



**ADMINISTRATIVE BACKGROUND AND AN OVERVIEW OF FACILITIES
PROVIDED BY RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA) TO
CHILD WITH SPECIAL NEED (CWSN) UNDER THE MAHATMA FULE
QUALITY ENHANCEMENT PROGRAMME**

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Abstract

This article throws light on Administrative Background and an basic facilities provided by Rashtriya Madhyamik Shiksha Abhiyan (RMSA) to Child with Special Need (CWSN) under the Mahatma Fule Quality Enhancement Programme implemented by The School Education and Sports Department of the state. Very few teachers are train how to use these facilities to make our class inclusive. In regular school teachers have no idea of how to use inclusive facilities, kits and tools. Even most of the teachers are unable to tell what kind of aid will prove helpful to particular special child. Vast and lengthy information of Inclusive kits and facilities are easily available on internet to read. But lengthy and descriptive information may wastes time. To search it separately will become a time consuming and rigorous task. Article provides basic information of inclusive tool ,it's usage and How to use the tool in the classrooms with suggested ways to include child in day today class room situations. It definitely help teachers to understand the basics of Inclusion. Teachers can use it as an usage guide at school level. Bird eye view of Basic knowledge of facilities ,tools and kits provided will boost confidence of teachers. Because of prior knowledge teacher can demand facilities from Government without hesitation as this article presents contracted, precise and scientific information of facilities provided by Government to child with special need (CWSN). Indirectly It will serve as Compact information of various tools at one click .

Keywords: Child with Special Needs, Overview, Inclusive facilities-tools-kits



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Administrative Background and an Overview of Facilities provided by Rashtriya Madhyamik Shiksha Abhiyan (RMSA) to Child with Special Needs (CWSN) under the Mahatma Fule Quality Enhancement Programme.

Education for All is a global movement led by UNESCO (United Nation Educational, Scientific and Cultural Organisation) aiming to meet the learning needs of all children, youth and adults by 2015. UNESCO has been mandated to lead the movement and

coordinate the international efforts to reach Education for all. Free and compulsory education to all children up to the age of fourteen is a constitutional commitment in India. The parliament of India has passed Right of Education Act in 2009 through which education has become fundamental right of all children of age group 6-14 years.

Administrative Background of Inclusive Education of the Disabled at Secondary Stage in India-

The scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009 – 2010. This scheme replaces the earlier [scheme of Integrated Educational for Disabled Children (IEDC) and provides assistance of the inclusive education of the disabled children in classes IX – XII. This scheme now subsumed under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013.] The states / UTs are also in the process of subsuming under RMSA as RMSA subsumed scheme.

Aim of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is as follows:

To enabled all students with disabilities to purse further four year of secondary schooling after completing eight year of elementary schooling in an inclusive and enabling environment.

Objectives of Rashtriya Madhyamik Shiksha Abhiyan (RMSA):

The Scheme covers all children studying at the Secondary State in Government aided schools, with one or more disabilities as defined under the persons with Disabilities Act (PWD) (1995) and the National Trust (NTA) Act (1999) in the class IX to XII, namely blindness, low vision, leprosy, cured, hearing impairment, locomotor disabilities, mental retardation, mental illness, autism, and cerebral palsy and may eventually cover speech impairment, learning disabilities receive special focus to help them gain access to Secondary Schools, as also to information and guidance for developing their potentials setting up to Model Inclusive Schools in every state is envisaged under the scheme.

Components under the scheme are :-

Student – oriented components.

Such as medical and educational assessment

Book and stationery

Uniforms

Transport allowance

Reader allowance

Stipend for girls

Support services

Assistive devices,

Boarding the lodging facility,

Therapeutic services

Teaching learning materials, etc.

Other components include appointment of special education teacher allowances for general teachers for teaching such children, teacher training, orientation of school administrators, establishment of resource room, providing barrier / free environment, etc.

