

# **SITUATION ANALYSIS**

ON

**INCLUSIVE EDUCATION PROGRAMME  
IN THE STATE OF MADHYA PRADESH**

BY

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SUBMITTED TO

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BHOPAL. MADHYA PRADESH. 462016**

## ABBREVIATIONS

AWP	:	Annual Work Plan
B.Ed.	:	Bachelor's in Education
BEO	:	Block Education Officer
BLV	:	Blind and Low Vision
BRCs	:	Block Resource Centres
CWSN	:	Children with Special Needs
DEO	:	District Education Officer
DIET	:	District Institute of Education & Training
DPC	:	District Programme Officer
DPI	:	Director Public Instructions
EGS	:	Education Guarantee Scheme
IED	:	Inclusive Education for the disabled
IEDC	:	Integrated Education of the disabled Children
IEP	:	Individualized Education Programming
INGO	:	International NGO
IPMS	:	Integrated Programme Monitoring System
KAP	:	Knowledge, Attitude, Practice
MC	:	Mobile Consultant
MP	:	Madhya Pradesh
MR	:	Mental Retardation
NAB	:	National Association for the Blind
NGO	:	Non Government Organizations
PTA	:	Parent Teachers Association
PWDs	:	Persons with Disabilities
RCI	:	Rehabilitation Council
RGSM	:	Rajiv Gandhi Shiksha Mission
RSK	:	Rajya Shiksha Kendra
SC	:	Scheduled Castes
SCERT	:	State Council of Education Research & Training
SEM	:	State Education Mission
SSA	:	Sarva Shiksha Abhiyan
ST	:	Scheduled Tribes
SWOT	:	Strengths, Weaknesses, Opportunities & Threats

## GLOSSARY

### **Rajya Shiksha Kendra (RSK)**

RSK, formerly known as Rajiv Gandhi Shiksha Mission is the government agency implementing the Sarva Shiksha Abhiyan (SSA), the Education for all programme in the state of Madhya Pradesh. The programme is presently being implemented for the elementary education (Classes 1 to 8).

### **Zila Shiksha Kendra (ZSK)**

ZSK is the district unit implementing SSA. It is headed by Collector/District Magistrate.

### **Janpad Shiksha Kendra (JPSK)**

JPSK is the block resource centre implementing SSA. It is headed by Block Education Officer (BEO) and Block Resource Coordinator (BRCC).

### **Jan Shiksha Kendra**

JSK is a unit consisting of cluster of 10 to 15 schools. It is the cluster resource centre for purpose of providing academic support to the teachers at the local level.

### **Gram Sabha**

Gram Sabha is the village level local self government body which is legally under the respective Panchayats. Each Panchayat is headed by a Sarpanch (equivalent to Chieftain)

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## 1. INTRODUCTION

The Ministry of Human Resource Development, Govt. of India launched the Sarva Shiksha Abhiyan (SSA) in 2000. Highlights of the programme were the essential inclusion of the marginalized groups in the mainstream education. Most remarkable was the inclusion of Children with Special Needs (CWSN).

The Department of school Education, Government of MP, through its society, the Rajya Shiksha Kendra (RSK), has been instrumental in implementing the SSA. The inclusive Education for the disabled (IED) component of the SSA is the mandate of several NGOs in the state. In order to ensure effective implementation of the IED programme through NGOs, a consortium of NGOs<sup>1</sup> had been advocating with the RSK, to have allot 1 district to 1 NGO in the state.

In response to the request from the consortium of NGOs, the state government of Madhya Pradesh allotted 7 districts to 7 respective NGOs in taking forward inclusive education programme in their allotted district.

## 2. NEED FOR SITUATION ANALYSIS

The State Government of Madhya Pradesh in the field of Inclusive Education has undertaken many initiatives such as bringing together IEDC programme under the umbrella of RSK, which is implementing SSA. This has helped in convergence of various schemes that are being implemented in the state for the benefit of the children with special needs.

In discussion with Government officials at various levels, it was felt that a situation analysis needs to be commissioned to make a programmatic plan for inclusive education programme in the state. Sightsavers International accepted the task and requested Mr. Sumit Roy, Digdarshika to undertake the same. This was also intended to have uniform strategies for the implementation of the programme in the state. The study thus initiated is to deal with an effort to qualitatively and quantitatively assess the status of IED programme implementation in Madhya Pradesh.

### 2.1 OBJECTIVES OF SSA

The objectives of SSA are the following

- All children in school, EGS, AS, Back to school camps by 2003.
- Ensure that all children complete 5 years of primary schooling by 2007.
- Ensure that all children complete 8 years elementary schooling by 2010.

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<sup>1</sup> Consortium of NGOs consists of DIGDARSHIKA from Bhopal, Arushi from Bhopal, MPWA from Indore, AVSAR from Sagar, Asha Gram Trust from Barwani, MPVSS from Ujjain along with Sightsavers International (UK based organization working across the world to restore sight and support irreversibly blind people).

- Provide elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary level by 2010.
- Universal retention by 2010.

## **2.2 OBJECTIVES OF SITUATION ANALYSIS**

The following were the objectives of the situation analysis on Inclusive education:

- To find the existing situation of the children with special needs (CWSN).
- To suggest various measures to be taken to the state government of Madhya Pradesh for the implementation of Inclusive Education programme in the state.
- To explore ways to effectively support the efforts of the government by various International agencies.

## **3. METHODOLOGY**

The methodology adopted for gathering information related to specific objectives has been devised such that they are reliable and time intensive. The study dealt with the review of available secondary sources and collected primary data from respective districts of the state.

### **3.1 SECONDARY DATA**

The following secondary data was reviewed for the purpose of study:

- From Education Department in the state of Madhya Pradesh CWSN the following data was reviewed
  - Data on CWSN
  - Data on mobile consultants
  - Details about the NGOs implementing Inclusive Education in the state.
- Data on CWSN from Census 2001

### **3.2 PRIMARY DATA**

#### **A) FIELD DATA**

The primary data collection was undertaken with the purpose of finding the status of CWSN in a sample of districts in the state. To this end, four districts were selected in the state. Three districts (Bhopal, Tikamgarh, Shajapur) were those districts where inclusive education (IED) is being implemented by respective NGOs. These districts were selected on a random sampling method.



One district (Hoshangabad) where no NGO is implementing the IED programme. This district was selected as per the convenience and the proximity of the district from Bhopal from where the study was being coordinated. Field visit was undertaken to one block of each of the districts. There was a discussion held by the team with the Govt. and Non Govt. Functionaries about the CWSNs and their status in the District.

**Table 1: Agencies involved in collecting information for the study**

<b>Sr. No.</b>	<b>Name of NGO/ AGENCY</b>	<b>Address</b>	<b>District of Work</b>
<b>1.</b>	DIGDARSHIKA	E-7/80 & 81, Arera Colony, Bhopal	BHOPAL
<b>2.</b>	AVSAR	Choti Pyaga, Kshavganj, Sagar	TIKAMGARH
<b>3.</b>	MP VIKLANG SAHAYATA SAMITI	Sector 9, Jawahar Nagar, Ujjain	SHAJAPUR
<b>4.</b>	OFFICE OF THE DISTRICT PROJECT COORDINATOR, Hoshangabad,	Suresh Mishra, Jila shiksha Kendra collector Parisar , Hoshangabad	HOSHANGABAD

With the purpose of knowing the knowledge, attitude and practices among the various district officials implementing IED programme a KAP questionnaire was filled by District level Administrators of the Dept. of School Education, Government of Madhya Pradesh in a workshop environment.

## **B) DISCUSSION WITH PARENTS, SIBLINGS AND CWSN**

As the field study was being undertaken, about 4 to 5 families of CWSN were visited for a discussion regarding the inclusive education programmes being implemented in the state and about the benefits that are being received by their wards who are CWSN in the respective districts of Tikamgarh, Hoshangabad, Bhopal and Sagar. The parents and the siblings of the respective families were also asked about their experience.

### C) KAP ANALYSIS

The KAP analysis is carried out based on the inputs received from participants. The participants were the different functionaries of the state government who are directly/ indirectly responsible for initiating/ implementing various activities/ schemes related to “Inclusive Education”. The participants are broadly classified in the following categories:

- (a) District Senior Administrators  
(*Mainly DEOs, 11 participants*)
- (b) Inclusive Education District Coordinators  
(*Mainly DPCs, 24 participants*)
- (c) Junior Administrators  
(*APC, Functionaries from BRCC, Nodal Officers, Planning Officers, Assistant Directors, 38 participants*)
- (d) Resource/ Trainers  
(*Functionaries from DIET, Principals, Lecturers etc, 41 participants*)

The methodology adopted for analysis is based on the inputs received from the participants on KAP Scale (enclosed) on 3rd & 4th May 07. The KAP scale is designed in the form of questionnaire that takes one or more inputs from the participants on the aspects related to knowledge, attitude and practice. Based on the points secured by the participants, they are classified in 3 categories on knowledge, attitude & practice level as follows:

For Knowledge component, if participant has secured:

- More than 70% points, then “Above Average”
- Between 55% & 70%, then “Average”
- Less than 55%, then “Below Average”

For Attitude component, if participant has secured:

- More than 70% points, then “Positive Attitude”
- Between 55% & 70%, then “Mixed Attitude”
- Less than 55%, then “Negative Attitude”

For Practice component, if participant has secured:

- More than 70% points, then “High Involvement”
- Between 55% & 70%, then “Average Involvement”
- Less than 55%, then “Low Involvement”

**D) SWOT and ‘MY WISH’ ANALYSIS**

A SWOT analysis (Refer [Annexure 7](#) for format) format and of the programme was undertaken along with the KAP. The administrative officials were assessed for their Status of Attitude, Initiatives and Motivation on the ‘MY WISH’ Questionnaire (Refer [Annexure 8a](#) for format). This workshop was in collaboration with Rehabilitation Council of India (RCI). In this workshop senior administrative officers of the department of school education from 48 districts participated.

The participants’ list is annexed. ([Annexure 1](#)). The number of participants is classified into the following four categories and the details are given below.

**Table 2: Summary of the participants in the workshop**

<b>Sr. No.</b>	<b>Categories</b>	<b>Number of participants from the districts for the workshop</b>	<b>Details</b>
<b>1.</b>	District Senior Administrators	11	<a href="#">Annexure 1a</a>
<b>2.</b>	District Coordinators on Inclusive Education	24	<a href="#">Annexure 1b</a>
<b>3.</b>	Junior Administration Officers	38	<a href="#">Annexure 1c</a>
<b>4.</b>	Resource /Trainers	41	<a href="#">Annexure 1d</a>

District Senior Administrators consists of DEOs of the respective district. District Coordinators on Inclusive Education consists of DPCs of the respective district. Junior Administration Officers consists of APCs of the respective state. Resource/Trainers consist of DIET principals, senior lecturers, lecturers and resource teachers.

The various officials at State were also interviewed to have an understanding of their outlook on IED. Discussions were held with:

1. Mr. Indraneel Dani, Principal Secretary, Education, MP
2. Mr. Manoj Jhalani, Secretary, School Education, MP
3. Mr. MK Singh, Commissioner, RSK, MP
4. Mr. Vasudev Singh, IEDC Coordinator, RSK, MP
5. Mr. Malviya, IED, SSA, RSK, MP

## 4. DEMOGRAPHY & EDUCATIONAL SCENARIO IN MADHYA PRADESH

### 4.1 DEMOGRAPHIC DETAILS

Madhya Pradesh is situated in the central part of India. It covers an area of 308,000 sq.km. and is one of the largest State in the country.

**Table 3: Demography of Madhya Pradesh**

<b>Madhya Pradesh</b>	
<b>Population</b>	
<b>Total</b>	60,385,218
Male	31,456,973 (52%)
Female	28,928,245 (48%)
Urban	16,102,400 (27%)
Rural	44,282,528 (73%)
SC Population	15.17%
ST Population	20.27%
Sex ratio	920
No. of Districts	48
No. of Tribal blocks	89
No. of CD blocks	225
Total No. of blocks	313
No. of Urban BRCs*	5
No. of Villages (Inhabited & Uninhabited)	53889
Habitations	84118
No. of Panchayats	24220
No. of Janshiksha Kendra	6330
PTA	104676

**Source:** RSK

The state of Madhya Pradesh is one of the populous states in the country. It has over 60 million population. 36% of population consists of scheduled caste and scheduled tribe population. Though the government has taken major initiatives to undertake development activities the sheer size of the state and scattered population is making the progress steady but slow.

## 4.2 EDUCATION SCENARIO

**Table 4: Education scenario of Madhya Pradesh**

<b>School Facilities</b>	
Government Primary schools	81550
Aided Primary schools (Private)	933
Unaided Primary schools (Private)	15862
Government Upper Primary schools	24765
Aided Upper Primary schools (Private)	394
Unaided Upper Primary schools (Private)	11936
Ashram Shala (Elementary level)	908
<b>Student Enrolment</b>	
Primary Schools	112.74 lakhs
Upper Primary	42.53 lakhs
Total Students	155.27 lakhs
<b>Literacy</b>	
Total (%)	64.11
Male (%)	76.80
Female (%)	50.28
SC	64.0
ST	41.2

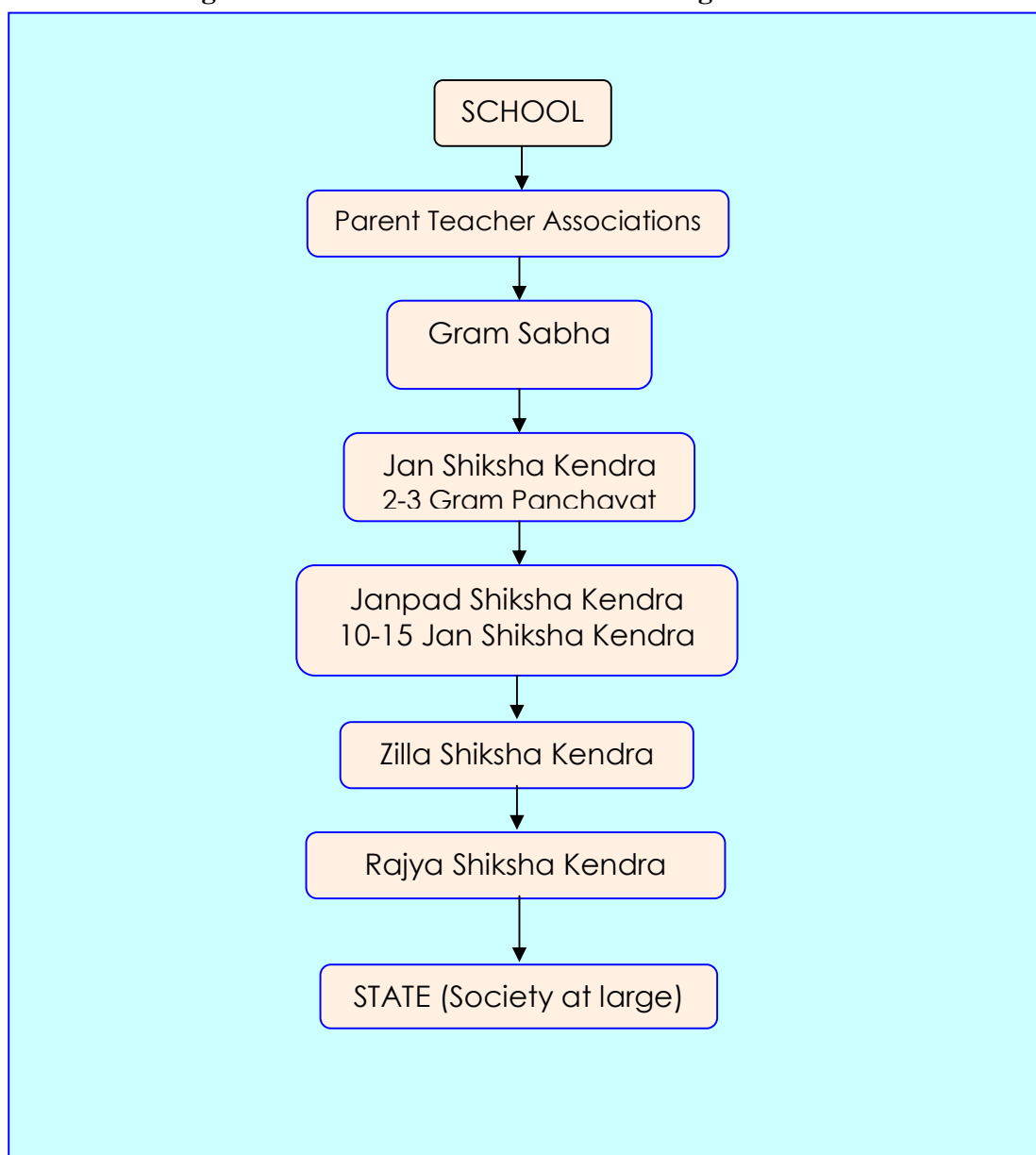
**Source:** RSK

In addition to the formal schools, alternative primary education facilities have been started to ensure that the children who are out of the ambit of formal education, also get an opportunity to avail the education facility that will ultimately lead to their mainstreaming in the formal education system. As a result, Government has initiated non-residential bridge courses, residential bridge courses, Madarasas, Sanskrit schools, Human development centres for urban deprived children.

