

GEARING UP FOR INCLUSIVE EDUCATION



स्वाध्यायान्ना प्रमदः

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Preface

An inclusive school is one that attempts to address the learning needs of each learner by reducing or eliminating barriers that are obstructing participation. An inclusive education system welcomes and educates ALL children regardless of their gender, abilities, economic situation, race, or religious beliefs.

Inclusive education is based on the following key principles:

1. A belief that all children can learn.
2. At the core of inclusive education is the right to education.
3. Regular school systems should be able to educate all learners with appropriate support mechanisms.
4. Schools must change in order to reach all learners-leading to quality improvement.
5. The process is on-going and must involve children, their families, teachers and other staff members, school communities as well as the local community.

Today the teacher more than ever is faced with the formidable task of meeting these diverse needs with understanding and skill. In order to support the teacher in this endeavour, this manual has been written so that s/he can welcome, educate and celebrate diversity with appropriate strategies. This manual will provide the teacher with tools and ideas that will help you address differences among children by recognizing their individual strengths, plan lessons accordingly use appropriate teaching strategies and most importantly, learn how to collaborate with colleagues, families and community members to help teachers provide quality education for all children.

This manual is meant to serve as supplementary material to the training on "Addressing Diverse Needs", in order for our schools to become more inclusive. There are a total of four modules covered in this guide:-

1. Diversity & Inclusion
2. Building Perspectives on Disability
3. Inclusive Teaching & Learning
4. Working with Families & Communities

The modules have been written in a manner that will make you reflect individually and with colleague/s. Each module allows the space for self-reflection, by providing activities which will invite you to introspect on the issues addressed. We sincerely hope this material will prove a useful resource for you.

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How to use this Book

This study unit offers teachers the concepts related to diversity in schools. The module is going to prepare you with a conceptual framework of diversity and inclusion, and will provide opportunities for you to learn more about learners and teachers. By working through this module, you can develop a better understanding of Inclusive classrooms. There are case studies to exemplify particular points and some suggestions for the process of change that is vital to make every classroom and school 'inclusive'. The unit contains 'reflections', to help you reflect on an idea or on your own practice and tasks to help you examine important elements of diversity for 'next steps'. The final page invites you to reflect on the material and to set your personal targets for the future.

You can work through this unit in a number of ways:

- Start small; choose one class to work with. Ask another teacher to help by talking through what you intend to do and to act as a mentor.
- Work with a small group of teacher-researchers within your school. Use the guide to help you focus your work as a professional learning community.
- Identify sections of the unit that are particularly relevant to you and focus on those.

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UNIT - 1. DIVERSITY & INCLUSION

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1.1. Objectives

- After completion of this unit, the teachers will be able to –
- Appraise themselves of existing diversity
- Familiarize themselves with diverse learning styles of students in the class.
- Familiarise with varied teaching styles in order to address diverse learning styles
- Differentiate the concept of inclusion and integration.
- Understand the implication of inclusion in the classroom

1.2. Introduction

India is a land of various cultures, religions, regions, languages, caste, class, and ethnicity. It has been recognized that individuals differ in countless factors say psychologically, skills, capacity, ability, communication, and learning Styles. The major cardinal premise associated with this idea is that in spite of these differences and variations, people are essentially similar and should be perceived as equal and in order to achieve equity, treatment practices should vary.

In April 2000, the World Education Forum held in Dakar, Senegal, set as its second goal: “ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.” Realizing this goal means increasing school attendance and completion rates; eliminating bias within schools, national education systems, and curricula; and eliminating the social and cultural discrimination that

limits the demand for schooling for children with diverse backgrounds and abilities.

One important concept that we must all accept is that all children have an equal right to education, no matter what their background or ability. Provision of equal participation and full rights necessitates the need of analyzing the school environment that hamper or positively influence the individual students' performance as a whole. Including children with diverse backgrounds and abilities in our classes often means examining current practices within our classrooms. All we need to do is to manage the differences among our children by recognizing their strengths and weaknesses, planning lessons accordingly, using teaching strategies and adapting the curriculum to fit each child's abilities and background, and, most importantly, knowing how to mobilize our parents and community members to collaborate with schools in order to provide a good quality education for all children.

In this unit you will appraise yourself with existing diversity in your environments and understand individual needs as well as the factors influencing the same. The concept of inclusion of all children including those with disabilities will also be discussed. You will also come across the various success stories that enlighten us to think in positive terms and motivate us to guide our student to achieve their ambitions and goals.

1.3. Common Issues

There is a growing trend for students to be viewed as a homogeneous group, to be taught in one way and expected to learn collectively. This results in students being expected to 'learn as I teach', and not the other way around i.e. 'I will teach as you learn best'.

1.4. Resolving the issue

To accept existing 'human diversity' and individual differences as reality and 'diverse abilities' as one of the dimension of the human diversity! The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. The pedagogic treatment should be as per the individual needs, their personal learning styles and the environmental consequences they are facing. It gives the scope to think about new practices such as inclusion, integration etc, and face the challenges / make use of opportunities to be responsive to the individual needs of the diverse learner

1.5. Appreciating Diversity

Step 1:. Distribute sheets of paper and a pen to all.

Step 2:. Ask them to write their responses individually on to the sheet about “one person who is very close to them e.g. sister, friend, father etc.”

- What is common amongst you and that special person?
- What differences exist amongst you both?

Step 3:. Allow the teachers 5 minutes to write their responses. Put these responses in the following categories-

- Male/Female
- Upper class/upper middle/ middle middle/lower middle
- Personality
- Aptitude
- Attitude
- Religion
- Physical
- Culture

Step 4:. Tell the teachers about the purpose of the activity. It was to make them realize about the existing diversity among people. Explain the participants that amongst the various types of diversity, we need to accept variation in abilities in the same tone.

Table 1.

Reflection Questions

- Do you notice diversity in your class?
- Try and discuss in small groups the diversity seen amongst students.
- Do you think students may also have various learning styles?
- As a teacher what is your role in addressing diversity?

1.6. Learning Styles

Learning Styles in a Diverse Classroom

Teachers play a central role in the kinds of educational opportunities offered to students, and the quality of student-teacher interactions in instructional situations is the ultimate test of educational equality. It is because of their double role of teacher and role model that teachers are seen as so crucial to the development of students

A teacher has to plan appropriate activities and experiences that she intends to provide during teaching -learning discourse. This can successfully be done if the teacher is aware of different ways that students learn.

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. However, in their most basic form, there are three main learning styles:

- i. **Auditory learners** prefer to receive ideas and information by hearing them. These students may struggle with reading and writing, but excel at memorizing spoken words such as song lyrics. They often benefit from discussion-based classes and the opportunity to give oral presentations. They learn best through verbal lectures, discussions, talking things through, and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed, and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.
- ii. **Visual learners** prefer to receive information by seeing it. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.
- iii. **Kinaesthetic-Tactile** learners tend to learn best through moving, doing and touching. Tactile/Kinaesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

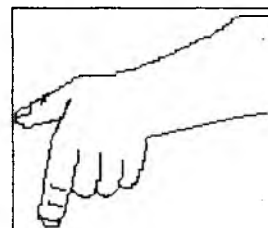


Fig 1.

Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. It is important to note that the various styles are those preferred by learners. If we looked at complete descriptions of each style, we would probably see some of ourselves in each. However, we could also probably identify our dominant style. The fact that we learn in many ways is further

justification for utilizing variety of teaching approaches is so important.

Understanding learning styles can help you 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.

1.6.1. Learning style inventory

There are many Learning Style Inventories available. David A. Kolb's (1984) describes as the way you learn and how you deal with ideas and day-to-day situations in your life. (Refer to as <http://www.learning-styles-online.com/inventory/Memletics-Learning-Styles-Inventory.pdf> for example of Memletics Learning Style Inventory and http://ww2.nsc.edu/gerth_d/AAA0000000/barsch_inventory.htm for Barsch Inventory). Here is one other such example, in order for you all to determine your preferential learning style. To better understand how you prefer to learn and process information, place a check in the appropriate space after each statement below, then use the scoring sheet to evaluate your responses. Use what you learn from your scores to better develop learning strategies that are best suited to your particular learning style. This 24-item survey is not timed. Respond to each statement as honestly as you can.

Table 2.

	Often	Sometimes	Seldom
1. I can remember best about a subject by listening to a lecture that includes information, explanations and discussion.			
2. I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.			
3. I like to write things down or to take notes for visual review.			
4. I prefer to use posters, models, or actual practice and other activities in class.			
5. I require explanations of diagrams, graphs, or visual directions.			
6. I enjoy working with my hands or making things.			

	Often	Sometimes	Seldom
7. I am skilful with and enjoy developing and making graphs and charts.			
8. I can tell if sounds match when presented with pairs of sounds.			
9. I can remember best by writing things down several times.			
10. I can easily understand and follow directions on a map.			
11. I do best in academic subjects by listening to lectures and tapes.			
12. I play with coins or keys in my pocket.			
13. I learn to spell better by repeating words out loud than by writing the words on paper.			
14. I can understand a news article better by reading about it in the newspaper than by listening to a report about it on the radio.			
15. I chew gum, or snack while studying.			
16. I think the best way to remember something is to picture it in your head.			
17. I learn the spelling of words by "finger spelling" them.			
18. I would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. I am good at working and solving jigsaw puzzles and mazes.			
20. I grip objects in my hands during learning periods.			
21. I prefer listening to the news on the radio rather than reading about it in the newspaper.			
22. I prefer obtaining information about an interesting subject by reading about it.			
23. I feel very comfortable touching others, hugging, handshaking, etc.			
24. I follow oral directions better than written ones.			

Scoring Procedures

DIRECTIONS: Place the point value on the line next to the corresponding item below. Add the points in each column to obtain the preference score under each heading.

OFTEN = 5points
 SOMETIMES = 3points
 SELDOM = 1 point

Table 3.

VISUAL		AUDITORY		KINAESTHETIC	
NO.	PTS.	NO.	PTS.	NO.	PTS.
2	_____	1	_____	4	_____
3	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
14	_____	13	_____	15	_____
16	_____	18	_____	17	_____
19	_____	21	_____	20	_____
22	_____	24	_____	23	_____
Visual Preference Score =		Auditory Preference Score		Kinaesthetic Preference Score	

- If you are a VISUAL learner, you may prefer to see information, like reading text, or looking at diagrams.
- If you are an AUDITORY learner you may prefer to hear information, sit in a lecture hall where you can hear well, and after you have read something, summarize it and recite it aloud.
- If you are a KINAESTHETIC learner you prefer to learn by doing they like moving, manipulating and associating study material with real-world things or occurrences.

Some aspects of learning styles may represent strong inherent preferences, but all learners can benefit from multi-sensory approaches. This has important implication for teaching – teachers should acknowledge and cater for the distribution of preferred styles amongst learners, but pupil should nonetheless be approached to develop a range of approaches to learning. We as teachers fail to recognize the variety of thinking and learning style the students being to classroom and we tend to at tend them in ways that do not fit them well. It is necessary that there is harmony among the teacher’s style, learning style and teaching style for maximum realization of pupil’s potential. Teachers cannot offer every learner their preferred learning style at all times, none would this actually be in the individual’s interest. A variety of activities within teaching sessions can however better accommodate different learning styles. It

can also provide breaks and shifts of attention and prevent boredom. Teacher should therefore plan to use a variety of teaching approaches.

Table 4.

Teacher can encourage visual learning by:
<ul style="list-style-type: none">▪ Using visual representations to present information and ideas - posters, diagrams, drawings:▪ Encouraging visualization - 'Imagine you can see...', 'What do you think this would look like?'▪ Using visual prompts for recounting or creating a story;▪ Asking pupils to see words and spellings with their eyes closed;▪ Encouraging visual association and organization of ideas, e.g. by using concept maps.

Teacher can encourage auditory learning by:
<ul style="list-style-type: none">▪ Practicing active listening;▪ Encouraging auditory imagination- 'Imagine you can hear...', 'What do you think that will sound like?'▪ Using sounds as prompts for recounting or creating a story;▪ Asking pupils to sound out words and break down spellings;▪ Using rhyme and rhythm as mnemonic devices.

Teacher can encourage Kinaesthetic learning by:
<ul style="list-style-type: none">▪ Using physical representations to present information and ideas-objects that learners can manipulate▪ Allow project work to encourage hands-on experiences▪ Using 'acting out' as a prompt for recounting or creating a story;▪ Asking pupils to trace out words and spellings with their finger;▪ Encouraging physical associations and using body language to express ideas and emotions.

1.6.2. Activity

- Take a subject of your choice. Prepare a weekly plan, keeping in mind the different learning styles of students.
- What kind of resources would you need ?
- Conceptualise the TLM that you might require to meet diverse learning styles?

1.7. Teacher's style and pupils' responses

Teaching Styles

Just as students have learning styles and preferences, teachers have their own teaching styles. Many teachers have made themselves aware of their particular styles and strive to teach in a way that benefits as many kinds of learners as possible. Teaching styles are defined as the various identifiable and consistent sets of classroom teaching behaviors that are not affected by content that may change (Fisher & Fischer, 1979). Gregorc (1979) believed that teaching style consisted of a teacher's personal behaviors and the media used to transmit data to or receive it from the learner.

Your teaching style is expressed through the behaviors, characteristics and mannerisms that reflect your teaching philosophy and the role you prefer to take when conveying information in a classroom. They are important because how you present yourself to a class can have a huge impact on your success as a teacher, and consequently, on the success of your students. Effective teaching is what promotes and supports effective learning in a systematic and sustained fashion. There is no one way of effective teaching and learning; No hard and fast rules are easy routes for teachers to follow. Every teacher has his/her own particular style, approach or 'tool bag' of skills and techniques they deploy in the classroom. Pupil can certainly learn many things outside school without the aid of teachers. But the purpose of systematic teaching is to foster the learning of important skills, knowledge and attitudes that would otherwise not occur or would happen less rapidly. In this all teaching should be about accelerating pupil's learning. Teachers vary in their knowledge, their skills and their commitment. It has been recognized that pupils make different amount of progress with different teachers. The prevailing styles of working by different teachers in their classroom have been described in terms of more obvious personality characteristics of the teachers. Personality or however else we might define deep seated and persistent underlying characteristics that we identify in people can hardly be ruled out entirely as factor in developing a teaching approach or various teaching strategies. There is no single simple effective teacher's personality; successful teachers can have very different personal attributes and styles of working with their pupils.

In his 1996 book, *Teaching with Style*, Anthony Grasha identified four potential approaches for classroom teachers: Expert & Formal Authority, Personal Model and Facilitator and Delegator. The following four styles are usually adopted by teachers as their teaching style:

i. **Formal Authority**

Teachers who have a formal authority teaching style tend to focus on content. This style is generally teacher-centred, where the teacher

feels responsible for providing and controlling the flow of the content and the student is expected to receive the content.

One type of statement made by an instructor with this teaching style is "I am the flashlight for my students, I illuminate the content and materials so that my students can see the importance of the material and appreciate the discipline."

Teachers with this teaching style are not as concerned with building relationships with their students nor is it as important that their students form relationships with other students. This type of teacher doesn't usually require much student participation in class. "Sage on the stage" model

ii. Demonstrator or Personal Model

Teachers who have a demonstrator or personal model teaching style tend to run teacher-centred classes with an emphasis on demonstration and modelling. This type of teacher acts as a role model by demonstrating skills and processes and then as a coach/guide in helping students develop and apply these skills and knowledge.

A teacher with this type of teaching style might comment: "I show my students how to properly do a task or work through a problem and then I'll help them master the task or problem solution. It's important that my students can independently solve similar problems by using and adapting demonstrated methods."

Instructors with this teaching style are interested in encouraging student participation and adapting their presentation to include various learning styles. Students are expected to take some responsibility for learning what they need to know and for asking for help when they don't understand something.

iii. Facilitator

Teachers who have a facilitator model teaching style tend to focus on activities. This teaching style emphasizes student-centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks.

This type of teaching style works best for students who are comfortable with independent learning and who can actively participate and collaborate with other students.

Teachers typically design group activities, which necessitate active learning, student-to-student collaboration, and problem solving. This type of teacher will often try to design learning situations and activities that require student processing and application of course content in creative and original ways.

iv. Delegator

Teachers who have a delegator teaching style tend to place much control and responsibility for learning on individuals or groups of students.

This type of teacher will often give students a choice designing and implementing their own complex learning projects and will act in a consultative role.

Students are often asked to work independently or in groups and must be able to maintain motivation and focus for complex projects. Students working in this type of setting learn more than just course specific topics as they also must be able to effectively work in group situations and manage various interpersonal roles.

Implications of Teaching Style

Though everyone naturally has an individualized teaching approach, you can easily identify your predominant teaching style. It is vital that the teaching style you adopt is a combination of the above styles, since no one style can be suited to all learning styles. Knowing the best approach is often just a matter of knowing your audience and their needs.

Sarasin (1998) indicates four questions to ask yourself in order to teach more effectively: (a) Know yourself: How do you learn? (b) How do you teach? (c) How do your students learn? and (d) How can you accommodate learning styles? By answering these four questions, she felt that an instructor could teach more effectively to all students. It has been shown that most teachers will teach according to their own preferred learning style (Stitt-Gohdes et al., 1999; Coker, 1996). So, if the class is comprised of kinesthetic or tactile learners, and the instructor is a visual learner, then the instructor is more likely to teach visually rather than kinesthetically or tactually. So, what can we take away from all of this? We hope that you will first, find out what your preferred mode of learning is, and then try to teach outside of that comfort zone. We recommend trying different teaching styles so as to reach more learners. Some teachers like the lecture method, some like demonstration or active participation. Others are more constructivists in nature and like to see where the day's lesson takes them. It is important to remember that we need to use a combination of teaching methods to reach out to each learning style within the class, which will undoubtedly be a diverse lot. Challenge yourself, and your students!

Teaching to All Types

You don't have to design each activity or class component to reach every learning style. However, your teaching strategies as a whole should be diverse enough to reach everyone. Here are some tips for achieving that goal:

- Use images, diagrams, demonstrations, screen projections, and provide oral and written explanations.
- Offer a handout that summarizes presented information and gives directions to repeat the skills that were demonstrated.
- Provide class time and utilize teaching strategies for active student participation.

-
- Encourage students to work in groups.
 - Periodically pause to give students time to process what you've shown them and ask questions.
 - Include both conceptual and concrete information. Explain the abstract ideas and then try to connect them to something in the "real" world.
 - Present material in a logical, sequential manner, but take time to point out the connections between this information/process and other areas where this knowledge is relevant.

Table 5.

Reflection

- In which teacher's style would you put yourself?
- Which learning styles do you think your teaching style is able to address effectively?
- What changes, if any would you like to bring to your teaching style? Exemplify with examples.
- In your opinion what modification in your style can improve the pupil's performance?
- How can you bring the modification?

1.8. Support Provision to Diversity

The influence of broader political developments towards cultural diversity and more widespread democracy has reinforced the role of education in political socialization, and facilitating active democratic citizenship. As well as a great variety of individual talents, education has to face the wide range of cultural backgrounds of the groups making up society. Education has to take on the difficult task of turning diversity into a constructive contributory factor of mutual understanding between individuals and groups.

Sonia Nieto (1996) has identified four levels of support for diversity or pluralism that will be beneficial to our perspective as we encounter various approaches to educating for diversity. The theoretical levels can be viewed as stages along a developmental path towards pluralism.

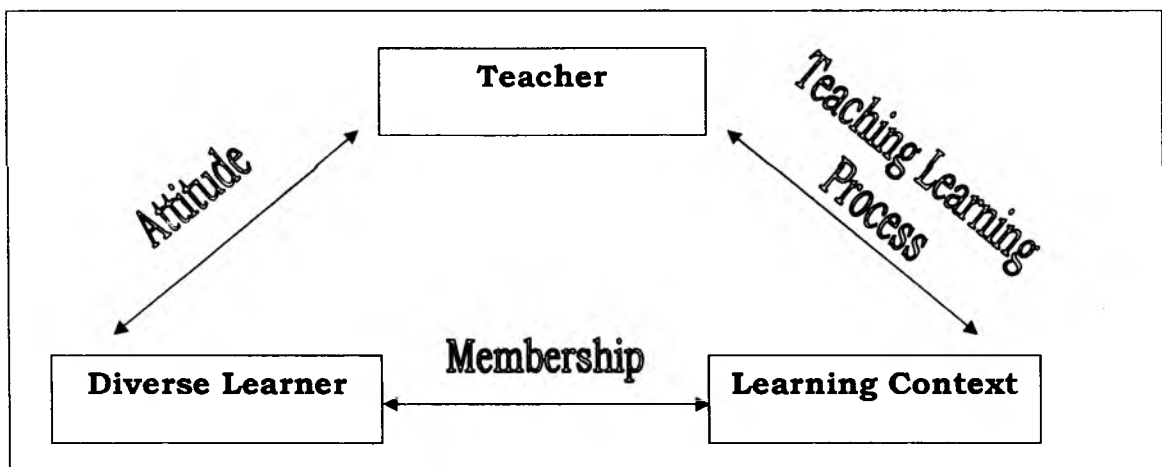
- The first step from this ground stage is Tolerance, which shows an ability to simply endure differences. Schools at this level would not make special efforts to embrace or celebrate cultural differences represented by their populations.
- The next level is Acceptance, where a school might acknowledge differences without denying their importance. Most schools at this level have some sort of special programming to highlight achievements of minority and diverse groups or to teach superficial aspects of different cultures (food, clothing, music, etc.).

- Next we find elements of Respect enacted at various schools. At this level differences are absorbed into a non-dominant/ diverse student's educational process and used as a basis for building that student's learning.
- Finally, we have Affirmation, Solidarity, and Critique, a level that embraces differences as valid means for learning throughout the school community and curriculum. Students not only celebrate diversity, but also reflect and challenge it as well.

Understanding the Education Process

We all know that education is the deliberate and systematic attempt by the educator that influence the learner through means of knowledge and experiences provided to them in the context of social and learning setting.(Diagram 1)

Fig 2.



Renowned educators such as Rabindranath Tagore have referred to the social function of education, and called for the removal of boundaries separating school from the life of the community, arguing that the greatest waste in the school for the learner stems from her/his inability to apply the acquired experiences learnt in the classroom to everyday life. The entire process of education is worthless if not perceived as the preparation of the student as a contributing citizen to larger society. Therefore class rooms must be designed to welcome the diverse learners and address their individual needs, keeping in view their unique experiences and abilities.

The issue of inclusion of children with disabilities in mainstream education cannot be separated from other issues of diversities as a whole. During teaching in our class rooms, we teachers tend to perceive and conceptualize diversities as a 'social construct' or 'reality' and deliver the services in accordance with the contexts associated with them similarly "children with special educational

needs' or 'disability' well also be visualized as same, being as one of the dimension of human diversity only. It will broaden our horizons to perceive the 'disabilities' not as a problem but a natural or accidental condition, one can encounter with.

The teacher is undoubtedly key to facilitate effective education process within her classroom. The beliefs and values of the individual teacher are of prime importance in inhibiting or enhancing participation of all learners. A teacher has to understand diverse learners and different individual needs to be successful in her work. For this a teacher must believe that student can succeed and should have same expectations from all.

The teacher must create a learning environment that is stimulating and promote learning by building on the knowledge, interest and aptitude of every child.

Developing good learning relationships is fundamental to effective teaching. The social context of the classroom has long been researched and has highlighted the significance of the relationship between the teacher and learner. A teacher should be culturally sensitive and expert in the balancing task to maintain harmony in the social relationships. A teacher must value social interaction. Traditional whole-class instruction, which is teacher-directed to all class members is inappropriate as a primary mode of instruction in heterogeneous classes, since it fails to cope with differences between pupils. It is vital that we recognize the pivotal contribution between the individual and the environment. It follows that classroom strategies must foster social and interpersonal skills. Classroom considerations must support interactivity and teachers must become aware of impact of different settings on effective learning. Furthermore, teachers should have the knowledge, understanding and skills needed to select and adapt curriculum and instructional methods. (Refer module 3 for further discussion).

1.9. **Concept of Inclusion and Integration**

Much confusion exists between the terms 'Inclusion' and 'integration', amongst educators, administrators as well as policy documents. It is important to clarify the difference between these two terms, since terminology often dictates our actions. While the term 'integration' was used to denote the physical placement of students with disabilities into mainstream schools, without any change in the schools where the students were admitted, 'inclusion' is a much broader concept. Inclusion is not just about providing students with disabilities access to regular classrooms; rather it means providing **all** children regardless of race, language, class, geographical location and disability equitable and effective education that responds to their needs as learners. The concept facilitates heterogeneous grouping and zero rejection.

Any discussion about the definition of inclusive education needs to use the *Salamanca Statement and Framework for Action* (UNESCO,

1994) as a reference point. The Statement re-affirms the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renews the pledge made by the world community at the 1990 World Conference on Education for All to ensure that right for all, regardless of individual differences. The Statement also mentions the 1993 UN Standard Rules on the Equalisation of Opportunities which states that the education of disabled children should be an integral part of the education system. There is, however, no reference to the Convention on the Rights of the Child.

- *Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning,*
- *Every child has unique characteristics, interests, abilities and learning needs,*
- *Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs,*
- *Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.*

The definition of inclusion is clearly broader than just disability, as the Framework spells out the many different categories of children who may be excluded from education.

- *The guiding principle that informs this Framework is that: Schools should accommodate all children regardless of their physical, intellectual, social and emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote and nomadic populations, children from linguistic, ethnic or religious minorities and children from other disadvantaged or marginalised areas or groups.*

This quote implies that there is an important difference between integration and inclusion. Special, integrated and inclusive are often used interchangeably, as if they all mean the same thing. In some languages it is not always possible to make the distinction between integration and inclusion. However an understanding of the distinction between the two terms is essential to the inclusive process. Rather than being a marginal theme on how some learners can be integrated into the mainstream education system, inclusive education is an approach that looks into how to transform the system so it will respond to the diversity of learners.

At the core of inclusive education is the basic right to education, which is rooted in many international human rights treaties. The World Education Forum held in Dakar, Senegal in 2000 reaffirmed

education as a fundamental human right and underlined the importance of rights-based government actions in implementing Education for All (EFA) activities at the national level. To comply with the agreed principles and standards spelt out in the international human rights instruments and to develop a rights-based education system, governments need to apply a rights-based approach to education in their programming and planning processes. In this regard, reforming the educational system is often necessary so it fully promotes, protects and fosters human rights standards in content as well as in process. These attempts go hand in hand with the principles of inclusive education.

At a seminar in Agra, India, co-organized by the International Disability and Development Consortium and EENET the following definition of inclusive education was evolved:

- acknowledges that all children can learn;
- acknowledges and respects differences in children: age, gender, ethnicity, language, disability, HIV and TB status etc.;
- enables education structures, systems and methodologies to meet the needs of all children;
- is part of a wider strategy to promote an inclusive society;
- is a dynamic process which is constantly evolving;
- need not be restricted by large class sizes or a shortage of material resources.

(EENET, 1998)

Although in India the term 'Inclusive Education' has not defined formally but the Draft Scheme on Inclusive Education, uses the following definition:

Inclusive Education means all learners young people – with or without disabilities being able to learn together in ordinary pre-school provisions, schools and community educational settings with appropriate network of support services (MHRD, 2003)

For the purpose of providing quality education to all learners, the National Curriculum Framework for School Education (NCFSE 2000) prepared by NCERT also recommended inclusive schools without referring to any particular disability or special educational needs. According to National Focus Group on Education of Children with Special Needs (2005) an inclusive curriculum is the call of the day:

...proposes an inclusive curriculum for all students without discrimination on the basis of gender, ethnic origin, socioeconomic group, disability or ability. An inclusive curriculum recognizes the needs of the school to be organized with individual differences of students in mind and is flexible enough to enable all students to achieve their goals.

(NCERT, 2005)

The National Curriculum Framework, 2005 reiterates:

A policy of inclusion needs to be implemented in all schools and throughout our education system. The participation of all children needs to be ensured in all spheres of their life in and outside the school. Schools need to become centres that prepare children for life and ensure that all children, especially the differently abled, children from marginalised sections, and children in difficult circumstances get the maximum benefit of this critical area of education (NCF 2005, p85)

Based on the above, it is apt to reiterate that there is definitely a vast difference between integration and inclusion. Fig 1 and Fig 2 are representative of this difference.

