

Table 4.4: Disability wise Enrolment of Students (Percentage)

S. No	State	Blindness	Low vision	Hearing Impairment	Speech Impairment	Loco-motor Disability	Cerebral Palsy	Leprosy Cured	Intellectual disability/MR	Mental illness	Autism	Multiple Disabilities	Others
1	A&N Islands	0.5	10	14	5	37.5	0	0	33	0	0	0	0
2	Assam	25.1	0	34.1	0	28.6	0	0	12	0	0	0	0
3	Daman and Diu	0	33.3	0	0	50	16.7	0	0	0	0	0	0
4	Delhi	3.8	39.8	5.8	0.4	45	1	0.1	1.2	0.4	0.1	1.9	0.5
5	Gujarat	12.5	12	10.9	0	36	1.5	0	27	0	0	0	0
6	Haryana	4.8	23.3	14.5	8.9	30.2	0.5	0	17.5	0	0.3	0	0
7	Himachal Pradesh	0	25.7	8.7	8.3	13.4	1.4	25.3	11.2	0	0.4	4.8	0.9
8	Karnataka	4.2	34	19.7	18.4	10.1	0.2	0.1	12	1	0.2	0	0
9	Kerala	11.4	23.2	11.9	23.3	17.7	4.2	0	0.8	0	6.2	0	1.2
10	Madhya Pradesh	5.1	6.3	7.2	0	79.1	0.3	0	0	0	0	1.4	0.5
11	Manipur	1.6	45.1	12.1	0	19.8	0	0	21.4	0	0	0	0
12	Meghalaya	23.3	6.9	29	0	38	0	0	0	2.9	0	0	0
13	Mizoram	2.4	4	20.8	6.3	22.4	0.2	0	7.3	1.9	0	3.7	31.1
14	Nagaland	1.5	32.8	17.4	3.3	7.4	0	1.4	36.2	0	0	0	0
15	Odisha	4.2	40.4	28.2	0	16.6	2.6	0	7.8	0	0.2	0	0
16	Puducherry	3.1	35.8	5.7	6.9	27.7	1.9	0	5	0	0.6	2.5	10.7
17	Punjab	0.2	22.9	9.1	0	59.8	1.4	0.2	1.9	0.5	0.1	4	0
18	Rajasthan	3.5	6.1	4.6	3	77.4	0.2	0.2	1.8	1.8	0.1	0	1.3
19	Tamil Nadu	4.1	29.9	45.2	0	15.7	1.7	0	3.5	0	0	0	0
20	Tripura	5	17.2	6.3	6.7	54.8	1.7	0.2	4.4	0	0	3.8	0
21	Uttarakhand	0	34.5	10.4	0	50.4	0.4	0.4	0.7	2.6	0.5	0	0
22	West Bengal	5.6	30.8	11.4	7.5	26.1	1.4	0	4.3	0	1.8	7.3	3.9
	Grand Total	5.8	20.2	10.9	7.7	30.4	1.4	0.8	6.3	0.2	1.5	1.5	1.1

Source: Data as provided by States/UTs in the State Questionnaire

Figure 4.2: Total Enrolment (2009-10 to 2011-12)