## 5. MANAGEMENT STRUCTURE FOR EDUCATION IN MP

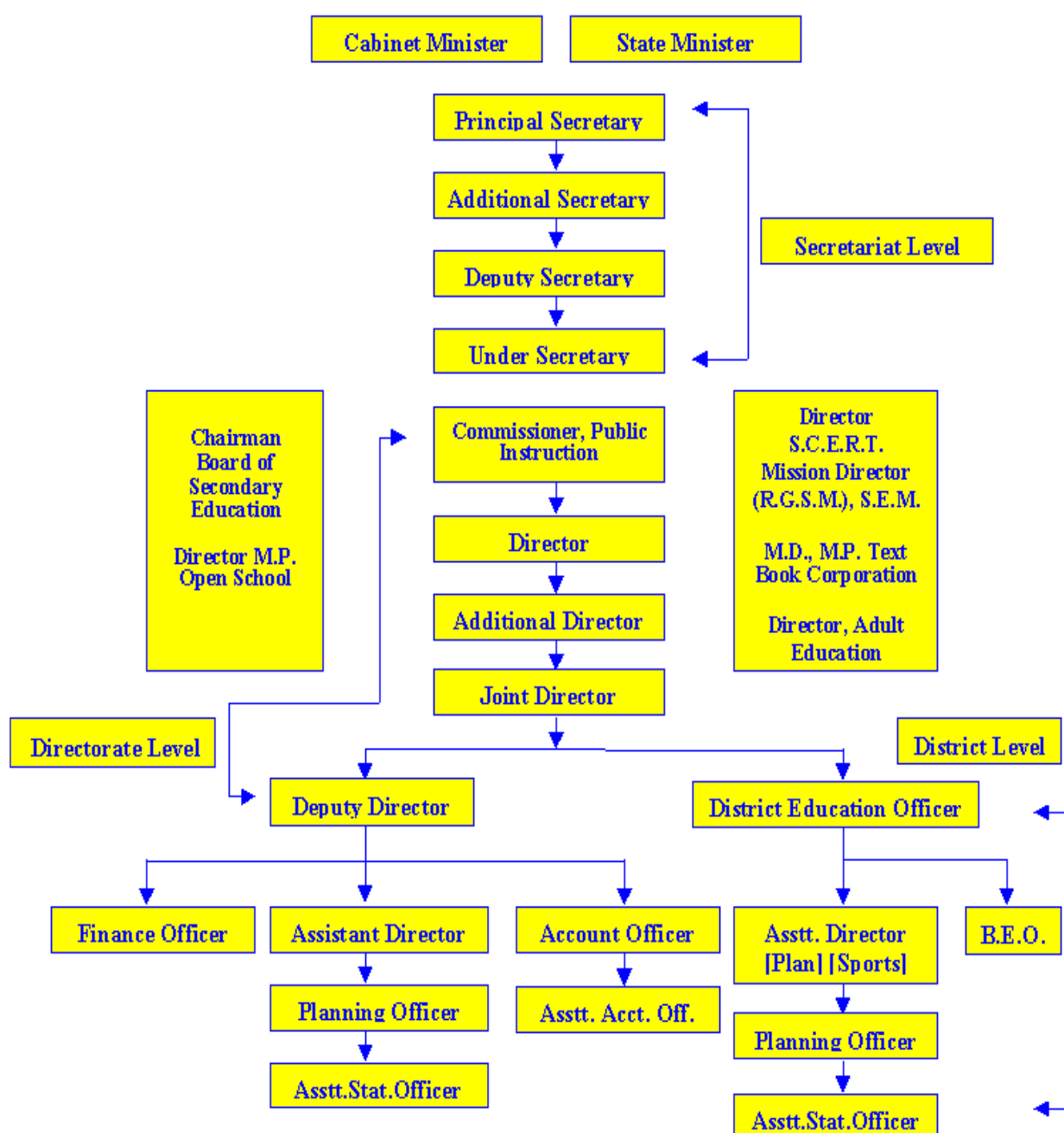
### 5.1 ADMINISTRATIVE STRUCTURE FOR MANAGEMENT OF SCHOOLS, MP

**Fig 1: Administrative Structure for Management of Schools in MP**



## 5.1 ADMINISTRATIVE STRUCTURE FOR EDUCATION IN MP

Fig 2: Administrative Structure for Education in MP



## 6. STATUS OF CWSN IN MP

### 6.1 DISABLED POPULATION IN MP

As per Census 2001, there is about 350,000 disabled persons in the state. Of this, 59.33 % are males and 40.66% are females.

**Table 5: Disabled Population in Madhya Pradesh**

Type of disability	Sex	Total	Rural	Urban
Total disabled population	Persons	1,408,528	1,060,433	348,095
	Male	824,693	618,152	206,541
	Female	583,835	442,281	141,554
In Seeing	Persons	636,214	478,225	157,989
	Male	346,567	259,729	86,838
	Female	289,647	218,496	71,151
In Speech	Persons	75,825	56,242	19,583
	Male	45,600	33,872	11,728
	Female	30,225	22,370	7,855
In Hearing	Persons	85,354	70,642	14,712
	Male	48,468	40,251	8,217
	Female	36,886	30,391	6,495
In Movement	Persons	495,878	377,044	118,834
	Male	313,078	236,349	76,729
	Female	182,800	140,695	42,105
Mental	Persons	115,257	78,280	36,977
	Male	70,980	47,951	23,029
	Female	44,277	30,329	13,948

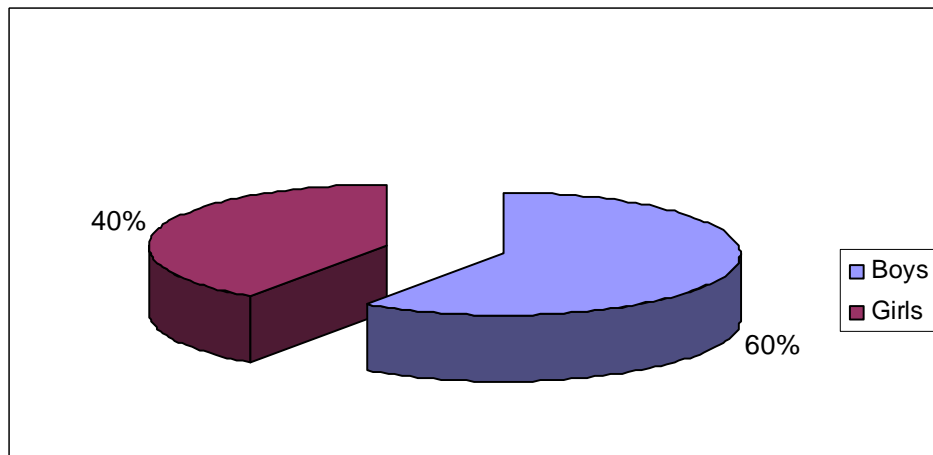
Source: Census of India, 2001, the district wise details are annexed ([Annexure 2](#))



## 6.2 NUMBER OF CWSN ENROLLED IN SCHOOLS IN MP

There are about 11495 CWSN enrolled in the schools in the state. Of the CWSN, enrolled 60% are boys and 40% are girls. In addition, the figure below shows that of the CWSN about 68% are orthopedically handicapped, followed by 14% of visually impaired 11% hearing impaired and 7% mentally retarded.

**Fig 3: Gender wise distribution of CWSN Enrolled in Schools in MP**



**Fig 4: Disability wise distribution among the CWSN in MP**

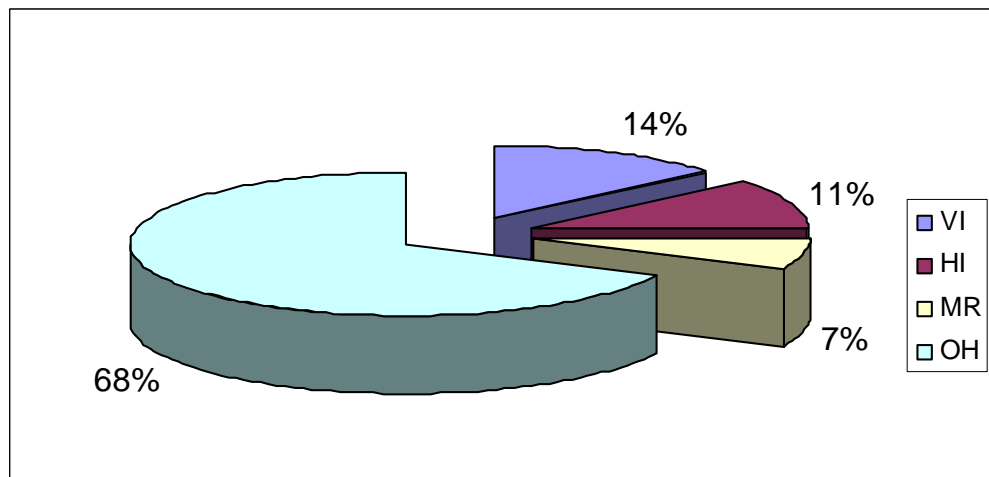


Table 4 below shows the data of CWSN as per the IEDC scheme in the sample districts and the total children in the state. It shows disability wise segregation of data. The district wise details of children enrolled in IEDC scheme in 2007 -2008 are annexed ( [Annexure 3](#)).

**Table 6: Number of children enrolled in IEDC Scheme 2007-08**

S.No.	Name of the District	VI		HI		MR		OH		Total		Grand Total
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1	Bhopal	168	154	146	107	96	47	598	327	1008	635	1643
2	Hoshangabad	175	122	134	134	143	108	656	466	1108	830	1938
3	Shajapur	237	187	163	116	92	68	1029	841	1521	1212	2733
4	Tikamgarh	217	146	222	314	85	78	1106	635	1630	1173	2803
<b>TOTAL Enrolled in Madhya Pradesh</b>		<b>9145</b>	<b>6853</b>	<b>7513</b>	<b>5454</b>	<b>4675</b>	<b>3075</b>	<b>47135</b>	<b>30845</b>	<b>68468</b>	<b>46227</b>	<b>114695</b>

In the previous academic year 2006-2007 there were 104446 children were enrolled in IEDC scheme. Thus, there is an increase of 10% in the enrollment of CWSN in the IEDC scheme in the state. This shows the steady progress that is being made by the state in implementing the IEDC scheme. The district wise details of children enrolled in IEDC scheme in 2006 -2007 are annexed ([Annexure 5](#)).

**Table 7: Comparison of the data from various sources vs Field visit**

Name of the district	Name of the block	Source								
		RSK			Social Justice			Field Visit		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bhopal	All Blocks	1008	635	1643			0	2402	1584	3986
Hoshangabad	All Blocks	1108	830	1938			0			0
Shajapur	Shajapur	351	162	513			0	732	314	1046
Tikamgarh	Palera	154	102	256	146	87	233	329	202	531
Tikamgarh	All Blocks	1630	1173	2803			0	1734	1273	3007

Table 7 shows a comparison of the data from various sources of information. It gives information from RSK, Department of Social Welfare and Justice and from the field visit undertaken in the respective districts. Though the data is about the children with various disabilities no two source agree on the total number. The disparity in the numbers that is being received by various agencies may be one barrier for effective planning, implementation and monitoring of programmes for the children with disabilities.

### 6.3 NUMBER OF CWSN ASSESSED IN MP

**Table 8: Number of children assessed in IEDC Scheme 2007-08**

<b>Number of children Assessed in IEDC Scheme 2007-08</b>												
<b>S.No.</b>	<b>Name of the District</b>	<b>VI</b>		<b>HI</b>		<b>MR</b>		<b>OH</b>		<b>Total</b>		<b>Grand Total</b>
		<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	
1	Bhopal	38	18	17	12	22	8	276	143	353	181	534
2	Hoshangabad	51	50	83	69	79	32	486	350	699	501	1200
3	Shajapur	110	80	122	76	81	31	1085	755	1398	942	2340
4	Tikamgarh	94	79	73	60	42	42	528	290	737	471	1208
<b>GRAND TOTAL</b>		<b>5243</b>	<b>3621</b>	<b>4166</b>	<b>2667</b>	<b>3111</b>	<b>1879</b>	<b>33455</b>	<b>20107</b>	<b>45975</b>	<b>28274</b>	<b>74249</b>

The district wise details are annexed ( [Annexure 4](#)).

When looking at the table of Table 6 and Table 8 it is found over 40,000 disabled children have not been assessed, though they have been identified. According to the field experience, it is found that a team of experts at the district level are not able to cover all the required number for assessment and certification of all Persons with Disabilities (PWDs) in time.

To illustrate the above statement, let us take the example of Bhopal district where we have 42056 PWDs as per Census 2001. If a team of experts assess and certify about 50 CWSNs per day, it will take over 841 days to complete the process. That is it takes about 29 months to complete the assessment and certification process if a team works tirelessly throughout the year for about two and half years. The problem is aggravated when the assessment team does not have enough experts for all the respective disabilities. This could be the reason for finding the gap between the number of children identified and assessed.

## **7. INITIATIVES OF MP GOVERNMENT TOWARDS IED IN THE STATE**

### **7.1 POLICY & PLAN OF ACTION**

The Government of Madhya Pradesh has adopted and based its work plan on the Government of India, policy on Inclusive Education.

State Government has been making annual work plan to improve the quality of life of the children who are disabled in its schools.

The major features of the work plans have been the following:

- Provision for the construction of resource rooms (182 as on Sep 2007) are as follows;
  - 2 in each of the 48 Districts = 96
  - 1 in each of the 38 District Institute of Education & Training (DIETS),
  - 1 in each School of Excellence in each District =48 or 182
- Appointment of 146 Mobile Consultants in 48 districts, (as on sep 2007)
- The DIETs or other Schools (in the absence of DIETs) have been identified to act as District Resource centre, There is provision for funding such District Resource centres from the IE funds under the SSA scheme (to the tune of Rs. 1 Lakh/ Centre). The Govt. of MP Dept. of School Edu. has already begun the process of building up the DIETs as the resource centres.
- The RSK in collaboration with RCI has organized trainings of several DIET Faculties in pursuing this effort. Also the DIETs are being extended financial support to acquire aids appliances and other resource materials for the same.

Details of the annual work plan of 2006 – 2007 can be made available for those interested.

### **7.2 INVOLVEMENT OF NGOS**

NGOs in the Disabilities sector in MP have become active for over a decade. NGO supporting the Education of CWSN in MP has been relatively low. There have been initiatives in this sector but the capacities of many NGOs have been quite small. NGOs in the inclusive Education sector and Integrated Education of the Disabled Children (IEDC) have been few. Some of the very good organizations have been identified by the RSK to implement the Inclusive Education Disabled Scheme, under the '1 NGO –1District' programme.

The following districts have been allotted to the respective NGOs for the implementation of Inclusive Education in the state of Madhya Pradesh.

**Table 9: Names of NGOs implementing IE programme in the respective districts**

S.No	Name of the District	Implementing Agency
1	Bhopal	Digdarshika
2	Dhar	MPWA, Indore
3	Narsingpur	NAB, Bhopal
4	Rajgarh	BRA, Bhopal
5	Sehore	Arushi, Bhopal
6	Shajapur	MPVSS, Ujjain
7	Tikamgarh	AVSAR, Sagar

### 7.3 NATURE OF SERVICES BEING DELIVERED TO CWSN

The Rajya Shiksha Kendra (RSK), Govt. of MP has made significant effort in the implementation of the Inclusive Education Programme in the state. Despite the major constraints of **(a)** Extremely limited trained Human Resources in the sector and **(b)** the extensive variability and vastness of the state, causing major variation in the needs of the CWSNs.

The RSK feels, that concerted efforts to deal with a specific disability group is not given adequate priority in the IED programme. The mandate being- inclusion of all children with disabilities into the mainstream.

The RSK has launched several very significant steps to promote inclusion of the CWSN:

**(i) Teachers Training:** In association with the MP Bhoj Open University, the RSK has launched a RCI training programme, 'FOUNDATION COURSE', for the teachers of the state. The 3 months programme imparted through distance education mode, enables teachers to get orientation about all disabilities, their basic features, needs and basic methods to address their needs. They also get inputs about the various Acts, rights, benefits and concessions of the PWDs. They are given special inputs on the prevalent methods of assessing a CWSN and approaches to teach them in a mainstream classroom. They are also taught about the various experts in the disabilities sector, for referring the CWSN for further interventions.

Till date about 4000 teachers have undergone the 3-months long Foundation Course. In MP there are 16 RCI recognized centres offering this course and conducting 3 Programmes each every year. Each batch is of 40 teacher trainees. The courses began in MP in 2003. The State Government has also given a 5 day training for about 6325 teachers

**(ii) Identification, Assessment and distribution of Aids & Appliances** to the CWSN – In association with the local administration, NGOs and other agencies including teacher training institutes and experts, the RSK has conducted several camps in the various districts of MP and

covered about 20475 CWSNs for assessing in 79 camps. As on 2006 year end 4641 children have received aids and appliances

**(iii) Infrastructure available for providing inclusive education services**

The Annual Work Plans of the government has systematically made provisions to make the existing schools more accessible by building ramps. It has also made provisions to establish resource centres in the respective districts for the benefit of the children with special needs.

**(iv) Training and orientation provided to administrative staff and other stakeholders on management of inclusive education programme<sup>2</sup>**

The RSK has been fairly active in providing orientation training to the administrators at different levels of hierarchy, of the Dept. of School education. The Academy of Administration, The Rehabilitation Council of India, The National Trust and the Chief Commissioner of Disabilities office are all involved in orienting the administrators in the Disabilities sector. There have been more than 8 occasions, during the last couple of years when the orientations and follow up of various schemes of the Govt. of India, in the Disabilities sector, involving all the Districts, was organized through the Satellite tele-conferencing facility.

