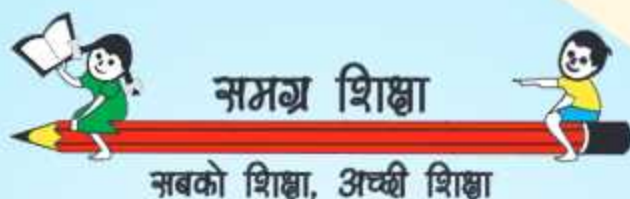


MANUAL ON INCLUSIVE EDUCATION



State Council of Educational Research and Training
Varun Marg, Defence Colony, New Delhi-110024

March, 2022

2000 Copies

ISBN : 978-93-5626-938-5

Manual on 'Inclusive Education' printed from Samagra Siksha 2021-22 for Distribution of
Special Education Teachers

INSET cell SCERT

© SCERT, Delhi

Publisher : State Council of Educational Research and Training, Varun Marg, Defence
Colony, New Delhi-110024, Delhi-110024

Printer : Educational Stores, Gzb. (UP)



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Message

"Exclusion is always dangerous. Inclusion is the only safety if we are to have a peaceful world."
-Pearl S. Buck

In the light of the above-mentioned definition, I can say that exclusivity is a curse for humanity. On the other hand, Inclusive education values diversity and variations and the unique thinking and ideologies students bring to the classroom. The school system provides the content for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include physical, cognitive, academic, social and emotional support. The driving principle of inclusive education is to make all students feel welcomed and supported in their efforts. For students with disabilities, this includes benefits in both scholastic and co-scholastic aspects. Their peers should also show more positive attitude in these same areas in inclusive classrooms.

The Special Education Teachers of DoE, GNCTD & Local bodies are doing their work enthusiastically, but the need of the hour is to sensitize all the teachers about inclusive education. This Manual on Inclusive Education is definitely going to help our teachers with all the relevant information related to inclusive education. From early identification to right of persons with disability, this manual is beneficial to understand each and every aspect of inclusion. SCERT, Delhi dedicates this manual to all the stakeholders of education.

(Rajanish Singh)
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MESSAGE

Inclusive education is about embracing all, making a commitment to do whatever it takes to provide each student in the community and each citizen in a democracy with an inalienable right to belong, not to be excluded. When inclusion is fully embraced, we abandon the idea that children have to become 'normal' to contribute to the world instead we search to nourish the gifts that are inherited in all people.

Children with & without disabilities are educated together in their neighborhood school & community, with all students in general education classes, having instructions in the core- curriculum content and participating in extracurricular activities.

The special education teachers of DoE, GNCTD and local bodies are already working hard in the area of Inclusive education but the need is to motivate and sensitize all rest of the teachers about the importance of inclusive education.

We at SCERT Delhi are always ready to work according to the need of the hour. Inclusion is the need of the hour beyond doubt. So when Dr. Anjul Sharma came up with the idea of this **Manual on Inclusive Education**, we were happy to encourage her. She worked enthusiastically to write and compile the chapters required for the manual. The Manual on Inclusive education has all the information required which is important for the learning of the students. This manual would be a great help for all the teachers. We are happy to disseminate it among all our teacher fraternities. Hopefully, it will be a lighthouse for all the general teachers to reach the destination of education, which is unimaginable without inclusion in an educational setup.


Dr. Nahar Singh
Joint Director

PREFACE

Inclusive Education based on the concept of opportunity and equality in public policy of the nation. Inclusive Education and Inclusion is precedent with different aspects which are the result of policies and practices of inclusive education. The book envisaged Inclusive Education and inclusion deals various provisions and existing policies and practices, with special reference to the children and children with special needs and all stockholders, concepts, policy-based provision and issue and challenges. The book is divided in three sections namely A, B, and C. Whereas section A of the book contents various perspective of inclusive education likewise Meaning, Need and Importance of Inclusive Education, Rights of Persons with Disability, Identification of Disabilities under RPwD Act 2016, Schemes, for Persons with Disabilities, Concession, for Persons with Disabilities.

Section B of the Book discuss the provisions of inclusive education through themes of the Accommodation in Inclusion with the aspects of Creating an Inclusive Classroom, Least Restrictive Environment, Teaching Strategies and Curriculum Adaptation, Universal Design for Learning and Children with Special Needs Resource Room, Use of ICT for Students with Disabilities, Inclusive Education From The Perspectives of New Education Policy 2020, Activities Related to Inclusion, Aids and Appliances for Visually Impaired.

The Section C of the Manual dealing the aspects of the Issues and Challenges in inclusive education and Inclusion with the provisions of the Sexual Abuse and Students with Disabilities, Disability and Other Social Issues, Role of Stakeholders in Inclusion of Students with Disabilities.

Dr. Anjul Sharma

Principal, DIET, Karkardooma

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Table of Content

S. NO.	Topic	Authors	Page No
SECTION A PERSPECTIVE OF INCLUSIVE EDUCATION			
1	Meaning, Need and Importance of Inclusive Education	Mr. Pardeep Kumar , Assistant Professor, DIET Karkardooma, SCERT Delhi	1
2	Rights of Persons with Disability	Dr. Sunil Nandal , Assistant Professor, DIET Ghumanhera, Delhi	7
3	Early Identification and Intervention of Disabilities	Ms. Atuba Saeed , PGT-Special Education Teacher, DoE, GNCTD	15
4	Schemes for Persons with Disabilities.	Dr. S.K. Mishra , Deputy Director, IGNOU, New Delhi	25
5	Concession for Persons with Disabilities.	Dr. S.K. Mishra , Deputy Director, IGNOU, New Delhi	34
6	Role of Stakeholders in Inclusion of Students with Disabilities	Ms. Akanksha Tyagi , TGT- Special Education Teacher, DoE, GNCTD	44
SECTION B ACCOMMODATION IN INCLUSION EDUCATION			
7	Creating an Inclusive Classroom	Dr. Naveen Singh , Assistant Professor, Amity University Uttar Pradesh, Noida	52
8	Curriculum Adaptation for Students with Disabilities	Ms. Anita Sardana , Former HOD-TTC, Amar Jyoti Rehabilitation and Research Centre, New Delhi	60
9	Teaching Strategies for Inclusive Classroom	Ms. Anita Sardana , Former HOD-TTC, Amar Jyoti Rehabilitation and Research Centre, New Delhi	81
10	Universal Design for Learning	Ms. Deepti Dayananda Krishna , PGT- Special Education Teacher, DoE, GNCTD	92
11	Resource Room for Inclusive Schools	Ms. Atuba Saeed , PGT- Special Education Teacher, DoE GNCTD Ms. Deepti Dayananda Krishna , PGT- Special Education Teacher, DoE, GNCTD	97

12	Uses of ICT for Inclusive Classroom	Mr. Sandeep Kumar Singh, Assistant Professor, DIET Rajinder Nagar, Delhi	104
13	Inclusive Education From The Perspectives of New Education Policy 2020	Dr. Naveen Singh, Assistant Professor, Amity University Uttar Pradesh, Noida Dr. Anjul Sharma, Principal, DIET, Karkardooma, Delhi	111
14	Aids and Appliances for Visually Impaired	Dr. Anjul Sharma, Principal, DIET, Karkardooma, Delhi Dr. Ram Kishan, Assistant Professor DIET, Keshav Puram	116
SECTION C ISSUES AND CHALLENGES			
15	Child Sexual Abuse and Disability	Ms. Akanksha Tyagi, TGT- Special Education Teacher, DoE, GNCTD	122
16	Disability and Other Social Issues	Mr. Ajeet Singh Patel, Assistant Professor, DIET Rajinder Nagar, Delhi	127
ANNEXURES			
Annexure-I Assessment Guidelines as per DOE, GNCTD			136
Annexure-II List of District Coordinators, Inclusive Education Branch (IEB), DoE, GNCTD			150
Annexure-III List of Resource Centers in DoE			141
Annexure-IV List of NGO's registered under Section 52 of PwD Act 1995 in Delhi			142
Annexure-V CBSE Exemptions/Concessions for Benchmark Disabilities			143
Annexure-VI List of Disabilities as per RPwD Act 2016			144



CHAPTER 01

Meaning, Need and Importance of Inclusive Education

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Abstract

The idea of Inclusion is exclusive for every human being. Existence is co-existence. A human being is a social being. Exclusion is a curse for an individual. In this chapter, we are discussing inclusivity in education, development of an inclusive mindset and exploring journey from special Education towards inclusive education. The chapter will give detailed account of acts, policies and conventions related to inclusion of all socially disadvantaged groups. The author is trying to establish a dialogue based on benefits, Needs and importance of inclusivity. The focus is on research based evidences that supports inclusion in classrooms, schools and society.

Key Words: Inclusive Education, Barrier, Benefits, Need, RPwD Act 2016.

Introduction

Human beings are placed at the top of the hierarchy among the living beings of the whole universe due to their ability of thinking, reason, collaborate, and expound new ideas, which also propagates them to excel in every walk of life.

In ancient times, it was the chief concern of humans to make collaborations with other humans to form groups and be confident of his security from the vile attacks of beasts in forests. In due course of time, this need to be together, lead to the formation of small societies. These small societies in the world then flourished in form of highly calibrated societies having prompt rituals and ideas that enabled a man's overall development in the arena of the universe.

Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities but speakers of minority languages too. Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all.

The narrow concept of Inclusive education refers to the idea that it is meant only for special children in the normal institution. But in a true sense or broader concept, it ensures inclusion of all disadvantaged children including special children in a normal school/ Institution setup. Again, if



the question arises, “who are to be included?” The answer is obvious, it includes...

- Students with disabilities
- Underrepresented or minority
- Socio-economically disadvantaged
- LGBTQ (Lesbian, Gay, Bi-sexual, Transgender, Queer)
- CALD (Culturally and Linguistically Diverse)
- Mature students
- Diverse religious identities
- International students
- Refugee Background Student

To understand more about inclusive education, we may refer to some definitions which are as under.

Michael F. Giangreco (1997): “Inclusive education is a set of values, principles & practices that seeks more effective & meaningful education for all students, regardless of whether they have exceptionality labels or not”.

Stainback & Stainback (1992): “Inclusive school or set up may be defined as a place where everyone belongs, is accepted, supports & is supported by his/her peers & other members of the school community in the course of having his/her educational needs met”.

Rashmi Krishnan (2010): “Inclusive education seeks to address the learning needs of everyone, children, youth, and adults and focuses specifically on those who are vulnerable to marginalization and exclusion.”

RPwD Act (2016) “Inclusive Education” means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities;

In the light of the above discussion, it can be stated that Inclusive education is **concerned with the quest for equity, social justice, participation, and the realization of citizenship**. It is about the removal of barriers of discrimination and oppression and it is about the wellbeing of all learners, including disabled individuals. It is based on a positive view of the difference in which pupil diversity is viewed as a resource. Priority is given to the pursuit of change, with a strong emphasis on the importance of learning to live with one another and recognize our common humanity. Every child has a fundamental right to education, and he/she must be allowed to achieve and maintain an acceptable level of learning.

Journey of Inclusion

During the last two decades, the notion of inclusion has earned more attention and importance by many countries in the world. Ainscow, 1999, UNESCO 2009. In 1994, Under the guidance of UNESCO, Salamanca’s statement, called countries to provide education to all students in inclusive



settings, was accepted by 92 countries and 25 organizations (UNESCO,1994). Although Some Countries established their inclusive policies in the light of Salamanca statement (Fletcher and Artiles, 2005, Mitchell, 2005), there is evidence that not all of the students with special educational needs benefit from inclusive schools (Gyimah et.al, 2008), and students with special educational needs are still struggling with explicit educational segregation. (UNESCO,2009).

In India, special education as a separate system of education for disabled children outside the mainstream education system evolved way back in the 1880's. The first school for the deaf was set up in Bombay in 1883 and the first school for the blind at Amritsar in 1887.

The Government launched the **Integrated Education for Disabled Children (IEDC)** scheme in December 1974. It was a Centrally Sponsored Scheme aimed to provide educational opportunities to children with special needs (CWSN) in regular schools and to facilitate their achievement and retention.

The National Policy on Education, 1986 (NPE,1986), and the **Programme of Action (1992)** stress the need for integrating children with special needs with other groups. The objective to be achieved as stated in the NPE, 1986 is "to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence"

Thereafter **Rehabilitation Council of India Act, 1992** was passed by Parliament 1992, this act makes it mandatory for every special teacher to be registered by the council and lays down that every child with a disability had the right to be taught by a qualified teacher. It provided punishment for those teachers who engaged in teaching children with special needs without a license.

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation Act, 1995) stresses the need to provide free of cost education to all children in an appropriate environment till they are 18 years old and further emphasize their right to measures like

- a) Transport facilities to the students with disabilities or alternative financial incentives to parents or guardians to enable their students with disabilities to attend schools;
- b) The removal of architectural barriers from schools, colleges, or other institutions imparting vocational and professional training;
- c) The supply of books, uniforms, and other materials to students with disabilities attending school;
- d) The grant of scholarship to students with disabilities;
- e) Setting up of appropriate fora for the redressal of grievances of parents regarding the placement of their students with disabilities;
- f) Suitable modification in the examination system to eliminate purely mathematical questions for the benefit of blind students and students with low vision;
- g) Restructuring of curriculum for the benefit of students with disabilities.
- h) Restructuring the curriculum for benefit of students with hearing impairment to facilitate them to take only one language as part of their curriculum.

The National Trust Act (National Trust for the Welfare of Persons with Autism, Cerebral Palsy,



Mental Retardation, and Multiple Disability, 1999) also came into existence. This landmark legislation seeks to protect and promote the rights of persons who within the disability sector, have been even more marginalized than others. It was the first of its kind in the category of persons addressed. It recognized the range of independence in skills, daily living, and financial management. It is the prime decision-making body for persons with disabilities and aims to provide total care to persons with mental retardation and cerebral palsy and also manage the properties bequeathed to the trust.

RPwD Act 2016 is an important act to ensure the rights of persons with difficulties. A separate chapter is included comprising the rights of PwD in this manual.

NEP 2020 clearly states emphasis is to be given to Inclusive education. It comprises as under.

1. "Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances of birth or background. This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education" [NEP 2020, 6.1]
2. "Socio-Economically Disadvantaged Groups (SDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low-income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor)." [NEP 2020, 6.2]
3. "Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres" [NEP 2020, Principles of this Policy, p.5]
4. "Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject" [NEP 2020, Principles of this Policy, p.5]
5. "Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system" [NEP 2020, Principles of this Policy, p.5]

It is heartening to observe that policymakers are aware of the need and importance of Inclusive Education. Now it is up to us, the teachers, to understand more about inclusive education. This Manual is surely going to help us in the required manner. It is high time to re-think the benefits, Needs, and importance of inclusion in an educational setup.

Benefits of Inclusive Education :

The benefits of inclusive education are numerous for both students with and without disabilities.



Benefits of Inclusive Education to Students with Disabilities:

A sense of belonging, being loved, having relationships and friendships with others enriches our lives. Peer tutoring/ child to child learning

- **Higher academic achievement:** Mainstreaming has shown that these children have done academically well than in exclusion practices. There is Increased achievement of IEP goals also.
- **Higher self-esteem:** By being included in a regular school the children with disabilities have shown to be more confident and display qualities of self-efficacy.
- **Better social skills and communication:** Social skills are learned just through observation and imitation. They get greater opportunities for interactions and a better understanding of the world around them and feel happy about being part of the regular community. Inclusion leads to Increased social initiations, relationships, and networks. It also can be observed that CWSN gets peer role models for academic, social, and behavioral skills in an inclusive setup. It leads to Enhanced skill acquisition and generalization.
- **Increased school staff collaboration:** An inclusive setup has a basic demand of a collaborative approach so without a doubt, it ensures increased school staff collaboration.
- **Facilitation of Emotional Intelligence**

It has been observed through a lot of individual case studies that children with autism especially benefit a lot in their social behavior and in improving their communication just by being with the other children in a regular school. Even the non-verbal children express their feelings and thoughts through some form of gestural communication and they also feel happy when their peers can understand what they are trying to communicate. All these case studies reflect **increased parent participation**. Through inclusion, Families are more integrated into the community in a way. Over all-inclusive setup in school leads to Increased inclusion in future environments of

Benefits of Inclusion for Students Without Disabilities: Educating the children with disabilities with the non-disabled children creates an atmosphere of understanding and tolerance that prepares the students of all abilities to function in a world beyond school. The non-disabled children also showed increased awareness of self-concept, tolerance, self-worth, and a better understanding of other people. Children develop a positive understanding of other people with disabilities. The children of the regular school learn to appreciate diversity when they attend the classes with the other children. The peers of the CWD can assist in various ways in the classroom as a scribe, as a helper, reader, and also move the wheelchair around the school. These benefits can be observed through the below-mentioned pointers.

1. Meaningful friendships
2. Increased appreciation and acceptance of individual differences
3. Increased understanding and acceptance of diversity
4. Respect for all people
5. Prepares all students for adult life in an inclusive society
6. Opportunities to master activities by practicing and teaching others



7. Greater academic outcomes
8. All student's needs are better met, greater resources for everyone

There is not any research that shows any negative effects from inclusion done appropriately with the necessary supports and services for students to actively participate and achieve IEP goals.

Need and Importance of Inclusive Education :

It is the right of every child to get an education. Society needs a variety of people for the progress of humanity. Inclusive education becomes important to fulfill this. Let us observe the need for inclusive education from different angles.

- **Human Rights:** All children have the right to learn together.
- **Educational Need:** Research shows children do better, academically and socially in inclusive settings. Given commitment and support, inclusive education is a more efficient use of educational resources.
- **Social Need:** All children develop relationships with a variety of people around them and this prepares them for life in the mainstream. Inclusion has the potential to reduce fear and build friendship. Mutual respect, understanding, and compassion increase among fellow individuals.
- **Psychological Need:** It encourages children to stay with their families and communities. The school atmosphere can improve to the benefit of all the learners. The practice can help overcome discrimination which is widespread in every sphere of society. It promotes the wider inclusion of individuals for the development of the nation.

Conclusion: It can be concluded that there are endless benefits of Inclusive Education. Sensitization of each stakeholder is the need of the hour. It is important to realise the journey of inclusivity from charity based to rights based model and how the concept evolved. It is important for a special Education teacher to expect support from each and every person involved with the students and spread awareness regarding benefits, concessions, policies, laws and provisions for CWSN and other marginalized people in the society.

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CHAPTER 02

Rights of Persons with Disability

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Abstract:

It took nearly 20 years for Indian policymakers to understand the need to address the issues related to persons with disabilities. It was in the Kothari Commission (1964-66) where education for handicapped children was mentioned for the first time. The issue of education of disabled children has since then have been addressed by the Government (Central and States, both). NEP, 1986; POA 1995; The Persons with disabilities (Equal Opportunities, Protection, of Rights and Full Protection) Act, 1995; The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities Act, 1999; SSA 2001 (86th amendment); National Curriculum Framework (NCF), 2005; Rights of Persons with Disability Act, 2016; Rights of Persons with Mental Illness (2017) – all have brought the need of education for the children with disability to the fore. The NCERT, SCERT, DIETs, and other teacher training institutions are also toiling hard to make inclusive education successful by bringing and educating the teacher trainees and in-service teachers by regularly sensitizing and educating them.

Key Words: : Rights, Persons / Children with Disabilities equal Opportunities, education

Introduction :

What are some of the gifts of God you have received lately without even asking ? What gifts would you likely to ask for specifically ? How would those things be used for the benefit of others as well as yourself ? Ask yourself the above questions and introspect how fortunate you are to be what you are today. Not all of us are blessed with the same happiness. It is an unfortunate situation that unprivileged and underprivileged citizens have been given the rights in the constitution after making amendments. The issue must have been addressed in the first draft of the constitution itself. It also shows that the champions of these two groups must have had to run from pillar to post trying tirelessly to make them accepted as humans. Think of those who faced humiliations, were treated as less-humans, made fun of, insulted and outcasted, and all the unthinkable acts of inhumanity. The conscience of any person with normal cognitive abilities would have a chill in the spine.



It took nearly 20 years for Indian policymakers to understand the need to address the issues related to persons with disabilities. It was in the Kothari Commission (1964-66) where education for handicapped children was mentioned for the first-time. The Commission states "Major recommendations of the Commission included emphasis on Science and Mathematics, introduction of work experience as an integral part of school curriculum, introduction of common school system, educational structure with 12 years of schooling, free text-books at primary stage, provision of mid-day-meals, promotion of education of handicapped and special measures for ensuring equality of educational opportunities (regional, tribal and gender imbalances to be addressed), the establishment of school complexes, neighborhood school, three language formula etc." and guided on how to educate the exceptional child. "In its fourth section, there is an emphasis on opportunities of elementary education for girls and removing the problems in this regard. It has also been suggested that primary schools be opened in remote areas including ashram or residential schools in tribal regions. The policy emphasized on inclusion of motor handicapped children in normal schools and arrangement of special schools at district headquarters."

National Education Policy (NEP), 1986, envisioned the appropriate arrangements for pre-school preparation for the handicapped children, 10,000 special schools for those handicapped who cannot be enrolled in common schools, achieve Universalization of Primary Education by 1995. The policy also mentions the removal of architectural barriers in the school building where at least 10 handicapped children are enrolled. Special schools were to be established at the district and sub-district levels. The use of technology in special education has also been suggested. The challenges addressed and provisions made by the policy itself is a big leap in the right direction.

Program of Action 1992 focused on the educational needs of the physically and mentally handicapped. National Institutes for the Handicapped was established to supply the trained manpower to special schools. POA also observed "General education system is not yet mobilized, to a noticeable extent, for the education of the handicapped. Facilities for the education of the children with multiple handicaps are yet to be developed." The material supplied under Operation Blackboard took into consideration the special needs of these children. The target of increasing enrollment by 25% per year was achieved and a further increase in the numbers was expected to be enrolled in general school. POA envisaged the provision of an additional 400 special schools at the district headquarters. It also provides guidelines for adjustments of curriculum and instructional material and methods for visually and hearing handicapped and also on the adjustments and examinations for the handicapped children.

Regarding the availability of special learning material and aids for visually and speech and hearing handicapped, POA asked National Institute of Visually Handicapped (NIVH), Ali Yavar Jung National Institute of Speech and Hearing Disabilities (AYJNIHH) (now AYJNISHD), National Institute of Mentally Handicapped (NIMH), and the NCERT to take steps in this direction.

The Persons with disabilities (Equal Opportunities, Protection, of Rights and Full Protection) Act, 1995

This Act was passed to give effect to the Proclamation on the Full Participation and Quality of the People with Disabilities in the Asian and Pacific region (1993-2002) as India is a signatory to the said Proclamation. The Act includes the following disability types:



- i. blindness
- ii. low vision
- iii. leprosy-cured
- iv. hearing impairment
- v. locomotor disability
- vi. mental retardation and
- vii. mental illness

Chapter V of the Persons with disabilities (Equal Opportunities, Protection, of Rights and Full Protection) Act, 1995 deals with the Rights of disabled students in Education. The Act provides the following rights:

- Every child with a disability has access to free education in an appropriate environment till he/she attains the age of eighteen years.
- Promote integration of students with disabilities in normal schools.
- Setting up special schools in any part of the country, either by Government, local body, or private.
- To equip the special schools with vocational training facilities.
- Emphasis on non-formal education through open schools or open universities and part-time classes to continue their education.
- Providing every child with disability free of cost books and equipment needed for his/her education.
- Provision of the scribe to the visual handicap (Blind and Low Vision)
- The grant of scholarships to students with disabilities.
- Appropriate modification in the examination system to eliminate purely mathematical questions for the benefit of blind students and students with low vision.

The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities Act, 1999

Ministry of Social Justice and Welfare, Government of India made an Act specifically to address the needs and challenges of persons with autism, cerebral palsy, mental retardation and multiple disabilities. The objectives of the trust are:

- (a) to enable and empower persons with disability to live as independently and as fully as possible within and as close to the community to which they belong



- (b) to strengthen facilities to provide support to persons with disability to live within their own families
- (c) to extend support to registered organisations to provide need-based services during period of crisis in the family of persons with disability
- (d) to deal with problems of persons with disability who do not have family support
- (e) to promote measures for the care and protection of persons with disability in the event of death of their parents or guardians
- (f) to evolve procedure for the appointment of guardians and trustees for persons with disability requiring such protection
- (g) to facilitate the realisation of equal opportunities, protection of rights and full participation of persons with disability and
- (h) to do any other act which is incidental to the aforesaid objects

SSA 2001 (86th Amendment of the Parliament) :

To increase the ambit of Constitutional commitment of strengthening the education, Sarv Shiksha Abhiyan (SSA) (now, Samagra Shiksha) programme was launched. It has focused on all major issues related to the universalization of education. It focuses on institutional reforms, sustainable financing, community ownership, institutional capacity building, improving mainstream educational administration, community-based monitoring with full transparency, accountability to community, priority to girls' education and focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children, children of other disadvantaged groups and children with special needs. The scheme aims to improve enrolment, retention and the quality of education to enable children to achieve grade-appropriate levels of learning."

National Curriculum Framework (NCF), 2005 :

NCERT prepared National Curriculum Framework (NCF) in 2005, which seeks to provide a broad framework within which teachers and schools can choose and plan experiences that they think children should have. "A school culture that nurtures children's identities as 'learners' enhances the potential and interests of each child. Specific activities ensuring participation of all children abled and disabled are essential conditions for learning by all."

Rights of Persons with Disability Act, 2016 :

With the passage of time and the changed scenario of the nation, there was a need to address the issues of people with disability to meet the challenges of time. On these lines, Rights of Persons with Disability Bill was passed by the parliament. The Bill replaces the existing PwD Act, 1995, which was enacted in 1995. The types of disabilities have been increased from existing 7 to 21. The 21 disabilities are given below:

1. Blindness
2. Low-vision



3. Leprosy Cured persons
4. Hearing Impairment (deaf and hard of hearing)
5. Locomotor Disability
6. Dwarfism
7. Intellectual Disability
8. Mental Illness
9. Autism Spectrum Disorder
10. Cerebral Palsy
11. Muscular Dystrophy
12. Chronic Neurological conditions
13. Specific Learning Disabilities
14. Multiple Sclerosis
15. Speech and Language disability
16. Thalassemia
17. Hemophilia
18. Sickle Cell disease
19. Multiple Disabilities including deafblindness
20. Acid Attack victim
21. Parkinson's disease

The Act digs deep in the details about the rights of the persons with disabilities covering almost all the aspects of today's time and also has left it open to adapt to the changes as and when time and situations require. Here, chapter II (Rights and Entitlements) and Chapter III (Education) are discussed to orient the school teachers.

Chapter II of the Act deals with the Rights and Entitlements. Some of the important rights and entitlements related to children with disability (in context to school education) are mentioned here.

- The appropriate Government shall take steps to utilise the capacity of persons with disabilities by providing appropriate environment.
- No person with disability shall be discriminated on the ground of disability, unless it is shown that the impugned act or omission is a proportionate means of achieving a legitimate aim.
- The appropriate Government and local authorities shall ensure that all children with



disabilities shall have right on an equal basis to freely express their views on all matters affecting them and provide them appropriate support keeping in view their age and disability.”

- The National Disaster Management Authority and the State Disaster Management Authority shall take appropriate measures to ensure inclusion of persons with disabilities in its disaster management activities as defined under clause (e) of section 2 of the Disaster Management Act, 2005 (53 of 2005) for the safety and protection of persons with disabilities.

Chapter III of the RPwD Act 2016 deals with Educational Rights. The Act binds all educational institutions funded or recognised by Government and the local bodies to provide inclusive education to children with disabilities. The educational institutes shall—

- (i) Admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others
- (ii) Make building, campus, and various facilities accessible
- (iii) Provide reasonable accommodation according to the individual's requirements
- (iv) Provide necessary support individualised or otherwise in environments that maximise academic and social development consistent with the goal of full inclusion
- (v) Ensure that the education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication
- (vi) Detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them
- (vii) Monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability
- (viii) Provide transportation facilities to the children with disabilities and also the attendant of the children with disabilities having high support needs.

The Act (Section 16) discussed here also emphasizes specific measures to promote and facilitate inclusive education. It proposes to take the following measures for the purpose of section 16, namely:

- (a) To conduct a survey of school-going children every five years for identifying children with disabilities, ascertaining their special needs and the extent to which these are being met
- (b) To establish an adequate number of teacher training institutions
- (c) To train and employ teachers, including teachers with a disability who are qualified in sign language and Braille and also teachers who are trained in teaching children with intellectual disability
- (d) To train professionals and staff to support inclusive education at all levels of school education



- (e) To establish adequate number of resource centres to support educational institutions at all levels of school education.
- (f) To promote the use of appropriate augmentative and alternative modes including means and formats of communication, Braille, and sign language to supplement the use of one's own speech to fulfil the daily communication needs of persons with speech, communication, or language disabilities and enables them to participate and contribute to their community and society
- (g) To provide books, other learning materials, and appropriate assistive devices to students with benchmark disabilities free of cost up to the age of eighteen years
- (h) To provide scholarships in appropriate cases to students with benchmark disability
- (i) To make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities such as extra time for completion of the examination paper, facility of scribe or amanuensis, exemption from second and third language courses
- (j) To promote research to improve learning; and
- (k) Any other measures, as may be required.

Rights of Persons with Mental Illness (2017) :

The main postulates of the Rights of Persons with Mental Illness (2017) states that:

- A child with mental illness be protected from all forms of physical, verbal, emotional and sexual abuse.
- A person with mental illness and his nominated representative shall have the right to make an application to the concerned Board for a review of the admission.
- A child with mental illness has a right to have reasonable facilities for leisure, recreation, education and religious practices;
- A child with mental illness has a right to have privacy.
- A person with mental illness shall be entitled to receive free legal services to exercise any of his rights given under this Act.

Conclusion :

Education for children with disabilities has covered a long way. School education and higher education have seen a considerable rise in the enrollment of children/persons with disabilities. Society has come a long way in accepting persons with disabilities and the various provisions made through Acts and recommendations have proved to be a milestone towards this. The Right to Education Act (2009), the RPWD Act (2016), and the Rights of Person with Mental Illness Act (2017) are the stepping stones on which the future of persons with disabilities looks brighter. Much has been done and much more need to be done for persons with disabilities.



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CHAPTER 03

Early Identification and Intervention of Disabilities

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Abstract

With the advancement in the field of education, early identification and intervention of various problems in the classroom is among the most burning topic now a days in India. The emerging concept of inclusive classroom has laid major emphasis on the concept of early identification and intervention of various disabilities in the classroom. The early identification and interventions are those services which are designed to identify and meet children's need in 5 development areas. These are physical, cognitive, communication, social or emotional development, sensory and adaptive development. Early intervention includes provision of services to such children and their families for the purpose of lessening the effect of the condition. Early intervention can be remedial or preventive in nature remediating the existing development to problems or preventing their occurrence. Early identification and intervention are two major topics under a single heading these two are very much connected to each other. Early identification includes screening out for the problems in the classroom while teaching and learning and making appropriate referral after finding some sort of deviation in the student with respect to the the above stated 5 developmental areas. Early intervention includes a range of healthcare, developmental, therapeutic, social and cultural services for young children and their families as children grow very rapidly in the early years and any stimulation at this stage helps to promote a child's optimum growth and development. Both early identification and intervention are vital in the field of education and inclusion as these plays important role in enhancing the child normal pattern of development as early as possible, providing support and assistance to the family and for maximizing the child's and family's benefit to society. In this in this chapter we are going to study about the concept of early identification and intervention in detail, we will see that these concepts are not only important in the field of disability and rehabilitation but it is essential for each classroom of our education system.

Before going further let's ponder upon some important terms that are essential to understand the topic better

Key Words: Early identification, Early intervention, stimulation, growth milestones

Before Going Further Let Ponder Upon Some Importance Terms to the Related



to the Topic :

Early Identification- It refers to the process of identifying the problems that can hamper teaching and learning process of children sitting in the classroom as early as possible. So that proper intervention can be planned at earliest to stop further progression of the problems.

Early Intervention- These refers to stop further progression of any problem by intervening early through various means including therapeutic, developmental, social, cultural and educational services for young children and their families.

Early Stimulation- Any type of stimulation needed during early years to promote a child's optimum growth and development.

Growth and Development milestones- These refers to important developmental events in child's life which are usually seen within the range of particular age. These are used to understand normal and deviated form of development of children so that appropriate steps can be taken as early as possible.

School Based Observation and Screening- It is a preliminary process carried out by mainstream teachers, counsellors and special educators in an educational setting or in a school to observe and identify deviated pattern of development, academics, social and emotional behaviour using a proper observation schedule or checklists.

Referral- The process of referring a child who is having academic or behavioural problems in classroom for further testing to various professionals as per the symptoms or issues of the child.

Early Identification and Intervention-An Introduction :

The New Education Policy 2020 identifies that over 85% of child's brain develops by age of 6 and emphasizes on providing critical importance to appropriate care and stimulation of the brain in a child's early years for healthy brain development and growth it states that it is therefore of the utmost importance that every child has access to quality early childhood care and education. The overall aim of early childhood care and education will be to attain optimal outcomes in the domains of physical and motor development, cognitive development, social emotional ethical development, cultural, artistic development and the development of communication and early language literacy and numeracy. Aims of early childhood care and education as stated in new education policy 2020 coincides with the aims of early identification and intervention.

When it comes to early identification and intervention of disabilities in classroom the concept signifies the process which refers to a parent, educator, health professional, or adult's ability to recognize developmental milestones in children and to understand the value of early intervention.

We need to expand our horizon of thinking while discussing about early identification and interventions, along with academics there are therapeutic dimension too. But Review revealed that there are very few centres in India which provide early intervention services but even most of these centres do not have all the components required for evaluation and intervention in a holistic way. The medical colleges have Eye, ENT, Psychology, Physical Medicine departments, but neither the instruments nor trained specialists are available to address the problems of the most critical period



of child development i.e. the first three years of life. The paramedical staff like the optometrist, audiologist, clinical psychologist, physiotherapist staff are not trained to handle the children in a comprehensive way, thus missing the critical period of development.

To solve the issue Delhi State Govt has came up with 21 resource centres where it will be easier for the parents to avail therapeutic services. There is a hope that these centres will provide early identification and intervention services too.

Early Identification and Intervention-Concept and Rationale :

It is generally observed that the concept of early identification and intervention is highlighted only in terms of children with special needs but it is equally important for each and every child sitting in the classroom. The process of early identification and intervention need to be understood and implemented in totality and inclusivity not in isolation.

Aims of Early identification and intervention program are :

- Early identification of children at risk
- Early identification of developmental delays
- Enhancement of normal development
- Acceleration of rate of development
- Acquisition of new behaviour and skills
- Increase in independent functioning
- Early detection and prevention of secondary handicaps
- Minimising the effects of the handicapping condition
- Cost effectiveness
- Acceptance of child and Psychosocial support to families.

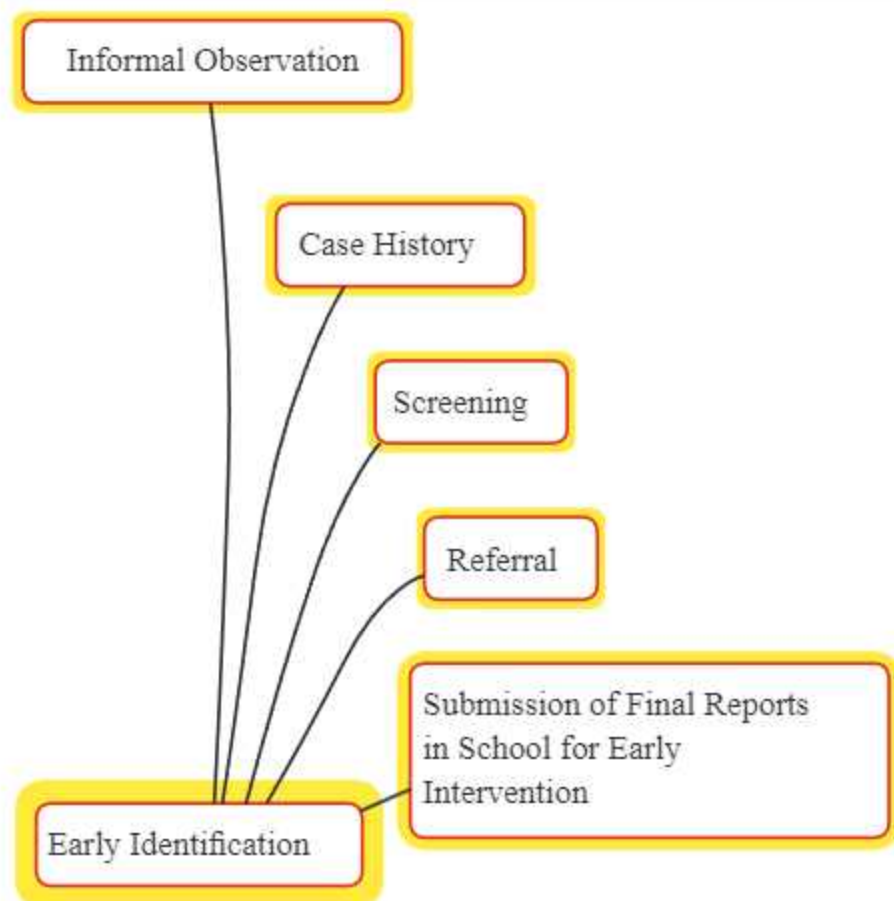
Early screening of children ages 3 to 5 years for vulnerability for learning difficulties risk can result in preventive interventions including collaborative interventions planned through parent professional partnership. The goals of screening and preventive services would be to mitigate increased risk of learning issues and difficulties in elementary school.

Many research studies provides empirical evidences about the importance of early identification and intervention how these processes are required to prevent the occurrence of problems. For instance, early identification can help foster stimulating environments where families, health-care, and education professionals are better prepared to support the development, inclusion, and active participation of all children. Furthermore, it can enable timely, effective and adequate access to specialized care, where needed.



The Process of Early Identification :

As per the chronology, the process of early identification start with the first step of informal observation and proceeds towards the proper and final diagnosis.



Let's analyse each step of Early Identification by knowing the stakeholders involved, where it takes place, how it's going to take place and what are the equipments needed.