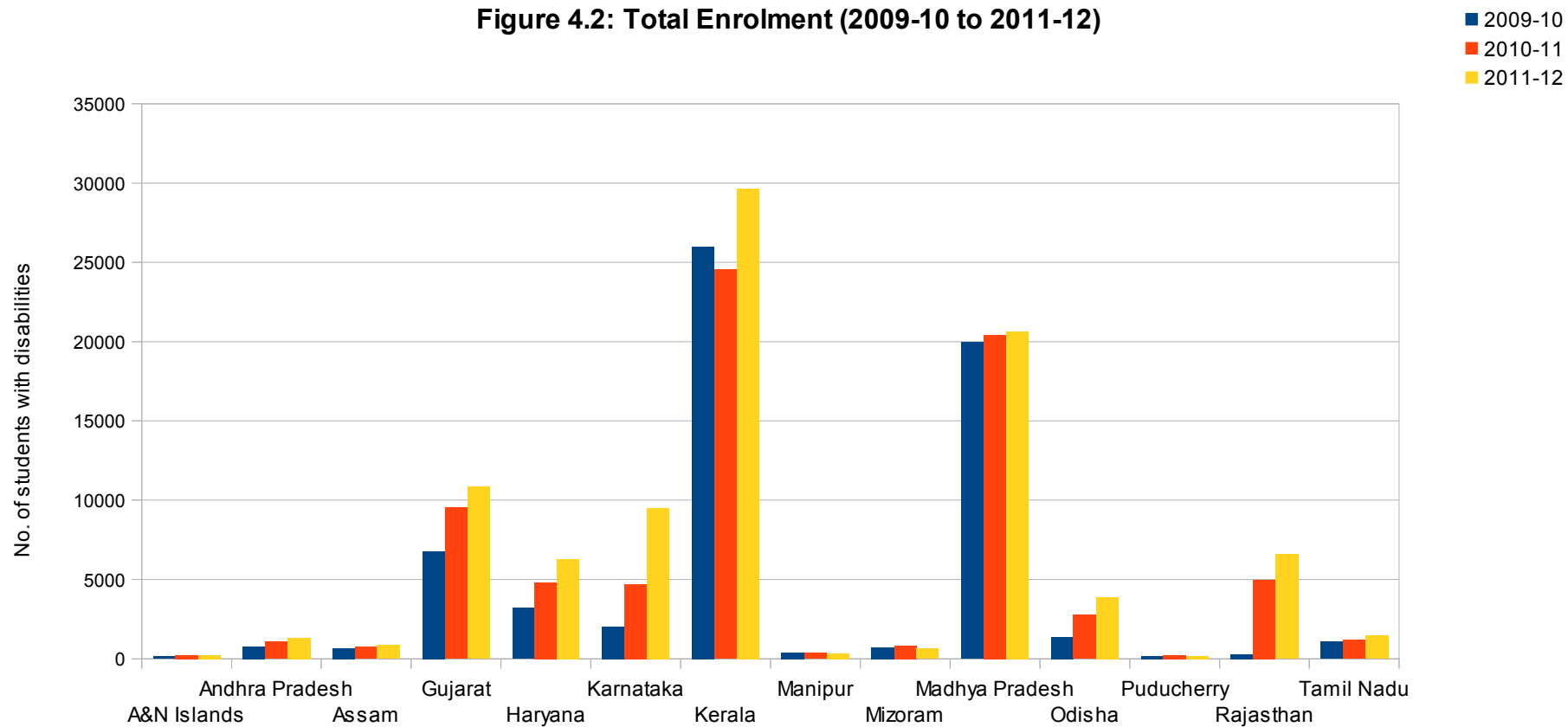


Figure 4.3: Boys & Girls Enrolment (2012-13)