Such ongoing activities have generally raised the awareness levels among the Administrators in the Govt. About 627 administrators trained

**(v) Linkage of the inclusive education programme with other educational schemes**

Government has strived to integrate with the other existing programmes to optimize the benefits for the children with special needs in the state. One hostel for CWSN per district in convergence with IED funds (DPI)

**(vi) Monitoring**

Government has established various monitoring mechanisms to assess the quality of education. These indicators have been developed in such a way that the districts can achieve the quality in learner's achievement with the help of the indicators such as access, enrollment, retention, equity and learner's achievement. This also gives the data regarding the status of children with special needs enrolled in the schools.

**(vi) Other Initiatives**

There are other initiatives taken by the government for the welfare of the CWSN and to create awareness about their cause. They can be summarized as follows:

- Text books developed in Braille
- 110 Mobile consultants appointed and all have been trained. (Jan 2007)

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<sup>2</sup> Information based on Interview, Field visit and workshop

- 65 lecturers registered for 9 month course with encouragement from officials at various levels.
- Addition of two pages material on CWSN and teaching needs in each textbook printed by TBC with the help of an NGO Arushi working in the field of disability.
- Special B.Ed given recognition equivalent to B.Ed in teacher's recruitment
- As the author has discussed the initial findings with the state officials, they showed interest in undertaking similar studies for all the districts in the state.

## 7.4 CONSTRAINTS FOR THE IMPLEMENTATION OF IED IN THE STATE

All the officials at State and District level, parents of the CWSN at the field level were interviewed and the following constraints emerged during the course of discussion.

1. **Poor Response of CWSN and Lack of Awareness:** All CWSNs are unable to attend the camp, due to low awareness, poor information dissemination and social stigma. The parents are not having enough information as to what to do if their children are CWSN. The problem gets deteriorated if they are economically backward.
2. **Limited Professionals:** The professionals are limited and the available professional are reluctant for field based jobs/ projects. Experts are not easily available especially for the assessment of MR, Autism, Low Vision and Learning Disabilities. Such CWSNs are often undiagnosed and not included. To meet this challenge, The Secretary, Govt. of MP, Dept. of health through a Govt. order (No. F-8-1/2001/17/M-2, Dte 16-02-2006) has enabled the nomination of Retired Government Experts and experts from non-Government agencies to be included in the Expert team of for the assessment of CWSNs.
3. **Only Formal Assessment of CWSNs :** CWSNs are only formally assessed to ascertain the severity of their disabilities enabling them to get certificates. **Functional Assessment** of the CWSN is essential for the planning and implementation of education and training, an essential component of the Inclusive Education programme. This is again a follow out of lack of professionals in the field.
4. **Distribution of AIDS and Appliances-** This often becomes a political gimmick for the leaders who like to draw political mileage out of the event. This sends out a very strong negative message. CWSNs are projected as “sub human subjects of pity”. Public demonstration of Altruistic gestures towards them is severely demeaning and is a clear **violation of Human Rights**.
5. **Post Distribution/Fitment Training & Follow up-** Distribution of Aids & Appliances without post fitment training is useless. The CWSN is unable to accept the equipment that initially feels very harsh and aversive. In numerous such cases the equipment is almost never used and goes waste.

6. **Teachers not very Effective-** Foundation course alone is not enough to enable the teachers to include CWSNs in the Mainstream class rooms. They need extra technical support and demonstration.
7. **Mobile Consultants (MC)-** Special teachers have been appointed by the **RSK** with an intension to cover each Block of MP. Each MCs are special educators in one disability and do not have the necessary expertise in the teaching and training of CWSN of other types of disabilities. They are subordinate to Block level officers who have little expertise in disability issues. In most cases MCs are fresh pass-outs and are novice and have little experience of working independently especially monitoring the work of IED in their respective Blocks.

Mobile consultants are special educators, who are given the responsibility of **i.** Identification of CWSNs **ii.** Organize assessment camps **iii.** Maintain records **iv.** Help in admitting the CWSN in the school **v.** Extend support to the teachers in the school for planning and teaching the CWSN in a mainstream classroom **vi.** Coordinate with the Dept, the school, local community etc to make the environment congenial and Accessible.

8. **Gaps between policy, plan and practice** in implementing the inclusive education programme and the learning in Hoshangabad and Bhopal districts, it was observed that there was parallel survey being conducted by IEDC department under RSK and Department of Social Justice. This results not only in duplication of activities but also drain on the scanty resources that are available for the benefit of the PWDs.



## 8. KAP ANALYSIS

Knowledge Attitude Practice scale was administered to the participants (DEOs, DPCs, Junior Administrators and DIET Principal and Lecturers. The analysis of the scale reveals the profiles of the Administrators in the IED sector. The KAP scale results may be used to tailor make training modules for selected participants, to yield effective results. KAP scale may also act as a follow up tool for monitoring training. The findings may also act as a Training Need Analysis tool, and gives details of each participant's Training need. The KAP scale ([Annexure 6](#)) that was administered along with the criteria for assessing the KAP ([Annexure 6a](#)) components have been annexed.

Based on the inputs given by the participants on KAP scale, their current status is assessed as follows:

### 8.1 KNOWLEDGE LEVEL

**Table 10: Analysis of the Knowledge level of the respondents on IE**

S. No.	Participant Category	Assessed Level (Knowledge)		
		Above Average	Average	Below Average
1	District Senior Administrators	0%	9.09%	90.91%
2	Inclusive Education District Coordinators	0%	8.33%	91.67%
3	Jr. Administrators	2.63%	23.68%	73.68%
4	Resource/ Trainers	7.32%	31.71%	60.98%
<b>5</b>	<b>Combined</b>	<b>3.51%</b>	<b>21.93%</b>	<b>74.56%</b>

The participants were asked mainly those questions that were related to disabilities in general and some facts that are related to Acts and the provisions. About 25 % of the participants showed satisfactory level of knowledge regarding disability and related issues. However, it was good to see the trend of increase in the knowledge scale to the persons who are associated at the field level such as resource teachers (39%). The same was not visible among the senior administrators of the District. A good need based training programme at various level may be required to implement effectively the inclusive education programme and ensure the reach of the benefits to the disabled children in the state.

## 8.2 ATTITUDE LEVEL

Measuring the attitude of any person is quite difficult in undertaking such studies. However, efforts were made in a workshop environment with the help of some questions to measure the attitude of the participants towards disability and inclusive education in general. The analysis is compiled as given in the table below.

**Table 11: Analysis of the Attitude level of the respondents on IE**

S.No.	Participant Category	Assessed Level (Attitude)		
		Positive Attitude	Mixed Attitude	Negative Attitude
1	District Senior Administrators	27.27%	54.55%	18.18%
2	Inclusive Education District Coordinators	50%	45.83%	4.17%
3	Jr. Administrators	31.58%	50.00%	18.42%
4	Resource/ Trainers	48.78%	36.59%	14.63%
5	<b>Combined</b>	<b>41.23%</b>	<b>44.74%</b>	<b>14.04%</b>

At the attitude level, it was really good to see that, there were about 14% of the respondents showed some attitude that was tending towards more negative. It was encouraging to see about 41% of the respondents showing very positive attitude towards the field of disability. The positive attitude can be increased with the positive reinforcement of the good activities being shown as models and by undertaking motivational awareness programme for the persons at the various levels.

### 8.3 PRACTICE LEVEL

The participants were very honest with themselves about the various practices they were undertaking to implement inclusive education in their respective district. As the number of various activities and responsibilities that they are entrusted becomes a constraint for them to undertake too many affirmative actions in the field of inclusive education. Lack of quality trained personnel in the field of disability also deteriorates the situation. The analysis is compiled as given in the table below.

**Table 12: Analysis of the Practice of the respondents regarding IE**

S.No.	Participant Category	Assessed Level (Practice)		
		High Involvement	Average Involvement	Low Involvement
1	District Senior Administrators	0%	27.27%	72.73%
2	Inclusive Education District Coordinators	4.17%	20.83%	75%
3	Jr. Administrators	0%	13.16%	86.84%
4	Resource/ Trainers	0%	12.2%	87.8%
<b>5</b>	<b>Combined</b>	<b>0.88%</b>	<b>15.79%</b>	<b>83.33%</b>

Other than some of the district coordinators who were directly involved in implementing the various activities of inclusive education, none of the other participants seems to be involved (or they are not aware of) in the implementation of the inclusive education in their respective districts.

## 9. SWOT ANALYSIS

SWOT was administered to the participants (DEOs, DPCs, Junior Administrators and DIET Principal and Lecturers. All the participants were given an input session on explaining what a SWOT analysis is. Then each one of them was asked to write down their observations. The analysis of the observations can be summarized as follows. The format used for this purpose is annexed ([Annexure 7](#))

Based on the SWOT analysis, the following observations are made:

- A consistent difference is being seen between the Administrators and the DIET, Resource/Trainer group.
- Administrators have definite strength in planning, while the DIET personnel are good at implementing
- Most of the Administrators have shown inclination towards doing Altruistic ‘Social Work’
- The senior Administrators are more sensitive as compared to their junior counterparts
- Some of the Administrators are lacking knowledge about disability and the issues concerning PWDs.

The detailed compilation of the responses by the participants as Strengths, Weaknesses, Opportunities and Threats are given

**Table 13: Compilation of the responses as Strengths during SWOT analysis**

STRENGTHS	District Senior Administrators (DEOs)	Senior Administrators (DPCs)	Junior Administrators	Resource/Trainers
Good Working Capacity	90.91%	50.00%	39.47%	68.29%
Decision Making Ability	45.45%	50.00%	13.16%	9.76%
Good knowledge in the field of Inclusive Education	27.27%	29.17%	10.53%	-
High Confidence level	27.27%	20.83%	7.89%	-
Sensitive towards cause	72.73%	33.33%	10.53%	24.07%
Good Coordination	36.36%	54.17%	5.26%	12.20%
Doing "Social Work"	27.27%	25.00%	5.26%	-
Good staff	-	-	-	7.32%

Leadership	-	-	-	9.76%
Motivated	-	-	-	9.76%
Resource	-	-	-	7.32%
Disciplined	27.27%	12.50%	5.26%	-
Equality	-	-	-	2.44%
willingness/ inclination	100.00%	41.67%	7.89%	14.63%
Completing task in time (Time Bound)	27.27%	25.00%	7.89%	14.63%
Clout	-	-	-	2.44%

**Table 14: Compilation of the responses as Weaknesses during SWOT analysis**

WEAKNESS	District Senior Administrators (DEOs)	Senior Administrators (DPCs)	Junior Administrators	Resource/ Trainers
Lack of confidence	27.27%	16.67%	23.68%	-
Lack of coordination	18.18%	12.50%	18.42%	17.07%
Lack of knowledge/ Information	81.82%	37.50%	-	24.39%
Expectations	27.27%	-	5.26%	12.20%
Lack of motivation	-	16.67%	2.63%	-
Lack of time	90.91%	37.50%	10.53%	19.51%
Stress	63.64%	16.67%	21.05%	36.59%
Carelessness	-	-	-	7.32%
Lack of training	-	-	-	7.32%
Lot of other work	-	-	-	7.32%
Perfectionist	27.27%	8.33%	5.26%	7.32%
Financial Constraints	-	-	-	9.76%

Trust on others	-	-	-	9.76%
Unable to relate to disabled children	18.18%	-	-	-
Unable to take help	45.45%	-	-	-
Unable to work for disables	-	20.83%	5.26%	9.76%

**Table 15: Compilation of the responses as Opportunities during SWOT analysis**

OPPORTUNITIES	District Senior Administrators (DEOs)	Senior Administrators (DPCs)	Junior Administrators	Resource/ Trainers
Awareness of community	36.36%	25.00%	15.80%	-
Training	36.36%	16.67%	18.42%	34.15%
Community support	-	-	-	4.88%
Guidance from NGOs	36.36%	20.83%	2.63%	9.76%
Mobile consultants	-	-	-	9.76%
Motivation	-	-	-	7.32%
Political help	9.09%	-	2.63%	-
Guidance from Senior Officers	36.36%	62.50%	5.26%	21.95%
Trust Worthiness			-	2.44%
Teachers help	36.36%	25.00%	10.53%	-
Projects	-	-	-	12.20%
Resource room	-	-	-	7.32%
Resources	54.55%	25.00%	21.05%	12.20%
To implement plans, schemes	81.82%	41.67%	15.79%	14.63%
Social Work	18.18%	20.83%	13.16%	-

**Table 16: Compilation of the responses as Threats during SWOT analysis**

THREATS	District Senior Administrators (DEOs)	Senior Administrators (DPCs)	Junior Administrators	Resource/ Trainers
Carelessness of parents	90.91%	4.17%	21.05%	14.63%
Communication gap	63.34%	8.33%	10.53%	-
Corruption	-	-	-	2.44%
Financial Constraints	36.36%	12.50%	5.26%	9.76%
Irresponsible Mobile Consultants	-	-	-	4.88%
Lack of awareness	27.27%	79.17%	21.05%	24.39%
Lack of resources	81.82%	16.67%	13.16%	38.83%
Lack of time	45.45%	25.00%	15.79%	-
Lack of trained teachers	27.27%	37.50%	7.89%	14.63%
Negative attitude of govt employees	36.36%	58.33%	34.21%	50.90%
Not given power	27.27%	-	2.63%	7.32%
Overloaded with work	45.45%	8.33%	5.26%	9.76%
Political pressure	18.18%	16.67%	2.63%	7.32%
Poor coordination	-	-	-	12.20%
Transfers	-	-	-	4.88%

## 10. WHAT IS INCLUSIVE EDUCATION & WHAT IT SHOULD BE

After a brief discussion on inclusive education, all the officials who participated in the workshop were also exposed to a situation through questionnaire (Annexure 8a) where they were given authority to decide upon various matters related to Inclusive Education. They were specifically asked on their idea on

1. The scheme on Inclusive Education
2. The formulation of Scheme on Inclusive Education
3. The execution of the Inclusive Education Scheme
4. Involvement of NGOs for the implementation of Inclusive Education
5. Making Inclusion successful

Their observations can be summarized as follows. Detailed analysis are given in the annexure (Annexure 8b)

While analyzing the attitude of the participants, On the “MY WISH Questionnaire” the following facts were evident:

- Majority of the participants trusted experienced NGOs and experienced officers while formulating a scheme on Inclusive Education.
- “Analysis of the Present Situation” and “Study of successful models” was expressed as the basis of formulating a scheme on Inclusive Education, by large number of participants.
- Less than 30% participants preferred “Home Based Training” & “Peer Group Orientation” in formulating an inclusive Education Scheme. While more participants treasured the importance of “making policy changes in the “Present Acts & Schemes” and “achieving high Number of admissions of disabled in the Schools” as more important parameter, while designing a scheme.
- Participants were comparatively reluctant to use NGOs for the execution of the Scheme, out of the many possible activities.



## 11. EXPERIENCES OF FAMILIES WITH CWSN

Discussion was held with about 4 to 5 families of CWSN regarding the inclusive education programmes being implemented in the state and about the benefits that are being received by their wards who are CWSN in the respective districts of Tikamgarh, Hoshangabad, Bhopal and Sagar. The parents and the siblings of the respective families were also asked about their experience.

Some of the major observations are given as follows:

### **Parents/Grand Parents**

Some of the positive remarks that were received from the parents are as follows:

- They have become more understanding
- They have become less stubborn and the behavioral problems have been reduced
- We get more time to relax and the responsibilities have been reduced
- I wish these activities continue regularly (by Grand Parent)
- We have already seen changes in behaviour
- My child has become a little enthusiastic of late after receiving the crutches

However, some of the parents were also critical about the various activities and “noise” being made about the work for the CWSN as clear from below remarks:

- I do not think it is going to be of help as it might not continue
- It is painful when such activities require more effort from my side and not sure whether these activities will continue or not

### **Siblings**

Siblings of the CWSN had expressed the following sentiments and all of them are very positive:

- Now I can also go to school, as I need not stay on at home to look after my brother who is blind.
- Now I feel happy that the other children are not fooling my brother and they are now playing with me and with him
- Now that my brother is going to school there is less tension in the family (and there is less fights/ scolding at home)
- I get more time to play and go to school regularly
- Now no one teases because my sister is disabled

## **CWSN**

Children with special needs were feeling very happy that they are able to go to school and they had following sentiments to express:

- If others do not help me I will never be able to reach the school
- Now I feel I can do something
- I want to study further
- I will be regular to the school
- I never thought that school is so interesting

Some of the CWSN had also negative experiences with their life outside their houses and had some negative experiences

- The other children used to put leaves in my tiffin/ bag
- Children do tease me
- I am dependent on my friends to go to school and other places and I do get frightened when they are not around me.

In having undertaken discussion with the CWSN, their siblings and their parents it is found that there is a general sense of satisfaction among them about the services that are being received through the inclusive education programme that is being implemented in the state of Madhya Pradesh.

## **12. RECOMMENDATIONS AND SUGGESTIONS**

There are lot of initiatives undertaken by the government of Madhya Pradesh in the state. The following recommendations will improve and increase the efficiency of the inclusive education programme that has been initiated in the state.

### **12.1 IDENTIFICATION, ASSESSMENT AND CERTIFICATION**

The main gap in identifying, assessing and certifying the PWDs had been insufficient number of personnel for undertaking the same. More teams have to be developed for identification and assessment. These district teams/agencies can submit the list of identified and assessed PWDs to the appropriate authority in the district for certification. Unless a person/child is certified, he/she is treated at par with the other persons and is ideally not able to avail any services or benefits.

### **12.2 PROVISION OF SERVICES**

As seen in the study, most of the identification and assessment are taking place at the school going age group and beyond. It is minimal for the 0 to 5 year age group. ICDS programme has this as a part and parcel of their scheme of activities. However, Early Identification and Intervention of the CWSN is not to the desired level. This particular group is not only difficult to assess but also difficult to identify as the parents of the CWSN are not forthcoming.