STEP NO.	NAME OF THE STEP	STAKEHOLDERS INVOLVED	PROCESS	TOOLS NEEDED	PLACE OF EXECUTION OF PROCESS
1	Informal Observation	Class Teacher Subject Teacher Special Education Teacher	Informally observe child during curricular and co curricular activities to understand the normal and deviated pattern. If there is a problem, it should be reported to special educator or EVGC and along with them the teacher can proceed to discuss issues with parents while special educator can take case history	Informal Observation schedule or self made checklists	Classroom, playground and other places in the school

2	Case History Taking And Parental Awareness	Special Education Teacher EVGC Class Teacher	Special Education Teacher and Class Teacher/Subject Teacher will discuss issues in a very sensitive manner with child's parents and case history will be taken by special educator to know about the onset of problems, developmental milestones, educational history, family history and past referrals/ reports etc. After taking case history Special Education Teacher and Class teacher/ Subject Teacher will decide if there is a need for screening or not.	Case history proforma (NIMH proforma can be used) indicating demographic data, presenting complaints, prenatal, natal and post natal history, family history of illness/disability/ disease, educational history, medical history and past referrals.	Special Education Teachers room/ resource room
3	Screening	Special Education Teacher/EVGC Class Teacher/Subject Teacher	After taking case history if Special Education Teacher feels need for a formal process of screening the child he/she may proceed by taking class Teacher/subject Teacher in the loop. If screening indicates issues in one or another area of child he/she should be refer to respective professional for a formal assessment and diagnosis.	Different reliable and valid screening checklists like NIMH learning difficulty checklist, Checklist by IEB branch, Vineland Social Maturity Scale, Grade Level Assessment Device, Indian Scale for Assessment of Autism etc	Special Education Teachers Room, resource room
4	Referral	Special Education Teacher	Special Education Teacher can give a recommendation letter to the parents on school's letter head and refer the child with deficit to a specialist of respective field or the child maybe taken to the assessment camp by organised by IEB branch and SSA on specific dates.	School letter head, HOS and Special Education Teachers signature, screening and observation reports of child.	Special Education Teachers room

5	Consulting The Specialists for diagnosis	Parents, Clinical Psychologist, Physiotherapist, occupational therapist, team of Doctors	After taking referral letter from school parents have to proceed towards the respective professional, various National Institutes and District Hospital for formal Diagnosis and certification. Parents should be encouraged to take their child to the assessment camps organised by IEB branch of DOE and SSA	Specialised instruments, various inventories and diagnosis tools for proper assessment and diagnosis.	District Hospitals, National Institutes for various disabilities, IEB and SSA assessment camps.
6	Submission of final reports and certificates in School	Parent, Class Teacher/ Subject Teacher	After getting a proper diagnosis report and certificate parents have to reach Special Education Teacher Or Class teacher of their child to submit copies of all documents so that they become aware about the child's condition and can do holistic planning as soon as possible.	Reports of child from parents side should be preserve in file and all teachers can retain a copy of the same.	Special Education Teacher records Class teacher records

The Process of Early Intervention :

After this step by step process of early identification it is very important to utilise the records, assessment reports and diagnosis of child to plan intervention as early as possible.

Early interventions are “programs that provide services and support for young children during their childhood years in order to prevent negative outcomes in the future, they are designed to aid and prevent [factors that] place children at risk for negative outcomes.

Whatever negative outcomes or deviated pattern professionals found during early identification process can be dealt effectively by early intervention services.

Each and every issue and condition presents altogether a different picture hence different strategies are needed to resolve or remediate them. In a classroom situation, the students may have issues associated with their behaviour, senses, cognition and status of impairment.



Areas of Early Intervention :

Let's discuss how each area of early intervention can be foster in classroom

Early Intervention Area	Activities	What We Will Get
Physical Development	<p>Gross Motor</p> <ul style="list-style-type: none"> • Musical chairs • Backward walking • Bowling activities in class • Stappoo • Jumping on numbers • Alphabet yoga(make shapes of alphabets with your body through yoga poses) • Basic warm up exercises • Obstacle course(make small but little bit challenging obstacles and ask children to cross that) • Drum beating with proper arm arms positioning • Cleaning the classroom together • Frog race • Fire in the forest game(when teacher says fire in the forest, the students will run and when teacher says stop, they all will stop at their place) <p>Fine Motor and Eye Hand Coordination Activities</p> <ul style="list-style-type: none"> • Making letters in air with fingers • Making letters on sand with stick or making letters on a tray sprinkled with talcum powder of atta • Cutting in a straight line and in zigzags. • Colouring within boundaries • Buttoning activity with buttons of different types and sizes • Collage making • Paper tearing and pasting in different shapes • Paper flower making • Hand printing • Beading with beads of different types and size • Tie and untie knots • Paper origami (making different shapes, animals with paper folding) • Separating two types of mixed pulses. • Kneading with dough or clay • Clay moulding • Finger exercises • Sequins pasting in a picture. 	<ul style="list-style-type: none"> • Improved body balance • Faster rate of

Cognitive Development	<ul style="list-style-type: none"> • Sing songs with students and encourage them to participate. • Singing along to the “Alphabet Song” • When communicating with students, ask them to identify shapes and colours. • Playing with common household things is instructive, entertaining, and inexpensive. • Students can be taken to local children’s museum, library, or farmer’s market. • Hiding and finding objects game. • Letter and number games. • Matching games and puzzles • Games with multiple but simple instructions. • Treasure hunt game can be played with students by hiding few items in classroom and asking them to search those items. The one who found maximum items will be the winner. • Water play, sand play and other activities like asking students to find items hidden in a tub full of wheat. • Story telling and asking why questions to students. • Asking students to identify similarities and differences between two pictures. • Simple mazes and crossword games. • Asking why, what, when questions from students. • Asking students to imagine themselves as different objects like bird, aeroplane, fish etc and speak about themselves. 	<ul style="list-style-type: none"> • Their ability to give attention and follow instructions will increase. • Level of concentration will improve • Improvement in problem solving skills • Development of ability to establish cause and effect relationship. • Their imagination power will increase • Their explorative capacity will increase.
Behavioural Development	<ul style="list-style-type: none"> • Making them work in teams • Asking them to wait for their turn with patience while playing turn taking games • Making them realise which behaviour is acceptable and which one is not. • By being a role model for the students • Asking them the reason behind, if they show unacceptable behaviours in class. • showing them different videos based on the desired behaviour for classroom. • developing sharing spirit by asking them to share their lunch, toys and stationery with each other. 	<ul style="list-style-type: none"> • Very important for increasing students acceptability in society • To make them productive members of society. • To make their lives harmonious.

Social and Emotional Development	<ul style="list-style-type: none"> • Wellbeing check in activities like asking them to describe how they are feeling today by making smileys or just asking them to find appropriate smileys or pictures describing their emotions from the chart shown. • Making a rule of saying sorry and thank you in class. • Team building exercises like show and tell exercises in groups. • Giving them information regarding appropriate and inappropriate touch • Telling them lots of value based stories and followed by a rich discussion • Giving them simple dilemmas and asking them questions based on it. • Associating moral aspects with every topic of various subjects like how to protect plants can be associated with the topic 'knowing about plants' • Asking them to share whatever they have learnt in the class with their parents • Asking them to take each other's help while doing activities in classroom. 	<ul style="list-style-type: none"> • To make their lives easy • To develop helping nature and pro social behaviour • To make them resilient • To improve their socialization
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Teachers can fulfil majority of developmental needs of students in classroom but still some therapeutic needs have to be handled by various therapists as the child may need therapies like physiotherapy, occupational therapy, speech and language therapy, behaviour modification and psychological counselling. So, it is very important for Teachers and special educators to identify these needs and make appropriate referral.

Some Important Therapies for Early Intervention :



Stakeholders Involved in The Process of Early Identification and Intervention :

Early Identification and intervention can't take place in isolation it requires support not only from teachers but from family and various specialists.



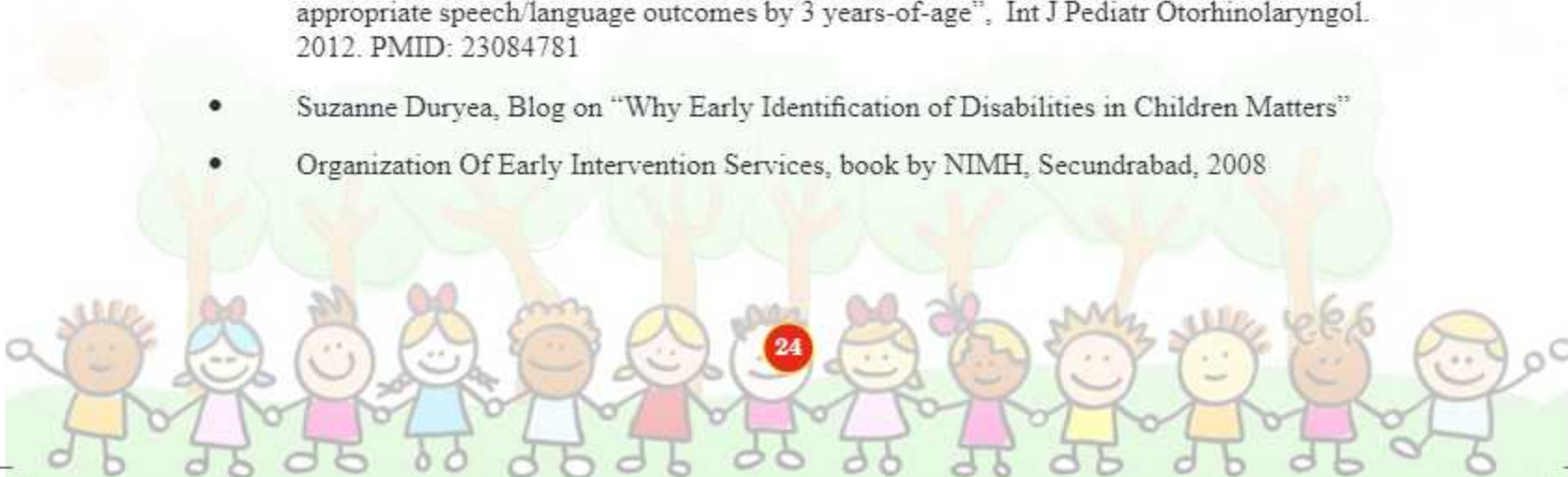
Conclusion :

Early identification and intervention are inter related to each other. The early identification pave path for early intervention that turns out to be great for holistic development of children. NEP 2020 and RPWD Act 2016 both supports the concept of early identification and intervention. Their is a common perception that only psychologists and Special Education Teacher can facilitate children with difficulties and special needs. But, that not true as every stakeholder plays important role in identifying and intervening into problems of children. The growth of a child with or without disability can be foster by considering the practices of early identification and intervention.

“ALL THEY NEED IS OUR ATTENTION AND LOTS OF LOVE”

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CHAPTER 04

Schemes for Persons with Disabilities

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Abstract

Inclusion of persons with disabilities is facilitated by various schemes made by the Government for the persons with disabilities. However, success of any scheme largely depends on the availability of funds and its effective implementation. Major schemes of the Government are included in this chapter such as employment scheme in private sector, special employment exchanges, ADIP scheme for purchase and fitting of assistive devices, loan schemes of NHFDC, scholarship schemes to name a few. Various schemes of the National Trust, Accessible India Campaign (Sugamay Bharat Abhiyan) and National Awards for the empowerment of PwDs have also been included. In order to go through the schemes in detail, web links are given under Reference section at the end.

Key Words: Schemes, PwDs, ADIP, NHFDC, NTA 1999, Accessible India Campaign, DEPwD

Introduction :

Ever since living beings came into existence, disability has been there in one form or the other. Indian laws on disabilities recognize ten types of disabilities, namely, Blindness, Low vision, Leprosy-cured, Hearing impairment, Loco motor disability, Mental retardation, Mental illness, Autism, Cerebral Palsy, and Multiple Disabilities. The World Health Organization (WHO) estimates that about ten per cent of the world's population has some disability. However, as per the last Census conducted in India in 2011, 2.21 per cent of the total population has some disability. In absolute numbers there were 2,68,10,557 persons with disabilities in India in the year 2011.

In order to empower and make the persons with disabilities self dependent, both the Central and State Governments have formulated a number of schemes. Enactment of various laws on disabilities in the country paved the way for developing the schemes. However most of the beneficiaries of these schemes are limited to cities and urban areas. Lack of awareness and limitation of funds are the major impediments in successful implementation of the schemes.

Major schemes available for persons with disabilities are highlighted in the following text. Web-links of detailed schemes are given under the Reference section at the end.



Schemes for Persons with Disabilities

Scheme for Providing Employment to Persons with Disabilities in the Private Sector

To promote employment of persons with disabilities in the expanding private sector, Government has approved the scheme of providing incentives to the employers in the private sector. Under the scheme, the employees with disabilities covered under the PwD Act, 1995 and the National Trust Act, 1999 and working in the private sector, with monthly wage up to Rs.25000/- per month would be covered. The scheme would be applicable to all the employees with disabilities, who were appointed on or after 1.4.2008. An amount of Rs.1800 crore was earmarked for the 11th Five Year Plan payment by Government as the employer's contribution to the Employees Provident Fund and Employees State Insurance for the first three years.

Special Employment Exchanges

At all- India level, 51 Special Employment Exchanges are working. In addition to these special employment exchanges, there are Special Cells for job-seekers among persons with disabilities in the normal Employment Exchanges, which were also catering to special employment needs of job-seekers among persons with disabilities. Apart from these special cells and exchanges, normal exchanges also register job-seekers under the category of persons with disabilities.

Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP Scheme)

The ADIP Scheme is in operation since 1981 with the main objective to assist the needy disabled persons in procuring durable, sophisticated and scientifically manufactured, modern, standard aids and appliances that can promote their physical, social and psychological rehabilitation by reducing the effects of disabilities and enhance their economic potential. Assistive devices are given to PwDs with an aim to improve their independent functioning and to arrest the extent of disability and occurrence of secondary disability. The aids and appliances supplied under the Scheme must have due certification. The scheme also envisages conduct of corrective surgeries, wherever required, before providing an assistive device. Under the Scheme, grants-in-aid are released to various implementing agencies (Artificial Limbs Manufacturing Corporation of India (ALIMCO)/ National Institutes/Composite Regional Centres/District Disability Rehabilitation Centres/ State Handicapped Development Corporations/ NGOs, etc.) for purchase and distribution of aids and assistive devices.

Procedure and guidelines of each of the following are given on MSJ&E weblink (<http://disabilityaffairs.gov.in/content/page/adip.php>)

- ADIP Scheme
- Revised guidelines of ADIP scheme
- Guidelines / Procedures - Hearing Impaired
- Guidelines / Procedures - Leprosy Affected
- Guidelines / Procedures - Motorized Tricycle
- Guideline for issuing of disability certificate to CWSN-ADIP SSA



- Aids and assistive devices - Visually Impaired
- Aids and assistive devices - Orthopedically Impaired
- Revision in rates of medical and surgical correction for Ortho. Impaired
- 4 Kits approved for Persons with Intellectual and Developmental Disabilities for Financial Assistance under ADIP Scheme
- Cochlear implant
- Online processing of Proposals of NGOs / VOs regarding ADIP

Soft loans Schemes by National Handicapped Finance and Development Corporation (NHFDc) (www.nhfdc.nic.in)

Scheme and guidelines for credit based funding

Objectives of the scheme are as follows:

- I. To promote self-employment and other ventures for the benefit/economic rehabilitation of the Divyangjans.
- II. To assist, subject to such income and/or economic criteria as may be prescribed by the Government from time to time, Divyangjans or groups of Divyangjan individuals by way of loans and advances for economically and financially viable schemes and projects.
- III. To extend loans to Divyangjan for pursuing general/professional / technical education for training at graduate and higher levels.
- IV. To assist in the upgradation of technical and entrepreneurial skills of Divyangjans for proper and efficient management of production units.
- V. To facilitate inclusion and comfortable living in the society for the Divyangjans.
- VI. To set up training, quality control, process development, technology, common facility centres and other infrastructural activities for the proper rehabilitation/upliftment of the Divyangjans in support of their economic pursuits.
- VII. To assist the State level organizations to deal with the development of the Divyangjans by way of providing financial assistance and in obtaining commercial funding or by way of refinancing. VIII. To function as an apex institution for channelizing the fund to the Persons with Disabilities (PwDs) through the Implementing Agencies nominated by the State Government(s), partner Banks & Financial Institutions and other state level institutions with whom agreements are signed.
- IX. To assist self-employed individuals/group of individuals or registered factories/companies/co-operatives of PwDs in marketing their finished goods and assist in procurement of raw materials.



Divyangjan Swavalamban Yojana

The main objective of the Scheme is to assist the needy disabled persons by providing concessional loan for economic and overall empowerment such as starting any activity contributing directly or indirectly in the income generation or helping PwD in their overall process of empowerment or for pursuing higher education after class 12th (UG, PG, Professional courses and other courses approved by UGC/AICTE/ICAR/Government etc) or for pursuing vocational or skill development (ITI, Diploma any other course leading to enhancement of employment or self employment) or for purchase and/or fitment of any assistive device(s)/customization/retrofitting or conversion of available machine, equipment, vehicle to disabled friendly mode

Vishesh Microfinance Yojana

The objective of the scheme is to provide prompt and need based finance for the target group and activities at reasonable rate of interest to pursue small/micro business and developmental activities.

National Scholarship for Persons with Disabilities

Detailed information is available on the web link www.scholarships.gov.in however, brief description of each of the scholarships is given below:

Pre-matric & Post-matric Scholarship scheme

The objective of the scheme is to provide financial assistance to the students with disabilities for studying at the pre-metric level Class IX and X and Post Metric level (Class XI, XII and upto Graduation Degree / Diploma level). The financial assistance includes scholarship, book grant, escort / reader allowance, etc. Selection of the beneficiaries under these scholarship schemes is done on the basis of merit after recommendation of the State Governments / Union Territory Administration.

Top class education from institutes of excellence

Scholarships for Graduate, Post Graduate and Diploma level programmes for notified Institutes of excellence are available and 50 per cent scholarships are reserved for girl candidates with disabilities. Scholarship includes tuition fees, maintenance, books and stationary, aids and appliances.

National overseas scholarships

The scheme has been launched with the objective of providing financial assistance for the students with disabilities for pursuing studies abroad at the level of Masters Degree and Ph.D. The scholarship amount includes maintenance allowance, contingency allowance, tuition fees and cost of air passes etc.

National fellowship for M.Phil & Ph.D.

The National fellowship scheme was launched during 2012-13 to increase opportunities to students with disabilities for pursuing higher education leading to degrees such as M. Phil and Ph.D in any university recognized by UGC. Under the Scheme, 200 Fellowships per year are granted to students with disability. In case of non-availability of adequate number of students with disabilities, the number of fellowships not availed during a year may be carried forward to the next academic session. In case the number of candidates exceeds the number of available awards, the



UGC selects the candidates based on the percentage of marks obtained in their post graduation examinations. (<https://ugc.ac.in/nfpwd/>)

Free coaching for recruitment & entrance exams

Free coaching for students with disabilities (to appear in competitive examinations conducted by Union/ State Public Service Commissions for Class A & B Govt. jobs and admission to technical and professional courses) through reputed coaching institutes /centres run by Central/State Govts and Universities as well as registered private institutions/NGOs.

Saksham Scholarship Scheme

The Scheme is implemented by All India Council of Technical Education (AICTE) and the objective of the scheme is to provide encouragement and support to students with disabilities to pursue technical education.

Scheme for Providing Financial Assistance under National Fund for Persons with Disabilities by the Department of Empowerment of Persons with Disabilities (Divyangjan) under the Ministry of Social Justice & Empowerment, Government of India (<http://disabilityaffairs.gov.in/upload/uploadfiles/files/FinalGuidelinesSchemesNF.pdf>)

Components Admissible for Assistance under the Scheme are:

- A. Exhibitions/workshops to showcase the products including paintings, handicraft etc made by the PwDs.
- B. Support persons with benchmark disabilities who have excelled in sports/fine-arts/music/dance/film/theatre/literature at the State level to participate in the National and International events.
- C. Support certain exclusive needs of persons with high support needs as recommended by the Assessment Boards on specific recommendation by the States on a case to case basis.

Higher Education for Persons with Special Needs (HEPSN) and Teacher preparation in Special Education Scheme (TEPSE) Schemes of University Grants Commission

Higher Education for Persons with Special Needs (HEPSN) – The scheme, implemented by UGC, has the following three components:

- i. Establishment of Enabling Units for PwDs. Resource Units are established in colleges to facilitate admissions, provide guidance and counseling, to create awareness about the needs of differently abled persons and to assist PwD graduates to get the employment.
- ii. Providing Access to PwDs: Under this component, accessibility are addressed by the college relating to issues as per the stipulations of the Persons with Disability (PwD) Act, 1995
- iii. Providing Special Equipment to augment Educational Services for PwDs: The colleges are provided one time grant upto Rs.1.5 lakh to procure devices to help PwD students enrolled for Higher Education.

Scheme on “Research on disability related technology, products and issues by the Department of Empowerment of Persons with Disabilities (Divyangjan) under the Ministry of Social Justice & Empowerment, Government of India

(<http://disabilityaffairs.gov.in/content/page/research-and-development.php>)



The Department of Empowerment of Persons with Disabilities has launched a Central sector scheme on "Research on disability related technology, products and issues". The objective of the scheme is to promote research of service models and programmes on the basis of life cycle needs, holistic development of the individuals and their families and creating an enabling environment for the empowerment of the persons with disabilities and promote research in prevention and prevalence of disability and the application of science & technology for the development of indigenous, appropriate aids and appliances. The scheme has following 2 components:

- (i) Research and Development of assistive technology and product development devices.
- (ii) Scheme for study/research/survey/internship and periodical collection of data related to disability.

Schemes of the National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities under the Ministry of Social Justice & Empowerment, Government of India

DISHA (Early Intervention and School Readiness Scheme)

This is an early intervention and school readiness scheme for children upto 10 years with the disabilities.

VIKAAS (Day Care)

A day care scheme for persons with autism, cerebral palsy, mental retardation and multiple disabilities, above 10 years for enhancing interpersonal and vocational skills.

SAMARTH (Respite Care)

A scheme to provide respite home for orphans, families in crisis, Persons with Disabilities (PwD) from BPL, LIG families with at least one of the four disabilities covered under the National Trust Act.

GHARAUNDA (Group Home for Adults)

This scheme provides housing and care services throughout the life of the person with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.

NIRAMAYA (Health Insurance Scheme)

This scheme is to provide affordable Health Insurance to persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.

SAHYOGI (Caregiver training scheme)

A scheme to set up Caregiver Cells (CGCs) for training and creating skilled workforce of caregivers to care for Person with Disabilities (PwD) and their families.



GYAN PRABHA (Educational support)

A scheme to encourage people with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities for pursuing educational/ vocational courses.

PRERNA (Marketing Assistance)

A marketing scheme to create viable and wide spread channels for sale of products and services produced by persons with autism, cerebral palsy, mental retardation and multiple disabilities.

SAMBHAV (Aids and Assistive Devices)

This is a scheme to setup additional resource centres in each city, to collate and collect the Aids, software and other form of assistive devices.

BADHTE KADAM (Awareness, Community Interaction and Innovative Project)

This scheme supports Registered Organisations (RO) of The National Trust to carry out activities for increasing the awareness of the National Trust disabilities.

Accessible India campaign

Department of Empowerment of Persons with Disabilities (DEPwD) has launched Accessible India Campaign (Sugamya Bharat Abhiyan) as a nation-wide Campaign for achieving universal accessibility for Persons with Disabilities (PwDs). It has the following three important components

Part A: Built Environment Accessibility

An accessible physical environment benefits everyone, not just persons with disabilities. Measures should be undertaken to eliminate obstacles and barriers to indoor and outdoor facilities including schools, medical facilities, and workplaces. These would include not only buildings, but also footpaths, curb cuts, and obstacles that block the flow of pedestrian traffic.

Objective 1: Enhancing the proportion of accessible government buildings

An accessible government building is one, where persons with disabilities have no barrier in entering it and using all the facilities therein. This covers the built environment – services, steps and ramps, corridors, entry gates, emergency exits, parking – as well as indoor and outdoor facilities including lighting, signages, alarm systems and toilets. Identifying accessible buildings requires annual accessibility audits that determine if a building meets agreed upon standards. Once a building is deemed fully accessible, an annual audit is not necessary, but should be required for any proposed changes to the structure or systems contained therein. A full audit can then be done on a less frequent basis. Standards of accessibility should be as consistent as possible with international standards, such as those of the ISO, taking into account the local context. In regards to the built environment, ISO 21542:2011, Building Construction – Accessibility and Usability of the Built Environment, delineates a set of requirements and recommendations concerning construction, assembly, components and fittings.

Part B: Transportation System Accessibility

Transportation is a vital component for independent living, and like others in society, PwDs rely



on transportation facilities to move from one place to another. The term transportation covers a number of areas including air travel, buses, taxis, and trains.

Objective 2 : Enhancing proportion of accessible airports

An airport is accessible, if a person with a disability has no barrier in entering it, using all the facilities, and boarding and disembarking from airplanes. This covers the built environment – surfaces, steps and ramps, corridors, entry ways, emergency exits, parking – as well as indoor and outdoor facilities including lighting, signage, alarm systems and toilets.

Objective 3 : Enhancing the proportion of accessible railway stations

Objective 4 : Enhancing the proportion of accessible Public Transport

Part C: Information and Communication Eco-System Accessibility

Access to information creates opportunities for everyone in society. Access to information refers to all information. People use information in many forms to make decisions about their daily lives. This can range from actions such as being able to read price tags, to physically enter a hall, to participate in an event, to read a pamphlet with healthcare information, to understand a train timetable, or to view web pages. No longer should societal barriers of infrastructure, and inaccessible formats stand in the way of obtaining and utilizing information in daily life.

Objective 5 : Enhancing proportion of accessible and usable public documents and websites that meet internationally recognized accessibility standards

Objective 6 : Enhancing the pool of sign language interpreters

Objective 7 : Enhancing the proportion of daily captioning and sign-language interpretation of public television news programmes

The proportion of public television news programmes that meet agreed upon standards of daily captioning and sign-language interpretation. Public television refers to programmes that are produced, funded or subsidized by the government.

National Action Plan for Skill Development :

The Government has launched the National Action Plan for Skill development with the aim to cover 2.5 million persons with disabilities by the year 2022 through various stakeholders.

The Skill Council for Persons with Disability (SCPwD) has been set up in the year 2015 to offer Persons with Disabilities meaningful, industry relevant, skill based training. The Organization was promoted by Confederation of Indian Industry under the aegis of Ministry of Skill Development and Entrepreneurship and Ministry of Social Justice and Empowerment. It targets skill development of Persons with Disabilities as per industry needs which can help them to be gainfully employed and contribute to India's growing economy. SCPwD aims to formulate local and national level strategies for shaping the future of PwDs in India.

National Awards for the Empowerment of Persons with Disabilities :

Every year on the occasion of the International Day of Persons with Disabilities i.e. 3rd December, the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment confers National Awards on individuals, institutions, districts etc for outstanding



work done by them in the field of empowerment of persons with disabilities.

Conclusion

There is a long way to go for achieving the target of inclusion of all the children with disabilities in educational set up. However, in metro cities like Delhi the awareness is growing and the Government is coming out with new schemes and programmes for the marginalized sections including persons with disabilities. Major schemes available for PwDs are mentioned in this chapter. The stakeholders such as administrators, teacher educators, teachers, parents, policy makers and others would be benefitted in the implementation of inclusive education at the school level.

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CHAPTER 05

Concessions for Persons with Disabilities

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Abstract

Concessions and facilities available for persons with disabilities both by the State and Central Governments are important for their empowerment and mainstreaming. This chapter highlights the concessions for admission to the educational institutions, reservation in Government jobs, concessions in examinations, concessions for travel by air and train, income tax concessions, etc. It also includes the grievance redressal of persons with disabilities in Higher Educational Institutions. The Rights of Persons with Disabilities Act (2016) has made provisions for such concessions and the implementation of these provisions will certainly help in the inclusion of persons with disabilities in educational set up as well as in the society.

Key Words: Benchmark disability, scribe, reservation, Concessions

Introduction :

Proclamation of the year 1981 as the International Year of Disabled Persons by the United Nations was the turning point for the empowerment of persons with disabilities worldwide. Prior to this, welfare activities for the persons with disabilities were mostly in charity mode. This was followed by proclamation of the United Nations Decade of Disabled Persons from the year 1983 to 1992. Subsequently in early 1990s most of the countries including India started enacting laws on disabilities. As a result, this led to a major paradigm shift from charity to rights based approach of the Government. Consequently the Government of India in order to fulfill some of the provisions of the laws started introducing policies, schemes and programmes for the welfare and empowerment of persons with disabilities.

Though a number of schemes and programmes have been introduced by the Government the beneficiaries are largely literate and urban inhabitants. Lack of awareness about these schemes and programmes is a major challenge. Lately the Central and State Governments through their own networks and with the active participation of NGOs are trying to reach the smaller cities, however



penetration of services in rural areas is still a distant dream.

One of the important prerequisites for a person with disability for availing concessions across almost all the Government schemes and programmes is to have a minimum of 40 per cent or more disability certified by empanelled hospital or Unique Disability Identity (UDID) issued by the Ministry of Social Justice & Empowerment (MSJ&E).

Major schemes, programmes, concessions and facilities available for persons with disabilities are outlined below. Available web-links of detailed schemes are given in the references. Relevant links of the websites for some of the schemes are given under the references at the end.

Reservation in Admissions :

The Rights of Persons with Disabilities Act (RPwD) 2016 under Section 31 provides free education for every child with benchmark disability from age of 6 to 18 years. Therefore, no school can deny admission to a child with benchmark disability (not having less than 40 per cent disability) as per RPwD Act.

Further, as per Section 32 (1) of the RPwD Act, Govt.'s Higher Education Institutions (HEIs) and those receiving grants shall reserve not less than 5 per cent seats for persons with benchmark disabilities. There is also a provision of 5 years relaxation in age limit for admission, if specified by HEI.

Concessions during Examinations :

Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment, Government of India has issued "Guidelines for conducting written examinations for Persons with Benchmark Disabilities " on 29th August 2018 for compliance by all concerned (copy of Office Memorandum is annexed). UGC has written to all the universities to follow these guidelines which are as follows:

- I. There should be a uniform and comprehensive policy across the country for persons with disabilities for written examination taking into account improvement in technology and new avenues opened to the persons with disabilities providing a level playing field. Policy should also have flexibility to accommodate the specific needs on case-to-case basis.
- II. There is no need for fixing separate criteria for regular and competitive examinations.
- III. The facility of Scribe/Reader/Lab Assistant should be allowed to any person with benchmark disability as defined under section 2 (r) of RPwD Act, 2016 and has limitation in writing including that, of speed if so desired by him/her.

In case of persons with benchmark disabilities in the category of blindness, locomotor disability (both arm affected-BA) and cerebral palsy, the facility of scribe/reader lab assistant shall be given, if so desired by the person.

In case of other category of persons with benchmark disabilities, the provision of scribe/reader/lab assistant can be allowed on production of a certificate to the effect that the person concerned has physical limitation to write, and scribe is essential to write examination, on his behalf, from



the Chief Medical Officer/Civil Surgeon/Medical Superintendent of a Government health care institution in a prescribed proforma.

- IV. The candidate should have the discretion of opting for his own scribe/reader/lab assistant or request the Examination Body for the same. The examining body may also identify the scribe/ reader/lab assistant to make panels at the District/Division/ State level as per the requirements of the examination. In such instances the candidates should be allowed to meet the scribe two days before the examination so that the candidates get a chance to check and verify whether the scribe is suitable or not.
- V. In case examining body provides scribe/reader/lab assistant, it shall be ensured that qualification of the scribe should not be more than the minimum qualification criteria of the examination. However, the qualification of the Scribe/Reader should always be matriculate or above.

In case the candidate is allowed to bring his own scribe, the qualification of the scribe should be one step below the qualification of the candidates taking examination. The persons with benchmark disabilities opting for own Scribe/Reader should submit details of the own scribe in a prescribed proforma.

- VI. There should also be flexibility in accommodating any change in Scribe/Reader/Lab assistant in case of emergency. The candidates should also be allowed to take more than one Scribe/Reader for writing different papers especially for languages. However, there can be only one scribe per subject.
- VII. Persons with benchmark disabilities should be given, as far as possible, the option of choosing the mode for taking the examinations i.e. in Braille or in the computer or in large print or even by recording the answers as the examining bodies can easily make use of technology to convert question paper in large print, e-text or Braille and can also convert Braille text in English or regional languages.
- VIII. In case, the persons with benchmark disabilities are allowed to take examination on computer system, they should be allowed to check the computer system one day in advance so that the problems, if any in the software/system could be rectified. Use of own computer/laptop should not be allowed for taking examination. However, enabling accessories for the computer based examination such as keyboard, customized mouse etc., should be allowed.
- IX. The procedure of availing the facility of scribe should be simplified and the necessary details should be recorded at the time of fitting up of the forms. Thereafter, the examining body should ensure availability of question papers in the format opted by the candidate as well as suitable seating arrangement for giving examination.
- X. The disability certificate issued by the competent medical authority at any place should be accepted across the country.
- XI. The word “extra time or additional time” that is being currently used should be changed to “compensatory time” and the same should not be less than 20 minutes per hour of examination for persons who are allowed use of scribe/reader/lab assistant. All the



candidates with benchmark disability not availing the facility of scribe may be allowed additional time of minimum of one hour for examination of 3 hours duration. In case the duration of the examination is less than an hour, then the duration of additional time should be allowed on pro-rata basis. Additional time should not be less than 5 minutes and should be in the multiple of 5.

- XII. The candidates should be allowed to use assistive devices like talking calculator (in cases where calculators are allowed for giving exams), tailor frame, Braille slate, abacus, geometry kit, Braille measuring tape and augmentative communication devices like communication chart and electronic devices.
- XIII. Proper seating arrangement (preferably on the ground floor) should be made prior to the commencement of examination to avoid confusion or distraction during the day of the exam. The time of giving the question papers should be marked accurately and timely supply of supplementary papers should be ensured.
- XIV. As far as possible, the examining body should also provide reading material in Braille or EText or on computers having suitable screen reading softwares for open book examination. Similarly online examination should be in accessible format i.e. websites, question papers and all other study material should be accessible as per the international standards laid down in this regard.
- XV. Alternative objective questions in lieu of descriptive questions should be provided for Hearing-Impaired persons, in addition to the existing policy of giving alternative questions in lieu of questions requiring visual inputs, for persons with Visual Impairment.
- XVI. As far as possible the examination for persons with disabilities should be held at the ground floor. The examination centres should be accessible for persons with disabilities.

Concessions by CBSE for Class X and XII Examinations :

Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations conducted by the CBSE and Standard Operating Procedure have been issued as a Circular in April 2019. A web link of the same is given under references.

https://www.cbse.gov.in/cbsenew/Examination_Circular/2019/5_CIRCULAR.pdf

Vocational Rehabilitation Centres for Persons with Disabilities :

Ministry of Labour and Employment, Govt. of India has set up 21 Vocational Rehabilitation Centres (VRCs) in the country at Agartala, Ahmedabad, Bangalore, Bhubaneswar, Chennai, Delhi, Guwahati, Hyderabad, Jabalpur, Jaipur, Kanpur, Kolkata, Ludhiana, Mumbai, Patna, Puducherry, Ranchi, Srinagar, Thiruvananthapuram, Una, and Vadodara. VRC at Vadodara is exclusively for the women with disabilities.

Services rendered to the persons with disabilities by the VRCs are as follows:

Interviewing adult persons with disabilities for knowing their personal, social, family, educational, economic and vocational background causing adjustment problems.



Evaluation of persons with disabilities to assess their physical efficiencies, measure their psychological strengths and weaknesses in respect of their intelligence, aptitude, areas of interest, psychomotor dexterity, personality traits and areas of adjustment to unfold their potentials.

Assessing the residual capacities, attributes, and functional skills of different categories of persons with disabilities.

Examination of the persons with disabilities by a panel of medical specialists to identify the degree of disability and functional capacities and suggest remedial measures.

Testing of the persons with disabilities on the job capabilities in different trades sanctioned under VRC's programmes such as Electronics, Electrical, General Mechanic, Radio & TV repair, Commercial Practice, Air-conditioning & refrigeration, Automobile, Cutting and Tailoring, Computer Applications, Wood Work & Chair Canning, Arts & Crafts, Screen Printing, Photography, Metal Trades, Secretarial Practice, Painting, etc.

Imparting workshop training to develop vocational adjustment in respect of their work habits, on the job sustainability, to ensure their job adjustment best suited to their strengths and weaknesses.

Providing assistance to persons with disabilities in the Centre for preparing their vocational plan for enhancing their levels of knowledge and skills suited to local job market needs and also assisting, guiding and motivating them for channelizing them towards self-employment.

Imparting non formal in-plant training and tailor made module based vocational training to Persons with Disabilities for skill building and making them employable.

Sponsoring and assisting the persons with disabilities to utilize the facilities of reservations against the seats in various educational/training institutions.

Sponsoring the persons with disabilities to the employers against vacancies notified to the VRCs and taking follow up action.

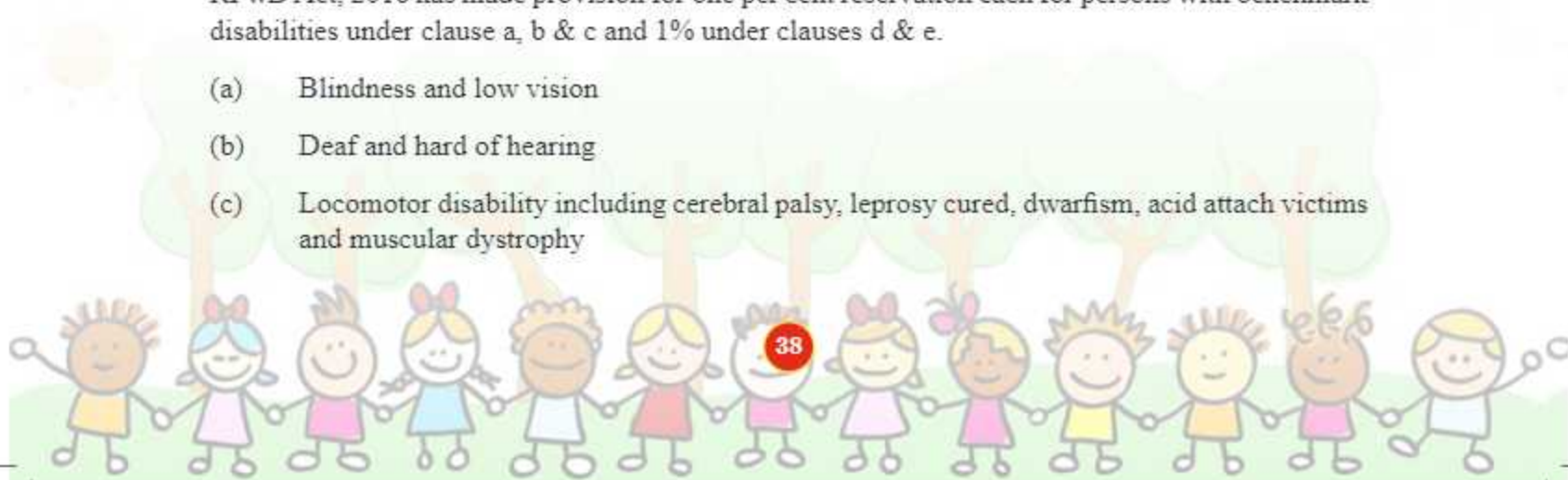
Recommending the persons with disabilities for grant of loans by the concerned financial institutions under differential rate of interest or setting up of different ventures under various self-employment schemes.

Reservation of Jobs for Persons with Disabilities :

RPwD Act (2016) under Section 34(1) provides 4% reservation in government jobs for persons with benchmark disabilities as per following break-up:

RPwD Act, 2016 has made provision for one per cent reservation each for persons with benchmark disabilities under clause a, b & c and 1% under clauses d & e.