Fig 3. Integrated Education

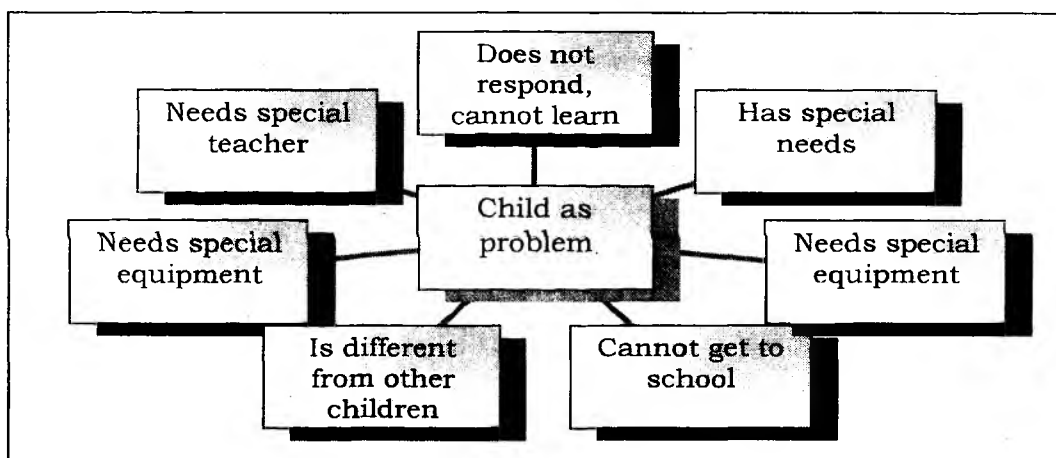
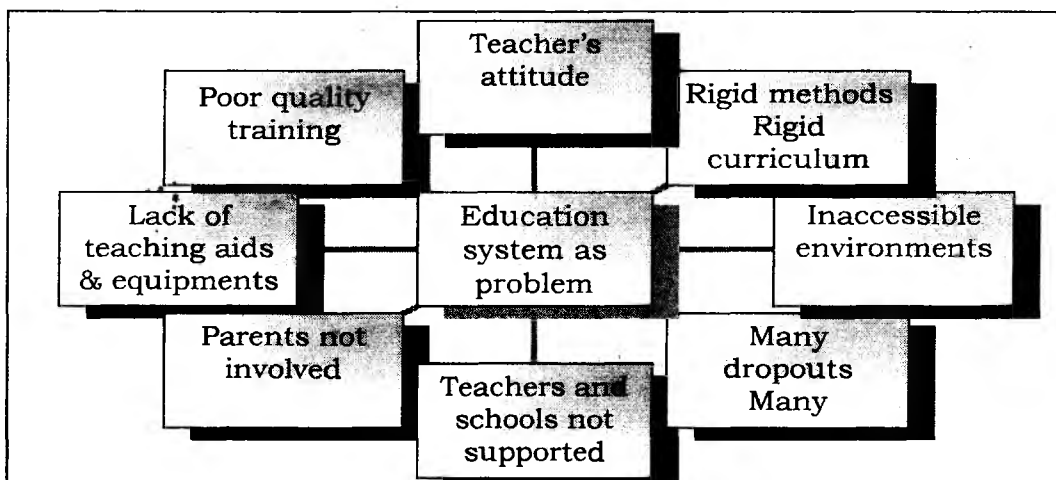


Fig 4. Inclusive Education



The two models exemplify the difference in perspective between 'integration' and 'inclusion'. While the former expects that the child's individual difficulties are the root cause of any difficulties in the school, the latter challenges the present day educational system as

promoting exclusion. Therefore 'inclusion' actually challenges us to examine the barriers within the educational system and look for ways in which to promote participation and positive learning outcomes of *all* learners.

Inclusive schooling demands that teachers critically engage with what constitutes effective education for all. This in turn requires that teachers determine their values, views and attitudes towards those perceived as 'different'. An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well being of every young person matters. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. The most effective schools do not take educational inclusion for granted. They constantly monitor and evaluate the progress each pupil makes. They identify any pupils who may be missing out, difficult to engage, or feeling in some way apart from what the school seeks to provide. Broadening the horizons, inclusion also incorporate the victims of war, poverty and other disadvantaged groups perceived through societal arenas.

Case Studies

Let us look at the following case studies and individually reflect on what they portray.

Case Study 1.

- Vishnu (name changed), is a teacher working in one of the MCD Schools of Delhi. He enjoys the company of his friends, travelling and is very keen to visit Australia. He is a very good communicator and his students look forward to his classes, since he uses cartoon making as a teaching aid. He originally belongs to a rural background, and opportunity opened his way when he got admission into a DIET for teacher training. Travelling to the DIET was a big barrier and his brother escorted him everyday. After reaching the DIET, he was able to access a wheelchair provided by the institution, which was a great help to overcome his mobility difficulty caused by polio acquired in childhood.
- Wheel chair for movement.
- To address his individual needs DIET provided certain accommodations such as, a table in the classroom and Lab instead of expecting him to do floor sitting like his peers. As a whole the DIET building and classroom was entirely accessible and this positively influenced his learning process.

1.10. Implementing Inclusion

The inclusive education movement has often been seen as a separate initiative, running parallel; or even counter to other curricular and instructional reform efforts. It is vital that a more holistic rather than separatist view be promoted and propose that innovative changes to promote student success in general education are the same changes required for effective inclusion. Inclusive education requires changes and adaptations, while making use of available resources to support learning and building on existing practices and knowledge. Learning must cease to be seen only as an individual, psychological process but must also be interpreted as a social process involving interaction with significant others. Inclusive education research and pilot programmes from all over the world - including many developing countries - suggest some key elements for more inclusive curricula leaving room for schools or individual teachers to make adaptations that make better sense in the local context and for the individual learner, for example assessment based on individual progress instead of based on peer competition.

To make inclusion a reality institutions need to work on at least four specific areas:

- Organisation of the school-this includes the administrative structure and the way it relates to diversity, and the use of physical space in planning schools and arranging classrooms.
- School policies and procedures
- Instructional Dimension i.e. the teaching practices adopted by the school as a whole and teachers in particular
- Community involvement i.e. the institutional approach towards community involvement including role of parents

Inclusive education is not a special approach that shows us how a few chosen learners - e.g. children with disabilities - can be integrated in the mainstream education, but it looks into how to transform the regular education system in order to respond to different learners in a constructive and positive way.

1.11. Setting Future Targets

- What has been the key learning points for you?
- What change in perspective/ practice do you see as a teacher regarding your students?
- Write three/four personal targets for yourself as a result of your learning

Reflection

- Based on the above true story exemplify with valid reasons, whether this case study denotes 'inclusion' or 'integration'
- What interventions would you suggest in order to bring changes?

Case Study 2.

Manu is a student of Class XII Sarvodaya School. He belongs to Kashmir, and has been sent to live in a hostel run by an NGO, after the earthquake hit his village. Manu lost his vision in his childhood and says the best thing about school, are his friends and teachers who motivate him. Manu aspires to be a teacher like "Vinod Sir". He gets support from the NGO which provided him tutorials and Braille notes, but he faces a great deal of difficulty in carrying Braille books to and from school. Manu wishes he had a safe place to keep his books in school, since no travel provision exists to help him and he faces great difficulty in crossing the Ring Road everyday. Manu scored 70% in Class XI exams, but has not been able to sit for the Pre-Boards, due to the non-availability of a writer.

UNIT - 2. BUILDING PERSPECTIVES ON DISABILITY

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2.1. Objectives

After studying the module teachers will be able to:

- Familiarise themselves with the principles of Universal Design of Barrier Free Environment;
- Orient themselves with terminology, existing Policies, Acts, and Schemes for persons with Disabilities;
- Deconstruct the prevailing myths regarding disability;
- Acquaint themselves with educational status of children with disability in India.

2.2. Introduction

Concept of Universal Design

The term *universal design* (UD) was coined by the architect Ronald Mace, who challenged the conventional approach of designing for the average user and provided a design foundation for more accessible and usable products and environments. An example of universal design is doors with sensors that make them automatically open for individuals walking with packages, those using wheelchairs, the elderly who experience weakness, parents pushing baby strollers, and workers using rolling carts to deliver products. Universal design puts high value on *both* diversity and inclusiveness. The Council for Exceptional Children offers the following explanation of UD in educational settings:

In terms of learning, universal design means the design of instructional materials and activities that makes the learning goals achievable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend,

organize, engage, and remember. Universal design for learning is achieved by means of flexible curricular materials and activities that provide alternatives for students with differing abilities. These alternatives are built into the instructional design and operating systems of educational material—they are not added on after-the-fact (Council for Exceptional Children p. 2).

Following are the principles of universal design, each followed with an example of its application.

1. *Equitable Use.* The design is useful and marketable to people with diverse abilities. For example, a website that is designed so that it is accessible to everyone, including people who are blind, employs this principle.
2. *Flexibility in Use.* The design accommodates a wide range of individual preferences and abilities. An example is a museum that allows a visitor to choose to read or listen to the description of the contents of a display case.
3. *Simple and Intuitive.* Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. Science lab equipment with control buttons that are clear and intuitive is an example of an application of this principle.
4. *Perceptible Information.* The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities. An example of this principle being employed is when television programming projected in noisy restaurants includes captions.
5. *Tolerance for Error.* The design minimizes hazards and the adverse consequences of accidental or unintended actions. An example of a product applying this principle is a software application that provides guidance when the user makes an inappropriate selection.
6. *Low Physical Effort.* The design can be used efficiently and comfortably, and with a minimum of fatigue. Doors that open automatically for people with a wide variety of physical characteristics demonstrate the application of this principle.
7. *Size and Space for Approach and Use.* Appropriate size and space is provided for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility. A flexible classroom work area designed for use by students with a variety of physical characteristics and abilities is an example of applying this principle.

In short, Universal Design is defined as “the design of products and environment to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design” (The Centre for Universal Design, 1997). In a universal approach, the user

consideration is different as it refers to product and buildings that are accessible and usable by everyone, including persons with disabilities. Universal design means 'design for all', including people with short stature, tall, obese, frail, elderly, as well as young, women as well as men, left handed person as well as right handed persons etc.

Table 6.

Principles of Universal Design	Requirements of Good Design
1. Equitable use	1. Safety
2. Flexible in use	2. Accessibility
3. Simple and intuitive use	3. Usability
4. Perceptive information	4. Affordability
5. Tolerance for error	5. Sustainability
6. Low physical effort	6. Aesthetics
7. Size space for approach and use	

2.3. **Universal Design in Physical Environment**

It is the right of every citizen that they should not be deprived of full participation in and enjoyment of the built environment or be made less equal than others due to any form or degree of disability. As much as possible, one should be able to reach all places of the built environment and to make use of all facilities within the built environment. The requirements may be summarized as follows:

- **Accessibility:** The built environment shall be designed so that it is accessible for all people, including those with disabilities. Access or accessible means everyone without assistance, approach, enters, passes to and from, and makes use of an area and its facilities without undue difficulties. Constant reference to these basic requirements during the planning and design process of the built environment will help to ensure that the possibilities of creating an accessible environment will be maximized.
- **Reachability:** Provisions shall be adopted and introduced into the built environment so that as many places and buildings as possible can be reached by all people, including those with disability.
- **Usability:** The built environment shall be designed so that all people including those with disabilities can use and enjoy it.

- **Safety:** The built environment shall be so designed that all people, including those with disabilities and elderly person can move about without undue hazards to life and health.
- **Workability:** The built environment where people work shall be designed to allow people, including those with disabilities, fully to participate in and contribute to the classroom environment.

Sarva Shiksha Abhiyan(SSA) has a specially allocated fund for making schools barrier-free .The primary concept behind creating a barrier free physical environment is to be sensitive to the needs of the special child in designing the school building. This requires incorporation of additional features in new buildings and modifications to existing buildings, in accordance with the provisions of IS 4963(1987) and IS 4838 Part I (1969)

The following provisions are envisaged in order to create a barrier free physical environment in the school:

Children with locomotor impairment

Includes children with non ambulatory and semi ambulatory disabilities

- Gates, approach road and steps to allow for smooth movement.
- Ramps with handrails to be provided.
- No major level differences within building. Reduce passages and corridors.
- Toilets to be provided with adjustable seat, grab rail and ramp.



Fig 5.

Children with visual impairment

Includes children with low vision and total blindness

- Plan of the building should be simple.
- Design of windows and illumination levels to eliminate glare.
- Reduce distance between the child and the chalk board
- Use of contrasting colours and textures to aid identification of levels, ramps, passage ways, steps, doors etc.
- Minimize risk of injuries – avoid projections, sharp edges etc.

Children with hearing impairment

Children short of hearing or having difficulty in comprehending words and sounds in noisy environments.

- Reduce distance between teacher and child.
- Insulate walls – provision of low cost mats and panels, soft board, charts etc.
- Provision of supplementary visual information – ideograms

Removing Barriers to Inclusion

Since inclusion must address barriers to learning and participation of all learners, we must also look specifically at the obstacles that exist for students with disability. These could be structural, pedagogical, temporal, conceptual, epistemological, professional, financial, or attitudinal obstacles.

Students with disabilities tend to be isolated from their peers in schools and within their families, often left out of social functions. This results in low self-esteem and affects their learning. Due to their inhibitions, they may have limited participation in activities within the school. In turn the attitudes of the peers, teachers and the myths that surround students with disabilities, further inhibits opportunities that would allow them to reach their best potential. Teachers have a significant role in creating a socially responsive environment for students with disabilities, through dialoging and proactively working with peers, family members and other people in the school and community.

2.4. Universal Design in Teaching Learning Process

Just as after-the-fact architectural accommodations are often awkward and expensive, after-the-fact curriculum adaptations can be time consuming to design and difficult to implement in classrooms of diverse learners. A more efficient way to provide student access is to consider the range of user abilities at the design stage of the curriculum and incorporate accommodations at that point. This "built-in" access for a wide range of users, those with and without disabilities, is the underlying principle in universal design.

In terms of curriculum, 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.

This is opposite to the 'retrofit approach', where educators find themselves developing accommodations and modifications for individual students who enter a preexisting educational situation where there are certain materials, a typical way of delivering instruction and a typical way to assess them. This is similar to retrofitting buildings on or near fault lines or retrofitting buildings erected for access requirements. An alternative is universal design "a concept that refers to the creation and design of products and environments in such a way that they can be used without the need for modifications or specialized designs for particular circumstances" (Fortini & Fitzpatrick, 2000). Universal Design in schools means differentiated materials, methods, and assessment alternatives are considered and created in advance with the full range of student

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. The goals of UDL are to provide students with multiple means of *representation, engagement and means of expression*. 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).

These three access points directly reflect the three goals of universal design for learning. Specifically, content requires multiple representations of materials to be learned, process requires multiple means for student engagement and product requires multiple means for student expression.

The following first steps are recommended for curriculum developers and teachers.

1. Provide all text in digital format.
2. Provide captions for all audio.
3. Provide educationally relevant descriptions for images and graphical layouts.
4. Provide captions and educationally relevant descriptions for video.
5. Provide cognitive supports for content and activities:
 - Summarize big ideas.
 - Provide scaffolding for learning and generalization.
 - Build fluency through practice.
 - Provide assessments for background knowledge.
 - Include explicit strategies to make clear the goals and methods of instruction.

2.5. **Understanding Disability**

Disability is part of diversity that you observe in society and in schools. Disability cannot be viewed as an “all” or “nothing” concept. Disability as a ‘construct’ has been defined differently in terms of individual and social aspects. Any change in the understanding of the term no doubt significantly influenced the policies, legislations and practices. Prevailing definitions clearly do not represent the new paradigm concepts of disability. Nearly all definitions identify an individual as disabled based on physical or mental impairment that

limits the person's ability to perform an activity. It is important to note that the complementary possibility- that the individual is limited by a barrier in society or the environment is never considered. It is vital that we regard the individual with a disability as a person with certain strengths, who requires an accommodation or intervention rather than only a person with a particular condition.

Models of Disability are tools for defining impairment and, ultimately, for providing a basis upon which government and society can devise strategies for meeting the needs of disabled people. They are a useful framework in which to gain an understanding of disability issues, and also of the perspective held by those creating and applying the models. They provide an insight into the attitudes, conceptions and prejudices of society and give an idea of current trends towards people with disability. From this, Models reveal the ways in which our society provides or limits access to work, goods, services, economic influence and political power for people with disabilities.

Starting from the initial 'Charity approach' to current 'human rights approach', disability has been understood differently. The '*morality model*' the first and oldest of the models of disability, proffers that disability is caused by moral lapse (in past or present life) and brings shame to the individual and family. Erving Goffman (1963) describes the stigma of the individual as "bodily signs designed to expose something unusual and bad about the moral status of the signifier.....the disabled person is a blemished person, polluted, to be avoided." This view continues till date in many sections of society.

The '*medical model*' of disability emerged next. This view is not bound to morality, but rather to pathology. The primary aim of this model is to correct and cure, since it regards disability as a result of a deficit in an individual that prevents the person from performing certain functions or activities. In simplest terms, the Medical Model assumes that the first step solution is to find a cure to make disabled people more "normal". Also, the model imposes a paternalistic approach to problem solving which, although well intentioned, concentrates on "care" and ultimately provides justification for institutionalisation and segregation. This restricts disabled people's opportunities to make choices, control their lives and develop their potential.

Today increasingly the new paradigm of disability called the '*social model*', maintains that disability is a product of an interaction between characteristics (e.g. social and personal qualities) of the individual and characteristics of the natural, built, cultural and social environments. The problem with disability is not the disability or the person with disability, but rather the way that 'normalcy' is constructed to create the 'problem' of disability. Personal characteristics, as well as environmental ones, may be enabling or disabling. This argues from a socio-political viewpoint that disability stems from the failure of society to adjust to meet the needs and aspirations of a disabled minority. The strength of this Model lies in

its placing the onus upon society and not the individual. At the same time it focuses on the rights and needs of the individual whereas the Medical Model uses diagnoses to produce categories of disability, and assumes that people with the same impairment have identical needs and abilities. In short the issues of disability and the experience of individuals with disability are complex and disability is a contextual variable, dynamic over time and circumstance.

Defining Disability

The definition associated with disability has changed with new perspectives evolving with the emergence of the models mentioned above.

Defining 'disability' in medical terms, World Health Organization (WHO) in 1976 provided the three terms i.e. impairment, disability and handicap.

- *Impairment* represents disturbances at the organ level (WHO, 1976)
- *Disability* reflects the consequences of impairment in terms of functional performance and activity by the individual.
- *Handicap* refers to disadvantages experienced by the individual as a result of impairments and disabilities; handicaps thus reflect interaction with an adaptation to the individual surroundings (WHO, 1976).

The ICIDH (1996) also redefined the relationship between impairment, disability and handicap. 'Impairment' refers to person level limitations in physical and psycho-cognitive activities, and 'handicap' to social abilities or relation between the individual and society.

Recently World Health Organization (WHO), the World Health Assembly, approved the **International Classification of Functioning, Disability and Health (ICF)** on May, 2001. This new classification is the result of continuous revision efforts done by WHO. The ICF is extremely appropriate for heterogeneous populations of different cultures, age groups and gender. In ICF, the all three dimensions, functioning disability and Health condition of the individual are viewed as interactive and dynamic. The personal as well as contextual factors of environment will also considered same. The basic concepts of ICF are: -

- Body structure and function.
- Activities (related to task) and participation of the individual in different life situations.
- Contextual factors in terms of personal and environmental.

Think of any one individual you know well and examine his/her abilities from the perspective of the ICIDH and ICF parameters. Discuss in small groups the advantages and disadvantages of both Classification systems.

Redefining disability as new perspectives towards disability emerge is extremely important, as is the need to understand that the 'problem' of disability is not within the individual, but within attitudes and the environment. Changing our attitudes and the environment, instead of trying to change people with disabilities must be the first step towards creating a school culture that will make every student valued. We must attempt to remove all pedagogical, attitudinal and physical barriers that obstruct participation of all students, including students with disabilities.

• **Reflection**

- The medical model has infected all areas of our society. Think if this true with regard to students with disabilities, studying in your school.
- Do we need to redefine disability e.g. a student with cerebral palsy has legs and arms that work differently and a student with Down's syndrome learns differently?

2.6. Myths & Misconceptions about Disabilities

Right from times immemorial we have examples such as Ashtavakra and Surdas to modern day examples of famous personalities such as Roosevelt, Helen Keller and Stephen Hawkins, who have proven themselves inspite of their disability. Due to false perceptions prevalent in society, the segregation of persons with disabilities from the mainstream has remained rampant and the common man holds many myths about the persons with disabilities.

Exercise: Individually read the following statements and state whether these are myths and facts. After completion, brainstorm on the various responses and share further myths that you may be aware of.

Table 7.

S. No	Statement	Myth/Fact
1.	Disability is infectious	
2.	Disability is hereditary	
3.	Visually impaired are musically gifted	
4.	Mental retardation and mental illness are the same	
5.	Disability is caused due to "karma"	
6.	Boys with disability can be cured by marrying	
7.	People with disabilities are cunning	

Bringing Change in Attitudes

Disabled persons are not treated as individuals but they are treated as a group. Whereas, the basic principle of psychology that 'no two individuals are same and every individual is unique, holds true for the persons with disabilities too like other individuals.

School personnel and students have to rid themselves of superstitions and misconceptions regarding students with disabilities. The teacher must play a positive role by creating awareness about disability through use of media, group discussions, creative art activities, and sharing success stories.

Reflection

- Think about how you could plan a lesson for sensitization of students in your class regarding a particular area of concern of people with disabilities. Share this with your colleagues after writing down details of the same
- Make posters and slogans that would foster the building of a positive social environment for students with disabilities

2.7. Constitutional and Statutory Provisions

The Parliament of India, on many occasions, expressed its concern about persons with disabilities and enacted laws to deal with matters connected with disability.

The Parliament of India enacted **THE PERSONS WITH DISABILITIES (Equal Opportunities, Protection of Rights and Full Participation) ACT, 1995** which cast obligations on appropriate Governments and local authorities for creating barrier free facilities.

PWD Act 1995 casts obligation on appropriate Governments, and local authorities for creating barrier free facilities. For example: Section 30 stipulates that the appropriate Governments shall by notification prepare a comprehensive education scheme, which shall make provision for:

- The removal of architectural barriers from schools, college or other institutions, imparting vocational and professional training.

Similarly Section 38 stipulates

- The appropriate Government and local authorities shall by notification formulates scheme for ensuring employment of persons with disabilities, and such schemes may provide for health and safety measures and creation of a non-handicapping environment in places where persons with disabilities are employed.
- To ensure right to movement for PwD's, Section 45 calls upon the appropriate Govt. to provide for installation of auditory signals at

lights signals on the public roads for the benefit of persons with visual handicap.

- Slopes to be made in pavement for the easy access of wheel chair users.
- Engraving on the surface of the zebra crossing for the blind or for persons with low vision.
- Engraving on the edges of railway platform for the blind or for persons with low vision.
- Devising appropriate symbols of disability.

In protection of the right to have free access to public places, the Persons with Disabilities Act in Section 46 stipulates for:

- Ramps in public buildings.
- Braille symbols and auditory signals in elevators or lifts.
- Ramps in hospitals, primary health centers and other medical care and rehabilitation institutions.

The architects of Disability Act were perhaps conscious of the fact that for creation of barrier free environment in educational institutions, vocational training centers, places of work and in other public places, special design of buildings and special technologies would need to be developed.

A barrier free environment is considered essential for persons with disability to lead meaningful lives. In order to ensure access to regular work places, places of recreation and entertainment etc the Persons with Disability Act 1995, directs the appropriate Govt. and local authorities shall with the limits of their economic capacity and development provide for ramps in public building, barrier free toilets for the wheelchair users, Braille symbols and audio signals in elevators, lifts and ramps in hospitals, primary health centers and other medical and rehabilitation institutions. Besides, establishment in the transport sector are required to design rail compartments, buses etc in such a way to promote easy access to the disabled persons.

The Ministry of Urban Development and the Central Public Works Department (CPWD) Government. of India, have prepared model building bye-laws containing barrier built environment and circulated the same to all the State/Union Territory Govt. for adoption. The CPWD has planned and executed barrier free features like appropriate ramps with railing, reserved parking for the disabled, accessible lift with auditory signals (wherever possible) and toilets for the disabled with international signage in a number of public buildings all over the countries.

The University Grants Commission (UGC) has allocated separate funds to universities and colleges to ensure barrier free environment for the employees and students with disabilities.

2.8. Policies for Children with Special Needs

Education for Persons with Disabilities

Education is the most effective vehicle of social and economic empowerment. In keeping with the spirit of the 93rd Amendment of the Constitution guaranteeing education as a fundamental right and Section 26 of the Persons with Disabilities Act, 1995, free and compulsory education has to be provided to all children with disabilities up to the minimum age of 18 years. However, according to the Census, 2001, fifty-one percent persons with disabilities are illiterate. This is a very large percentage. There is a need for mainstreaming of the persons with disabilities in the general education system through Inclusive education.

Many policies, legislations and schemes have been formulated over the years to address this concern. Disabilities as defined under the Persons with Disability Act (1995) and the National Trust Act (1999):

- Blindness
- Low vision
- Leprosy cured
- Hearing impairments
- Locomotor disabilities
- Mental retardation
- Mental illness
- Autism
- Cerebral Palsy
- Multiple disabilities

Policy regarding Education of children with disabilities

As early as 1944, the Central Advisory Board of Education (Sargent Report) made provisions for mainstreaming education of students with disabilities as far as possible.

The National Policy of Education (1986) special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far.

The Revised Programme of Action 1992, stressed upon the inclusion of the educational needs of students with disabilities in planning for UEE.

National Policy for Persons with Disabilities

The National Policy for Persons with Disabilities was released by the Ministry of Social Justice & Empowerment in February 2006. The major highlights of the Policy document with regard to the education of persons with disabilities are as under:

The constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandate an inclusive society for all including persons with disabilities. In recent years, there have

been vast and positive changes in the perception of the society towards persons with disabilities. It has been realized that a majority of persons with disabilities can lead a better quality of life if they have equal opportunities and effective access to rehabilitation measures.

Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995

The Act elaborates the responsibility of Central and State Govt. local bodies to provide services, facilities and equal opportunities to persons with disabilities.

Education (Article)

- Every child with disability shall have the right to free education till the age of 18 years in integrated or special school set up.
- Appropriate transportation, removal of architectural barrier and restructuring of examination system shall be ensured for the benefit of children with disabilities.
- Children with disabilities shall have the right to free books, scholarships, uniform and other learning material.
- Special schools for children with disabilities shall be equipped with vocational training facilities.
- Non-formal education shall be promoted for children with disabilities.
- Teacher training institutions shall be established to develop requisite power.

Section 30 stipulates that the appropriate governments shall by notification prepare a comprehensive education scheme, which shall make provision for:

(b) the removal of architectural barriers from school, colleges or other institutions, imparting vocational and professional training.

National Trust Act 1999

National Trust Act is meant for the Welfare of persons with Autism, CP, MR and Multiple Disabilities. The objectives of the Trust Act are as under:

- To enable and empower persons with disabilities to live as independently and as fully as possible within and as close to the community to which they belong.
- To strengthen facilities to provide support to persons with disability to live within their own families.
- To extend support to registered organizations to provide need based services during the period during the period of crises in the family of person with disability.
- To deal with problems of persons with disabilities who do not have family support.

-
- To promote measures for the care and protection of persons with disability in the event of death of their parent or guardian.
 - To evolve procedure for the appointment of guardians and trustees for persons with disability requiring such protection.

2.8.1. Mental Health Act 1987

This gives provisions for rehabilitation and treatment of people with mental health difficulties.

Rehabilitation Council of India Act, 1992

This Act was passed in 1992 for the purpose of constituting the Rehabilitation Council of India (RCI) for regulating the training, training of Rehabilitation professional and for maintenance of a Central Rehabilitation Register. It was amended by the Rehabilitation Council of India (Amendment) Act 2000 which provides for monitoring the training of Rehabilitation professional and personal, promoting research in Rehabilitation and Special Education as additional objectives of the Act.

2.8.2. Schemes

Sarva Shiksha Abhiyan (SSA) launched by the Government has the goal of eight years of elementary schooling for all children including children with disabilities in the age group of 6-14 years by 2010. SSA has adopted a more pragmatic approach to implementing the programme of inclusive education.

SSA framework clearly states that *“SSA will ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. SSA will adopt zero rejection policy so that no child is left out of the education system. It will also support a wide range of approaches, options and strategies for education of children with special needs”*

Integrated Education for Disabled Children (IEDC)

In 1974 Government of India launched the Scheme under the Ministry of Social Justice and Empowerment, which was later shifted to Ministry of Human Resource Development. The scheme intends to provide educational opportunities to students with disabilities in regular schools and facilitate their retention through resource support in the schools. Children with disabilities in the age group of 15-18 years are provided free education under the following heads:

- I. A disabled child may be given the following kinds of facilities at the rates prevalent in the State/UT concerned. The facilities should, as far as possible, be given in kind. In case similar incentives are not being offered by the State Government/UT Administration under any other scheme, the following rates could be adopted.
 - a. Actual expenses on books and stationery up to RS. 400 per annum.
 - b. Actual expenses on uniform up to RS. 200 per annum.

-
- c. Transport allowance up to RS. 50 per month. If a disabled child admitted under the scheme resides in the school hostel within the school premises, no transportation charges would be admissible.
 - d. Reader allowance of RS. 50 per month in case of blind children after Class V.
 - e. Escort allowance for severely handicapped with lower extremity disability at the rate of RS. 75 per month.
 - f. Actual cost of equipment subject to a maximum of RS. 2000 per student for a period of five years.
- II. In the case of severely orthopaedically handicapped children, it may be necessary to allow one attendant for 10 children in a school. The attendant may be given the standard scale of pay prescribed for Class IV employees in the State/UT concerned.
 - III. Disabled children residing in school hostels within the same institution where they are studying may also be paid boarding and lodging charges as admissible under the State Government rules/schemes. Where there is no State scheme of scholarships to hostellers, the disabled children whose parental income does not exceed RS. 5000 per month may be paid actual boarding and lodging charges subject to a maximum of RS. 200 per month. However, disabled children should generally not be placed in hostels unless the required educational facilities are not available in the nearby schools.
 - IV. Severely orthopaedically handicapped children residing in school hostels may need the assistance of a helper or an ayah. A special pay of RS 50 per month is admissible to any employee of the hostel willing to extend such help to children in addition to his/her duties.