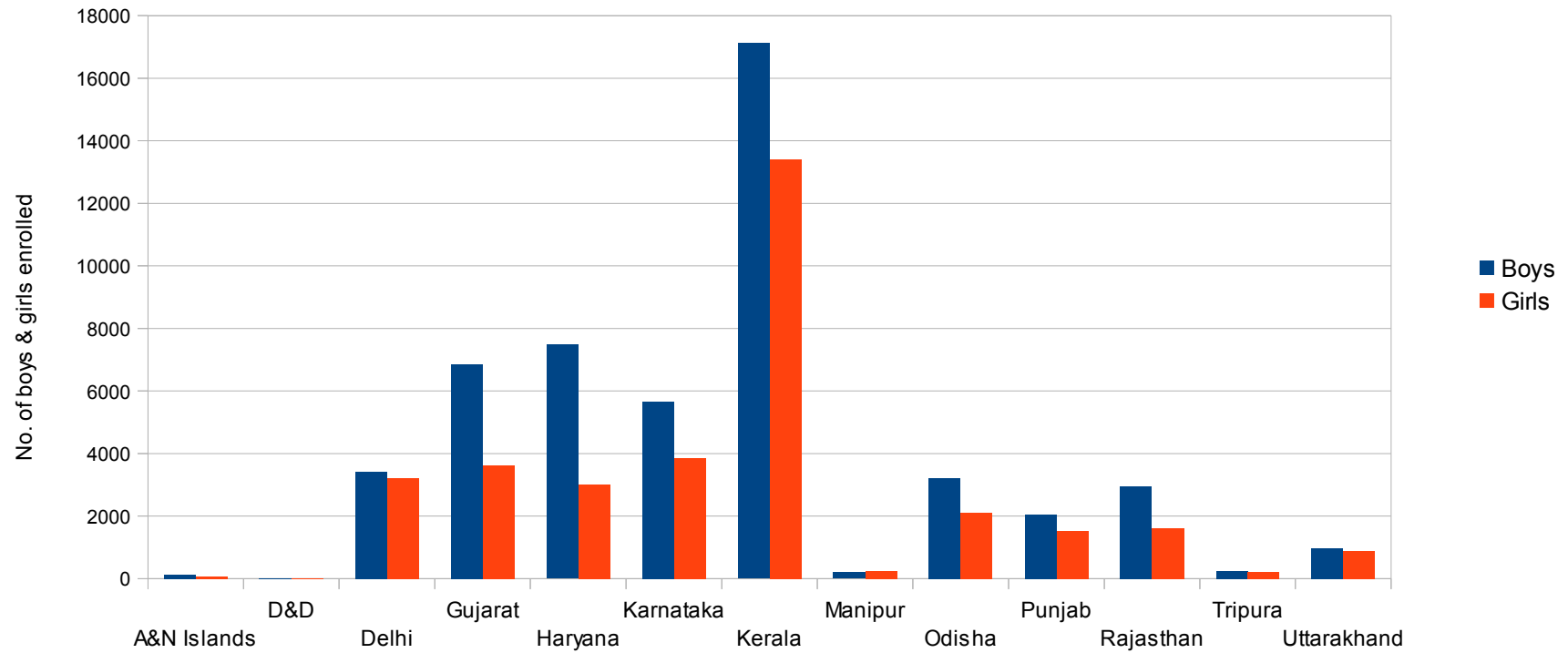


Figure 4.4: Percentage of Girls Enrolled in Different Years

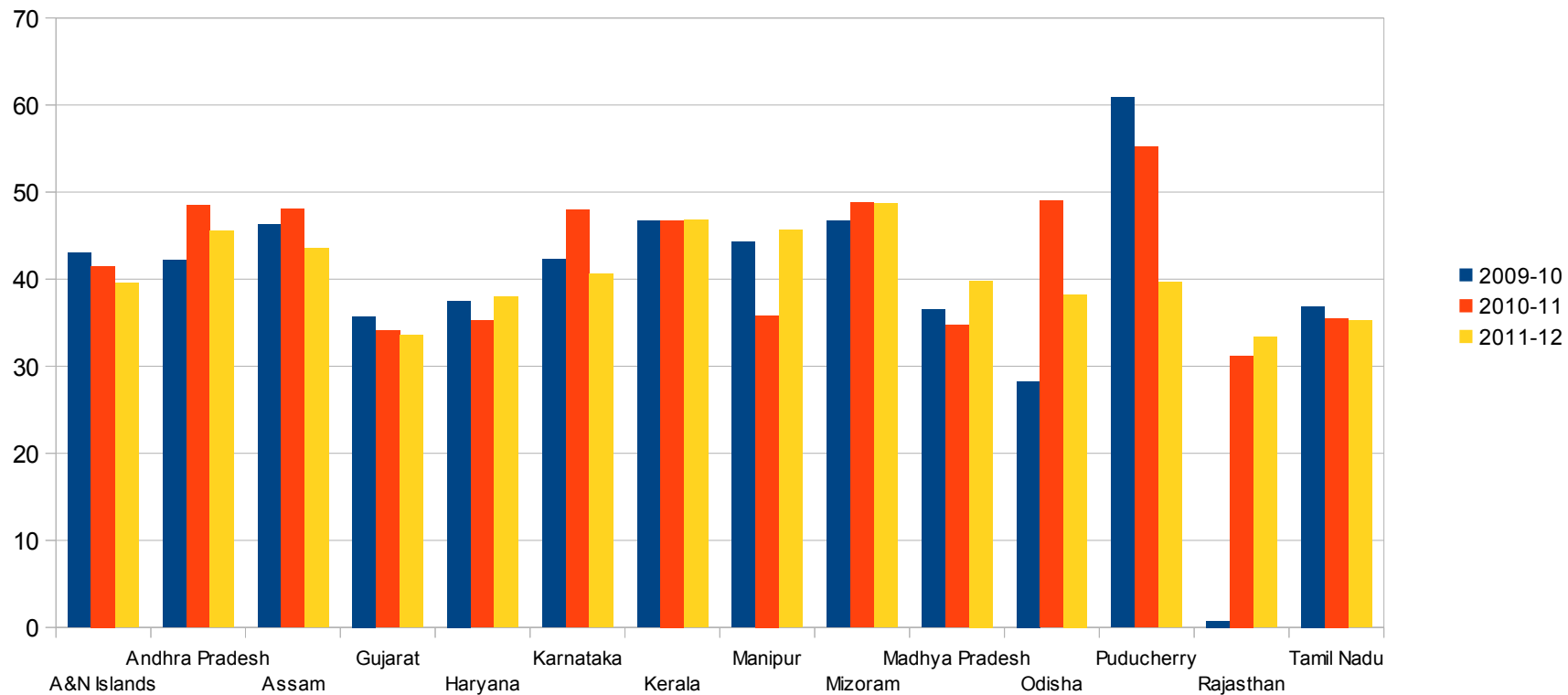


Table 4.7: Number of Resource Rooms Established

S.No.	States	2009-10				2010-11				2011-12				2012-13			
		Block level	Cluster level	School level	Total	Block level	Cluster level	School level	Total	Block level	Cluster level	School level	Total	Block level	Cluster level	School level	Total
1	A&N Island	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Andhra Pradesh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Assam	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	Bihar	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	Daman & Diu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Delhi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	Gujarat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	Haryana	124	-	-	124	124	-	-	124	145	-	-	145	145	-	-	145
9	Himachal Pradesh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	Karnataka	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Kerala	-	-	-	41	-	-	-	43	-	-	-	57	-	-	-	-
12	Madhya Pradesh	-	-	37	37	50	-	-	50	50	-	-	50	50	-	-	50
13	Maharashtra	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	Manipur	-	24	-	24	-	24	-	24	-	24	-	24	-	24	-	24
15	Meghalaya	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	Mizoram	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Nagaland	-	-	-	-	-	-	-	-	11	11	58	80	-	-	-	-
18	Odisha	-	-	20	20	-	-	-	-	-	-	-	-	-	-	-	-
19	Puducherry	-	-	-	-	-	-	-	-	6	-	-	6	-	-	-	-
20	Punjab	-	155	-	155	-	464	-	-	-	-	-	-	-	-	-	-