- (a) Blindness and low vision
- (b) Deaf and hard of hearing
- (c) Locomotor disability including cerebral palsy, leprosy cured, dwarfism, acid attack victims and muscular dystrophy



- (d) Autism intellectual disability, specific learning disability and mental illness
- (e) Multiple disabilities from amongst persons under clauses (a) to (d) including deaf-blindness in the posts identified for each disabilities

Benchmark Disabilities for Reservation in Jobs

- a) Blindness and low vision
- b) Deaf and hard of hearing
- c) Locomotor disability including cerebral palsy, leprosy cured, dwarfism, acid attack victims and muscular dystrophy
- d) Autism intellectual disability, specific learning disability and mental illness
- e) Multiple disabilities from amongst persons under clauses (a) to (d) including deaf-blindness

Income Tax Concessions :

Concessions Under 80 DD of INCOME TAX Rules

The following section 80DD shall be substituted for the existing section 80DD by the Finance Act, 2003, w.e.f. 1-4-2004:

Deduction in respect of maintenance including medical treatment of a dependant who is a person with disability.

80DD. (1) Where an assessee, being an individual or a Hindu undivided family, who is a resident in India, has, during the previous year, -

- (a) incurred any expenditure for the medical treatment (including nursing), training and rehabilitation of a dependant, being a person with disability: or
- (b) paid or deposited any amount under a scheme framed in this behalf by the Life Insurance Corporation or any other insurer or the Administrator or the specified company subject to the conditions specified in sub-section (2) and approved by the Board in this behalf for the maintenance of a dependant, being a person with disability, the assessee shall, in accordance with and subject to the provisions of this section, be allowed a deduction of a sum of fifty thousand rupees from his gross total income in respect of the previous year:

provided that where such dependant is a person with severe disability, the provisions of this sub-section shall have effect as if for the words "fifty thousand rupees:" the words "seventy-five thousand rupees" had been substituted.

- (2) The deduction under clause b) of sub section (1) shall be allowed only if the following conditions are fulfilled, namely: -

- (a) the scheme referred under clause (b) of sub section (1) provides for payment of annuity or lumpsum amount for the benefit of dependant, being a person with disability, in the event of the death of the individual or the member of the Hindu

undivided family in whose name subscription to the scheme has been made:

- (b) the assessee nominates either the dependant being a person with disability or any other person or a trust to receive the payment on his behalf, for the benefit of the dependant, being a person with disability.
- (3) If the dependant, being a person with disability, predeceases the individual or the member of the Hindu undivided family referred to in sub-section (2) an amount equal to the amount paid or deposited under clause
- (b) of sub-section (1) shall be deemed to be the income of the assessee of the previous year in which such amount is received by the assessee and shall accordingly be chargeable to tax as the income of that previous year.
- (4) The assessee, claiming a deduction under this section, shall furnish a copy of the certificate issued by the medical authority in the prescribed form and manner along with the return of income under section 139, in respect of the assessment year for which the deduction is claimed.

Provided that where the condition of disability requires reassessment of its extent after a period stipulated in the aforesaid certificate, no deduction under this section shall be allowed for any assessment year relating to any previous year beginning after the expiry of the previous year during which the aforesaid certificate of disability had expired, unless a new certificate is obtained from the medical authority in the form and manner, as may be prescribed, and a copy thereof is furnished along with the return of income.

Travel Concessions :

Air

Air India provides 50% of basic fare of Economy class concession for persons with visual or locomotor disabilities having a valid disability certificate. This concession cannot be combined with any other concessional fare allowed by the Indian Airlines. Facilities such as wheelchairs, modified toilets, ramps, lifts etc are commonly available at the airports. However, facility of hydraulic lifts for lifting the person with disability with the wheelchair is available at major airports with certain airlines.

Persons with locomotor disability to the extent of 80% and above and are residents of India can avail the concession. Conditions falling under this category include cases of Paraplegia, Hemiplegic, Cerebral palsy, severe cases of Poliomyelitis, Kyphosis, Muscular dystrophies, and amputees.

Eligibility for travel concession for persons with visual impairment is total blindness and should be resident of India.

Further, Air India offers 50% of basic fare of on select classes to war disabled officers and their family members travelling at their own expense. For the purpose of concession, the family includes Spouse, dependent children between 02 and 26 years of age and dependent parents. Married children are not considered as part of family.



Table given below shows the concessions in fare by Indian Railways:

Type of Disability	Particulars
Blind	50% in AC 2-Tier and AC-First Class , 75% in Second, Sleeper, First AC Chair Car, AC3-tier classes of Mail/Express train fares; 25% in AC Chair Car and AC 3 tier class of Rajdhani/Shatabdi Express train fares; 50% in First and Second Class Monthly Seasonal Ticket.
Orthopedically Handicapped or Paraplegic Person	50% in Ac 2-tier & First Class, 75% in Second, Sleeper, First AC Chair Car, AC 3-tier class of Mail/Express train fares, 25% in AC Chair Car and AC-3-tier class of Rajdhani/Shatabdi Express train fares; 50% in First and Second Class Monthly Seasonal Tickets.
Deaf Person	50% concession in Second, Sleeper and First Classes of Mail/Express trains; 50% concession in First and Second Class Monthly Seasonal Tickets.
Intellectually Disabled Person	50% in AC 2-tier and AC First Class, 75% in Second, Sleeper, First AC Chair Car, AC 3 tier classes of Mail/Express train , 25% in AC Chair Car and AC 3-tier classes of Rajdhani/Shatabdi Express train fares; 50% in First and Second Monthly Seasonal Ticket.

Bus Concession

While some of the States issue free bus passes to the persons with disabilities with escorts for journey in the city and in the suburban areas in State Govt. run buses, other States allow them to travel free on production of a valid certificate.

Reservation in all types of dealership agencies of the public sector oil companies

Ministry of Petroleum and Natural gas has reserved 7.5% of all types of dealership agencies of the public sector oil companies for persons with disabilities /government personnel (other than defence personnel) disabled on duty/widows of government personnel (other than defence personnel) who die in the course of duty.

Concessional telephone connection - Rental rebate :

Concessional telephone connection with rental rebate of 50% of the normal rental is provided by MTNL and BSNL to the persons with Blindness.

Postage Concession :

Payment of postage, both inland and foreign, for transmission by post of Blind literature packets is exempted if sent by surface route only. If packets are to be sent by air, prescribed air mail charges should be paid.

Custom concession :

The Central Government exempts specified goods such as Braille writers and Braille writing equipments, canes, clocks and watches, wheelchair, hearing aids, etc when imported into India by a person with disability for personal use.

Provisions for Employees Having Disabilities :



12 days Casual Leave in a year, special allowance of Rs.1000/- per month for child care, higher transport allowance at double the rates, education allowance for children having disabilities for persons with disabilities employed in the Government are some of the facilities.

Grievance redressal through Office of Chief Commissioner or the State Commissioner :

Every Government establishment shall appoint a Grievance Redressal Officer for the purpose of section 19 of RPwD Act, 2016 and shall inform the Chief Commissioner or the State Commissioner, as the case may be, about the appointment of such officer. Any person aggrieved with the non-compliance of the provisions of section 20, may file a complaint with the Grievance Redressal Officer, who shall investigate it and shall take up the matter with the establishment for corrective action.

Equal Opportunity Cell at HEIs :

Equal Opportunity Cells at HEIs implement the provisions of the UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2012 and further amendments from time to time and follow the procedure as mentioned therein. The objectives of the Equal Opportunity Cell are to safeguard the interests of all the students without any prejudice to their caste, creed, religion, language, ethnicity, gender and disability so that the equality is promoted among all the sections of the students without prejudice to their belonging to any social group. The Equal Opportunity Cell oversees the effective implementation of policies and programmes for disadvantaged groups, provide guidance and counselling with respect to academic, financial, social and other matters and enhance the diversity within the HEIs.

Conclusion :

Inclusion without special concessional provisions is difficult to achieve. Therefore, various concessional provisions made in the Law have been elaborated in detail. The readers can update and further enhance their knowledge by going through the material available on the websites as mentioned under the references.

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CHAPTER 06

Role of Stakeholders in Inclusive Education for CWSN

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Abstract

Inclusion is all about including all the diversity of caste, creed, gender, race, disabilities etc. together and feel them equal for their basic rights. In education, involvement of Stakeholders leads the child to excel in the same while for inclusive education, participation of all the stakeholders is necessary. Without them, implementation of the Inclusive Education system is like Earth without oxygen. In today's scenario, the system is trying to include some stakeholders but somewhere lacking in their capacity building. Of course the NEP 2020 talks about early identification of disabilities, but we should keep in mind that some most evident disabilities are identified in later stages of life, hence partnership between parents and school is very important. It is also very necessary to listen to their concerns and suitably work upon it. This chapter talks about the importance of these stakeholders in inclusive education and how we can make them eligible to participate in it with full capacity to make this system successful.

Key Words: Person/Children with Disability, stakeholders, Adapted curriculum, inclusive education, attitude, multi sensory approach, knowledge, skills.

Introduction:

In the life of a child there are various stakeholders like parents, teachers, HOS etc. who play an important role to give direction to her/his life either in positive or negative way. As we know preschool and school education is the component of a person's life which decides the whole future of the same. If we want our nation to progress efficiently, it is very necessary to make an education system such that it produces skilled human resources and global citizens. Inclusive education was first introduced in India by NEP 1968, which was further ensured by enforcing Right to Education, 2009 and now in the recent national education policy 2020, it has again emphasised. But, the



irony is that after thirty four years we are still struggling to implement an inclusive education system in it's true sense for children with disabilities. There are many factors responsible for these unsuccessful attempts. In a successful education system, whether inclusive or general, it is crucial that all the stakeholders are involved in it and participate like a team.

In this chapter we are going to discuss the role of these various important collaborators of the children with disabilities one by one as well as key points which may lead to make inclusive education successful.

Parents:

Parents are the most important stakeholders in the learning process of the children. They are the first teachers for a child without this basic learning, Teachers find difficulty in teaching and learning. The connection between parent and child depends upon the gender, race, outer appearance, after that ability and talent of the child. Data interprets that there are a lot of parents or one of the parents, who left their child after being informed about gender, outer appearance or disability.

Whenever a special child born in a family, the family or most importantly parents go through five stages of grief (Kubler-Ross Model):

Denial → Anger → Bargaining → Depression → Acceptance

Based on the above model and as per observations, teachers come across different types of parents, particularly of special needs children. Some major types are given below:

Type of Parent	Not Accepting Disabled Child	Not Accepting Disability	Ignorant	Accepting Disabled Child	Accepting the child with Special Needs
Features	Researchers talk about the reason behind this is gender while disability hammered one more nail into this attitude.	In this, parents don't consider their child disabled at all and have the same expectations as they have with other regular siblings.	In this, parents neither have any expectations from the child nor do they make any special efforts for the special needs of the child.	In this, parents are more sympathetic and overprotective towards their child due to which they give minimal opportunity for exploration and development.	In this, parents are empathetic toward their child. They provide need based support to their child. They strengthen the strength of the ward and provide ample opportunity for exploration and development.

Along with the above mentioned model it is evident from research that some other factors are also associated with the parental negative or positive attitude. These factors include: Financial condition of the family, Education of the Parents, Culture and most importantly, awareness for rights and concession for Persons with Disabilities.



Why do we need to counsel them?

Many researches across Europe, Africa and Asia come to the conclusion that parental involvement leads to decrease in inequality and discrimination experience by children in their day to day life, increase in social interaction, confidence and academic performance especially in the case of differently abled children. If a school has positive relations with parents, it will enhance the interests of a child in getting education despite the educational and financial background of the parent.

Hence, it is very much necessary that parents feel that somebody is there who is empathetic listening to her/him and welcomed in school premises. S/he must realise the value of education for their child. If a child sees her/his parents being respected in the school, s/he will try to build a warm relation with school also. It is also observed that whenever parents get authentic information about the rights and concessions for children with disabilities, they show better acceptance for the child which in the long run turns into a positive relationship between parents, child and teachers. While talking to parents, the teacher must have patience, keeping in mind the Kubler-Ross Model of stages of grief and try to uplift the stage forward.

How can they help our children

1. Early Development
2. Early identification
3. Certification of Disability
4. Follow up physical and mental activities.
5. Rehabilitation

Case Study: Mr. Singh was appointed as Special Education Teacher in a school and interacted with a child named Yash with locomotor disability less than forty percent. Mr. Singh started to work on academics as per the syllabus of his class but very soon he came to know that there are some issues with the IQ too. Mr. Singh immediately talked to Mr. Prasad i.e. parent of Yash and asked him to go for an IQ test. But Mr. Prasad denied by saying that Yash is doing very well at home. After several efforts by SET, Mr. Prasad was convinced to do an IQ test of his ward which confirmed that he is having mild intellectual Disability.

After that Mr. Prasad approached the School to change the subjects of his ward. Due to which Yash passed the board exam conveniently. Now, Mr. Prasad encouraged him to go for Paralympics also, where Yash is doing extremely well at State level.

Parent Support Group

As mentioned above, socio-economic and educational background also plays a significant role in overcoming and accepting the special needs and ability of a child. One step ahead of this, some well aware and proactive parents come ahead and made group to help differently abled children and their parents to provide different facilities like *counseling of parents and child, early identification of disability, different types of therapies like physiotherapy, occupational therapy, speech therapy, Special Educator and Education for children, Rehabilitation, sometimes financial help for the treatment of children* and much more. In Delhi there are lots of Parent Support Group like “ASHA



hai” autism school, “Amrit Foundation of India”, “Inspiration Ever Forward” for Children with Intellectual Disability, “Shristi Parent Support Group” etc. which are doing extraordinary work for the benefit of students with special needs.

During recent pandemic, some parent group come ahead and form some whatsapp group like VOICE (Voice of Parents for Inclusion, Care and Empowerment of Children with Special Needs), which provide teaching strategies and therapies techniques to the parents by which they were able to do it for their child during lockdown, likewise one more social media based parent support group is SCAN (Special Child Assistance Network) which is actively working on facebook. It provides easy to do activities and live call facilities for children with special needs. (Report by Liffy Thomas, 05th Dec. 2020, The Hindu)

How can they help our children

As we have evidence from the research, if parents get to know about the job opportunities for their children, they start to be involved in the school activities and become interested in the education of the children. While most of the Parent Support group provide vocational rehabilitation for the differently abled children, these skilled persons get chances of better job prospects. In addition to this, these PSGs also organise programs for the awareness of rights and various schemes for persons with disability. Thus, it is very important to inform parents about these Parent Support Groups so that they can play a major role in human resource development for the nation.

School Management Committee

Under Right to Education Act, 2009, there was an organisation School Management committee for each school. It consisted of MLA or MLA representatives, Social Worker, Active and selected Parents of students of school by voting, Head of the School and School SMC incharge. In recent years, SMC has played a significant role in maintaining transparency in the utilisation of government funds, implementation of central and state government policies, upliftment of school enrolment, reaching out to the dropouts, infrastructure as per the need of students and say of parents.

As per NEP 2020, the enrolment of children with disabilities primary level is 1.1% while decline to 0.25% at higher secondary level, this decline is furthermore in the case of female differently abled children. Although the reasons behind this decrease are many but mainly due to lack of awareness among parents.

How they can help our children

Due to awareness and training programs of SMC members, it helped us to tackle many problems like high dropouts, low literacy rate, low enrolment of students especially girl child etc. SMCs either have no or very little awareness about inclusive education and children with special needs. Many researches have depicted that there are lots of cases of severe disabilities where parents don't admit them to school due to which they could not include in the statistics of national survey. In many cases, due to the non acceptance attitude of the parents, persons with disability don't get themselves enrolled in the disability category due to which these children could not get suitable interventions and rehabilitation on time.

Hence, it is very much necessary to conduct well versed training and awareness programs for SMC members, for the success of inclusive education which will eventually educate parents to enroll children with disabilities in the school system. Due to this, special education teachers will need not be involved in programs like rallies, admission drives, nukkad natak etc. and they will allocate



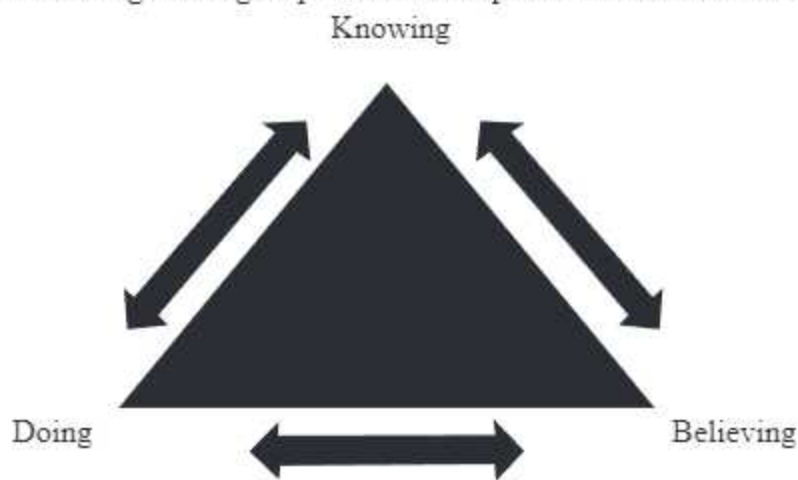
this time for their students. An aware SMC can play a very important role, to create an inclusive community in many more ways.

Teachers

Teachers are the important stakeholder to make an inclusive education system successful. Many researchers state that teachers feel unprepared for heterogeneous groups in the classroom and find it difficult to cope up with their abilities and hence unwilling to accept students with special needs in their classrooms. There is a positive relationship between the attitude and competence of teachers to accept diversity in their classroom. The general teachers kept themselves away from the special needs education due to lack of exposure of persons with disability, lack of adequate knowledge and skills which ultimately leads to negative attitude towards children with disabilities. When a learner feels that there is somebody in the system who is empathetic towards her/him, listens to her/him, makes efforts to bring her/him up, students love to come to schools despite many obstacles. It is also being noticed that teachers who have a positive approach towards inclusion have better pedagogical skills than other teachers.

Need of regular orientation

Like parents, teachers also go through a process to accept and work in inclusion.



Many international studies depict that teachers who receive regular in-service training regarding inclusive education become more positive towards the same and showed better competency, efficacy in teaching skills and willingness to accommodate more diversity in their classroom. Inclusive education system cannot be successful without a positive attitude of teachers towards inclusion while failure of inclusive set up will strengthen the negative attitude of teachers towards inclusion.

Hence quality training programs along with regular awareness programs for inclusivity are very necessary for the nation as we all know the benefits of inclusive education. These orientations must be in continuity while resources and support must be provided to teachers in school set up.

Case Study: A child named Shruti took admission in the class of Ms. Chauhan i.e. KG. She screened the child as Child with hearing impairment. She immediately called the mother of the student and understood the background history of the child. As she was having some knowledge about inclusive education via in-service training and liked the concept of inclusion. She started working towards involving the child equally in classroom activities. First she started to learn basic



sign language so that she could communicate with her and identify a buddy for her. She aware other students about the special needs of their classmate. She also made some significant changes in her teaching pedagogy. The child really likes to come into the classroom, interact with other classmates and participate in every activity of the school.

With the collective efforts of Teachers, special education teacher, peers and parents, Shruti is representing herself on many platforms and doing extremely well in academics.

Head of School/ Principal

It is very evident that by observing a classroom without a teacher, we can learn about the class teacher. Likewise by observing the culture of the staffroom, we easily learn about the attitude of the head of the school towards the education system. For organizations to be successful, managers must become leaders who can inspire, motivate, innovate in advance, and collaborate to get extraordinary results. As the world is full of diversity and for the school staff this diversity becomes evident much more as every teacher is proficient in her/his subjects and each one is having her/his perspective, which s/he communicates very efficiently to others. The head of the school has to counter different types of reactions of these educators towards inclusive education. For the success of inclusion, HoS has to take hold of the negative situations and convince her/his subordinates to have a positive attitude towards the education of all students.

All the leaders are not born with the skills of leadership but learn by training or experience. For the success of inclusion, in addition to leadership qualities, it is very necessary for a principal to have adequate knowledge about new policies, rights and concessions for the children with special needs. For this, regular training of the heads of the institutions is very important to enhance leadership skills and understanding of the programs to be implemented in school for the benefit of children. These trainings should be scheduled in a decent manner so that it should not be overlapped with other programs and they have enough time to implement these programs in her/his institution. It is also very important to listen and understand the concerns and reflections of the HOS by the higher authorities to improve the planning of policy implementation.

Case Study: Ms. Gupta transferred to a school as HOS, where she observed that three students who were having disabilities failed in class IX. She called the Special Education Teacher and asked the reason behind and understood that due to the negative attitude of the previous HOS and Examination Incharge, students were not able to get their rights of scribe facility and subject flexibility. She immediately called the parents of the wards and convinced them to change the subject as per the CBSE norms. She also directed the Special Education Teacher to make a file for the approval of subject change and scribe facility to the student having visual impairment. She also took part in various activities organised by the SET, which helps the other staff members including assistant staff aware about Children with special needs. She also encourages equal participation of CWSN in almost all the events of the institution. All efforts resulted in that all the students with disabilities not only passed the exam of class IX but also class X. Now the students are studying in class XI and doing very well in academics as well as other co- curricular activities.

Conclusion

Inclusion is a philosophy that brings students, families, educators, and community members together to create schools based on acceptance, belonging, and community. Inclusionary schools welcome, acknowledge, affirm, and celebrate the value of all learners by educating them together



in high-quality, age-appropriate general education classrooms in their neighbourhood schools. (Salend, 2005, p. 36). For the success of an inclusive education system, the proper participation of each stakeholder should be included. But before inclusion of these important stakeholders, their regular awareness, orientation and training is important so that they start believing and find themselves willing and comfortable in it for the benefit of the center of this system i.e. a child.

Checklist

This checklist is about how much you and other stakeholders are prepared to participate in an inclusive education system and on which parameters and for whom you need to work upon?

S.No.	Stakeholders/Parameters	Parents	SMC	Teachers	HOS	Other Staff Members
1	Do they know about broader types of disabilities?					
2	Do they know about how to get a Disability Certificate?					
3	Do they know about UHID no.?					
4	Do they know about the RPWD Act, 2016?					
5	Do they know about accessible infrastructure?					
6	Do they know about the rights of CwD in the school?					
7	Do they know about the rights of PwDs after school?					
8	Do they know about their rights?					
9	Do they know about the concessions provided for CWSN by CBSE and the Directorate of Education?					
10	Do they know about the concessions provided by the state government and central government for PwDs?					
11	Do they know about their roles and duties?					
	Total					



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CHAPTER 07

Creating an Inclusive Classroom

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“If a child can't learn the way we teach, may be we should teach the way they learn”

-Ignacio Estrada

Abstract

As per UNESCO 1 billion people having disabilities in world and around 80 percent people with disabilities living in developing countries. 22.5 lacks Children with Special Needs and only 28,535 special educators are available. 1,61,608 Rehabilitation Professionals are registered under Rehabilitation Council of India (RCI) as on December 2020. 4.35 lacks general teachers are trained to deal Children with Special Needs. The number of disabilities increases from 7 to 21 as per RPwD Act 2016. Education is a fundamental right of each and every child including children belonging to diverse backgrounds in India. Students diversities of 21st century classroom highlight the need of implementing curricular framework that foster instructional strategies and inclusive practices suitable for every child in the classroom. Teachers needs to learn the strategies to cater the needs of diversified groups of learners including Students with Special Needs. This chapter highlights how to create an inclusive classroom for successful inclusion of Students with Special Needs.

Key Words: Inclusion, Inclusive Classroom, Students with Special Needs, Rights of Persons with Disabilities Act 2016, Teachers



Introduction

"Inclusive education is a system of education where students with special needs including disabilities are educated in neighbourhood schools in age appropriate regular classroom settings with non-disabled peers & are provided with supports & instructions that meet their individual needs". Inclusion is the acceptance of all people regardless of their differences. It is about appreciating people for who they are because even though we are all different, we are one. It includes people from various disadvantageous categories such as- SC, ST, minority, students with disabilities, etc. Inclusion allows people to value differences in each other by recognising that each person has an important contribution to make to our society. Provision of inclusive education involving students with disabilities is based on the belief that those with disabilities should not have to depend on specialised services alone, to benefit from educational resources, activities and practices that are otherwise available to all. Inclusivity is maintained when all members of a group are able to participate in its activities, which means, provisions made are considerate of all members and not just those from specific groups or, with special abilities, disabilities, and/or needs. As members of a group or a community, all have equal rights to participate; the practices and services must thus be inclusive of all. This right is also upheld by the Indian Constitution, which assures all Indians the right of Equality of Status and Opportunity. Thus, while it is the responsibility of the society and community to involve and treat all its members as equals, the Indian Constitution also guarantees provision of equal access to opportunities. The Right to Education (RTE) Act (2009), which makes elementary education a fundamental right of *every* child, is of great significance to the government as well as private schools. Our schools and classrooms need to reflect this social, constitutional and legal right of every child to be included in the educational processes and practices.

"Inclusive Education" means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities; -*RPwD Act 2016*.

Principles of Inclusive Education

Access

Equity

Participation

Empowerment

Quality

Affordability

Accountability

Equality means providing everyone similar opportunity.

Equity means providing everyone what is needed.

"Fair doesn't mean giving every child the same thing. Fair means giving every child what they need."



Equality



Equity



Accessibility



Accessibility is giving equitable access to everyone along the continuum of human ability and experience.

Diversity is all the ways that people are different and the same at the individual and group levels. Even when people appear the same, they are different.

Barriers in Inclusive Education :

Teachers' attitude

Lack of acceptance by regular peers

Lack of adequate support from parents

Rigid curriculum




Inaccessible environment

Lack of support of school management

Lack of skilled teachers to teach with children with disability

Lack of teaching aids and equipment

LEARNING STYLE & PREFERENCES - Information enters our brain three main ways: sight, hearing and touch, which one we use the most is called our Learning Style.

Type of learning Style	Key Ability	Learn from..	Likely Professions
 Visual learning Style	Visual Memory and Visual perception	Images, Pictures, Graphs, Maps, Diagrams, etc.	Graphic designers, Photographers, Architects, Advertising, etc.
 Aural Learning Style	Auditory memory and Auditory Perception	Discussions, Debates, Lectures, Audiobooks, etc.	Counsellors, Media Program Anchors, etc.
 Kinesthetic Learning Style	Learning through doing.	Demonstrations, experiments, Role Plays, etc.	Carpenters, Athletes, Physical Therapists, Mechanics, etc.

Today's classrooms are having diverse range of learners. If teacher uses a single teaching strategy then students having different needs may not be benefitted. Every child is unique in its own way. But the system tries to deal everyone in similar manner. Rigid examination system focus more on grades/marks. Teacher's role is shifted from teacher centric to students centric. Howard Gardner proposed this model in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*. He proposed 08 major types of intelligence. Students with Special Needs found good in many of these areas.





Preparing Schools for Inclusion of Students with Special Needs.



GUIDELINES FOR TEACHING STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE CLASSROOM

Visual Impairment

- Reserve a seat in the front row of the classroom.
- When speaking with the Visual Impairment child specifically, address her/him by name.
- Modify/adapt assignments in braille.
- Provide students with tactile graphs and diagrams.
- Consider alternative assignments.
- Use educational aids like talking books, tape-recorders, computers with software's etc.
- Use of color, contrast and texture.
- Minimize noise so that students with VI can hear you speak.
- When speaking, face the class.
- Assign a peer to provide help or assist when needed
- Use real objects to allow the student to learn and experience through touch
- Provide students with tactile graphs and diagrams where available
- Use verbal expressions to go with facial expression in class.

Hearing Impairment

- Focus on development of language, communication and concepts in students with HI.
- Use assistive device where available, to facilitate teaching-learning in the classroom.
- Arrange the classroom so that students can see each other, e.g., organizing the class in a circle or semicircle allows all students to see each other.
- When showing diagrams, pictures etc., use slower speech so that the HI child can follow your expressions and also look, study the illustrations.
- Use shorter sentences, clearer speech.
- Associate words with real objects, pictures
- Use pictures, real objects, real experiences, dramatization, and activities.
- You can write key points on the board or chart.
- When utilizing group work, make sure that the student with HI can follow all the group members' discussions.



- Develop communication amongst children through play activities.
- Organize groups in smaller numbers.
- Remind the group members to take turns in speaking to allow the student with HI to follow and participate with all.
- Encourage children to develop communication strategies so that they can get into the style of students with HI.

Physical Disability

- Make the classroom accessible.
- Alternative modes of communicating such as audio recorder, or support for note taking, gestures, pictures, computers may be used.
- Provide accessible seating and a table in the classroom.
- Make writers available for written work and for tests and exams.
- Give additional time for completing assignments/ exams.
- Provide a supportive and welcoming environment by sensitizing other students and creating a sense of responsibility in them.
- Children should be comfortably seated and with proper posture.
- Free movement of students within the class must be ensured.
- Students can be shown pictures or other visual cues, concrete objects, a few at a time, for better understanding.
- Audio books, daisy books or books on computer, as found suitable, can be used for reading. Alternatively, a peer can read aloud to the child.
- Make use of computers for teaching learning, if possible.
- For children with problems in writing, modified (large grip) pencils may be provided.
- For assessment, have students present the material orally or if required, with the help of a scribe. Use objective type, multiple type questions using yes/no or true/false answers
- Peer support and/or group work will help in performing various activities like studies, eating, moving around and also sports activities.
- Plan alternatives for athletic or cultural activities to encourage participation of all students.
- Repeat instructions and recheck after student completes one or two exercises.
- Mathematics can be taught using concrete objects, matching, sorting and identifying exercises.



- In teaching language, written outline, graphics and pictures to support text are helpful. The student may repeat by mumbling to himself/herself. This helps in better grasp.

Intellectual Disability

- Involve the Student in class.
- Facilitate him/her
- Relate class concepts to his/her life.
- Allow him/her to ask questions and offer constructive criticism.
- Stimulate further relevant discussion.
- Don't allow him/her to get distracted – stay “on-task”
- Provide resource room facility wherever required
- Move from simple to complex.
- Teach from concrete to abstract
- Teach from known to unknown.
- Teach from whole to part.
- Analyze the task. Teach one step at a time.
- The appropriate rewards to strengthen the behaviour
- Generalize the skills taught in one setting



Source-Index for Inclusive Schools, NCERT

Current Trends in Teaching Students with Special Needs in Today's Inclusive Classroom :

- Computer aided technology
- Multimedia and customised software
- Adaptive aids and equipment
- Tablets and Digital smart boards
- Collaborative teaching
- Individualized Educational Programme (IEP),
- Differentiated instruction (DI)



- Enquiry based and flexible curriculum
- Classroom accommodations and modifications
- Universal Design for Learning (UDL)
- Positive Behavior Intervention Support (PBIS)
- Response to Intervention (RTI)
- Art Integrated Learning
- Cross Curricular Pedagogical Approach
- Gentle Teaching
- Twice Exceptional
- e-content guidelines for CWSN developed by MoE
- e-learning platforms such as *DIKSHA, SWAYAM and SWAYAMPRAKHA, E-Pathshala*
- Virtual Labs
- Digital Library

Conclusion :

Diversity among learners has become a known fact. And all teachers; both general and special educators alike must embrace and promote inclusivity and an education for all. Challenging and daunting it may sound but teachers with broadened understanding and knowledge both at the theoretical and practical front regarding inclusion, strategies like UDL, differentiated instructions etc. would be able to realise true inclusive classrooms with equal opportunities for all students to experience success.

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CHAPTER 08

Curriculum Adaptation for Students with Disabilities

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“Since there is no single set of abilities running through human nature, there is no single curriculum which all should undergo” -John Dewey

Abstract

The curriculum adaptation is one of the important element for implementing inclusive education in schools. This article highlights the legislative provisions mandating the need of flexible curriculum, principles and strategies forming the base for accommodations and the matrixes helping to make necessary curricular decisions. The disability specific adaptations and modifications in curriculum at the input, process and product level; and the assistive devices which helps the children with disabilities to have meaningful learning experiences are discussed briefly.

Key Words: Curriculum adaptation, Accommodation, Modification

Introduction :

Human beings have some universal basic needs and their fulfilment are essential for their satisfactory existence, like physical needs of food, shelter, clothing, social needs, need of education, employment, individual freedom and ability to participate in the social activities. To realize these needs of citizens, Indian constitution was amended (86th amendment) in 2002 and education was made a fundamental right. The Right of Children to Free and Compulsory Education Act paved the way for its implementation.

This constitutional provision implied education of the children with disabilities as an essential responsibility of the government. India is also a signatory of United Nations Convention on the Rights of the Persons with Disabilities (UNCRPD, 2008). The prime aim of it is to promote, protect and ensure the full and equal enjoyment of human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity.



Earlier to UNCRPD, the Salamanca Framework for Action-1994, the Dakar Framework for Action, 2000 and the Biwako Millennium Framework for Action, 2003 identified and mentioned, Inclusive school and Inclusive education as a key strategy for achieving the goal of “Education for all”, including children with disabilities.

Indian government proved its commitment by amending the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 in concordance with UNCRPD and now known as The Rights of Persons with Disabilities Act, 2016. This act mandates the development and progress of any nation is determined by the nature of education being imparted. The Sustainable Development Goals-2030, included quality education as of utmost importance. The presence of all learners in the mainstream schools, irrespective of their disabilities, does not ensure the inclusive education; unless it is individualized as per the child’s need.

Therefore, it becomes important to provide education to the learners as per their interest, aptitude and need. It reminds us that same curriculum and same method of teaching does not fit for all learners. We need to adapt the curriculum as per our learners. The presence of all learners in the mainstream schools, irrespective of their disabilities, does not ensure the inclusive education; unless it is individualized as per the child’s need.

Understanding Curriculum :

Curriculum is a planned written document, stating the meaningful experiences that students should receive through various activities, inside and outside the school, to develop certain knowledge, skills, attitudes and beliefs. It is more than the content of the various academic subjects to be imparted. It is designed to educate children of specific age in a particular society. It helps teachers to plan their instructions.

According to Bartram, Fotheringham and Harley 2000: Curriculum is a plan which is written in a document and reflects the knowledge, skills and attitudes that any society chooses to pass on to their children. Prof. William Davis defined it as “a systematic organization of instructional content and related activities designed to provide students with a sequence of meaningful learning experiences”.

Curriculum development is an ongoing process. Curriculum should be adaptable and applicable to different subjects and situations. In other words, it should be dynamic to meet the problems of the students. The teacher plays a primary role in identifying and designing appropriate curriculum for their students. The goals of the curriculum are reflected in the educational objectives mentioned in it. Any activities or programmes which complement the learning experiences of students in schools are also included in curriculum as co-curricular activities.

Based on the approach of designing curriculum, it may be teacher centred, child centred or subject centred.

Allan Grathon(2000), as cited by Bilbao et al.(2008) described curriculum as seven type:

- Recommended Curriculum - curriculum given by any national or government /apex body
- Written Curriculum - lesson plan / syllabus written by teachers
- Taught Curriculum - Instructions/ Activity carried out while implementing written curriculum
- Supported Curriculum - Any instructional material which assist in implementing written curriculum



- Assessed Curriculum - Any exams/quiz/ series of evaluation
- Learned Curriculum - Curriculum indicating students actual learning
- Hidden Curriculum - Unplanned/ unintended messages communicated to the students in the school

The National Curriculum Framework and Inclusion :

- In order to evolve national system of education, NPE-1986, suggested having a National Curriculum Framework. This NCF helped in bringing flexibility and new approach to the learning process. It was subjected to revision, time to time, with the aim of bringing improvement in the system. The NCF-2005, published by NCERT, signifies the need of developing the curriculum which provides inclusive and meaningful experiences for children. It emphasized on the need of Inclusive curriculum for diverse learners.
- In the National Curriculum Framework-2005, it is stated that “A Policy of inclusion needs to be implemented in all schools and throughout our education system. Need is to ensure the participation of all children in every sphere of their life, in and outside the schools. Schools need to become centres that prepare children for life and ensure all the children, especially the differently able.....” “While planning for activities, teachers must ensure the participation of all, including children with disabilities, who may need assistance or more time to complete their assigned tasks. This would also mark the effectiveness as a teacher.” (NCERT, 2005)

The Main Features of NCF-2005 :

- Learning should be child centric, enjoyable, leading to holistic development. Curriculum should be flexible to suit the needs of every learner; helps in constructing knowledge and permit active participation of learners. It should reduce the burden on learners and ensure quality education.
- Curriculum should connect knowledge to life outside the school; take learning away from rote methods; be enriched beyond the textbooks and make committed to democratic values of justice, equality, secularism
- The examination system should be flexible and non-threatening.
- Curriculum planning should be based on the fact that reading, writing, listening and speaking contribute to child's progress in all curricular areas. So focus on language as an integral part of every subject. Curriculum should develop proficiency in multilanguage. For this learning should build sound language pedagogy of native language.
- Mathematics should develop focus on developing skills to think, reason out, analyze, visualize abstraction and solving problems.
- Teaching of Arts to be interactive and must develop skills of creative expressions through its different forms. Education for health, physical education, peace and work should be included.
- It has recommended that inclusive schools for learners with special educational should make appropriate modifications in the content, presentation and transactions strategies, teacher training and developing learning friendly evaluation procedures. Every school should implement the policy of inclusion and treat all students with equality, respect and dignity. It should provide equal opportunities for participation, protect and realize the rights of students and provide flexible and accessible curriculum to all students. The teaching learning process



should meet the specific needs of every student. Teacher's should work in collaboration with other fellow teachers and organizations to provide education to all children.

UDL (Universal design to learning) UDL is an approach to design curriculum with the incorporation of instructional goals, teaching methods, teaching learning materials, and assessments that are flexible enough to accommodate individual differences. Meyer and Rose (2005) stressed on building the UDL on the premise that barriers to learning occur in the accessing the curriculum they are not inherent solely in the capacity of the learner. UDL reflects shift in how educators look at individual differences. **It has focussed on the need for a curriculum that can be adapted as per students need rather than requiring learners to adapt to an inflexible curriculum.**

Inclusive Curriculum :

- Inclusive curriculum development should be a continuous process and closely intertwined with inclusion of students with special needs.
- The curriculum should have a universal appeal so that it can be taught to differently able learners.
- Inclusive curriculum is an approach based on the competencies with the aim to get progressive opportunities.
- Inclusive education should ensure both equity and quality. The integrated curriculum includes different forms and types of learning.
- Inclusive curriculum provides experiential learning, students input and self and peer evaluations.
- Inclusive curriculum should be innovative and disciplinary in approach to groom the students productively

Curriculum Adaptation :

The inclusive classrooms have diverse learners. To ensure the participation of each learner, it becomes essential to make curriculum accessible. For this, the changes may be done in the content, curriculum transaction, in the evaluation process, in the activity , in the learning material or/ and in the teaching learning environment.

The changes made to provide students meaningful experiences, at any level of curriculum, is termed as curriculum adaptation. It is an ongoing process, where content and transaction methodologies are re-examined to find alternate ways for students to achieve the required competences.

Curriculum is adapted only after having developed a complete profile of the child's individual needs. The nature of disability the child has, its complexity, symptoms, the intellectual, social and physical strength and limitations, these all should be kept in mind

In few conditions, you may need to make changes for necessary accommodations while in other case, modifications may be required. Accommodation and modifications serve as two separate kinds of curricular adaptations. It enables the teaching team to welcome learners of all abilities and ensures that every student is challenged to learn. It should meet the objective of providing opportunities for all students to actively participate in learning activities. Adaptations are not intended to lower the educational standards rather to make learning accessible for all learners and prevent any form of exclusion in the educational process.