CBSE Relaxation for Disabled Children

The facilities extended by the Board to the disabled candidates (Dyslexic, Blind, Spastic and Candidate with Visual Impairment) are as under:-

1. The persons with disabilities (Dyslexic, Blind, Spastic and Candidate with Visual Impairment) have the option of studying one compulsory language as against two. The language opted by them should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language they can offer any four of the following subjects: Mathematics, Science and Technology, Social Science, Another Language, Music, Painting, Home Science and Introductory Information Technology.
2. From the 2002 Examination, alternate questions in lieu of questions requiring special skills based on visual inputs have been provided in Mathematics and Science for Sec. School Examination (Class X).
3. Blind, Physically Handicapped and Dyslexic Students are permitted to use amanuensis. The amanuensis must be a student of a class lower than the one for which the candidate is taking the examination.

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4. The visually handicapped students appearing from Delhi were provided Questions Papers with enlarged print for 2003 Examination.
 5. Disabled candidates are allowed additional one hour (60 minutes) for each paper of external examination.
 6. Board does not give relaxation in minimum marks prescribed by it.
 7. Exemption from Examination in the Third Language.
 8. The Board considers the Physiotherapeutic exercises as equivalent to Physical and Health Education course of the Board.
 9. Centre Superintendents have been instructed to make arrangements for the conduct of the examination of such candidates on the Ground Floor as far as possible.
 10. Physically challenged children will specifically indicate their category and also state whether they have been provided with a Writer in the columns provided in the Main Answer Book.
 11. Answer books of such candidates are evaluated by the Regional Officers at one Nodal Centre.
 12. The Centre Superintendents have been requested to send the Answer books of such candidates in the separate envelope to the Regional Officer concerned.
 13. Separate question papers in Science & Mathematics at Secondary (Class X) level have been provided for blind students w.e.f. 2003 Examinations.
 14. Assistant Superintendents for the blinds are teachers from the schools where the blinds are studying. As far as possible, teachers of the same subject are not allowed to be appointed on the day of examination. One invigilator is from outside the school.
 15. Assistant Superintendents supervising the physically challenged children who have been granted 60 minutes extra time are paid remuneration @ Rs. 50/-+ Rs. 20/
 16. Amanuenses are paid @ Rs. 100/- per day/paper daily by the Centre Superintendent from the centre charges amount.

Role of State Council of Educational Research & Training (SCERT)

SCERT being the apex organization in the field of school education at the state level, the responsibility of providing training to school teachers, development of textbooks, training manuals, teacher's handbook, development of teaching learning materials (TLM), providing resources and undertaking research in various areas lies with it. Under the aegis of SCERT nine DIETS are functioning in different districts of Delhi which conduct training programmes for primary/ elementary (both pre-service and in-service) teachers, heads of schools, community leaders and NGO personnel, develop teaching learning material for primary and elementary level, and undertake action research in their respective districts.

Both SCERT and DIET have a significant role in promoting inclusive education at state and district level respectively. The main functions to be performed by SCERT and DIETS are summarized as follows:

Training

- SCERT will conduct training programme for the faculty members of SCERT and DIETs, administrative officials from the Directorate of Education, MCD, NDMC, EVG counsellors, personnel from IEDC cell, NGO personnel, and principals and teachers from secondary and senior secondary schools.
- SCERT will make suitable modification in current pre-service curriculum for equipping the prospective teachers to work in an inclusive classroom.
- DIETs will undertake training of primary/ elementary teachers, community leaders, heads of schools, NGO personnel, and education officers at Zone and district level. At the same time, inclusive education component will be incorporated in pre-service (ETE) curriculum as a compulsory subject.

Material Development

SCERT:

- SCERT will review the school textbooks in the context of NCF 2005 and will develop new textbook structurally & functionally designed for inclusive teaching for addressing the diversified needs of learners in an inclusive classroom.
- It will develop training modules for different persons i.e. administrative personnel, teachers, principals, NGO personnel, and community leader, who are the main stakeholders of education.
- It will also develop necessary support system for making inclusive education possible.
- It will develop Educational Data Management Information System (EDMIS) regarding the educational status of children with special needs in the state.
- A state level resource center will be established to assist /guide the senior secondary schools in planning the inclusive education system and developing the infrastructure for the same. This resource center will be utilized for orientation, sensitization and training purposes as well as for documentation and information dissemination.

DIETs:

- In the same line DIETs will also help in the development of textbooks, training manuals, and teaching learning material for inclusive classroom.
- It will develop District Educational Data Management Information System (DEDMIS) regarding the educational status of children with special needs with respect to inclusive education at district level and institutions involved in this.
- A resource center will be established at the district level to guide /assist the primary and elementary school in planning and setting the resource center at cluster and school level.

Research

- Both SCERT and DIETs will carry out research in the area of inclusive education for the development and testing of innovative techniques and the effectiveness of the strategies deployed from time to time with an overall goal of making inclusive education a success.

Others**SCERT:**

- SCERT will plan and coordinate all the activities with respect to inclusive education at the state level.
- SCERT will make linkages with state and national level agencies engaged in education of children with special needs for policy development advocacy and resource mobilization.

DIET:

- DIETs will plan and coordinate all the activities with respect to inclusive education through proper monitoring mechanisms at the district level.
- They will establish linkages with different institutions, schools and persons for resource support.
- Networking with different institutions will be established by the DIETs by assigning specific roles and responsibilities.

2.9. Facilities, Concessions, and Allowances available to Persons with Disabilities**Travel Concessions**

Travel concessions for journey by train are upto 75 per cent available to the persons with visual, locomotor, hearing and mental retardation. Similarly, by air, concessions upto 50 per cent are admissible to persons with visual and locomotor impairment.

Communication**Postage**

'Blind Literature' are exempted from the payment of postage.

Tele-communication

For the blind persons there is a provision for 50 per cent rental rebate on telephone connection.

Preference in Allotment of STD/PCO

Educated unemployed persons with disabilities are given preference in allotment of STD/PCO booths.

Customs Concessions

Aids, appliances, devices such as Brailers, canes, calipers, wheel chairs etc. are exempted from custom duty for individuals as well as institutions.

Conveyance Allowance

Special conveyance allowance is admissible to persons with visual impairment and locomotor impairment working in Govt. organizations.

Children's Educational Allowance

Provision has been made for the reimbursement of tuition fee of children with disabilities to the parents working in Govt. organizations.

Income Tax Concessions

Persons with disabilities can claim rebate on the Income Tax under relevant clause as applicable to persons with disabilities.

Award of Dealerships/Agencies by Oil Companies

Reservation has been made for the award of dealership of Kerosene, LPG etc. for persons with disabilities.

Reservation of Jobs and other Facilities

i. Three Percent Reservations in Grade Govt. jobs

Three per cent jobs are reserved for persons with disabilities (1 per cent each for the hearing impaired, locomotor impaired, and visually impaired) in Govt. jobs.

ii. Posting of Handicapped Candidates

As per the decision of the Govt. of India, persons with disabilities should be posted as near as possible to their native place.

2.10. Schemes

Scheme of Assistance For Purchase/ Fitting of Aids/ Appliances

The main objective of the Scheme is 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 and reduce the impact of disabilities and enhance their economic potential. The aids and appliances supplied under the Scheme should be ISI / BIS marked or approved. The Scheme is implemented through the Implementing Agencies which provide financial assistance for purchase, fabrication and distribution of standard aids and appliances. The Implementing Agencies take care of/make suitable arrangements for fitting and post-fitting care of the aids and appliances distributed under the Scheme.

National Scholarship Scheme

The object of this scheme is to provide financial assistance to students with disabilities for pursuing higher and technical education. They are also supported for acquiring special aids and appliances. 500 Scholarships are available for pursuing higher and technical education. The rate of scholarship ranges from Rs.400/- to Rs.1000/- for Diploma to Ph.D. level for day-scholars and hostellers.

The scholarship awardees are also reimbursed the course fee subject to a ceiling of Rs. Ten Thousand per year.

National Handicapped Finance & Development Corporation (NHFD)

Loans are available upto Rs.5 lacs for persons with disabilities under the schemes for setting up small business in service/trading sector, for purchase of vehicle for commercial activity, for setting up small industrial unit, for agricultural activities, to promote self-employment amongst persons with mental retardation, cerebral palsy and autism, and loan for education/training to persons with disabilities.

National Institutes

In consonance with the policy of providing complete welfare services to the physically and mentally handicapped individuals and groups and in order to effectively deal with the multidimensional problems of the handicapped population, the following National Institutes have been set up in each major area of disability:

1. National Institute for the Visually Handicapped, Dehradun.
2. National Institute for the Orthopaedically Handicapped, Kolkata.
3. Ali Yavar Jung National Institute for the Hearing Handicapped, Mumbai.
4. National Institute for the Mentally Handicapped, Secunderabad.

These Institutes are apex level organisations in the field of education, training, vocational guidance, counselling, research, rehabilitation and development of suitable service modules for the handicapped. The Institutes also serve as premier documentation and information centres in their respective areas of disability. Development and standardisation of aids and appliances and preparation of community awareness materials, both for the electronic and the print media are also included in their activities.

In addition to the four National Institutes, the following two organisations have been working in the field to provide training facilities and services for rehabilitation of persons with locomotor disabilities:

1. Deen Dayal Upadhyay Institute for the Physically Handicapped, New Delhi.
2. Swami Vivekananda National Institute of Rehabilitation Training and Research, Cuttack.

UNIT - 3. INCLUSIVE TEACHING AND LEARNING

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3.1. Objectives

After studying this module teachers will be able to:

- identify and differentiate teacher's role;
- become aware of appropriate teaching learning processes for addressing diverse needs in the classroom;
- familiarize herself/himself with various aids and appliances for addressing students specific learning needs.

3.2. Introduction

How to use this study guide

This study unit offers some practical strategies that teachers use to structure learning. The techniques suggested are tried and tested; they draw on both academic research and the experience of practising teachers. By working through this guide you can build your teaching repertoire step by step, starting with strategies that are easy to implement and moving on to those that will help pupils develop their skills still further. The unit contains 'reflections', to help you reflect on an idea or on your own practice, as well as practical tips and tasks to help you consider advice or try out strategies in your classroom. There are cases studies to exemplify particular points, a summary of the research and some suggestions for 'next steps' and further reading. The final page invites you to reflect on the material and to set your personal targets for the future.

You can work through this unit in a number of ways:

- Start small; choose one class to work with. Ask another teacher to help by talking through what you intend to do and to act as a mentor.
- Work with another teacher or group of teachers who teach the same class.

-
- Work together on developing your approach to structuring learning. After three weeks compare notes. Discuss which strategies are the most effective and reasons for the same.
 - Find someone to pair up with and team-teach. Design the tasks together and divide the role of teacher in the lesson between you.
 - Work with a small group of teachers within your school. Use the guide to help you focus your work as a professional learning community.
 - Identify sections of the module that are particularly relevant to you and focus on those.

3.3. Common issues

- The specific strengths and needs of groups of pupils may not be recognised or acted upon by schools.
- Teachers may lack the relevant information and data to be able to plan effectively for the needs of groups and individuals.
- Lesson content and structure of tasks may limit the involvement and thus achievement of some groups of pupils.
- Teachers may be unaware of how aids and appliances can provide support to students in order to enhance learning

Resolving the issues

In order to resolve issues of inclusion, you need to plan and teach inclusively. This Module provides guidance and a series of supported tasks to help you to achieve this in your classroom.

Giving equal opportunity and access to pupils does *not* mean treating everyone the same: this will not act to minimise disadvantage or address underperformance. Equality of opportunity requires an understanding that some individuals and groups of pupils will need *more* support or additional provision in order to have an equal chance of access to success and achievement in the mainstream classroom. *All* pupils, without exception, are able to make learning progress. However, if we are to ensure that this happens, we need to foster inclusive classrooms in inclusive schools.

3.4. Setting the context for inclusion

What do we mean by inclusive teaching?

Consider this useful definition of an inclusive school:

An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and the well-being of every young person matter. This shows, not only in their performance, but also in the ethos and willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way, rather, it involves taking account of pupils'

varied life experiences and needs and adjusting teaching to meet the same.

Reflection

- How would you assess if a school has adopted “inclusive teaching practices”?
- Describe what you might see in the classrooms and the external school environment

Core values and beliefs

Before considering some techniques and strategies which can be deployed in the classroom, it is important to explore in more detail the values and beliefs which underpin successful pedagogy and practice.

The values listed below are based on the UN Convention on the Rights of the Child (1990), The Salamanca Statement (1994), and PWD Act 1995. These important documents underline values and rights for society’s care for children.

For each value, score on a ten-point scale how well it is embedded in your classrooms. 1 = not present; 10 = fully embedded

Table 8.

Value or aim	Evidenced by	Scaling score
Valuing diversity	Celebrating diversity within gender, ability, socio-economic strata, ethnicity, and culture	
Equality	An acceptance of the equality of human beings, independent of individual differences	
Mutual respect	Respect for the dignity of others	
Collaboration	Creating a sense of belonging	
Emotional and physical well-being	Nurturing and creating an environment which is safe and secure	
Learning as life enhancing	Learning as an enjoyable activity, meeting the learning needs through the choice of teaching styles	
Total		

Reflection Activity

- Consider your classroom score and look at areas that require intervention.
- Try and prioritize the same

3.5. Planning Inclusive Teaching

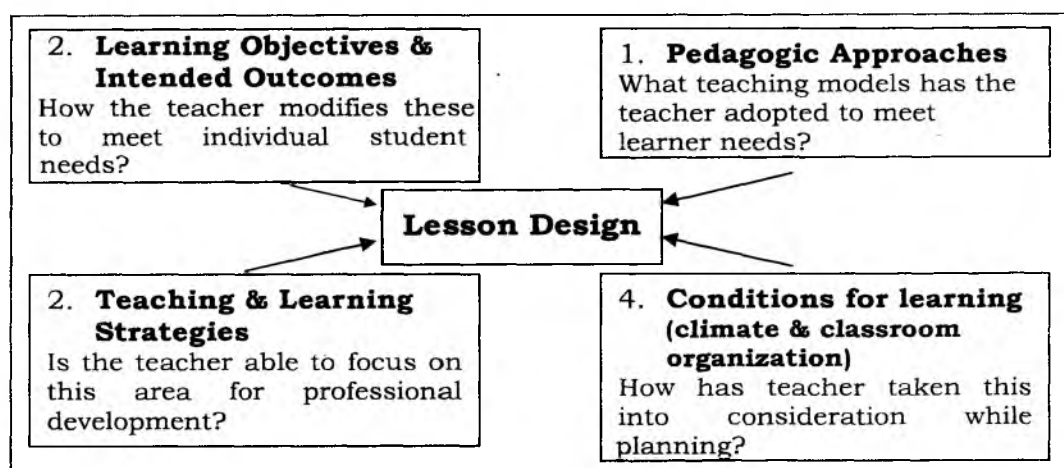
Principles that underpin inclusive teaching and learning

Effective inclusive teaching occurs when:

- **pupils are clear what they will be learning**, what they need to do and what the criteria are to judge when the learning has been achieved;
- **links are made to learning elsewhere** in the curriculum or in intervention groups, helping pupils transfer their knowledge and understanding;
- **lessons create links** with prior knowledge and understanding in different contexts;
- **lessons** are active and enjoyable and create success and offer differentiated teaching;
- **there are frequent opportunities for purposeful talk**, for learning through use of talk partners or structured small-group tasks with supportive peers;
- **pupils are encouraged to ask questions** to clarify understanding;
- **the teacher models the process**, explaining what they are doing, thinking and questioning aloud;
- **strategies for active engagement** through a range of different styles are used at various points throughout lessons;
- **lessons conclude by providing students** to demonstrate what they know and understand and how this fits with what is coming next.

How can we plan to include all of our pupils?

Fig 6.



the context of current understanding, not first as isolated information that is later related to existing knowledge.

Learning is enhanced by social interaction. Social interaction in constructivist lessons encourages students to verbalize their thinking and refine their understandings by comparing them with those of others. The purpose of a constructivist teacher is to make the students think for themselves, and not to wait for the teacher to tell them what to think. In traditional classrooms the teacher seeks the correct answer to validate student learning, where as in a constructivist classroom the teacher seeks the students' point of view.

Creating a constructivist classroom requires that the classroom teacher must be in position to:

- influence or create motivating conditions for students,
- take responsibility for creating problem solving situations
- foster acquisition and retrieval of prior knowledge
- create a social environment that emphasizes that attitude of learning to learn,... the learning process not the product of learning is the primary focus of constructivism.

The constructivist teacher has to guide and not tell. The student has to make their own meanings and decisions. They are not to be handed to them by the teacher. To facilitate real learning, teachers need to organize their classroom and their curriculum so that students can collaborate, interact, and raise questions of both classmates and the teacher. The whole idea of a constructivist classroom is characterized by the mutual respect between the teacher and the children. In most classrooms the respect is one way. The children have to respect the teacher. A constructivist teacher respects the children by allowing the children rights to their feelings, ideas, and opinions. The teacher refrains from using their power unnecessarily. A characteristic of constructivist education is that the responsibility for decision making is shared by everyone in the classroom

An important part of Constructivism are authentic learning tasks. They promote meaningful learning. Authentic tasks are classroom learning activities that require understanding similar to thinking encountered outside the classroom. Many abstract ideas can be made more realistic by embedding them in authentic tasks. Constructivist learning activity lessons focus on explanations and answers to problems or questions. The explanations and answers come from learners, not from the teacher, and derive from content representations and social interaction. The teacher helps students construct knowledge by guiding the social interaction and providing content representation.

Constructivist lessons face students with a question that serves as a focus for the lesson. Students are active, both in their groups and in whole-class discussion. Students are given autonomy and control to

work on their own. Students develop understandings that make sense to them. Students also acquire understandings that can be applied to the everyday world. Constructivist lessons are intrinsically motivating because they stimulate curiosity, keep learners actively involved, autonomous and controlling of what they learn. This also increases motivation which results in children learning more.

In **Direct Teaching**, effective learning takes place only in a rigid, hierarchical progression. Curriculum is often dissected and ordered into unrelated parts.

In short these characteristics and practices exist in constructivist classrooms:

- big curricular concepts are pursued and presented from whole to part
- students are encouraged to question concepts and explain their reasoning as an essential part of learning,
- social disclosure among students is valued and necessary to transform each other leanings'
- teachers and students jointly examine enduring concepts(Brooks and Brooks,1999). Conceptualising curriculum and instruction from a constructivist view intersects productively with practices of inclusive education. Constructivism fosters the ideas that all people are always learning, the process is ongoing and the interaction among students with varying abilities promotes conceptual growth. Inherent in this theoretical approach is the belief that all students enter school with varying knowledge that is influenced by background, experiences and cultural practice. Consequently, teachers must take those factors into account and ensure that new information is meaningfully related to the learner's knowledge.

The choice of pedagogic approach or teaching model will depend largely on the philosophy of education that the teacher has adopted. However the teacher may also use a variety of teaching methods which complement the learning styles of the diverse learners in the class. Direct interactive teaching, inductive teaching and enquiry, are examples of different approaches.

Activity**Lesson design – planning for inclusion****Case Study 1.**

Mrs. K, plans to conduct a reading lesson in her class. She walks into her classroom and meets her 80 students. Some of them are shouting at each other; others are breaking pieces of chalk and throwing them; and others are quietly waiting for the lesson to begin. She claps her hands and the students take out their text-book. Mrs. K asks the students what they read yesterday. When they tell her, she asks them to go to next story, Ram & Shyam. One of the students who is the regular reader in her class, stands up and begins to read this story. While the boy is reading, some students are still trying to find their book, and others are still talking; many of the students have not brought their reader. A few students are paying attention to the page of the reader and listening to the boy read. While this is happening, Mrs. K is engaged in completing the attendance register and, occasionally looks up and shouts at one or more students, "Hey, look at your readers. I am going to ask some questions. All of those who do not answer the questions correctly will have to stand out in the hall." Soon the head teacher walks in to the classroom and beckons Mrs. K to come talk to her in the hall regarding completing her attendance register.

Case Study 2.

Mrs. G. plans to conduct a reading lesson in her class. She walks into her classroom and meets her 80 students. She spends some time talking to children informally encouraging them to relax, interact, smile and laugh. The students see she is carrying a book, *Ram & Shyam* and Mrs. G holds the book up so all the students can see it. Then Mrs. G introduces the book by asking them questions about the book.

For example, she asks, "What colours are on the cover of this book?" "What is on the cover of this book?" "Who do you think are the main characters in this book?" "What is the name of the book?" "Who is the author?" Once a student answers, Mrs. G asks other students to explain what is meant by the term, author? She encourages working in pairs, each student discussing the question with a neighbour. She continues to ask questions to gain the students' interest such as, "Does anyone want to predict what this story is about?" "How do you think the story might begin?" "How might it end?" Mrs. G helps to facilitate some of the responses by prompting the students with such questions as, "Who do you think Ram & Shyam are?" "What do you think happens to them?" "Look at the pictures in the story." While doing so, the head teacher walks in and joins the discussion. The head teacher predicts what she thinks the story is about. Before the head teacher leaves, she reminds Mrs. G that three days from today, she along with the other teachers must stay back for fifteen minutes to complete their attendance register. Mrs. G thanks the head teacher for the reminder. Finally, Mrs. G reads part of the story. For the next day, she asks her students to bring information on other similar stories from their family, community members or elder peers. Mrs. G also reminds them that they will be in groups to share readings to complete the story of *Ram & Shyam*.

Based on the two case studies;

Reflection

- The pedagogical approach each teacher adopted/
- Which lesson was more effective in terms of
 - Drawing attention of students to the lesson?
 - Facilitating learning of all students?
 - Meeting students' learning styles
 - Students' participation and engagement?
 - Assessing students' learning?

As teachers reflect on their practice, they find they have answers to many of these questions. Teachers realise they have the ability to use many strategies to help all students learn at their own pace and level.

3. Teaching strategies and techniques for learning

Within each pedagogic approach teachers may draw on a range of strategies to maximise learning from their input. For example, within the direct interactive teaching approach, modelling could be used to help pupils learn a new skill or procedure. Other strategies include questioning and explaining. Each has a set of procedures or methods that makes them effective. To embed learning and/or assess learning teachers can select from a wide range of techniques such as card sorts, concept mapping or group work. Learning how to employ each strategy effectively and which techniques are suitable is the key to successful teaching.

Table 9.

Objective	Pedagogic Approach (teaching model)	Strategy or technique for teacher input
1. Able to recognize layers of multiple meaning in text	Direct Interactive	Explaining with demonstration
2. Develop the concept of mammal	Concept Attainment	Card sort
3. Understand causes of 1857 War of Independence	Inductive	Questioning
4. Learn to use levers	Direct Interactive	Explaining with Demonstration

Conditions for learning

This has two components: the *climate for learning* and the *classroom organisation*.

Research shows that pupils learn most effectively when they feel motivated, confident and successful.

The main factors contributing to a climate of success are:

- getting the difficulty level of the lesson right so pupils can recognise and demonstrate their learning;
- establishing relationships which allow pupils to feel safe and able to respond;
- providing variety so that different learning styles can be accommodated over time.
- table and seating arrangements which are varied to suit different teaching strategies and pupil groupings, and so enhance the learning process.
- teacher being completely fair and unbiased
- Communication in the classroom can be facilitative and non-facilitative. Facilitative communication refers to open communication (i.e., verbal responses) that encourages sharing and participation by the students in the class. Non-facilitative communication refers to closed communication (i.e., verbal responses) or communication that dominates interaction and discourages sharing and participation by the students. Facilitative communication fosters an environment of support, encouragement, closeness, mutual respect, and change. Students can meet changes and challenges more readily within a learning environment that promotes learning and growth. When communication is closed, the student can experience an unfriendly environment that may actually hinder learning and growth. Teachers can unintentionally create the latter learning environment without training in effective communication in the classroom. The alternative education classroom is particularly well suited to the application of facilitative communication as students in these classrooms often experience difficulty in the learning environment and in interpersonal relationships.

Using effective helping responses in the classroom is key to fostering an open and productive learning environment.

Facilitative and Non-facilitative Responses

According to Wittmer and Clark (2002), facilitative responses are empathic, warm, caring, and person-centered, and foster a helping relationship. Within a context of an effective helping relationship, students' learning and cooperation is increased. Facilitative responses facilitate students to think more about their ideas, thoughts, and feelings. When students are attempting to make changes to attitudes, thoughts, and feelings and improve on behaviors, this type of supportive environment is essential. On the other hand, non-facilitative responses are practically non-effective and these ways of responding to students can substantially decrease the effectiveness of learning environments. Some verbal responses have less possibility to enhance helping relationships and facilitative

communication. These verbal responses are not as likely to encourage participation in learning and growth by students.

Reflect

- How do you presently view communication with students? What characterizes the way you talk with students?
- How do you think students respond to this type of communication? What type of communication do you value? What type of communication should there be in the alternative education classroom?

Positive Behaviour Support**Teacher's classroom management style and pupils' responses**

Every teacher has their own particular approach or 'tool bag' of skills and techniques they deploy in the classroom. Pupil can certainly learn many things outside school without the aid of teachers. But the purpose of systematic teaching is to foster the learning of important skills, knowledge and attitudes that would otherwise not occur or would happen less rapidly. In this all teaching should be about accelerating pupil's learning. Teachers vary in their knowledge, their skills and their commitment. It has been recognized that pupils make different amount of progress with different teachers. The prevailing classroom management style of different teachers in their classroom have been described in terms of more obvious personality characteristics of the teachers. Personality or however else we might define deep seated and persistent underlying characteristics that we identify in people can hardly be ruled out entirely as factor in developing a teaching approach to deal with everyday classroom situations. It would be very difficult to deny that teaching comes more readily and intuitively to some people than to others, but the overwhelming evidence is that effective teacher does not conform to a particular personality "type". There is no single simple effective teacher's personality; successful teachers can have very different personal attributes and styles of working with their pupils.

The manner in which you project yourself and respond to pupil behaviour will affect pupil's self esteem, their attitude to work and their success. Following table depicts the different teacher's personality type and corresponding pupil's responses

Table 10.

Teacher Type	Teacher Behaviour	Pupil response
Non-assertive	<ul style="list-style-type: none"> • Passive. • Inconsistent • Reacts to behaviour • Does not plan to manage behaviour • Does not have routines. • Does not communicate boundaries to the pupils • Can be led by pupils e.g. 'This is the way we ALWAYS do it'. 	<ul style="list-style-type: none"> • Frustration • Tries to manipulate • Escalates situations to find what the 'limits' are. • Has no respect for the teacher • Demonstrates anger. • Answers back
Hostile	<ul style="list-style-type: none"> • Aggressive response to pupils • Rigid • Authoritarian • Threatening • Doesn't listen to pupils • Not fair and consistent with all pupils • Expects some pupils to misbehave and often 'labels' them. • Confrontational • Sarcastic with pupils 	<ul style="list-style-type: none"> • Fear of making mistakes • Anxious • Low self esteem • Feels victimized because teacher treats them differently • Feelings of hurt • Doesn't take chances with approach to work • Confrontational.
Nurturer	<ul style="list-style-type: none"> • Identifies boundaries • States expectations, both academic and behavioural • Fair and consistent • Listens to pupils • Values pupils' opinions. • Good model of behaviour, e.g. Polite. • Humorous 'with' children not 'at' them. • Praises both achievement and effort 	<ul style="list-style-type: none"> • Understands boundaries • Feels valued • Trusts • Expresses opinion freely • Feels safe and secure • Not frightened of making mistakes • Is more likely to behave positively

Reflection

- In which teacher's style would you put yourself?
- How does it affect pupil's performance?
- In your opinion what modification in your style can improve the pupil's performance?
- How can you bring the modification?

In many classes there are students who tax teacher patience and frustrate efforts to assist or understand them. The behaviour of these students can result in teacher feelings of instant frustration, disappointment, worry, helplessness, and inadequacy. Often these immediate, basic, and honest feelings are lost as they quickly turn into reactions of anger, sarcasm, revulsion, or abandonment.

Teachers can improve their own behaviour by:

- a. anticipating those student behaviours that give rise to undesirable personal responses, and
- b. creating a plan and practicing more appropriate and helpful responses in the face of "difficult" student behaviours.

The "Fight or Flee" Response by Teachers:

When teachers are faced with challenging student behavior they often respond ineffectively by yelling, ridiculing, making smart comebacks, making embarrassing comments, nagging, ignoring, threatening, arguing, griping, or lecturing students. Teachers tend to "blow-up" or "give-up" caught in a cycle of authoritarian (fight or punish) to non-authoritarian (flee or passive) behaviour. Aggressive behaviour leads to passive behaviour and vice versa. It becomes a perpetual see-saw experience until teachers learn how to manage their behaviour in an appropriate and positive manner.

When teachers are authoritarian and use punishment the following effect may occur:

- students are not taught what they should do, only what not to do;
- students and teachers are unable to establish positive, caring relationships due to frequent negative, punitive interactions
- students get attention for misbehaviour, and over time, students may learn to misbehave to get attention.

Typical student results to the fight or punish style of teacher interaction are as follows:

- Hostility
- Resistance
- Unresponsive Low Self-esteem

When teachers adopt a permissive or passive style of behaviour it can:

- interfere with building positive uplifting student teacher relationships
- teach students to display inadequacy or an “I can’t do it attitude”
- promote immature verbal responses by both student and teacher

Typical student results to the flight or passive response style of interaction are as follows:

- Insecure
- Demanding
- Dependent
- Low Self-esteem

Some of the goals related to behaviours can be defined as follows:-

Goal 1: Attention Seeking Behaviour

Some students misbehave to get attention. The message according to Albert is “Look at me!” These students require an audience and they never seem to get enough attention to satisfy them. Though this behaviour is relatively benign it can agitate teachers and trigger the fight or flight response.

