name**
  - **Class**
  - **Gender**
  - **Address**
1. Are they aware of their problem?
  2. How they were made aware?
  3. How do they seek help?
  4. How the help is provided to them
  5. Types of provisions being used?