21	Rajasthan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22	Sikkim	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
23	Tamil Nadu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24	Tripura	-	-	-	-	-	-	-	-	49	-	-	49	-	-	-	-
25	Uttar Pradesh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	Uttrakhand	-	-	-	-	95	-	-	95	-	-	-	-	-	-	-	-
27	West Bengal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Source: Data as provided by States/UTs in the State Questionnaire

IEDSS AT A GLANCE

Aids, Assistive Devices & TLM

Assam, Daman & Diu, Gujarat, Haryana, Karnataka, Kerala, MP, Maharashtra, Manipur, Mizoram, Nagaland, Odisha, Puducherry, Sikkim, T.N & Tripura

Alternative Modes of Evaluation

Gujarat, Karnataka, Kerala, Manipur, Odisha, Punjab & Tripura

Special Teachers appointed

Assam, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Nagaland, Odisha and Tamil Nadu.

Environment Building

Daman & Diu, Delhi, Haryana, Karnataka, Kerala, M.P., Odisha & West Bengal

Special Measures for Disadvantaged Groups

Daman & Diu and Odisha

Architectural Barriers

Assam, Bihar, Delhi, Gujarat, Haryana, Karnataka, Kerala, M.P., Nagaland, Odisha, Puducherry, Tripura, Uttarakhand & West Bengal

Resource Rooms

H.P, Kerala, M.P, Manipur, Nagaland, Odisha, Puducherry, Punjab, Tripura and Uttarakhand

Training of General Teachers

Assam, Delhi, Haryana, Kerala, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry and West Bengal

Relaxation in Admission Procedure

Delhi, Gujarat, Haryana, Karnataka, Kerala & Odisha

Model School

Haryana, Kerala

Innovative Practices

Haryana, Odisha, Tamil Nadu and West Bengal

Table 4.3: Enrolment of Students with Disability (2009-10 to 2012-13)