Accommodations :

Adaptations which is not changing or affecting the work standards and does not either lower the expectations at instructional or assessment level is termed as “Accommodations”. It generally involves adjustments to be made in the material, curriculum or in educational environment to accommodate specific need of the students and to increase their participation in achieving educational goals.

According to NCERT, 2015, Accommodation refers to adjusting assessments, materials, curriculum or classroom environment to accommodate a student's needs so he/she can participate in and achieve teaching-learning goals.

Some examples of accommodations made in the inclusive setup :

- Use of audiobooks/ audiotapes or electronic texts to assist children with reading difficulties
- Use of advance graphic organizers to take notes and comprehend the classroom teaching
- Use of speech recognition softwares/ text to speech and speech to text softwares
- Access to computer for written assignments (spell check, idea generator, word prediction)
- Graded assignments
- use of Preteach-teach- Post teach strategy for developing concept and vocabulary

Modifications :

Few students in the class may not be able to access the curriculum as their functional levels are below their grade level. There may be need to alter curricular goals, lower the standards or lesser expectations from them. Such changes are termed as Modifications. The children with multiple disabilities, cognitive and intellectual disabilities, face difficulty in accessing the curriculum and may require some specific modifications. It may not be required for all subjects and all times. It is a timely intervention and not a permanent or long term solution.

ACCOMMODATION	MODIFICATION
Accommodation refers to the changes made in the teaching strategies, assessment and evaluation methods, support and services required by student to access curriculum and / or to demonstrate learning	Modifications are referred to the changes made in the learning outcomes which are generally below the age/ grade level in which the student is placed
Do not alter the expected learning outcomes for the grade level for the given curriculum	Alter the grade level expectations on a given curriculum for the student
Accommodations can be done at the infrastructural/environment, organizational, academic, evaluation or other levels	Modifications are limited to mostly academic and modified program may also require accommodations
Accommodations are done for students of any grade.	Modifications are done mostly for students in elementary grade



Accommodations made for a student usually benefits to all other learners in a class. For example: Significant words underlined and bolded for a child with learning disability proved helpful to all learners	Modifications has limited applications for grading purposes. Significant modifications may lead to the compromising of the course
It reduces or removes the barriers in accessing the education and increases the opportunities for success	It changes the expected outcome of learning for an individual. The changes may be in the complexity or in the number of outcomes

Characteristics of Curriculum Adaptations :

i) Any adaptation done is said to be effective, if it FLOWs:

- Fit into the classroom environment
- Lend themselves in meeting individual students needs
- Optimize understanding for each student
- Work well with the activities planned for the lesson

ii) Adaptations are generally carried out at three levels: Curricular, Instructional and Ecological

- **Curricular** - adapt what is taught. The content may be **simplified** for difficulty level and with fewer objectives. It may be **supplemented** with additional processing , social or communication skills along with the general curriculum or may provide **alternative** functional skill based curriculum embedded with social, communication and motor skills.
- **Instructional**- adapt how it is taught and how learning will be demonstrated. The adaptations are done for instructions at the both **input and output** level in terms of **difficulty of instructions, amount of instructions or the modality/forms of instructions.**
- **Ecological** - Adapt the place (**where**), Schedule (**when**) and staffing/ group (**with whom**)

iii) Adaptations can be general or specific

General Adaptations – Preparing formats for adapting predictable activities and routines

Specific Adaptations- Time limited adaptations for particular lesson, activity or unit

Significance of Curriculum Adaptations :

- Curriculum adaptations serves as a means of providing reasonable accommodations to the children with specific needs during teaching learning process in the inclusive classrooms as mandated by UNCRPD,2006.
- The simplified and reduced content helps the learners with specific needs, to absorb the critical part of the curriculum.



- It ensures, accessible and quality education for all.
- It helps in providing meaningful learning experiences to all learners.
- It increases the possibilities of Inclusive education by providing the opportunities of active participation of all learners

Principles for Curriculum Adaptations :

- The original concept of the curriculum should be preserved while adapting it, to provide same learning experiences to all learners
- The compensatory activities planned, should provide a holistic picture of the concepts taught in the mainstream classes
- Modifications done in the instructional material should not only facilitate the participation of children with disabilities but also motivate other learners in the classroom.

A Curricular Decision-Making Flowchart :

Decision regarding curriculum can be made using following follow flowchart:

- Identification of individual educational goals of the learner to be emphasized during educational activity
- ↓
- Express expected performance of the learner during educational activity
- ↓
- Determine the content of the educational activity (What to teach)
- ↓
- Determine if the learner can access the content and participate in the activity and achieve goals as other classmates. If not.... (How to teach)
- ↓
- Select appropriate adaptation
- ↓
- select instructional arrangement/ lesson format/ Employ student- specific strategies/ select curricular goals specific to the lesson/ adapt the physical and social classroom environment/ design modified materials/ select supports and supervision arrangements
- ↓
- if the above adaptation strategies are ineffective, an alternate activity need to be designed
- ↓
- Adaptations made are evaluated for their effectiveness.



Types of Adaptations:

Input	<ul style="list-style-type: none"> Adapt the way of delivering the instructions to the learners as per their learning styles. There may be different kinds of learners like visual, auditory, kinesthetic and tactile. This is to provide multiple experiences with materials for different learning styles for eg: provide hands on experience for tactile learners; using visual aids for visual learners, Cooperative/group activities for kinesthetic learners....
Output	<ul style="list-style-type: none"> Adapt the way of assessing the learning outcomes ; provide flexibility to respond the instructions; provide alternative to written examinations Eg: A student with cerebral palsy, having gross and fine motor issues, may be given options to record their response or provide tab to type their response; allowing the use of communication board to express the
Size of the Content	<ul style="list-style-type: none"> Adapt the amount of content a child is expected to learn or complete. The content is reduced or some part may be omitted and only crucial part may be focussed . The decision regarding content is determined by the pyramid model where content is classified at three levels: all, most and some. What content all students may learn; What most of the students may learn and what only some students may learn. Eg: Reducing the number of terms a student may learn at a time for light unit of science subject
Time	<ul style="list-style-type: none"> Adapting the time either by giving extra time to complete the task / assignment/ learning / test or reduce number or nature of questions. Some students may require frequent breaks and extra instructional time like children with low vision or children having attention deficits
Difficulty level	<ul style="list-style-type: none"> Teachers' after analysing the limitations and needs of children, decides the support systems which can be provided to the students to reduce the difficulties in learning and maximising their potential. The adaptations may be done in the attainment of skills, types or nature of problems or the approach for addressing the work. Allowing the use of calculator todo maths work to chid having dyscalculia. Changing rules to no deduction of marks on spelling mistales for children with learning disabilities
Degree of Participation	<ul style="list-style-type: none"> Adapt the activities to ensure equal opportunities and active participation of all learners. For eg: In Geography class, a student with intellectual disability may be asked to hold the globe, while other students may be pointing the location
level of support	<ul style="list-style-type: none"> A students, physical, cognitive and sensory issues are analysed and as per need the support systems are provided to meet his/her specific needs. Eg. Providing scribe to the child with visual impairment ; peer tutoring to children with learning disabilities...
Alternate Goals	<ul style="list-style-type: none"> Adaptations are done in the learning goals or outcomes while teaching on the same content. Since goals are based on skill acquisition, it is also termed as functional academics For Eg: A student may be expected to learn names of states only when other students are expected to learn both the names of the states and their capitals also.



Substitute Curriculum

- In this adaptation, different instructions and materials to meet a learner's individual goal.
- The intended curriculum is replaced by an easier one.
- For eg: a learner with severe intellectual disability may be given a functional curriculum

Individual Accommodation and Adaptation Plan :

Individual Accommodation and Adaptation Plan is the written planned document having details of the students' educational goals, his/ her learning needs and adaptations done to meet those needs. Following points should be kept in mind while developing the IAAP for the students.

- Teachers should identify the learning needs of different students within the unit or lesson being taught.
- She identifies the areas of adaptation required for the learners. It may not necessarily be required for all the nine areas, all time and for every subject.
- Adaptations done should meet the learner's need.
- It should be reflected in the Individual Adaptation/ Training plan of the learner.
- Teachers should use a combination of approaches to manage the individual differences among learners. They are expected to teach same program with multiple ways of representations, activities and expressions.

Providing Support to the Students with Disabilities in Inclusive Classroom :

Student Level support - Every student is unique and so his/ her learning needs. It becomes essential to evaluate the learning level of the student, analyse the support and adaptations required for effective learning. In other words, individual educational planning is to be done.

The basic principles for developing an IEP are:

- Centered around educational needs
- Classroom interactions- teacher-student, student-student interactions are evaluated
- The teacher's attitude and skills for inclusion matters
- Approaches to meet the educational needs are effective
- strength based collaboration is done with other resourceful service providers/ teammates
- it is systematic and transparent

Determine the accessibility of the curriculum for the learner :

- Whether the curriculum as such can be used
- different objectives within same activity and curriculum should be made
- any material or environment adaptations are needed



- any physical support is to be provided
- alternative or substituted curriculum is to be planned

Classroom Level Support :

In this, we look for the strategies for interactions in inclusive classrooms, ways to make curriculum accessible for students with disabilities without compromising the academic goals activities and creating the opportunities for their participation in various activities.

De Vroey, A (2016), Inclusive Education has developed a matrix to analyse the In-class support need for the students. Study of the matrix developed for a student helps to identify the moments when the child can be observed for individual goals, also who can monitor, when the participation of child is easy and when it is hard.

An Example of Matrix for In-Class support : Planning, Participation and Learning :

The efforts are made to align the individual goals of students with goals of the group to ensure the participation of all learners and maximizing their learning. For example:

Goals of the group/class	Individual goals of a child
Class Activities	Alignment of activities as per needs of students
Group instruction	Group Instruction, Peer/ buddy support
Group Discussion	Group Discussion, explicitly invited to join
Individual work	Small group work, Co-teacher support + closing with Peer Support
Presentation of Individual work	Presentation of individual work with peer support

Activity Planning Matrix

Planning Consideration	Arrival	Story time	Art work	Field visit	Free play	Toilet training	Sand play
Material Accessible							
Child's Name							
Incidental Learning							
Child's Name							
Interesting Activity							
Child's Name							



Challenges							
Child's Name							
Obvious goal							
Child's name							

Activities	Assembly	Writing session	English	Math	SUPW	Lunch break	EVS	games
Individual goals								
Sensory Integration-Occupational therapy		XX			XX	XX		XX
Matching Number Names		XX		XX	XX	XX		XX
Speech-clarity and fluency-Speech therapy	XX		XX			XX		XX
Independent walking-Physio-therapy	XX					XX	XX	
Increase in peer interaction-	XX				XX	XX		

source: McWilliam, R.A. (2005). Activity Planning Matrix for encouraging engagement, Centre for Child development, Vanderbilt University Medical Centre, Nashville, TN

Curriculum Adaptation for Students with Visual Impairment :

Students with visual impairment have their understanding and grasping abilities intact. Hence, adaptations are not required in the curricular content. However, the teaching strategies have to be adapted as per the extent of disability and its implication on the learner.

Following points need to be borne in mind while adapting the curriculum for SWVI:

- The educational needs of low vision students differ from those who are blind. For example: Student with low vision require magnifying devices or large print material, some extra inputs and time to learn while those who are blind, use braille or recorded tapes as the means of instruction and may require a substituted curriculum
- ICT has played a significant role in making Science and Math subjects accessible for SWVI
- To enable SWVI, use their residual vision to maximum and access same learning material as other sighted students, a teacher should be aware about the unique needs of vision, its diagnosis and implications on functional ability of student. This would also help to make appropriate visual, tactile and auditory accommodations and adaptations for them.
- Adapt and orient school and classroom environment for SWVI. This would help them to form an accurate image in mind and move safely and efficiently.
- Adapt early childhood curriculum for developing concepts, language and social skills and to follow rules and routines.



- Adaptations are done in the core curriculum like in numeracy, algebra, reading literacy, environmental science to make it accessible.
- Adaptations in the learning materials are done by increasing size, contrast, clarity as well as reducing visual clutter, making tactile adaptations like tactile graphics and converting material in braille code.
- Teachers need to make movies and assemblies accessible, adapt lectures and instructions. Develop Individual Schedules & Communication Cards for students.
- Show models instead of illustrations for concept b While writing on board, teacher should also say it orally. She must be flexible in taking assignments in braille, tapes or orally. She should repeat orally the information written on board.
- CWVI can be provided necessary assistance with buddy system. The peer's assistance would help in taking notes, assisting in various curricular and co-curricular activities. They are given summary of the lectures as handouts with large prints.
- Familiarize students with the topics to be covered in advance or any changes in the schedule or venue. Place materials on same place for easy access
- Low vision children should be provided extra time to complete the assignment.
- Adaptations in chess board, playing cards, cricket ball has encouraged their participation. Besides, this they can participate in kabaddi, skipping, musical chair and other in curricular activities like storytelling, recitation, debates and many others with providing some flexibility in modus operandi and support system.
- Do not lower expectation or accept excuses for lower performance.

Table: Specific Accommodations and Adaptations for Students with Visual Impairment

Assistive Teaching Aids and Adaptation	Braille, tactile and embossed material, materials for smell, taste and feel, models, 3-D objects, raised fonts, tactile graph sheet, Real objects, Real life experiences, Demonstration by Hand Over hand, electronic text, audio tapes, verbal description, large print, use of contrast, geometrical kit, magnifiers, ABACUS, Refreshable Braille displayer, Braille slates - stylus, xerox copy of notes, bold / highlighted lined copies, Assistive technology
Other Adaptations	Appropriate lightning, reduce distracting glare, removing dangerous obstacles, eliminating unnecessary noise Proper seating preferably near teacher's desk, board and classroom door. Close or open door fully.

Curricular Adaptations for Students with Intellectual Disability

The centre and state boards have standardized primary level of education for the sake of uniformity and have prescribed minimum levels of learning (MLL) to be achieved by the learners. It is difficult



for the students with intellectual disabilities to master these goals. Children with mild intellectual disabilities manage till 4th or 5th grade skills depending upon the interventions and adaptations done for them. However, inclusive education is still a preferred mode for them as it helps to develop coping skills, social skills and many other life skills among them.

- Curriculum for SWID should be adapted as per their need by the holistic team including their parents and the siblings.
- Functional literacy and numeracy skills need to be focussed; any such content which increases the probability of their independent functioning should be selected from the existing curriculum and anything irrelevant for them should be discarded. For example: reading and writing their own and parents and sibling names. Address, concept of quantity, distance, time and money, understanding more -less, empty - full, cheap -costly, tall-short and so on which helps in performing daily activities are included.
- Reducing the content is essentially important to do as they take longer time to learn any concept.
- They learn better by 'learning by doing methods' and through concrete materials. Hence, plan classroom activities to provide hands - on experience.
- The content and skills should be related to their daily life. This is essential as SWID have poor memory and more they practice the skill, better will be their learning and concept development.
- Breaking the task in the smaller steps and sequencing them from simple to complex, concrete to abstract would help them to master the skills. For an example: to teach number work: counting, initially we start with real objects. The following sequencing would help the SWID:

Steps in sequence	Modality
Object handling and counting	Child is asked to pick up the concrete object like seeds/ beads/ pencil and say the number and place it in the container
Objects in a line	Count by pointing with fingers without touching
Objects in line	Count without pointing and tell the total
Objects in a cluster	Count without touching and tell the total
Objects drawn on paper	Count, tell and write the total number
Count moving objects	Count and tell the number-Cycles, birds, kites

- Collaborate with parents to provide opportunity to child to apply the learned skill at home. For example: to count various object like glasses/ plates/ potatoes etc. this would help him to generalize the concept also.
- Follow a "whole word approach", where child is given the whole word / name of object/ picture than for developing reading and writing skills. For writing skills, steps followed are: Tracing, joining dots, copying, filling a missing alphabet, filling two or more missing alphabet and then independent writing. Words are introduced in the sequence of nouns, action words and then abstract words. These steps could be followed with abled bodied



children also in the inclusive set-up. Only what the teacher has to remember is that regular attention and repeated instructions are essential for SWID.

- A teacher should plan for multisensory involvement like provide initially physical prompt, then verbal prompt. Moving to gestural prompt. For this teacher may use the buddy system also.
- Besides these, a teacher should keep reminding them earlier learned concept and provide opportunities to apply the learned skill in different situations. Provide good role models to whom they can imitate and appreciate them for every attempt they make.
- Change the activity for student, on observing any distraction or sign of fatigue.
- While selecting teaching learning material with them, teachers need to keep in mind that they have difficulty in generalization and hence use of any specialized material make difficult for them to adapt in another situation. The use of multisensory teaching aids leads to better understanding and learning of the concept. Few students may also require functional aids which compensates for their disability and may require them permanently or for longer time. The functional or learning aids may be used as such available or may sometimes require modifications and adaptations. For example: few functional aids may be modified calculator, digital watches/ address card or pictorial shopping list (in case of inability to read) etc.
- Any material developed or selected as TLM should have the qualities like durability, multi-utility, affordability, accessibility, low maintenance, age appropriateness, non-breakable, non-toxic, transferable, novelty, availability and updated. It should lead the learner towards independent learning and living.
- As discussed above, SWID face difficulty to generalize. So, it is suggested to plan direct training on particular activity which they may need to perform more frequently. Such activity training is more functional and is termed as functional programming. For example: while teaching addition, teacher should take into consideration the functional requirements needed in everyday living and give experience for the same. Such functional programming, aims to reduce dependence on others and helps to develop personal, social and occupational competency among SWID.
- It is imperative to involve parents in making decision regarding planning and implementing of the program. This helps parents to have realistic expectations from the child.

Table: Specific Accommodations and Adaptations for Students with Intellectual Disability

Assistive Teaching Aids and Adaptation	Concrete objects, pictures, flash cards, sight words, colour coding, tactile material, adapted worksheet, mind mapping, multisensory approach, models, outline of the topic to be taught, Assistive technology, provide real life experiences. Verbal description
Other Adaptations	Teach one concept at a time, one step at a time, task analysis, opportunities to practice, use verbal and physical prompts, small group or individual instructions, repetition of activities



Curriculum Adaptations for Children with Hearing Impairment :

As we know, language is a critical tool of learning. But impairment cause due to hearing loss, act as a barrier in language development of the child. As a result, CWHI face difficulties in developing social and cognitive skills. It becomes essential to intervene for optimizing the language development more precisely communication skills as soon as hearing impairment is diagnosed. It is incorporated in school readiness program for children with severe and profound hearing losses where focus is on total development of the child. To start with any intervention program, the availability and usage of functional hearing aid is must. The support services of audiologist and speech pathologist along with parents and special educators is imperative for auditory training and developing skills of speech reading. The auditory training is a process where child is trained to use his/her residual hearing ability and develop the skills of becoming aware of the sound, gross differentiation between the environmental sounds and discriminate among speech sounds.

- To encourage meaningful interaction among teachers and CWHI, total communication method (combination of oral and manual methods) should be preferred. For Example, sign language is supplemented with one or more manual communication techniques like sign language, finger spelling, cued speech should be used. This would result in the receptive and expressive communication skills among the CWHI.
- Sign language as per NPE-2019 has considered as the optional language subject in the schools for which students with abled bodied should be encouraged. This would help in mainstreaming CWHI with severe and profound conditions.
- The curricular adaptation for CWHI is done differently for Hard of Hearing students (mild to moderate hearing loss) and for those having substantial hearing losses (severe to profound).
- Children with mild to moderate hearing loss can hear sounds of most of the frequencies. Hence, they can be taught well with information presented orally and a combination of text books, lectures and class discussions.
- Teachers should encourage, support and create opportunities for the interaction of CWHI with other students in the class. She should also use other tactics like puzzle technique, sharing, discussion and modelling for each other. This would help in clarifying, comprehending and arriving at the correct solutions.

For children with severe to profound hearing loss, the child oral approach programs proved to be slow, arduous and attainment of achieving intelligible speech goals seems difficult. So, sign language and total communication methods are preferred.

Table: Specific Accommodations and Adaptations for Students with Hearing Impairment

Assistive Teaching Aids and Adaptation	Sign language, finger spelling, cued speech Use of pictures and sight words, mind mapping, real objects and real experiences, Assistive technology, amplification devices, assistive devices, captioned videos, use of visual supplements- white boards, charts, vocabulary lists
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Other Adaptations	Enhance classroom environment for speech reading, extra time for practicing and processing information, rephrase and repetition of information, paraphrasing, step-by-step directions, frequent checking of understanding
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Curriculum adaptation for Children with Locomotor Impairment and Cerebral Palsy :

- Children with locomotor impairment have intact senses and mental abilities and so can follow mainstream curriculum. They generally have loss/ deformity or weakness in their limbs. The extent of mobility effected would determine the adaptation area like providing extra time, typing the assignments or recording and submitting the assignments. In case locomotor disability is associated with other conditions then disability specific accommodations need to be done.
- In the individual plan for children with cerebral palsy priorities are given for motor skill development, functional movements and postures needed for classroom and school activities.
- Expanded core curriculum, focussing on functional and daily skills are planned for them. Systematic activity-based instructions are used to teach skills in the context, in which they will be used.
- Ecological approach is used to facilitate the sense of belongingness and to develop friendship.
- Classroom activities are planned in such a way that, they have the opportunity for perceptual motor activities (visual memory, visual discrimination, visual figure, visual motor integration and visual spatial) and Auditory perceptions (auditory memory, auditory discrimination and auditory figure ground).

Table: Specific Accommodations and Adaptations for Students with Locomotor disability and Cerebral Palsy

Assistive Teaching Aids and Adaptation	Grip handles, using paper clips to hold papers while writing, modified writing material with broad space between lines, modified pens/pencils with large felt-tip, weighted bracelet, reading stands raised edged table, adapted computer technology.
Other Adaptations	Modified furniture/ seating arrangement, levelling all areas of school with ramps.

Curriculum Adaptations for Children with Learning Difficulties :

Students with learning difficulties may have problem in perception, interpreting the information by brain and processing the information. The implication of these concerns results in difficulty for organizing their thought and ideas and later retrieving the information, they have learned.

Research supports teaching that is explicit, strategic, scaffolded and meta cognitive.



- Explicit teaching involves use of precise and concise language while teaching and illustrating example of what is learned.
- Strategic teaching involves use of organizers and specific approaches that facilitates memory and making connections across information and applying information in new contexts.
- Strategies based on the information processing model (Input-processing -output) have proved to be very effective.
- Scaffolding of instructions includes moving from simple to complex, concrete to abstract and from supported to independent.
- A metacognitive approach to teaching means helping students understand how to “think about their thinking. It also helps students in developing self-regulatory skills.
- For students having problem at the input level, strategies like giving outline of the content, using advanced organizers, providing overview of the syllabus, using multiple learning styles (VAKT), use sight word techniques, provide vocabulary list, or allowing preferential seating, has proved to be effective.
- SQ3R (survey, ask question, read, recite and review), self-check and “fix it fast” strategies have proved effective for developing their reading skills while prewriting organizations, use of notecards for references and creating mental readiness by setting the stage using all senses help in writing skills
- Memory aids like poetic devices, “thirty days hath September”, linking techniques-linking words to form a mental image, location techniques - visually “walking through” the exercise are effective for developing set of skills among students.
- Students with visual difficulties may be provided graphic organizers, colour coded or highlighted information or, clear contrast printed handouts. Such students are promoted to read a loud and use cards to guide eyes across the page while reading. Some of them prefer audio or recorded tape books. Similarly, students with auditory difficulties can be permitted to use head-phones, tape lectures and listen to music while working.
- Use of study guides, simulation and action games, chunking information and frequent short breaks helps them to process information.
- Ensure that students have understood the instruction before they start working on any task.
- Give the amount of task the student is able to manage and reinforce when child is on task
- Allow choice of paper (2 lined, 3lined, graph paper, regular paper, highlighted copy) to work on.
- Avoid anxiety of timed test of basic facts

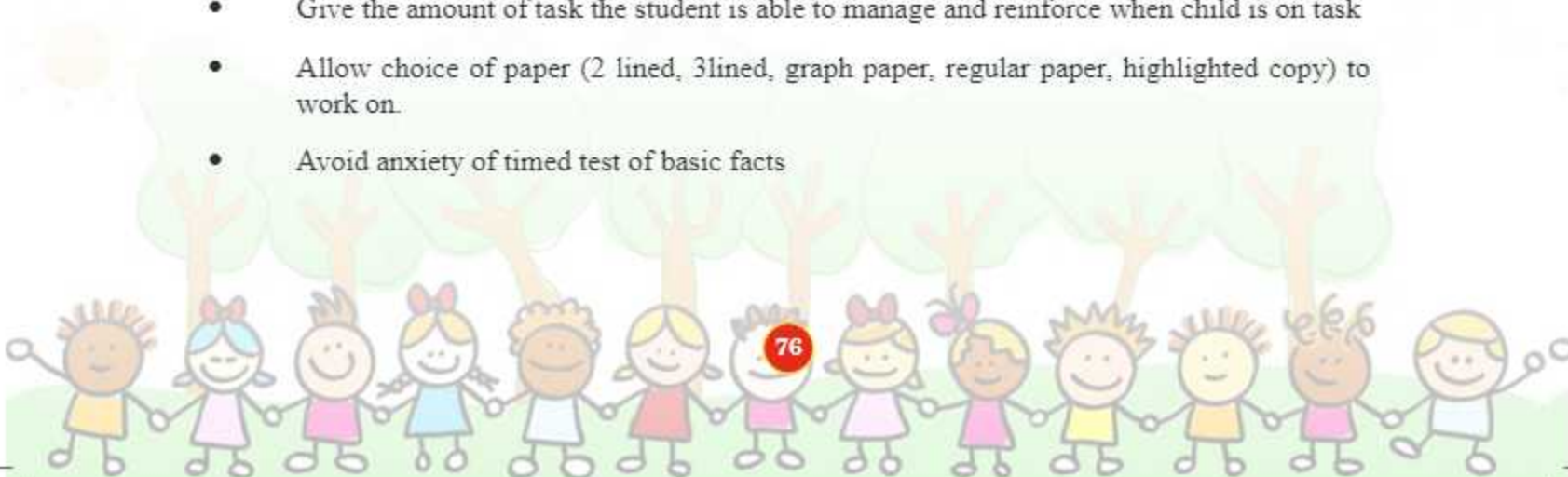


Table: Specific Accommodations and Adaptations for Students with Learning disabilities

Assistive Teaching Aids and Adaptation	Multisensory materials, Mnemonic aids/ devices Mind mapping, highlighted textbooks, adapted worksheets, colour coding, large print materials, summary sheets, Multiplication cards, calculators, copies with highlight lines and areas of writing, tapped lectures and text books, sight words and practical activities, word processing packages like BANK STREET WRITER
Other Adaptations	Time for drilling/ repeating activities, reduced paper -pencil tasks/ assignments, visual demonstrations of concept, Materials to be presented in small steps, Paraphrasing the material, assist in note-taking, using graphic organizers, small group or individual instructions, Manuscript writing rather than cursive

Curriculum Adaptations for Children with Autism :

- Children on Autism spectrum may have difficulty with a range of motor skills (gross and fine) and face problem in imitating. They also have inability/ difficulty in interacting socially or making eye contact with others. These children face difficulty in focussing attention, organizing thoughts to solve problems and in communicating or expressing their thoughts. Thus, to cater these needs of children with autism, teachers plan small group activities or team games where prompting and reinforcement of appropriate behaviour is made.
- Peer mediated intervention and social stories serves as an important and effective strategies for developing an appropriate behaviour not only in children with autism but also for whole class.
- Children with Autism learns by “direct Instruction” rather than observation and experience. Those having difficulty to communicate even at the basic level, are promoted to use alternative and augmentative methods of communication like using communication boards or pointing out to pictures.
- IEPs are planned for students with Autism, where focus is on improving social skills, language development and plan to cope with disturbing behaviour patterns.
- Structured Teaching: Students with Autism, have difficulty to confront unorganized environments and becomes anxious in an unpredictable classroom. They are provided with ‘Schedules’ which list out the activities or steps to be performed to complete the task. These schedules may be in language and visuals

Table: Specific Accommodations and Adaptations for Students with Autism

Assistive Teaching Aids and Adaptation- Autism	Objects, pictures, words with illustrated pictures, sight words, flash cards, real life experiences, multisensory approach, visual cues, support schedules, social stories, calendars, work systems, highlighted areas for writing, flexibility in writing, colour coding AAC, computers, communication cards, PECS (Picture Exchange Communication System, VOCA (voice output communication aids), computers with synthetic speech
Other Adaptations	Avoid clutter, reduce use of language while teaching, shadow teacher, signage, labelling environment for literacy, short sensory breaks to help child to refocus



Curriculum Adaptations for Children with Speech and Language Disorder

Children having speech and language disorders face difficulty in communication. Their expressive and receptive both languages are affected. These problems may be associated with other disabilities like intellectual and developmental delays, Cerebral palsy, learning disabilities, autism, hearing impairment, deaf blindness and many others. Since language is the crucial tool for all areas of other areas of development-cognitive, social, emotional and others, it is essential to cater these needs.

- Ignore short pauses or slow speech
- Give importance to what is said, rather than how it is said.
- Respect them as other students of the class
- Accept their speech difficulties without labelling them
- Use cooperative learning to increase their communication with others
- Classroom environment is made conducive for them by setting up with the engaging materials
- Small group activities with planned participation approach are organized.
- They are provided peer mediated social support.
- They are provided with pictorial directions.
- Use augmentative and alternative communication methods
- Blissymbol- a computerized communication system with graphics and picture exchange system are used in severe cases.

Table: Specific Accommodations and Adaptations for Students Speech and Language Disabilities

Assistive Teaching Aids and Adaptation	Use of visuals to support expressive language, use pictures or written cues to prompt students to use a longer utterance or initiate a phrase within specific situation pr activity Sorting / grouping similarities and differences to increase vocabulary Use preplanning strategy for oral and written task, talk out the student's story or idea first and then help the child to organize thoughts by creating a task outline, use visuals, symbols or photos to organize thoughts, include visuals while giving instructions, use gestures, cues and routines, assistive technology.
Other Adaptations	Repeat, what student have said, model correct pronunciation, word or sentence structure. Provide students with choice of grammar, sentence structure or word choice to help them process the correct form of word Prepare for verbal questioning by informing them when they will be called and give extra time for responding Help them to connect new words with previous knowledge Reduce auditory and visual distractions, keep directions short and simple, Write short and east to manage steps on the board for reference.



Conclusion :

The process of Curriculum adaptation is a key for successful inclusion. It has made the education for all possible. It helps in individualizing the education, making education child centric in true sense. The dynamic nature of curriculum helps in accommodating needs of diverse learners and modifying it for those having severe and associated disabilities. Teachers' need to think out of box, how can I make learning possible for a particular child with disability. The efforts done to do it practically is what we call as Curriculum Adaptation. Teachers having qualities like sensitivity, empathy, accepting challenges, innovativeness and creativity readily identifies the educational, social, emotional and physical needs of these learners and think the way for required facilities, support system and skills required at her part.

The technology, software's and other new resource have provided with ample of solutions for any problem/ barriers in the learning process of Children with disabilities. Need is to be informed and create awareness about these resources and their usages, creating positive attitude and inclusive friendly environment and accepting the child with disabilities.

Training the teacher trainees for developing and adapting the curriculum should be at intensive level and incorporated as an essential skill in every teacher training program.

Assignments - Think what and how in the given situations :

- 1) Sanya is a child with developmental disabilities. She is in inclusive set up. She faces difficulty to grasp all the concepts in the math class. As a math teacher, what adaptations would you make so that she could master the concept?
- 2) Barkha is very verbal and is able to explain what she reads; she articulates well and shows good comprehension. She is artistic and creative. But she has great difficulty with written assignments. When she is asked to express in writing, what she has comprehended after reading. What adaptations could be done for Barkha so that she can demonstrate mastery of reading comprehension?
- 3) Yogesh has ADHD and face problem in staying focussed. When he begins ant task, he concentrates on it but very soon he loses his attention and becomes disruptive. When he is pointed out, he redirects his attention and is able to continue with the task. What adaptations as a teacher, would you make for Yogesh as to be able him to perform as per set standard
- 4) Think of different adaptations and support required in a curricular and a co-curricular activity for any 4 different disabilities.

Answers 1) Alternate goals 2) output 3) Level of support

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CHAPTER 09

Teaching Strategies In Inclusive Classrooms

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Abstract

The effective implementation of the curriculum is equally important as its strategic planning. The paradigm shift of education from integration to inclusion has given inclusive teaching strategies which not only help the learners to learn at their own pace but also learn with their preferred style. The differentiated instructions and the universal design of learning caters to the individual needs and make teaching learning process inclusive and child centric. The article gives the insight for the need, importance and the steps for successful inclusive practices like activity methods, collaborative teaching/ cooperative learning and peer tutoring.

Key Words: Differentiated Instructions, Universal design of learning, Collaborative Teaching, scaffolding

Introduction:

Effective curriculum transaction is equally important as adapting curricular content. It incorporates planning of the experiences to be provided, organizing the planning, implementing the organized activities. The planning and implementing of activities define the teaching strategy. Inclusive class has diverse learners and teacher needs to provide learning experiences to all learners. They need to develop strategies of teaching on the principle of universal design of learning.

According to Stone and Morris, in Issac, 2010, Teaching strategy is defined as a generalized plan for a topic, which states the structure, instructional objectives, an outline of planned tactics, necessary to implement the strategies. The tactics here refers to the teacher behaviour, manifested by the teacher in the class like questioning skills, stimulus variations, reinforcement to the responses. In other words, teaching strategy is a combination of methods which a teacher uses to achieve the desired educational objectives. It is a macro approach, considering teaching as science and creating a conducive environment for achieving the goals.



Few teaching strategies effective in the inclusive classrooms are discussed here:

1) Universal Design for Learning:

It is a strategy which brings flexibility into the teaching process/ instructions so that the maximum students can use the information or access the environment. This approach stress on three important steps for effective inclusion:

- Provide multiple ways to access the information like using audio-clips, videos
- provide multiple method to interact with the information and develop new skills
- provide multiple ways to students to communicate their understanding of a given topic.

2) Differentiated Instructions:

It is a method of designing and planning instructions and learning experiences on the basis of the abilities and learning styles of the diverse learners, to reach to all. For this a teacher should know their learners well; their interests, readiness similarities and differences among them. According to Carol (1999), differentiation means giving students multiple options for taking in information.

- Ongoing formative assessment of the learners is carried out to identify their current level, their strengths and interests.
- Diversity among the learners is recognized in terms of their experiences in reading, writing, thinking and problem-solving skills
- Students are involved in small group activities, where they observe and learn from each other. The group members are changed as per need.
- Classroom instructions are differentiated on basis of concepts and issues, to encourage every student to explore their understanding of key concepts.
- Flexibility is provided to students in completing their projects and tasks as per their choices to motivate student's diverse needs and varied interests.

Differentiation can be done by four ways: content (what), process (how) and product (what is created) and learning environment.

Content: Content is differentiated by planning activities related to any concept, across the range of educational objectives given by blooms taxonomy. Students grouped on the basis of their abilities are expected to perform the corresponding activity. For Example: group of students who have no previous experience related to content are expected to perform the activity related to lower order skills like remembering and understanding while students having previous experience on content may be expected to perform activity related to higher skills like analysing the content.

Process: Learning activity becomes meaningful and interesting for the learner, if the content delivered by teacher match with their learning style. Learning styles are categorized as visual, auditory, kinaesthetic and tactile. Differentiation in process is done by providing information to the learners in their preferred style. Students may like to work in small groups, in pairs or individually. Few students may learn by interaction while others may prefer to listen to others. Teacher ensures providing support as per their need.



Instructions are differentiated on the following principles :

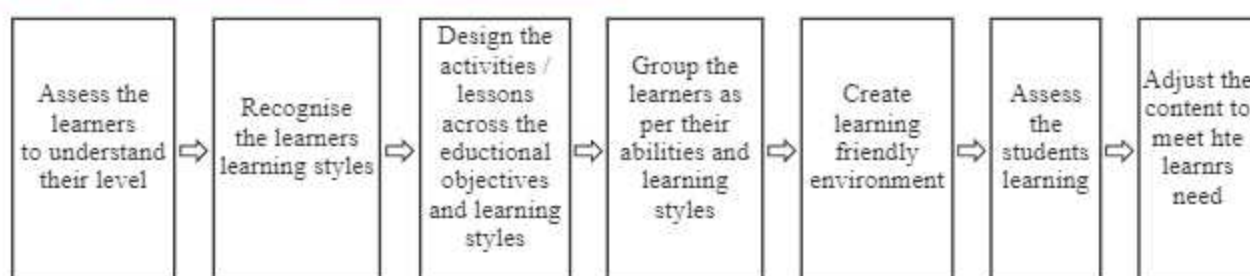
Product: The teacher differentiates at product level by providing flexibility to the learners in the way they prefer to express their mastery over the content. For example: A student expresses the understanding of an educational philosophy by making a presentation, by writing an essay or by dramatizing it, based on the learning style.

Learning environment: To create a positive and conducive environment for learning, teacher works at two levels: physical arrangements or infrastructure and the psychological environment. Keeping in mind the diversity of the learners, teacher choose and arrange furniture accordingly. for example, if a child is wheelchair bound, his/her seating should be arranged near the door, or child with cerebral palsy may require chair with different size and positioning. Similarly, arrangements are made for group activities and also corners for individual and self-study.

Teachers with their positive attitude, motivate the learners. They use classroom management techniques to create safe, supportive and inclusive friendly learning environment.

Differentiated instructions has proved effective for students with all range of abilities. Having flexible options, they take responsibilities of their own learning and are more engaged in meaningful activities

Flow chart: Process of Differentiation



3) Peer Tutoring:

There may be few students in the class, who have mastered the task while few are still struggling and may require more instructions or learning experiences. In such case, a teacher may identify students with higher performance. They serve as a tutor for a/ group of students (tutees). This organized peer mediated strategy provides opportunities to the students to use their knowledge in a meaningful social experience and review the critical academic or behavioural concepts with the students of same or different age group. Teachers use this strategy effectively in both monograde and multigrade schools. Since it is well planned and structured by experienced teachers for specific topics /cases, it is termed as Structured peer tutoring.

There are also incidences of students cooperating or helping other students while socializing, studying or playing. Such peer tutoring is termed as incidental peer tutoring.

Maheady, Harper and Mallette, 2001 have suggested following models of peer tutoring:

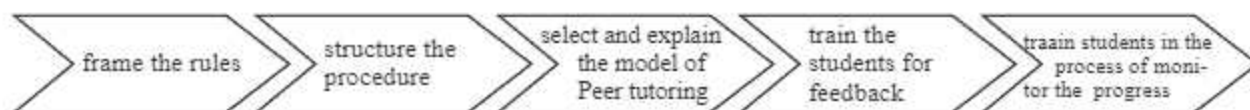
- **Class wide tutoring**– In this entire class is divided into small groups on the basis of their abilities. Students play the role of both tutor and tutees. It requires structured procedure, rehearsals, competitive teams and scoring
- **Cross age Peer tutoring**– In this older student act as tutors for younger ones to teach or



review any skill. Role reversal is not permitted

- **Peer Assisted Learning strategies**– In this groups are flexible and change with skills or subject areas. Every student gets the opportunity to be tutor. Students paired may be at same level of skill without much discrepancies.
- **Reciprocal peer tutoring**– In this student are paired and reciprocate the role of tutor and tutee for equal time in a session. This model follows a structured format – utilization of teaching material, monitoring of answer, evaluating and encouraging peers.
- **Same age peer tutoring**– In this model students of nearly same age and ability are paired to review key concepts. Its procedures are flexible.