Goal 2: Power Seeking Behaviour

Students who seek power ultimately want the upper hand. They challenge teachers directly (let’s fight, or argue) or indirectly (passive non-compliance). The key goal of the misbehaviour is to establish control or to be in charge, thus usurping the teacher’s authority in or out of the classroom.

Goal 3: Revenge Seeking Behaviour

Students who seek revenge are retaliating against real or perceived hurts or injustices. Students are not usually angry with their teachers but angry with an administrator, parent, or peer who may have hurt them. It might be too risky to take their retribution out on them so they take it out on the most likely target—the teacher. Students, who are revengeful, lash out, sulk, and scowl. Revenge behaviour may emanate from power seeking behaviour especially if the teacher has responded with a show of force.

Goal 4: Avoidance of Failure Behaviour

Students who avoid failure send a very basic message—“you don’t bother me and I won’t bother you!” Their behaviour is predicated on a belief system that they are unable or can’t do things well. They tend to give-up “coasting” so to speak or doing as little as possible to get by. Procrastination, clowning around, non-compliance, feigned illness, ambivalence, and displays of inadequacy characterize their behaviour.

As educators we must be cognizant of the fact that students might misbehave because of boredom, unclear limits and lack of acceptable outlets for their feelings, powerlessness, or attacks on their dignity.

When teachers create an instructional environment wherein students take an active role in their learning misbehaviour becomes less of an issue. When using strategies to support positive behaviour, remember to **“separate the act from the actor”**.

Sensible Tips:

Your attitude and perceptions impact your students' expectations and their reactions toward them.

In order for teachers to create positive rapport with students (knowing well in advance annoying behaviours will occur) they can:

- Set the tone—greet students, welcome them, and be available, positive and proactive.
- When a student is angry or frustrated don't argue or try and convince them of an alternative decision. This tends to create more upset. Just **LISTEN**, restate what you heard and then make a time to discuss the issue later.
- Pause before you pounce—count to 10, walk away, “get a grip”.
- Set personal goals to control your fight or flee response to challenging student behavior.
- Do the following:
 - PLAN AHEAD for behavioral needs of student
 - Request help when needed and seek opinions and ideas from others
 - Generate a number of solutions and implement strategies for providing support to students.
- Leave your prejudices at home i.e., they're lazy, unmotivated, stupid, can't do anything right.
- Carefully control the structure of your room from desks to organization of materials.
- Give students an “overdose” of praise and encouragement, which is genuine.
- Put aphorisms up on the board frequently i.e., “If it's believable it's achievable.” Every “attempt is a victory.”
- Stress cooperation not competition to give students a voice in their education.
- Focus on creating caring, respectful relationships among all students and teachers. For example, have your high school students create ground rules with your input.
- Structure instructional activities to ensure a “no fail” situation.
- Determine antecedents or what might precipitate inappropriate behaviour e.g. waiting in line, task difficulty and then remove them.
- Have a sense of humour and appreciation for the developmental level of your students. It will make your day much easier and lighter.

Creating Positive Behaviour Support Plans

Positive behaviour support encourages students and teachers to take more responsibility for their behaviour in order to create a personalized and safe learning environment for all students. The

following are certain strategies that can be adopted for creating adequate behaviour support plans.

Alternative Replacement Behaviour:

In order to write a good Positive Behaviour Support Plan educator must first figure out what the student is trying to get or protest/escape/avoid and then determine what behaviour is more suitable or appropriate. It is best to anticipate antecedents that might cause misbehaviour, structure the learning environment, and provide an engaged learning atmosphere to offset behavioural problems.

However, when behaviour problems arise, it is best to ask yourself what is the function (be reasonable here—don't try and figure out the function when the student is throwing a chair through the window) and then think of a replacement behaviour. For example, if a student argues when you say "no" (protesting), teach the student (at a later time) how to say no. If a student is out of his/her seat talking with a friend when you are teaching a lesson (trying to get attention), ask him/her where he/she is supposed to be and then ensure the student of a chance to talk in a cooperative group activity later.

Structure the Environment—Think MIST (Materials-Interactions-Space-Time):

Positive behaviour support philosophy encourages educators to model, cue and prompt appropriate behaviour. That is positive behavior is taught! One way to do that is to structure the environment for success. Too often teachers complain about students without thinking whether:

- The **M**aterials are too complex or difficult or if the materials are too easy.
- Specific Interactions such as moving close to the student or using a soft voice tone might make a difference in student performance.
- Reconfiguring the room to get more Space or moving desks to have a better traffic flow will reduce tension.
- Manipulating Time to ensure success, such as giving more time on tasks, completing tasks in parts help students succeed.

Teaching Strategies/Curriculum/for New Behaviour:

Teaching HELPS!! The key to positive behaviour support is to create a teaching and learning environment that is empowering and caring while at the same time teaches appropriate behaviour. Teaching strategies and necessary curriculum or materials for new behaviour instruction include good social skills programmes, conflict resolution programs, classroom meetings, choice-making opportunities for students, and organizational skills approaches. The key is to teach these skills to promote self-efficacy, self-advocacy, and more intrinsic motivation.

Reinforcement Procedures:

Reinforcement in a positive behaviour support paradigm means that you are considering a range of possibilities to motivate students. Some students respond to a kind word while others need a tangible reinforcer. In this model, the teacher is matching the reinforcer to the individual student in order to promote appropriate behaviour.

Reactive Strategy:

In the positive behaviour support paradigm, educators are constantly looking to offset negative behaviour by attending to antecedents, analyzing the function of the behaviour, and providing a suitable replacement for the unsuitable behaviour. Think about the following:

- Look for what triggers the behaviour in the first place (“the yellow light goes on before the red!”).
- How do you prevent escalation?
- What works to de-escalate the situation or how do you calm the student?
- Will consequences be necessary?

Communication Provisions:

- Communication is the lifeblood of positive behaviour support. Decide on what you will communicate, when, how, and with whom. The key is to develop a system that works for you and your students. For instance, a note home on a weekly basis might be all that is needed to reinforce appropriate behaviour in class.

Contents of Behaviour Support Plans:

Behaviour Support Plans should be:

- Brief
- Collaboratively developed
- Supporting antecedent change, not focused on consequence imposition
- Based on identifying the function of behaviour
- Seeking to alter environments to better support the student
- Assuring the student possesses an alternative replacement behaviour

Reflection

- What student behaviours annoy you? Make a list
- Write your responses against each behaviour
- Write a simple plan that might prove to provide positive behaviour support

Strategies for raising pupils' self esteem

The teacher in the classroom can make a big difference to how pupils feel about themselves in relation to their learning. Low self-esteem reduces the children's motivation to learn and can have damaging

effects on their cognitive and social development. Motivation is what desires us forward to undertake tasks and persevere in the face of difficulties. Lack of motivation and effort is related to the lack of a clear sense of self-efficacy. Motivation, self-esteem and self-efficacy can link together in important ways to help us understand the different ways learners may respond to the demands and opportunities of the classroom.

Raise self-esteem of your pupil in this way

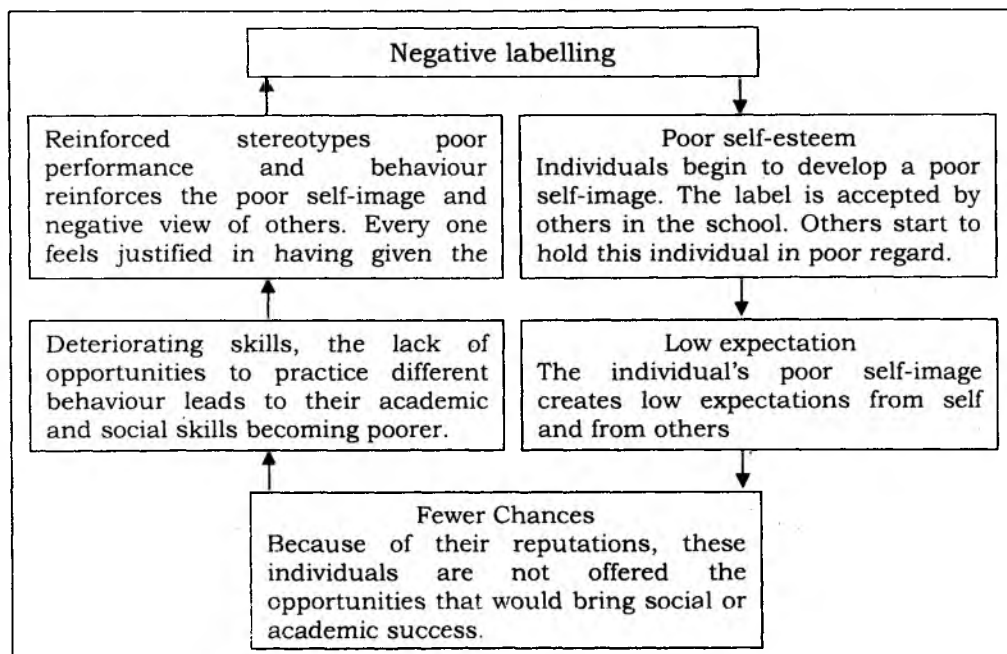
- Show that you care for them so that they feel important
- Be a good role model so that the pupils emulate you
- Setting realistic but demanding challenges for individual pupil that ensures individual progress
- Arranging opportunities for success to ensure that their individual work is acknowledged.
- Reinforcing personal responsibility booster independent learning by encouraging pupils to be responsible for their learning.
- Praising pupils' achievement appropriately builds up their self-esteem.
- Strengthening the can do factor by breaking down the task into smaller steps

Effects of negative labelling and comments

One common classroom occurrence is negative comments given to individual pupil often negative comments are given in the form of labelling based on physical appearance, habits and religious belief which effects pupil self esteem and automatically affects pupils' learning which initiate a vicious circle of failure.

Effects of Negative Labelling

Fig 8.



Classroom organisation and the use and appearance of the physical environment can have an enormous impact on the attitudes and behaviours of pupils. Significant improvements in learning can result from simple alterations to aspects of the environment which are within the teacher's control.

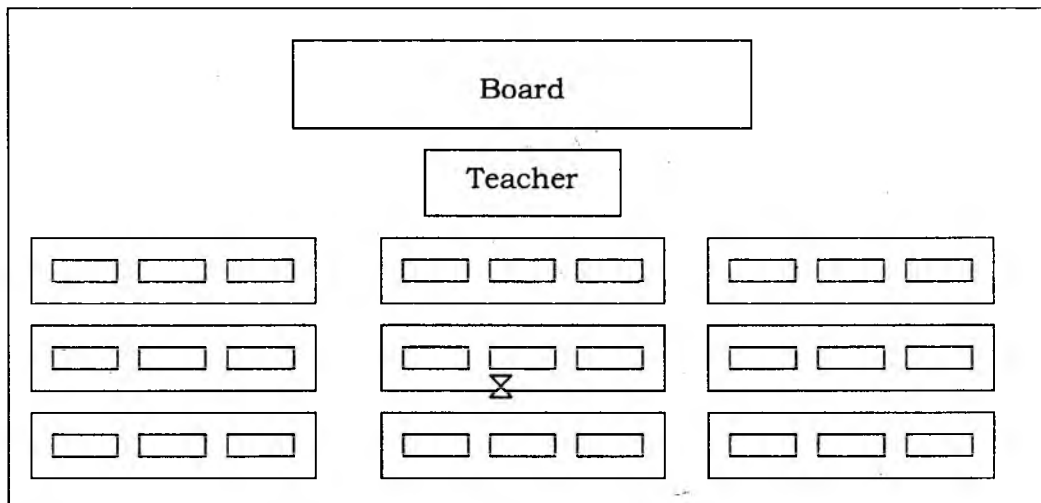
As far as possible, the organisation of the room should be appropriate to the teaching and learning strategies to be employed. Display in classrooms can be used to enhance learning and to promote quality.

The arrangements of chairs and tables should reflect and support the way you want pupils to learn. The type of activity will not be the same for every class, every lesson, so neither should the chairs and tables. Even if your classroom has fixed tables, you may still be able to rearrange chairs to make your teaching more effective.

Classroom organisation

Managing effective learning can be greatly influenced by the layout of the classroom in which you are teaching. If you are teaching in a computer room there is often nothing you can do about the layout of the room. Consider the classroom layout below:

Fig 9.



There are problems with this layout. From the front of the classroom the teacher cannot see all the pupils, nor can the teacher see what the pupils are doing. It would be difficult to move behind each row of pupils. If the teacher needed to spend time with pupil **X** then the actions of the majority of the class would be unknown at worst, or difficult to monitor at best. Constant movement around the classroom is important here.

Reflection Activity

Consider your classroom. What is the dominant furniture arrangement? How does this influence the teaching and learning approaches you can use?

Do any of the following present barriers to change?

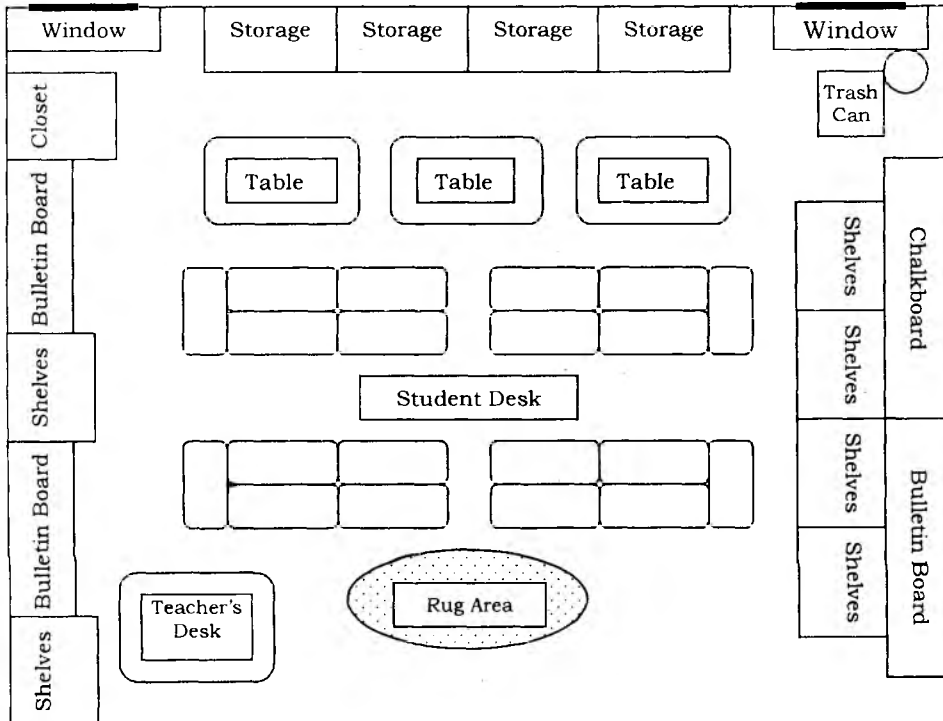
- The furniture is fixed and offers very limited scope for flexibility.
- Some classes would not respond well either to having the furniture in different positions or to moving it.
- You have no experience of teaching with different furniture arrangements.
- The classroom may have too much stored in it and be untidy.

Points to consider:

- Can you move your table or do away with it altogether? If you only use it to store books etc., a shelf may do just as well.
- Having tables and chairs in rows is fine for pupils working individually.
- However, if you want pupils to move about, this arrangement is possibly the worst of all, particularly if large bags and other items belonging to pupils are strewn about.
- For group work, pupils need to be able to face each other to talk without having to shout or move about.
- Circles of chairs allow large groups of pupils to see, talk and listen to each other. You can be part of the circle or not, depending on your purpose.
- Consider swapping rooms on occasions when your furniture arrangement constrains what you want to do in a particular lesson.

Here is an example of a classroom arrangement with clustering in Quintuplets. Reflect on the possibilities of using such an arrangement in your classroom.

Fig 10.



The classroom should be arranged to promote efficient learning and minimize behaviour problems. Students must be able to see and hear instruction and have efficient access to learning materials. The teacher should be able to easily monitor students and provide feedback. The classroom should also be flexible to allow for different types of learning activities.

Classroom Arrangement Suggestions

- Students should be seated so that their attention is directed toward the teacher.
- Students should be able to clearly see chalkboards, presentations and displays.
- Students should face the front of the room and away from windows.
- High traffic areas should be free of congestion.
- Students should be seated so that teachers can see all students at all times. Adults in the classroom provide monitoring and attention to students. It is important that **all** students are within the view of the teacher at **all** times.
- Students should be seated so that teachers can easily move among students to monitor work and behaviour.
- Classroom rules should be clearly posted.

-
- The teacher should have a place near the front of the room so that learning materials can be organized and available prior to the lesson.
 - Areas should be established to display student work.
 - Students should be able to quickly and easily find their work and begin working.

Activity

- On paper, plan some arrangements of tables and chairs. Give each table a letter or number and map out two or three arrangements which will support your teaching and help pupils learn more effectively. Make sure each plan shows exactly where the tables and chairs should be.
- Select a class you think will respond well to these changes in furniture, then choose a lesson where a different arrangement will help. Think about what sorts of grouping you will need. Will these stay the same for the whole lesson? What will the best furniture arrangement be?
- Plan your lesson. Be clear about how working in groups with different furniture arrangements will help pupils learn, and rehearse your explanation to them.
- Plan how pupils will be grouped, even if this is not essential. If you start out by putting pupils into the groups that you want, it helps to establish this as a deliberate way of working. Then it is easier to vary the type of grouping and the combinations of pupils in the future.

Curriculum adaptation and teaching strategies

Curriculum is what is learned and what is taught (context); how it is delivered (teaching-learning methods); how it is assessed (exams, for example); and the resources used (e.g., books used to deliver and support teaching and learning). Often teachers base our curriculum content, the “formal curriculum” on a prescribed set of educational outcomes or goals. Because this formal curriculum may be prescribed by authority, teachers feel constrained and often implement it rigidly. As a result teachers are bound to teaching from the textbook and to the “average” group of students.

It is important to also consider the informal or ‘hidden’ curriculum – the ‘unplanned’ learning that occurs in classrooms, in the school compound or when the students interact together with or without the teacher present. It is vital that we are aware of the informal curriculum as it can be used to reinforce formal learning; for example with students being encouraged to extend their learning out of class through extra curricular activities and homework. It is important that students are encouraged to see this as ‘their’ work and not a chore to be done because the teacher says so.

Reflection

- How do you perceive curriculum and its transaction in the classroom?
- What factors influence curriculum?
- Is curriculum one of the biggest challenges to inclusion?

Curriculum Design and its Transaction: Based on the fact that diversity is a natural element in all classes and across ages, we need to be flexible and broadly transact curriculum in consonance with these stages. New ideas and knowledge should be presented at a level consistent with the child's stage of mental abilities. While designing curriculum, it is also necessary to promote social interactions among children keeping diverse background of them in considerations. For effective learning and for intellectual development, learners should co-operate with their friends, share their experiences, discuss on issues and new information, and argue out differences of opinion.

Characteristics other than the intellectual ones also provide important guidelines for designing curriculum and its transaction, which could be geared to all round development of the learner as a person and his development in the context of national goals and socio - cultural priorities. The physical, social and emotional characteristics of the learners and their diverse needs, attitude and interests that emerge during the course of development during childhood, early adolescence and mid - adolescence should be carefully taken into consideration while determining the objectives, context and strategies of curriculum and its transactions at pre - primary, primary, upper primary and secondary stages.

Reflection

- As a teacher of primary / upper primary / secondary level, list the characteristics of your learners in the classroom of the level you teach.
- Write the main objectives of the curriculum you follow and strategies for curriculum transaction adopted

Table 11. Characteristics of Learners

Level	Physical	Intellectual	Social	Emotional	Any other
Pre-primary					
Primary (Classes I-V)					
Upper Primary (Classes VI- VIII)					
Secondary (Classes IX-X)					

Table 12.

Level	Main objectives of the curriculum	Strategies for curriculum transaction
Pre-primary		
Primary		
Upper Primary		
Secondary		

Development of Concepts in Children

The development of concepts is a gradual one in a child. The teaching – learning process should be designed in such a way that it helps in promoting the continued development of the provision of a variety of tasks, materials and problems appropriate to the current cognitive structure of each learner.

For development of concepts and making the teaching learning process effective following steps could be taken by teachers to fulfill diverse needs and learning pattern of children in the classroom:

- The learners are to be presented with objects and ideas, which could be manipulated and experienced by them.
- The objects and ideas should be chosen in such a manner so that these would provide real opportunities for significant and meaningful sensory experience.
- The learners are to be initiated and encouraged to explore texture, appearance, sound, odour and to sense movement as per their diverse abilities and need for concept development.
- Emphasis is to be laid to formal abstraction of attributes and relationships of objects and events appropriate to the level of development and the diversity of children in the classroom.

Curricular Areas and Different Stages: Realization of curriculum objectives requires imaginative planning of appropriate learning experiences. These would flow from well planned activities and teaching – learning strategies. Though, ideally, various learning experiences should make an integrated whole, there is need to classify them under various subject areas for the sake of convenience.

The planning of objectives, learning activities, and teaching strategies under each curricular area are further guided by the consideration about the nature of various stages of the learner. The curricular areas and their stage-wise treatment/strategies are proposed here.

Curricular Areas:

Language: Language skills are extremely important because they affect children's abilities in all other subjects. Listening, talking, reading and writing are four basic skills that need to be used and combined so that children develop all round language ability. Meaningful learning will take place if the language of instruction is meaningful. The variety in curriculum of language at different stages of school education and processes of curriculum transaction is illustrated below:

Table 13.

Levels	Focus of the curriculum	Teaching strategies & activities	Teaching Learning Materials	Evaluation
Pre-primary	<ul style="list-style-type: none"> • Mother tongue • to serve as the medium of socialization to make the child feel at home in the new atmosphere of school. • Language will help child's mental, moral and emotional development 	<ul style="list-style-type: none"> • No formal method of reading and writing Methods / activities to be adopted: • Story telling • Free conversation with every child and encourage participation of all children. • Recitation of rhymes • Singing of songs & rhymes • Picture reading • Puppet play • Dramatization & Role play • Playing word games • Practising pronunciation to aid children with speech difficulties. 	<ul style="list-style-type: none"> • Picture Book • Scrap book • made of cuttings from old magazines, pictures, posters, greeting cards etc. • Masks of animals, fruits, flowers, vegetables etc. • Letter/picture/ models blocks made from cardboard wood, paper machine • CD/Cassette for Songs / rhymes • Animation films • Puppets 	<ul style="list-style-type: none"> • Mainly through observation of free expression & participation of all children; story telling, sharing of experiences

Levels	Focus of the curriculum	Teaching strategies & activities	Teaching Learning Materials	Evaluation
Primary Classes I-V	<ul style="list-style-type: none"> • When the child enters the primary stage of education; he/she usually already masters the basic skills of listening and speaking in mother tongue, and is able to use it for day-to-day communication needs. • The focus of • First two years of primary stage (classes I & II would be to acquire the basic skills in reading and writing in his mother tongue / regional language & gradually to other language. 	<ul style="list-style-type: none"> • Attention should be paid to the improvement of pronunciation according to standard usage in the mother tongue / regional language through loud reading and/or speaking with proper voice modulation. • To develop among students the skill of good writing and correct spelling through practice • To develop habit of silent reading with comprehension • To develop child ability for creative self-expression through story making, picture reading, telling about oneself and/or any person (relative); incident event etc. • Open communication with teachers and sharing own experience with others 	<ul style="list-style-type: none"> • Story Books • Word making • games (scrabble) • scrap books • Word Books / • Banks especially made up with tactile alphabets made out of card board, thermo col or any other material • Name plates/word/ • Cards made up of card board strips pictures embossed vocabulary • Box: A card board box with 20-25 small objects of daily use to teach nouns; pre positions; concept of six colour, shape etc. • VCD and Audio • CD Cassettes 	<ul style="list-style-type: none"> • Reading test • Dictation for checking spelling, handwriting • Asking Questions in between reading for checking comprehension • Story making • Observe • identification

Levels	Focus of the curriculum	Teaching strategies & activities	Teaching Learning Materials	Evaluation
Upper Primary stage classes VI-VIII	<ul style="list-style-type: none"> • Pupils • Competence in language is to be strengthened to an extent so as to enable them to use language effectively in their future day-to-day life. • Pupils should • be exposed to basics of literature and also applied grammar to enable them to develop insight into the nature, structure and functions of language. • Second and • Third language are also to be taught. 	<ul style="list-style-type: none"> • Help students to • express their reactions in speech and writing to whatever they read and listen. • To help students • for creative expression through group discussion, debate on some issues; extempore speech etc. • Discussion on • Story books both in regional language and second (English) language. • Discussion on • grammars while reading/practicing a text in order to enable them to develop additional insight into the nature, structure and functions of language. 	<ul style="list-style-type: none"> • Story books • Word making • games to enrich vocabulary • Literature (easy edition) • Life sketch of • great personalities; freedom fighters; players, musicians etc for reading and discussion. 	<ul style="list-style-type: none"> • Through reading, test writing of essay on any topic extempore speech • Discussion and quiz on life sketches of great personalities. • Narration of story/role play of recently read literature/stories both in regional language and in English. • Objective type tests in grammar (oral and/or written)

Levels	Focus of the curriculum	Teaching strategies & activities	Teaching Learning Materials	Evaluation
Secondary stage classes IX-X	<ul style="list-style-type: none"> • Full mastery over the applied form of language and acquaint students with literary language in mother tongue / regional language. • Selection of content must be such as to inculcate desirable attitudes, appreciations and values related to core components of the curriculum. • Teaching of second and third languages should continue to develop better insight into the structure of language. 	<ul style="list-style-type: none"> • Teachers are to Give special emphasis on the teaching of literature by providing literary work in prose and poetry to appreciate depth and diversities of human mind. • Teaching of Grammar should be further strengthened revealing to them the subtle usage of language through group activities organization of "Kavi sammelan" where students can read self-written poem/other works. • Organization of various competitions / workshops on writing on various issues. 	<ul style="list-style-type: none"> • Literary work in prose & poetry of renowned authors. 	<ul style="list-style-type: none"> • Achievement tests. • Discussion on various literary works quiz sharing of literary works written by students to test self-expression, creativity etc. • How to write applications, official letters & personal letters

Curricular Area:

Mathematics: Mathematics is to be visualized as a vehicle to train the pupils to think, reason, analyze and articulate logically. Since quantitative treatment, measurement, analysis and reasoning are being increasingly involved in many other subjects, the relevance of mathematics should be seen not only as a concomitant to other conserved subject areas. With regard to the common core components in the school curriculum and the related values, the most valuable contribution that mathematics could make directly is towards inculcation of scientific temper through the development of analytical thinking and reasoning. The variety of curriculum at different stages & process of curriculum transaction in mathematics is illustrated below:

Table 14.

Level	Focus of the curriculum	Teaching Methodologies / Activities	TLM to be used	Evaluation
Pre-primary	<ul style="list-style-type: none"> • Development of number concepts • Counting • Concept of length, size, volume • Concept of shape and size. 	<ul style="list-style-type: none"> • Play way activities • Drawing attention of Children to number of fingers, toes play equipment legs of chairs/tables etc. • Counting of objects coins etc. • Measurement of length, volume etc informally through rhymes/songs. 	<ul style="list-style-type: none"> • Coloured pebbles of different colours • Bottle corks, match sticks (used), match boxes, ice cream sticks could be used. 	<ul style="list-style-type: none"> •
Primary stage	<ul style="list-style-type: none"> • Mathematics should lay foundation for mathematics thinking about the numerical and spatial aspects of the objects and activities which children at this stage are required to deal with. 	<ul style="list-style-type: none"> • Help children to develop basic vocabulary, symbolism and computational skills related to number, geometrical figures, money time, measure length, area, volume and to make them able in day-to-day activities in immediate. Teachers to help children to develop drawing skills and measuring skills by learning by doing with concrete materials. Group Dance & songs (counting, addition, subtraction) Role play 	<ul style="list-style-type: none"> • Numerical blocks, cards abacus, copper wire to make various geometrical figures. Plastics to make various shapes & feel them (for children with vision problem) • Children themselves can act as TLM in various activities like addition, subtraction etc. • Old calendar can be used. • Design board with nails & rubber band. 	<ul style="list-style-type: none"> • Mostly through observation of group activities ability to measure, draw and computer

3.6. Planning for Diverse Learners

Challenges

Sometimes teachers are unable to meet the learning needs of all students in their classrooms including students with disabilities. Adopting inclusive teaching and adopting differentiation in lesson design is key to meeting this challenge.

Differentiation-systematically varying the learning content, product and most importantly the teaching learning process to match the unique learning profile of individual students-is the essence of inclusive teaching. That is, differentiated instruction based on best practices of teaching learning process is what makes teaching inclusive. A central focus of the differentiated learning process is student learning style. It is not possible, nor necessary; to attempt to employ all of these strategies all of the time, but it is essential to know what needs to be done to accommodate the learning of all pupils within each class. This decision will depend upon the profile and needs of the class.

The use of Universal Design in Learning (UDL) in schools means differentiated materials, methods, and assessment alternatives are considered and created in advance with the full range of student 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. The goals of UDL are to provide students with multiple means of representation, engagement and means of expression. 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. These three access points directly reflect the three goals of universal design for learning. Specifically, content requires multiple representations of materials to be learned, process requires multiple means for student engagement and product requires multiple means for student expression.