Sr. No.	State	2009-10			2010-11			2011-12			2012-13			Grand Total
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	A&N Islands	78	59	137	127	90	217	142	93	235	119	81	200	
2	Andhra Pradesh	450	328	778	550	517	1067	711	594	1305	-	-	-	
3	Assam	347	299	646	379	351	730	479	369	848	-	-	-	
4	Bihar	10361	8596	18957	9226	6290	15516	-	-	-	-	-	-	
5	Daman & Diu	-	-	-	10	7	17	6	7	13	3	3	6	
6	Delhi	-	-	-	1339	1948	3287	3436	4043	7479	3408	3225	6633	
7	Gujarat	4343	2414	6757	6288	3252	9540	7202	3641	10843	6855	3615	10470	
8	Haryana	2000	1200	3200	3107	1693	4800	3906	2393	6299	7476	3023	10499	
9	Himachal Pradesh	-	-	-	-	-	-	2452	1910	4362	-	-	-	
10	Karnataka	1164	853	2017	2449	2253	4702	5657	3863	9520	5657	3863	9520	
11	Kerala	13836	12139	25975	13068	11469	24537	15783	13871	29654	17116	13395	30511	
12	Maharashtra									2385				
13	Manipur	225	179	404	233	130	363	181	152	333	199	231	430	
14	Meghalaya	-	-	-	138	107	245	-	-	-	-	-	-	
15	Mizoram	385	337	722	417	397	814	323	307	630	-	-	-	
16	Madhya Pradesh	12679	7293	19972	13322	7093	20415	12423	8221	20644	-	-	-	
17	Nagaland	-	-	-	-	-	-	2282	1407	3689	-	-	-	
18	Odisha	982	387	1369	1404	1348	2752	2394	1482	3876	3204	2123	5327	
19	Puducherry	70	109	179	94	116	210	96	63	159	-	-	-	
20	Punjab	5606	6684	12290	5592	7362	12954	-	-	-	2057	1527	3584	
21	Rajasthan	261	2	263	3420	1552	4972	4386	2195	6581	2944	1616	4560	
22	Tamil Nadu	675	394	1069	757	417	1174	938	511	1449	-	-	-	
23	Tripura	-	-	-	-	-	-	293	198	491	252	226	478	
24	Uttarkhand	-	-	-	-	-	-	960	814	1774	967	876	1843	
25	West Bengal	-	-	-	7473	6117	13590	11935	9485	21420	-	-	-	
	Total	53462	41273	94735	69393	52509	121902	75985	55619	133989	50257	33804	84061	434687

Source: Data as provided by States/UTs in the State Questionnaire

Note: Maharashtra has only provided total enrolment data for the year 2011-12 (not genderwise); Uttar Pradesh and Sikkim have not given any data for enrolment of students with disability.

Table 4.10: Input Given By Students

Mode of Transport	Liking in School	Disliking in school	Difficulties faced during classroom activity
<ul style="list-style-type: none"> • Walking • With friends • Rickshaw • Bicycle • Auto • Wheelchair • Tricycle • Taxi • Scooter 	<ul style="list-style-type: none"> • Not specified • Cultural activities • Studies • Sports and games • Friends • School playground • Garden • Library • Special teacher • Mid-day meals • Computer • Art and craft 	<ul style="list-style-type: none"> • Not specified • Holidays • Non-availability of water • Infrastructure is not good • Inadequate sitting arrangement • Toilets facility 	<ul style="list-style-type: none"> • Yes • No • Not specified • Unable to read from blackboard • Unable to write during class • Some time teacher don't support • Cannot interact frequently with teachers • Can listen but can't speak • Teachers has to speak loudly • Difficulty in drawing