Flow Chart: Process of Peer tutoring:



Peer tutoring teaching strategy proves beneficial to both tutees and tutors. Since tutors and tutees in this are cognitively closer, tutors communicate subject matters with their own model of understanding, using their own personal experiences and examples from their everyday life. Tutees receives effective and efficient communication and cooperation.

Tutors develop a deeper and clearer knowledge on a subject; develop abilities and skills to guide and teach; their self-esteem rises.

Peer Tutoring in a Multi Grade class- For using this technique in multi grade class, a teacher should be familiar with the grouping techniques and have herself implemented a mixed ability and mixed age grouping in the classroom.

She should prepare the tutors and tutees in advance and appoint older students as tutors informally. She should prepare a structure with respect to time and cognitive material and give guidance regarding this to the tutors in advance. Teachers should supervise the tutors.

Peer evaluation provides feedback on quality of teaching, effectiveness of teaching processes and educational environment. It can be structured by identifying the areas on which they prefer to have feedback.

4) Collaborative /Cooperative learning:

This strategy focus on providing both academic and social experiences through classroom activities. It is a structured and organized way of using group activities to enhance student's learning and structuring positive interdependence. Students have to work in group to complete the given assignment. Every child is responsible for completing a task and has accountability in contributing in successful completion of the project. This way students learn to work as a team, become responsible and learn to depend on others.

Cooperative learning motivates students to learn from each other. It promotes learning through positive interaction and active participation of students. It also develops critical thinking among learners.



Cooperative groups comprise four to five students with diverse abilities and skills. Students have no options to form or change the group on their own. Groups may be changed by teacher after two months. If possible, students should work with same students only once in a year.

Cooperative Learning Strategies :

Think Pair Share - In this strategy, students have to think individually and then in group before sharing their responses in front of whole class. Firstly, teacher pose a question to group of say four students. In second step - every student of the group thinks about the answer and note down the responses. In third step, they discuss the responses in-pairs. In Fourth step, teacher may call few students to share their thoughts/responses to entire class.

Three step Interview - This strategy is used for solving problems that have no specific right answers. In first step- teacher presents an issue for which varied opinions exists and poses several questions to the class to answer. In second step, students, in pair conduct interview, one of them become interviewer and other as interviewee. In third step, the role reversal is done. After this, responses are read by each pair in the class. After each student has had a turn, a summary report of the interview results is prepared by the class.

Round Table/Rally Table: This cooperative learning strategy emphasize on content, writing skills and developing team spirit. In this, teacher poses a question which have many answers, each student in the group is supposed to write one answer. The first member writes answer on a paper and pass it to another student clockwise. The group having a maximum number of correct responses is appreciated.

For example: Examples of carnivores.

Group Investigation: Students are supposed to select a group project which aims at investigating higher order thinking skills such as analysis and evaluation.

STAD (Student Teams- Achievement Divisions): this method is used to master the topic already taught by the teacher. Each group is assigned 4-5 members of different abilities. They study the topic to reach at their optimum level of achievement. Each student is provided a certificate as per the degree of improvement as compared to their previous performance

Jigsaw: It is used for the learning of narrative materials. Each member is assigned a specific part of a topic. The members interact with the member expert, on the same topic of another group. After interacting with the experts, members come back to their own group and discuss the findings. Team members are assessed on complete topic.

Round Robin Brainstorming- Class is divided into groups having 4 to 5 students in each with one of them appointed as recorder (ii) Teacher then poses a question, which have many answers (iii) "Think Time" is given to students to think for the answers. (iv) After think time, the answers are shared among the group one by one clock-wisely and answers are recorded by the recorder. This strategy is similar to round table

Three-minute review -In this teacher in between her lecture, takes a pause for three minutes. During this, students in their group review what is taught and clarify each other's queries, if they have any.



5) Activity Based Learning and Activity Learning Methods:

Activity Based learning and Activity learning methods are child centered approach of teaching. The activities make learners active, smart, motivated and teaching as an interesting process. Students rigorously participate in the activities and experience efficient learning. It is well proved that learning by doing stimulate sense organs, leading to more learning which could be retained for a longer time. According to Pine G (1989), in activity-based teaching, students internalize and apply the concepts relevant to their needs, willingly and wholeheartedly. They not only learn the content but also develop many skills.

Activity based learning stimulates creative expressions, provides reality to learning, facilitates varied experiences to facilitate the acquisition of knowledge, skills and values, develop interest and confidence among learners. It also strengthens the relationship between student and teachers.

Activities can be Exploratory (gathering knowledge, concept and skills), Constructive (getting experience through creative works), or Expressional-(presentation)

Educators focus on activities which provides experiences, strengthen memory and understanding of the concepts among learners. For these, following activities can be planned:

Experiencing	Watch, observe, compare, describe, discuss, question, investigate, report, collect, select, test, listen, read, draw, calculate, imitate, model, play, write, act, taking on roles, writing about sensory experiences, experiment, imagine
Memorizing	Sequence, ordering, finding similarities and dissimilarities, regularities, pattern, relate to the given knowledge, use varied modes of perception and depiction
Understanding	Activities related to structuring, ordering, classifying, constructing, solving, planning, predicting, transferring, applying knowledge, formulating ones individual understanding, interpreting, summarizing, evaluating, judging, explaining and teaching

Organizing Activities:

The activities must be organized in accordance with the curricular aims. Synergy between the needs, ideas, interest, characteristics of children with the knowledge, skills and experiences of teacher. Activities can be planned as individual activity or group activity. The individual activities have determining effect on the relation between teacher and student.

Planning is very important and foremost step in organizing activities. It should be on the principle of what/how/ with whom/ where/how long and what after. The answers to these questions will ensure effective planning of activities.

Clear instructions must be given before any activity in simple language.

Teacher has to play the both role- a team player and authority/ supervisor. Besides organizer and planner of activity, she also has to be facilitator, decision maker, knowledge provider and a disciplinarian. Each activity offers new learning, relearning and unlearning even for teachers. Knowledge is not predetermined sets of facts but a conglomeration of changing perspectives, new



information, opinions of teachers, students and community. This knowledge generation would help her to update material for teaching. Activity based learning methods has helped to revive our education system to be focussed on skill development than mark oriented.

6) Multi-Level Teaching:

In Multi-level instruction, teacher teach a concept to the whole class with one primary objective while allows for varied outcomes for an individual or group of students. Teacher delivers standard instructions as per grade but may also respond to those who may require instruction below or higher than the current objective. This critical skill of teacher enables all learners to remain engaged even if they feel the concept too difficult or too simple for them.

In other words, it is a strategy of providing appropriately adjusted instructions for all those learners for whom the on-grade objectives have to be adjusted. This has made possible to teach children with substantial differences together and thus increased the probability of successful inclusion of children with mild to severe disabilities.

- Teacher begins with the review of on- grade level, standard objectives and determines the expected outcome of the learner for the same.
- Then she develops a lesson/ activity-based instructions to teach at the on-grade level. She might engage learners in the activity through any strategy -discovery, cooperative learning, or any other
- After drafting of lesson, she reviews, if the criteria of on grade and activity-based objectives are met through it.
- She then further review, which all students in class would have difficulty to master these objectives without additional support or adjustment. List their names in the additional instructional decision form.
- Next step is to answer the questions related to decision-making regarding level of adaptations required for their successful participation in learning activities.

Strategies for Multi-level Teaching

- 1) Teacher may conduct individual short sessions on reading, writing and spelling during workshop or activity time. This would help her: to focus what students are learning; to group students for short lessons on some specific skills; can record her observations about progress of students, strategies which work with them and idea about their interest areas. (Graves, 1994; Tomlinson, 1999, Zemelman, Daniels and Hyde 1998).
- 2) Students are made to keep record of their thinking about the books and school activities. These write ups help teachers to have insight about their learning and can guide them about what they are reading.
- 3) Projects related to students learning can be given as home-task, and they may perform them at multiple levels as per their abilities and interests.
- 4) Teacher should make groups with students having diverse abilities and skills –heterogeneous groups.



- 5) Grouping should be done differently for different activities so that students are not aware about the criteria of grouping.
- 6) Students are involved in such activities, where they need to help each other. This would help them to understand that in real communities, we develop our own skills and can encourage others to do well.

An example of Strategy for Multilevel teaching :

Literacy	Science	Mathematics
<p>Students have options to choose books at different levels</p> <p>Buddy reading for those having difficulty in reading</p> <p>Read aloud activity to provide role models and develop confidence those performing below grade</p> <p>Stick figure drawing to write a story line</p> <p>Individual spelling list</p>	<p>Identify experiments for different groups as per their abilities, skills and learning styles</p> <p>Using graphic organizers for taking notes and focussing important points</p> <p>Creating heterogeneous groups for completing assignments with cooperation of all</p>	<p>Identify math-based games and puzzles of different levels</p> <p>Preparing learning groups based on basis of interest and readiness</p> <p>Identify math project with multiple types of tasks of different levels</p> <p>Community projects based on interest of a whole class</p>

There are certain principles which a teacher teaching in inclusive classrooms must remember.

- Teachers should avoid making any labelling, derogatory remarks or harsh comments against the child.
- She should clearly report, about the goals planned, achieved and the areas that need further improvement.
- She should work in collaboration with special educators, parents and other support service providers/ therapists. CWD can be successful in the inclusive set-up, if child is considered as team responsibility and not of only special educator.
- Child may have low self -concept and so it becomes an important duty of the teacher to encourage, praise, motivate and reinforce every attempt of the child to achieve goal.
- Teachers should know their learner's interest and abilities and use them to develop their internal motivation. She should develop the skills to teach in the inclusive set up and adopt flexible teaching approach. She believes that "all children can learn"



Teaching strategies are planned selectively and effectively for diverse learners if she has few **core values** as stated here:

Level	Core Value		Values in action
Student	Valuing diversity among learners	Considers diversity/ difference among learners as opportunity, resource and asset to education and not barriers	Promotes teacher-child interaction, one to one interaction, individual learning support and developing belonging relationships
Classroom	Supporting all learners	Teacher have high expectations for all learners and hence make efforts to optimize their learning	Encourages teacher-students interaction, peer interaction
School	Working with others	Teachers collaborate with other teammates including parents	Involves parents, siblings and families in making decisions regarding goals selections. Also organize/ attend the case conferences to discuss the way to proceed
School and Community	Continuing Professional level development	Teachers believe in	Teacher reflect its own skills and keeps herself updated by organizing/ attending various in-service professional development programs.

7) Scaffolding:

It is a strategy, in which teacher, shadow teacher or buddy models the action or behaviour expected from student and also required guidance is provided to assist student in understanding the concept at different stages. with the increase in understanding of the student, teacher withdraws the support. The main objective of this strategy is to help student in internalizing the concept, use and apply independently.

8) Reciprocal Teaching:

In this teaching strategy, small group of student and teacher, discuss any particular topic by turn taking. in this exercise, four activities are focussed: questioning, clarifying, summarizing and predicting. Initially, teacher models to show, how to carry out these activities. Later students imitate. they play the role of teacher while teacher acts as students. As students play an active role, activity becomes enjoyable for them.



Conclusion :

As we know, one curriculum does not fit for all, similarly one teaching method does not meet every student's need. Every individual has preferred learning style/s. They may learn different subjects/topics by different ways. The first and foremost thing for teachers is to know their learners. She may carry out the SWOT analysis of each learner to understand them in depth. This knowledge will be helpful to her in differentiating the content, instructions, evaluation process and the responses/ learning product. It also helps in devising the criteria for grouping the students for different activities.

The teaching strategies, whether it is peer mediated learning, cooperative methods, multi-level teaching or activity-based learning, all intends to provide education to learners on equity principle, develop a conducive environment, where bonding between teacher-student and student – student is strengthened, and each student is given the opportunity for experiential knowledge. These strategies give way for not only to academic inclusion but also for creating an inclusive society.

Assignment :

- 1) Do swot analysis of all students of your class and develop their learning profile.
- 2) Choose a topic and differentiate instructions for students with different learning styles.
- 3) Design a lesson based on multi-level strategy for your subject and for your class

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CHAPTER 10

Universal Design for Learning

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"The fact is that people learn in lots of different ways, and depending on the subject, you may choose a different method to learn along the way. To reduce barriers in learning, it is important to provide appropriate support, making information equally accessible to all learners by presenting the same content in varying materials."

-Patriacia Ritschel-Trifilo, Director of online learning, Wayland Baptist University

Abstract

Universal Design for Learning (UDL) provides the opportunity for all students to access, participate in, and progress in the general-education curriculum by reducing barriers to instruction. UDL offers options for how information is presented, how students respond or demonstrate their knowledge and skills, and how students are engaged in learning. Each student in our classroom have different learning styles (Visual, Auditory, kinesthetic , vestibular) and UDL gives a platform to Teachers by using different teaching strategies to make learning process easy . Children with Special needs (A child has special educational needs if they have a learning problem or disability that makes it more difficult for them to learn than most children their age. They may have problems with schoolwork, communication or behaviour, physical, emotional and sensory difficulty etc. UDL provides the access to all learning activities by all learners in classrooms irrespective of their diverse learning styles and needs.

Key Words: Universal design, multiple means of representation engagement, expression

Introduction :

Universal design implies a design of instructional materials and activities that allows learning goals to be attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember. Such a flexible,



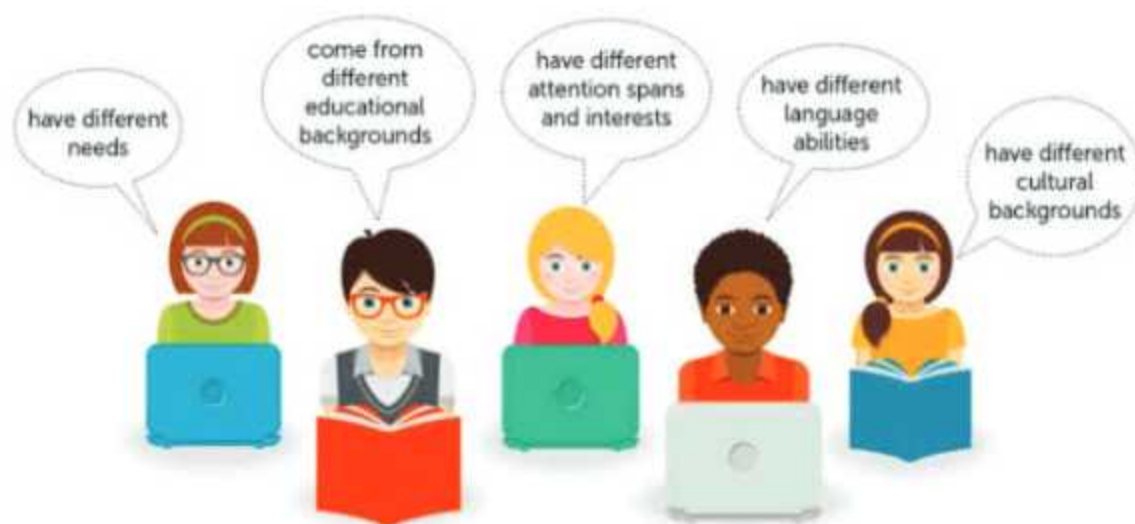
yet challenging, curriculum gives teachers the ability to provide each student access to the subject area without having to adapt the curriculum repeatedly to meet special needs. Universal Design in schools means differentiated materials, methods, and assessment alternatives are considered and created in advance with the full range of students' diversity in mind. Schools must make available for teachers books on tape or Braille, take advantage of natural peer support and use authentic assessment techniques such as curriculum-based assessment, portfolios and demonstrations. Initiating a universal design approach requires educators to think about three distinct curriculum access points; *content*, *process* and *product*.

- Content concerns what is taught or what we want students to learn, know and do.
- Process concerns how students go about making sense of what they are learning.
- Product concerns how students demonstrate what is learned (Tomlinson, 1995).

Why do we need UDL in our classrooms?

WHY UNIVERSAL DESIGN FOR LEARNING?

Classrooms are filled with students who:



Every learner has a preferred learning style. The term “learning styles” may be defined as a predisposition on the part of learner to adopt a particular strategy regardless of specific demands of learning tasks. (Schmeck, 1977). Eddy (1999) describes a learning style as the way in which we prefer to organize, classify, and assimilate information about the environment. That is, the modality by which we learn best. There is a great deal written on learning styles – and probably as many theories as there are writers on the subject.



All students have different needs, abilities, and preferences. Neither their strengths nor their barriers to learning are always obvious. They tend to be the students “in the margins” — those who need different kinds of supports and scaffolds to learn (Rose, Meyer, & Hitchcock, 2005). In fact, they are a heterogeneous group struggling to learn for a wide variety of reasons:

- Sensory or physical disabilities.
- Emotional or behavioral challenges.
- Learning disabilities or reading difficulties.
- Autism spectrum disorders.
- Attention deficit hyperactivity disorder.
- Lack of appropriate background knowledge.
- English-language barriers.

Unfortunately, the typical curriculum — usually centered on printed materials — is designed for a homogeneous group of students and is not able to meet different learner needs. That design puts the burden on learners to adapt to inflexible curricula and on educators to create modified materials personalized to the needs of each student. The real challenge for educators, then, is to provide learning opportunities in the general-education curriculum that are inclusive and effective for all students.

What is Universal Design for learning (UDL)? :



Universal Design for Learning



Engagement



Representation



Expression

Universal Design for Learning (UDL), by facilitating the design and implementation of a flexible, responsive curriculum, UDL offers options for how information is presented, how students respond or demonstrate their knowledge and skills, and how students are engaged in learning. UDL implementation provides the opportunity for all students to access, participate in, and progress in the general-education curriculum by reducing barriers to instruction.

UDL Principles :

The UDL framework values diversity through proactive design of an inclusive curriculum, thereby eliminating or reducing barriers to academic success. Initially proposed as a means for including students with disabilities in the general-education classroom, it is now better understood as a general-education initiative that improves outcomes for all learners.



According to the following three UDL principles, each area of the curriculum should provide multiple, varied, and flexible options for representation, expression, and engagement:

Principle 1: Provide multiple means of representation.

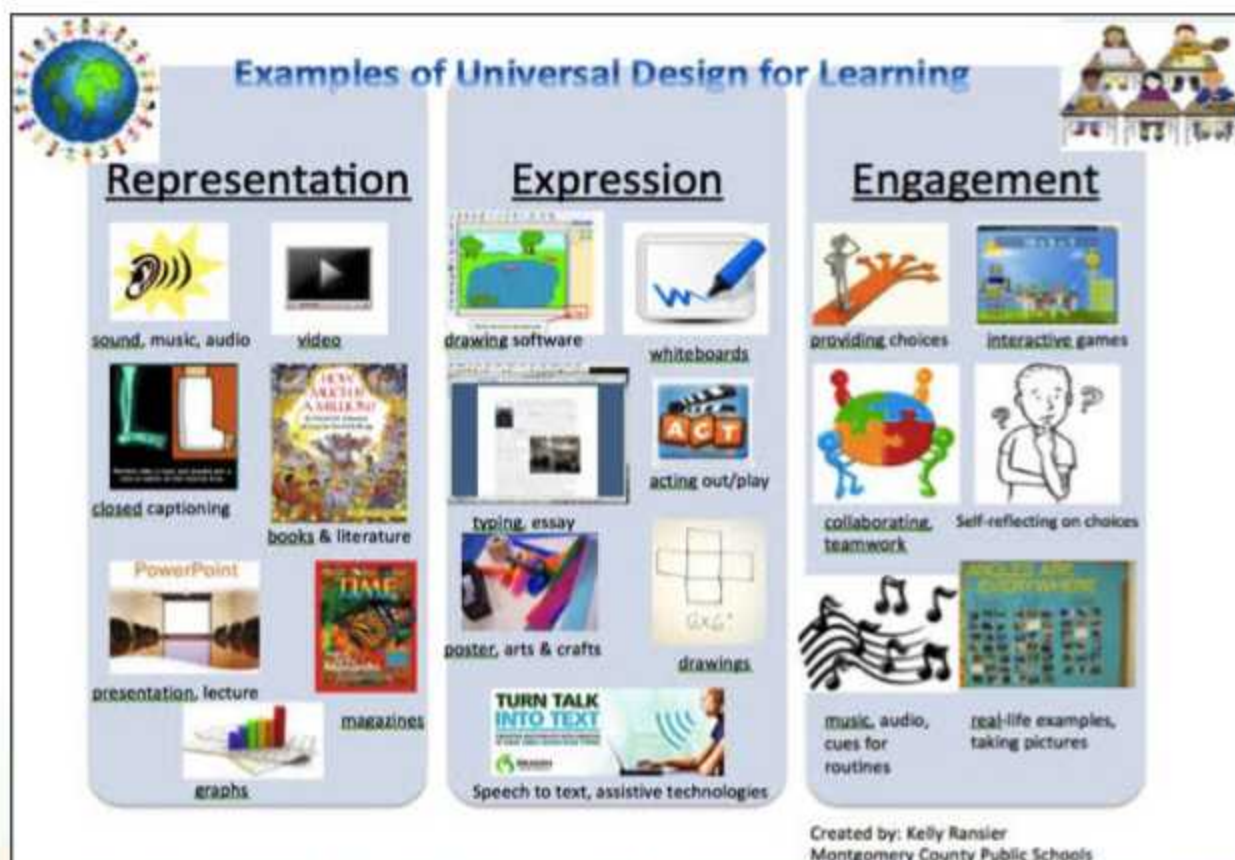
Principle 2: Provide multiple means of action and expression.

Principle 3: Provide multiple means of engagement.

Multiple means of representation: Video captioning and video description (i.e., adding text or audio to describe what happens in a video to support access by persons with visual difficulties); highlighted vocabulary in subject matter content, such as science and social studies materials; main ideas offered through graphic organizers; vocal directions matched with printed and visual/image representations (e.g., pictured directions in learning centers); pre-teaching opportunities for new vocabulary and concepts; color shading used for emphasis.

Multiple means of action and expression: Models of expert performance provided using differing approaches; paired voice with visual displays; outlines of subject matter content.

Multiple means of engagement: Choice of topics for projects; simple self-monitoring checklists in learning centers for students to self-assess completion and accuracy; consistent attention-getting techniques that use visual as well as auditory cues; paired peers to share small-group activities.



All learners have strengths, weaknesses, and preferred areas of interest within the context of the learning environment. Using a UDL lens, speech-language pathologists and other educators can



identify the strengths, needs, and interests of individual students and combine them into a UDL class/group profile. Who are these students? How do they learn best? What strengths, cultural backgrounds, learning styles, and interests do they bring to the learning situation? What forms of communication do they use? How do they execute a plan for learning? What are their talents?

Understanding learning styles can help us create more inclusive classrooms where everyone has a chance to succeed. For instance, a student from a culture that teaches children to listen quietly in a classroom (or a visual learner who is uncomfortable with speaking) can be at a disadvantage when a portion of the grade is based on participation in class. Sensitive teachers can allow for group work during class to create smaller, safer environments for these students to speak, and for their classroom performance to be evaluated.

The issue of inclusion of children with disabilities in mainstream education cannot be separated from other issues of diversities as a whole. When we talk about the diverse learners of our classrooms, we should not forget the needs of CWSN.

Students with special and exceptional needs are placed in inclusive learning environments more frequently than in the past. For general educators with a limited special education background, this can often be anxiety provoking and stressful. Every teacher wants to provide the best instruction and education for her students.

The UDL approach asks teachers to look at the needs of the children first. Reflect on the interest of the children, their specific learning needs and styles, and then begin the planning process.

Thus, Universal Design for Learning (UDL) principles are very effective while dealing diverse learners in our classrooms because content is being presented in front of them by using various methods and it helps all the students to have equal access to learning (including children with special needs). This approach offers flexibility in the ways students access materials, engage with it and shows what they know. It encourages active learning, grouping of students by learning styles and it promotes project based learning.

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CHAPTER 11

Resource Room for Inclusive Schools

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Abstract

The resource room is a classroom present in school premises meant for those students who belong to a regular class but need some special instructions in an individualized or small group setting for a portion of the day. This program includes remedial, compensatory and developmental instruction, which is provided in small groups for usually three to five or more hours per week as and when required. Academic support is also provided through the consultation with the in-service teacher by adjusting the learning environment or modifying the instructional methods.

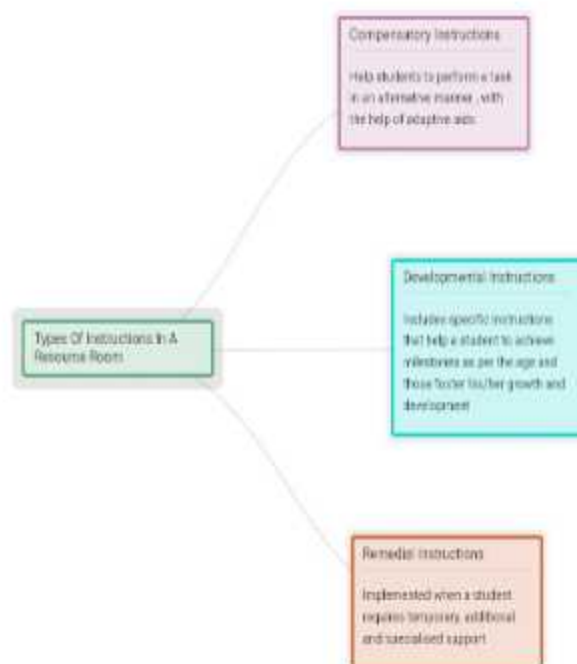
Keywords: Resource room, Children With Special Needs, mainstream, therapeutic support

INTRODUCTION

A resource room is the most inclusive place in the school from where every student get need based material. The resource room is specially made for students who have additional academic and therapeutic needs. It is the space where students can sit and avail services as per their requirements, these services are meant to facilitate their age appropriate development. This room is only for CWSN but it is for everyone who seeks extra support. A resource room is a place for mutual growth for everyone.



Types of Resource Room Instructions



Objectives:

- To provide equal opportunities for children with special needs to access government schools
- To facilitate retention and completion of schooling for children with special needs by creating conducive education facilities for effective inclusion
- To effectively address educational needs of children with special needs
- To enable children with special needs, learn daily life activities essential to lead life with independence and confidence
- To enable children with special needs and those without disabilities to learn from each other and enable them to become socially responsible adults who can contribute to welcoming and inclusive communities.

Features:

- The inclusive schools have CWSN friendly infrastructure and supportive school environment.
- CWSN are pulled out only to be taught by a special educator until they can be mainstreamed.
- CWSN participate with other students of the school in all activities of the school including Games, PT Period, Drawing Period, Prayer, Art and Craft, Eco-club, Bal-Sansad,

Celebrations, etc. so that the school can serve as a nursery for an inclusive society.

- Disability-wise Therapists visit the Resource room as per the timetable and provide Therapeutic services and also provide support to Special Educator and Teacher in planning and achieving the goals set in IEP.
- Special Educators conduct weekly meetings with schoolteachers to help them teach academic subjects to CWSN with appropriate curricular adaptations. This is expected to make the program sustainable and scalable.

School Equipments for Children with Special Needs

Requirements of Equipments for Resource Room disability-wise as suggested by NCERT (1987) are given below as a reference for schools:

Equipments Required Disability-Wise

A. Speech and Hearing Impairment

1. Sound discrimination toys (loud to refined)
2. Group hearing aids
3. Individual hearing aids
4. Audiometer with all accessories
5. Speech trainer with all accessories
6. Charts slides on sign language
7. Manual alphabet
8. Model of speech and hearing mechanism
9. Slides, charts on defects/deformities of speech and hearing impairments
10. Charts/Slides on speech articulation/felt cut outs in English and in any other regional language.
11. Speech correction exercises available at All India Speech and Hearing Institute, Mysore.
12. Mirror for speech correction.

B. Visual Impairment

1. Braille alphabet English/Any other regional languages
2. Snellen charts required for eye check-ups
3. Braille kit including abacus, stylus slate, taylor frame, etc. embossed tape rubber sheets, push pins.
4. Mobility cane, blind folder.



5. Charts on mobility skills.
6. Magnifying glasses plastic-based focusable, cylindrical magnifier, hand magnifiers, rectangular readers, etc.
7. Reading and writing stand with Braille marker.
8. Talking books.
9. Touch and audio learning material.
10. Model on eye mechanism.
11. Slides charts on eye defects and deformity.
12. Typewriter with Braille marker.
13. Thermoform machines.

C. Orthopaedic Impairment

Charts/Model/Slides on upper and lower body impairment.

2. Slides on techniques of physiotherapy.
3. Purchase prosthetic aids, wheel chairs, Braces, hand rails, adjustable furniture, thick pencil holder, book stands and page turner, etc.
4. Artificial limbs.
5. Slides on the diseases and correction related to orthopaedic impairment.

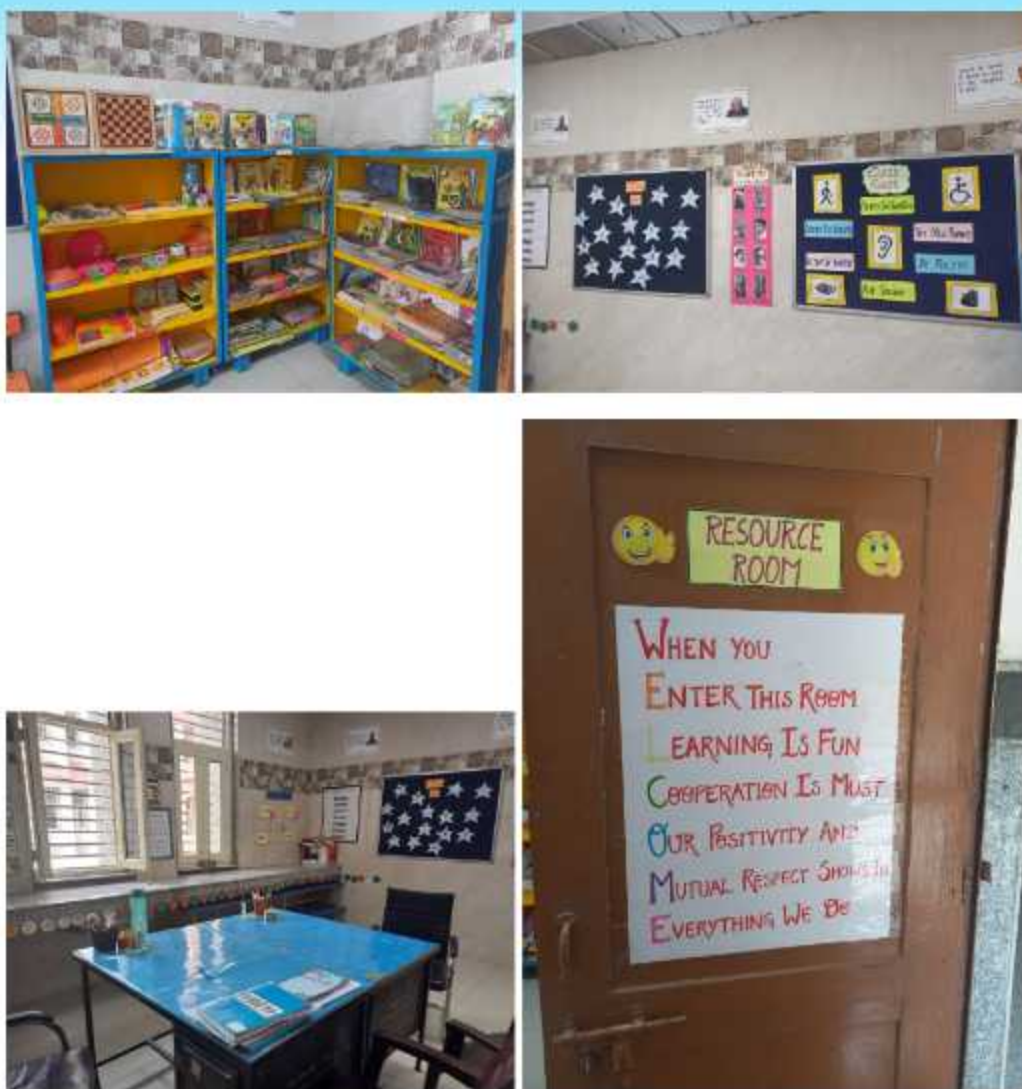
D. Intellectual Disability

1. Psychological tests used for testing.
2. Model of brain.
3. Charts/Slides on left and right hemisphere functioning and problems related to Intellectual Disability.
4. Slides on intellectual Disability(mild to severe) Adaptive behaviours in relation to intellectual functioning (NIEPID, Secunderabad).

E. Learning Disability

1. Tests used for assessment.
2. Charts/Slides on basic areas of learning disability- perceptual, reading, writing, arithmetic, listening and comprehension.
3. Charts/Slides on mistakes done by children.
4. Toys games, any other material used for correction of these problems.
5. Sand trays





Few Glimpses of Resource room developed by Special Education Teacher of a Delhi Government based school

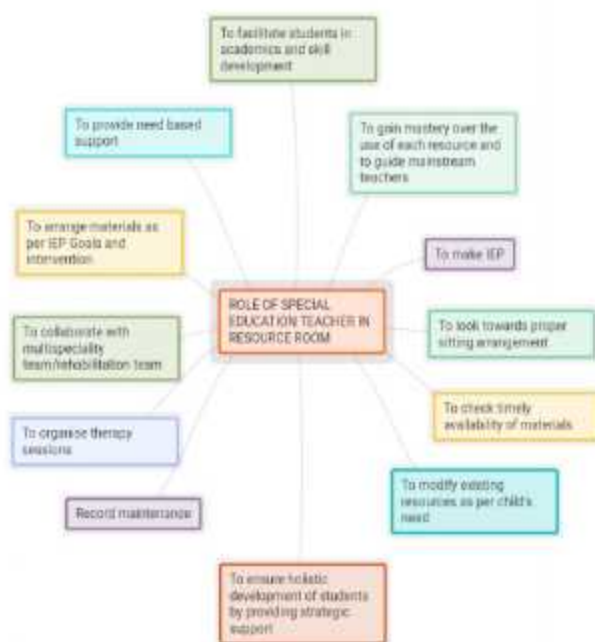
Purpose of Resource Room

- The only purpose of the resource room is to tap the underlying potential of a child whose performance in tests and exams is way below actual potential or ability, through innovative highly individualised teaching methods. The resource room has the amazing and valuable capacity to recognise and assess difficulties as early as possible as well as draw up early intervention programmes for children as early as kindergarten.
- This actually minimises the number of children who develop various problems due to secondary factors. The resource room also has its eyes open for children who might develop late emerging learning problems.
- The resource room is a treasure house of classroom activities for all topics in all subjects. If a systematic interactional process between regular class teachers and special education



teacher is put in place, exchange of ideas, exchange of knowledge and creativity leads to a situation where the resource room could actually become redundant with every teacher becoming acquainted with ways to provide individual assistance to needy students within the classroom itself.

- **Role of Special Education Teacher in Resource Room**



- **Teaching in Resource Room**
- Some special education teachers spend part or all of their teaching time in a resource room. The teacher works with a small group of students or one-on-one with a student to accomplish specific learning goals that are not part of the regular education curriculum. Some students may be in the resource room for a limited amount of time.
- For example, a student may only require resource room services for mathematics, or a student in an inclusion program may need to resource room only for the administration of tests. Other students spend the majority of the day in a resource room if it is deemed necessary.
- Students should only be placed in a resource room if it can be demonstrated that modifications and accommodations in the regular education classroom will not provide a suitable learning environment. In such cases, the resource room is determined the least restrictive environment. A student's IEP dictates how much time she should spend in the resource room each day or week.
- Some resource room programs are designed for students to spend the majority of their time in. Students with emotional and behavior problems or severe cognitive disabilities who would not experience any success in the regular education classroom, may be in a pull-out program for the majority or all of their day.
- The resource room offers several advantages. The special education teacher does not have



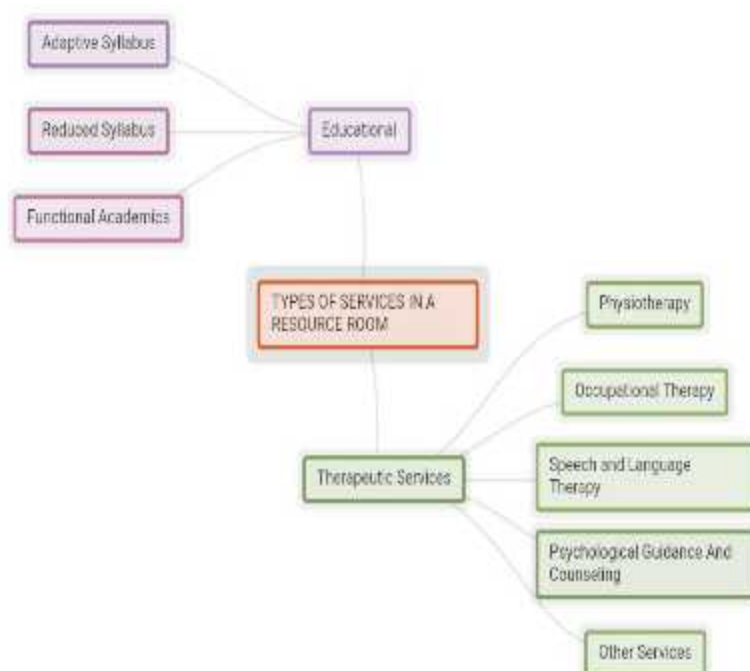
to find collaboration time. He is able to provide more individual instruction time. Also, the learning goal can be easily repeated as much as needed for an individual student without the pressure to follow the standard curriculum. The resource room may be less distracting for the students and teacher.

- Resource room teachers are responsible for planning daily lessons. A large amount of planning may be needed depending on the number of students and subjects taught. In addition to the classroom duties, the teacher is required to write and administer each student's IEP.
- Resource rooms can provide a safe, no pressure place for students with special needs to master given skills. Furthermore, teachers can have a great impact on students' lives in a resource room setting.

Services Offered in a Resource Room

- Education Services - These include services related to the academics of a student as per need. In resource room functional academics syllabus (academic part essential for day to day living, e.g.: addition, subtraction and reading labels of harmful substances), adaptive curriculum syllabus (e.g.: simplified version of photosynthesis) and reduced syllabus are taught by Special Education Teachers in small groups or in one to one situation.
- Therapeutic services- In disability specific resource room therapeutic services are given as per the nature, need and severity of the condition/disability. For example: If

a child has muscle weakness in hand and not able to grasp pencil effectively, the occupational therapist will try to develop basic tripod grasp using different activities and devices and at the same time physiotherapist will work on strengthening the hand muscles involved in tripod grasp using different exercises.



Resource Rooms in Delhi- An Initiative of Delhi Govt

Delhi Govt is developing 21 resource rooms across the districts of Delhi those are going to cater children with various disabilities and issues. Few resource rooms have already been developed having facility of therapeutics, psychological guidance and counseling, educational preparedness and remediations.

Free services are being given by multi disciplinary team of therapists and professionals at every resource room. The rooms which are developed are nicely functioning and catering needs of many CWSN. The Inclusive Education branch of Directorate of Education is providing support to each resource room.