Design Point I: Facts about Student

For every educator, the process of differentiating curriculum and instruction begins by knowing your students. It is vital to learn about the students backgrounds, along with their individual abilities. The first aspect of getting to know students is learning about their prior knowledge and experiences. A student's experience of new information is based on related concepts or skills that the student already knows. This does not refer only to learning that takes place in the school setting. There are a number of strategies the teacher can utilize in order to gain information about student's background as well as previous knowledge.

Design Point II: Content

Content, the second design point has multiple dimensions, including what is to be taught; what level of knowledge or proficiency students are expected to demonstrate; and what context, materials and differentiation are necessary to allow students access to learning. It includes facts, concepts, and skills that students will acquire within their learning environment. Content is not formulated, selected or delivered in a vacuum. Students may focus on the same content, but some may have more functional applications. Because of curriculum demands and time constraints, it is often a challenge for the teachers to select content which is based on:

- being meaningful,
- students needs and interests,
- the environment, and
- more than just learning facts.

Design Point III: Process

Process concerns the instructional strategies that afford students multiple means of engaging with the curriculum. In terms of lesson and unit planning, process required decisions about

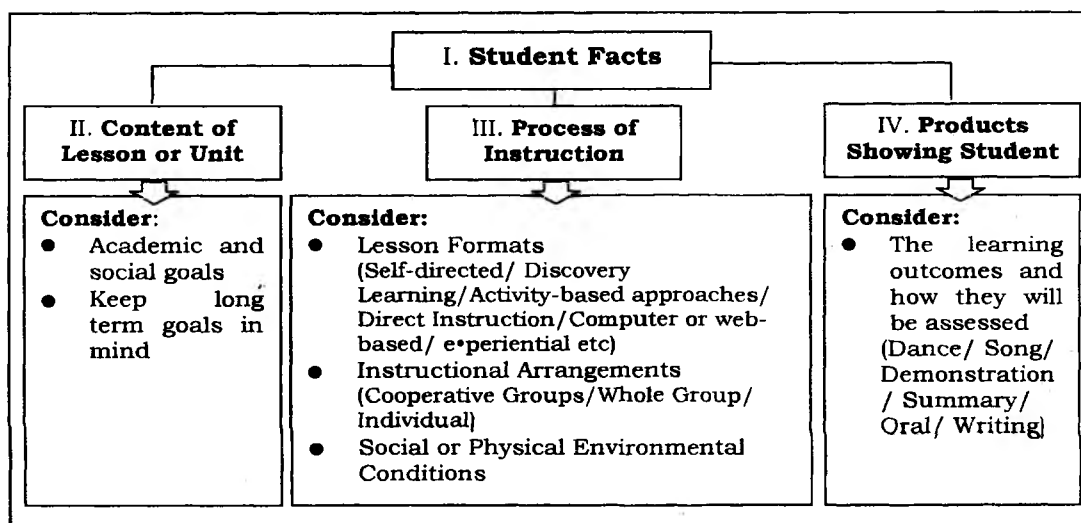
- i. lesson formats
- ii. instructional grouping
- iii. nature of the learning environment
- iv. specific strategies for providing support.

Lesson formats might incorporate multi-sensory input or other means. Instructional Arrangements dictate whether a student will work alone, function as part of a large group or coordinate with a smaller number of classmates. The key is to use a variety of instructional strategies across a day or week for a calculated balance. Environmental conditions also impinge on learning e.g. physical arrangement of the classroom for individual students needs; lighting, noise level, and social rules observed in the classroom all set the climate. In a truly heterogeneous class, students may need higher levels of assistance, intervention than are typically provided to other students. Support needs may vary daily or be required at predictable times and the amount of support needed for a student to meaningfully participate is a necessary design consideration.

Design Point IV: Product

Product access means multiple ways for students to express their understanding of the curriculum, Instead of asking "how smart is this student?" What needs to be addressed is "How is the student smart?" - presuming all students are smart, they just happen to be smart in different ways.

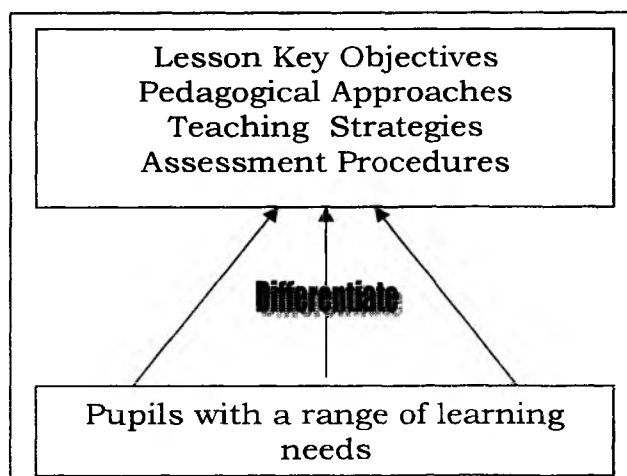
Fig 11.



Design Point V: Holding pupils into the pace of learning

Care must be taken to ensure that groups of pupils are not simply following a parallel curriculum or being rendered dependent by a lack of opportunity or ineffective support. The principles of inclusion within the Strategy are integral to lesson design. This enables all pupils to be held within the pace of learning through the setting of high expectations for all and by targeting additional support so that all pupils are able to access the main body of the lesson at an appropriate level. This can be represented diagrammatically as follows:

Fig 12.



Consider these specific examples of how this can be done:

I. Before the lesson

▪ **Set up some pre-teaching**

This ensures that, where appropriate, pupils have the opportunity to receive extra teaching *before* their peers, so that they can seek clarification or practice key skills.

II. During the lesson

▪ **Target the support of other students**

Use cooperative learning methods and peer tutoring

▪ **Set clear expectations and learning outcomes for individual pupils or groups**

This supports the learning of all pupils, but some pupils and groups will benefit from regular and explicit reinforcement so that they can see where they are making progress and experience a sense of achievement in small steps.

▪ **Actively engage all pupils**

Use resources and materials that enable pupils to join in at their level of challenge. The aim is to ensure that pupils can achieve the lesson objective rather than provide work that keeps them busy but is unchallenging.

You can:

- provide modification and adaptation;

Plan strategies for differentiation, e.g.:

- by task – a variety of tasks that may be accessed by the least and most able and demand different learning approaches
- by level of demand/challenge – progressional activities that gradually increase the level of demand
- by response – taking account of the variety of individual responses
- by resource – worksheets, frameworks, ICT tools, focused practical tasks by appropriate support and intervention strategies from the teacher and peers

- provide additional support ('scaffolding') so that pupils can complete tasks, for example writing and speaking frames; vocabulary or phrase and sentence starters; wall posters that remind pupils of the steps they can take if they are 'stuck'.

▪ **Use specific teaching strategies and techniques**

Teachers need a repertoire of teaching strategies to promote learning and develop understanding. They also require a wide variety of techniques to actively engage pupils.

The table below identifies three key strategies that teachers employ.

Table 15.

Strategy	Brief description
Questioning	Questioning is effective when it is planned and sequenced. Use questioning to promote higher-order
Modelling	Modelling is more than demonstrating: it helps pupils understand underlying structures through the teacher's 'thinking aloud'. Use modelling to introduce new skills, procedures, processes and conventions (such as test types).
Explaining	Explaining is crucial to helping pupils understand abstract concepts and events that are outside their own experience. Verbal explanations are supported with the use of models and analogy. Use explaining to develop knowledge, understanding and reasoning.

- **Select a range of teaching strategies to meet the range of learning styles and needs of pupils in your class**

Consider what you know about the preferred learning styles of your pupils.

- Which pupils respond best to visual modes of learning, such as mapping? (visual)
- Which pupils learn best when they physically move or manipulate materials? (kinaesthetic)
- Which pupils learn best by listening? (auditory)
- Look at the planning that you have done for lessons with your target groups of pupils. Identify where you have designed opportunities to engage each of the different groups of learners, or add into your planning where you might have designed too narrow a range of learning opportunities to appeal to a range of preferred learning styles.

- **Techniques to stimulate active engagement of pupils in tasks**

Some pupils learn most easily by listening, others by working with diagrams, and others by making models or physically re-organising information. When a mismatch arises between the way a pupil prefers to learn and the way they are being taught, the pupil may lose motivation, misbehave and underachieve. The best way to meet the needs of many different pupils is to ensure variety in the tasks you set.

III. After the Lesson

Use different methods keeping in mind the students diverse needs for evaluating and assessing what they might have learnt. Thus some students who may not be able to write the answers, could be allowed to use a writer or give oral answers

Variety doesn't just happen; it needs to be planned

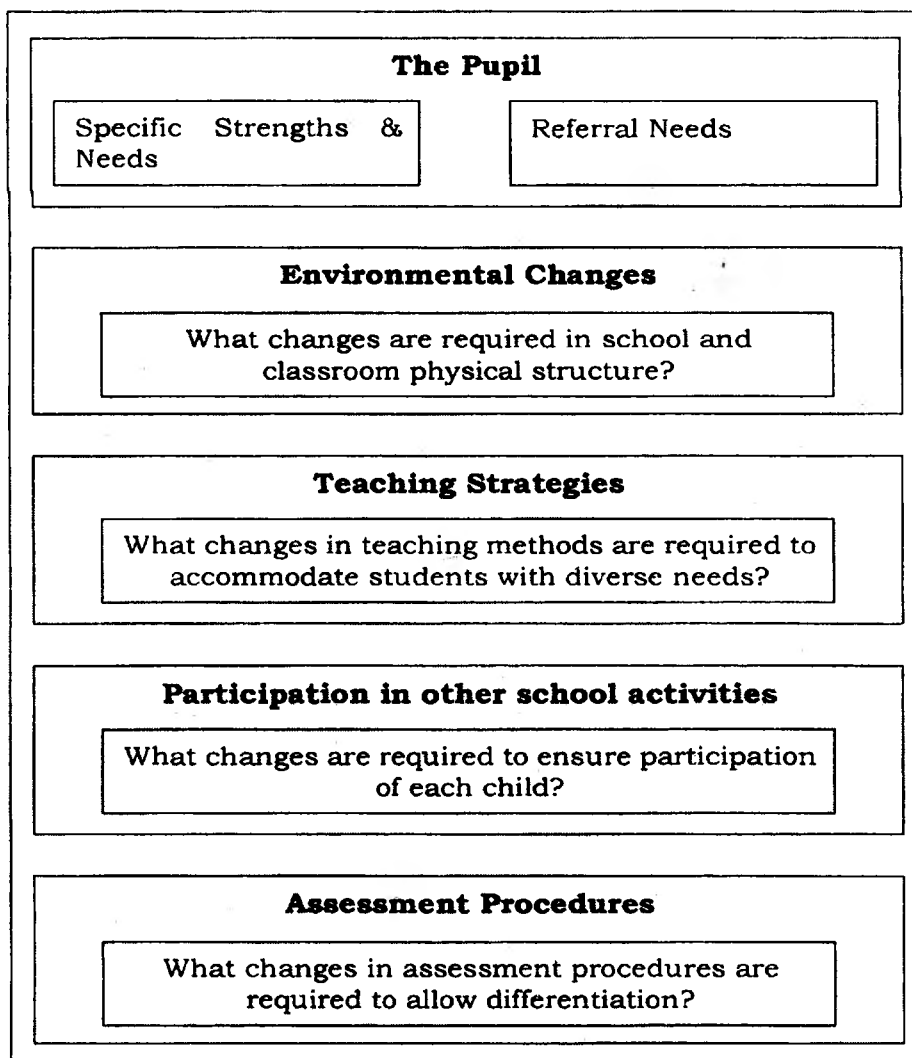
Lesson design for inclusion

The process of lesson design is summarised below. The flowchart (Table) emphasises that lesson design can be viewed as a series of decisions, each leading to and providing a foundation for the next, building a planned series of episodes

To decide your next steps in making your classroom more inclusive and to raise the attainment of all pupils, you will need to:

- identify the focus group of pupils who are currently underperforming;
- know what their learning needs are in your subject;
- make appropriate accommodations and adaptations(Figure)

Fig 13. A Framework for Curriculum Differentiation



3.7. **Teacher tips for supporting pupils with Disabilities**

- **Tips for teaching students with auditory deficits**

Students who have difficulty processing information through the auditory channel often use sight, touch, and movement as their primary method of gathering and organizing information.

To help students learn through these channels, you can:

- Face students when speaking.
- Slow down your rate of speaking.
- Use short, one-concept statements.
- Present information on the chalkboard or through written handouts.
- Encourage students to visualize material that has been orally presented.
- Provide students the opportunity to touch and interact with materials that relate to ideas being presented

- **Tips for teaching students with visual deficits**

Students who experience problems processing visual information may learn best when verbal instruction accompanies visual information.

- Keep visual information simple and uncluttered.
- Leave extra space between words, sentences, and lines when writing on the board or when preparing worksheets.
- Encourage students to ask for clarification of visual information.
- Teach students strategies for simplifying visual information (e.g., have students make charts, graphs, pictures, or summarize information in their own words).
- Encourage students to discuss ideas with other students.
- Encourage students to talk to themselves when trying to learn and remember information.
- Encourage students to talk through steps while solving problems.
- Have students outline papers verbally before writing.
- Teach reading through a phonics approach.

- **Visually-Cued Phonics Instruction**

- Students with auditory deficits often find it difficult to learn and apply phonics rules. Adding a visual/motor element to phonics instruction allows students to use sight, movement, and touch--along with sound--to analyze and decode unknown words.

- **How to use visually-cued phonics:**

- Using a crayon, print words in large letters on 3 x 5 index cards (crayon leaves a raised pattern that can be easily felt).
- When printing the words on the cards, colour code the phonics pattern (e.g., if teaching the initial consonant "t", write the t's in a different colour from the rest of the letters in the words).
- Have students say each word while tracing it on the index cards with their fingers (they will be able to feel the crayoned letters).
- Have students say each word while tracing it on the desk or tabletop with their fingers.
- Have students say and write each word from memory.

- **Teaching Tips for intellectually impaired:**

- Never underestimate these students' abilities.
 - Give lots of praise. Let a child repeat a success several times so they can enjoy their sense of accomplishment.
 - Provide prompt feedback.
 - Divide tasks into small meaningful steps and present them to the student sequentially.
 - Put safety first. Remind students of the safety rules and make sure non-disabled students are careful around their disabled peers.
 - Minimize verbal instruction and emphasize concrete learning experiences. Make any necessary verbal instruction as simple as possible.
 - Limit distractions as much as possible. Keep the activity area clean and well ordered and store any equipment not currently in use out of sight.
- ❖ *Provide peer support to all the children through collaborative teaching and learning strategies.*

3.8. **ICT**

ICT in education for children with disabilities

Increased access to computers as personal aids has given students with functional disabilities improved access to education, allowing them to carry out their assignments more independently. Students requiring special educational support also enjoy improved training and development opportunities through computers and teaching software.

According to the curriculum, the school and the teacher are to adopt an approach that pre-supposes an active, independent, curious student who can, wants, and dares to take responsibility for the learning situation. At the same time, every student is different, and instruction must suit the needs of individuals. Teaching methods must be matched to the abilities and needs of each individual student. What the individual student gets from instruction is a result of the interplay of the student's own situation and the demands made by the instruction. It is through their own activities that individuals build knowledge, not through transfer from the teacher. Planning must take into account individual ability, adaptations must be made to the student's degree of functional incapacity, and plans must encompass both didactic development and the student's social development. In all planning, it is important to have insight into and a belief in the student's ability, both when selecting objectives and designing the instruction.

Computerised teaching aids developed for students with various types of functional disability must be properly suited to the form, content, and function of the knowledge they seek to impart. They must address holistic knowledge with the same thoroughness as they address specialised knowledge. The relative ease of developing computerised

teaching aids for specialised areas of knowledge must not detract from the development of products that synthesise knowledge from different realms to create a whole.

Some of the softwares and hardwares for meeting needs of students with disabilities include:

- an alternative keyboard, mouse or switches;
- software needed by pupils with disabilities, such as speech output or screen magnification, can be installed;
- Jaws Screen Reader for visually impaired students
- the full range of accessibility options within the operating system can be utilised, for example, to slow down mouse speed or keyboard repeat rate, or to enlarge screen fonts or reduce screen clutter;
- equipment can be placed in accessible locations, for example, so that wheelchair users can reach the keyboard and see the screen

3.9. Aids and Appliances

Students with disabilities can greatly benefit when the teacher takes a little extra time and thought to accommodate their needs. These students may need accommodations on some classroom activities or assignments. They may also need special testing formats. The most important thing to keep in mind is that each student with a disability is as able to learn as all other students. The only difference is that certain methods of presentation or testing are more likely to help these students excel. Sometimes teachers convey, through tone of voice or the particular way they say things, a lack of confidence that the student will be able to succeed in the course. Even an entirely well-meaning teacher may do this because of anxiety about how students with disabilities will perform in class. Ultimately this comes from the teacher's attitude toward disabilities. Remember that a deaf student, a visually-impaired student, or a student in a wheelchair may be as academically gifted as any other students in your class. A visually impaired student put it this way:

"It takes a lot to offend me. The only thing that would really offend me is if someone said things in such a way that would imply that I could do less than anyone else, or that I was in some way fundamentally different from everyone else. But that's more an attitude, not so much the terminology."

- **Students with Hearing Impairment**

Determine how much the student can hear. The amount of hearing will influence the adaptations required in the classroom. Students who are hard of hearing need to be able to clearly see a speaker's lips and facial expressions. Consider the light sources in your classroom. Try to avoid standing with your back to a window. Also watch for activities or gestures which might cover your face or lips, or cause you to turn away from the students in question. You can change locations in the room, but you might try to stay in the same location for at least a few minutes before moving to a new one. Have students with limited

hearing sit in the front of the classroom so that they can be closer to both the teacher and the blackboard. Using the blackboard frequently and effectively will greatly enhance the student's performance. Writing key terms in easily legible writing as you teach or as important concepts arise in discussion also helps. Ideally, the teacher would have a written outline of the topics or questions to be discussed during that class. Give this sheet to the student before class or after the previous class. Also write down all new terminology and concepts. Repeat other students' questions before answering them and put student answers on the board. When calling on the hearing impaired student, signal this in an evident way such as gesturing or nodding (avoid direct pointing). Using this same signal when calling on other students will avoid unnecessary singling out of the disabled student. Developing a highly visual system of volunteering or calling on all students will help the student keep track of everyone's involvement in the class.

Controlling the noise level in the classroom is also very important. For students who have hearing aids, extraneous noise must be kept to a minimum. Keeping the door closed and insisting to students that they refrain from talking and whispering while you or others are talking will help the hearing impaired student sort through sounds in the room.

The basic aids and appliances required by a hearing-impaired child is a hearing aid. It is a device that amplifies sound to enable a hearing-impaired child to hear words or phrases fully or partially. One model and type of hearing aid may not be useful for all children. Selection and fitting of hearing aids depends upon the degree and type of hearing loss as well as the individual differences.

Hearing Aids:

Individual hearing aids include the followings:

- **Body-worn hearing aid:**

This is worn around the chest, about 10 inches below the child's mouth. The hearing aid should not be worn under clothes. Some body-worn aids are fitted with a cover to prevent the microphone from getting clogged by food and dirt. The cover does not affect the efficiency of the aid. The hearing aid must be used with custom-made ear moulds and harness.

Post-aural hearing aid:

This is worn behind the ears. It has advantage of receiving the sounds directly at the level of ears. It also helps in knowing the direction of sounds important feature in communication. It is light and very easily accepted by the children in inclusive education.

There are other types of individual hearing aids namely "**In the ear**", "**In the canal**" and "**Completely in the canal**". They are less powerful and can only be used with children with less hearing loss.

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- **Checking of Hearing Aids**
 - Essential for teacher to check the hearing aid every morning to find out whether it is working properly.
 - Working and clarity of hearing aid to be ascertained.
 - **Common Faults of Hearing Aids**
 - No sound from the aid
 - Feedback or whistling sound from the aid
 - Weak sound from the aid
 - Distortion
 - Intermittent sound
 - **In such cases, consultation to an audiologist is important.**
 - **Students with Visual Impairments**

Room Set-up

Visually impaired students require that the physical room arrangement remain the same. Unexpected or abrupt changes may unnecessarily disorient such a student. Warn the student before making any changes (such as breaking into small groups). As with hearing impaired students, try to have visually impaired students sit at the front of the class so that they can hear more of what you are saying. Any time you present visual information, help the student by describing precisely what is being shown. For example, explaining a bar graph of poverty levels in developing countries by enumerating each bar and describing its height relative to the other bars will keep the visually impaired student from feeling left behind. Then a distinct summary of the conclusions the student should draw from the visual image will make sense. Even if visually impaired students cannot see graphs or visuals, do provide them with copies of these class materials so that they can, with the help of a reader, refer to them while studying for exams. Tactile diagrams may also be provided to the student.

A number of students who are blind may use Braille. Braille is a tactile system of raised dots representing letters of the alphabet. To read braille, the fingers gently glide over paper which has been embossed with the braille code. For note taking, a pointed instrument is used to punch out the dots on paper held in a metal slate. The readable raised dots appear on the other side of the paper.



Fig 14.

Thus students may use writing devices such as Interline Braille Frame, Taylor post card frame, Pocket Braille frame, Stylus, Braille kit, Sketching device, Product design, etc.

Also other students with visual impairment may be using a Braille writer, which is an upward writing machine on one side of the paper, enabling the Braille to be read as it is written.

Many children with low vision are prescribed glasses or low vision aids to assist with visual tasks. Depending on the eye condition, the acuity and the task, the student may have one or more aids to assist. No one aid will perform all tasks. The teacher aide should have an understanding of the type of aid, its use and its care. As a rule most young students accept and adjust to wearing or using glasses or aids but this approach can change as the perceived attitudes of the peer group become more influential.

Few students with low vision may need magnifiers as well as Large Print Computer designed to enlarge and displays letters as an automatic feature. Adaptive Technology such as computers with voice output, referred to as text-to-speech, using a scanner and voice production software prove very useful. Textbooks are often converted and put on disks for later use. Other students may need taped textbooks or equipment to enlarge print

Low vision Aid: Any device, optical or nonoptical, which enables a person with low vision to improve visual performance.

Examples:

1. Hand held magnifiers
2. Bar magnifiers (for a single line of print)
3. Closed circuit TV readers (may magnify up to 45 X)
4. Magnifiers with a light attachment
5. Binoculars/monoculars

○ **Students with Physical Impairments**

Students with limited mobility may have trouble finding a comfortable spot in a classroom (especially if the classroom has fixed seats). Try to reserve an accessible place for the student to sit. Make sure no objects obstruct the path to this place. Students with limited upper-body mobility may be unable to raise their hands when they want to speak. Establishing a system so that these students can indicate when they want to speak will measurably increase their participation. When you have established the system of communication, remember to make enough eye contact with the student (who may be sitting off to the side of the classroom) to catch each offer to participate.



Fig 15.

Group work always involves moving around in the classroom. When assigning group work, try to make it as easy as possible for

the student to join classmates. Have group members sit near the student.

If a student has limited note-taking capacities, she or he may have someone in the class take notes. Also giving the child a sloped edge to write on can be useful to a student with upper body extremity difficulty. Aids like thicker pencil/pen, or a stamp pad, or a typewriter or computer are required for children with restricted fine-motor function in order to help in writing.

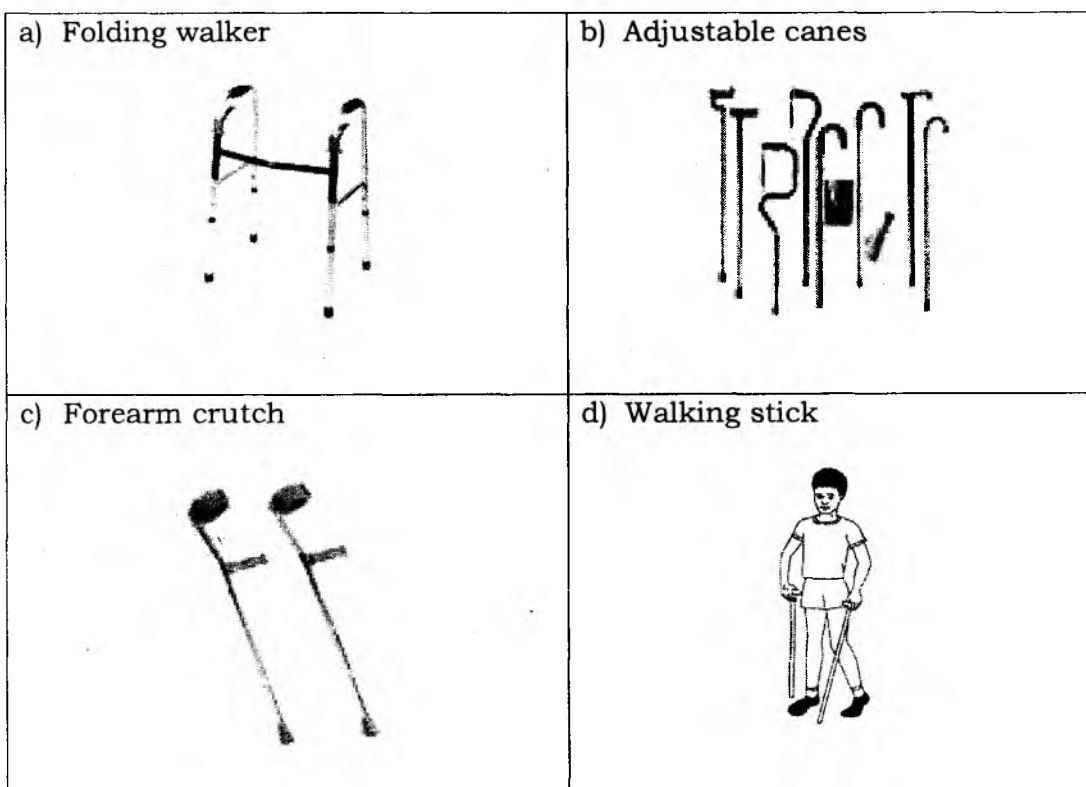
Pencil/chalk, Eraser or Scale with larger diameter and longer handle suffice may be sometimes required for students with limited hand function.

For the purpose of better communication with non-verbal child, the use of **Augmentative and Alternative Communication (AAC)** using visual displays of pictures, symbols and words and computer based communication systems with voice outputs may be useful.

Mobility of the child in the class room is important for effective teaching, There are aids and appliance used for smooth mobility of the child:

- **Mobility Aids:**

- **Walking aid:** Walking aids are walking sticks, crutches (Auxiliary, Elbow, Gutter), walkers and rollators. Followings are different type of walking aids



e) Walker



f) Crutch



- **Wheel chairs** may be hand operated or motorized. The classroom needs modification for easy access of wheel chairs.

Wheel chair



- **Tricycles** may also be hand driven as well as motorized.
- **Orthotic aids** are used to enable better use of the part of body to which it is fitted. Different types of orthotic aids:

The aids used for upper extremity are **Braces and Splints** (finger, wrist hand immobilizers, aeroplane splint, hand splints), while those used for lower extremity are **Calipers (AFO, KAFO, HKAFO), knee cages, gaiters, braces, surgical/modified boots**. Aids used for spinal cord are called spinal orthosis.

- **Prosthetic aids** are used to replace the lost part of the body. The different types of prosthetic aids are for upper extremity - above-elbow and below-elbow and lower extremity - above-knee and below-knee.
- **Writing aids** are wrist and elbow supports, cock-up splints and forearm, thumb and finger splints, etc.

In addition, child with cerebral palsy may require devices for better support like Back supports, abdominal supports fitted in special furniture for seating.

- **Students with Intellectual Impairment**
 - Flash cards, Picture, Block / Puzzles, Storybooks, Real objects are used to improve eye- hand coordination, logical thinking, and language development.
 - Books on tope (Audio books) help the child in seeking the information even if the child does not have the reading ability.

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- Computer and Multimedia (CDs) helps children learn faster.

3.10. **Physical Education & Co-curricular activities**

- **An inclusive physical education environment** is one which provides the opportunity for students of all abilities and interests to participate in physical education. Inclusive physical education recognizes the inherent value of each student; the right to take risks and make mistakes; the need for independence and self-determination; and the right to choice. A student with a disability benefits from a quality physical education program as much as any other student.
 - **Inclusive physical education:**
 - is a step-by-step process;
 - includes all students;
 - has a range of activities and supports;
 - is based upon the needs and interests of the students.
 - **In an inclusive program:**
 - activities are modified and individualized as necessary;
 - expectations are realistic yet challenging;
 - assistance is provided only to the degree required;
 - dignity of risk and availability of choices are respected and fostered.

- **BENEFITS OF INCLUSIVE PHYSICAL EDUCATION**

The goals and learning outcomes of a balanced physical education program are no different for students with a disability than for their classmates. All will benefit from a well-planned physical education program which addresses motor skill development, fitness and social skills, and leads to an increased knowledge of an active lifestyle. Students without a disability can learn about the talents and abilities of classmates with a disability. They learn to appreciate that individual differences exist between people, and they learn that participating in an activity in a different way does not lessen its value. Through such methods as role modelling, observation, discussion, and volunteerism - all by-products of inclusion - contact and friendships with students with a disability can be an enriching experience. Inclusion recognizes the inherent value, dignity and worth of each student, and reduces perceived differences among students. The process of identifying each student's needs and accommodating them in a dignified and effective manner is the key to ensuring full and meaningful participation.

- **PLANNING AN INCLUSIVE PROGRAM**

When teachers are initially given the challenge and opportunity of planning physical education for a student with a disability, feelings of uncertainty are to be expected.