Implementing Agency :

The School Education Department of the State Government, Union Territory (UT) Administrations are the implementing agencies. They may involve NGO's having experience in the field of education of the disabled in the implementation of the scheme.

The School Education and Sports Department of the state provides statistical chart of Child With Special Need (CWSN) and the facilities provided by State Government to implement the scheme.


Here is the sample chart Total No. CWSN and the facilities provided by government on **Saral Online System** of every school.

K. चालू शैक्षणिक वर्षातील विशेष गरजा (CWSN) असणाऱ्या मुलांच्या तपशील मूले /मूली

| वर्ग → | प्राथमिक | | 1 वा | | 2 वा | | 3 वा | | 4 वा | | 5 वा | | 6 वा | | 7 वा | | 8 वा | | 9 वा | | 10 वा | | 11 वा | | 12 वा | | |
|------------------------------------|----------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-------|------|-------|------|-------|------|--|
| | मूले | मूली | मूले | मूली | मूले | मूली | मूले | मूली | मूले | मूली | मूले | मूली | मूले | मूली | मूले | मूली | मूले | मूली | मूले | मूली | मूले | मूली | मूले | मूली | मूले | मूली | |
| दृष्टादाय (अंध) (Blindness) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| अल्पदृष्टी (Low Vision) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| कर्णदोष (Hearing Impairment) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| वाचादाय (Speech Impairment) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| अस्थिव्यंग (Loco Motor Impairment) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| मतिमंद (Mental Retardation) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| अध्ययन अक्षम (Learning Disability) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| सेरेब्रल पाल्सी (Cerebral Palsy) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| स्वभंग (Autism) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| बहुविकलांग (Multiple Disability) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| एवढा .. | | | | | | | | | | | | | | | | | | | | | | | | | | | |

L. मागील शैक्षणिक वर्षात अंदाज शिक्षणातगत पुरवठा केलेल्या साहित्याचा तपशील.

| सुविधेचा प्रकार | प्राथमिक 1 ते 7/8 वा | | माध्यमिक 8 ते 10 वा | | उच्च माध्यमिक 11 ते 12 वा | |
|--|----------------------|------|---------------------|------|---------------------------|------|
| | मूले | मूली | मूले | मूली | मूले | मूली |
| ब्रेल बुक (Brail book) | | | | | | |
| ब्रेल काट (Brail Kit) | | | | | | |
| लो विजन काट (Low vision kit) | | | | | | |
| श्रवणयंत्र (Hearing aid) | | | | | | |
| ब्रेस (Braces) | | | | | | |
| क्रुचेस (Crutches) | | | | | | |
| दिल चेअर (Wheel chair) | | | | | | |
| ट्रायसिकल (Tri-cycle) | | | | | | |
| कॅलिपर (Caliper) | | | | | | |
| एम.आर.काट (MR Kit) | | | | | | |
| सामान्य छोट्या बुक (Large Print books) | | | | | | |
| इतर (other) | | | | | | |

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Need of providing Compact information of various inclusive tools at one click.

If we go through the chart we will easily understand that above mentioned 10 types of Child with special need is supported with various inclusive facilities, tools and kits to integrate special child in main stream education. It is the duty of a class teacher to fill (class wise – CWSN form) to count the number of special child then it will be summed with total

No. of students from school. State Government is bind to provide facilities as mentioned in CWSN from as per the requirement or demand from school.

NEED of contracted, precise and scientific information of facilities provided by Government to child with special need CWSN

In reality CWSN chart is filled by class teacher at root level but very few teachers are train how to use these facilities to make our class inclusive. In regular school teachers have no idea of how to use inclusive facilities, kits and tools. Even most of the teachers are unable to tell what kind of aid will prove helpful to particular special child.