Resource Room in R K Puram area by Delhi Govt

Pics Courtesy: Twitter

On a concluding remark, to make inclusion possible we need to prepare our differently abled students and for that resource room plays extremely crucial role. That not only helps them in developing their skills but also contributes in their development and ultimately in their inclusion.

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CHAPTER 12

Use of ICT for Students with Disabilities

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Abstract

As we all know that education plays an important role in the development of child. Some times it is not effective due to some barriers specially in terms diversity and special reference to Students with Disability. ICT helps in identifying these type of children, their requirements and also in the creation of learner friendly environment without any technological barrier. It also helps to manage social and educational environment in Inclusive setup. For this its helps students to Increased confidence by use their potential in required area and help them to achieve positive outcomes without considering their weakness and strength. ICT also helps teaching and non-teaching staff with parents also to reduces isolation of teachers and make them comfortable to communicate electronically with colleagues. It supports them into reflection on professional practice. This chapter focused on various technology available for different categories of Students with Disability.

Key words - ICT, Software, Technology, Disability, Inclusive Education

Introduction-Information Technology

As it is clear from the previous study that inclusive education is a completely opposite concept to the exclusion of children with disabilities from the general classroom. It is not a substitute for special education, but a complement to special education. It helps children with disabilities to overcome various obstacles in an inclusive classroom. Information technology is an important invention of the present times. By its use, where interest and curiosity is included in the classroom, on the other hand, it helps to a great extent in the inclusion according to the needs of the children. And the parents will feel the ease in providing proper direction to the children, the same handicapped children will also find it easy to overcome the difficulties in reaching the height of success on their



own through this technique.

Information technology is the field in which electronic devices and computers are used to exchange information. The children with disabilities can be used technological tools for different purposes. In education its play an important role in INCLUSION, rehabilitation to playful and entertainment activities. Talking more in detail, in this, a function is accomplished through operating system, hardware, software, server, database store, etc. Is. Today, the use of information technology has revolutionized the field of inclusion. Today, information technology is the medium that has not only helped in bringing the concept of learning by doing but has also expanded it. Information technology goes to the credit of presenting the process of going from the smallest mobile being used in the house to Mars in the simplest form.

Today, when many laws such as PWD Act 1995, RPWD Act-2016, many policies (National Education Policy 2020) when it comes to promoting inclusive education, the role of ICT in fulfilling this objective proves to be not only relevant but important. Through this, where teachers are successful in establishing a positive social and emotional environment through proper teaching method by using teaching pedagogy in the school and parents enable themselves to speed up the development of students along with the social environment. At the same time, the important point is that the students understand themselves and experience the help in being able to fly the wings of their own desire, that is, through the use of ICT, the teacher, parents and students are able to contribute paramount to the student interest by participating in the process of all three inclusions.

Advantages of ICT Tools in education -

- Manageable Cost, Secure and saves time
- Teachers can learn how to Provide better learning methods.
- Its makes management of students become more easy than prior Classroom teachings are in direct form
- Improves Modes of communication
- **Encourage Collaboration**
- Makes Eco-friendly environment by eliminate the usage of paper
- Information's are available all time in one click
- Helps teachers in better teaching
- Researchers, scholars, teachers, students and other staff can link together at one time by using Web-based LMS tools for discussion on education.
- In the creation of interesting classroom activities with Audio- Visual System.



- universities, colleges, and schools are introduced with digital culture

Role of Information Technology in Inclusion Process:

When we talk about the use of information technology in the inclusion of a classroom, then it becomes more sure that they can use the resources of information technology properly. Through this, the inclusion of disabled children will be done in the classroom in a proper way. ICT not only provides a variety of resources to the students, but also helps in the smooth conduct of class work, understanding it and the examination system by completing the school curriculum.

In UNESCO training guide there are three major roles which are used as information technology are

“ICT in education for people with special education”

1. Dedactic Uses :

These type of tools are uses for general process of using ICT to transform approaches to education and help to make inclusive learning environment.

2. Communication Uses:

communication technologies are enable communication.

3. Compensation Uses:

Compensation are enable participation in reading and writing.

ICT plays and important role in effective education environment.

While visually impaired students will be able to get help from computer with the help of some software's like Jazz, NVDA etc. will give them more easy than before.

Students suffering from specific learning disability can communicate easily with the use of ICT.

Student suffering with hearing impairment make himself or herself as per their community and much confident than previous by using voice communication aids and appliances. Students can make homework interested with the help of ICT.

Benefits for teachers:

- Improve skills of teachers for inclusive classes.
- Teachers gain the capacity to select the appropriate e-tools and resources and evaluate it.



- Braille, recording sounds etc. makes materials in electronic forms which makes class interested and inclusive.
- ICT improve professional growth of teachers via online communication.

Benefit for parents

- ICT encourage parents to make new goal for their students in their life with the help of ICT.
- Parents can reduce their anxiety by using ICT.

ICT Use in classroom

Digital books –

It is a book which is available in digital form (both in the form of audio and video). These books consisting texts or images or both. It is a book which is available in digital form. Its help in text to speech vocabulary support with the help of electronic devices such as computer, Mobile, Laptop etc. By These devices digital books are able to hear and view simultaneously.

Avaz

Avaz is an Augmentative and Alternative communication (AAC) tool, invented by Mr. Ajit Narayanan. It is a communication app used for children whose are suffering from non-verbal disabilities. Ex. - Downs syndrome, Cerebral palsy, Autism spectrum disorders etc.

Literacy Software

It opens the world of reading to students of all skill levels. The purpose of designed this type of software was to engage and entertain young minds with the help E-books, activities and resources. Now it is helps those students whose are suffering from low vision. It is accessible with Specific accessibility tools which creates same level for all.

BARRIER BREAK TECHNOLOGIES

In India the best example of these technologies are Signtalk website. By using it hearing impaired children's are able to communicates there feelings with others through sign language.

Podcast

It is an episodic series of digital audio files which can be download by CWSN in a personal device and can be listen when they want. There are also a podcast search engines, which help users to find podcast series.

Prosthesis Devices



A prosthesis devices are used at the place of missing part of the body as arms, joints, legs etc. These are substitutes which makes body work better.

Wheelchairs

A chair along with wheels. It is used by children whose are suffering from spinal cord injuries which results are in the form of paraplegia, hemiplegia, and quadriplegia. Apart of these children whose feels difficulty in walking due to illness, injuries due to accident or disability such as muscular dystrophy, cerebral palsy, motor neurone disease, brain injury, are used it.

There has been used over the last 200-300 years. The folding wheelchair came in 1933, and powered wheelchairs were developed in the early 1970s

Normal Wheelchairs are come to use over last 200-300 years. The folding wheelchair came in 1933, and powered wheelchairs were developed in 1970. Now motor wheelchairs are in the market.

Feeding devices

These devices feed children themselves. It is used by the Children who have not able to coordinate with head and hand due to disability or injury.

Braille terminal devices

It is used by Visual impairment children. It is an electro-mechanical device used for displaying characters. In this usually a flat surface raised through holes by round-tipped pins.

Speech synthesizers /Speech computer / Screen Reader

It is a artificial machine used for production of human speech. It can be implemented both in software and hardware. A text-to-speech (TTS) system are used in computer, is able to converts normal language text into speech. It also read text which are typed by the users.

JAWS (“Job Access With Speech”)

It is produced by the Blind and Low Vision Group of Freedom Scientific. It is a computer’s screen reader program accessible for Microsoft Windows. It helps visually impaired (Blind) children to read the screen of computer either by a refreshable Braille display or with a text-to-speech output.

NVDA (Non Visual Desktop Access)

It is also a portable screen reader which is free. It is most popular software.

Digital accessible information system (DAISY)

It is a technical standard for digital audiobooks, periodicals, and computerized text. It is mainly designed for Children with “print disabilities”, including blindness (Visual Impairment, Low Vision, and dyslexia.

Screen printing



It is a printing technique where a mesh is used to transfer ink onto a substrate. It prints in larger than normal. Mostly it is used by low vision students.

Hearing Aids

A hearing aid is a device designed to improve hearing by making sound audible to a person with hearing loss.

It is a revised form of ear trumpets or ear horns, which used long years ago, for gather sound energy and send it direct into the ear canal. Now Modern devices are available in the market which transform environmental sound to make it audible. These are also able to noise reduction.

Alternative Key Boards

These keyboards are used by the students, have trouble in typing. Learning Disabled children may benefit in customization, graphics etc.

Intellikays, Keyguards, Compact Key boards, Big Kays keyboards etc. are available in the market with their specialities.

Electronic math worksheets

These are software programs. It helps students to organize, align and work, on a computer screen through math problems. speech synthesizer software can read aloud Numbers that appear onscreen. Children suffering from dyscalculia are got help from this.

Speech to text tools

These tools are available on your computer through your device, browser or extensions. It is developed in 1936. Time to time its become more advanced. Now it converts text in to speech on screen. Its allow children with reading disabilities (Dyslexia) to listen to written words. It deals with Newspapers, Books etc.

Talking Calculators

Its looks and function like a common calculator. It is different because it has a built in speech synthesizer. When we press a key it spoken out loud. As perform any operation on it user verify at once that the numbers and operands have been entered correctly. This type of calculators also speaks the answers.

Talking Calculators are available in different styles also.

For reminder talking calculators are available with alarms and music,

for visually impaired Children calculators with extra-large number keys, for input, are available.

Be My Eyes

It is a Danish mobile app. It help visually impaired Children to identify or recognize objects. This app is available for Android phone and iOS . This app permitted children to access live chat to



online community of sighted volunteers. They receive photos or videos from affected children and assist them.

Braille technology is assistive technology

It allows visually impaired children to do common tasks (typing in Braille, writing, browsing the Internet). It helps blind or visually impaired students to complete all assignments which given from school .

Flash Card

It contains set of words or images on a card. It is mainly used for education and training of many things which are not possible to live. Flashcards are often used to memorize some dates, formulas etc. which are important in life. These are printed on both sides. One side contains Questions and other side answers.

Same on E-flash card it is prepare but it has another side instead of both side.

Conclusion- Use of ICT plays most important role in education. It is more important when it comes to Students with Disabilities. Continuous research is being done in the field of ICT, so a teacher should be constantly updated with these researches so that students can be helped on time to time as per their requirement. ICT enable greater learner autonomy in education, It unleash there hidden potential with communication difficulties, enable students to demonstrate their achievement in that ways which are not possible with traditional methods.

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CHAPTER 13

Inclusive Education From The Perspectives of New Education Policy 2020

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Abstract

India's earlier policy goals have been primarily emphasizing on expansion and equity with very few focus on skill and holistic development. The NEP-2020 could break from the history by including multidisciplinary programmes with strong skill base as one of the critical regulators for enhancing student learning outcomes. While skillfully indicating that higher education is much beyond human resource development, the policy takes a long-term view in terms of the emphasis on multiple entry and exit, and option to skill courses to confirm that our youth are equipped for a rapidly changing job scenario. The Policy is truly forward looking, innovative, democratic and learner centric. Access and equity are key challenges for creating an inclusive and high quality higher education in India, and the institutions are obliged to address these issues through inclusive processes. India is a country known for Unity in Diversity. This chapter will discuss the perspectives of inclusive education from the perspectives of national Education Policy 2020.

Key Words: National Education Policy 2020, Inclusion, Sustainable Development Goals, Access

INTRODUCTION

The global education development agenda reflected within the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal would require the whole education system to be reconfigured to support and foster learning, in order that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development are often achieved. Education thus, must move towards less content, and more towards learning about the way to think critically and solve problems, the way to be creative and multidisciplinary, and the way to innovate, adapt, and absorb new material in novel and changing fields.



Pedagogy must evolve to form education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, additionally to science and arithmetic, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at an equivalent time prepare them for gainful, fulfilling employment. The gap between the present state of learning outcomes and what's required must be bridged through undertaking major reforms that bring the very best quality, equity, and integrity into the system, from early care and education through higher education.



EQUITABLE AND INCLUSIVE EDUCATION: LEARNING FOR ALL

ECCE ideally consists of inquiry-based learning concepts which comprise of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play. Puzzles, logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement are also an integral part of the concepts. Over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth. Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged backgrounds.

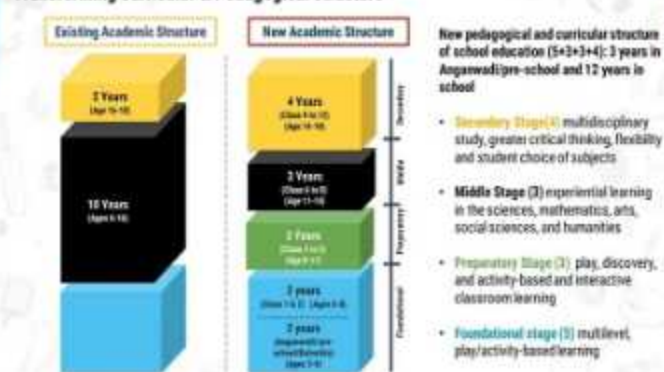
A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCP-FECCE) for children up to the age of 8 will be developed by NCERT in two parts,

- 0-3 year-olds,
- 3-8 year-olds,

This policy talks about reorganizing the existing 10 + 2 school system into a new system of 5 + 3 + 3 + 4, the basis of the curriculum and teaching of all children aged 3 to 18 years. At present, children between the ages of 3 to 6 are not included in the 10 + 2 structure, as 6-year-olds are admitted in class 1. The current 10 + 2 system is to be replaced by a new 5 + 3 + 3 + 4 curriculum structure as per the age of 3-8, 8-11, 11-14 and 14-18 years respectively.



Transforming Curricular & Pedagogical Structure



ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of

- stand-alone Anganwadis;
- Anganwadis co-located with primary schools;
- pre-primary schools covering at least age 5 to 6 years co-located with existing primary schools; and
- stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE.

It is envisaged that prior to the age of 5 every child will move to a “Preparatory Class” or “Bala-vatika” (that is, before Class 1), which has an ECCE-qualified teacher. All school children shall undergo regular health check-ups especially for 100% immunization in schools and health cards will be issued to monitor the same. Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme covering early literacy, numeracy. These programmes may be run through digital/distance mode using DTH channels as well as smartphones, and other relevant aspects of ECCE. Students currently in elementary school - estimated to be over 5 crore in number - have not attained foundational literacy and numeracy. 72 % of Children with Special Needs (CWSN) in India between the age group of 0-5 years never received early childhood education. (Source -UNESCO TOI 4th July 2019) . The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. A National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Education.

- Pupil-Teacher ratio (PTR) 25:1
- Enjoyable and inspirational books for students at all levels will be developed
- A National Book Promotion Policy will be formulated.

As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore .The first is to provide effective and sufficient

infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12. Besides providing regular trained teachers at each stage. Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. Universalization of education from preschool to secondary level with 100% Gross Enrolment Ratio (GER) in school education by 2030. To bring 2 crore out of school children back into the mainstream through an open schooling system. It will also have 12 years of schooling with three years of Anganwadi/ pre schooling. School governance is set to change, with a new accreditation framework and an independent authority to regulate both public and private schools. Emphasis on Foundational Literacy and Numeracy, no rigid separation between academic streams, extracurricular, vocational streams in schools.

- Vocational Education to start from Class 6 with Internships.
- No language will be imposed on any student.

Assessment reforms with 360 degree Holistic Progress Card, tracking Student Progress for achieving Learning Outcomes. A new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021, will be formulated by the National Council for Teacher Education (NCTE) & NCERT.

- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.
- Teacher recruitment by TET, NTA & Demonstration

Equity and Inclusion in Higher Education :

'Gender-Inclusion Fund' to build the nation's capacity to provide equitable quality education for all girls as well as transgender students. It is recommended that regions of the country with large populations from educationally-disadvantaged SEDGs should be declared Special Education Zones (SEZs), where all the schemes and policies are implemented to the maximum through additional concerted efforts, in order to truly change their educational landscape. Gross Enrolment Ratio in higher education to be raised to 50% by 2035. Also, 3.5 crore seats to be added in higher education. The current Gross Enrolment Ratio (GER) in higher education is 26.3%. Holistic Undergraduate education with a flexible curriculum can be of 3 or 4 years with multiple exit options and appropriate certification within this period. Academic Bank of Credits to be established to facilitate Transfer of Credits. Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country. The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education. Higher Education Commission of India (HECI) will be set up as a single umbrella body and will be having four independent verticals namely,

1. National Higher Education Regulatory Council (NHERC) for regulation,



2. General Education Council (GEC) for standard setting,
3. Higher Education Grants Council (HEGC) for funding,
4. National Accreditation Council (NAC) for accreditation.

An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. National Assessment Centre- 'PARAKH' has been created to assess the students. It also paves the way for foreign universities to set up campuses in India. National Institute for Pali, Persian and Prakrit, Indian Institute of Translation and Interpretation to be set up. Currently, India spends around 4.6 % of its total GDP on education. The 12th Five-Year Plan (2012–2017) estimated that in Indian in the age group of 19–24 (less than 5%) received formal vocational education Whereas in countries such as the USA the number is 52%, in Germany 75%, and South Korea it is as high as 96%. These numbers only underline the urgency of the need to hasten the spread of vocational education in India.



Conclusion: This policy focuses on access, equity, quality, affordability and accountability. The policy intends to create a future where the student is at the heart of research-based, individualised learning. The focus areas of the reforms seek to cultivate '21st-century skills' among students, including critical thinking, problem-solving, creativity and digital literacy. The success of this new education policy will depend upon how it's implemented. Therefore, it is often said that India is that the country with the youngest population and India's future will depend upon providing high-quality educational opportunities to those youth. The NEP 2020 aims at making "India a worldwide knowledge superpower".

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CHAPTER 14

Aids and Appliances for Visually Impaired

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Abstract

Assistive technology for the visually impaired persons is a research field that is gaining increasing prominence owing to an explosion of new interest in it from disparate disciplines. Assistive Technology for persons with visually impairments is expected to grow at a swift pace and impact the lives of individuals and the elderly in ways not previously possible. There are various advance assistive and adaptive technologies are available to provide a support for students with visual disabilities and Low Vision which enhance the quality of life and also support them to be empowered. This chapter is highlighted various assistive technology as a form of aids and appliances used by students with visual disabilities.

Key Words: Aids and Appliances, Assistive Devices, Students with Visually Impaired

Introduction :

An aid for the visually impaired as any prosthetic device, item of equipment, or animal used in assisting a beneficiary in overcoming the impairment associated with blindness and vision loss including, but not limited to i) Devices or items specially designed for use by persons who are blind or visually impaired, such as long canes, writing guides, Braille writers, Braille or low vision talking watches, signature guides, talking calculators and optical character readers. ii) Devices usually used by sighted persons but which have been approved for use by blind or visually impaired beneficiaries for the specific purpose of assisting them in overcoming functional deficit related to vision loss in addition to ensuring safety e.g., electric razors, voice activated organizers, typewriters, recording device, computers, Brett guards (Plastic corner device for saws) and large print playing cards. iii) Guide dogs specially trained to assist visually impaired persons. iv) Any device or item requiring evaluation and/or training-by low vision, specialist or visually impaired



rehabilitation professional with the exception of optical low-vision devices. v) Specially adapted medical device such as glucometers and audible prescription reading devices. rehabilitation

BASIC LOW-VISION SERVICES Basic low-vision services include spectacles or increased bi-focal aids, simple magnifier or telescope, absorptive lenses, lamps, reading stands and other optical and non-optical device that meets the needs of low- vision children. lamps, **OPTICAL LOW-VISION DEVICE** focus, Optical low-vision devices alter the image, focus, size (magnification or minification), contrast, brightness, colour or directionality of an object through the use of lenses or other technology. Such device include but are not limited to prescription eyeglasses or spectacles, specially contract lenses, microscopic spectacles, hand +held magnifiers, stand magnifiers, telescope (monocular and binocular), head-borne lenses, prisms and Closed-Circuit Televisions (CCTV) and Electronic Optical Enhancement Device (EOEDs). These optical low-vision devices must be prescribed by an appropriate ophthalmologist. image, size **NON-OPTICAL LOW-VISION DEVICE** Non-Optical Low-Vision Devices are those that use senses other than vision to enlarge. Examples include but are not limited to large phone dials, touch watches, large print books, audible clocks and alarms. These devices do not require a prescription by eye care-provider. Different Aids and Appliances are discussed down below which can De used as per the need and situation. These appliances if used by visually impaired will help them for better life and will certainly make them self-sufficient. These appliances are made by different groups and with time the technique and know how developed by research and development development will be improvised with the advancement of technology

1. **Braille Slate** Louis Braille (1809-52), a visually impaired discovered writi system for the visually impaired in 1834. Braille is a six do writing system. Each letter in the braille alphabet consists of more raised dotes. Braille slate is used to write braille. Braille slate is a wooden board with holes on either sides, a metal guide is fitted in these holes on either side, a metal guide is fitted in these holes and brought down as writing processes.

Each cell in the guide has six notches representing six dotes in braille. On the top there is clamp with pins to hold the paper in position. This is the simplest appliances used for writing Braille. riting one or Standard Braille Slate and Stylus This is a Braille and a stylus is also provided. A thick paper sheet of the same size as the slate, should be inserted between the two leaves of the slate. Braille text in any language it should then be embossed on the paper sheet, one letter each cell of the slate, using the stylus. Each cell has three notches on each of its vertical edges, to control the exact position of the stylus while embossing the dots in corresponding position. It must be remembered that the embossing of the text has to be from right to left starting from the right edge of the sheet, with the individual letter codes being embossed laterally inversed. This is necessary as the paper has to be turned over for the embossed matter to be read by touch.



Brailler state

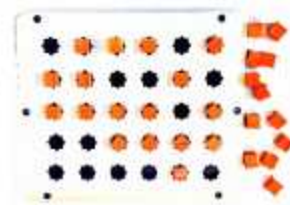
2. **Abacus** Abacus helps to count and calculate. Numerical values are set by moving beads in the two sections of a column towards the dividing beads away from the separating bar. Beads 1 to 4 are moved with the right forefinger. While values are thus being set or cleared in



Abacus

any one specific column, with the fingers of the right hand, the identity of this column should be remembered by keeping the lee forefinger on the next column on its left.

How to Use Hold the abacus straight. The bottom portion of the centre bar contains four beads in each column. The abacus is held in such ways that the 4 beads below the centre bar are at the bottom and the single bead above the centre bar is at the top. Each bead in the lower portion or the abacus denotes one unit and the bead above. The centre bar denotes five. Each column denotes the position of the number it represents. The extreme right column is the units column from the right is the tens column, the third column from the right is the thousands column and so on so forth. Writing a number on the abacus one will have to move one bead from the lower portion from the abacus towards the centre bar. For instance, if one had to set one on the abacus one will have to move one bead in the unit column from the lower portion from the abacus towards the centre bar. For example to set 45 on the abacus one have to set 4 in the te column (second column from the right) and 5 in the unit column o extreme right column)



Taylor Frame

3. **Taylor frame** Taylor Frame is a well-established device that provide a complete tactile solution for the visually impaired to learn mathematics. The Taylor frame consists of a large flat plate carrying several rows octagonal holes.

Rectangular rod like inserts are provided, and one insert can be placed in each octagonal hole in one of 8 directional positions. One or both ends of the inserts are inscribed with one of 4 standard raised shapes that can be identified by touch. The four shapes are as in row one.

4. **Magnifiers:** Magnifiers are available for persons with low vision. If any person is suffering from progressive eye conditions like retinitis pigmentosa Dimuscular degeneration then maniflers should not be used.
5. **Natesan Block:** The Child should be taught first to rotate adjacent disk so that the Braille code for a desired letter is formed on each pair of adjacent edges. Letters will be formed by rotation of each pair of adjacent disk in the same way in each succeeding pair of edges. The sequence of letters will thus form whatever word is desired (the standard block has 10 disc to create simple words with up to five letters). The child -should be trained to acquire speed and accue in forming words in this way and reading them by touch.



Natesan Block



6. **Alphabet Plate** This device called the Alphabet Plate has the alphabet of a selected language inscribed on it in the normal form along side with the corresponding embossed Braille form to enable children to learn the alphabet in both forms at the same time. The normal letters are etched on the plate to enable both sighted and blind children to follow the shapes of the letters with the tip of a pen or pencil and thus acquire handwriting skill.



Alphabet Plate

The device would have special value for blind children for enabling them to sign their name or even later becoming a teacher for the sighted. The device would be useful even for sighted children to stabilize handwriting skill.

7. **Geometrical Set and Drawing Tool** A variety of devices are available for geometry. The basic elements of a geometrical device or any other drawing device are the following: A wooden board, A rubber mat placed on the board, Plastic sheet placed on the rubber mat. A drawing can be made with the help of a Spur-wheel which has a toothed wheel which makes the embossing but in the process the paper has to feel the embossed diagram.



A diagram can also be made with an ordinary ball point pen. The advantage is that the paper need not be reversed. An ordinary Braille guide can be used to give names to the diagram. A compass can also be used to draw circles. Visually impaired person should first be taught the drawing tool to emboss dotted line on plain paper, which can be sensed by touch. They should then be taught to draw straight or curved line along the edges of the ruler or set square set or the protector to represent line, angles and curves. Then they should be taught how to use the ruler to measure length of embossed lines and the protector to measure angles between intersecting embossed lines. Teaching has to be innovative and imaginative to enable the learner to understand the concept of shape, size, measurement of length and angles, and calculation of area, volume etc.

8. **Vikas Composer:**

The vikas composer is a long block with a row of 20 cells, each having a set of 6 holes in a 2x3 matrix. Short pins are provided, which can be inserted in successive cells in different patterns, each pattern comprising a braille code uniquely representing a letter of any language. Thus a sentence in braille can be composed and can be read by touch of the finger.



9. Braille: It is Braille is shaped like a typewriter; it has six keys and a spacer. used more or less in the same way as the typewriter.
10. Folding Cane: It is used by visually impaired to move on their own.
11. Automatic Braille Embosser: Automatic Braille embosser are newly invented device of visually impaired.
12. Other devices:

Some other devices are

- i) Thermoform Machine: This is a duplicating machine. A master copy is made in Braille but under a plastic sheet; heat is applied from below. This transfers the dots or diagrams on the Braille or plastic sheet. A large number of copies can be taken. This is the best device for making embossed maps and three dimensional diagrams.
 - ii) Talking 1) Talking Calculators: A talking calculator can make calculations for the visually impaired easier as shown in picture.
 - ii) Close Circuit T.V: It is a projection device which give great much higher magnification. These devices are of great value to elderly people. iv) Talking watches: Talking watches are available in the market v) Tactile Image Maker: Tactile image makers are available in the market
- Instructions to Parents Following instructions can be given to parents of visually impaired child who are using aids and appliances to make them safe and comfortable: Parents try to adjust the lighting in the house. Sometimes the child who has low vision can see better with light bulbs, Keeps door and windows fully opened or fully closed in order to prevent them from bumping. Do not rearrange the furniture without informing the child with visual impairment. Making edges of the doors and stairs with contrasting colours. If there are low tables in the room; it would be helpful to cover cloth so that the low vision child can easily see them without bumping in to them. Painting the door locks, handles and switch boards in different colours will make the person to locate them easily. Avoid using multi-coloured-or patterned table cloths. It will be easier for the low vision person to see objects on the table if it is dark coloured. Instructions to Teachers Following instructions can be given to teachers who are dealing with visually impaired child so that they can use aids and appliance safely and comfortably. Teacher should give seat to the child near the illuminated portion in the class. The amount, direction and changes lighting condition are crucial for optimal visual functioning Teacher should have professional judgment in matching appropriate learning medium with the child's individual sensory and learning capabilities.

Orientation and mobility training should be given to teachers so that they can help child as sighted guide whenever needed. The children should be placed in the middle of the front row. The blackboard should be cleaned regularly and properly Writing should be clear, large and uncluttered. Speed while writing on B.B should be slow and teacher read the words while writing so that child can take short notes in braille. White and yellow chalks should be used as they provide best contrast. Short breaks during writing activities reduce fatigue. Children with low vision can be allowed to



use black ink to get good contrast. Some low vision children can write but for long hours those children can be allowed to use scribe for their exams. Teacher should avoid standing against the window.

Conclusion :

As per RPwD Act 2016 “Information and Communication Technology” includes all services and innovations relating to information and communication, including telecom services, web based services, electronic and print services, digital and virtual services;

Assistive technology has from time to time helped the people having different types of disabilities. It helps people with disability to live an independent life. The needs of the visually impaired and blind people are greater than ever before. Assistive technology as a mature field will continue to gain prominence and impact the lives of the visually impaired in ways not previously possible. With the help of assistive technology students with visually impaired enhance their quality of life and help them in empowerment too.

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CHAPTER 15

Child Sexual Abuse and Children with Disabilities

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Abstract

Child Sexual abuse is one the most heinous crime. It is not only prevalent in India but all over the world. It shows that we have made excellent development in other areas but lagging behind for Human Rights. This offence is many fold higher in the case of Girls with disabilities which leads to negative attitude of parents and society towards disability and this is dangerous for a country. Mere implementation of strict laws cannot solve this problem, we need to collaborate with all the stakeholders and work as a team. Regular sensitisation, awareness and training programs are necessary for the effective implementation of these strict laws. Teachers can play an important role for the protection of children with disabilities from sexual abuse. We also have to make our children aware about sexual abuse, their rights and laws for them. They are also being trained how they can escape from these situations and if struck what they have to do.

Key Words: Person/Children with Disability, Sexual abuse, gender based violence, attitude, rights, trainings, sensitisation.



Introduction :

WHO defines child sexual abuse in its report as involvement of children in sexual activity that they do not fully understand, are unable to give informed consent to, for which they have not developmentally prepared, or that violates the standards of the society in which children live". Child sexual abuse is a serious concern not only our country but all over the world. As per several reports, it has been concluded that Sexual abuse is lower in the case of boys than that of girls. While children with disabilities are many fold at higher risk of being victimised against their counterparts. Beside this, it has also been reported that there is discrepancy in informed cases and uninformed cases means there is very less number of cases of sexual abuse reported and it goes further down in the case of children having disabilities.

As per the census 2011, approximately 2.21% persons with disabilities constitute the Indian population i.e. 26.8 million in which 15 million are men and 11.8 million are women. Although, the data can vary a lot as there are many cases who are not certified due to many reasons, and having persons of only seven disabilities. The renowned survey tell us that in India a child is sexually abused in every 15 minutes. While children with disabilities are the easiest target, due to various reasons like myths, culture, ethnicity, class/caste, rural/urban etc. As per Women with Disability India Network (WWDIN, 2019:19), girls with disability are at higher risk than those of boys having disability. In addition to this, children with intellectual disability are far more at risk than their counterparts children who are not having Intellectual disability. Also being researched that they go through more serious and repeated form of the sexual abuse. Various reports depict the violence against Children with Disabilities to the several folds during the recent pandemic.

In addition to the above cited reasons, some more reasons for the increased sexual abuse with children with disabilities. Children with physical disabilities like Orthopaedic Impairment, Visual Impairment find difficulty to escape from the site of abuse while children with hearing and language impairment become unable to call someone for help and it is not easy for them to communicate the incident happened to them. While children with Intellectual /psychosocial Disability could not understand that crime is happening with them and it should be reported. It is also depicted from several researches that sexual abuse enhance the level of disability due to anxiety, depression, fear, s/he go through. Moreover in many cases sexual abuse leads to disability in children.

For a better society it is necessary to have physically and mentally fit human resources, in this direction it becomes important for a country to safeguard the rights of all children.

Provisions for Children with Disability :

India has ratified the Convention on rights of Persons with disabilities (CRPD), 2007 and brings out the revised form of Persons with Disability (RPWD) Act, 1995 as Rights of Persons with Disabilities Act, 2016. This act not only directs for the rescue, protection and rehabilitation of persons with disabilities but also to take steps to avoid these incidents. States are made responsible to create awareness and information available among the public. This act provides the right to free legal aid for PwD.

In addition to this, India brings out *The Protection of Children from Sexual Offences (POCSO) Act, 2012* and then *POCSO (Amendment) Act, 2019*. In this, not only they included abuse against



persons with disabilities but also more strict punishment. This act cater the sexual abuse problem with Person with Disability as sexual abuse with CwD kept in aggravated penetrative sexual assault. The punishment for this offence is ten year imprisonment which may extend to life imprisonment with fine. This act orders for mandatory complaint filing in the police station by the first informed person for example any family member or teacher if not s/he will be punished. Under this act, it has been directed to courts to conclude the case within a year of the case file. For the case of CwD, the law talks about collaborative efforts of counsellor, special educator and police to resolve the problem of difficulty in communication by the children with disability.

Gaps

Despite being strict laws for the protection of children with disabilities from sexual offences, there are various gaps in the implementation. Few gaps are given below:

1. Lack of data of the violence against children with disability due to which these issues cannot be highlighted.
2. Lack of adequate training of police personnel regarding handling the cases of CwD which results that in many cases, cops excluded girls or boys with disability from the complaint as the victim was unable to prove her/himself as CWSN.
3. Lack of collaboration between special educators, counsellor and police.
4. CwD are not being sensitised enough for good touch, bad touch concept.
5. Lack of awareness among parents for the POCSO Act, 2019.
6. In many cases, the first informer could not file a complaint file due to lack of support from the parent and children. Sometimes these incidents affect the attitude of the person negatively.

Case 1: One day Simmi, a 13 year old girl told her teacher, Ms. Sharda that his own step father repeatedly assaults her in the absence of her mother who is working in a factory. Ms. Sharda also noticed that performance of Simmi is deteriorating day by day in academics and other co-curricular activities. Hence, she immediately informed the head of the school and called Simmi's mother to school. The mother told Ms. Sharda that she knows everything but cannot file against her husband as he is the breadwinner of the family and she also has three more children. Despite many attempts, Simmi's mother didn't get ready to file a complaint and finally compelled Simmi to drop the School.

Think what you would do if you were placed at the place of Ms. Sharda?

Case 2: Soumya is 19 years old but still in school. She is Deaf and Dumb. Her special education teacher Ms. Divya, made many efforts to retain her in the school system, moreover she taught her at his home after the school also. After some time, Divya deputed somewhere else by the department hence was not able to give time to her students. After several months, police came to Divya's home to investigate and told her that Soumya was missing for the last 10 days. After some days, at midnight the police returned back to Divya and asked her to help them to communicate with Saumya at that time only. But Divya refused to come to the police station at midnight but



assured them to come to them in the early morning. But Police adamantly refused that they cannot retain Saumya till the morning this will be against the rule.

In your opinion, was Divya right or wrong? What would be your actions if you were at her place?

Way Ahead

From the above cited cases it has been evident that merely implementing strong laws cannot protect the children from sexual abuse, participation of each and every stakeholder is very necessary to reduce sexual abuse with children with disabilities. There are few suggestions given below :

1. Keep proper observation on the children if there is any change in her/his behaviour or physical condition.
2. Build rapport with children and their parents, so that they can share their condition with you openly and consider you as well wisher of them.
3. Regularly sensitise children for safe and unsafe touch.
4. Sensitise them what to do if they are feeling badly touched by someone.
5. Make them aware of the POCSO (Amendment) Act, 2019 and their rights.
6. Motivate them to take strong steps if something wrong happens with them.
7. Sensitise Parents of CwD, about the Sexual abuse and POCSO (Amendment) Act, 2019.
8. Train School Management Committee of the school to protect children from sexual abuse and further it aware the community.

Conclusion :

For the prosperity of a nation, it is very important to protect children from sexual abuse to made them best human resources for the country. It has been proven from several studies that sexual offence with the persons with disability is several folds higher than that of persons without disability. Mere forming strict laws will not solve the problem until and unless the attitude of the stakeholders is not positive towards CwD. For this, regular sensitisation, awareness and training of all the stakeholders like, police, SMCs, counsellors, parents, teachers and students is needed. Moreover policies or law should not be implemented in one go but with proper planning.

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CHAPTER 16

Disability and Social Issues

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Abstract

India is a federal country from a unity but remains independent in terms of its culture, caste and religions. Disability is been often considered as a social issue in our country because people believe that a disabled person cannot perform well as compare to a person without disability. Therefore the experts those who are working for the welfare of the handicapped has shown their concern that these individuals are been neglected by the society which will show a great negative impacts in the life of an individual with disability at present as well as in future. Therefore overall holistic development will have a lot of barrier if the backward thinking of the people living in the 21st century will not get changed. So to remove such barrier education act as a weapon to concur the needs of people with disabilities for standing out in the society for the means of achieving social justice and equality. As per Census 2011, in India, out of the total population of 121Cr, about 2.68Cr persons are labelled as 'Disabled' (2.21% of the total population) which is a huge amount of count in itself for such a diverse country like India. In this study special attention has been drawn for following social issues like gender inequality, poverty and lack of school facilities for girls with disabilities etc. Three models approach has been discussed in this chapter for Divyangjan Medical Model, Functional Model and Social Model. In this study we will discuss the issues related to a person with disabilities and how the teachers and the community role help in building a dynamic social change in the life the person with disabilities.

Key Words: Divyangjan, Social Issues, RPwD Act 2016, Social Security



Introduction :

India is geographically a vast country and every region of the country has its own diversity. People live in groups in different parts. These small groups later take the form of a society. Society is a group of two or more people in which people live together to satisfy each other's needs. Indian society is known as a traditional society. People of different castes and religions, regions and genders reside in India wherein a group i.e. Divyang is still living on the margins. From the beginning, the attitude of the society towards disabled persons and children is very negative that creates a hindrance in their overall development. On one hand, we say that India is a country that follows the principle of Vasudhaiva Kutumbkam while, on the other hand, the discriminatory practice on the basis of caste, religion, region, gender and disability is very common in our country. The attitude of society towards Divyangjans is not so healthy since people look down upon the Divyangjans and considers them as unproductive members of the society.

Generally, after the birth of a disabled child, people think that it is the result of his parents' *Karma* in their previous lives, and also have negative feelings towards such disabled children. The society thinks that the Divyangjans is of no use to our society and they are alive as a burden on their family members. It is noticed in many places that people stop visiting that house where a disabled child is born and call their parents unfavorably. We see that such parents are also avoided in many social functions or festivals due to being the parents of disabled children, and they are not allowed to participate in any function or festival. Such conservative spirit of the society creates a huge obstacle in the overall development of the disabled children. It is very unfortunate that even the attitude of some teachers are not so positive towards these disabled children and they are sometimes asked to sit at the back benches in the classroom.

Thus, we see that the way of handicapped are being neglected in the Indian society today, their complete development will hardly be possible in such an environment unless we change our attitude towards them. Here lies the main problem since it is a big challenge to change the ideology of society. In this chapter, we will discuss all the issues related to people with disabilities and will try to tell how a teacher in a society contributes to the community itself, then the handicapped people should contribute to the progress of the family, society and the whole country. Today the social issue has become most important for consideration and dealt with the problems as disabled persons are children also lives in the same society and the people of the society will be responsible to deal with them.

NEP (6.1) Education is the only and most effective means of achieving social justice and equality. Equal and inclusive education is not only an essential goal but also an essential step for building an egalitarian and inclusive society, in which every citizen has the opportunity to develop dreams and contribute to the national interest. So that the circumstances related to birth or background do not hinder any child's opportunities to learn and advance in the country, confirms that access to school education, bridging the social category gaps in participation and learning outcomes. The main target of all education sector development programs will be. In the National Education Policy 2020, some provisions have been made related to Divyangjan, which are mainly as follows -

6.2.5 The policy also recognizes the importance of creating enabling mechanisms to provide children with special needs (CWSNs) or children with disabilities equal opportunities to receive quality education at the same level as any other child.