Early identification and intervention best practices and models, which are effective and viable, may be incorporated in the state (ICDS & IE programmes) to address the problem effectively. These models can have the linkage with the various pre-school programmes in the state.

### **12.3 PROVISION OF AIDS AND APPLIANCES**

There is a time gap between the assessment, measurement and fitment due to less number of agencies for providing aids and appliances. As a result, once the PWDs has been assessed and measured he receives appliances quite late which may not necessarily fit them properly. There are agencies and professionals that are able to provide standard aids and appliances, but are not in the list of agencies approached by the government.

Monopoly by a Govt. agency causes unnecessary delays and compromises with the quality of product. Number of agencies who are able to provide the appropriate aids and appliances for the PWDs should be increased. This will not only help in getting the aids and appliances timely to the PWDs but will also help in maintaining the quality of the aids and appliances.

Each CWSN who has been operated/received any Aid or Appliances should be followed up for atleast a period of 2 months on a regular basis. Web Site concept could address all such cases and could easily be monitored. This will increase the transparency of the system and will be a milestone in the services to the CWSN sector.

## 12.4 HUMAN RESOURCE DEVELOPMENT

Government has taken the initiative of upgrading DIET at the district level for training personnel in the field of disability. As the number of professional coming out of these training courses year after year. Some of the suggestions to tackle the problem of lack of quality human resources are given below:

- a) There could be a quality check to ensure that certification of these professional are undertaken strictly after confirming to the standards of curriculum for the respective courses.
- b) There could be a yearly refresher course held at the district level for these professional to upgrade their skills to support PWDs.
- c) Promotion of various NGOs working in the field of disability is another option for improving the number of professional required to work in the field of disability.
- d) DIETS as resource centres could be facilitated to network with NGOs and start more Quality Professional Courses & Training Programmes in the Disabilities Sector.
- e) Training professional in the assessment of Low Vision, Autism, Learning disabilities needs to be taken up. This will increase the number of experts available for undertaking assessment.
- f) Mobile Consultants could be involved in carrying out Functional Assessment and Curriculum planning for each CWSN.
- g) Mobile Consultants (MC) could be asked to prepare and help prepare Individualized Educational Programmes (IEPs) of all certified CWSNs. A web site could be developed to include all the details about each identified and assessed CWSN including his IEP, to ensure continuity of services, and progress charting. The site could be accessible to anyone and everyone.
- h) MCs with their expertise may be used as a very crucial resource and may be given the tasks in their strength areas, viz.
  - i. Be an itinerant teacher in schools and classrooms having CWSNs. MCs may actually demonstrate to the class teachers, how to engage a classroom having CWSN, effectively. The teachers who are at the most only Foundation Course trained will be greatly benefited by such an approach.
  - ii. They may help the school teachers to prepare IEPs.
  - iii. They may help in the active Identification and assessment (Functional) of CWSNs in Camps & in schools.
  - iv. They may help parents to manage and their CWSN wards at home and help them in home tuitions.
  - v. They may act as expert liaison agents between the administrators and the Class room teachers and parents.

## **12.5 RESOURCE GROUP AND RESOURCE CENTRES**

1. An Effective coordination group at the state level consisting of GO-NGO members may help in proper planning, monitoring of the IED programme in the state. This will also ensure there is a uniformed understanding about the programme among all the stakeholders and coordinated efforts among the related agencies.
2. As there are various departments in the state working for the benefit of PWDs coordination and communication among the different strata of the Department will help in optimal utilization of resources. Government of MP has taken the initiative of involving NGOs for the implementation of inclusive education in the state. This linkage has to be strengthened.
3. There are provisions made for establishment of resource centres in all the districts. They may be catering to identification, assessment (both formal for certification & functional for Education and Training planning), provision of Aids & Appliances, treatment, consultation services. The challenge lies in effective implementing and monitoring of the planned activities for these resource centres and equipping them both human and material resources.

## **12.6 CREATION OF AWARENESS**

As the awareness among parents and community in the state is not at the desired level, there is a need for developing awareness among parents. As the awareness, about disability and the issues concerning PWDs, among the implementing personnel at district level are not sufficient,

1. A systematic training of officials at various levels may help in effective implementation of the programmes in the state. Quite Consistently,
2. Jan Shikshaks have proven to be extremely efficient community workers, with fair amount of good will among the local community and fairly good communication skills, they may be most influential in raising awareness in the community.
3. Through PTAs and community support, a mass campaign needs to be launched to increase the awareness among the community.

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**End of the Main Document**

## ANNEXURE 1 : LIST OF PARTICIPANTS

### **Annexure 1 a: Category: District Senior Administrators**

S.No	Name of the Administrator	Designation	District	Contact No.
1	R.S.TOMAR	DEO	UJJAIN	2517126
2	HARIOM CHATURVEDI	DEO	DATIA	9926889575
3	J.L. RAGHUVANSHI	DEO	HARDA	9926386260
4	B.S.VISORIYA	DEO	RAJGARH	9425095810
5	OM BHURIYA	DEO	MANDSAUR	232035
6	DR. SULOCHANA SHARMA	DEO	RATLAM	270446
7	SIYARAM PRAJAPATI	DEO	KHANDWA	2246320
8	R.P.SEN	DEO	SEHORE	07562-222129
9	O.L. MANDLOI	DEO	NIMACH	228371
10	SHATRUNJAY SINGH	DEO	CHHATARPUR	9425305694
11	SANTOSH KU TRIPATHI	DEO	HOSHANGABAD	9893524357

**Annexure 1 b: Category: Dist. Coordinators on Inclusive Education**

S.No	Name of the Administrator	Designation	District	Contact No.
1	K.K.PARASHAR	DPC	REWA	9826024372
2	R.R.MEHTA	DPC	NARSINGHPUR	9425426734
3	SADANAND MISHRA	DPC	SHAJAPUR	9494587303
4	A.K. DIXIT	DPC	INDORE	2320284
5	BHARAT VYAS	DPC	DEVAS	9425917171
6	DR. K.R.PANWAR	DPC	VIDISHA	9827327579
7	P.S. CHAUHAN	DPC	DATIYA	9826597290
8	S.S.RATHORE	DPC	BHOPAL	9926022481
9	MAHESH KUMAR GAUTAM	DPC	TEEKAMGARH	9425175358
10	DR. R.R.PARMAR	DPC	SEHORE	9425650180
11	YOGESH UPADHAYA	DPC	KHARGONE	9826972551
12	AKSHAY SINGH RATHORE	DPC	BURHANPUR	9425188376
13	MADAN TRIPATHI	DPC	SHAHDOL	9425180181
14	DR SANJAY NIMORKAR	DPC	KHANDWA	0733- 2224946
15	ARUN NIGAM	DPC	UJJAIN	9826485230
16	M.L.SAHU	DPC	CHHINDWARA	9425192884

17	R.K. TRIPATHI	DPC	RATLAM	9425342139
18	DR. ANIL KUSHWAHA	DPC	ASHOKNAGAR`	9826289708
19	G.P. OJHA	DPC	-	9425470211
20	RAJESH UPADHAYA	DPC	NEEMACH	07423-232959
21	K.K.DIXIT	DPC	GWALIOR	9326266402
22	YOGESH CHANDRA MISHRA	DPC	MANDSAUR	9893184809
23	SAYYAD ATIK ALI	DPC	BARWANI	9425951409
24	S.K. GUPTA	DPC	PANNA	9893817395

**Annexure 1 c: Category: Junior Admin Officers**

S.No	Name of the Administrator	Designation	District	Contact No.
1	A.K.SINGH	APC	SAGAR	07582-228335
2	LALIT LILHORE	APC	BETUL	7141232449
3	BRIJESH KU TRIPATHI	APC	CHHATARPUR	07682-242349
4	SIYARAM SINGH YADAV	APC	MURENA	9827529491
5	O.P. NIGAM	APC	ANUPPUR	-
6	D.R. KARAN	APC	SHIVPURI	9425429649
7	MRS. SHARDA MAMTANI	APC	RAISEN	9425144099



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8	GOMATI PRASAD	APC	SIDHI	252480
9	R.K.YADAV	APC	SATNA	9425810464
10	VINAY KUMAR SINGH	APC	JABALPUR	9826306970
11	R.P.MISHRA	APC	UMARIYA	07653-261248
12	A.K.BOHLAUN	APC	JHABUA	94251102083
13	V.K.TIWARI	APC	HOSHANGABAD	9827316146
14	SHAYAM BIHARI SHARMA	BRCC	GUNA	9893213371
15	CHANDRA SHEKHAR SHRIVASTAVA	BRCC	GWALIOR	2327236
16	J.P.MORYA	BRCC		9425110113
17	J.P.SHIVHARE	Incharge IEDC	SHYOPUR	9926217250
18	LALIT PARIKH	DRC	DHAR	234213
19	RAVENDRA SINGH	NODAL OFFICER	INDORE	9300593526
20	ANIL KUMAR SOLANKI	NODAL OFFICER	DEVAS	228986
21	C.B.NEMA	NODAL OFFICER	NARSINGHPUR	230002
22	R.S.TOMAR	NODAL OFFICER	MURENA	9827259834
23	RAMAN LAL KUSHWAHA	NODAL OFFICER	BURHANPUR	253672
24	BHAGWAT SINGH	NODAL OFFICER	ASHOKNAGAR	222066
25	R.P.PRAJAPATI	NODAL OFFICER	PANNA	9425167446

26	G.L.SAHU	NODAL OFFICER	SEONI	9425548355
27	L.S.MASRAM	PLANNING OFFICER	MANDALA	9425851491
28	RAJENDRA MALAIYA	PLANNING OFFICER	SAGAR	9425656106
29	D.K.RAYKAWAR	PLANNING OFFICER	RAISEN	9826089093
30	G.P.RATHI	ASSISTANT DIRECTOR	VIDISHA	9827207329
31	MRS. RANJANA TRIPATHI	ASSISTANT DIRECTOR	BETUL	-
32	D.S.MUJALDA	ASSISTANT DIRECTOR	KHARGON	9425089507
33	A.K. SHARMA	ASSISTANT DIRECTOR	BHOPAL	2557523
34	K.G. SHUKLA	ASSISTANT DIRECTOR	GWALIOR	9425112283
35	S.P. LAL	ASSISTANT DIRECTOR	CHINDWARA	9425148107
36	MRS. SARVESHWARI SHRIVASTAVA	ASSISTANT DIRECTOR	GUNA	94257-98399
37	D.R.KARAN	APC	SHIVPURI	9425429649
38	G.S.THAKUR	APC	DAMOH	9893751380

**Annexure 1 d : Category: Resource/ Trainers**

S.No	Name of the Administrator	Designation	District	Contact No.
1	L. Khan	SR. LECTURER	KHANDWA	
2	P.K. SINGH	PRINCIPAL	SHAHDOL	9425344275

3	R.S. JABHRA	PRINCIPAL	JHABUAA	9425491307
4	DR. S.S. SAXENA	PRINCIPAL	VIDISHA	07592-251436
5	S.K. SHARMA	LECTURER	NARSINGPUR	231032-07792
6	P.C. SHRIVASTAVA	LECTURER	VIDISHA	9329547346
7	SMT SARITA PANDEY	LECTURER	BETUL	07148-256648
8	SUDHIR UPADHYAYA	LECTURER	MANDLA	9425164419
9	R.S. CHOUHAN	SR. LECTURER	GUNA	07542-257634
10	V.K.SHARMA	CONT. EDU. INCHARGE	BHIND	9826230648
11	MRS. ABHA GORANI	LECTURER	KHANDWA	9827304590
12	MRS. CHANCHALA SAXENA	PRINCIPAL	KHARGONE	232794
13	ASHA DANE	PRINCIPAL	DEVAS	07272-258220
14	R.K. VARMA	PRINCIPAL	JABALPUR	0761-2624003
15	SEETA NIGAM	LECTURER	SEHORE	9993373297
16	P.L.VERMA	LECTURER	INDORE	0731-2380709
17	VIJAY KHARE	LECTURER	DATIA	280571
18	G.S.THAKUR	LECTURER	HARDA	9425408869
19	GAUTAM MANI AGNIHOTRI	LECTURER	SIDHI	9425439299
20	HARISH TIWARI	LECTURER	MURENA	9981021005
21	P.K. GAUTAM	LECTURER	SAGAR	9425656029
22	CHANDRAKANT	LECTURER	PANNA	9425167281
23	R.B.GOYAL	LECTURER	BHIND	9425752744
24	R.P.SAHU	LECTURER	UMARIYA	9425078253
25	R.K.GUPTA	LECTURER	TIKAMGARH	9425893728
26	O.P.DIXIT	LECTURER	GWALIOR	2345360
27	MOHAN BAUPACHE	LECTURER	BALAGHAT	248747
28	R.P.VISHWAKARMA	LECTURER	DAMOH	262966
29	PRITI SHRIVASTAV	LECTURER	JABALPUR	2625679
30	R.K.VERMA	LECTURER	CHHATARPUR	07685-256368

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31	ANIL SINGH TIWARI	LECTURER	REWA	07662-242916
32	P.C.JAIN	H.M.	SIVANI	235322
33	RAMASHANKAR TIWARI	Resource Teacher	REWA	9827372517
34	T.R.BASKALE	PRINCIPAL	RATLAM	262214
35	DINESH KUMAR VYAS	PRINCIPAL	MANDSAUR	07422-255183
36	SUNDAR LAL DHRVE	PRINCIPAL	CHHINDWARA	245083
37	K.C.SINGH	PRINCIPAL	KATNI	9229490495
38	MRS. NISHADE	PRINCIPAL	GWALIOR	2345360
39	O.P.MISHRA	PRINCIPAL	TEEKAMGARH	07683-244325
40	N.K.SINGH	PRINCIPAL	SATNA	9425819723
41	DR. SHASHIKALA JAIN	PRINCIPAL	INDORE	98272-46004

## ANNEXURE 2 : DISABLED POPULATION IN MP - DISTRICTWISE DETAILS

Distribution of the disabled by type of disability, sex and residence - Census 2001							
Type of disability	Sex	Total	Rural	Urban	Total	Rural	Urban
				<b>MADHYA PRADESH-23</b>		<b>Sheopur *-01</b>	
Total disabled population	Persons	1,408,528	1,060,433	348,095	13,552	11,164	2,388
	Males	824,693	618,152	206,541	8,006	6,564	1,442
	Females	583,835	442,281	141,554	5,546	4,600	946
In Seeing	Persons	636,214	478,225	157,989	7,828	6,436	1,392
	Males	346,567	259,729	86,838	4,451	3,637	814
	Females	289,647	218,496	71,151	3,377	2,799	578
In Speech	Persons	75,825	56,242	19,583	598	506	92
	Males	45,600	33,872	11,728	395	333	62
	Females	30,225	22,370	7,855	203	173	30
In Hearing	Persons	85,354	70,642	14,712	706	646	60
	Males	48,468	40,251	8,217	399	362	37
	Females	36,886	30,391	6,495	307	284	23
In Movement	Persons	495,878	377,044	118,834	3,547	2,873	674
	Males	313,078	236,349	76,729	2,204	1,784	420
	Females	182,800	140,695	42,105	1,343	1,089	254
Mental	Persons	115,257	78,280	36,977	873	703	170
	Males	70,980	47,951	23,029	557	448	109
	Females	44,277	30,329	13,948	316	255	61
				<b>Morena-02</b>		<b>Bhind-03</b>	
Total disabled population	Persons	35,821	29,188	6,633	30,588	22,637	7,951
	Males	22,712	18,450	4,262	19,314	14,404	4,910

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	Females	13,109	10,738	2,371	11,274	8,233	3,041
In Seeing	Persons	19,527	16,781	2,746	15,327	11,366	3,961
	Males	11,464	9,805	1,659	8,790	6,525	2,265
	Females	8,063	6,976	1,087	6,537	4,841	1,696
In Speech	Persons	1,791	1,397	394	1,767	1,394	373
	Males	1,152	902	250	1,100	890	210
	Females	639	495	144	667	504	163
In Hearing	Persons	1,120	884	236	1,316	1,053	263
	Males	677	553	124	772	641	131
	Females	443	331	112	544	412	132
In Movement	Persons	10,987	8,322	2,665	10,096	7,355	2,741
	Males	7,764	5,936	1,828	7,181	5,302	1,879
	Females	3,223	2,386	837	2,915	2,053	862
Mental	Persons	2,396	1,804	592	2,082	1,469	613
	Males	1,655	1,254	401	1,471	1,046	425
	Females	741	550	191	611	423	188
			<b>Gwalior-04</b>			<b>Datia-05</b>	
Total disabled population	Persons	39,059	15,446	23,613	13,990	10,998	2,992
	Males	24,135	9,586	14,549	8,516	6,685	1,831
	Females	14,924	5,860	9,064	5,474	4,313	1,161
In Seeing	Persons	17,917	7,297	10,620	6,389	5,309	1,080
	Males	10,008	4,048	5,960	3,558	2,935	623
	Females	7,909	3,249	4,660	2,831	2,374	457
In Speech	Persons	1,852	655	1,197	750	585	165
	Males	1,201	439	762	479	376	103
	Females						