This may be due to a lack of information and experience that will change as you become more familiar with your student.

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- The process of developing an inclusive program will involve the following steps:
 - obtaining information on the disability;
 - benefiting from a team approach;
 - determining safety concerns;
 - assessing present skill level;
 - setting realistic expectations;
 - determining program modifications;
 - implementing program evaluation.

- **OBTAINING INFORMATION**

In planning an inclusive program, the following factors will influence the nature of the student's participation and the supports required:

- type and severity of disability;
- age and development level;
- skill and fitness level;
- past physical activity experiences;
- parent/guardian support;
- attitude toward physical activity.

TIP

Students with the same disability may well have different needs depending upon their abilities, skill level, past experience and attitude towards physical activity.

- **BENEFITTING FROM A TEAM APPROACH**

A successful inclusive physical education program is based, in part, on teamwork. In addition to the teaching staff, a positive school environment is enhanced by the support of parents/guardians, PE Instructor, student, teacher and the principal. A meeting with the parent/guardian and the student, can provide information about:

- previous physical education experience;
- pertinent medical information;
- restrictions to participation;
- modifications that have been successful in the past;
- specialized equipment;
- past experiences that may affect this year's participation;
- expectations for the student's participation

TIP

Inform the parent/ guardian about successes. There is no greater way to build rapport than by sharing the student's accomplishments.

- **Classmates - An Important Link**

Students are curious and may have questions about a student with a disability. An effective way to promote awareness is to have a discussion about the similarities and differences among all students. It is important for students to learn to appreciate differences; to

understand that not everyone learns in the same manner or participates in an activity in the same way.

The support of classmates is extremely important to the student's success in the program. Student helpers can provide support by:

- retrieving equipment;
- being a partner;
- providing clarification and re-direction;
- offering encouragement and positive feedback; and
- being a role model.

- **Safety**

The precautions necessary to ensure safety in a physical education program setting are the same for everyone. There may, however, be restrictions to participation that apply to the student with a disability. Familiarize yourself with the student's medical records that note such restrictions. For example: A student with Down syndrome may be prone to atlanto-axial instability (lax ligaments in the neck) and should avoid forward rolls that place stress on the neck if the condition is present.

- In some instances, fatigue can increase the likelihood of the onset of seizures for a student with a seizure disorder. Monitor the student's fatigue level and provide opportunities for rest as needed.

The following factors should be reviewed when planning for the inclusion of a student with a disability in your physical education program:

- **Is the activity appropriate for the age and development level of the student with a disability?** A student may come to your program with motor skills that are less developed than his or her classmates. Modifications may have to be made to the activity to ensure that the student is not at risk.
- **What are the specific safety needs of the students?** Survey the learning environment for safety concerns. For example, check the evenness of the playing field to prevent a wheelchair from tipping; orient a student with a visual impairment to obstacles, stairs, exits; provide a helmet for activities on ice surfaces.
- **Is the equipment safe?** The school's equipment must be well maintained, correctly assembled and properly fitted. Be particularly cautious if standard equipment has been modified. The equipment that the student brings to the activity setting should also be in good repair. Brakes on wheelchairs should be adjusted correctly; wheelchair inserts should be properly secured; tires should be properly inflated; and walkers should be correctly fitted.
- **Are the students being actively supervised for the inherent risk involved?** The uniqueness of the student must be considered. For example, A student with a visual impairment may not have seen the demonstration and may require additional verbal instructions. A student who is hard of hearing may require further demonstration.

-
- **Assessing Present Skill Level** Setting appropriate expectations for the student will require an assessment of his or her current skill level. Much of the student's success in the program will revolve around his or her proficiency in transport and object control skills. Knowing what the student can do in physical education will help you to set appropriate expectations for participation. Capitalize on areas of strength and focus on those needing further development; the more precise your questions, the better. For example:
 - Can the student wheel his or her own wheelchair; get in and out of the wheelchair independently?
 - What is the best position for the student to be in for a particular activity –a Walker, a wheelchair, sitting on a bench, kneeling and so on?
 - **Setting Realistic Expectations** Teachers should always strive to include the student with a disability as much as possible in the class activity. The level of participation is based on the match between the student's skill level and the complexity of the task. Sometimes the student's participation differs from that of his or her classmates.
 - **Range Of Participation**
 - **Full Participation.** The student participates in the class activity with no modification. For example, a student with an amputation plays a game of tennis.
 - **Modified Active.** The student participates in the class activity with modifications made to the equipment, rules, distances, or complexity of the skill. For example, a game of soccer is played on a reduced size field to include the student with cerebral palsy.
 - **Range of Modifications** As with participation levels, a range of modification can be applied to physical education opportunities for students with a disability, depending on the student and the situation.
 - **Minimal modifications have little effect on the other participants or the integrity of the activity.** For example, students wear brightly coloured shirts to help a student with a visual impairment identify team members; a student with cerebral palsy serves the volleyball from an identified mark inside the court; a start flag is used to signal to a runner who is deaf that a race is beginning.

TIP

When you modify activities, only do so: when necessary;

- To the extent necessary; and
- Without jeopardising the integrity of the activity.

- **Moderate modifications may affect the role the student assumes within the activity.** For example, a student in a wheelchair covers a specified area for basketball; a tandem cycle is provided for a student with a visual impairment.

- **Considerable modifications often affect the integrity of the activity and are generally not recommended.** If the goals of the program are not being met for the student, consider an alternate activity.

TIP

Modifications can be made to the:

- equipment
- skill complexity
- rules of the game; and/ or
- distance/ space

EQUIPMENT MODIFICATIONS	
Description	Effect
• Lighter, Softer, Larger ball	• slows game and allows more time to prepare for and execute skill
• Shorter, lighter, striking implement	• Allows greater control for weaker and less skilled player
• Larger striking implement, larger goal or target area	• Reduces number of misses and increases opportunity for success
• Lighter, softer smaller balls	• More easily caught and retained
• Bean bags substituted for balls	• Not as elusive as balls and may be easier to throw for student with poor hand function
• Partially deflated balls for dribbling and kicking	• Slows movement of the ball and allows more time to prepare and execute the skill activities.

Similarly students with diverse needs must be given appropriate adaptations and modifications in order to let them participate in extra curricular activities e.g. dance, drama etc.

Reflection -Lesson design for inclusion

To decide your next steps in making your classroom more inclusive and to raise the

- attainment of all pupils:
- identify the focus group of pupils who are currently underperforming;
- know what their learning needs are in your subject;
- make appropriate accommodations and adaptations

Next steps

This module has explored an aspect of teaching and learning. You may wish to develop your ideas further, to consolidate, apply ideas in different contexts or explore an aspect in more depth and innovate.

- **Reflect**

What have been the key learning points for you?

What has been the impact on pupils?

- **Setting future targets**

Having considered your next steps, you may wish to set yourself some personal targets to support your own continuing professional development. You could use these ideas to inform your performance management discussion.

Reflection -Lesson design for inclusion

To decide your next steps in making your classroom more inclusive and to raise the

- attainment of all pupils, you will need to:
- identify the focus group of pupils who are currently underperforming;
- know what their learning needs are in your subject;
- make appropriate accommodations and adaptations

UNIT - 4. WORKING WITH FAMILIES & COMMUNITIES

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4.1. Objectives

After studying this module, teachers will be able to:

- understand and respect diversity in families
- identify strategies in order to increase involvement of the community and family in the school
- because aware of resources in the community.

4.2. Common issues

Absence of understanding between teachers and families

No cooperation towards enhancing learning of students

Home and school are two micro systems that are used to operating autonomously. This, in part, explains the blaming that occurs between the two systems when a child is having-difficulty in school. It is much easier to point “the finger of blame” at the other micro system when one knows only about the child’s behaviour in one micro system.

4.3. Resolving Issues

By creating partnerships between teachers and communities (including families) greater learning levels of students can be achieved.

The problem is not that parents do not want to help. They do. They just do not know how to go about helping. All parents, even those from the most economically depressed communities, are committed to their children’s education.

4.4. Importance of families- school-community collaboration

Research supports the belief that families have a major influence on their children’s achievement in school and throughout life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer,

and like school more. When schools build with families partnerships that respond to their concerns and honor their contributions, they are successful in sustaining connections that are aimed at improving student achievement.

4.5. **Understanding family diversity**

Just as diversity is characteristic of the students in your class, families are also diverse in nature. Some factors that make families different from one another include ethnicity, race, culture, economics, gender roles, religiosity, and ethnicity . It is important that these differences are considered in order to increase understanding on the part of teachers. It is common for each of us when we hear the word “family” to think of our own familial experiences and to ignore differences.

- **Ethnicity, Race and Culture** - Ethnicity refers to a concept of a group’s “people hood” based on a combination of race, religion, and cultural history, whether or not members realize their commonalities with each other. It describes a commonality transmitted by the family over generations...it is more than race, religion, or national and geographic origin ... it involves conscious and unconscious processes that fulfil a deep psychological need for identity and historical continuity.

Family ethnicity is sustained through unique family customs, proverbs and stories, celebrations, foods and religious ceremonies. Differences have been noted between the notions of self-concept and ethnic identity and this must be taken into account and respected by educators. The degree to which ethnicity is important to a given family varies. Understanding these differences will help teachers to view each family’s individuality as strength and to support children’s sense of connection to their ethnic group.

Reflection Activity

- Draw a picture of your family at the time when you joined school
- Next, draw a picture of your family when you were in secondary school
- Draw you family as it is today
- Draw your family as you expect it to be five years from now
- Reflect on how:
 - Your family changed over time
 - On what factors did you base your expectations of your family in the future
 - Compare and contrast your drawings and reflections with others

4.6. Home School Collaboration

Clearly the challenges of education are ones which neither schools nor families can meet alone; they must support each other. When families and schools cooperate, the children reap the benefits—they learn more, they enjoy school and the learning process, and they experience a consistent sense of commitment and support from the important adults in their lives. Home-school collaboration is an attitude, not simply an activity. It occurs when parents and educators share common goals, are seen as equals, and both contribute to the process. It is sustained with a "want-to" motivation rather than an "ought-to" or "obliged-to" orientation from all individuals (Christenson, Rounds, & Franklin, 1992). Home-school collaboration is not the delivering of services to parents. Rather, home-school collaboration or meaningful parent participation in education is the establishment of a mutual goal or shared agenda between educators and parents to improve educational outcomes for students. Ideally, home-school collaboration assumes parents and educators act as advocates and decision makers in the schools and that parents are key resources to improve their own children's education and the schooling of all children.

Home-school collaboration recognizes that educational outcomes are influenced by events in the home, by events in school, and by the continuity between home and school environments. While it is relatively simple to make informal links, establishing major long-term collaborations is complicated. Collaborations are about building potent, synergistic, working relationships, not simply establishing positive personal connections. The point is to establish stable and sustainable working relationships. This requires clear roles, responsibilities, and an institutionalized infrastructure, including well-designed mechanisms for performing tasks, solving problems, and mediating conflict.

4.6.1. Features Of Home-School Collaboration

It is important to recognize four features about home-school collaboration.

1. Home and school are two micro systems that are used to operating autonomously. This, in part, explains the blaming that occurs between the two systems when a child is having-difficulty in school. It is much easier to point "the finger of blame" at the other micro system when one knows only about the child's behavior in one micro system. It is much easier to make recommendations for the other micro system when one does not need to live with the consequences of the recommendations.
2. Home-school collaboration is not restricted to a specific area. Rather, home-school collaboration can be used to address a child-specific academic, behavioral, or social concern, as well as systems-level concerns such as homework, discipline, and school violence.
3. Home-school collaboration is considered a preventive rather than a remedial activity. The focus of home-school collaboration is ongoing

dialogue and support between parents and educators to increase student success and, therefore, prevent conflict and alienation.

Home-school collaboration is not synonymous with parent-teacher relationships. Clearly the parent-teacher relationship is critical to student success and an important part of home-school collaboration. However, home is conceived of broadly and refers to the primary caregiver or the school contact individual in a student's home, which may be a parent, grandparent, older sibling, or neighbor. Similarly, school refers to educators, such as teachers, principals, and support personnel, all of whom contribute to the success of students.

4.6.2. **Barriers To Collaboration**

A basic consideration in supporting home-school collaboration is to identify barriers for parents and educators. *Barriers for parents* include: feelings of inadequacy; previous bad experiences with schools; suspicion about treatment from institutions; limited knowledge about school policies, procedures, or how to assist with schoolwork; and economic (e.g., transportation, daycare) and emotional (e.g., daily survival) constraints.

Barriers for educators include: educators' level of commitment to parent involvement; dwelling on family problems (e.g., "These parents have too many problems of their own to get involved."); crisis-oriented or negative communication with parents; stereotyping parents as uneducated or dysfunctional; and lack of training in ways to work with families as partners.

It is also important to think about barriers for the partnership, which include: limited time for communication; frequency of ritualized contact (e.g., parent-teacher conferences, back-to-school nights); differences in parent-professional perceptions; and lack of clarity about parents and educators roles and responsibilities

Educators' practices for involving parents are key. Often the first time a parent comes to school is when a child is in trouble. Schools can reduce distrust and cultural barriers between families and teachers by arranging contacts in neutral settings. A major barrier is that educators still want parents to come to them, rather than going to the parents. According to Epstein, if schools don't work to involve parents, then parent education and income level are important for deciding which parents become involved. If schools reach out to all parents, income level and parents' level of education decrease or disappear as important factors. Based on her research, Epstein (1992) speculates that "only a relatively small percentage of parents have personal problems so severe that they cannot work cooperatively with educators, given the proper assistance"

To develop partnerships between parents and educators, barriers must be identified, acknowledged, understood, and systematically removed. Barriers should be reframed as challenges for parents and educators, who need time to engage in ongoing dialogue and problem solving about children's needs.

4.6.3. Roles and responsibilities in working with parents and community members

All teachers have the responsibility...

- to communicate regularly with the home—that is, parents or guardians— about their children's progress in learning and achievement;
- to work with community leaders to find out which children are not in school and why, and to devise ways to bring them into school;
- to prepare their pupils to interact with the community as part of the curriculum, such as through field trips or special activities and events;
- to invite parents and members of the community to be involved in the classroom and school

Reflection Activity

- Summarize the ways in which you are currently involved with children's families and communities.
- How did you first communicate with them, and to what extent are they involved in their children's learning?

4.7. Building Partnerships

Building a partnership is a long term process. There must be trust, and an underlying rapport, prior to building a partnership. As in any form of cooperation, a partnership between the school and any area of the community does not come automatically. It has to be developed, nurtured and fostered. Home-school partnership is an attitude, not simply an activity. It occurs when parents and educators share common goals, are seen as equals, and both contribute to the process. It is sustained with a "want-to" motivation rather than an "ought-to" or "obliged-to" orientation from all individuals. Rather, home-school collaboration or meaningful parent participation in education is the establishment of a mutual goal or shared agenda between educators and parents to improve educational outcomes for students. Home-school partnerships recognizes that educational outcomes are influenced by events in the home, by events in school, and by the continuity between home and school environments. Thus, the child's opportunity to learn includes what goes on in home and school, and the goal of home-school collaboration is to create an ethos for learning across these environments. For example, the school programme has to be flexible enough for adjustments to be made when students have to help out at harvest-time, or take on household responsibilities.

Below are some ideas for creating an environment for forming partnerships between the families and the school:

-
- An open-day at the school at least once a term, for the pupils to show and discuss their work with the parents. Every aspect of the school building and general climate is open, helpful, and friendly to parents. Examples include use of "Parents are Welcome" signs
 - Working to eliminate education jargon in all communications with families, and being aware of varying literacy levels and cultural styles when planning family-school communications and activities.
 - Special workdays when teacher and students go into the community, and help with community-based activities.
 - Fun-days involving students, teacher, school/community members or members of the Village Education Committee, parents, and other community members.
 - Building a strong Parents/Teachers' Association (PTA), which can give a better structure to the partnership between the school and the community. For example, the PTA can help the teachers to make teaching aids

4.7.1. Partnership with Parents of Students With Disabilities

Schools that recognize the "interdependent nature of the relationship" between families and schools and value parents as "essential partners" in the education process will realize the full value of this collaboration. Such an approach recognizes the "significance of families" and the "contributions of schools" as a "necessary framework" for working together in "complementary efforts toward common goals" to maximize success for students with disabilities as learners.

This relationship is extremely crucial in order to meet the learning needs of the children. One way to jump start a parent/ school partnership is to create a "learning partnership" for your child. A learning partnership can be described as an exchange of information to be used as the plan for your child is developed. Gathering vital information about the student with disability from the parent must be the first step towards educational planning by the teacher. The family-centered approach which combines the strengths of all the partners to create new possibilities in addressing the needs of the child and the family and honoring the uniqueness of the family is seen as a useful process to build partnerships. There should be mutuality in the parent/teacher relationship. Both parents and teachers need to trust and feel trusted, both need to admit when they do not know or are wrong, and both need to negotiate with each other. Trust, respect, and open communication between parent and teacher are, therefore, essential to building a good, working relationship. This can take time to develop and may require effort from both parties.

It is important for teachers and parents to remember that they know the child in different contexts, and that each may be unaware of what the child is like in the other context. It is also useful to keep in mind generally that different people often have distinct but disparate perspectives on the same issue. It is important to remember that

parents, may be reluctant to express their concerns because of cultural beliefs related to the authoritative position of the teacher. Others may have difficulty talking with teachers as a result of memories of their own school years, or they may be unsure of how to express their concerns to teachers specially if they are not literate. A few parents may fear that questions or criticism will put their child with disability at a disadvantage in school.

When thinking about including a student with a disability in a general education classroom, the most common first response is to envision all the fears, barriers, and problems that may arise. However, when the team, including parents, takes time to discuss what they know about the student, the picture begins to change. Each member provides a new piece to the puzzle about that student, allowing the group to see how much is already known and how to make this experience a success. Some of the following ideas may assist parents and professionals to build a team that puts children first through communication, planning together, and finding ways to support each other no matter what difficulties arise. When parents have a child with a disability, "it is imperative that a trusting relationship is built between the family and the teacher(s).

Partnerships can be built upon an openness to information shared with the family and a sensitivity to the changing needs and concerns within each family system. Developing good communication and building a relationship based upon trust helps strengthen home-school support for children with disabilities and diminishes the potential for conflicts. Parents are reported to feel frustrated when they felt the school did not view their children as unique individuals with strengths and abilities and demonstrated a limited understanding of their children's overall needs. Parents were also saddened when school personnel consistently described their children from a "deficit-model perspective," emphasizing what their children could not do instead of what they were capable of doing. To avoid conflicts such as these, educators and parents need to communicate, so that educators are able to see that the disability is only part of the child. This sharing of parent and school perspectives and viewing of the child as a whole person provides a firm foundation for good parent-school partnerships.

Tips Towards Building Partnerships

1. **Communication** is a key to successful parent-teacher partnerships. As important as it is to communicate effectively, it is equally important to communicate positively, something that all parents appreciate.
2. **Perspective** - Children do not always learn information in the same way or at the same pace. Together, parents and teachers can discover how children learn differently. This can offer a new perspective on teaching and learning at home and in school.

-
3. **Understanding** - Each family unit is unique. Families of children with special needs often have additional stresses to consider, and it makes a difference when these special circumstances are understood.
 4. **Inclusion** applies to parents, too. It makes a difference when teachers invite parents to take part in activities, because it helps parents to become more familiar with students and staff and enhances communication between home and school.
 5. **Trust** - It makes a difference to parents when they can trust the information they hear. A simple statement of “I don’t know,” “I need help,” or “This isn’t working” is an honest and truthful communication that can lay the foundation for a trusting relationship.
 6. **Compliment** - Success can take many shapes in a child’s educational experience; accomplishments may be large and noisy, or they may be small and quiet. It makes a difference to parents when a even the smallest success of their child is genuinely complimented

Reflection-Find ways to implement the following :-

- Communicate with families often and in a variety of ways
- Use culturally appropriate ways to relate to the diversity of families represented in the school
- Reach out to communicate with families who rarely attend school activities

4.8. Community –School Linkages

Education in its narrower sense means imparting textbook information to the children attending school. In a wider sense, education is imparting knowledge, skills and overall development of children in community with an overall goal of using education as an instrument for community development. In this wider and more meaningful concept of education, the community is no more considered as a passive recipient of education but a major stakeholder in the education process.

4.8.1. Defining Community

Communities are the overall context in which children live and learn, and in which they apply what we have taught them. The community includes parents and guardians of our students, other members of their families, as well as neighbours and others who live near the school. The values and involvement of families, community leaders, and other community members are vitally important for getting all children in school and helping them to learn successfully. For instance, if families and communities value the education we give their children (and value us, as teachers, as well), then children will also value their opportunity to learn. It will encourage them to respect us and their classmates—especially those with various backgrounds

and abilities—and encourage them to apply their learning in their daily lives.

Communities also offer a wealth of information and practical knowledge that we can use to improve our teaching and promote children's learning. For instance, we can incorporate traditional stories or songs into language lessons.

4.8.2. Factors in the Community

Besides school and teacher related factors, community characteristics, both structural and functional, determine the extent, nature and quality of the education of the children belonging to a community. The community factors may act as impediments or facilitators in the education process of the children. The understanding of these factors may be helpful in better planning and implementing the education programs/schemes in the school and may maximize the impact of education on the development of community. Some of the important structural and functional characteristics of community that influence education are sociodemographic and caste composition, occupational patterns, belief system, custom and traditions, gender roles, perceptions about the significance of education, attitude towards disabled, underprivileged and marginalized people, and decision making process in the community.

Community can also play a useful role by providing locally appropriate resources for the education of its children. Thus it is necessary to understand community for its active involvement. It should be noted that various communities may have different factors operating in similar of different manner indicating that each community should be considered unique and should be understood and dealt with in its specific context.

Community composition- The structural composition of a community determines education in many ways. Thus a community with heterogenous population with diverse castes, languages, religions and ethnicities either may pose a challenge to education system in that community, or may enrich the system depending on the mutual relationship and harmony between various population subgroups. The hierarchical caste or socioeconomic systems may lead to exclusion of lower castes and poor people from the education system. The attitude towards minority ethnic or religious groups may influence the education of these groups. Languages spoken in the community should play a deterministic role in the medium of instruction in schools, more so in primary and middle schools.

Occupational and economic factors- Poverty may impede education of many children due to other competing needs for survival; people may not be able to afford to spend on education, or may prefer to send their children for work instead of school.

Customs, traditions, and belief systems- Community traditions and customs based on and shaping its belief system may affect the education process in the community children. Thus a community

having belief that children are disabled as a result of punishment by god for their (or their parents') sins in previous lives, may consider education of disabled children as an interference in 'karma'. These children and their families may be stigmatized and excluded not only from the education system but from all the aspects of life. Tradition of engaging eldest son in family occupation leads to early drop out of children, as well.

Gender discrimination- Community beliefs and practices about the gender roles may be discriminative against the girls leading to their exclusion from schools from the very beginning, or early drop out. Some communities may favour separate schools for the girls and may also have their opinions regarding the gender of school teachers and other staff, which may need to be kept in mind while planning school system in such communities.

Attitudes towards disabled, underprivileged and marginalized groups- The communities may have a negative attitude towards disabled, underprivileged and marginalized groups due to their belief systems and exploitative practices which may hamper in proper participation of these groups in education process. The privileged and dominant sections of the society may try to perpetuate the subjugation of the marginalized groups for their own selfish motives. Thus it may be challenging for education planner to include these groups in education process while still involving the privileged sections that otherwise play a significant role in decision making in the community.

Perceptions about the role of education- The communities may vary in their perception regarding the role of education in the community development due to various factors like ignorance, outdated customs and belief system, and exploitative decision making processes. The perceptions about the role of education may determine the overall community participation in education process and willingness of community to own the education programs offered to it. Understanding of these perceptions and contributory factors may be helpful in modifying the perceptions.

Decision making processes in the community- Communities have their unique decision making processes that on one hand may influence the direct decisions to be taken for education system in the community, on the other hand may decide the extent of participation of various sections of the community. Decision making that is monopolized by a few may hamper the education process by directly or indirectly perpetuating the exclusionist forces.

Community as a stakeholder in the education process- Community being the main stakeholder of education should be given the ownership in education ownership leads to the feeling of belongingness which enhances community involvement in planning, implementation and monitoring of education programs.

Community as a resource for education process- An involved community will be able to provide useful resources for the school. The

resources provided by the community are likely to be appropriate by the community are likely to be more appropriate to the local context, cost effective and stable in comparison to the resources provided from the outside for example local people can be trained as staff members including teachers or as volunteers, To develop a two-way relationship, it is not only important for the community to become involved in the school, but the school has to be responsive to the needs of the community.

How to understand the community-

- Know the people get to know the people of the community by associating with them you need to know the culture of people and how the people are interacting among each other.
- Be open minded, friendly and sensitive to local culture
- Try to meet the key informants community leaders in different community celebrations occasions etc.
- Have a thorough knowledge of community resources available, so that information sharing can be productive(Annexure ... for disability related information)

Activity

- Make a list of strategies that should be adopted by schools to develop community links.
- Compare the list created in your group with those developed by others
- Discuss the implications

- **Next steps**

This unit has explored working with parents and communities. You may wish to develop your ideas further, to consolidate, apply ideas in different contexts or explore an aspect in more depth and innovate.

- **Reflect**

What can I do to start working more closely with my children's families and communities?

Come up with three personal targets and compare and discuss them with your colleagues. After one to two weeks, compare how you are progressing and what further actions you can take.

What have been the key learning points for you?

What has been the impact on pupils?

- **Setting future targets**

Having considered your next steps, you may wish to set yourself some personal targets to support your working towards a relationship with parents and communities

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Scheme of Integrated Education for the Disabled Children 1992

1. Introduction

The country has witnessed a phenomenal expansion of educational opportunities in the post-Independence period. The disabled children, however, have not benefited substantially from this growth in educational facilities. The Government of India, therefore, has brought the education of this group of children for special attention to achieve the goal of education for all. The objective is to integrate the handicapped with the general community at all levels as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

2 Aims and Objectives

The centrally sponsored scheme of Integrated Education for the Disabled Children (IEDC) purports to provide educational opportunities for the disabled children in common schools, to facilitate their retention in the school system. The disabled children who are placed in special schools should also be integrated in common schools once they acquire the communication and daily living skills at the functional level.

3 Type of Scheme

This is a centrally sponsored scheme under which the Central Government will assist the States/Union Territories in its implementation on the basis of the criteria laid down. Assistance for all the items covered in the scheme will be on 100 per cent basis but assistance for the programme would be conditional on provision of professionally qualified staff.

4 Implementing Agencies

The scheme shall be implemented through the State Governments/UT Administrations/Autonomous Organisations of stature having experience in the field of education and/or rehabilitation of the disabled. Because this scheme has to be implemented in schools, the Education Department would be the implementing agency. The State Governments may take the assistance of voluntary organizations also for this purpose as may be feasible.

5 Scope

- 5.1 It is proposed to provide educational facilities under this scheme for children with disabilities who can be integrated in general schools. While rehabilitation assistance will be made available to all children with disabilities, student benefits (para 10) will be extended on the recommendation by the Assessment Team.
- 5.2 The scope of the scheme includes pre-school training for the disabled children and counselling for the parents. This would be an activity preparatory to the child coming into the regular school system. It would include, among other things, special training for the hearing handicapped children, mobility and orientation training for the visually handicapped, daily living and communication skills training required by children with other disabilities, parent counselling and training in home management of these children.
- 5.3 The education of the disabled children under this scheme will continue up to the senior secondary school level and includes vocational courses equivalent to the senior secondary stage.
- 5.4 A disabled child in receipt of any scholarship/assistance under some other scheme relating to disability from State/Central Government will not be eligible for any of the benefits under this scheme unless he/she is willing to forego the other sources of assistance.

6 Procedure for Implementation

- 6.1 The implementing agency should set up an administrative cell under an officer not below the rank of Deputy Director to implement, monitor and evaluate the programme. These officials will be chosen for their special qualifications in the field, or if they are not so qualified, will be trained in a course conducted by the National Council of Educational Research and Training (NCERT) or some other designated organization. This cell will identify the areas and institutions for implementing the scheme.
- 6.2 It is preferable that in order to properly plan and supervise the implementation of the scheme a number of developmental blocks should be selected for operation of the scheme, rather than scattering the schools under this scheme all over the state. Within the area of a selected block all the desired inputs should be provided to the schools covered.
- 6.3 To identify disabled children in the blocks/districts where the scheme is yet to be implemented, the first task should be to provide suitable orientation to all school teachers in the area for conducting a survey to identify disabled children in general schools. Teachers may be provided a small honorarium for conducting the survey. Each primary school may be provided Rs. 100 (to be shared by teachers) for conducting this survey. The IEDC cell should provide printed survey forms for identifications of these children. Assistance up to Rs. 10,000 may be provided to the IEDC cell for this purpose. These efforts should be supplemented by publicity through mass media.
- 6.4 The State-level cell will make arrangements for equipment, learning materials, staff etc. in order to provide education to disabled children. The cell will also set up the machinery for assessment of the disabled children. Wherever survey has been conducted by any other agency it would be utilized and augmented with the survey of disabilities not covered by the earlier survey. Monitoring and evaluation of the scheme at the State level will be carried out by the cell. The cell will ensure that the information regarding the scheme is widely known.

7 Administrative Cell

The Administrative Cell to be set up by the State Education Department will have a Deputy Director (in the scale of pay applicable in the State Government), a Coordinator (who will be a psychologist) in the scale applicable to a university lecturer, a Special Educator in the pay scale applicable to a University lecturer, a Stenographer and a Lower Division Clerk in the pay scales applicable in the State/UT.