- ❖ To provide **Bird eye view** of Basic knowledge of facilities, tools and kits
- ❖ To boost **confidence of teachers** to demand facilities from Government without hesitation
- ❖ To presents contracted, precise and scientific information of facilities provided by Government to child with special need (CWSN). Indirectly It will serve as Compact information of various tools at one click

Importance of contracted, precise and scientific information of facilities provided by Government to child with special need CWSN

This article throws light on basic facilities provided by **Rashtriya Madhyamik Shiksha Abhiyan (RMSA) to Child with Special Need (CWSN) under the Mahatma Fule Quality Enhancement Programme.**

- 🔗 It saves time: Vast and lengthy information of Inclusive kits and facilities are easily available on internet to read. But lengthy and descriptive information may wastes time. To search it separately will become a time consuming and rigorous task.
- 🔗 It gives basic information of **inclusive tool, it's usage and How to use the tool**
- 🔗 Article helps to understand the **basics of Inclusion.**

Indirectly It will serve It will be used as an usage guide at school level.

Overview of Basic Facilities provided by Rashtriya Madhyamik Shiksha Abhiyan (RMSA) to Child with Special Need (CWSN) under the Mahatma Fule Quality Enhancement Programme.

Braille Kit : Luckily Braille Books are famous and well known teaching aid for visually impaired or blind persons.

Facilities provided by State Government to implement the RMSA scheme to Child With Special Need (CWSN)

Braille Kit Luckily: Braille Books are famous and well known teaching aid for visually impaired or blind persons. It is a book of embossed paper with a script redefined as a braille script used by people who are blind or visually impaired.

Louis Braille, a French man is the creator of Braille Script. The lost his eye sight due to a child hood accident Braille developed his code for the French alphabet later included musical notation (Braille Louis : 1929)

[“How Braille began” <http://www.brailler.com>

Braille Kit : Braille Kit is a handy learning aid. It is great for children or for anyone wishing to learn the Braille and or tactile alphabet. Consists of sturdy–5–row plastic board with 60 tiles, representing each of the 26 letters of the English alphabet plus duplicate tiles of vowels & other commonly used letters kit makes it easy to form longer words. And multiple word combinations and sentences [maxiaids.com]

Low vision kit : Low vision kit is generally used to improve vision or low vision how vision interferes with the ability to perform everyday activities.

Definition of low vision :

Low vision is a condition where a level of vision is 20/70 or worse. It can not be fully recovered with medical treatment, surgery or conventional glasses.

[“Use of Smart Wheelchairs” to provide Independent Mobility to visual & mobility Impairments, <http://clinicaltrials.gov>]

| Definition | Visual Activity | Visual Field |
|----------------------------|------------------------|--------------------------------|
| Moderate Visual Impairment | <20/60 to 20/160 | Not consumed |
| Severe Visual Impairment | <20/200 to 20/400 | Visual field \leq 20 degrees |
| Profound Visual Impairment | <20/400 to 20/1000 | Visual field \leq 10 degrees |
| Near Total Vision Loss | \leq 20/1250 | |
| Total Blindness | No perception of light | |

There are two functional vision assessment kits. The first is for pre-readers and for those with multiple disabilities. The other kit can contain a variety of material that reflect different age and reading levels. It includes both formal & informal tools to access vision.

1. Writing Tools :-

- Black Markers – 20/20 pens felt tip pens of various thickness
- Ball Point Pens of various colours
- Coloured markers, pencil crayons paints chalk
- Pencils of various thickness

2. Reading Tools:-

- Print Materials (from children's books) of various front sizes, styles & complexity.
- Examples of poor quality & high quality photo copies
- Maps of large prints regular size
- Mazes, Dot-to-dots, Hidden pictures & visual discrimination pages.

3. Distance Eye Charts

4. Near Vision Acuity

5. Colour Vision Testing

6. Miscellaneous Items

- Stop watch, adjustable slant board
- Toys or objects of different colours

Mobility Training improves the ability for patients with visual impairment to live independently by training. It includes 3D sound virtual reality system, talking Braille, RFID Floors – GPS like navigation system

Hearing Aid for Hearing Impaired Child:

A range of services are available to ease the adjustment of a deaf or hard of hearing, student into an inclusive school environment.