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		651	216	435	271	209	62
In Hearing	Persons	1,361	633	728	710	559	151
	Males	778	354	424	390	318	72
	Females	583	279	304	320	241	79
In Movement	Persons	14,734	5,967	8,767	5,236	3,878	1,358
	Males	10,066	4,144	5,922	3,500	2,620	880
	Females	4,668	1,823	2,845	1,736	1,258	478
Mental	Persons	3,195	894	2,301	905	667	238
	Males	2,082	601	1,481	589	436	153
	Females	1,113	293	820	316	231	85
		<b>Shivpuri-06</b>			<b>Guna-07</b>		
Total disabled population	Persons	32,560	27,777	4,783	32,975	27,167	5,808
	Males	19,508	16,639	2,869	20,098	16,509	3,589
	Females	13,052	11,138	1,914	12,877	10,658	2,219
In Seeing	Persons	17,741	15,617	2,124	12,833	11,190	1,643
	Males	9,902	8,734	1,168	7,177	6,288	889
	Females	7,839	6,883	956	5,656	4,902	754
In Speech	Persons	1,550	1,245	305	1,900	1,500	400
	Males	942	760	182	1,196	956	240
	Females	608	485	123	704	544	160
In Hearing	Persons	1,641	1,429	212	2,431	2,091	340
	Males	970	855	115	1,421	1,226	195
	Females	671	574	97	1,010	865	145
In Movement	Persons	9,766	8,002	1,764	13,339	10,570	2,769
	Males	6,494	5,336	1,158	8,736	6,894	1,842
	Females	3,272	2,666	606	4,603	3,676	927

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Mental	Persons	1,862	1,484	378	2,472	1,816	656
	Males	1,200	954	246	1,568	1,145	423
	Females	662	530	132	904	671	233
		<b>Tikamgarh-08</b>			<b>Chhatarpur-09</b>		
Total disabled population	Persons	27,389	22,192	5,197	30,311	24,726	5,585
	Males	16,088	13,079	3,009	18,140	14,638	3,502
	Females	11,301	9,113	2,188	12,171	10,088	2,083
In Seeing	Persons	11,560	9,530	2,030	13,187	11,231	1,956
	Males	6,180	5,176	1,004	7,234	6,080	1,154
	Females	5,380	4,354	1,026	5,953	5,151	802
In Speech	Persons	1,452	1,176	276	2,012	1,615	397
	Males	916	735	181	1,230	999	231
	Females	536	441	95	782	616	166
In Hearing	Persons	1,488	1,229	259	1,723	1,490	233
	Males	832	686	146	1,042	910	132
	Females	656	543	113	681	580	101
In Movement	Persons	11,192	8,958	2,234	11,053	8,666	2,387
	Males	7,136	5,709	1,427	7,149	5,558	1,591
	Females	4,056	3,249	807	3,904	3,108	796
Mental	Persons	1,697	1,299	398	2,336	1,724	612
	Males	1,024	773	251	1,485	1,091	394
	Females	673	526	147	851	633	218
		<b>Panna-10</b>			<b>Sagar-11</b>		
Total disabled population	Persons	19,189	16,644	2,545	57,272	41,075	16,197
	Males	11,247	9,664	1,583	33,867	24,368	9,499
	Females						



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		7,942	6,980	962	23,405	16,707	6,698
In Seeing	Persons	9,614	8,428	1,186	25,594	17,402	8,192
	Males	5,358	4,668	690	13,955	9,553	4,402
	Females	4,256	3,760	496	11,639	7,849	3,790
In Speech	Persons	978	835	143	3,101	2,367	734
	Males	601	514	87	1,932	1,477	455
	Females	377	321	56	1,169	890	279
In Hearing	Persons	969	887	82	3,527	2,848	679
	Males	569	517	52	2,016	1,639	377
	Females	400	370	30	1,511	1,209	302
In Movement	Persons	6,148	5,256	892	20,965	15,743	5,222
	Males	3,775	3,193	582	13,383	9,975	3,408
	Females	2,373	2,063	310	7,582	5,768	1,814
Mental	Persons	1,480	1,238	242	4,085	2,715	1,370
	Males	944	772	172	2,581	1,724	857
	Females	536	466	70	1,504	991	513
		<b>Damoh-12</b>			<b>Satna-13</b>		
Total disabled population	Persons	26,801	21,721	5,080	42,803	35,556	7,247
	Males	15,569	12,619	2,950	25,942	21,417	4,525
	Females	11,232	9,102	2,130	16,861	14,139	2,722
In Seeing	Persons	11,613	9,328	2,285	16,710	14,321	2,389
	Males	6,245	5,008	1,237	9,363	7,949	1,414
	Females	5,368	4,320	1,048	7,347	6,372	975
In Speech	Persons	1,485	1,230	255	2,649	2,123	526
	Males	911	764	147	1,552	1,231	321
	Females	574	466	108	1,097	892	205

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In Hearing	Persons	1,562	1,364	198	2,290	1,989	301
	Males	863	756	107	1,325	1,154	171
	Females	699	608	91	965	835	130
In Movement	Persons	10,096	8,251	1,845	16,943	13,895	3,048
	Males	6,236	5,101	1,135	10,932	8,952	1,980
	Females	3,860	3,150	710	6,011	4,943	1,068
Mental	Persons	2,045	1,548	497	4,211	3,228	983
	Males	1,314	990	324	2,770	2,131	639
	Females	731	558	173	1,441	1,097	344
		<b>Rewa-14</b>			<b>Umaria *-15</b>		
Total disabled population	Persons	50,093	39,342	10,751	12,319	10,330	1,989
	Males	29,644	23,247	6,397	7,102	5,960	1,142
	Females	20,449	16,095	4,354	5,217	4,370	847
In Seeing	Persons	24,201	17,523	6,678	6,232	5,056	1,176
	Males	12,753	9,083	3,670	3,463	2,818	645
	Females	11,448	8,440	3,008	2,769	2,238	531
In Speech	Persons	3,119	2,631	488	638	531	107
	Males	1,871	1,558	313	382	317	65
	Females	1,248	1,073	175	256	214	42
In Hearing	Persons	2,226	1,871	355	713	638	75
	Males	1,384	1,126	258	424	380	44
	Females	842	745	97	289	258	31
In Movement	Persons	16,630	14,154	2,476	3,794	3,291	503
	Males	11,072	9,410	1,662	2,251	1,939	312
	Females	5,558	4,744	814	1,543	1,352	191
Mental	Persons						

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		3,917	3,163	754	942	814	128
	Males	2,564	2,070	494	582	506	76
	Females	1,353	1,093	260	360	308	52
		<b>Shahdol-16</b>			<b>Sidhi-17</b>		
Total disabled population	Persons	28,161	22,519	5,642	29,961	26,443	3,518
	Males	16,230	12,826	3,404	17,517	15,329	2,188
	Females	11,931	9,693	2,238	12,444	11,114	1,330
In Seeing	Persons	10,168	8,242	1,926	10,888	9,645	1,243
	Males	5,491	4,407	1,084	5,850	5,136	714
	Females	4,677	3,835	842	5,038	4,509	529
In Speech	Persons	2,199	1,713	486	2,494	2,142	352
	Males	1,281	990	291	1,439	1,221	218
	Females	918	723	195	1,055	921	134
In Hearing	Persons	2,203	1,902	301	1,950	1,774	176
	Males	1,268	1,087	181	1,149	1,029	120
	Females	935	815	120	801	745	56
In Movement	Persons	10,707	8,518	2,189	11,874	10,515	1,359
	Males	6,426	5,031	1,395	7,357	6,477	880
	Females	4,281	3,487	794	4,517	4,038	479
Mental	Persons	2,884	2,144	740	2,755	2,367	388
	Males	1,764	1,311	453	1,722	1,466	256
	Females	1,120	833	287	1,033	901	132
		<b>Neemuch *-18</b>			<b>Mandsaur-19</b>		
Total disabled population	Persons	21,885	17,374	4,511	31,993	27,267	4,726
	Males	12,663	10,062	2,601	18,287	15,517	2,770
	Females	9,222	7,312	1,910	13,706	11,750	1,956

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In Seeing	Persons	11,461	9,651	1,810	14,968	12,850	2,118
	Males	6,342	5,355	987	8,046	6,869	1,177
	Females	5,119	4,296	823	6,922	5,981	941
In Speech	Persons	832	609	223	1,343	1,106	237
	Males	501	380	121	804	660	144
	Females	331	229	102	539	446	93
In Hearing	Persons	1,007	759	248	1,909	1,696	213
	Males	558	425	133	1,151	1,018	133
	Females	449	334	115	758	678	80
In Movement	Persons	6,965	5,176	1,789	11,280	9,627	1,653
	Males	4,238	3,150	1,088	6,804	5,807	997
	Females	2,727	2,026	701	4,476	3,820	656
Mental	Persons	1,620	1,179	441	2,493	1,988	505
	Males	1,024	752	272	1,482	1,163	319
	Females	596	427	169	1,011	825	186
		<b>Ratlam-20</b>			<b>Ujjain 21</b>		
Total disabled population	Persons	28,218	20,376	7,842	38,146	26,770	11,376
	Males	15,983	11,446	4,537	22,197	15,691	6,506
	Females	12,235	8,930	3,305	15,949	11,079	4,870
In Seeing	Persons	12,764	9,135	3,629	19,122	14,329	4,793
	Males	6,808	4,832	1,976	10,614	8,083	2,531
	Females	5,956	4,303	1,653	8,508	6,246	2,262
In Speech	Persons	1,162	752	410	1,732	1,030	702
	Males	679	432	247	1,002	631	371
	Females	483	320	163	730	399	331
In Hearing	Persons						

IE - Situational Analysis of MP, Sightsavers International

		1,915	1,562	353	2,176	1,638	538
	Males	1,037	839	198	1,160	865	295
	Females	878	723	155	1,016	773	243
In Movement	Persons	10,046	7,481	2,565	11,679	7,926	3,753
	Males	6,075	4,501	1,574	7,369	5,023	2,346
	Females	3,971	2,980	991	4,310	2,903	1,407
Mental	Persons	2,331	1,446	885	3,437	1,847	1,590
	Males	1,384	842	542	2,052	1,089	963
	Females	947	604	343	1,385	758	627
		<b>Shajapur-22</b>			<b>Dewas-23</b>		
Total disabled population	Persons	37,638	31,781	5,857	36,304	27,218	9,086
	Males	21,593	18,410	3,183	20,725	15,457	5,268
	Females	16,045	13,371	2,674	15,579	11,761	3,818
In Seeing	Persons	19,554	16,550	3,004	18,925	14,075	4,850
	Males	10,448	8,995	1,453	9,940	7,281	2,659
	Females	9,106	7,555	1,551	8,985	6,794	2,191
In Speech	Persons	1,233	985	248	1,591	1,186	405
	Males	769	628	141	1,012	761	251
	Females	464	357	107	579	425	154
In Hearing	Persons	2,495	2,204	291	1,892	1,562	330
	Males	1,471	1,309	162	1,055	880	175
	Females	1,024	895	129	837	682	155
In Movement	Persons	11,867	10,058	1,809	11,408	8,703	2,705
	Males	7,415	6,287	1,128	7,195	5,493	1,702
	Females	4,452	3,771	681	4,213	3,210	1,003
Mental	Persons	2,489	1,984	505	2,488	1,692	796

## IE - Situational Analysis of MP, Sightsavers International

	Males	1,490	1,191	299	1,523	1,042	481
	Females	999	793	206	965	650	315
			<b>Jhabua-24</b>			<b>Dhar-25</b>	
Total disabled population	Persons	21,171	19,375	1,796	31,076	26,944	4,132
	Males	11,925	10,857	1,068	17,669	15,203	2,466
	Females	9,246	8,518	728	13,407	11,741	1,666
In Seeing	Persons	7,005	6,676	329	12,839	11,447	1,392
	Males	3,762	3,584	178	6,911	6,148	763
	Females	3,243	3,092	151	5,928	5,299	629
In Speech	Persons	1,110	1,006	104	1,578	1,327	251
	Males	610	543	67	910	753	157
	Females	500	463	37	668	574	94
In Hearing	Persons	1,603	1,498	105	2,227	2,001	226
	Males	828	770	58	1,172	1,058	114
	Females	775	728	47	1,055	943	112
In Movement	Persons	9,859	8,874	985	11,979	10,197	1,782
	Males	5,809	5,203	606	7,183	6,063	1,120
	Females	4,050	3,671	379	4,796	4,134	662
Mental	Persons	1,594	1,321	273	2,453	1,972	481
	Males	916	757	159	1,493	1,181	312
	Females	678	564	114	960	791	169
			<b>Indore-26</b>			<b>West Nimar-27</b>	
Total disabled population	Persons	48,978	15,591	33,387	29,070	25,499	3,571
	Males	28,185	9,092	19,093	16,425	14,338	2,087
	Females	20,793	6,499	14,294	12,645	11,161	1,484
In Seeing	Persons						

IE - Situational Analysis of MP, Sightsavers International

		23,919	6,747	17,172	11,945	10,809	1,136
	Males	12,710	3,606	9,104	6,238	5,632	606
	Females	11,209	3,141	8,068	5,707	5,177	530
In Speech	Persons	3,013	804	2,209	1,515	1,266	249
	Males	1,746	492	1,254	894	740	154
	Females	1,267	312	955	621	526	95
In Hearing	Persons	2,150	928	1,222	1,896	1,706	190
	Males	1,171	504	667	1,022	925	97
	Females	979	424	555	874	781	93
In Movement	Persons	14,660	5,780	8,880	11,406	9,854	1,552
	Males	9,364	3,711	5,653	6,890	5,933	957
	Females	5,296	2,069	3,227	4,516	3,921	595
Mental	Persons	5,236	1,332	3,904	2,308	1,864	444
	Males	3,194	779	2,415	1,381	1,108	273
	Females	2,042	553	1,489	927	756	171
		<b>Barwani *-28</b>			<b>East Nimar-29</b>		
Total disabled population	Persons	19,874	16,634	3,240	36,661	26,169	10,492
	Males	10,842	9,101	1,741	20,960	14,861	6,099
	Females	9,032	7,533	1,499	15,701	11,308	4,393
In Seeing	Persons	9,754	8,116	1,638	17,903	12,743	5,160
	Males	5,031	4,211	820	9,545	6,712	2,833
	Females	4,723	3,905	818	8,358	6,031	2,327
In Speech	Persons	1,226	1,054	172	2,064	1,453	611
	Males	691	591	100	1,173	829	344
	Females	535	463	72	891	624	267
In Hearing	Persons	1,195	1,016	179	2,350	1,864	486

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	Males	602	519	83	1,310	1,046	264
	Females	593	497	96	1,040	818	222
In Movement	Persons	6,128	5,208	920	11,446	8,218	3,228
	Males	3,625	3,077	548	7,184	5,140	2,044
	Females	2,503	2,131	372	4,262	3,078	1,184
Mental	Persons	1,571	1,240	331	2,898	1,891	1,007
	Males	893	703	190	1,748	1,134	614
	Females	678	537	141	1,150	757	393
			<b>Rajgarh-30</b>			<b>Vidisha-31</b>	
Total disabled population	Persons	36,799	31,433	5,366	31,897	26,011	5,886
	Males	21,369	18,167	3,202	19,478	15,886	3,592
	Females	15,430	13,266	2,164	12,419	10,125	2,294
In Seeing	Persons	17,557	14,818	2,739	13,536	11,009	2,527
	Males	9,664	8,137	1,527	7,504	6,122	1,382
	Females	7,893	6,681	1,212	6,032	4,887	1,145
In Speech	Persons	1,428	1,194	234	1,595	1,313	282
	Males	896	755	141	1,006	830	176
	Females	532	439	93	589	483	106
In Hearing	Persons	2,762	2,506	256	2,311	2,032	279
	Males	1,637	1,500	137	1,439	1,253	186
	Females	1,125	1,006	119	872	779	93
In Movement	Persons	12,681	10,993	1,688	12,206	9,910	2,296
	Males	7,758	6,641	1,117	8,138	6,614	1,524
	Females	4,923	4,352	571	4,068	3,296	772
Mental	Persons	2,371	1,922	449	2,249	1,747	502
	Males						



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		1,414	1,134	280	1,391	1,067	324
	Females	957	788	169	858	680	178
		<b>Bhopal-32</b>			<b>Sehore-33</b>		
Total disabled population	Persons	52,570	10,514	42,056	34,241	29,313	4,928
	Males	30,855	6,275	24,580	19,557	16,776	2,781
	Females	21,715	4,239	17,476	14,684	12,537	2,147
In Seeing	Persons	28,152	4,873	23,279	16,427	14,295	2,132
	Males	15,704	2,734	12,970	8,496	7,444	1,052
	Females	12,448	2,139	10,309	7,931	6,851	1,080
In Speech	Persons	2,373	453	1,920	1,428	1,212	216
	Males	1,430	279	1,151	903	765	138
	Females	943	174	769	525	447	78
In Hearing	Persons	2,133	709	1,424	2,461	2,212	249
	Males	1,210	429	781	1,439	1,317	122
	Females	923	280	643	1,022	895	127
In Movement	Persons	14,873	3,683	11,190	11,345	9,489	1,856
	Males	9,625	2,371	7,254	7,102	5,939	1,163
	Females	5,248	1,312	3,936	4,243	3,550	693
Mental	Persons	5,039	796	4,243	2,580	2,105	475
	Males	2,886	462	2,424	1,617	1,311	306
	Females	2,153	334	1,819	963	794	169
		<b>Raisen-34</b>			<b>Betul-35</b>		
Total disabled population	Persons	31,655	27,252	4,403	31,998	25,972	6,026
	Males	18,929	16,270	2,659	18,732	15,101	3,631
	Females	12,726	10,982	1,744	13,266	10,871	2,395
In Seeing	Persons	15,067	13,226	1,841	12,877	10,531	2,346