8 Assessment of the Disabled Children

- 8.1 The Coordinator of the programme will be responsible for arranging for the assessment of the children and monitoring their progress on ongoing basis. A three-member assessment team, comprising a doctor, a psychologist and a special educator will be formed. The State/UT assessment team would function under the Administrative Cell. Specialists will be drawn upon in consultation with the State Health Department. Wherever district rehabilitation centers have been established, its resources for assessment may be used. The non-government organizations (NGOs) with infrastructural facilities may also be used for assessment purposes.
- 8.2 The average cost of an assessment should not exceed Rs. 150 per disabled child. It will be necessary to examine a large number of children to select those considered suitable for placement in an integrated programme. Members of the assessment team would be given TA and DA as per State Government/UT Administration rules.
- 8.3 The Assessment report should be comprehensive enough for educational programming; a profile of what a particular child can or cannot do during testing situations should be adequately reported. The report should specifically indicate

whether the child can be put directly into school or should receive preparation in special school/special preparatory class in the Early Childhood Education Centre specially equipped for this purpose. Functional assessment can be carried out by the teacher if formal assessment is to take a long time so that the educational programme can be started for these children.

9 Linkages

Integrated education of disabled children requires input from different Departments like Education, Health, Labour, Welfare, etc. For effective linkages between these Departments and NGOs, working in this area, coordination committees will be formed at State, regional, district and block levels.

10 Facilities for Disabled Children

- (i) A disabled child may be given the following kinds of facilities at the rates prevalent in the State/UT concerned. The facilities should, as far as possible, be given in kind. In case similar incentives are not being offered by the State Government/UT Administration under any other scheme, the following rates could be adopted.
 - (a) Actual expenses on books and stationary up to Rs. 400 per annum.
 - (b) Actual expenses on uniform up to Rs. 200 per annum.
 - (c) Transport allowance up to Rs. 50 per month. If a disabled child admitted under the scheme resides in the school hostel within the school premises, no transportation charges would be admissible.
 - (d) Reader allowance of Rs. 50 per month in case of blind children after Class V.
 - (e) Escort allowance for severely handicapped with lower extremity disability at the rate of Rs. 75 per month.
 - (f) Actual cost of equipment subject to a maximum of Rs. 2000 per student for a period of five years.
- (ii) In the case of severely orthopaedically handicapped children, it may be necessary to allow one attendant for 10 children in a school. The attendant may be given the standard scale of pay prescribed for Class IV employees in the State/UT concerned.
- (iii) Disabled children residing in school hostels within the same institution where they are studying may also be paid boarding and lodging charges as admissible under the State Government rules/schemes. Where there is no State scheme of scholarships to hostellers, the disabled children whose parental income does not exceed Rs. 5,000 per month may be paid actual boarding and lodging charges subject to a maximum of Rs. 200 per month. However, disabled children should generally not be placed in hostels unless the required educational facilities are not available in the nearby schools.
- (iv) Severely orthopaedically handicapped children residing in school hostels may need the assistance of a helper or an ayah. A special pay of Rs. 50 per month is admissible to any employee of the hostel willing to extend such help to children in addition to his/her duties.

11 Special Teacher Support

Except for children with locomotor disabilities, special education teachers may be appointed in schools where the scheme is in operation to provide specific attention to the disabled children.

12 Appointment of Special Teachers

12.1 The teacher-pupil ratio for special education teachers envisaged under the scheme is 1:8. This ratio will be same for normal classes as well as for preparatory pre-school classes. The same teachers will provide counselling to the parents. In accordance with this ratio the requisite number of special teachers may be appointed in schools (or for a cluster of schools) for children requiring special teacher support.

12.2 Qualification

Special teachers so appointed should possess the following qualifications.

- (a) **Primary** : Academic qualifications as prevalent in the States and Union Territories with one year course, preferably multicategory, in special education or with specialization in teaching any type of disabled children depending upon the category of children enrolled in the IEDC Units. Such teachers can be oriented subsequently in the education of other categories of disability.
- (b) **Secondary** : Graduates with B. Ed. (Special Education) or any other equivalent professional training in special education.

Prescribed qualifications should be adhered to. In case qualified special teachers are not available, teachers with short training course may be appointed with the condition that they will complete the full course within three years of appointment. Special allowances for these teachers will be admissible only after completion of the full course. Teachers with single disability professional courses will be encouraged to take courses in other disabilities to improve viability in rural areas.

Since teachers with experience in Non-Formal Education (NFE) and Adult Education(AE) are likely to have a better understanding of local environment and need, they could also be identified for training under the scheme and appointed as special teachers.

12.3 Scales of pay : The same scales of pay as available to the teachers of the corresponding category in that State/UT will be given to special teachers. Considering the special type of duties, these teachers will be given a special pay of Rs. 150 per month in urban areas and Rs. 200 per month in rural areas. The State Education Department may recruit such teachers for this purpose following the normal recruitment procedures.

13 Training of Special Teachers

The facilities for the training of special teachers are readily available in the Regional Colleges of Education (RCEs), Regional Training Centres being run by the National Institute for the Handicapped, Special Education Departments in the universities and selected Colleges for Education. The training facilities are being further expanded. The State Government may prepare an estimate of the requirements of teachers under each category of disability and send it to the Regional Colleges of Education/District Institutions of Education and Training (DIETs), National Institutes for the Handicapped and the University Grants Commission under intimation to the NCERT. Since the appointment of fully trained, full-time resource teachers is an essential input for the successful implementation of the Scheme, the State-Government/UT Administration must ensure appointment of such teachers on priority basis.

Under the scheme, grant is available through UGC for instituting full-time training courses for special teachers. The university/training institutes are expected to utilize the existing infrastructural facilities and other resources to the extent possible. The cost of the additional aids/equipment/space, and the additional faculty members will be met from the funds under this scheme. DIETs should organize in-service training courses for general teachers and refresher courses for resource teachers.

14 Training of Other Staff

The successful implementation of the IED depends upon the responsiveness of the administrators and general teachers in the school. Short orientation courses for administrators, heads of the institutions and general teachers associated with the implementation of the scheme may be organized. Training of administrators/key persons will be organized by the NCERT. State Government/UT Administrations may organize orientation programmes of three days duration for heads of the institutions and of five days duration for general teachers of the institutions implementing the IED scheme with the help of RCEs, Regional Training Centres and DIETs for the handicapped. The modules for these orientation programmes will be provided by the NCERT. Expenditure on TA/DA of the participants will be borne by the State Government/UT Administrations concerned. The cost of honorarium and TA/DA of resource persons and contingencies, etc. will be met under this scheme. The average cost of a three-day orientation programme is estimated at Rs. 4,500 and for a five day programme at Rs. 6,000.

15 Resource Room

A resource room having all the essential equipment, learning aids and materials may be provided for a cluster of schools implementing the scheme of integrated education. The NCERT has prepared a handbook which also indicates the type of facilities which may be provided in the resource room. A list of equipments required for various disabilities is enclosed (Annex II). The average cost of such equipment is estimated at Rs. 30,000. The need for equipment would depend upon the disability types of the students enrolled in the associated schools. The resource room may be set up preferably in an existing room in the school. A new room may be built only where no accommodation is available to the satisfaction of the State Government. Grant shall be available for construction of a resource room in a school in such circumstances subject to a maximum of Rs. 50,000. NGOs/Special schools wherever available should be used as resource centers for the IED programme in general schools.

16 Removal of Architectural Barriers

It may be necessary to remove architectural barriers or to modify existing architectural facilities, so as to provide easier access to orthopaedically disabled children to the school premises. Grant shall be available for this purpose for the schools where such handicapped children are enrolled.

17 Instructional Materials

At present sufficient facilities for production of instructional material for children with different disabilities do not exist in the country. Availability of requisite teaching/learning material for the disabled is vital for successful implementation of the scheme. The requirement of such materials is bound to increase with the increased coverage of disabled children. Financial assistance under this scheme will be available for purchase/production of instructional materials for the disabled and also for purchase of equipment required therefore. Wherever necessary the available material may be translated and produced in regional languages.

Visually and hearing impaired children should be allowed to take only one language as already recommended. Provision for alternative modes of examination for blind and other children with physical disabilities coming in the way of writing should be considered and provided by the Boards of Examination.

18 Regulations for Relaxation of Rules

State Government/UT Administrations/other implementing agencies should also frame regulations for relaxation of rules relating to admissions, minimum or maximum age limit for admissions, promotions, examination procedures, etc. for improving access of the disabled children to education. Provision for admission of disabled children older than the normal eligibility (up to 8-9 years instead of 6 years) is

essential in the transitional phase at least till the target of universal primary education (UPE) is achieved.

19 Pre-school and ECCE Facilities

Preparation of disabled children for education being essential, preference should be given to the blocks where the schemes of Integrated Child Development (ICD) and Early Childhood Centres of Education (ECCE) exist while selecting blocks for implementation of the scheme. Support for services for disabled children will be available for instructional materials and training of teachers.

20 Procedure for Grants to State Governments/UT Administrations

The State Governments/UT Administrations should formulate their programmes, make assessment of their financial requirements and submit detailed proposals for the next financial year to the Ministry of Human Resource Development (Department of Education, Government of India) by the end of December every year. The proposals should contain full information on various items given in the prescribed proforma. The proposals should be accompanied by utilization certificates for grants released in the previous year and implementation report in respect of the previous year indicating, inter alia, detailed information regarding areas covered, the number of disabled children covered school-wise, teachers training programmes conducted etc. as per prescribed proforma.

The proposal should specify clearly whether for the purpose of various allowances to the disabled children the State Government rates have been taken or in their absence the rates given in this scheme have been adopted. The proposals will be examined in the Ministry and 50 per cent of the approved grant for the year will be released as the first instalment. The remaining 50 per cent of the Grant will be sanctioned as soon as the State/UT Administration reports utilization of at least 75 per cent of the grant sanctioned earlier. The request for the release of the second instalment should be accompanied by an implementation report and a detailed statement of expenditure.

21 Procedure for Grant to Voluntary Organisations

The voluntary organizations desirous of implementing the scheme should send their applications on the prescribed proforma through the concerned State Government/ UT Administration (with a copy endorsed directly to the Ministry). The State Government should give its views within a period of three months regarding the organizations' eligibility, suitability, relevance of the proposal and the capacity of the agency to implement it. Comments should be sent by the State Government even if the proposal is not recommended giving reasons therefore.

In order to be eligible for financial assistance under this scheme voluntary organizations, public trusts and non-profit making companies should

- (i) have proper constitution of articles of association;
- (ii) have a properly constituted managing body with its power and duties clearly defined in the constitution;
- (iii) be in a position to secure the involvement, on voluntary basis, a knowledgeable persons for furtherance of their programmes;
- (iv) not discriminate against any person or group of persons on ground of sex, religion, caste or creed;
- (v) not be run for the profit of any individual or a body of individuals;
- (vi) not directly function for the furtherance of the interests of any political party; and
- (vii) not in any manner incite communal disharmony.

Only those eligible agencies which have been in existence for three years would be considered for assistance under this scheme. This requirement may be waived in

respect of agencies with specially qualified workers or which can otherwise justify a special consideration.

If any agency is already receiving or expecting to receive grant from some other official source for a project for which application is made under this scheme, assistance under this scheme will be made after taking into the consideration the grant received, or likely to be received for such other official sources. It should also be ensured that an agency already in receipt of a grant from any other official source, Central or a State, should not transfer any part of that liability to a grant to be sanctioned under this scheme.

The proposals of the voluntary organizations with the recommendation of the State Government/UT Administration should be sent to the Ministry of Human Resource Development (Department of Education), Government of India by the end of December every year for the following financial year. The proposals will be examined in the ministry and 50 per cent of the approved grant for a year will be released as the first installment and the remaining 50 per cent after the agency reports utilisation of at least 75 per cent of the grant section earlier. The request for release for the second installment should be accompanied by a progress report (in prescribed proforma) and statement of expenditure. The grant will be remitted to the agency directly by Demand Draft/Cheque drawn in its favour by the Ministry of Human Resource Development, Department of Education.

22 Conditions of Grant to Voluntary Organisations

- (i) The grant-receiving will be required to execute **a bond on a prescribed form**. The bond should be supported by two sureties if the agency is not a legal entity.
- (ii) An agency in receipt of financial assistance shall be open to inspection by an officer of the Union Ministry of Human Resource Development or the State Education Department.
- (iii) The accounts of the project shall be maintained properly and separately and submitted as and when required. They should be open to check by an officer deputed by the Government of India or the State Government. They shall also be open to a test-check by the Controller and Auditor General of India at his discretion.
- (iv) The audited accounts together with the utilization certificate in the prescribed form duly countersigned by the Chartered Accountant are required to be furnished within six months in respect of a preceding year or after expiry of the duration for which grant is approved.
- (v) The agency shall maintain a record of all assets acquired wholly or partially out of Government grant and maintain a register of such assets in the prescribed proforma. Such assets shall not be disposed of, encumbered or utilized for the purposes other than those for which the grant was given, without prior sanction of the Government of India. Should the agency cease to exist at any time, such properties shall revert to the Government of India.
- (vi) When the State Government /Government of India have reasons to believe that the sanctioned money is not being utilised for the approved purpose the payment of grant may be stopped and the earlier grants recovered.
- (vii) The institution must exercise reasonable economy in the working of the approved project.
- (viii) The grantee agency shall furnish to the Ministry of Human Resource Development reports as may be prescribed.

- (ix) The decisions of the Secretary to the Government of India in the Ministry of Human Resource Development, Department of Education, on the question whether there has been breach of violation of any of the terms and conditions mentioned in the sanction letter shall be final and binding on the grantee.

23 Evaluation and Monitoring

- 23.1 State Governments/UT Administrations may identify institutions/ agencies to take up concurrent evaluations of the programme in selected areas/schools. The cost of such evaluation studies would be reimbursable to the State Government under the scheme. The Central Government may also undertake a summative evaluation of implementation of the scheme through the NCERT (or other institutions) at the end of the plan period.
- 23.2 Quarterly progress reports may also be furnished to the ministry of Human Resource Development (Department of Education) with a copy to the NCERT in prescribed proforma.



PWD ACT, 1995
THE PERSONS WITH DISABILITIES
(EQUAL OPPORTUNITIES, PROTECTION OF RIGHTS AND FULL PARTICIPATION) ACT, 1995

**PUBLISHED IN PART II, SECTION 1 OF THE
EXTRAORDINARY GAZETTE OF INDIA**
MINISTRY OF LAW, JUSTICE AND COMPANY AFFAIRS
(Legislative Department)

New Delhi, the 1st January, 1996/Pausa 11, 1917 (Saka)

The following Act of Parliament received the assent of the President on the 1st January, 1996, and is hereby published for general information:- No.1 OF 1996

[1st January 1996]

An Act to give effect to the Proclamation on the Full Participation and Equality of the People with Disabilities in the Asian and Pacific Region.

WHEREAS the Meeting to Launch the Asian and Pacific Decade of Disabled Persons 1993-2002 convened by the Economic and Social Commission for Asia and Pacific held at Beijing on 1st to 5th December, 1992, adopted the Proclamation on the Full Participation and Equality of People with Disabilities in the Asian and Pacific Region;

AND WHEREAS India is a signatory to the said Proclamation; AND WHEREAS it is considered necessary to implement the Proclamation aforesaid.

Be it enacted by Parliament in the Forty-sixth Year of the Republic of India as follows:-

Preliminary

1.
 1. This Act may be called the Persons With Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.
 2. It extends to the whole of India except the State of Jammu and Kashmir.
 3. It shall come into force on such date as the Central Government may, by notification, appoint.
2. In this Act, unless the context otherwise requires, -
 - a. "appropriate Government" means, -
 - i. in relation to the Central Government or any establishment wholly or substantially financed by that Government, or a Cantonment Board constituted under the Cantonment Act, 1924, the Central Government;
 - ii. in relation to a State Government or any establishment wholly or substantially financed by that Government, or any local authority, other than a Cantonment Board, the State Government;

- iii. in respect of the Central Coordination Committee and the Central Executive Committee, the Central Government;
 - iv. in respect of the State Coordination Committee and the State Executive Committee, the State Government;
- b. "blindness" refers to a condition where a person suffers from any of the following conditions, namely:-
 - i. total absence of sight; or
 - ii. visual acuity not exceeding 6/60 or 20/200 (snellen) in the better eye with correcting lenses; or
 - iii. limitation of the field of vision subtending an angle of 20 degree or worse;
 - c. "Central Coordination Committee" means the Central Coordination Committee constituted under sub-section (1) of section 3;
 - d. "Central Executive Committee" means the Central Coordination Committee constituted under sub-section (1) of section 9;
 - e. "cerebral palsy" means a group of non-progressive conditions of a person characterised by abnormal motor control posture resulting from brain insult or injuries occurring in the pre-natal, peri-natal or infant period of development;
 - f. "Chief Commissioner" means the Chief Commissioner appointed under sub-section (1) of section 57;
 - g. "Commissioner" means the Commissioner appointed under sub-section (1) of section 60;
 - h. "competent authority" means the authority appointed under section 50;
 - i. "disability" means -
 - i. Blindness;
 - ii. low vision;
 - iii. leprosy-cured;
 - iv. hearing impairment;
 - v. locomotor disability;
 - vi. mental retardation;
 - vii. mental illness;
 - j. "employer" means,
 - k. in relation to a Government, the authority notified by the Head of the Department in this behalf or where no such authority is notified, the Head of the Department; and
 - l. in relation to an establishment, the chief executive officer of that establishment;
 - m. "establishment" means a corporation established by or under a Central, Provincial or State Act, or an authority or a body owned or controlled or aided by the Government or a local authority or a Government company as defined in section 617 of the Companies Act, 1956 and includes Departments of a Government;
 - n. "hearing impairment" means loss of sixty decibels or more in the better ear in the conversational range of frequencies;
 - o. "institution for persons with disabilities" means an institution for the reception, care, protection, education, training, rehabilitation or any other service of persons with disabilities;
 - p. "leprosy cured person" means any 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 from undertaking any gainful occupation, and the expression "leprosy cured" shall be construed accordingly;
- q. "locomotor disability" means disability of the bones, joints or muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy;
- r. "medical authority" means any hospital or institution specified for the purposes of this Act by notification by the appropriate Government;
- s. "mental illness" means any mental disorder other than mental retardation;
- t. "mental retardation" means a condition of arrested or incomplete development of mind of a person which is specially characterised by subnormality of intelligence;
- u. "notification" means a notification published in the Official Gazette;
- v. "person with disability" means a person suffering from not less than forty per cent of any disability as certified by a medical authority;
- w. "person with low vision" means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device;
- x. "prescribed" means prescribed by rules made under this Act;
- y. "rehabilitation" refers to a process aimed at enabling persons with disabilities to reach and maintain their optimal physical, sensory, intellectual, psychiatric or social functional levels;
- z. "special Employment Exchange" means any office or place established and maintained by the Government for the collection and furnishing of information, either by keeping of registers or otherwise, respecting -
 - i. persons who seek to engage employees from amongst the persons suffering from disabilities;
 - ii. persons with disability who seek employment;
 - iii. vacancies to which person with disability seeking employment may be appointed;
- aa. "state Coordination Committee" means the State Coordination Committee constituted under sub-section (1) of section 13;
- bb. "state Executive Committee" means the State Executive Committee constituted under sub-section (1) of section 19.

The Central Coordination Committee

1. The Central Government shall by notification constitute a body to be known as the Central Coordination Committee to exercise the powers conferred on, and to perform the functions assigned to it, under this Act.
2. The Central Coordination Committee shall consist of -
 - a. the Minister in charge of the Department of Welfare in the Central Government, Chairperson, ex officio;
 - b. the Minister of State in-charge of the Department of Welfare in the Central Government, Vice-Chairperson, ex officio;
 - c. Secretaries to the Government of India in-charge of the Departments of Welfare, Education, Woman and Child Development, Expenditure, Personnel, Training and

Public Grievances, Health, Rural Development, Industrial Development, Urban Affairs and Employment, Science and Technology, Legal Affairs, Public Enterprises, Members, ex officio;

- d. Chief Commissioner, Member, ex officio;
- e. Chairman Railway Board, Member, ex officio;
- f. Director-General of Labour, Employment and Training, Member, ex officio;
- g. Director, National Council for Educational Research and Training, Member, ex officio;
- h. three Members of Parliament, of whom two shall be elected by the House of the People and one by the Council of States, Members;
- i. three persons to be nominated by the Central Government to represent the interests, which in the opinion of that Government ought to be represented, Members;
- j. Directors of the -
 - i. National Institute for the Visually Handicapped, Dehradun;
 - ii. National Institute for the Mentally Handicapped, Secundrabad;
 - iii. National Institute for the Orthopaedically Handicapped, Calcutta;
 - iv. Ali Yavar Jung National Institute for the Hearing Handicapped, Mumbai, Members, ex officio;
- k. four Members to be nominated by the Central Government by rotation to represent the States and the Union territories in such manner as may be prescribed by the Central Government: Provided that no appointment under this clause shall be made except on the recommendation of the State Government or, as the case may be, the Union territory;
- l. five persons as far as practicable, being persons with disabilities, to represent non-governmental organisations or associations which are concerned with disabilities, to be nominated by the Central Government, one from each area of disability, Members: Provided that while nominating persons under this clause, the Central Government shall nominate at least one woman and one person belonging to Scheduled Castes or Scheduled Tribes;
- m. Joint Secretary to the Government of India in the Ministry of Welfare dealing with the welfare of the handicapped, Member-Secretary, ex officio.

3. The office of the Member of the Central Coordination Committee shall not disqualify its holder for being chosen as or for being a Member of either House of Parliament.

4. (1) Save as otherwise provided by or under this Act a Member of Central Coordination Committee nominated under clause (i) or clause (1) of sub-section (2) of section 3 shall hold office for a term of three years from the date of his nomination; Provided that such a Member shall, notwithstanding the expiration of his term, continue to hold office until his successor enters upon his office.

(2) The term of office an ex officio Member shall come to an end as soon as he ceases to hold the office by virtue of which he was so nominated.

(3) The Central Government may if it thinks fit remove any Member nominated under clause (i) or clause (1) of sub-section (2) of section 3, before the expiry of his term of office after giving him a reasonable opportunity of showing cause against the same.

(4) A Member nominated under clause (i) or clause (1) of sub-section (2) of section 3 may at any time resign his office by writing under his hand addressed to the Central Government and the seat of the said Member shall thereupon become vacant.

(5) A casual vacancy in the Central Coordination Committee shall be filled by a fresh nomination and the person nominated to fill the vacancy shall hold office only for the remainder of the term for which the Member in whose place he was so nominated.

(6) A Member nominated under clause (i) or clause (1) of sub-section (2) of section 3 shall eligible for renomination.

(7) Members nominated under clause (i) and clause (1) of sub-section (2) of section 3 shall receive such allowances as may be prescribed by the Central Government.

5. (1) No person shall be a Member of the Central Coordination Committee, who-

- a. is, or at any time has been, adjudged insolvent or has suspended payment of his debts or has compounded with his creditors, or
- b. is of unsound mind and stands so declared by a competent court, or
- c. is or has been convicted of an offence which, in the opinion of the Central Government, involves moral turpitude, or
- d. is or at any time has been convicted of an offence under this Act, or
- e. has so abused in the opinion of the Central Government his position as a Member as to render his continuance in the Central Coordination Committee detrimental to the interests of the general public.

(2) No order of removal shall be made by the Central Government under this section unless the Member concerned has been given a reasonable opportunity of showing cause against the same.

(3) Notwithstanding anything contained in sub-section (1) or sub-section (6) of section 4, a Member who has been removed under this section shall not be eligible for renomination as a Member.

6. If a Member of the Central Coordination Committee becomes subject to any of the disqualifications specified in section 5, his seat shall become vacant.

7. The Central Coordination Committee shall meet at least once in every six months and shall observe such rules of procedure in regard to the transaction of business at its meetings as may be prescribed by the Central Government.

8. (1) Subject to the provisions of this Act, the function of the Central Coordination Committee shall be to serve as the national focal point on disability matters and facilitate the continuous evolution of a comprehensive policy towards solving the problems faced by persons with disabilities.

(2) In particular and without prejudice to the generality of the foregoing, the Central Coordination Committee may perform all or any of the following functions, namely:-

- a. review and coordinate the activities of all the Departments of Government and other Governmental and non-Governmental Organisations which are dealing with matters relating to persons with disabilities;
- b. develop a national policy to address issues faced by persons with disabilities;
- c. advise the Central Government on the formulation of policies, programmes, legislation and projects with respect to disability;
- d. take up the cause of persons with disabilities with the concerned authorities and the international organisations with a view to provide for schemes and projects for the disabled in the national plans and other programmes and policies evolved by the international agencies;
- e. review in consultation with the donor agencies their funding policies from the perspective of their impact on persons with disabilities;
- f. take such other steps to ensure barrier free environment in Public places, work places, public utilities, schools and other institutions;
- g. monitor and evaluate the impact of policies and programmes designed for achieving equality and full participation of persons with disabilities;

h. to perform such other functions as may be prescribed by the Central Government.

9. (1) The Central Government shall constitute a Committee to be known as the Central Executive Committee to perform the functions assigned to it under this Act.

(2) The Central Executive Committee shall consist of -

- a. the Secretary to the Government of India in the Ministry of Welfare, Chairperson, ex officio;
- b. the Chief Commissioner, Member, ex officio;
- c. the Director-General for Health Services, Member, ex officio;
- d. the Director-General, Employment and Training, Member, ex officio;
- e. six persons not below the rank of a Joint Secretary to the Government of India, to represent the Ministries or Departments of Rural Development, Education, Welfare, Personnel Public Grievances and Pension and Urban Affairs and Employment, Science and Technology, Member, ex officio;
- f. the Financial Adviser, Ministry of Welfare in the Central Government, Member, ex officio;
- g. advisor (Tariff) Railway Board, Member, ex officio;
- h. four members to be nominated by the Central Government, by rotation, to represent the State Governments and the Union territories in such manner as may be prescribed by the Central Government;
- i. one person to be nominated by the Central Government to represent the interest, which in the opinion of the Central Government ought to be represented, Member;
- j. five persons, as far as practicable, being persons with disabilities, to represent non-governmental organisations or associations which are concerned with disabilities, to be nominated by the Central Government, one from each area of disability, Members: Provided that while nominating persons under this clause, the Central Government shall nominate at least one woman and one person belonging to Scheduled Castes or Scheduled Tribes;
- k. Joint Secretary to the Government of India in the Ministry of Welfare dealing with the welfare of the handicapped, Member-Secretary, ex officio.

(3) Member nominated under clause (i) and clause (j) of sub-section (2) shall receive such allowances as may be prescribed by the Central Government.

(4) A Member nominated under clause (i) or clause (j) of sub-section (2) may at any time resign his office by writing under his hand addressed to the Central Government and the seat of the said Member shall thereupon become vacant.

10. (1) The Central Executive Committee shall be the executive body of the Central Coordination Committee and shall be responsible for carrying out the decisions of the Central Coordination Committee:

(2) Without prejudice to the provisions of sub-section (1), the Central Executive Committee shall also perform such other functions as may be delegated to it by the Central Coordination Committee.

11. The Central Executive Committee shall meet at least once in three months and shall observe such rules of procedure in regard to the transaction of business at its meetings as may be prescribed by the Central Government.

12. (1) The Central Executive Committee may associate with itself in such manner and for such purposes as may be prescribed by the Central Government any person whose assistance or advice it may desire to obtain in performing any of its functions under this Act.

(2) A person associated with the Central Executive Committee under sub-section (1) for any purpose shall have the right to take part in the discussions of the Central Executive Committee relevant to that purpose, but shall not have a right to vote at a meeting of the said Committee, and shall not be a member for any other purpose.

(3) A person associated with the said Committee under sub-section (1) for any purpose shall be paid such fees and allowances, for attending its meetings and for attending to any other work of the said Committee, as may be prescribed by the Central Government.

The State Coordination Committee

13. (1) Every State Government shall, by notification, constitute a body to be known as the State Coordination Committee to exercise the powers conferred on, and to perform the function assigned to it, under this Act.

(2) the State Coordination Committee shall consist of -

- a. The Minister in-charge of the Department of Social Welfare in the State Government, Chairperson, *ex officio*;
- b. the Minister of State in-charge of the Department of Social Welfare, if any, Vice-Chairperson, *ex officio*;
- c. Secretaries to the State Government in-charge of the Departments of Welfare, Education, Woman and Child Development, Expenditure, Personnel Training and Public Grievances, Health, Rural Development, Industrial Development, Urban Affairs and Employment, Science and Technology, Public Enterprises, by whatever name called, Members, *ex officio*;
- d. Secretary of any other Department which the State Government considers necessary, Member, *ex officio*;
- e. Chairman Bureau of Public Enterprises (by whatever name called) Member, *ex officio*;
- f. five persons, as far as practicable, being persons with disabilities, to represent non-governmental organisations or associations which are concerned with disabilities, to be nominated by the State Government, one from each area of disability, Members: Provided that while nominating persons under this clause, the State Government shall nominate at least one woman and one person belonging to Scheduled Castes or Scheduled Tribes;
- g. three Members of State Legislature, of whom two shall be elected by the Legislative Assembly and one by the Legislative Council, if any;
- h. three persons to be nominated by that State Government to represent agriculture, industry or trade or any other interest, which in the opinion of State Government ought to be represented, Members, *ex officio*;
- i. the Commissioner, Member, *ex officio*;
- j. Secretary to the State Government dealing with the welfare of the handicapped, Member-Secretary, *ex officio*.

