

***RIGHTS Project: Inclusion, Accessibility & Opportunities for the
Differently Abled in Tamil Nadu***

TERMS OF REFERENCE FOR ENGAGEMENT OF

Special Educator - One Stop Social Care Service Centre

1.	BASIC DETAILS	
	Duty Station	: TENKASI –I) KADAYANALLUR II) M.N. NALLUR CHENNAI- I) SHOLINGANALLUR II) TEYNAMPET
	No of Engagements	: TENKASI –2 (Two) CHENNAI- 2 (Two)
	Language Required/preferred	: English & Tamil
	Duration of Contract	: 24 months (Renewable subject to performance)
	Reporting Officer	: Centre Manager-OSC
2.	BACKGROUND	
	i.	As per the Census (2011), Tamil Nadu is the sixth most populous state in India with a population of 72 million, which includes a proportion (1.63 percent) of Differently Abled Persons compared to the national average of 2.21 percent. A study that used pooled data from the District Level Household Survey-4 (2012-13) and Annual Health Survey 2 nd updating round (2012-13) reveals that there are 4550 differently abled persons amongst every 100,000 population in Tamil Nadu, thereby indicating a much higher prevalence of disability in comparison to the census data. Therefore, if one goes by the estimates of this recent study, about 3.2 million people in Tamil Nadu would live with some form of disability. Moreover, even these estimations appear on the lower side, significantly since the definition and type of disabilities have changed to include a larger population group since the promulgation of the Rights of Persons with Disabilities Act, 2016

<p>ii.</p>	<p>Differently Abled Persons (DAP) with disabilities face multiple socio-economic constraints, including poorer health outcomes, lower education levels, limited economic participation, and higher poverty rates than persons without disabilities. They often experience exclusion and barriers in accessing health services, education, employment, transportation, information, care, and rehabilitation services. Furthermore, households with disabled members are more likely to experience material hardships—food insecurity, poor housing, lack of access to safe water and sanitation, and inadequate access to healthcare. Thus, these limitations and barriers hinder their full and effective participation in society and affect the country's productive potential, the human capital. To increase human capital and reduce the achievement gap among people with disabilities, a coordinated and comprehensive package of interventions appears warranted for addressing the individual and community contexts at multiple and systemic levels.</p>
<p>iii.</p>	<p>Tamil Nadu has always been a pioneer in the implementation of welfare schemes for all sections of socially disadvantaged groups. Through its various initiatives and schemes, the Department for the Welfare of the Differently Abled (DWDAP) has extended full support to the differently abled people in their pursuit of full and equal involvement in every aspect of society. The DWDAP is mainly responsible for all administrative, statutory and service delivery functions, which are implemented through its well-experienced workforce at the state, district and local levels. The thrust areas of the DWDAP are prevention and early interventions, special education, employment & vocational training, social security (maintenance allowance, travel concession, assistance to NGOs), aids & appliances, and barrier-free structure. Recently, DWDAP conducted a pilot project in a few blocks of the state and has identified a need for a multi-sectoral, whole-government, and capacity-building approach to care and rehabilitation of the differently abled.</p>
<p>iv.</p>	<p>The RIGHTS Project focuses on three pillars: first, promote <u>inclusion</u> of all by ensuring that persons with disabilities participate equally with others in any activity and service intended for the general public, such as education, health,</p>

		employment, and social services; second, improve the access of specialized programs by investing in specific measures for quality care, rehabilitation, and support services; and third, provide opportunities for persons with disabilities for completion of education, skills training, and market-linked employment opportunities. However, to manage the project at the proposed scale, substantial efforts would be required to build the current institutional capacity of the DWDAP at all levels in terms of field units for administration, service delivery, supervision and monitoring, along with the autonomous capacity.
--	--	---

	v.	The project would be managed through the Directorate for Welfare of the Differently Abled (DWDA), led by the Project Director (PD) RIGHTS project cum Director DWDA, in the future also referred to as PD, and would have a team of consultants. District Project Implementation Unit in each district will oversee the activities at the district level headed by District Differently Abled Welfare Officer (DDAWO). It will have a team of District Project Officers.
	vi.	To provide the overall process coordination of successful delivery of the RIGHTS project, the DWDA for its RIGHTS PROJECT is seeking an interested and qualified person to be engaged as a Special Educator - in the One Stop Social Care Service centre in each subdivision during the project implementation.
3	i	OBJECTIVES AND SCOPE <ul style="list-style-type: none"> • Under the supervision of the Centre Manager – OSC, the incumbent will be responsible for the activities related to Special Education for the differently abled. • Develop Individualised Education Programs (IEPs) to set goals and track progress of person with special needs. with other rehabilitation team members and counsellors to prepare lessons and write reports.
	ii	The roles of the Special Educator are as follows, <ul style="list-style-type: none"> • Assess DAP’s abilities and craft teaching plans. • Adapt learning materials to DAP’s needs.

	<ul style="list-style-type: none"> • Keep track of and reflect on DAP's progress. • Monitor DAP's behavioural patterns and arrange appropriate interventions if needed. • Find engaging activities to teach skills (e.g., drawing and theatre drama) • Preparing the teaching modules for children attending the centre • Prepare DAPs for transition to the next grade/level. • Inform parents about their children's performance and potential problems. • Train the caregivers in special education aspects and activities of daily life for the DAPs attending the centre. • Collaborate with the other specialists (e.g., counsellors, and speech therapists) to create holistic intervention plans • Need to train the block team in special education aspects. • Need to deliver tele consultation as when needed. • Need to travel in mobile unit for assessment and treatment related to special education
--	--

4	REPORTING AND REVIEW
	The Special Educator will report to Case Manager-OSC.
5	EDUCATIONAL QUALIFICATION AND EXPERIENCE
	Special Educator requires dynamic, experienced, and analytical professionals with demonstrated experience in programs related to disability.
	i) Special Educators should possess a valid full-time Bachelors / master's degree in special education in Intellectual Disability from a UGC recognised University. The person should have live RCI (Rehabilitation Council of India) registration with a valid number.
	ii) Preferably 3 years post-qualification experience for Master degree / 5 years post-qualification experience for Bachelor degree in areas relating to service delivery for persons with disabilities, particularly in care, support, and rehabilitation services is preferred.

	iii) Demonstrated understanding of centre-based rehabilitation activities related to Special Education
--	---

* Preference will be given to Differently Abled Person

6.	Skills Required
	i) <ul style="list-style-type: none"> • Capability to assess, evaluate and monitor the Special Education aspects of the differently abled people. • Ability to counsel the caregiver/family members of DAPS on importance of Special Education • Able to read and write in Tamil and English • The candidate must be good, observant, patient and reliable with a desire to work with persons with disabilities. • Computer proficiency and a good knowledge of MS-office, or equivalent computer applications are required. • Ability to work in teams and liaise well with others.
7.	Remuneration
	i) The remuneration for the Special Educator would be Rs. 35,000 per month. Only travel expenses will be paid additionally as per actuals. The Special Educator will be at Subdivision level OSC during the contract period. Special Educators may require travelling as per Project requirements.
	ii) Special Educators will have to attend OSC on all working days unless on an official tour as approved by Centre Manager-OSC. Special Educators may also be required to attend office or need to travel in the mobile unit for assessment on holidays as and when desired by PD/DPIU/SPIU/other higher officials for disposal of urgent matters. However, no extra remuneration will be paid for attending the office on holidays.