Difficulties faced during practical work?	Difficulties faced during playground activity?	People who help	Favourite teacher	Least Liked Teacher
<ul style="list-style-type: none"> • Not specified • No • Unable to write with pen • don't have any practical class • Unable to move freely • Difficulty in understanding the language of the teacher 	<ul style="list-style-type: none"> • No • Yes • Avoid playing • Unable to hold ball and identify size • Need indoor sport room • No ramps are constructed connecting the classrooms and playground • Feel that wont be able to compete with other students • We play in recreation room • Not comfortable in running 	<ul style="list-style-type: none"> • No • Sister, other students, teachers • Need extra time during class • Resource teachers simplify the lesson and teach us with the help of TLM • Independent and do my work myself 	<ul style="list-style-type: none"> • Not specified • All the teachers • Different subject teachers • Class teacher, Special teacher, headmaster • No one is really favorite 	<ul style="list-style-type: none"> • Not specified • Nobody • Social study teacher • math teacher • love all

Reasons for particularly liking some classmates	Facilities being provided in the school	Expecting special attention from teachers: Reasons	Frequency of support from special teachers	Support from others	Extent of support received
<ul style="list-style-type: none"> • Helps me in study • Cooperative • Very sincere • Understands my speech • love to share the problem • Caring • Helps me in reaching school • All are good 	<ul style="list-style-type: none"> • Not specified • No facilities • Library • Stipend 	<ul style="list-style-type: none"> • Yes • Not specified • No • Special attention in studies • extra time in understanding the text taught in class • More Support 	<ul style="list-style-type: none"> • Not specified • Daily • Three days a week • Regularly • One a year • Any time • No special teacher 	<ul style="list-style-type: none"> • Teachers, special teachers, therapist, peer group, siblings, parents • Independent and do my work myself 	<ul style="list-style-type: none"> • Writing notes, • Drawing • Teachers clear the doubts • Support from special teacher in writing, homework and games • Guide to reach classroom • Helps to arrange my bag, • Enable to do my all day to day activities

Regularity in Classes	Participation in extra-curricular activities like sports?	Mode of Identification & Assessment	Suggestions
<ul style="list-style-type: none"> • Yes • No • 	<ul style="list-style-type: none"> • Yes • No • Love to be alone, want to learn some indoor game by a good teacher • Carom board • Participate in music activities • School lacks infrastructure for sports activities • Participate in sports 	<ul style="list-style-type: none"> • Special teachers • Regular teachers • Local medical hospitals • Disability certificates • Observation • Assessment camps • Regular exams • Talking • Case history • Poor speech and poor academic skill • Visible Disability 	<ul style="list-style-type: none"> • Not specified • Change of attitude among teachers, training needs to be given to general teachers. • Teachers should give support attention and guidance, more and better teacher who support us mentally and morally should be appointed. • Curriculum should be defined. • One special teacher per school. • Teaching learning material should be used. • School should be made architecturally Barrier free. • Special class should be started for students with disability. • Special aids for science practical. • Water and toilets facilities should be improved. • Blackboard should be dark. • Proper lighting facility. • Extra time and extra care should be provided to students with disability. • More usage of ICT in classroom. • There should be wheel chair at school for 60% and above disability. • Extra helper should be provided. • Separate tuition teacher should be arranged to teach students at home who are not regular to school. • Braille book should be in Hindi. • Scholarship should be provided to student with disability. • Teachers should have subject knowledge and should not discriminate between the students. • Resource rooms at school level should be constructed. • Special teachers according to disability should be appointed • Spacious classrooms and proper sitting arrangement should be provided. • Fees should be reduced.

Give suggestion for improvement of teaching –learning in your school?

- Not specified
- Change of attitude among teachers, training needs to be given to general teachers.
- Teachers should give support attention and guidance, more and better teacher who support us mentally and morally should be appointed.
- Curriculum should be defined.
- One special teacher per school.
- Teaching learning material should be used.
- School should be made architecturally Barrier free.
- Special class should be started for students with disability.
- Special aids for science practical.
- Water and toilets facilities should be improved.
- Blackboard should be dark.
- Proper lighting facility.
- Extra time and extra care should be provided to students with disability.
- More usage of ICT in classroom.
- There should be wheel chair at school for 60% and above disability.
- Extra helper should be provided.
- Separate tuition teacher should be arranged to teach students at home who are not regular to school.
- One regular special teacher is necessary in every school.
- Braille book should be in Hindi.
- Scholarship should be provided to student with disability.
- Teachers should have subject knowledge and should not discriminate between the students.
- Resource rooms at school level should be constructed.
- Special teachers according to disability should be appointed.
- Spacious classrooms and proper sitting arrangement should be provided.
- Fees should be reduced.