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	Males	8,447	7,378	1,069	7,111	5,801	1,310
	Females	6,620	5,848	772	5,766	4,730	1,036
In Speech	Persons	1,643	1,388	255	1,942	1,557	385
	Males	1,038	882	156	1,112	889	223
	Females	605	506	99	830	668	162
In Hearing	Persons	2,303	2,038	265	2,499	2,148	351
	Males	1,317	1,184	133	1,418	1,211	207
	Females	986	854	132	1,081	937	144
In Movement	Persons	10,353	8,756	1,597	11,612	9,291	2,321
	Males	6,682	5,657	1,025	7,313	5,807	1,506
	Females	3,671	3,099	572	4,299	3,484	815
Mental	Persons	2,289	1,844	445	3,068	2,445	623
	Males	1,445	1,169	276	1,778	1,393	385
	Females	844	675	169	1,290	1,052	238
		<b>Harda *-36</b>			<b>Hoshangabad-37</b>		
Total disabled population	Persons	12,679	9,977	2,702	31,253	22,678	8,575
	Males	7,423	5,779	1,644	18,674	13,577	5,097
	Females	5,256	4,198	1,058	12,579	9,101	3,478
In Seeing	Persons	6,703	5,336	1,367	14,753	10,804	3,949
	Males	3,774	2,971	803	8,218	6,012	2,206
	Females	2,929	2,365	564	6,535	4,792	1,743
In Speech	Persons	639	492	147	1,739	1,277	462
	Males	411	318	93	1,057	779	278
	Females	228	174	54	682	498	184
In Hearing	Persons	882	767	115	1,915	1,552	363
	Males						

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		515	445	70	1,115	916	199
	Females	367	322	45	800	636	164
In Movement	Persons	3,571	2,742	829	10,333	7,361	2,972
	Males	2,198	1,668	530	6,724	4,809	1,915
	Females	1,373	1,074	299	3,609	2,552	1,057
Mental	Persons	884	640	244	2,513	1,684	829
	Males	525	377	148	1,560	1,061	499
	Females	359	263	96	953	623	330
		<b>Katni *-38</b>			<b>Jabalpur-39</b>		
Total disabled population	Persons	28,062	24,118	3,944	46,992	23,252	23,740
	Males	16,278	13,847	2,431	28,235	13,704	14,531
	Females	11,784	10,271	1,513	18,757	9,548	9,209
In Seeing	Persons	11,801	10,684	1,117	16,305	8,422	7,883
	Males	6,298	5,676	622	8,957	4,527	4,430
	Females	5,503	5,008	495	7,348	3,895	3,453
In Speech	Persons	1,409	1,131	278	2,897	1,382	1,515
	Males	832	679	153	1,797	883	914
	Females	577	452	125	1,100	499	601
In Hearing	Persons	1,929	1,736	193	2,731	1,680	1,051
	Males	1,073	955	118	1,529	963	566
	Females	856	781	75	1,202	717	485
In Movement	Persons	10,571	8,905	1,666	19,522	9,742	9,780
	Males	6,582	5,479	1,103	12,450	6,077	6,373
	Females	3,989	3,426	563	7,072	3,665	3,407
Mental	Persons	2,352	1,662	690	5,537	2,026	3,511
	Males	1,493	1,058	435	3,502	1,254	2,248

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	Females	859	604	255	2,035	772	1,263
		<b>Narsimhapur-40</b>				<b>Dindori *-41</b>	
Total disabled population	Persons	26,655	22,812	3,843	11,699	11,123	576
	Males	15,617	13,288	2,329	6,437	6,109	328
	Females	11,038	9,524	1,514	5,262	5,014	248
In Seeing	Persons	12,117	10,335	1,782	4,278	4,083	195
	Males	6,691	5,699	992	2,354	2,239	115
	Females	5,426	4,636	790	1,924	1,844	80
In Speech	Persons	1,588	1,372	216	785	745	40
	Males	963	816	147	435	418	17
	Females	625	556	69	350	327	23
In Hearing	Persons	1,661	1,496	165	990	950	40
	Males	901	805	96	530	509	21
	Females	760	691	69	460	441	19
In Movement	Persons	8,962	7,695	1,267	4,744	4,522	222
	Males	5,630	4,797	833	2,557	2,427	130
	Females	3,332	2,898	434	2,187	2,095	92
Mental	Persons	2,327	1,914	413	902	823	79
	Males	1,432	1,171	261	561	516	45
	Females	895	743	152	341	307	34
		<b>Mandla-42</b>				<b>Chhindwara-43</b>	
Total disabled population	Persons	20,262	18,464	1,798	44,591	34,735	9,856
	Males	11,116	10,073	1,043	25,572	19,656	5,916
	Females	9,146	8,391	755	19,019	15,079	3,940
In Seeing	Persons	8,020	7,325	695	17,628	13,687	3,941
	Males						

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		4,196	3,823	373	9,341	7,171	2,170
	Females	3,824	3,502	322	8,287	6,516	1,771
In Speech	Persons	1,233	1,099	134	2,742	2,169	573
	Males	701	619	82	1,559	1,212	347
	Females	532	480	52	1,183	957	226
In Hearing	Persons	1,589	1,501	88	3,056	2,573	483
	Males	882	828	54	1,758	1,483	275
	Females	707	673	34	1,298	1,090	208
In Movement	Persons	7,724	7,063	661	17,106	13,407	3,699
	Males	4,346	3,958	388	10,531	8,142	2,389
	Females	3,378	3,105	273	6,575	5,265	1,310
Mental	Persons	1,696	1,476	220	4,059	2,899	1,160
	Males	991	845	146	2,383	1,648	735
	Females	705	631	74	1,676	1,251	425
		<b>Seoni-44</b>			<b>Balaghat-45</b>		
Total disabled population	Persons	27,913	25,373	2,540	35,404	31,483	3,921
	Males	15,909	14,492	1,417	19,423	17,133	2,290
	Females	12,004	10,881	1,123	15,981	14,350	1,631
In Seeing	Persons	10,109	8,985	1,124	13,396	11,982	1,414
	Males	5,309	4,719	590	6,866	6,118	748
	Females	4,800	4,266	534	6,530	5,864	666
In Speech	Persons	1,572	1,429	143	2,078	1,806	272
	Males	885	808	77	1,204	1,038	166
	Females	687	621	66	874	768	106
In Hearing	Persons	2,179	2,071	108	3,202	2,950	252
	Males	1,202	1,149	53	1,687	1,553	134

## IE - Situational Analysis of MP, Sightsavers International

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	Females	977	922	55	1,515	1,397	118
In Movement	Persons	11,531	10,691	840	12,914	11,478	1,436
	Males	7,051	6,550	501	7,578	6,664	914
	Females	4,480	4,141	339	5,336	4,814	522
Mental	Persons	2,522	2,197	325	3,814	3,267	547
	Males	1,462	1,266	196	2,088	1,760	328
	Females	1,060	931	129	1,726	1,507	219

Source: Census 2001

### ANNEXURE 3 : NUMBER OF CHILDREN ENROLLED IN IEDC SCHEME 2007-08

Number of children enrolled in IEDC Scheme 2007-08												
S.No.	Name of the District	VI		HI		MR		OH		Total		Grand Total
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1	Anuppur	68	44	65	23	37	21	468	386	638	474	1112
2	Ashok Nagar	145	134	123	97	53	45	889	540	1210	816	2026
3	Balaghat	298	211	219	157	164	150	1210	905	1891	1423	3314
4	Barwani	53	32	47	39	24	17	525	411	649	499	1148
5	Betul	225	176	146	109	109	104	753	487	1233	876	2109
6	Bhind	105	86	107	67	104	58	971	565	1287	776	2063
7	Bhopal	168	154	146	107	96	47	598	327	1008	635	1643
8	Burhanpur	86	79	85	56	36	27	459	358	666	520	1186
9	Chhatarpur	306	208	166	113	151	96	1953	1172	2576	1589	4165
10	Chhindwara	310	214	222	141	206	151	1510	986	2248	1492	3740
11	Damoh	365	243	394	297	135	102	1762	1053	2656	1695	4351
12	Datiya	69	44	54	37	15	11	691	529	829	621	1450
13	Dewas	255	222	207	183	139	93	1195	960	1796	1458	3254
14	Dhar	256	155	168	104	89	51	2287	1316	2800	1626	4426
15	Dindori	65	47	89	53	37	23	815	698	1006	821	1827
16	Guna	147	103	105	76	37	26	1187	976	1476	1181	2657
17	Gwalior	113	76	103	67	49	32	685	540	950	715	1665
18	Harda	45	25	44	19	24	6	158	85	271	135	406
19	Hoshangabad	175	122	134	134	143	108	656	466	1108	830	1938
20	Indore	220	195	292	225	131	120	879	619	1522	1159	2681
21	Jabalpur	194	179	120	96	177	127	1057	663	1548	1065	2613
22	Jhabua	284	207	111	65	83	32	1134	973	1612	1277	2889
23	Katni	83	57	125	95	57	35	698	436	963	623	1586
24	Khandwa	299	253	167	117	77	36	863	663	1406	1069	2475
25	Khargone	193	157	163	121	84	49	1281	985	1721	1312	3033
26	Mandla	257	223	176	121	59	23	964	749	1456	1116	2572

Source: RSK

## Annexure Contd.

S.No.	Name of the District	VI		HI		MR		OH		Total		Grand Total
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
27	Mandsaur	191	169	186	148	90	78	869	845	1336	1240	2576
28	Morena	185	103	195	115	85	44	1322	767	1787	1029	2816
29	Narsinghpur	117	109	144	109	104	73	487	266	852	557	1409
30	Neemach	62	37	84	59	36	26	752	530	934	652	1586
31	Panna	161	131	144	92	99	78	881	498	1285	799	2084
32	Raisen	45	33	79	38	46	21	375	201	545	293	838
33	Rajgarh	199	95	221	136	143	93	1179	745	1742	1069	2811
34	Ratlam	170	135	144	52	92	64	1062	848	1468	1099	2567
35	Rewa	196	164	151	110	120	55	764	430	1231	759	1990
36	Sagar	562	404	377	256	188	87	1277	781	2404	1528	3932
37	Satna	323	268	251	167	245	162	1168	663	1987	1260	3247
38	Sehore	94	77	66	55	74	48	643	417	877	597	1474
39	Seoni	256	180	199	119	147	95	1492	981	2094	1375	3469
40	Shahdol	298	157	272	243	94	72	858	723	1522	1195	2717
41	Shajapur	237	187	163	116	92	68	1029	841	1521	1212	2733
42	Sheopur	53	58	39	23	36	22	597	394	725	497	1222
43	Shivpuri	210	188	220	163	91	38	1737	131	2258	520	2778
44	Sidhi	295	208	125	94	218	129	968	564	1606	995	2601
45	Tikamgarh	217	146	222	314	85	78	1106	635	1630	1173	2803
46	Ujjain	152	128	167	140	117	71	949	603	1385	942	2327
47	Umariya	93	87	51	63	96	59	384	265	624	474	1098
48	Vidisha	245	143	235	123	61	24	1588	869	2129	1159	3288
<b>GRAND TOTAL</b>		<b>9145</b>	<b>6853</b>	<b>7513</b>	<b>5454</b>	<b>4675</b>	<b>3075</b>	<b>47135</b>	<b>30845</b>	<b>68468</b>	<b>46227</b>	<b>114695</b>



## ANNEXURE 4 : NUMBER OF CHILDREN ASSESSED IN IEDC SCHEME 2007-08

Number of children Assessed in IEDC Scheme 2007-08												
S.No.	Name of the District	VI		HI		MR		OH		Total		Grand Total
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1	Anuppur	27	16	35	14	11	7	131	59	204	96	300
2	Ashok Nagar	67	45	67	50	45	26	413	212	592	333	925
3	Balaghat	232	164	186	124	134	119	976	702	1528	1109	2637
4	Barwani	24	15	37	24	10	6	205	167	276	212	488
5	Betul	132	97	97	79	72	72	561	384	862	632	1494
6	Bhind	53	33	40	16	34	11	617	313	744	373	1117
7	Bhopal	38	18	17	12	22	8	276	143	353	181	534
8	Burhanpur	84	75	33	21	32	26	259	158	408	280	688
9	Chhatarpur	231	166	128	90	119	76	1428	868	1906	1200	3106
10	Chhindwara	175	128	122	95	177	109	1165	795	1639	1127	2766
11	Damoh	198	101	125	69	41	27	1189	600	1553	797	2350
12	Datiya	16	9	21	12	11	7	427	223	475	251	726
13	Dewas	152	103	177	93	118	50	1074	608	1521	854	2375
14	Dhar	256	155	168	104	89	51	2212	1241	2725	1551	4276
15	Dindori	24	9	35	12	17	11	275	142	351	174	525
16	Guna	72	35	45	36	27	21	547	400	691	492	1183
17	Gwalior	39	30	36	28	43	31	527	400	645	489	1134
18	Harda	38	21	41	17	14	4	146	82	239	124	363
19	Hoshangabad	51	50	83	69	79	32	486	350	699	501	1200
20	Indore	105	91	83	23	22	14	463	302	673	430	1103
21	Jabalpur	135	100	63	54	114	68	806	500	1118	722	1840
22	Jhabua	152	86	38	31	21	21	1040	715	1251	853	2104
23	Katni	37	26	21	13	11	6	298	136	367	181	548
24	Khandwa	156	125	100	54	68	27	629	357	953	563	1516
25	Khargone	86	88	43	34	48	52	868	631	1045	805	1850
26	Mandla	101	22	89	12	44	3	699	125	933	162	1095

**Annexure Contd.**

S.No.	Name of the District	VI		HI		MR		OH		Total		Grand Total
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
27	Mandsaur	80	55	86	48	90	78	637	427	893	608	1501
28	Morena	101	52	137	56	91	32	826	394	1155	534	1689
29	Narsinghpur	28	21	9	11	51	44	205	130	293	206	499
30	Neemach	38	19	31	24	12	4	441	322	522	369	891
31	Panna	123	69	98	64	65	54	576	319	862	506	1368
32	Raisen	44	33	77	37	44	18	362	188	527	276	803
33	Rajgarh	89	51	137	79	63	36	835	510	1124	676	1800
34	Ratlam	63	53	36	17	93	43	982	502	1174	615	1789
35	Rewa	41	44	60	49	21	14	427	233	549	340	889
36	Sagar	271	203	226	168	99	50	896	545	1492	966	2458
37	Satna	298	243	212	134	196	112	1053	623	1759	1112	2871
38	Sehore	67	60	40	31	34	27	521	337	662	455	1117
39	Seoni	271	156	173	101	123	71	1414	935	1981	1263	3244
40	Shahdol	83	57	251	193	83	62	431	377	848	689	1537
41	Shajapur	110	80	122	76	81	31	1085	755	1398	942	2340
42	Sheopur	27	25	10	5	7	4	268	119	312	153	465
43	Shivpuri	180	136	124	81	59	25	1303	536	1666	778	2444
44	Sidhi	283	198	111	86	203	114	943	532	1540	930	2470
45	Tikamgarh	94	79	73	60	42	42	528	290	737	471	1208
46	Ujjain	52	28	67	40	117	71	704	350	940	489	1429
47	Umariya	78	62	40	46	78	52	301	202	497	362	859
48	Vidisha	141	89	116	75	36	10	1000	868	1293	1042	2335
<b>GRAND TOTAL</b>		<b>5243</b>	<b>3621</b>	<b>4166</b>	<b>2667</b>	<b>3111</b>	<b>1879</b>	<b>33455</b>	<b>20107</b>	<b>45975</b>	<b>28274</b>	<b>74249</b>

## ANNEXURE 5 : INCIDENCE & ENROLMENT STATUS OF CWSN-2006-07

INCIDENCE & ENROLMENT STATUS OF CWSN-2006-07															
S.No.	Name of the District	VI		HI		MR		OH		Total		Grand Total	ENROLLMENT STATUS		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		Boys	Girls	TOTAL
1	Anuppur	140	153	102	93	268	179	84	55	594	480	1074	526	432	958
2	Ashok Nagar	127	76	108	82	396	220	53	32	684	410	1094	656	396	1052
3	Balaghat	244	207	176	123	720	469	284	218	1424	1017	2441	1239	916	2155
4	Barwani	93	78	109	109	482	315	53	40	737	542	1279	595	422	1017
5	Betul	220	163	268	241	630	415	241	237	1359	1056	2415	1271	982	2253
6	Bhind	171	110	85	54	727	376	146	57	1129	597	1726	978	542	1520
7	Bhopal	158	117	173	135	156	99	648	489	1135	840	1975	901	631	1532
8	Burhanpur	70	48	47	55	208	106	65	30	390	239	629	285	178	463
9	Chhatarpur	334	225	309	247	1085	672	217	130	1945	1274	3219	1818	1213	3031
10	Chhindwara	289	211	217	138	997	677	265	152	1768	1178	2946	1603	1074	2677
11	Damoh	232	153	194	166	750	446	127	73	1303	838	2141	1171	741	1912
12	Datiya	82	63	39	21	306	164	42	21	469	269	738	426	240	666
13	Dewas	183	106	102	72	859	479	177	67	1321	724	2045	1145	620	1765
14	Dhar	222	181	192	135	972	752	107	89	1493	1157	2650	1199	932	2131
15	Dindori	144	100	106	70	335	244	60	50	645	464	1109	505	356	861
16	Guna	299	266	138	99	435	277	152	93	1024	735	1759	981	682	1663
17	Gwalior	320	224	187	164	976	659	342	155	1825	1202	3027	451	396	847
18	Harda	292	196	265	204	454	316	255	168	1266	884	2150	1211	846	2057
19	Hoshangabad	133	118	123	91	485	302	130	78	871	589	1460	725	464	1189
20	Indore	93	93	62	42	373	271	146	109	674	515	1189	641	485	1126
21	Jabalpur	328	220	257	188	837	525	311	189	1733	1122	2855	1493	994	2487
22	Jhabua	82	79	133	94	1661	1584	71	40	1947	1797	3744	1421	1190	2611
23	Katni	257	181	407	279	747	535	202	156	1613	1151	2764	1443	972	2415
24	Khandwa	125	84	167	101	439	242	97	48	828	475	1303	684	412	1096