6.10 Inclusion of children with disabilities in ECCE and ensuring their equal participation will also be at the top of this policy. Children with disabilities will be enabled to participate in educational processes from primary level to higher level.

6.11 For this, keeping in view the integration of children with disabilities, clear and efficient provisions will be made in terms of financial assistance to the school and school premises.

6.12 As per the RPWD Act 2016, children with basic disabilities will have the option of regular or special schooling.

According to the Government of Ontario, there are five identified barriers to accessibility for persons with disabilities. These barriers are attitudinal, Organizational, or systemic, architectural or physical, information or communications, and technology.

Let us go on discussing a figure which is such that 44% of disabled people have missed social events or family gatherings because of barriers related to their impairment. 55% of disabled people felt they are unable to engage in hobbies or pastimes as often as they would like because of barriers linked to their impairment.

Every year on 3rd December 'World Disabled Day' is celebrated all over the world. The important purpose of celebrating this day is to bring change in the behaviour of people towards the disabled and to bring awareness among them about their rights. Every year on this day there is an intense discussion on the development, welfare of the disabled, giving them equal status in the society.

As per Census 2011, in India, out of the total population of 121 crore, about 2.68 Cr persons are 'Disabled' (2.21% of the total population)

- Out of 2.68 crore, 1.5 crore are males, and 1.18 crore are females.
- Majority (69%) of the disabled population resided in rural areas.

According to the 2011 census data, the number of people with disabilities in India is about 2.68 million, this population is 2.21 percent of the total population of the country. However, according to disability rights activists and academics working on disability issues, these numbers are a very small fraction of the actual numbers in the census. The 'International Day of Persons with Disabilities' is not limited to just physical conditions, but also includes mental disabilities. According to the survey conducted by the National Statistical Office in 2018, about 3.9 million people suffer from psychosocial disabilities. This type of disability includes suffering from depression and other mental illnesses.

Dr. Prakriti Poddar, Managing Trustee, Poddar Foundation, Director, Poddar Wellness Ltd., says, "People with disabilities are exposed to social stigma and attitudes, lack of educational and employment opportunities every day in the society. India still lags behind in addressing the infrastructural, institutional and behavioural barriers for persons with disabilities. Though the debate about disability has certainly gained momentum in recent years, it is possible to unlock the potential of people with disabilities. There is still a lack of additional effort, adequate funding and expertise to do so. Governments can no longer ignore the millions of people with disabilities who have been denied access to rehabilitation, health, support, education and employment, and who have never had access the potential of person with disabilities and Didn't get a chance to showcase



his/ her talent.”

Dr. Jyoti Kapoor, Senior Psychiatrist & Founder, Mana: Asthali said, “During the COVID-19 pandemic, life has taught us that our health is very delicate and precious. We have learned how a disabled person may suffer during this time. It has been observed that the risk of developing suicide or suicidal thoughts have increased people with disabilities. Various social barriers make the people with disabilities prone to dangerous depression. Similarly, a disabled person also faces the discrimination at home, school, society and place of work. A misconception about disabled people is that hiring a disabled person will require more expensive living, or people also believe that people with disabilities will not be able to work much more as required. So, this kind of feeling against people with disabilities should be stopped. Apart from this, awareness should be created to treat them equally so that they become part of the society. I can feel connected.”

There are some social issues on which we would like to draw your attention which are as follows-

- Poverty and homelessness
- Climate change
- Overpopulation
- Immigration stresses
- Civil right and racial discrimination
- Gender iniquity
- Health care availability
- Child obesity
- Bullying
- Poor leadership
- Depression
- Drug use
- Academic problem
- Peer pressure
- Marriage of girls at an early age
- Illiteracy
- Negative attitude towards disabled
- Gender discrimination
- Lack of school for girls with disabilities
- Lack of proper environment
- Orthodox beliefs



➤ Female foeticide

If we consider all the social issues mentioned above, then there is a very pathetic condition of Divyangjan in our understanding even today while we are living in 21st century. If we look at all these issues, then we understand the three main things-

- * The negative thinking towards the traditional handicapped.
- * Infrastructure of public buildings of places and schools are not disabled friendly or accessible.
- * For away to reach various various modern technologies.

Now we will discuss the three main types of models for Divyangjan-

1. Medical Model
2. Functional Model
3. Social Model

Medical Model	Functional Model	Social Model
<ul style="list-style-type: none">• Disability as a consequence of a health condition, disease or caused by a trauma• Disrupt the functioning of a person in a physiological or cognitive way	<ul style="list-style-type: none">• Disability is caused by physical, medical or cognitive deficits• Limits functioning or the ability to perform functional activities	<ul style="list-style-type: none">• A person's activities are limited not by the impairment or condition but by environment• Barriers are consequences of a lack of social organization

Here we will mainly discuss the social model of disability which tells about the social model of disability-that the social model of disability identifies systemic barriers, abusive behaviours and social exclusion (consciously or unintentionally), which may lead to the loss of their valuable functioning for persons with disabilities. Makes it difficult or impossible to obtain. The social model of disability differs from the dominant medical model of disability, which is a functional analysis of the body as a machine that has to be judged according to normative values. While physical, sensory, intellectual, or psychological differences can lead to individual functional limitation or impairment, they do not necessarily lead to disability, as long as society considers and includes people regardless of their individual differences fails.

If we talk about the social condition of disabled people or children in India, then it is very pathetic and insulting. Even today the attitude of ordinary people towards such people is negative, people understand that this Divyangjan is only a burden on the parents, society and the country, time has come to change this narrow mindset. This feeling is the responsibility of every individual in the society.

Role of teacher in social change :

A teacher is a person who sets high ideals in the society. Education plays an important role in the building of any country or society. It is said that the teacher is the mirror of the society. In Hinduism,



it has been said for the teacher that 'Acharya Devo Bhavah' means that the teacher or Acharya is equal to God. This status is given to a teacher in return for the contributions he has made to the society. The status of teacher has always been revered in the society. Some call him 'Guru', some call him 'Teacher', some call him 'Acharya', some call him 'Adhyapak' or 'Teacher'. All these words portray a person who gives knowledge, teaches and whose contribution is to build the future of any country or nation. In true sense, a teacher creates the life of his/her student and the teacher is the cornerstone of the society. A teacher plays the role of a guide till the end of his life and keeps showing the way to the society, only then the teacher is given a high status in the society.



Source : Essential Handbook on Inclusive Education for Educators: Laws, Initiatives, Benefits & Challenges

- By making more and more people aware and sensitive in the society towards the disabled person.
- convince the parents of these children in society, especially aware the parents of disabled girls to educate them in maximum numbers.
- Inspire school children to work with these children in the spirit of coexistence that today's children are tomorrow's future.
- To increase the education of these children by enrolling more and more children with disabilities in their schools.
- To develop a sense of positivity towards the disabled in the society.
- By contributing to the social activities happening from time to time in the society and bringing change in the attitude of the people towards the handicapped.
- To reduce bullying and ragging of children with disabilities in their schools, ask other children not to do the same.
- Advice the parents of Divyangjan to make their children as strong and capable as possible.
- Inspire the people of the society to remove all the evils existing in the society.
- Motivate the people of the society that Divyangjan is also a part of our society, we need to work together with them so that our society and nation can develop.
- By organizing seminars in schools from time to time, invite key members of the society and talk about the development of Divyangjan, which will spread awareness in the society.



- Motivate others teachers and stakeholders to provide extra support to children with disabilities in their classroom.

Role of community in social issues related to persons with disabilities :



Our community can play a major role in resolving the issues related to Divyangjan, which we have discussed above, which are as follows-

- Community members may enrol their children with disabilities maximum in numbers in as far as possible to nearest school of the society.
- Community will help financial to Parents of poor disabled children.
- By removing the negative attitude towards these differently abled children and other people from the society.
- For the education of these children community may form various groups, collect donations and help them in every positive way for their higher education.
- By providing facilities for their rehabilitation and employment as far as possible.
- By making aware other people of the society about the rights and duties of Divyangjan.
- Person with disability may participate in various camps organized by government and other non-government agencies for aids and appliances and other equipments.
- By boosting the parents of Divyangjan to for their and overall development.
- Oppose the atrocities, discrimination being done on Divyangjan in the society. That Divyangjan is also an integral part of our society. He also has equal rights in this society.

The Rights of Persons with Disabilities Act 2016 has brought various rights for education, security and social participation and all-round development of persons with disabilities, which advocates socio-economic discrimination of persons with disabilities.

Equality and non-discrimination.



1. Women and children with disabilities.
2. Community life.
3. Protection from cruelty and inhuman treatment.
4. Protection from abuse, violence and exploitation.
5. Protection and safety.
6. Home and family.
7. Reproductive rights.
8. Accessibility in voting.
9. Access to justice.
11. Legal capacity.
12. Provision for guardianship.
13. Designation of authorities to support.

Social Security :

- (1) The appropriate Government shall within the limit of its economic capacity and development formulate necessary schemes and programmes to safeguard and promote the right of persons with disabilities for adequate standard of living to enable them to live independently or in the community: Provided that the quantum of assistance to the persons with disabilities under such schemes and programmes shall be at least twenty-five per cent. higher than the similar schemes applicable to others.
- (2) The appropriate Government while devising these schemes and programmes shall give due consideration to the diversity of disability, gender, age, and socio-economic status.
- (3) The schemes under sub-section (1) shall provide for-
 - (a) Community centres with good living conditions in terms of safety, sanitation, health care and counselling.
 - (b) Facilities for persons including children with disabilities who have no family or have been abandoned, or are without shelter or livelihood.
 - (c) Support during natural or man-made disasters and in areas of conflict.
 - (d) Support to women with disability for livelihood and for upbringing of their children.
 - (e) Access to safe drinking water and appropriate and accessible sanitation facilities especially in urban slums and rural areas.
 - (f) Provisions of aids and appliances, medicine and diagnostic services and corrective surgery free of cost to persons with disabilities with such income ceiling as may be



notified.

- (g) Disability pension to persons with disabilities subject to such income ceiling as may be notified.
- (h) Unemployment allowance to persons with disabilities registered with Special Employment Exchange for more than two years and who could not be placed in any gainful occupation.
- (i) Care-giver allowance to persons with disabilities with high support needs.
- (j) comprehensive insurance scheme for persons with disability, not covered under the Employees State Insurance Schemes, or any other statutory or Government-sponsored insurance schemes.
- (k) any other matter which the appropriate Government may think fit.

Conclusion :

Disability arouses interest because it is considered a social problem. It is either a personal tragedy or a feeling of guilt. Social problems create public concerns and private misery and require collective action to improve them. Disability is theorized in various ways, most of which identify individual problems rather than the broader social, political and economic implications. This affects the location of responsibility for social issues, and as a result, they are depoliticized. This study indicated that The Rights of Person with Disabilities Act 2016 has brought upon various rights for the overall development of person with disabilities so that their social rights can be empowered. Under this study the role of teacher in social change was to create awareness towards the society for disabled persons as well as to increase the educational enrolment of disabled children in school. The role of community in bridging the gap between the social issues and person with disabilities was to provide facilities for their rehabilitation and employment as well as boosting the parents of Divyangjan for their overall development. Social issues is a major challenge for the person with disabilities but by providing certain support by the government and other stakeholder working with the disabled people all these issues could be resolved and an barrier free environment could be provided.

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Annexure-B

Assessment Guidelines

Low Vision

Note: Presence of any 4 of the following symptoms indicates Low Vision.

1. The child has difficulty in reading from the black board, even if s/he is sitting in the first row.
2. The child keeps the book too far or too close to his/her eyes while reading.
3. The child is not able to write in the prescribed space/line due to low vision.
4. The child finds difficult to identify objects/people at a distance (4-5 meters or further).
5. The child has problem in following moving objects.
6. The child is not able to identify/match colours.
7. The child has difficulty in identifying numbers, symbols and patterns
8. The child has problem in following path.
9. Lighting variation in the environment confuse the child.
10. The child functions better when given bold print, good contrast, required illumination.
11. The child is not able to reach the objects at about 14 inches.
12. The child is not able to follow 2-D representation of any object.
13. The child has difficulty in focusing because of unstable movement of the eye balls.
14. The child gets confused between the shadows and the level changes.
15. The child has problem in recognizing actions and facial expression.
16. The child mobility is badly affected in semi-dark area.

Cerebral Palsy

Note: Check from the parents [if the child has a history of delayed milestones, fits, prolonged symptoms of drooling and involuntary movements before the age of 6 years. Presence of 2 additional symptoms along with the underlined statements indicates Cerebral Palsy.

- The child has problems in controlling voluntary movements.
- The child has an odd gait, posture and shows problems in balancing.
- The child has difficulty in gross motor skills such as sitting on a regular chair without support, walking, jumping, climbing, bending etc.
- The child has problems in fine motor and eye-hand coordination skills such as holding and placing objects, cutting, pasting, writing etc.
- The child has problems in performing Activities of Daily Living.

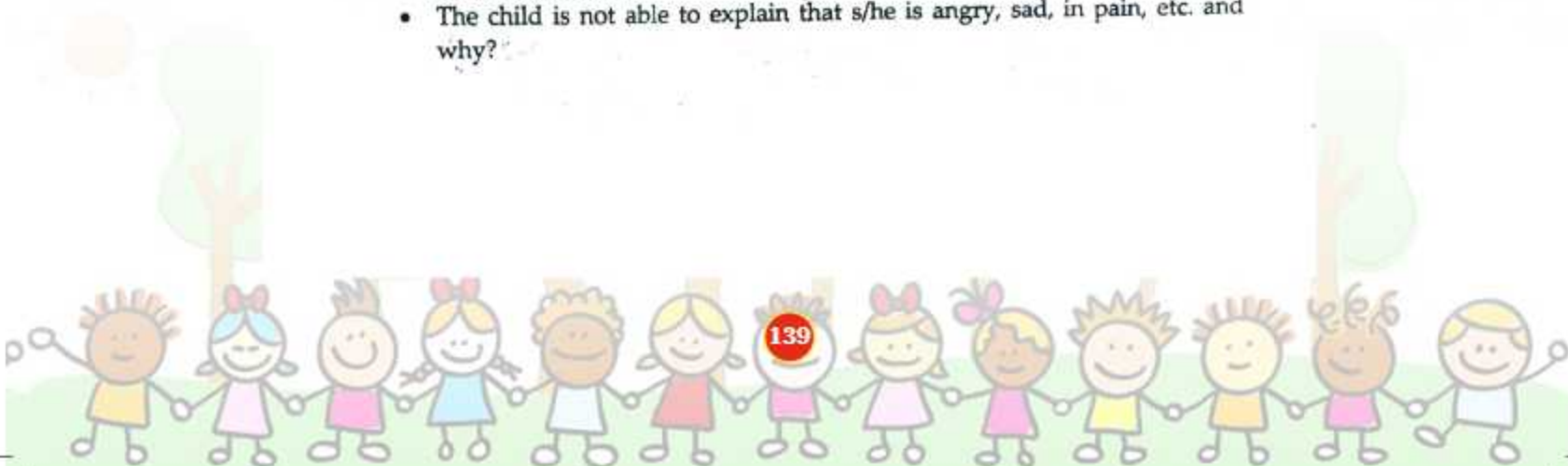


- The child has problems in articulation and regulating breathing while speaking.
- The child may have associated problems in hearing/vision/mental retardation/seizures, etc.
- The child requires assistance in reading/writing due to in-co-ordination.
- The child is too stiff or too floppy to be able to sit or stand.
- The child is stuck in one position and is unable to move.
- Has not achieved head and neck control.

Autism

Note: Presence of 2 additional symptoms along with the underlined statements indicates Autism.

- The child has difficulty in making and sustaining an eye contact.
- The child shows echolalia or repeat words (For example, on being asked 'what is your name?' they will repeat 'what is your name?', instead of telling their name)
- The child reverses pronouns like 'I' and 'You'.
- The child has difficulty in playing with peer group/classmates. May not be able to wait, take-turns or follow the rules of the game.
- The child has problems in understanding body language of others. For example: 'yes' or 'no' by movement of head and 'come here' by use of hands.
- The child appears to be aloof.
- The child does not always respond to his/her name immediately.
- The child exhibits repetitive motor mannerisms like rocking, spinning, hand flapping etc.
- The child interrupts or disturbs the class very often by asking a question repetitively or out of context.
- The child is pre-occupied or fixated on a topic, object or an activity.
- The child has exceptional rote memory for numbers, dates, phone numbers, names, etc.
- The child is over selective about his/her seat, subject, students and shows resistance to change.
- The child may show compulsive tendencies to smell/touch things, cover his/her ears/eyes.
- The child is not able to explain that s/he is angry, sad, in pain, etc. and why?



Multiple Disabilities (MD)

Note: Since this is a combination of more than one kind of disability, symptoms from other disabilities also must be kept in mind. The obvious symptoms of MD are underlined

The child use glasses, hearing aids, crutches, wheel chair etc.

- The child have any visible deformities like, large head/small head/extra fingers/extra toes.
- The child startles when a known object is brought near him/her suddenly.
- The child shows habits like poking the eyes, waving the hands and jumping towards light.
- The child goes very near to the objects and touches them to identify.
- Is the child aware of the school bell and does he understand the movement of people when the bell rings.
- The child talks or shows gestures to his/her classmates or never interacts at all.
- The child does not recognize that his/her friends are writing and copying from the board.
- The child does not maintain a proper posture when the physical education class is being taken.
- The child prefers any particular corner of the classroom.

Intellectual Impairment (Mild Mental Retardation, Slow Learners, Specific Learning Disabilities)

Mild-Mental Retardation

Note: If the child shows behaviors below 3-4 years when compared to peer group behaviors with IQ between 70-50 (if IQ report available). If IQ report not available, then the underlined statements indicate presence of Mild Mental Retardation.

- Have the parents reported child having history of delayed development in following areas before reaching age of 6 years-
 - Neck holding not achieved by 3 months.
 - Sitting not achieved by 9 months
 - Standing not achieved by 1.5 year
 - Speaking words not achieved by 2.5 years.
 - Toilet training not achieved by 5 years.

- Have the parents reported child having history of-
 - Head injury
 - Fits
 - History of ill health due to jaundice, loose motions, poor nutrition, brain fever.
 - Poor attention as a child.
 - Poor ability to remember, sequence of instructions
- Does the child have difficulty in imitating actions, sequence of task, speech by observing peer group.
- Does the child have difficulty in understanding meaning of lesson content, sequence in a story appropriately?
- Does the child have difficulty in solving puzzles, mathematical manipulations or decision making in conflicting situation.
- Does the child look for approval before initiating the task or wait for instructions by the teacher.
- Does the child has difficulty in classification of objects by grouping characteristics. Example
 - Mango described by colour, taste, texture and its name.
 - Dog described as animal, helping to protect, with friendly nature.
 - Water described as liquid, without colour and shape.
- Does the child have difficulty in learning task in a continuous sequence of more than four to five steps?
- Does the child have history of scholastic failure in previous classes or history of changing schools frequently?
- Does the child behave in an immature manner resembling children lower than 3-4 years?

Slow Learners:

Note: If the child has IQ between 90-70, it indicates problem of slow learning. If IQ report not available, then the underlined statements indicate problem of slow learning.

- Does the child has history of poor attention before the age of 6 year in spite of no history of significant developmental delay, illness, head injury or fits.
- Does the child take longer to complete a task when compared to peer group/classmates?
- Does the child score consistently between 40 – 55% in spite of individual instructional support.



- Does the child have limited vocabulary in using words yet communicate comfortably to express needs with parents, teachers and peer group.
- Does the child need repeated instructions with practical examples and instructions in a smaller group to cope with lesson content.
- Does the child engage frequently in impulsive actions, aggressive reaction, abusive expression when frustrated or angry with his/her classmates.
- Does the child have better performance using oral medium when compared to written performance at a given class.
- Does the child consistently write untidily and illegibly.

Specific Learning Disability (SLD)

Note: If the child has IQ above 85, yet shows below listed characteristics, it indicates presence of a SLD. If IQ report not available, look for the underlined characteristics.

- Does the child have difficulty in maintaining attention while performing a given task without getting distracted when unsupervised.
- Does the child have difficulty in completing the task within the prescribed time-limit when unsupervised.
- Does the child commit pattern of consistent errors as listed below:
 - Leaves letters or words while reading a line from a text.
 - Has difficulty tracking lines or words in a row therefore uses finger for tracking while reading.
 - Has difficulty organizing things for example by shape, colour or size such as placing books in a school bag systematically by size or arranging cloths on a rack in categories of size and use.
 - Difficulty in copying from black board without missing letters or words.
 - Difficulty in using mathematical symbols and understanding relation between numbers.
 - Difficulty in differentiating letter such as 'b' and 'd', or numbers like '9' and '6'.
 - Difficulty in maintaining a straight line or leaving appropriate space between words.
 - Difficulty in understanding use of punctuations while reading and writing.
 - Difficulty in comprehending word problems and understanding the meaning and relationship between numbers and sentences.



Locomotor Impairment

Does the child have difficulty in moving or using any part of the body?

Is any part of the child's body amputated?

Does the child limp or has difficulty in moving his/her hands?

Does the child walk with jerks?

Is the child using a stick to walk?

Does the child lack bodily coordination?

Does the child have tremors?

Note: If answer to any of the above written statements is positive, the child should be carefully examined by a qualified doctor, orthopedic surgeon, physiotherapist/prosthetic/orthopedic technician in an assessment camp.



“विकलांगता आँकलन दिशा-निर्देश”

अल्प दृष्टि (LV):-

नोट :- निम्न में से कोई चार की उपस्थिति ‘अल्प दृष्टि’ (Lowvision) को इंगित करती है।

- पहली पंक्ति में बैठने बावजूद बच्चा ब्लैकबोर्ड को पढ़ने और देखने में दिक्कत महसूस करता है।
- पुस्तक को पढ़ते समय बच्चा प्रायः अपनी पुस्तक को बहुत दूर या बहुत करीब रखने का यत्न करता है।
- सुनिश्चित स्थान पर लिखने में बच्चा स्वयं को परेशानी में अनुभव करता है।
- चार, पांच मीटर की दूरी से बच्चा वस्तुओं को सही रूप में पहचानने में दिक्कत महसूस करता है।
- गतिशील वस्तु को पहचानने में बच्चा कठिनाई महसूस करता है।
- विभिन्न रंगों को या “मैच” के रंगों को पहचानने में बच्चा दिक्कत महसूस करता है।
- कृत्तियों के नम्बरों, प्रतीकों तथा पैटर्न को पहचानने में बच्चा दिक्कत महसूस करता है।
- बच्चे को रास्ते को पहचानने या याद रखने में दिक्कत होती है।
- विभिन्न चकाचौंध तथा उनके अन्तर तथा वातावरण तथा बच्चे को भ्रमित और सभ्रमित कर देते हैं।
- बड़े शब्दों को पढ़ने में बच्चा सरलता महसूस करता है या “कान्ट्रास्ट” अच्छा हो या वहां तेज रोशनी हों।
- 14 इंच की दूरी पर गति करने में बच्चा असमर्थ महसूस करता है।
- बच्चा दो वस्तुओं (2-D) को पहचानने में दिक्कत महसूस करता है।
- आँख की पुतलियों के असन्तुलन के कारण बच्चा वस्तु पर स्वयं को फोकस नहीं कर पाता है या दिक्कत महसूस करता है।
- बच्चा परछाई और वस्तु में भेद करने में भ्रमित रहता है।
- बच्चा गति को चेहरे की “भाव मुद्रा” को पहचानने में दिक्कत महसूस करता है।
- आंशिक अधियारे कमरे में बच्चे की गति तत्काल प्रभावित हो जाती है।

सेरेबल पाल्सी (प्रमास्तिक कॉलेज) पक्षाघात (CP):

माता पिता से मालूम करें कि बच्चे के कर्मिक विकास का इतिहास धीमा रहा है या उसे दोरे पड़ते रहे हैं या वह गिरा है या छह साल से पहले उसकी गतियां असंतुलित

रही है। निम्न रेखांकित बातों के अतिरिक्त दो और की उपस्थिति सेरेबल पाल्सी को इंगित करती है।

- बच्चे को स्वैच्छिक गति व क्रियाकलाप को नियंत्रित करने में कठिनाई होती है।
- बच्चे को बैठने व खड़े होने का ढंग साधारण नहीं है व शारीरिक संतुलन बनाने में कठिनाई होती है।
- बच्चा ठीक से चलने में स्वयं को कठिनाई में महसूस करता है। बच्चे के दोनों पैर असंतुलित रूप से खुलते हैं, बच्चे को उठने-बैठने में कठिनाई महसूस होती है, बिना मदद के खड़ा नहीं हो पाता है, चलने में, ऊपर चढ़ने में या झुकने में दिक्कत महसूस करता है।
- विभिन्न सूक्ष्मकार्यों को करने में बच्चा दिक्कत महसूस करता है। आंखों का और हाथों का संतुलन खराब असंतुलित रहता है, वस्तुओं को पकड़ने में, रखने में, काटने में, चिपकाने में, या लिखने में दिक्कत महसूस करता है।
- बच्चा दैनिक जीवन की बातों को निस्पादित करने में दिक्कत महसूस करता है।
- बोलते समय बच्चा ठीक से सांस लेने में या शब्दों को अभिव्यक्त देने में दिक्कत महसूस करता है।
- समायोजन के अभाव के कारण पढ़ने लिखने में किसी की सहायता लेनी पड़ती है।
- बच्चे के साथ में सुनने में, देखने में, दौड़ों को लेकर तथा मैन्टल रिटार्डेशन जैसी स्थिति प्रायः मिलती है।
- बच्चे के लिए बैठना या खड़ा होकर अत्यधिक होता है।
- बच्चा प्रायः एक ही स्थिति में खड़ा रहता है जिसके लिए गति करना कठिन होता है।
- अपने सिर तथा गर्दन का पूरी तरह निर्माण नहीं कर पाता।
- बच्चो उठने व बैठने में अकड़ने व फलोंपी महसूस करता है।

आटिज्म (Autism):-

निम्न रेखांकित की गई बातों के अतिरिक्त दो या उससे अधिक बातों की उपस्थिति "आटिज्म" को इंगित करती है।

- बच्चा अपनी आंखों को नियंत्रित करने में कठिनाई महसूस करता है।
- बच्चा एक ही बात को लेकर बार-बार दोहराता है (मिसाल के लिए अपने नाम को बार-बार पूछना) उनसे पूछा जावे कि "आपका क्या नाम है" तो नाम बताने के स्थान पर वो दोहराये कि "आपका क्या नाम है"।
- कुछ नामों को बच्चा उल्टा करके बोलता है जैसे मैं को तुम।
- बच्चा अपने सभी साथियों को साथ खेलने में कठिनाई महसूस करता है व अपनी बारी की प्रतीक्षा और खेल के नियमों का पालन नहीं करता है।



- बच्चा दूसरों की "बॉडी लैंग्वेज" को समझने में अक्षम रहता है। मिसाल के जिये "हाँ, ना" सिर की अभिव्यक्ति यहां आओ, इधर आओ या हाथ के इशारे का प्रयोग।
- बच्चा स्वयं को एकाकी महसूस करता रहता है।
- बच्चे से नाम आदि पूछा जाता है तो वह तत्काल जवाब नहीं देता है।
- बच्चा विभिन्न हरकतों को बार-बार करता है जैसे कि हाथों को मलना, किसी भी स्थान पर बार-बार जाना आदि।
- बच्चा कक्षा में व्यर्थ के कार्य के सवालों को पूछकर प्रायः व्यवधान डालता रहता है।
- बच्चा किसी भी विचार के प्रति पहले से ही पूर्वाग्रही बना रहता है। विभिन्न कार्यों में भी उसका व्यवहार देखा जा सकता है।
- बच्चा विभिन्न नम्बरों, तिथियों, फोन नम्बरों तथा नाम आदि के प्रति उपवाद रूप में विचित्र रवैया रखता है।
- बच्चा अपनी बैठने की जगह के प्रति अत्यधिक दृढ़ रहता है तथा तब्दीली की बात पर असन्तुष्ट होता है।
- बच्चा विभिन्न सुगन्धों, दृश्यों व ध्वनियों के प्रति अत्यधिक बाध्यतापूर्ण रहता है तथा उसका व्यवहार सामान्य से विलग होता है।
- बच्चा अपने मन की उदासी, खुशी, क्रोध या तकलीफ को प्रायः व्यक्त नहीं करता है तथा उसमें अभिव्यक्ति की ताकत कम होती है।

बहुआयामी विकलांगताएं (MD):-

यह विकलांगता ग्रुप उन लोगों का है जिनमें अनेकों प्रकार की विकलांगताएं होती हैं। बहुआयामी विकलांगता को समझने के लिए निम्न रेखांकित बातों को ध्यान में बैठा लेना लगभग जरूरी है।

- बच्चे का चश्मे का इस्तेमाल करना, श्रवण यंत्र का इस्तेमाल करना, बैसाखियों का या "व्हील चेयर" का प्रयोग करना इत्यादि।
- बच्चे के साथ प्रकट में कोई विकृति नजर आती है जैसे कि बड़ा सर, छोटा सर, अधिक उंगलियां, अंगूठे का अधिक होना इत्यादि।
- किसी भी नई वस्तु के समीप जाने पर बच्चा चौंकता है, या विस्मय का प्रदर्शन करता है।
- बच्चा आंखों के द्वारा विचित्र व्यवहार करता है, हाथों को बार-बार साफ करता है या रोशनी के प्रति अनावश्यक हरकतें करता है।
- बच्चा किसी भी वस्तु के पास जाकर उसे छूने के लिए स्वयं को बाध्य महसूस करता है।



- विद्यालय की घंटी के प्रति वह संवेदना हीन होता है और अपेक्षित व्यवहार को नहीं समझता।
- बच्चा अपने संगे साथियों में सुगमता से मिक्स नहीं होता है।
- दूसरे बच्चों की पढ़ाई में रुची को देखकर बच्चा प्रभावित नहीं होता है बशर्ते कि वे लिख रहे हैं, नकल कर रहे हैं या बोर्ड को देख रहे हैं।
- "शारिरिक शिक्षा" को क्लास में भी बच्चा अपने शरीर को सन्तुलित नहीं रख पाता है।
- बच्चा प्रायः क्लास रूम में किसी कोने में बैठना पसन्द नहीं करता है।

बौद्धिक पिछड़ापन [माइल्ड मेन्टल रिटार्डेशन, स्लो लर्नर, सीखने को लेकर व्याप्त विकलांगता]

(अ) माइल्ड मेन्टल रिटार्डेशन (MMR):-

यदि बच्चा 3-4 साल के बच्चे जैसा व्यवहार करता है तथा उसका आई-क्यू 70-50 के दरम्यान (लगभग) दिखाया गया है (यदि आई-क्यू रिपोर्ट उसके पास है) यदि आई-क्यू रिपोर्ट उपलब्ध नहीं है तथा उसका व्यवहार 3-4 साल के बच्चे के जैसा है तो समझना चाहिए कि उसका बौद्धिक लब्धिगुणांक "माइल्ड मेन्टल रिटार्डेशन" की कैटेगिरी में है।

- बच्चे के पास माता-पिता की कोई अभिव्यक्ति है या माता-पिता ने उसके 6 साल तक होने के बारे में विशेष बातें बताया है - जैसे कि
 - क्या बच्चे ने 3 माह तक गर्दन का सम्भालना शुरू नहीं किया।
 - क्या बच्चे ने 9 माह तक बैठना शुरू नहीं किया।
 - क्या बच्चा डेढ़ साल का होने तक खड़ा नहीं हो पाया।
 - क्या उसने ढाई साल तक शब्दों को उच्चारण शुरू नहीं किया।
 - क्या वह टायलेट ट्रेनिंग में 5 साल तक भी दक्ष नहीं हो पाया।
- क्या माता-पिता ने बच्चे के सर में किसी चोट के बारे में बताया है जैसे कि -
 - सिर में चोट का लग जाना,
 - दौरो का पड़ना
 - बाल काल में पीलिया होने की स्थिति। अत्यधिक टट्टियों का लगना, दिमाग का बुखार।
 - धारणा शक्ति का बच्चे के रूप में अत्यधिक कमजोर।
 - याद करने में दिक्कत तथा दी गयी हिदायतों को भूल जाना।
- क्या बच्चा कृत्यों की नकल करने में दुर्बल है, कार्य की क्रमबद्धता को समझ नहीं पाता है, उसका सम्भाषण अपने साथियों के साथ कमजोर है।
- क्या बच्चा पाठ की मूल बात को सझम नहीं पाता है।
- क्या बच्चा पाठ का भावार्थ आत्मसात नहीं कर पाता है या महत्वपूर्ण क्रम से टूटा रहता है।



- क्या बच्चा किसी पहेली को हल करने में दिक्कत अनुभव करता है। क्या वह गणित के प्रति निष्क्रिय रहता है या किसी भी गहन विषय के प्रति स्वयं को दिक्कत में महसूस करता है।
- क्या बच्चा हर कार्य को करने से पहले अध्यापक की स्वीकृति की अपेक्षा रखता है। अर्थात् स्वीकृति से ही कार्य शुरू करता है।
- क्या बच्चा विभिन्न वस्तुओं की विभिन्न बातों को बताने में दिक्कत महसूस करता है जैसे कि :- आम की व्याख्या, उसका आकार, रंग, स्वाद आदि। पूछने पर क्या कुत्ते की सारी विशेषताएँ बतलाता है। पूछने पर क्या पानी के बारे में बताता है कि पानी रंगहीन है, आकारहीन है या तरल है।
- क्या बच्चा किसी भी कार्य को चार पाँच बार बताने के बावजूद भी सीखने में दिक्कत महसूस करता है।
- क्या पुरानी पढ़ाई बच्चा पूरी तरह भूल जाता है।
- क्या स्कूल को तब्दील करने का उसके ऊपर गहरा प्रभाव है।
- क्या बच्चा अपरिपक्वता दर्शाते हुए 3-4 साल के बच्चों के समान व्यवहार करता है।

(ब) सीखने की धीमी-गति वाले बच्चे (Slow Learners):-

नोट :- बच्चे का I.Q. यदि 90-70 के दरम्यान है तो इन्हें हम सीखने के प्रति धीमी गति वाला कह सकते हैं। यदि बच्चे के पास I.Q. की रिपोर्ट है तो रिपोर्ट के आधार पर उसे धीमी गति वाला बच्चा इंगित कर दें निम्न महत्वपूर्ण बिन्दु रेखांकित है :-

- विकास की गति में कोई व्यवधान न होने पर भी क्या बच्चे के इतिहास क्रम में 6 वर्ष से पूर्व ध्यान देने प्रति कमजोरी का इतिहास मिलता है। अतिविशिष्ट विकास में देरी इंगित है, किसी बीमारी का इतिहास है, दौरे पड़ते रहे हैं, या सिर में चोट आदि लगी है।
- क्या किसी कार्य को पूरा करने में बच्चा औसत बच्चों के मुकाबले ज्यादा समय लेता है।
- व्यक्तिगत स्तर पर ध्यान दिये जाने के बावजूद क्या बच्चा 40-55 प्रतिशत के लगभग ही अंक ला पाता है।
- क्या बच्चे की शब्द क्षमता कम है यद्यपि अपनी आवश्यकताओं को पूरी तरह बता देता है अर्थात् मित्रों माता-पिता व शिक्षकों के साथ उसका संवाद सामान्य है।
- क्या बच्चे को विभिन्न बातें बार-बार बतानी पड़ती है, मिसालें देनी पड़ती हैं। प्रैक्टिकल बताना पड़ता है ताकि वह अपने विषय को समझ सकें।
- क्या बच्चा अतिशीघ्र आवेश में आता है, भावात्मक रूप से उग्र हो जाता है, गाली गलौच पर उतर आता है, तथा असमायोजित होते ही अपने साथियों से झगड़ा कर लेता है।
- क्या बच्चा बोलने में चतुर है तथा लेखन आदि में स्वयं को कमजोर सिद्ध करता है।



- क्या बच्चा निरन्तर लिखता रहता है, जिसे समझा जा सके और न पढ़ा जा सके।

(स) सीखने से सम्बन्धित विशेष विकलांगताये (SLD):

यदि बच्चे का आई0क्यू 85 से अधिक है तथा फिर भी वह सीखने के प्रति कमजोरी दर्शाता है तो तात्पर्य है कि उसमें कुछ और सीखने सम्बन्धी कमजोरियां या विकलांगताये मौजूद हैं। निम्न महत्वपूर्ण बिन्दू रेखांकित हैं।

- जब बच्चे पर नजर नहीं रखी जा रही हो (निरक्षण में नहीं हो) तो क्या उसे दिये गये कार्य पर ध्यान रखने में कठिनाई होती है?
- जब बच्चे पर नजर नहीं रखी जा रही हो (निरक्षण में नहीं हो) तो क्या उसे किसी दिये गये कार्य को निर्धारित समय में पूरा करने में कठिनाई होती है?
- क्या बच्चा समान गलतियों को बार-बार करता है जैसे कि :-
 - पढ़ते समय शब्दों को और अक्षरों को प्रायः छोड़ देता है।
 - पंक्ति को सीधा-सीधा पढ़ने में दिक्कत महसूस करता है तथा पढ़ने में उंगली रखने का सहारा लेता है।
 - क्या बच्चे को कठिनाई होती है जैसे-वस्तुओं को उनके आकार, आकृति व रंग के आधार पर व्यवस्थित करना, पुस्तकों को स्कूल बैग में व्यवस्थित ढग से रखना व कपड़ों को उनकी उपयोगिता और आकार की श्रेणी से रैक में रखना?
 - क्या बच्चे को श्यामपट (ब्लैक बोर्ड) से शब्द और वर्णों को छोड़े बिना नकल करने में कठिनाई होती है?
 - गणित के चिन्हों को समझता है कि नहीं व उसके सहसम्बन्ध को आत्मसात करता है।
 - क्या बच्चे को वर्ण जैसे 'b' और 'd' या अंक जैसे '9' और '6' में भेद करने में कठिनाई होती है?
 - सीधी लाईन खींच पाता है कि नहीं तथा शब्दों के बीच में पर्याप्त अन्तर रखता है कि नहीं।
 - पढ़ने में कोमा और विराम का ध्यान रखता है कि नहीं।
 - शब्दों और समस्याओं को समझता है कि नहीं, वाक्यों और पंक्तियों में सहसम्बन्ध स्थापित करता है कि नहीं।
 - कहानियां किसी गद्यांश का आत्मसात करके और किसी विशेष प्रश्न का उत्तर देता है कि नहीं।
 - किसी विशेष दृश्य में से विशिष्ट कृतियों को तलाशने में सक्षम है कि नहीं। उदाहरण के लिए - टेबल के दायें उपरी कोने में रखी हरे रंग की पुस्तक को तलाशना।
- क्या ध्वनि के आधार पर शब्दों और वर्णों में विभेद करने में दिक्कत महसूस करता है।
- क्या सुनिश्चित हिस्से से बच्चा किसी शब्दविशेष को तलाशने में असम रहता है।



- क्या बच्चा अपनी बात को व्यक्त करने में असमर्थ रहता है तथा स्वयं को विभिन्न झगड़ों में उलझा लेता है।
- क्या बच्चा किसी विशेष विषय पर मूल भाव को व्यक्त करने में असफल रहता है जब तक कि उसे विशेष सहायता ना मिले।
- क्या बच्चा भाषा, विज्ञान और सामाजिक विज्ञान के विषयों में विभिन्न धारणाओं/अवधारणाओं को समझने में कठिनाई महसूस करता है? हर प्रयोग में क्या बच्चा छोटा रास्ता निकालने के लिये प्रयत्नशील रहता है।
- घर व विद्यालय के कार्यों में व पड़ोसी बच्चे के साथ खेल में क्या बच्चा अपनी सीमित कार्यक्षमता/योग्यता का प्रदर्शन करता है या हर प्रयोग में छोटा रास्ता निकालने का प्रयत्न करता है?
- क्या बच्चा किसी भी खेल के सामान्य नियमों का पालन करने में स्वयं को असमर्थ महसूस करता है तथा यह सब उसके संगी साथियों में उसका आम व्यवहार है।

श्रवण संबंधी विकलांगता (Hearing Impaired) :

नोट:- निम्नलिखित किन्हीं तीन-चार प्रश्नों के उत्तर हाँ में होने पर ये श्रवण/वाक् सम्बन्धित समस्या के लक्षण हो सकते हैं :

- क्या बच्चा कक्षा में पढ़ाई में ध्यान लगाने में कठिनाई महसूस करता है ?
- क्या बच्चा सुनने के लिए एक ही कान पर ज्यादा जोर देता है ?
- जब आप बच्चे से उसके पीछे से बोलते हैं तो क्या उसे सुनने में कठिनाई होती है ?
- क्या आप समझते हैं कि बच्चा ज्यादा धीमे या तेज बोलता है ?
- क्या बच्चा बोलने या शब्दों बोलने या शब्दों के उच्चारण की समस्याओं का प्रदर्शन करता है ?
- क्या बच्चा टी.वी. या रेडियो की आवाज तेज रखता है ?
- क्या बच्चा आपके प्रश्नों के उत्तर अप्रासंगिक रूप से देता है ?
- क्या आप अपने हम-उम्र बच्चों से अलग-थलग रहता है ?
- जब आप दूसरे कमरे से बच्चे को बुला रहे होते हैं तो क्या वह उत्तर देने में असमर्थ रहता है ?
- क्या बच्चा किसी बात को कई बार दोहराने पर ही समझ पाता है ?