Government provides grant to buy hearing aid to affected child. It's our duty to encourage child to use hearing aid

suggested ways to encourage Hearing Impaired child :

- To encourage student to wear hearing aid
- To guide them to rely on lip – reading in classroom
- Peers and school staff can across online stimulators to gain inclusion
- Encouraging self advocacy skill with financial assistance to buy hearing aid.

Braces for Speech Impaired Child:

Speech impaired include difficulties with articulation, voice strength or the complete inability to produce speech (Torreno :)

Stuttering, stammering, disfluency, hoarseness, breathiness or breathes in the volumes or pitch are considered impairments as well, speech impairment can be caused by cleft lip or palate or by cerebral palsy, autism, learning disabilities intellectual disabilities or have no known cause.

Braces : Braces also known as **Dental Braces**, it align and straighten teeth. It helps to position them with regard to a person bite. They are often used to correct underbites, overbites, crooked teeth.

State Government provide grant if demands

Suggested ways to include speech impaired child in class:

- Making sure the student understands completely
- Provide additional assistance if needed
- Using peer assistance
- Encourage him / her using braces or supporting aid to over come the speech problem
- Encourage him / her by actual participations in small tasks like taking care of duster & chalk
- Collecting bringing composition books from peer.

Crutches, wheel chairs, Tri-cycle for Loco Motor Impairment:

Disabilities of bones joints or muscles leading to substantial restriction of the movement of limbs or usual form of cerebral palsy.

Some common condition giving raise to loco motor disability could be poliomyelitis, cerebral palsy, amputation, injuries of spine, head, soft tissues fractures.

General disabilities seen in Loco Motor Impairment:

1. Difficulty in walking
2. Unable to grasp object without difficulty
3. Child is unable to raise both arms without any difficulties
4. The child has absence of any part of the limb.

How to use crutches:

Crutches are often used after a leg injury. In your injury or surgery requires you to get around without putting any weight on your leg or put. When standing up straight the top of your crutches should be about 1-2 inches below your armpits.

Proper positioning varies as per the places walking, sitting stairs.

How to use Wheel chairs:-

Sitting down into wheel chair lock the break on a both side and raise the foot plates on both site. Hold the arm rests with both hand and slowly sit down into the seat. Put your foots on to the foot plates.

Auto wheels chairs functions smoothly and guided with small screen.

Tricycle : It has handle to move ahead. Government provides grant to buy wheel chair, crutches, Tri cycles calliper if demands

How to use calliper:

For the patients afflicted with the polio, a mobility divide commonly known as “CALIPER”. It helps them to walk & spend normal life.

Plastic calliper are generally used as it is light and durable. It is prefers for children to achieve maximum comfort. Plastic callipers are provided with a good quality sports shoes.

Autism, Cerebral palsy and Multiple disabilities.

Definitions:

Autism is a serious lifelong developmental disorder that impairs the ability to communicate & interact.

Cerebral Palsy: Is a group of neurological conditions that cause physical disability in human development.

Multiple Disabilities:is a term for a person with several disability such as sensory disability associated with motor disability.

At time in common usage “Multiple disability, spasticity” and cerebral palsy are used interchangeability.

In regular schools parents rarely send these students. Still Government provides financial assistance.

MR. KITS and Large print books: M R Kits and Large Print Books with pictures are commonly provide to child with special Need.

Central Government provides central assistance for all items covered in the scheme is on 100% percent basis. The State Government are only required to make provisions for scholarship of Rs. 600/- to 2000/- per disabled child per annum. Bird eye view of Basic knowledge of facilities, tools and kits provided will boost confidence of teachers. Because of prior knowledge teacher can demand facilities from Government without hesitation as this article presents contracted, precise and scientific information of facilities provided by Government to child with special need (CWSN). Indirectly It will serve as Compact information of various tools at one click .

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