## Annexure Contd..

S.No.	Name of the District	VI		HI		MR		OH		Total		Grand Total	ENROLLMENT STATUS		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		Boys	Girls	TOTAL
25	Khargone	345	235	298	213	1513	1299	294	247	2450	1994	4444	2160	1766	3926
26	Mandla	249	207	195	153	625	509	132	123	1201	992	2193	815	658	1473
27	Mandsaur	175	114	76	63	589	387	159	104	999	668	1667	793	554	1347
28	Morena	213	130	179	123	919	372	246	107	1557	732	2289	726	490	1216
29	Narsinghpur	176	109	125	113	635	355	130	96	1066	673	1739	989	644	1633
30	Neemach	244	145	127	81	150	115	50	31	571	372	943	437	274	711
31	Panna	234	145	178	165	593	362	163	142	1168	814	1982	850	560	1410
32	Raisen	184	118	125	99	527	267	117	74	953	558	1511	798	484	1282
33	Rajgarh	341	229	168	109	597	389	167	105	1273	832	2105	1043	674	1717
34	Ratlam	172	65	71	47	1023	656	95	71	1361	839	2200	1128	710	1838
35	Rewa	457	1138	390	390	1147	668	941	216	2935	2412	5347	2058	1347	3405
36	Sagar	459	312	517	495	1397	823	313	265	2686	1895	4581	2444	1725	4169
37	Satna	338	275	361	298	1084	690	418	270	2201	1533	3734	1787	1361	3148
38	Sehore	128	86	107	68	526	365	166	94	927	613	1540	857	569	1426
39	Seoni	260	165	228	169	788	483	221	165	1497	982	2479	1372	879	2251
40	Shahdol	184	131	166	143	514	296	162	92	1026	662	1688	901	582	1483
41	Shajapur	214	133	128	90	904	567	149	95	1395	885	2280	1238	761	1999
42	Sheopur	75	68	81	47	392	264	118	73	666	452	1118	560	388	948
43	Shivpuri	305	163	370	285	1064	669	132	57	1871	1174	3045	754	455	1209
44	Sidhi	342	257	288	216	798	541	221	149	1649	1163	2812	1265	860	2125
45	Tikamgarh	178	156	224	154	857	489	127	49	1386	848	2234	1190	769	1959
46	Ujjain	152	103	129	78	557	304	294	133	1132	618	1750	946	551	1497
47	Umariya	86	102	97	102	292	266	122	139	597	609	1206	517	496	1013
48	Vidisha	197	119	121	104	693	401	130	62	1141	686	1827	893	559	1452
GRAND TOTAL		10346	8157	8715	6808	33482	21861	9342	5735	61885	42561	104446	49889	34232	84121

## **ANNEXURE 6 : KAP SCALE**

### **KAP SCALE for INCLUSIVE EDUCATION Assessment of Administrators**

1. Mark the 7 Disabilities classified under the Persons with Disabilities, equal opportunities, protection of rights, full participation and act

- (i) Blindness;      (ii) Cerebral Palsy      (iii) Mental retardation;  
(iv) Low vision;      (v) Autism      (vi) Loco motor disability;  
(vii) Deaf      (viii) Learning Disability      (ix) Hearing impairment;  
(x) Leprosy-cured; (xi) Polio      (xii) Deaf Blindness  
(xiii) Mental illness; (xiv) Speech disability      (xv) Multiple Disability

2. The Following acts were passed by the parliament in –

<b>Sr. No</b>	<b>Act</b>	<b>Year</b>
1.	Persons with Disabilities, equal opportunities, protection of rights, full participation and act	
2.	Rehabilitation Council of India Act	
3.	National Trust for the welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities	

3. The Rehabilitation Council of India Act ensures that all persons with disabilities are served by \_\_\_\_\_.

- (i) Doctors      (ii) Parents and Siblings  
(iii) Trained & Registered Professionals      (iv) Trained teachers

4. Admission of CWSN to Mainstream schools is the sole objective of the INCLUSIVE EDUCATION Programme **Yes/ No**

5. The most economically viable, Effective and desirable form of Education of CWSN is :-

- (i) Integrated Education      (ii) Special Education      (iii) Mainstream Education  
(iv) Inclusive Education      (v) Coaching & Training      (vi) Individualized Education

6. Barrier Free Environment involves :-

- 
- (i) Beautification of Buildings    (ii) Providing Clean & Hygienic Environment**
  - (iii) Providing proper Aids & Appliances to all CWSN**
  - (iv) Ensuring access of CWSN to all Spaces and Activities in the environment**

7. NGOs are :-

- (i) Centres of Corruption & Financial Bungling    (ii) Agencies to address the**
- needs of the community, implement schemes and Govt. Programmes**
- (iii) Social Bodies with Political and Financial Interests**
- (iv) Philanthropic Organizations oriented to address the needs of the community**
- (v) None of the above.**

8. Inclusive Education refers to including children of \_\_\_\_\_ to mainstream schools, as far as possible

- (i) All religion & caste    (ii) All Disabilities    (iii) All special Schools**
- (iv) All strata of society**

9. Children with Disabilities need your sympathy, support and care as they are helpless and very dependent. **Yes/No**

10. A successful Inclusive education programme is actually a healthy representation of the SOVERIEGN SOCIALIST SECULAR DEMOCRACY that India represents. **Yes/No**

11. The Government is uselessly spending disproportionately large sums of money on the Children with disabilities in reaching Education, making their environment barrier free and meeting their rights. **Yes/No**

12. Acts and Policies are most effective mechanisms in realizing the needs of persons with disabilities. **Yes/No**

13. Disabilities are caused due to Sins of the previous Birth and dependent on one's fate. **Yes/No**

14. I avoid participating in Assessment, Certification or Aids & Appliances Camps, meant for the persons with disabilities. **Yes/No**

15. I have taken decision at my level which has helped  
Give Examples:-

(i)

---

—

---

—

(ii)

---

---

—

16. I have taken such independent decisions at my level, which has benefited persons with disabilities ... to establish their Rights or give them equal opportunity for participation.

**Yes/No**

If yes ..

Give Examples:-

(i)

---

—

---

(ii)

---

---

—

17. In my District (Area of jurisdiction) there are - .. Fill in the **Number** in the table :-

Sr. No.	Details	Number ?
1.	Children with Special Needs (CWSN)	
2.	(CWSN) enrolled in the schools	
3.	(CWSN) dropouts	

18. I was instrumental in promoting barrier free environment

**Yes/No**

If yes ..

Give Examples :-

(i)

---



---



---



---

(ii)

---



---

19. In my District (Area of jurisdiction) there are - .. Fill in the details in the table :-

Sr. No.	Details of Teachers	Number ?
1.	Trained in foundation Course	
2.	Trained 45 Days training in integrated education	
3.	Trained in 5 days Orientation in Integrated education	
4.	Trained in Special B.Ed	
5.	Trained in PGPD	

20. Children with severe disabilities cannot be included in the mainstream education programme. You must have Home based programmes for them.

**Yes/No**

**If yes, please write WHY ?**

---



**ANNEXURE 6 a : EVALUATION CRITERIA FOR ASSESSING KAP COMPONENTS****Evaluation Criteria for Assessing KAP components**

<b>Q. No.</b>	<b>Input sought from participants</b>	<b>To assess</b>	<b>Total Points Alloted</b>	<b>Evaluation Criteria</b>
<b>1</b>	To mark 7 Disabilities classified under the Persons with Disabilities, equal opportunities, protection of rights, full participation and act from the given options	Knowledge component	14	2 point each on the correct option
<b>2</b>	To write the years when the acts related to disability was passed by the parliament	Knowledge component	9	3 point each on the correct answer
<b>3</b>	To find out the detail of the RCI act from the given options	Knowledge component	2	2 point on choosing correct option
<b>4</b>	To write Yes/ No for the statement "Admission of CWSN to Mainstream schools is the sole objective of the INCLUSIVE EDUCATION Programme"	Knowledge component	2	2 point on writing correct answer
<b>5</b>	To choose the correct option from the given options for finding most economically viable, Effective and desirable form of Education of CWSN	Knowledge component	2	2 point on choosing correct option

<b>6</b>	To choose the correct statement for "Barrier Free environment" from the given options	Knowledge component	4	4 point on choosing correct option
<b>7</b>	To find out the opinion of the participants regarding the NGOs from the given options	Attitude component	2	2 point on choosing correct option
<b>8</b>	To fill in the space by given options of the statement "Inclusive Education refers to including children of _____ to mainstream schools, as far as possible"	Knowledge component	2	2 point on choosing correct option
<b>9</b>	To write Yes/ No for the statement "Children with Disabilities need your sympathy, support and care as they are helpless and very dependent."	Attitude component	2	2 point on writing correct answer
<b>10</b>	To write Yes/ No for the statement "A successful Inclusive education programme is actually a healthy representation of the SOVERIEGN SOCIALIST SECULAR DEMOCRACY that India represents."	Knowledge component	2	2 point on writing correct answer
<b>11</b>	To write Yes/ No for the statement "The Government is uselessly spending disproportionately large sums of money on the Children with disabilities in reaching Education, making their environment barrier free and meeting their rights."	Attitude component	2	2 point on writing correct answer
<b>12</b>	To write Yes/ No for the statement "Acts and Policies are most effective mechanisms in realizing the needs of persons with disabilities."	Attitude component	2	2 point on writing correct answer

13	To write Yes/ No for the statement "Disabilities are caused due to Sins of the previous Birth and dependent on one's fate."	Attitude component	2	2 points for writing correct answer
14	To write Yes/ No for the statement "I avoid participating in Assessment, Certification or Aids & Appliances Camps, meant for the persons with disabilities."	Practice & Attitude component	2 point each on both components	2 point each for writing correct answer
15	If the participant has taken any decision that has helped work on "Inclusive Education", with examples.	Practice & Attitude component	2 points on Attitude component & 15 points on Practice component	2 points for writing yes for attitude component. Points on practice component is based on the contents of the examples mentioned by the participant
16	To write Yes/ No for the statement "I have taken such independent decisions at my level, which has benefited persons with disabilities ... to establish their Rights or give them equal opportunity for participation.", with examples	Practice & Attitude component	2 points on Attitude component & 15 points on Practice component	2 points on writing yes for attitude component. Points on practice component is based on the contents of the examples mentioned by the participant
17	The knowledge of the participant regarding the details of the CWSNs in his area of jurisdiction.	Practice & Knowledge component	6 points on Knowledge component & 10 points on Practice component	<u>Knowledge component</u> : 2 point each for writing CWSNs details <u>Practice component</u> : 6 points if enrolled CWSN strength is 80% or above, 4 points if dropout is less than 25% of the CWSNs enrolled.
18	To write Yes/ No on the statement "I was instrumental in promoting barrier free environment .", with examples	Practice & Attitude component	2 points on Attitude component & 10 points on Practice component	2 points on writing yes for attitude component. Points on practice component is based on the contents of the examples mentioned by the participant

19	To fill in the details of the trained teachers in the participant's area of jurisdiction	Practice & Knowledge component	5 points on Knowledge component & 10 points on Practice component	<p><u>Knowledge component:</u> 1 point each for writing teachers training status in the respective column</p> <p><u>Practice component:</u> 10 points if total No. of trained teacher &gt;1000; 8 points if between 800 &amp; 1000; 6 points if between 800 &amp; 600; 4 points if between 600 &amp; 400; 2 points if between 200 &amp; 0 and 0 for writing no details</p>
20	To write Yes/ No for the statement "Children with severe disabilities cannot be included in the mainstream education programme. You must have Home based programmes for them"; and to write justification if yes	Attitude & Knowledge component	10 points on Knowledge component & 2 points on Attitude component	2 points on writing yes for attitude component. Points on knowledge component is based on the contents of the examples mentioned by the participant

**ANNEXURE 7 : SWOT FORMAT**

**SWOT ANALYSIS FORMAT**

<b>Strengths</b>	<b>Weaknesses</b>
<b>Opportunities</b>	<b>Threats</b>

## ANNEXURE 8 a : MY WISH QUESTIONNAIRE

### मेरी इच्छा

1. यदि आपको शासन की ओर से समावेशित शिक्षा की पूर्ण जिम्मेदारी दी जाती है, तो आप योजना बनाने व क्रियान्वयन करते समय क्या व कैसे आगे बढ़ेंगे।

अ). योजना बनाना

1. स्वयं योजना बनाएंगे
2. अनुभवी अधिकारियों से मीटिंग करेंगे
3. NGOs को बुला कर उनके साथ योजना बनाएंगे
4. अन्य

ब). योजना का आधार क्या होगा।

1. जैसा अन्य सभी करते हैं वही तरीका अपनाएंगे।
2. वर्तमान स्थिति का आंकलन पहले करेंगे।
3. पैसा पूरा खर्च करना है, यह आधार होगा
4. अन्य सम्पादित मॉडल की सफलता का आंकलन करेंगे
5. निःशक्त बच्चे अधिक से अधिक स्कूल में भर्ती हों, यह आधार होगा।
6. अन्य

स). क्रियान्वयन की योजना में क्या शामिल करेंगे।

- |                                  |                                    |
|----------------------------------|------------------------------------|
| 1. स्कूल में नामांकन             | 9. अभिभावक प्रशिक्षण               |
| 2. जन जागरूकता                   | 10. सह-पाठी प्रशिक्षण              |
| 3. निःशक्तता की पहचान            | 11. अधिनियम एवं योजना में परिवर्तन |
| 4. मूल्यांकन शिविर               | 12. बाधरहित वातवरण                 |
| 5. शिक्षकों का प्रशिक्षण         | 13. शिक्षण का सिस्टम बदलना         |
| 6. समुदाय के लोगों का उन्मुखीकरण | 14. चिकित्सीय सहायता               |
| 7. घर पर आधारित प्रशिक्षण        | 15. एड्स व एपलाएन्सेस वितरण        |
| 8. रेमिडियल शिक्षण               | 16. नये नये स्कूल खोलना            |

द). समावेशन का क्रियान्वयन कैसे करेंगे।

1. स्वयं सभी कार्य आयोजित करेंगे
2. अपने कार्यालय व अधीनस्थ अधिकारियों के द्वारा कार्य करवाएंगे
3. अनुभवी NGOs के द्वारा पूरा कार्य करवाएंगे
4. अनुभवी Experts से Consultancy लेकर आगे बढ़ेंगे
5. प्रशिक्षित लोगों का चयन कर उन्हें रोजगार देकर उनसे करवाएंगे
6. समुदाय आधारित कार्य, समुदाय के लोगों से करवाएंगे।
7. कुछ अन्य



इ). क्रियान्वयन की कई विधियों में से किन विधियों में आप NGOs की मदद लेना चाहेंगे

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|----------------------------------|------------------------------------|
| 1. स्कूल में नामांकन             | 9. अभिभावक प्रशिक्षण               |
| 2. जन जागरूकता                   | 10. सह-पाठी प्रशिक्षण              |
| 3. निःशक्तता की पहचान            | 11. अधिनियम एवं योजना में परिवर्तन |
| 4. मूल्यांकन शिविर               | 12. बाधारहित वातवरण                |
| 5. शिक्षकों का प्रशिक्षण         | 13. शिक्षण का सिस्टम बदलना         |
| 6. समुदाय के लोगों का उन्मुखीकरण | 14. चिकित्सीय सहायता               |
| 7. घर पर आधारित प्रशिक्षण        | 15. एड्स व एपलाएंसिस वितरण         |
| 8. रेमिडियल शिक्षण               | 16. नये नये स्कूल खोलना            |

ई). आप कब यह कहेंगे कि समावेशित शिक्षा सफल हुयी।

- जब आपके जिले के सभी निःशक्त बच्चों का नामांकन विद्यालय में हो जाए
- जब समाज के अन्य लोग निःशक्त बच्चों के साथ मतभेद न करें उन्हें सहजता से समाज के हर कार्य में अपना लें।
- जब जिले के सभी निःशक्त बच्चे शिक्षित हो जाएं
- जब जिले के सभी शिक्षकगण प्रशिक्षित हो जाएं

शासकीय सिस्टम में आपको इस कार्य के दौरान क्या-क्या असुविधाएँ आ सकती हैं।

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NGOs के साथ कार्य करने में क्या-क्या असुविधाएँ आ सकती हैं।

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नाम ..... पद ..... फोन न. ....

पता .....