अस्थि सम्बन्धित विकलांगता (Orthopaedic Impairment) :

नोट:- निम्नलिखित किसी एक प्रश्न का उत्तर हाँ में होने पर यह अस्थि विकलांगता सम्बन्धित समस्या के लक्षण हो सकते हैं :

- क्या बच्चे को अपने शरीर के किसी अंग का प्रयोग करने या हिलाने-डुलाने में कठिनाई होती है ?
- क्या बच्चे के शरीर का कोई अंग भंग (कटा हुआ) है ?



- क्या बच्चे को चलने में या अपना हाथ का प्रयोग करने में किसी प्रकार की कठिनाई होती है ?
- क्या बच्चा झटके लेकर चलता है ?
- क्या बच्चा चलने के लिए किसी छड़ी का प्रयोग करता है ?
- क्या बच्चे के शरीर में शारीरिक समन्वय की कमी है ?
- क्या बच्चे के शरीर में कंपन रहती है ?



List of District Coordinator inclusive Education Branch (IEB), DoE-GNCT

Annexures-II

S.No.	Name of District	School ID	Name of School	Name of District Coordinator (IEB) & Contact No.
1	East	1001009	Anand Vihar-SKV	Ms. Jyoti Sethi 9716035354
2	North East	1106026	Nand Nagri Extn., F-1 F-2 GGSSS	Sh. Ashish Kumar 9696657856
3	North	1207037	S K V No.1 Shakti Nagar	Sh. Mohit Singh 9650318539
4	North West A	1310034	Badli-SKV	Ms. Razia Sultana 9910035341
5	North West B	1411041	GGSSS SU Block Pitampura	Sh. Pawan Kumar Singh 9540223676
6	West A	1515010	GBSSS No.1 Punjabi Bagh	Sh. Navneet Kumar 9971586592
7	West B	1618019	GSKV, G-Block, Vikaspuri	Sh. Narendra Khichi 8882128613
8	South West A	1719104	G. Co. Ed SSS, Sec-5 RKP	Sh. Umashankar Singh 9315716295
9	South West B	1621031	Govt Co Ed SSS Site-2 Sector 6, Dwarka	Sh. Shashi Bhushan Singh 8800256010
10	South	1923071	Pushp Vihar, M.B. Road- SKV	Sh. Md. Idrish Zahir 9911237733
11	South East	1924014	Defence Colony, Varun Marg-GBSSS	Ms. Stuti Gaur 9868207356
12	New Delhi/ Central	2128008	Rani Jhansi Road-SBV	Sh. Shamim Ahamad 9810109402

**GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
DIRECTORATE OF EDUCATION; INCLUSIVE EDUCATION BRANCH (IEB)
BEHIND LADY SRI RAM COLLEGE; LAJPAT NAGAR-IV; NEW DELHI-110024
Email: iebdoehq@gmail.com; Ph. No: 011-26431040**

No. F. 128/DDE(IEB)/Admn.Cell/2019/2070

Dated: 06.08.2021

ORDER

Directorate of Education is in the process of establishment of 31 Resource Centres for providing therapeutic services to Children with Disabilities. Out of these, 04 Resource Centres situated at District South West A, South, & South East, and Inclusive Education Branch, Lajpat Nagar – IV are to be operational from 10th August 2021.

In this regard, following PGT (Special Education Teachers) are hereby nominated as Resource Centre Coordinator (DoE) with immediate effect in addition to the existing responsibilities in the present school of posting:

Sl. No.	Name of School/Branch where Resource Centre is situated	Name of PGT- SET being nominated as RCC (DoE)
1	Lajpat Nagar, Ring Road-SBV (Shaheed Hemu Kalani) (1925059)	Ms. Priyanka Gangwar-20140110
2	Pushp Vihar, M.B.Road-SKV (1923071)	Ms. Veenita Chhabra-20161012
3	R. K. Puram, Sec-5(Co-Ed)-GSSS (1719104)	Ms. Chandasmita Das-20140026
4	Inclusive Education Branch (IEB) Admn. Cell, Lajpat Nagar-IV (5005011)	Mr. Vikramjeet -20140020


They shall coordinate with the concerned District Coordinator and Resource Centre Coordinator (RCC) of the Agency, to which the tender regarding services for providing therapeutic services in a particular Resource Centre is awarded, as per the Standard Operating Procedures notified on 04.08.2021. However, they shall not be eligible for any extra remuneration.

This issues with the prior approval of the Director (Education), GNCTD.


(ANJANA BIRDI)
SECTION OFFICER (IEB)
Dated: 06.08.2021

No. F. 128/DDE(IEB)/Admn.Cell/2019/
Copy to:-

1. P.S. to Pr. Secretary (Education), GNCT of Delhi
2. P.S. to Director (Education), GNCT of Delhi
3. Concerned DDE (Districts), DoE, GNCTD
4. Concerned DDE (Zones), DoE, GNCTD
5. Concerned District Coordinators (IE), DoE, Delhi
6. In-charge (Computer Cell), DoE, for uplinking
7. Guard file


(ANJANA BIRDI)
SECTION OFFICER (IEB)

List of Existing 14 Resource Centers

S. No.	School Name	District	School ID/ Branch ID
1	RSKV West Vinod Nagar	East	1002032
2	Rani Jhansi Road-SBV	Central/New Delhi	2128008
3	Adarsh Nagar-SKV	North West A	1309031
4	East of Loni Road, DDA Flats-SKV	North East	1106024
5	Babarpur-SKV	North East	1105019
6	R. K. Puram, Sec-5(Co-Ed)-GSSS	South West A	1719104
7	Partap Nagar- SKV	North	1208014
8	Dwarka Sector-22, G(Co-ed)SSS	South West B	1821204
9	Uttam Nagar-SKV	West B	1618057
10	Rajouri Garden Extn.-GBSSS	West A	1515006
11	Lajpat Nagar, Ring Road-SBV (Shaheed Hemu Kalani)	East	1925059
12	PushpVihar, M.B.Road-SKV	South	1923071
13	Prashant Vihar-SKV	North West B	1413067
14	Inclusive Education Branch (IEB) Admn. Cell, Lajpat Nagar-IV	-	5005011

(DR. MUKESH CHAND)
DEPUTY DIRECTOR OF EDUCATION (IEB)



List of Govt. Schools for establishing additional 17 Resource Centres for Children with Disabilities

S.NO	NAME OF SCHOOL & ID	ZONE	DISTRICT
1	SKV Vishwas Nagar (ID-1001196)	ZONE-01	EAST
2	GGSSS Lalita Park (ID-1003260)	ZONE-03	
3	Yamuna Vihar, Block C, No.2-SKV (ID-1104024)	ZONE-04	NORTH EAST
4	SV, SBBM Shankaracharya Marg (ID-1207008)	ZONE -07	NORTH
5	Badli-GBSSS (ID-1310009)	ZONE -10	NORTH WEST A
6	Shahabad Dairy- GGSSS (ID-1310025)	ZONE -10	
7	Saraswati Vihar, Block C-SV (ID-1411123)	ZONE -11	NORTH WEST B
8	Mangolpuri, Block Q-SKV (ID-1412080)	ZONE -12	
9	Vikas Puri, Distt. Centre-SKV (ID-1514017)	ZONE 14	WEST A
10	Govt.Co.ed, A2 Paschim vihar (ID-1617003)	ZONE 17	WEST B
11	Nangloi, J.J. Colony-GGSSS (ID-1617035)	ZONE 17	
12	Janak Puri, Block D, No.2-GGSSS (ID-1720021)	ZONE-20	SOUTH WEST A
13	Dwarka Sector-6, Govt (Co-ed) SSS (Site-I) (ID-1821206)	ZONE-21	SOUTH WEST B
14	Najafgarh, No.1-GGSSS (ID-1822044)	ZONE-22	
15	Chattarpur-GGSSS (ID-1923048)	ZONE-24	SOUTH
16	Madanpur Khadar- SKV (ID-1925062)	ZONE 29	SOUTH EAST
17	Pandara Road-SKV (ID-2026004)	ZONE 26	CENTRAL / NEW DELHI

(DR. MUKESH CHAND)
DEPUTY DIRECTOR OF EDUCATION (IEB)



THE SCHEDULE

[See clause (zc) of section 2]

SPECIFIED DISABILITY

1. Physical disability:—

A. Locomotor disability (a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both), including—

(a) "leprosy cured person" means a person who has been cured of leprosy but is suffering from—

(i) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;

(ii) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;

(iii) extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly;

(b) "cerebral palsy" means a Group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth;

(c) "dwarfism" means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimeters) or less;

(d) "muscular dystrophy" means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterised by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue;

(e) "acid attack victims" means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance.

B. Visual impairment—

(a) "blindness" means a condition where a person has any of the following conditions, after best correction—

(i) total absence of sight; or

(ii) visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction; or

(iii) limitation of the field of vision subtending an angle of less than 10 degree.

(b) "low-vision" means a condition where a person has any of the following conditions, namely:—

(i) visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or



(ii) limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree.

C. Hearing impairment—

(a) "deaf" means persons having 70 DB hearing loss in speech frequencies in both ears;

(b) "hard of hearing" means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears;

D. "speech and language disability" means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.

2. Intellectual disability, a condition characterised by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behaviour which covers a range of every day, social and practical skills, including—

(a) "specific learning disabilities" means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia;

(b) "autism spectrum disorder" means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person's ability to communicate, understand relationships and relate to others, and is frequently associated with unusual or stereotypical rituals or behaviours.

3. Mental behaviour,—

"mental illness" means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behaviour, capacity to recognise reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterised by subnormality of intelligence.

4. Disability caused due to—

(a) chronic neurological conditions, such as—

(i) "multiple sclerosis" means an inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged, leading to demyelination and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other;

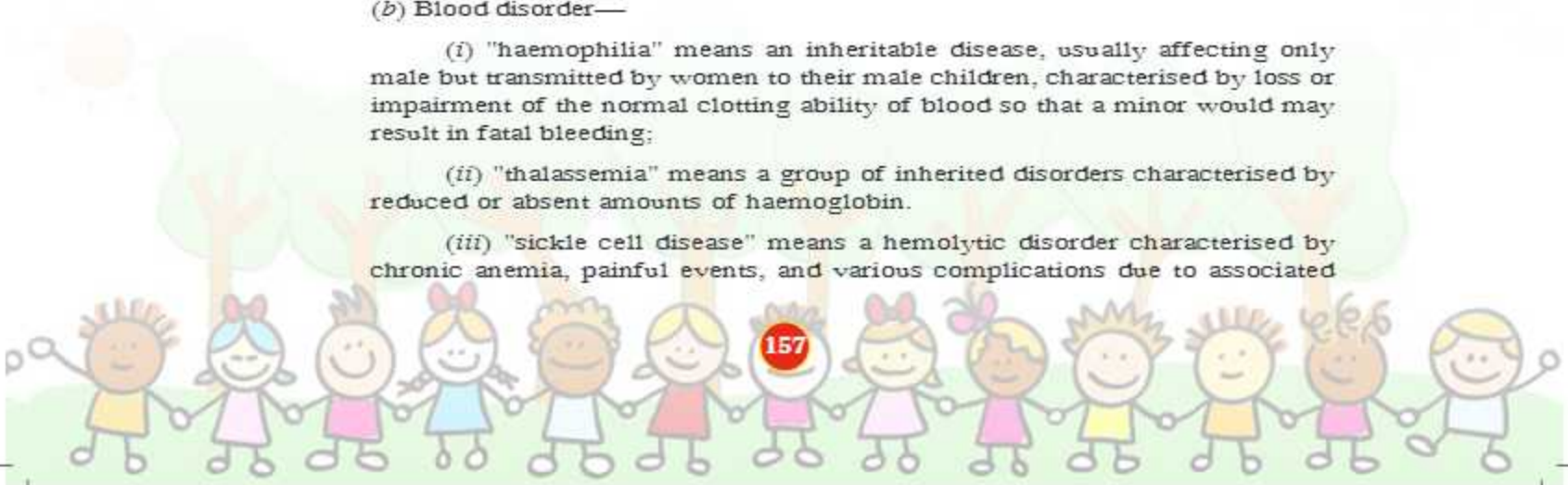
(ii) "parkinson's disease" means a progressive disease of the nervous system marked by tremor, muscular rigidity, and slow, imprecise movement, chiefly affecting middle-aged and elderly people associated with degeneration of the basal ganglia of the brain and a deficiency of the neurotransmitter dopamine.

(b) Blood disorder—

(i) "haemophilia" means an inheritable disease, usually affecting only male but transmitted by women to their male children, characterised by loss or impairment of the normal clotting ability of blood so that a minor wound may result in fatal bleeding;

(ii) "thalassemia" means a group of inherited disorders characterised by reduced or absent amounts of haemoglobin.

(iii) "sickle cell disease" means a hemolytic disorder characterised by chronic anemia, painful events, and various complications due to associated



tissue and organ damage; "hemolytic" refers to the destruction of the cell membrane of red blood cells resulting in the release of hemoglobin.

5. Multiple Disabilities (more than one of the above specified disabilities) including deaf blindness which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, developmental, and educational problems.

6. Any other category as may be notified by the Central Government.

DR. G. NARAYANARAJU,
Secretary to the Govt. of India.

UPLOADED BY THE GENERAL MANAGER, GOVERNMENT OF INDIA PRESS, MINTO ROAD, NEW DELHI-110002
AND PUBLISHED BY THE CONTROLLER OF PUBLICATIONS, DELHI-110054.

GMGIPMRND—4011G(S3)—28-12-2016.





Annexures-VII

केन्द्रीय माध्यमिक शिक्षा बोर्ड
CENTRAL BOARD OF SECONDARY EDUCATION

No.CBSE/COORD/112233/2019

12th April, 2019

CIRCULAR

Subject: Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations conducted by the CBSE and Standard Operating Procedure

CBSE being sensitive to the needs of disabled students is extending several exemptions/concessions to candidates with disabilities as defined in The Rights of Persons with Disabilities Act - 2016.

It has been observed that neither the schools nor the students are fully aware about these exemptions and are also not following correct way of seeking available exemptions during their course of studies and examinations. It has therefore, been decided to update and compile all exemptions/concessions so that stakeholders are aware about the same.

Please find herewith consolidated exemptions/concessions alongwith Standard Operation Procedures for seeking exemptions.

Now, these changes will supersede all earlier Circulars. These exemptions/concessions will be applicable for the 2020 examination onwards.

(Dr. Sanyam Bhardwaj)
Controller of Examinations

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**EXEMPTIONS/ CONCESSIONS RULES APPLICABLE FOR BOTH
CLASS X & XII BOARD EXAMINATIONS**

A. GENERAL EXEMPTIONS /CONCESSIONS

S.No.	Concessions	Illustration
1.	Issuing Authority of Medical Certificate	<p>The medical certificate issued by the following agencies/organizations will be considered for granting concessions to Disabled candidates:</p> <ul style="list-style-type: none"> i) Disability Certificate(s) issued by Government hospitals controlled by either the Central or State Governments from the Chief Medical Officer/Civil Surgeon /Medical Superintendent. ii) Disability Certificate(s) issued by Recognized institutes of national level viz National Association for the Blind, Spastic Society of India etc; and iii) Disability Certificate(s) issued by Non-governmental Organizations/practitioners registered with Rehabilitation Council of India/Central Government/State Government of the Respective State. iv) The disability certificate issued by the competent authority at any place shall be accepted. v) The proforma of the certificate regarding physical limitation for an examinee to write is annexed at Annexure-A.
2.	Facility of Scribe and compensatory time	<ul style="list-style-type: none"> i) Candidates with disabilities as defined in The Rights of Persons With Disabilities Act 2016 are permitted to use a Scribe or allowed Compensatory time as given below or both: <ul style="list-style-type: none"> For paper of 3 hours duration 60 minutes For paper of 2½ hours duration 50 minutes For paper of 2 hours duration 40 minutes For paper of 1½ hours duration 30 minutes ii) For Categories of disabilities for which scribe/reader/writer/adult prompter is permissible please refer to the Annexure-C
3.	Appointment of Scribe and related instructions	<ul style="list-style-type: none"> i) The candidate shall have the discretion of opting for his own scribe/reader or request the examination centre for the same. ii) In case Scribe/Reader is provided by Examination Centre, the qualification of Scribe should not be more than the minimum Qualification criteria of the examination, however, the qualification should always be matriculation or above.

CENTRAL BOARD OF SECONDARY EDUCATION

		<ul style="list-style-type: none"> iii) In case the candidate is allowed to bring his own scribe, the qualification of the scribe should be one step below the qualification of the candidate taking examination. The person with benchmark disabilities opting for own Scribe/Reader should submit the detail of the own scribe/Reader as per proforma at Annexure-B. Candidate shall also have the option of meeting the scribe two days before the examination. iv) Candidates will be allowed to change Scribe/Reader in case of emergency. The candidate shall also be allowed to take more than one scribe/reader for writing different papers specially for languages. However, there can be only one scribe per subject. v) Centre Superintendent of the examination centre concerned shall forward to the concerned Regional Officer of the Board, a report giving full particulars of the candidate and of the scribe. vi) Suitable room shall be arranged for the candidate for whom a scribe is allowed and a separate Assistant Superintendent shall be appointed by the Centre Superintendent to supervise his/her examination. vii) Services of Scribe shall be provided free of cost viii) The Scribe shall be paid remuneration by the Centre Superintendent as per norms of CBSE.
4.	Other General instructions/facilities	<ul style="list-style-type: none"> i) To facilitate easy access, a few selected schools are made examination centres for special students. ii) Teachers from schools for visually impaired are appointed as Assistant Superintendent(s) (Invigilators) at the special examination centres for visually handicapped. However, precaution is taken to appoint different subject teachers on different days. iii) Answer books of Candidates with Benchmark Disabilities are sent separately by the Centre Superintendents to the concerned Regional Office iv) A separate column is provided on the title page of the answer book for indicating the category of disability. v) Use of calculator is not permitted in any of the examinations conducted by the Board vi) Magnifying glass/Portable video magnifier is also allowed to Visually Impaired candidate.

		<p>vii) For Categories of disabilities for which Computer is permissible please refer to the Annexure-C.</p> <p>viii) Computer will be allowed as per the actual need and skills of the students with disabilities duly supported by certificate issued by registered medical practitioners / qualified psychological consultants recommending use of Computer facility for writing the examination citing the ground on which recommendation for use of computer has been made. Such permission shall be subject to the followings:-</p> <ul style="list-style-type: none"> (a) Use of computer shall be limited to only for typing answers, for viewing the questions in the enlarged font size, for listening the question items. Concerned candidate shall bring his / her own computer or laptop duly formatted and the Centre Superintendent shall allow such candidate after an inspection by the Computer teacher and the same teacher may do the monitoring of the use of the computer. Centre Superintendent may compensate for the loss of time, if any, and record the same. (b) The computer / laptop brought by the candidate will not have any internet connection so as to maintain the sanctity of the examination. (c) The candidate shall use the computer / laptop only for the purpose for which permission has been taken. (d) Such requests along with specific recommendation by the competent medical authority / qualified psychological consultants, shall be sent to the concerned CBSE Regional Office. (e) Responsibility for use of computer shall lie on the candidate and Board shall not be liable for any consequences arising out of any mis-happening on account of use of computer. <p>ix) Provision of Reader to read the question paper in case student with disability does not want scribe facility will be allowed but the Role of Such Person will be limited to Reading of Question Paper. Request for such permission should be made by the candidate through</p>
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		<p>Principal with specific recommendation by the registered medical practitioners / authorized psychologist. Such cases will be referred to the CBSE Regional Office by the school Principal and permission will be accorded on case to case basis based on merit. Such candidates will not be allowed to use scribe facility.</p> <p>x) For Categories of disabilities for which relaxation in attendance is permissible please refer to Annexure-C. Relaxation in attendance upto 50% may be considered for candidates with disability who are unable to attend the school for prescribed days. Such recommendations with attendance details must come from the Principal of the school of the candidate alongwith supporting certificate from the registered medical practitioners / authorized psychologist.</p>
5.	Fee	Registration and Examination fee for classes IX,X,XI,XII will not be charged from visually impaired candidates as referred to in Annexure-C .

B. SPECIFIC EXEMPTIONS/CONCESSIONS

(1) CLASS X

S. No.	Subject	Exemptions/Concessions
1.	Exemption from third language	Candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 will be exempted from third language.
2.	Flexibility in choosing subjects	<p>(a) Candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four from amongst the following groups can be offered:</p> <p>Group 1 Mathematics, Science, Social Science, another language, Music (Any one), Painting, Home Science, Elements of Business, Elements of Book Keeping and Accountancy, Computer Applications</p> <p>Group 2 Any One Skill Subject (except Automotive) for Regular Candidates Only Note: Information Technology from Group 2 cannot be offered if Computer Applications from Group 1 is opted.</p>

		<p>(b) Bonafide residents of Delhi appearing as Private candidate as per provisions of Examination Byelaws cannot take subjects having Practical Component at Secondary level. However, candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 have the option of taking up Music, Painting, Home Science as the subjects of study.</p> <p>(c) Physio-therapeutic exercises are considered as equivalent to Health and Physical Education course of the Board.</p>
3.	Alternate questions /Separate Question	<p>i) Alternative type questions are provided in lieu of questions having visual inputs for visually impaired candidates in the subject Social Science.</p> <p>ii) With effect from 2020, in lieu of large font Question Papers, candidates will be allowed to use magnifying glasses/portable video magnifiers.</p>

(ii) CLASS XII

S.No.	Subject	Exemptions/Concessions
1.	Flexibility in Choosing subjects.	Bonafide residents of Delhi appearing as Private candidate as per provisions of Examination Byelaws cannot take subjects having Practical Component. However, candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 have the option of taking Music(Any one), Painting, Home Science as the subjects of study.
2.	Separate question paper and questions in lieu of practical component	<p>(a) Disabled candidates are given separate question papers containing Multiple choice questions based on Practical component in lieu of practicals in the subjects of Physics, Chemistry and Biology</p> <p>(b) Question papers administered in the subjects of Physics, Chemistry, Mathematics and Biology are without any visual input</p> <p>(c) Alternative type questions are provided in lieu of questions having visual inputs in the subjects of History, Geography and Economics</p> <p>Note: For Categories of disabilities for which separate question paper is permissible please refer to Annexure-C</p>

Students studying in schools affiliated to the Board and desirous of availing the exemptions/concessions should approach the concerned Regional Office of CBSE through the Head of their Institution preferably while in Class IX and/or XI. The request should be

supported by relevant medical certificate and recommendation from the Head of the School/Institution. Only those students would be considered for grant of exemption/concession in whose respect relevant category has been entered during registration in Class IX and/or XI.

Advisory to schools as per the Guidelines of Inclusive Education of Children with Disabilities (IECD):

- a. Ensure that no child with special needs is denied admission in Mainstream Education
- b. Monitor enrolment of disabled children in schools
- c. Schools to provide support through assistive devices and the availability of trained teachers
- d. Modify the existing physical infrastructure and teaching methodologies to meet the needs of all children including Children with Special Needs
- e. Ensure that the school premises are made disabled friendly by 2020 and all educational institutions including hostels, libraries, laboratories and buildings have barrier free access for the disabled
- f. Ensure availability of Study material for the disabled and Talking Text Books, Reading Machines and computers with speech software
- g. Ensure adequate number of sign language interpreters, transcription services and a loop induction system for the students with Speech Language disability
- h. Revisit classroom organization required for the education of Children With Special Needs
- i. Ensure regular in-service training of teachers in inclusive education at the elementary and secondary level.

CBSE has 16 Regional Offices which deal with matters of different states. Contact number, jurisdiction and address of Regional Offices is available on the website of CBSE i.e. www.cbse.nic.in. CBSE has also a Helpline 1800-11-8002 which is functional on all working days from 9 AM -5.30 PM.



CONTROLLER OF EXAMINATIONS

STANDARD OPERATING PROCEDURE FOR AVAILING EXEMPTIONS

- STEP I:** Parents should go through the consolidated instructions issued by CBSE.
- STEP II:** Parents get the child examined by the Competent Medical Authority and obtain requisite Medical Certificate of Disability.
- STEP III:** For availing any exemption, parents will have to make a request to school alongwith copy of certificate of disability by latest by 7th July, 2019. The draft application is annexed at **Annexure-D**. School will acknowledge the request made by the candidate.
- STEP IV:** School will forward the request to concerned Regional Office of the Board latest by 15th July, alongwith specific recommendation. In case of rejection by the school, the same should also be sent to Board alongwith reasons of such rejection.
- STEP V:** Regional Office will examine the request in accordance with the rules of the Board. In case of rejection, reasons for the same will be intimated.

ANNEXURE-A

**CERTIFICATE REGARDING PHYSICAL LIMITATION IN AN EXAMINEE TO WRITE
(SUGGESTIVE)**

This is to certify that, I have examined Mr/Ms/Mrs _____ (name of the candidate with disability), a person with _____ (nature and percentage of disability as mentioned in the certificate of disability) S/o/D/o _____ a student of _____ (School name & address) and to state that he/she has physical limitation which hampers his/her writing capabilities owing to his/her disability.

Signature
Chief Medical Officer/Civil Surgeon/Medical Superintendent of a
Government health care institution

Name & Designation.
Name of Government Hospital/Health Care Centre with Seal

Place:

Date:

Note:

Certificate of disability should be given by a specialist of the relevant stream/disability (eg. Visual impairment – Ophthalmologist, Locomotor disability – Orthopaedic specialist/PMR).

ANNEXURE -B

LETTER OF UNDERTAKING FOR USING OWN SCRIBE

I, _____ a student of
 _____ (name of the school),
 S/o _____ bearing Roll No. _____ will be appearing
 at _____ (name of the centre). My qualification is
 _____.

I do hereby state that _____ (name of the scribe) will
 provide the service of scribe/reader for the undersigned for taking the aforesaid examination.

I do hereby undertake that his qualification is _____. In case,
 subsequently it is found that his qualification is not as declared by the undersigned and is
 beyond my qualification, I shall forfeit my right and claims relating to this examination.

(Signature of the candidate with Disability)

Place:

Date:

TABULAR SUMMARY OF EXEMPTIONS

1. (A) PHYSICAL DISABILITY- LOCOMOTOR DISABILITY

S.NO	DISABILITY CODE	Disability-wise Exemptions to Disabled students in Board's Examinations	Flexibility In choosing subjects	Relaxation of attendance (on request)	Exemption in studying second language	Examination through computers	Scribe and compensatory time in case of hand dysfunction	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
	H	1	2	3	4	5	6	7	8	9	10	11
1 A (a)	HL	Leprosy cured persons	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--
1 A (b)	HC	Cerebral palsy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--
1 A (c)	HD	Dwarfism	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	--
1 A (d)	HM	Muscular Dystrophy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--
1 A (e)	HA	Acid Attack Victims	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--

*Definition of various disabilities may be seen from PWD ACT-2016

1 (B) PHYSICAL DISABILITY - VISUAL IMPAIRMENT

S.NO	DISABILITY CODE	Disability-wise Exemptions to Disabled students in Board's Examinations	Flexibility In choosing subjects	Relaxation of attendance (on request)	Exemption in studying second language	Examination through computers	Scribe and compensatory time	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
1 B (a)	B	1	2	3	4	5	6	7	8	9	10	11
1 B (a)	BB	Blindness	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
1 B (b)	BL	Low Vision	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes (Magnifying glasses/ Portable Video magnifiers)	Yes	Yes

*Definition of various disabilities may be seen from PWD ACT-2016

1(C) PHYSICAL DISABILITY- HEARING IMPAIRMENT

S.NO		
DISABILITY CODE		
Disability-wise Exemptions to Disabled students in Board's Examinations		
Flexibility In choosing subjects		
Relaxation of attendance (on request)		
Exemption in studying second language		
Examination through computers		
compensatory time		
Examination room on ground floor		
In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.		
Permitting assistive devices during exam (with doctor's advice)		
Options of skill based subjects		
Waiving off registration fees for IX/X & XI/XII Examinations		
1 C (a)	D	1
DD	Deaf	2
1 C (b)	DH	Hard of hearing
	Yes	3
	Yes	4
	Yes	5
	Yes	6
	--	7
	Yes	8
	Yes	9
	Yes	10
	--	11

* Definition of various disabilities may be seen from PWD ACT-2016

Page | 13

Page	13
11	Waiving off registration fees for IX/X & XI/XII Examinations

2. INTELLECTUAL DISABILITY

S.NO	DISABILITY CODE	Disability-wise Exemptions to Disabled students in Board's Examinations	Flexibility In choosing subjects	Relaxation of attendance (on request)	Exemption in studying second language	Examination through computers	Reader / adult prompter*/Scribe and compensatory time	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
2 (a)	C	1	2	3	4	5	6	7	8	9	10	11
2 (b)	CA	Autism spectrum disorder	Yes	Yes	Yes	-	*Yes	Yes	--	--	Yes	--
		Specific Disabilities -Dyslexia -Dysgraphia -Dyscalculia -Dyspraxia -Developmental aphasia	Yes	Yes	Yes	-	Yes	Yes	--	--	Yes	--

*Definition of various disabilities may be seen from PWD ACT-2016

3. MENTAL BEHAVIOUR

S.NO	DISABILITY CODE	Disability-wise Exemptions to Disabled students in Board's Examinations
3 (a)	5	1
	SM	Mental Behaviour
	2	Yes
	3	Yes
	4	Yes
	5	Yes
	6	Yes
	7	Yes
	8	---
	9	---
	10	Yes
	11	---

*Definition of various disabilities may be seen from PWD ACT-2016

4. DISABILITY CAUSED DUE TO - CHRONIC NEUROLOGICAL CONDITIONS& BLOOD DISORDER

S.NO		DISABILITY CODE										
		Disability-wise Exemptions to Disabled students in Board's Examinations										
		Flexibility In choosing subjects										
		Relaxation of attendance if request is made										
		Exemption in studying second language										
		Examination through computers										
		Reader / adult prompter/Scribe and compensatory time										
		Examination room on ground floor										
		In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.										
		Permitting assistive devices during exam (with doctor's advice)										
		Options of skill based subjects										
		Waiving off registration fees for IX/X & XI/XII Examinations										
4 (a)	5	1	2	3	4	5	6	7	8	9	10	11
	SN	Chronic neurological condition i) Multiple Sclerosis ii) Parkinson's disease	Yes	Yes	Yes	Yes	Yes	Yes	---	Yes	Yes	---
4 (b)	SB	Blood disorder (i) Haemophilia (ii) Thalassemia (iii) Sickle cell disease	Yes	Yes	Yes	Yes	Yes	Yes	---	Yes	Yes	---

*Definition of various disabilities may be seen from PWD ACT-2016

5. MULTIPLE DISABILITIES

S.NO	DISABILITY CODE	Disability-wise Exemptions to Disabled students in Board's Examinations
5	5	1 Multiple Disabilities
	2	Flexibility In choosing subjects
	3	Relaxation of attendance if request is made
	4	Exemption in studying second language
	5	Examination through computers
	6	Scribe and compensatory time
	7	Examination room on ground floor
	8	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.
	9	Permitting assistive devices during exam (with doctor's advice)
	10	Options of skill based subjects
	11	Waiving off registration fees for IX/X & XI/XII Examinations

*Definition of various disabilities may be seen from PWD ACT-2016

ANNEXURE -D

Principal
(Write School Name & Address here)

Sub: Availing exemption as provided for Disabled students under the Right to Persons with Disabilities Act 2016.

Sir/Madam,

My ward with following credentials is student of your school:-

1. Name:
2. Admission No.:
3. Class: Section:
4. Nature of Disability:

It is requested that following exemption(s) may be granted to my ward:-

- a.
- b.

The details of Scribe opted by me is as under:-

Date:

(Signature of Parent)

Name:
Email ID:
Contact No.
Address:

Enclosure:
Medical Certificate

SCHEDULE FOR MAKING REQUEST TO AVAIL FACILITIES/EXEMPTIONS IN CASE OF PWD CANDIDATES OF CLASS X/XII

S.No.	ACTIVITY	LAST DATE
1.	Schools will inform to the PWD candidates about exemptions/concessions extended by CBSE during annual examinations.--- Schools will make a list of PWD students after submitting LOC	At the beginning of the academic session.
2.	Students/Parents will make the request to their School for seeking exemptions/concessions during annual examinations alongwith required Certificates/Documents	Upto 7 th July of the academic year
3.	Schools will compile all such requests in tabular form with required Certificates/Documents. Only one request will be sent by each school to the Regional Office for necessary approvals.	07 days from the date of activity of S.No.2 i.e. by 15 th July
4.	Regional Office will communicate deficiency, if any, to the schools.	21days from the date of activity of S.No.3 i.e. by 05 th August
5.	Schools will communicate fulfilment of deficiency to Regional Office.	10 days from the date of activity of S.No.4 i.e. by 15 th August
6.	Regional Office will communicate approval to the schools.	10 days from the date of activity of S.No.5 i.e. by 25 th August
7.	School will communicate approval of the CBSE to the students	05 days from the date of activity of S.No.6 i.e. by 30 th August

While requesting to the Regional Office for exemptions/concessions, schools will also inform the following: -

1. In case of class-XII, has candidate availed the facilities in class-X & XI?
2. In case of class-X, has candidate availed the facilities in class-IX?

Above said exercise will help the PWD candidates in getting their approvals on time and help the CBSE in taking care of these students while allotting Roll Numbers for Board's Examinations.

Above directions are issued for strict compliance by all stakeholders.

SCHEDULE FOR FORMING PANEL OF SCRIBES/READERS/LAB ASSISTANTS TO BE PROVIDED TO PWD CANDIDATES OF CLASS X/XII BY THE SCHOOLS IDENTIFIED AS EXAMINATION CENTRES, IN CASE REQUIRED TO BE PROVIDED

S.No.	ACTIVITY	LAST DATE
1.	Schools identified as examination centres to prepare a panel of Scribes/Readers/Lab Assistants	Within 07 days of getting information of centre fixation
2.	Centre Supdts to send the panel to the concerned Regional Office for approval	To reach concerned RO within 07 days of activity at Sl. No.01
3.	Approval to be communicated to the Centre Superintendents by Regional Offices	Within 15 days of activity at Sl. No.2

THE SCHEDULE

[See clause (zc) of section 2]

SPECIFIED DISABILITY

1. Physical disability.—

A. Locomotor disability (a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both), including—

(a) "leprosy cured person" means a person who has been cured of leprosy but is suffering from—

(i) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;

(ii) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;

(iii) extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly;

(b) "cerebral palsy" means a Group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth;

(c) "dwarfism" means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimeters) or less;

(d) "muscular dystrophy" means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterised by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue;

(e) "acid attack victims" means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance.

B. Visual impairment—

(a) "blindness" means a condition where a person has any of the following conditions, after best correction—

(i) total absence of sight; or

(ii) visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction; or

(iii) limitation of the field of vision subtending an angle of less than 10 degree.

(b) "low-vision" means a condition where a person has any of the following conditions, namely—

(i) visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or

(ii) limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree.

C. Hearing impairment—

(a) "deaf" means persons having 70 DB hearing loss in speech frequencies in both ears;

(b) "hard of hearing" means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears;

D. "speech and language disability" means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.

2. Intellectual disability, a condition characterised by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behaviour which covers a range of every day, social and practical skills, including—

(a) "specific learning disabilities" means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia;

(b) "autism spectrum disorder" means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person's ability to communicate, understand relationships and relate to others, and is frequently associated with unusual or stereotypical rituals or behaviours.

3. Mental behaviour,—

"mental illness" means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behaviour, capacity to recognise reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterised by subnormality of intelligence.

4. Disability caused due to—

(a) chronic neurological conditions, such as—

(i) "multiple sclerosis" means an inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged, leading to demyelination and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other;

(ii) "parkinson's disease" means a progressive disease of the nervous system marked by tremor, muscular rigidity, and slow, imprecise movement, chiefly affecting middle-aged and elderly people associated with degeneration of the basal ganglia of the brain and a deficiency of the neurotransmitter dopamine.

(b) Blood disorder—

(i) "haemophilia" means an inheritable disease, usually affecting only male but transmitted by women to their male children, characterised by loss or impairment of the normal clotting ability of blood so that a minor wound may result in fatal bleeding;

(ii) "thalassemia" means a group of inherited disorders characterised by reduced or absent amounts of haemoglobin.

(iii) "sickle cell disease" means a hemolytic disorder characterised by chronic anemia, painful events, and various complications due to associated

tissue and organ damage; "hemolytic" refers to the destruction of the cell membrane of red blood cells resulting in the release of hemoglobin.

5. Multiple Disabilities (more than one of the above specified disabilities) including deaf blindness which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, developmental, and educational problems.

6. Any other category as may be notified by the Central Government.

DR. G. NARAYANARAJU,
Secretary to the Govt. of India.

UPLOADED BY THE GENERAL MANAGER, GOVERNMENT OF INDIA PRESS, MINTO ROAD, NEW DELHI-110002
AND PUBLISHED BY THE CONTROLLER OF PUBLICATIONS, DELHI-110054.

GMGIPMIND-4011G(S3)-26-12-2016.

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