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## ANNEXURE 8 b: MY WISH (As per the participants)

Following observed regarding their attitude towards the formulation of the scheme on Inclusive Education:

S.No	Comments	District Senior Administrators	District Coordinators on Inclusive Education	Junior Admin Officers	Resource/ Trainers	Combined
1	Self Centred; will prepare scheme regarding Inclusive Education himself and will not consult any experienced officer or any NGO for that matter	14.29%	0%	3.44%	2.38%	2.88%
2	Will conduct a meeting with experienced officers but will not call any NGO while preparing the scheme for Inclusive Education	0%	8%	3.44%	14.28%	8.65%
3	Will make scheme himself and will call experienced officers while preparing the scheme on Inclusive Education but will not call any NGO for that matter	0%	4%	6.89%	4.76%	4.81%
4	Will call NGOs and formulate scheme on Inclusive Education along with them	14.29%	0%	10.35%	30.95%	16.35%
5	Will formulate scheme on Inclusive Education themselves but will call NGOs at the time of preparing scheme	14.29%	0%	0%	2.38%	1.92%
6	Will call experienced officers as well as NGOs while preparing the scheme on Inclusive Education	57.14%	48%	48.28%	35.71%	43.27%
7	Will call experienced officers as well as NGOs while preparing the scheme on Inclusive Education	0%	28%	20.69%	7.14%	15.38%
8	Will call experienced officers but will not call NGOs and do something else while preparing the scheme on Inclusive Education	0%	0%	10.34%	0%	0.96%
9	Will call experienced officers as well as NGOs while formulating the scheme on Inclusive Education and will do something else also	0%	8%	0%	0%	1.92%
10	Will make scheme himself and call experienced officers as well as NGOs while formulating the scheme on Inclusive Education and will do something else also	0%	4%	3.45%	2.38%	2.88%



**The basis for the formulation of Scheme on Inclusive Education as disclosed by the participants is as under:**

S.No	Comments	District Senior Administrators	District Coordinators on Inclusive Education	Junior Admin Officers	Resource/ Trainers	Combined
1	Scheme on Inclusive Education will be based on the analysis of the present situation first	14.29 %	0%	6.90%	7.14%	<b>5.79%</b>
2	Scheme on Inclusive Education will be based on the analysis of the success of other established models	0%	0%	3.45%	9.52%	<b>4.80%</b>
3	More & more disabled children get admitted into school will be the main basis for making the scheme on Inclusive Education	0%	28%	17.24%	26.19%	<b>22.12%</b>
4	Scheme on Inclusive Education will be based on: > Analysis of the present situation first > Analysis the success of other established models	14.29 %	4%	13.79%	4.76%	<b>7.69%</b>
5	Scheme on Inclusive Education will be based on: > Analysis of the present situation first > More & more disabled children get admitted into school will be the main basis of making the scheme	0%	16%	24.14%	19.04%	<b>18.27%</b>
6	Scheme on Inclusive Education will be based on: > Analysis of the present situation first > Something else not listed.	0%	0%	0%	2.38%	<b>0.96%</b>
7	Scheme on Inclusive Education will be based on: > To spend all the money . > Something else not listed	14.29 %	0%	0%	0%	<b>0.96%</b>
8	Scheme on Inclusive Education will be based on: > Analysis of the present situation first > To spend all the money > More & more disabled children get admitted into school will be the basis of making the scheme	0%	0%	0%	2.38%	<b>0.96%</b>
9	Scheme on Inclusive Education will be based on: > Analysis the success of other established models > More & more disabled children get admitted into school will be the basis of making the scheme.	0%	0%	3.45%	7.14%	<b>3.85%</b>

10	Scheme on Inclusive Education will be based on: > Analysis of the present situation first > Analysis the success of other established models > More & more disabled children get admitted into school will be the basis of making the scheme.	57.14%	40%	20.69%	16.67%	<b>25.96%</b>
11	Scheme on Inclusive Education will be based on: > Analysis of the present situation first > More & more disabled children get admitted into school will be the basis of making the scheme. > Something else not listed	0%	0%	10.35%	0%	<b>0.96%</b>
12	Scheme on Inclusive Education will be based on: > Analysis of the present situation first > To spend all the money > Analysis the success of other established models > More & more disabled children get admitted into school will be the basis of making the scheme	0%	8%	0%	0%	<b>1.92%</b>
13	Scheme on Inclusive Education will be based on: > Analysis of the present situation first > Analysis the success of other established models > More & more disabled children get admitted into school will be the basis of making the scheme. > Something else not listed	0%	0%	0%	4.76%	<b>1.92%</b>
14	Scheme on Inclusive Education will be based on: > As all others do the same will be done by me > Analysis of the present situation first > Analysis the success of other established models > More & more disabled children get admitted into school will be the basis of making the scheme. > Something else not listed	0%	4%	3.45%	0%	<b>1.92%</b>
15	Scheme on Inclusive Education will be based on: > Analysis of the present situation first > To spend all the money > Analysis the success of other established models > More & more disabled children get admitted into school will be the basis of making the scheme. > Something else not listed	0%	0%	3.45%	0%	<b>0.96%</b>

The activities will be included while executing the scheme on Inclusive Education as disclosed by the participants is as under:

S.No	Comments	District Senior Administrators	District Coordinators on Inclusive Education	Junior Admin Officers	Resource/ Trainers	Combined
1	Admission in the school	71.43%	92%	86.20%	76.19%	<b>82.52%</b>
2	Public Awareness	100%	92%	93.10%	83.33%	<b>89.32%</b>
3	Identification of disability	85.71%	92%	96.55%	88.09%	<b>91.26%</b>
4	Assessment Camp	85.71%	84%	86.21%	76.19%	<b>81.55%</b>
5	Teachers Training	100%	88%	96.55%	80.95%	<b>88.35%</b>
6	Orientation of the Community	57.14%	92%	82.76%	73.81%	<b>79.61%</b>
7	Home-based training	28.57%	52%	24.14%	38.10%	<b>36.89%</b>
8	Remedial Education	28.57%	60%	34.48%	45.24%	<b>44.66%</b>
9	Parents Training	100%	88%	72.41%	73.81%	<b>78.64%</b>
10	Peer Group Training	28.57%	32%	31.03%	38.10%	<b>33.98%</b>
11	Change in Act and Scheme	14.29%	20%	20.69%	26.19%	<b>22.33%</b>
12	Barrier-free Environment	100%	96%	75.86%	78.57%	<b>83.50%</b>
13	To change the system of Education	42.86%	32%	24.14%	42.86%	<b>34.95%</b>
14	Medical help	57.14%	76%	44.83%	66.67%	<b>62.14%</b>
15	Distribution of Aids & Appliances	42.86%	80%	58.62%	52.38%	<b>60.19%</b>
16	To open new schools	28.57%	4%	17.24%	26.19%	<b>19.42%</b>

**The way work on Inclusion be executed as disclosed by the participants is as under:**

S.No	Comments	District Senior Administrators	District Coordinators on Inclusive Education	Junior Admin Officers	Resource/ Trainers	Combined
1	Do not trust external agencies. Will get work executed by his office and the officers under him only	0%	0%	3.45%	0%	<b>0.97%</b>
2	Open to outsourcing. Believes that the whole work can be given to experienced NGOs for execution	14.29%	0%	0%	2.38%	<b>1.94%</b>
3	Work will be executed by his office, officers under him and the experienced NGOs.	0%	4%	6.90%	0%	<b>2.91%</b>
4	Do not trust outside agencies for execution of work. Will move forward after taking consultancy from experienced experts	0%	4%	6.90%	7.14%	<b>5.83%</b>
5	Do not trust outside agencies for execution of work. Will get work executed by his office and the officers under him after taking consultancy from experienced experts	0%	4%	3.45%	4.76%	<b>3.88%</b>
6	Do not trust outside agencies for execution of work. Will recruit trained personnels and get work from them	0%	0%	0%	2.38%	<b>0.97%</b>
7	Do not trust outside agencies for execution of work. All work will be executed by his office after recruiting trained personnels.	0%	0%	0%	4.76%	<b>1.94%</b>
8	Do not trust outside agencies for execution of work. All work will be executed by officers under him after recruiting trained personnels.	0%	0%	0%	2.38%	<b>0.97%</b>
9	Do not trust outside agencies for execution of work. All work will be executed by his office, officers under him after recruiting trained personnels.	0%	4%	0%	2.38%	<b>1.94%</b>
10	Open to outsourcing and delegation of work. Work will be executed by his office, officers under him, by experienced NGOs after taking consultancy from experts	0%	0%	0%	2.38%	<b>0.97%</b>
11	Open to outsourcing. Work will be executed by experienced NGOs and recruiting trained personnels.	0%	4%	0%	0%	<b>0.97%</b>
12	Open to outsourcing and delegation of work. Work will be executed by his officers under him, by experienced NGOs and recruiting trained personnels for the execution of work.	0%	0%	3.45%	0%	<b>0.97%</b>

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13	Do not trust outside agencies for execution of work. Will recruit the trained personnels and get work executed by taking consultancy from experienced experts	0%	0%	3.45%	4.76%	<b>2.91%</b>
14	Do not trust outside agencies for execution of work. Will get work executed by his office and the officers under him after recruiting trained personnels and taking consultancy from experienced experts	14.29%	0%	0%	2.38%	<b>1.94%</b>
15	Trusting others & working systematically. Believes that the whole work can be executed by taking consultancy from experts, recruiting trained personnels as well as delegating work to experienced NGOs for execution.	14.29%	0%	0%	2.38%	<b>1.94%</b>
16	Trusting others & working systematically. Believes that the whole work can be executed by officers under him by taking consultancy from experts, recruiting trained personnels as well as delegating work to experienced NGOs for execution.	0%	4%	6.90%	2.38%	<b>3.88%</b>
17	Do not trust NGOs. Believes in community participation and will get the community oriented work executed by the community only	0%	0%	0%	4.76%	<b>1.94%</b>
18	Do not trust outside agencies & NGOs. Will get all the work executed officers under him with community participation	0%	0%	0%	2.38%	<b>0.97%</b>
19	Do not trust outside agencies & NGOs. Will get all the work executed by him & the officers under him with community participation	14.29%	0%	0%	0%	<b>0.97%</b>
20	Trust NGOs and believes in community participation. Will get all the work executed through experienced NGOs with community oriented work carried out by community only.	0%	4%	0%	0%	<b>0.97%</b>
21	Trust NGOs and believes in community participation. Will get all the work executed through officers under him, experienced NGOs with community oriented work carried out by community only.	0%	4%	0%	0%	<b>0.97%</b>
22	Trust NGOs and believes in community participation. Will get all the work executed through his office, officers under him, experienced NGOs with community oriented work carried out by community only.	0%	0%	3.45%	0%	<b>0.97%</b>
23	Will get the work executed through community participation after taking consultancy from experts	0%	4%	3.45%	2.38%	<b>2.91%</b>

24	Do not trust NGOs. Will get the work executed through his office with community participation after taking consultancy from experts	0%	0%	3.45%	0%	<b>0.97%</b>
25	Do not trust NGOs. Will get the work executed through officers under him with community participation after taking consultancy from experts	28.57%	8%	6.90%	2.38%	<b>6.80%</b>
26	Do not trust outside agencies & NGOs. Will get the work executed after recruiting trained personnels and with community oriented work carried out by community only.	0%	0%	0%	2.38%	<b>0.97%</b>
27	Do not trust outside agencies & NGOs. Will get the whole work executed by his office only. Trained personnels will be recruited for the execution of the work and the community oriented work will be carried out by community only.	0%	0%	6.90%	7.14%	<b>4.85%</b>
28	Do not trust outside agencies & NGOs. Will get the whole work executed by his office and the officers under him. Trained personnels will be recruited for the execution of the work and the community oriented work will be carried out by community only.	0%	20%	0%	2.38%	<b>5.83%</b>
29	Open minded. Will recruit trained personnels and get the work executed through experienced NGOs with community participation.	0%	0%	0%	2.38%	<b>0.97%</b>
30	Will get the work executed by officers under him, by recruiting trained personnels, through experienced NGOs with community participation.	0%	0%	10.34%	0%	<b>2.91%</b>
31	Do not trust NGOs. Will get the work executed after taking consultancy from experts and by recruiting trained personnels for execution of work with community participation.	0%	4%	0%	2.38%	<b>1.94%</b>
32	Do not trust NGOs. Will get the work executed by officers under him after taking consultancy from experts and by recruiting trained personnels for execution of work with community participation.	0%	4%	0%	0%	<b>0.97%</b>
33	Do not trust NGOs. Will get the work executed by his office and the officers under him after taking consultancy from experts and by recruiting trained personnels for execution of work with community participation.	0%	0%	3.45%	0%	<b>0.97%</b>

IE - Situational Analysis of MP, Sightsavers International

34	Open minded. Believes in the outsourcing of work. Will get the work executed by experienced NGOs after taking consultancy from experts and by recruiting trained personnels for execution of work with community participation.	0%	4%	3.45%	7.14%	<b>4.85%</b>
35	Open minded. Believes in delegation and outsourcing of work. Will get the work executed by officers under him, experienced NGOs after taking consultancy from experts and by recruiting trained personnels for execution of work with community participation.	0%	20%	20.69%	14.29%	<b>16.50%</b>
36	Will get the work executed through his office, by utilizing experienced NGOs after taking consultancy from experts and by recruiting trained personnels for execution of work with community participation. And will do something else also for Inclusion.	0%	0%	0%	2.38%	<b>0.97%</b>
37	Open minded. Believes in delegation and outsourcing of work. Will get the work executed through officers under him, by utilizing experienced NGOs after taking consultancy from experts and by recruiting trained personnels for execution of work with community participation. And will do something else also for Inclusion.	0%	0%	0%	4.76%	<b>1.94%</b>
38	Open minded. Believes in delegation and outsourcing of work. Will get the work executed through his office, officers under him, by utilizing experienced NGOs after taking consultancy from experts and by recruiting trained personnels for execution of work with community participation. And will do something else also for Inclusion.	14.29%	4%	3.45%	2.38%	<b>3.88%</b>

**The work that would be outsourced to NGOs on Inclusion as disclosed by the participants is as under:**

S.No	Comments	District Senior Administrators	District Coordinators on Inclusive Education	Junior Admin Officers	Resource/ Trainers	Combined
1	Admission in the school	14.29%	36%	58.62%	26.19%	<b>36.89%</b>
2	Public Awareness	85.71%	84%	82.76%	66.67%	<b>76.70%</b>
3	Identification of disability	57.14%	60%	72.41%	61.90%	<b>64.08%</b>
4	Assessment Camp	85.71%	64%	65.52%	54.76%	<b>62.14%</b>
5	Teachers Training	42.86%	52%	62.07%	52.38%	<b>54.37%</b>
6	Orientation of the Community	28.57%	96%	68.97%	71.43%	<b>73.79%</b>
7	Home-based training	28.57%	32%	37.93%	40.48%	<b>36.89%</b>
8	Remedial Education	28.57%	28%	24.14%	30.95%	<b>28.16%</b>
9	Parents Training	85.71%	80%	68.97%	61.90%	<b>69.90%</b>
10	Peer Group Training	28.57%	20%	20.69%	21.43%	<b>21.36%</b>
11	Change in Act and Scheme	0%	4%	10.34%	11.90%	<b>8.74%</b>
12	Barrier-free Environment	14.29%	48%	55.17%	50.00%	<b>48.54%</b>
13	To change the system of Education	0%	8%	24.14%	26.19%	<b>19.42%</b>
14	Medical help	28.57%	28%	44.83%	42.86%	<b>38.83%</b>
15	Distribution of Aids & Appliances	28.57%	52%	44.83%	42.86%	<b>44.66%</b>
16	To open new schools	28.57%	16%	31.03%	14.29%	<b>20.39%</b>



**“When the participants feel that Inclusion would be successful” as disclosed by the participants is as under:**

<b>S.No</b>	<b>Comments</b>	<b>District Senior Administrators</b>	<b>District Coordinators on Inclusive Education</b>	<b>Junior Admin Officers</b>	<b>Resource/ Trainers</b>	<b>Combined</b>
<b>1</b>	We would say that Inclusive Education has become successful when all the disabled children in the society get enrolled in a school	14.29%	0%	0%	2.38%	<b>0.97%</b>
<b>2</b>	We would say that Inclusive Education has become successful when other people in the society do not discriminate disabled children and include them easily in all the work of the society	0%	32%	20.69%	30.95%	<b>2.91%</b>
<b>3</b>	Inclusive education will be successful when: > All disabled children in the society get enrolled in a school > Other people in the society do not discriminate disabled children and include them easily in all the work of the society	28.57%	8%	13.79%	9.52%	<b>3.88%</b>
<b>4</b>	We would say that Inclusive Education has become successful when all the disabled children in the society get educated	14.29%	0%	3.45%	7.14%	<b>4.85%</b>
<b>5</b>	Inclusive education will be successful when: > All disabled children in the society get enrolled in a school > All the disabled children get educated.	0%	0%	3.45%	2.38%	<b>5.83%</b>
<b>6</b>	Inclusive education will be successful when: > Other people in the society do not discriminate disabled children and include them easily in all the work of the society > All the disabled children get educated.	14.29%	4%	13.79%	14.29%	<b>7.77%</b>

<b>7</b>	Inclusive education will be successful when: > All disabled children in the society get enrolled in a school > Other people in the society do not discriminate disabled children and include them easily in all the work of the society > All the disabled children get educated.	14.29%	16%	20.69%	7.14%	<b>8.74%</b>
<b>8</b>	Inclusive education will be successful when: > All disabled children in the society get enrolled in a school > Other people in the society do not discriminate disabled children and include them easily in all the work of the society > All the teachers get trained	0%	4%	0%	2.38%	<b>14.56%</b>
<b>9</b>	Inclusive education will be successful when: > All disabled children in the society get enrolled in a school > All the disabled children get educated. > All the teachers get trained	0%	0%	0%	2.38%	<b>16.50%</b>
<b>10</b>	Inclusive education will be successful when: > Other people in the society do not discriminate disabled children and include them easily in all the work of the society > All the disabled children get educated. > All the teachers get trained	0%	4%	3.45%	0%	<b>18.45%</b>
<b>11</b>	Inclusive education will be successful when: > All disabled children in the society get enrolled in a school > Other people in the society do not discriminate disabled children and include them easily in all the work of the society > All the disabled children get educated. > All the teachers get trained	14.29%	32%	20.69%	19.05%	<b>19.42%</b>

**END OF THE DOCUMENT**