(3) Notwithstanding anything contained in this section, no State Coordination Committee shall be constituted for a Union territory and in relation to a Union territory, the Central Coordination Committee shall exercise the functions and perform the functions of a State Coordination Committee for the Union territory: Provided that in relation to a Union territory, the Central Coordination Committee may delegate all or any of its powers and functions under this sub-section to such person or body of persons as the Central Government may specify.

14. (1) Save as other wise provided by or under this Act, a Member of a State Coordination Committee nominated, Under clause (f) or clause (h) of sub-section (2) of section 13 shall hold office for a term of three years from the date of his nomination: Provided that such a

Member shall, notwithstanding the expiration of his term, continue to hold office until his successor enters upon his office.

(2) The term of office of an *ex officio* Member shall come to an end as soon as he ceases to hold the office by virtue of which he was so nominated.

(3) The State Government may, if it thinks fit, remove any Member nominated under clause (f) or clause (h) of sub-section (2) of section 13, before the expiry of his term of office after giving him a reasonable opportunity of showing cause against the same.

(4) A Member nominated under clause (f) or clause (h) of sub-section (2) of section 13 may, at any time, resign his office by writing under his hand addressed to the State Government and the seat of the said Member shall thereupon become vacant.

(5) A casual vacancy in the State Coordination Committee shall be filled by a fresh nomination and the person nominated to fill the vacancy shall hold office only for the remainder of the term for which the Member in whose place he was so nominated.

(6) A Member nominated under clause (f) and clause (h) of sub-section (2) of section 13 shall be eligible for renomination.

(7) Members nominated under clause (f) and clause (h) of sub-section (2) of section 13 shall receive such allowances as may be prescribed by the State Government.

15. (1) No person shall be a Member of the State Coordination Committee, who -

- a. is, or at any time, has been adjudged insolvent or has suspended payment of his debts or has compounded with his creditors, or
- b. is of unsound mind and stands so declared by a competent court, or
- c. is or has been convicted of an offence which in the opinion of the State Government involves moral turpitude, or
- d. is or at any time has been convicted of an offence under this Act, or
- e. has so abused, in the opinion of the State Government his position as a member as to render his continuance in the State Coordination Committee detrimental to the interests of the general public.

(2) No order of removal shall be made by the State Government under this section unless the Member concerned has been given a reasonable opportunity of showing cause against the same.

(3) Notwithstanding anything contained in sub-section (1) or sub-section (6) of section 14, a Member who has been removed under this section shall not be eligible for renomination as a Member.

16. If a Member of the State Coordination Committee becomes subject to any of the disqualifications specified in section 15, his seat shall become vacant.

17. The State Coordination Committee shall meet at least once in every six months and shall observe such rules of procedure in regard to the transaction of business at its meetings as may be prescribed.

18. (1) Subject to the provisions of this Act, the function of the State Coordination Committee shall be to serve as the state focal point on disability matters and facilitate the continuous evolution of a comprehensive policy towards solving the problems faced by persons with disabilities.

(2) In particular and without prejudice to the generality of the foregoing function the State Coordination Committee may, within the State perform all or any of the following functions, namely:-

- a. review and coordinate the activities of all the Departments of Government and other Govern-mental and non-Governmental Organisations which are dealing with matters relating to persons with disabilities;
- b. develop a State policy to address issues faced by persons with disabilities;
- c. advise the State Government on the formulation of policies, progr-ammes, legislation and projects with respect to disability;
- d. review, in consultation with the donor agencies, their funding policies from the perspective of their impact on persons with disabilities;
- e. take such other steps to ensure barrier free environment in public places, work places, public utilities, schools and other institutions;
- f. monitor and evaluate the impact of policies and programmes designed for achieving equality and full participation of persons with disabilities;
- g. to perform such other functions as may be prescribed by the State Government.

19. (1) The State Government shall constitute a committee to be known as the State Executive Committee to perform the functions assigned to it under this Act. The State Government shall constitute a committee to be known as the State Executive Committee to perform the functions assigned to it under this Act.

(2) The State Executive Committee shall consist of -

- a. the Secretary, Department of Social Welfare, Chairperson, *ex officio*;
- b. the Commissioner, Member, *ex officio*;
- c. nine persons not below the rank of a Joint Secretary to the State Government, to represent the Departments of Health, Finance, Rural Development, Education, Welfare, Personnel Public Grievances, Urban Affairs Labour and Employment, Science and Technology, Members, *ex officio*;
- d. one person to be nominated by the State Government to represent the interest, which in the opinion of the State Government ought to be represented, Member;
- e. five persons, as far as practicable being persons with disabilities, to represent non-governmental organisations or associations which are concerned with disabilities, to be nominated by the State Government, one from each area of disability, Members: Provided that while nominating persons under this clause, the State Government shall nominate at least one woman and one person belonging to Scheduled Castes or Scheduled Tribes;
- f. Joint Secretary dealing with the disability division in the Department of Welfare, Member-Secretary, *ex officio*.

(3) Members nominated under clause (d) and clause (e) of sub-section (2) shall receive such allowances as may be prescribed by the State Government.

(4) A Member nominated under clause (d) or clause (e) may at any time resign his office by writing under his hand address to the State Government and the seat of the said Member shall thereupon become vacant.

20. (1) The State Executive Committee shall be the executive body of the State Coordination Committee and shall be responsible for carrying out the decisions of the State Coordination Committee.

(2) Without prejudice to the provisions of sub-section (1), the State Executive Committee shall also perform such other functions as may be delegated to it by the State Coordination Committee.

21. The State Executive Committee shall meet at least once in three months and shall observe such rules of procedure in regard to the transaction of business at its meetings as may be prescribed by the State Government.

22. (1) The State Executive Committee may associate with itself in such manner and for such purposes as may be prescribed by the State Government any person whose assistance or advice it may desire to obtain in performing any of its functions under this Act.

(2) A person associated with the State Executive Committee under sub-section (1) for any purpose shall have the right to take part in the discussions of the State Executive Committee relevant to that purpose, but shall not have a right to vote at a meeting of the said Committee, and shall not be a member for any other purpose.

(3) A person associated with the said Committee under sub-section (1) for any purpose shall be paid such fees and allowances, for attending its meetings and for attending to any other work of the said Committee, as may be prescribed by the State Government.

23. In the performance of its functions under this Act, -

- a. the Central Coordination Committee shall be bound by such directions in writing, as the Central Government may give to it; and
- b. the State Coordination Committee shall be bound by such directions in writing, as the Central Coordination Committee or the State Government may give to it:
Provided that where a direction given by the State Government is inconsistent with any direction given by the Central Coordination Committee, the matter shall be referred to the Central Government for its decision.

24. No act or proceeding of the Central Coordination Committee, the Central Executive Committee, a State Coordination Committee or a State Executive Committee shall be called in question on the ground merely on the existence of any vacancy in or any defect in the constitution of such Committees.

Prevention and Early Detection of Disabilities

25. Within the limits of their economic capacity and development, the appropriate Governments and the local authorities, with a view to preventing the occurrence of disabilities, shall -

- a. undertake or cause to be undertaken surveys, investigations and research concerning the cause of occurrence of disabilities;
- b. promote various methods of preventing disabilities;
- c. screen all the children at least once in a year for the purpose of identifying "at-risk" cases;
- d. provide facilities for training to the staff at the primary health centres;
- e. sponsor or cause to be sponsored awareness campaigns and disseminate or cause to be disseminated information for general hygiene, health and sanitation;
- f. take measures for pre-natal, perinatal and post-natal care of mother and child;
- g. educate the public through the pre-schools, primary health centres, village level workers and anganwadi workers;
- h. create awareness amongst the masses through television, radio and other mass media on the causes of disabilities and the preventive measures to be adopted.

Education

26. The appropriate Governments and the local authorities shall -

- a. ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years;
- b. endeavour to promote the integration of students with disabilities in the normal schools;

- c. promote setting up of special schools in Government and private sector for those in need of special education, in such a manner that children with disabilities living in any part of the country have access to such schools;
- d. endeavour to equip the special schools for children with disabilities with vocational training facilities.

27. The appropriate Governments and the local authorities shall by notification make schemes for -

- a. conducting part-time classes in respect of children with disabilities who having completed education up to class fifth and could not continue their studies on a whole-time basis;
- b. conducting special part-time classes for providing functional literacy for children in the age group of sixteen and above;
- c. imparting non-formal education by utilizing the available manpower in rural areas after giving them appropriate orientation;
- d. imparting education through open schools or open universities;
- e. conducting class and discussions through interactive electronic or other media;
- f. providing every child with disability free of cost special books and equipments needed for his education.

28. The appropriate Governments shall initiate or cause to be initiated research by official and non-governmental agencies for the purpose of designing and developing new assistive devices, teaching aids, special teaching materials or such other items as are necessary to give a child with disability equal opportunities in education.

29. The appropriate Governments shall set up adequate number of teachers' training institutions and assist the national institutes and other voluntary organisations to develop teachers' training programmes specialising in disabilities so that requisite trained manpower is available for special schools and integrated schools for children with disabilities.

30. Without prejudice to the foregoing provisions, the appropriate Governments shall by notification prepare a comprehensive education scheme which shall make provision for -

- a. transport facilities to the children with disabilities or in the alternative financial incentives to parents or guardians to enable their children 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 children 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 children 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 children 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.

31. All educational institutions shall provide or cause to be provided amanuensis to blind students and students with or low vision.

Employment

32. Appropriate Governments shall -

- a. identify posts, in the establishments, which can be reserved for the persons with disability;
- b. at periodical intervals not exceeding three years, review the list of posts identified and up-date the list taking into consideration the developments in technology.

33. Every appropriate Government shall appoint in every establishment such percentage of vacancies not less than three per cent for persons or class of persons with disability of which one per cent each shall be reserved for persons suffering from -

- (i) blindness or low vision;
 - (ii) hearing impairment;
 - (iii) locomotor disability or cerebral palsy,
- in the posts identified for each disability:

Provided, that the appropriate Government may, having regard to the type of work carried on in any department or establishment, by notification subject to such conditions, if any, as may be specified in such notification, exempt any establishment from the provisions of this section.

34. (1) The appropriate Government may, by notification, require that from such date as may be specified, by notification, the employer in every establishment shall furnish such information or return as may be prescribed in relation to vacancies appointed for persons with disability that have occurred or are about to occur in that establishment to such Special Employment Exchange as may be prescribed and the establishment shall thereupon comply with such requisition.

(2) The form in which and the intervals of time for which information or returns shall be furnished and the particulars, they shall contain shall be such as may be prescribed.

35. Any person authorised by the Special Employment Exchange in writing, shall have access to any relevant record or document in the possession of any establishment and may enter at any reasonable time and premises where he believes such record or document to be, and inspect or take copies of relevant records or documents or ask any question necessary for obtaining any information.

36. Where in any recruitment year any vacancy under section 33, cannot be filled up due to non-availability of a suitable person with disability or, for any other sufficient reason, such vacancy shall be carried forward in the succeeding recruitment year and if in the succeeding recruitment year also suitable person with disability is not available, it may first be filled by interchange among the three categories and only when there is no person with disability available for the post in that year, the employer shall fill up the vacancy by appointment of a person, other than a person with disability:

Provided that if the nature of vacancies in an establishment is such that a given category of person can not be employed, the vacancies may be interchanged among the three categories with the prior approval of the appropriate Government.

37. (1) Every employer shall maintain such record in relation to the person with disability employed in his establishment in such form and in such manner as may be prescribed by the appropriate government.

(2) The records maintained under sub-section (1) shall be open to inspection at all reasonable hours by such persons as may be authorised in this behalf by general or special order by the appropriate Government.

38. (1) The appropriate Governments and local authorities shall by notification formulate schemes for ensuring employment of persons with disabilities, and such schemes may provide

- a. the training and welfare of persons with disabilities;
- b. the relaxation of upper age limit;
- c. regulating the employment;
- d. health and safety measures and creation of a non-handicapping environment in places where persons with disabilities are employed;
- e. the manner in which and the persons by whom the cost of operating the schemes is to be defrayed; and
- f. constituting the authority responsible for the administration of the scheme.

39. All Government educational institutions and other educational institutions receiving aid from the Government, shall reserve not less than three per cent seats for persons with disabilities.

40. The appropriate Governments and local authorities shall reserve not less than three per cent in all poverty alleviation schemes for the benefit of persons with disabilities.

41. The appropriate Governments and the local authorities shall, within the limits of their economic capacity and development, provide incentives to employers both in public and private sectors to ensure that at least five per cent of their work force is composed of persons with disabilities.

Affirmative Action

42. The appropriate Governments shall by notification make schemes to provide aids and appliances to persons with disabilities.

43. The appropriate Governments and local authorities shall by notification frame schemes in favour of persons with disabilities, for the preferential allotment of land at concessional rates for -

- a. house;
- b. setting up business;
- c. setting up of special recreation centres;
- d. establishment of special schools;
- e. establishment of research centres;
- f. establishment of factories by entrepreneurs with disabilities.

Non-Discrimination

44. Establishments in the transport sector shall, within the limits of their economic capacity and development for the benefit of persons with disabilities, take special measures to-

- a. adapt rail compartments, buses, vessels and aircrafts in such a way as to permit easy access to such persons;
- b. adapt toilets in rail compartments, vessels, aircrafts and waiting rooms in such a way as to permit the wheel chair users to use them conveniently.

45. The appropriate Governments and the local authorities shall, within the limits of their economic capacity and development, provide for -

- a. installation of auditory signals at red lights in the public roads for the benefit of persons with visual handicap;
- b. causing curb cuts and slopes to be made in pavements for the easy access of wheel chair users;
- c. engraving on the surface of the zebra crossing for the blind or for persons with low vision;

- d. engraving on the edges of railway platforms for the blind or for persons with low vision;
- e. devising appropriate symbols of disability;
- f. warning signals at appropriate places.

46. The appropriate Governments and the local authorities shall, within the limits of their economic capacity and development, provide for -

- a. ramps in public building;
- b. adaptation of toilets for wheel chair users;
- c. braille symbols and auditory signals in elevators or lifts;
- d. ramps in hospitals, primary health centres and other medical care and rehabilitation institutions.

47. (1) No establishment shall dispense with, or reduce in rank, an employee who acquires a disability during his service:

Provided that, if an employee, after acquiring disability is not suitable for the post he was holding, could be shifted to some other post with the same pay scale and service benefits:

Provided further that if it is not possible to adjust the employee against any post, he may be kept on a supernumerary post until a suitable post is available or he attains the age of superannuation, whichever is earlier.

(2) No promotion shall be denied to a person merely on the ground of his disability: Provided that the appropriate Government may, having regard to the type of work carried on in any establishment, by notification and subject to such conditions, if any, as may be specified in such notification, exempt any establishment from the provisions of this section.

Research And Manpower Development

48. The appropriate Governments and local authorities shall promote and sponsor research, *inter alia*, in the following areas: -

- a. prevention of disability;
- b. rehabilitation including community based rehabilitation;
- c. development of assistive devices including their psycho-social aspects;
- d. job identification;
- e. on site modifications in offices and factories.

49. The appropriate Governments shall provide financial assistance to universities, other institutions of higher learning, professional bodies and non-governmental research-units or institutions, for undertaking research for special education, rehabilitation and manpower development.

Recognition of Institutions for Persons with Disabilities

50. The State Government shall appoint any authority as it deems fit to be a competent authority for the purposes of this Act.

51. Save as otherwise provided under this Act, no person shall establish or maintain any institution for persons with disabilities except under and in accordance with a certificate of registration issued in this behalf by the competent authority: Provided that a person maintaining an institution for persons with disabilities immediately before the commencement of this Act may continue to maintain such institution for a period of six months from such commencement and if he has made an application for such certificate under this section within the said period of six months, till the disposal of such application.

52. (1) Every application for a certificate of registration shall be made to the competent authority in such form and in such manner as may be prescribed by the State Government.

(2) On receipt of an application under sub-section (1), the competent authority shall make such enquiries as it may deem fit and where it is satisfied that the applicant has complied with the requirements of this Act and the rules made thereunder it shall grant a certificate of registration to the applicant and where it is not so satisfied the competent authority shall, by order, refuse to grant the certificate applied for :

Provided that before making any order refusing to grant a certificate the competent authority shall give to the applicant a reasonable opportunity of being heard and every order of refusal to grant a certificate shall be communicated to the applicant in such manner as may be prescribed by the State Government.

(3) No certificate of registration shall be granted under sub-section (2) unless the institution with respect to which an application has been made is in a position to provide such facilities and maintain such standards as may be prescribed by the State Government.

(4) A certificate of registration granted under this section,

- a. shall, unless revoked under section 53, remain in force for such period as may be prescribed by the State Government.
- b. may be renewed from time to time for a like period; and
- c. shall be in such form and shall be subject to such conditions as may be prescribed by the State Government.

(5) An application for renewal of a certificate of registration shall be made not less than sixty days before the period of validity.

(6) The certificate of registration shall be displayed by the institution in a conspicuous place.

53. (1) The competent authority may, if it has reasonable cause to believe that the holder of the certificate of registration granted under sub-section (2) of section 52 has -

- a. made a statement in relation to any application for the issue or renewal of the certificate which is incorrect or false in material particulars; or
- b. committed or has caused to be committed any breach of rules or any conditions subject to which the certificate was granted, it may, after making such inquiry, as it deems fit, by order, revoke the certificate:

Provided that no such order shall be made until an opportunity is given to the holder of the certificate to show cause as to why the certificate should not be revoked.

(2) Where a certificate in respect of an institution has been revoked under sub-section (1), such institution shall cease to function from the date of such revocation: Provided that where an appeal lies under section 54 against the order of revocation, such institution shall cease to function -

- a. where no appeal has been preferred immediately on the expiry of the period prescribed for the filing of such appeal, or
- b. where such appeal has been preferred, but the order of revocation has been upheld, from the date of the order of appeal.

(3) On the revocation of a certificate in respect of an institution, the competent authority may direct that any person with disability who is an inmate of such institution on the date of such revocation, shall be -

- a. restored to the custody of her or his parent, spouse or lawful guardian, as the case may be, or
- b. transferred to any other institution specified by the competent authority.

(4) Every institution which holds a certificate of registration which is revoked under this section shall, immediately after such revocation, surrender such certificate to the competent authority.

54. (1) Any person aggrieved by the order of the competent authority refusing to grant a certificate or revoking a certificate may, within such period as may be prescribed by the State Government, prefer an appeal to that Government against such refusal or revocation.

(2) The order of the State Government on such appeal shall be final.

55. Nothing contained in this Chapter shall apply to an institution for persons with disabilities established or maintained by the Central Government or a State Government.

Institution for Persons with Severe Disabilities

56. The appropriate Government may establish and maintain institutions for persons with severe disabilities at such places as it thinks fit.

(2) Where, the appropriate Government is of opinion that any institution other than an institution, established under sub-section (1), is fit for the rehabilitation of the persons with severe disabilities, the Government may recognise such institution as an institution for persons with severe disabilities for the purposes of this Act:

Provided that no institution shall be recognised under this section unless such institution has complied with the requirements of this Act and the rules made thereunder.

(3) Every institution established under sub-section (1) shall be maintained in such manner and satisfy such conditions as may be prescribed by the appropriate Government.

(4) For the purposes of this section "person with severe disability" means a person with eighty per cent. or more of one or more disabilities.

The Chief Commissioner and Commissioners for Persons with Disabilities

57 (1) The Central Government may, by notification, appoint a Chief Commissioner for persons with disabilities for the purposes of this Act.

(2) A person shall not be qualified for appointment as the Chief Commissioner unless he has special knowledge or practical experience in respect of matters relating to rehabilitation.

(3) The salary and allowances payable to and other terms and conditions of service (including pension, gratuity and other retirement benefits) of the Chief Commissioner shall be such as may be prescribed by the Central Government.

(4) The Central Government shall determine the nature and categories of officers and other employees required to assist the Chief Commissioner in the discharge of his functions and provide the Chief Commissioner with such officers and other employees as it thinks fit.

(5) The officers and employees provided to the Chief Commissioner shall discharge their functions under the general superintendence of the Chief Commissioner.

(6) The salaries and allowances and other conditions of service of officers and employees provided to the Chief Commissioner shall be such as may be prescribed by the Central Government.

58. The Chief Commissioner shall -

- a. coordinate the work of the Commissioners;
- b. monitor the utilisation of funds disbursed by the Central Government;
- c. take steps to safeguard the rights and facilities made available to persons with disabilities;
- d. submit reports to the Central Government on the implementation of the Act at such intervals as that Government may prescribe.

59. Without prejudice to the provisions of section 58 the Chief Commissioner may of his own motion or on the application of any aggrieved person or otherwise look into complaints with respect to matters relating to -

- a. deprivation of rights of persons with disabilities;
- b. non-implementation of laws, rules, bye-laws, regulations, executive orders, guidelines or instructions made or issued by the appropriate Governments and the local authorities for the welfare and protection of rights of persons with disabilities, and take up the matter with appropriate authorities.

60. (1) Every State Government may, by notification appoint a Commissioner for persons with disabilities for the purposes of this Act.

(2) A person shall not be qualified for appointment as a Commissioner unless he has special knowledge or practical experience in respect of matters relating to rehabilitation.

(3) The salary and allowances payable to and other terms and conditions of service (including pension, gratuity and other retirement benefits) of the Commissioner shall be such as may be prescribed by the State Government.

(4) The State Government shall determine the nature and categories of officers and other employees required to assist the Commissioner in the discharge of his functions and provide the Commissioner with such officers and other employees as it thinks fit.

(5) The officers and employees provided to the Commissioner shall discharge their functions under the general superintendence of the Commissioner.

(6) The salaries and allowances and other conditions of service of officers and employees provided to the Commissioner shall be such as may be prescribed by the State Government.

61. The Commissioner within the State shall -

- a. coordinate with the departments of the State Government for the programmes and schemes for the benefit of persons with disabilities;
- b. monitor the utilization of funds disbursed by the State Government;
- c. take steps to re-guard the rights and facilities made available to persons with disabilities;
- d. submit reports to the State Government on the implementation of the Act as such intervals as that Government may prescribe and forward a copy thereof to the Chief Commissioner.

62. Without prejudice to the provisions of section 61 the Commissioner may of his own motion or on the application of any aggrieved person or otherwise look into complaints with respect to matters relating to -

- a. deprivation of rights of persons with disabilities;
- b. non-implementation of laws, rules, bye-laws, regulations, executive orders, guidelines or instructions made or issued by the appropriate Governments and the local authorities for the welfare and protection of rights of persons with disabilities, and take up the matter with the appropriate authorities.

63. The Chief Commissioner and the Commissioners shall, for the purpose of discharging their functions under this Act, have the same powers as are vested in a court under the Code of Civil Procedure, 1908 while trying a suit, in respect of the following matters, namely :-

- a. summoning and enforcing the attendance of witnesses;
- b. requiring the discovery and production of any document;
- c. requisitioning any public record or copy thereof from any court or office;
- d. receiving evidence on affidavits; and
- e. issuing commissions for the examination of witnesses or documents.

(2) Every proceeding before the Chief Commissioner and Commissioners shall be a judicial proceeding within the meaning of sections 193 and 228 of the Indian Penal Code and the Chief Commissioner, the Commissioner, the competent authority, shall be deemed to be a civil court for the purposes of section 195 and Chapter XXVI of the Code of Criminal Procedure, 1973.

64. (1) The Chief Commissioner shall prepare in such form and at such time for each financial year as may be prescribed by the Central Government an annual report giving a full account of his activities during the previous financial year and forward a copy thereof to the Central Government.

(2) The Central Government shall cause the annual report to be laid before each House of Parliament along with the recommendations explaining the action taken or proposed to be taken on the recommendation made therein in so far as they relate to the Central Government and the reasons for non-acceptance, if any, of any such recommendation or part.

65. (1) The Commissioner shall prepare in such form and at such time for each financial year as may be prescribed by the State Government an annual report giving a full account of his activities during the previous financial year and forward a copy thereof to the State Government.

(2) The State Government shall cause the annual report to be laid before each State Legislature along with the recommendations explaining the action taken or proposed to be taken on the recommendation made therein in so far as they relate to the State Government and the reasons for non-acceptance, if any, of any such recommendation or part.

Social Security

66. (1) The appropriate Governments and the local authorities shall within the limits of their economic capacity and development undertake or cause to be undertaken rehabilitation of all persons with disabilities.

(2) For purposes of sub-section (1), the appropriate Governments and local authorities shall grant financial assistance to non-governmental organisations.

(3) The appropriate Governments and local authorities while formulating rehabilitation policies shall consult the non-governmental organisations working for the cause of persons with disabilities.

67. (1) The appropriate Government shall by notification frame an insurance scheme for the benefit of its employees with disabilities.

(2) Notwithstanding anything contained in this section, the appropriate Government may instead of framing an insurance scheme frame an alternative security scheme for its employees with disabilities.

The appropriate Governments shall within the limits of their economic capacity and development shall by notification frame a scheme for payment of an unemployment allowance to persons with disabilities registered with the Special Employment Exchange for more than two years and who could not be placed in any gainful occupation.

Miscellaneous

69. Whoever, fraudulently avails or attempts to avail, any benefit meant for persons with disabilities, shall be punishable with imprisonment for a term which may extend to two years or with fine which may extend to twenty thousand rupees or with both.

70. The Chief Commissioner, the Commissioners and other officers and staff provided to them shall be deemed to be public servants within the meaning of section 21 of the Indian Penal Code.

71. No suit, prosecution or other legal proceeding shall lie against the Central Government, the State Governments or the local authority or any officer of the Government in respect of anything which is done in good faith or intended to be done in pursuance of this Act and any rules or orders made thereunder.

72. The provisions of this Act, or the rules made thereunder shall be in addition to and not in derogation of any other law for the time being in force or any rules, order or any instructions issued thereunder, enacted or issued for the benefit of persons with disabilities.

73. (1) The appropriate Government may, by notification, make rules for carrying out the provisions of this Act.

(2) In particular, and without prejudice to the generality of the foregoing powers, such rules may provide for all or any of the following matters, namely: -

- a. the manner in which a State Government or a Union territory shall be chosen under clause (k) of sub-section (2) of section 3;
- b. allowances which members shall receive under sub-section (7) of section 4;
- c. rules of procedure which the Central Coordination Committee shall observe in regard to the transaction of business in its meeting under section 7;
- d. such other functions which the Central Coordination Committee may perform under clause (h) of sub-section (2) of section 8;
- e. the manner in which a State Government or a Union territory shall be chosen under clause (h) of sub-section (2) of section 9;
- f. the allowances which the Members shall receive under sub-section (3) of section 9;
- g. rules of procedure which the Central Executive Committee shall observe in regard to transaction of business at its meetings under section 11;
- h. the manner and purposes for which a person may be associated under sub-section (1) of section 12;
- i. fees and allowances which a person associated with the Central Executive Committee shall receive under sub-section (3) of section 12;
- j. allowances which members shall receive under sub-section (7) of section 14;
- k. rules of procedure which a State Coordination Committee shall observe in regard to transaction of business in its meetings under section 17;
- l. such other functions which a State Coordination Committee may perform under clause (g) of sub-section (2) of section 18;
- m. the allowances which Members shall receive under sub-section (3) of section 19;
- n. rules of procedure which a State Executive Committee shall observe in regard to transaction of business at its meetings under section 21;
- o. the manner and purposes for which a person may be associated under sub-section (1) of section 22;
- p. fees and allowances which a person associated with the State Executive Committee may receive under sub-section (3) of section 22;
- q. information or return which the employer in every establishment should furnish and the Special Employment Exchange to which such information or return shall be furnished under sub-section (1) of section 34;
- r. the form and the manner in which record shall be maintained by an employer under sub-section (1) of section 37;
- s. the form and manner in which an application shall be made under sub-section (1) of section 52;

- t. the manner in which an order of refusal shall be communicated under sub-section (2) of section 52;
 - u. facilities or standards required to be provided or maintained under sub-section (3) of section 52;
 - v. the period for which a certificate of registration shall be valid under clause (a) of sub-section (4) of section 52;
 - w. the form in which and conditions subject to which a certificate of registration shall be granted under clause (c) of sub-section (4) of section 52;
 - x. period within which an appeal shall lie under sub-section (1) of section 54;
 - y. the manner in which an institution for persons with severe disabilities shall be maintained and conditions which have to be satisfied under sub-section (3) of section 56;
 - z. the salary, allowances and other terms and conditions of service of the Chief Commissioner under sub-section (3) of section 57;
 - za. the salary, allowances and other conditions of service of officers and employees under sub-section (6) of section 57;
 - zb. intervals at which the Chief Commissioner shall report to the Central Government under clause (d) of section 58;
 - zc. the salary, allowances and other terms and conditions of service of the Commissioner under sub-section (3) of section 60;
 - zd. the salary, allowances and other conditions of service of officers and employees under sub-section (6) of section 60;
 - ze. intervals within which the Commissioner shall report to the State Government under clause (d) of section 61;
 - zf. the form and time in which annual report shall be prepared under sub-section (1) of section 64;
 - zg. the form and time in which annual report shall be prepared under sub-section (1) of section 65;
 - zh. any other matter which is required to be or may be prescribed.
- (3) Every notification made by the Central Government under the proviso to section 33, proviso to sub-section (2) of section 47, every scheme framed by it under section 27, section 30, sub-section (1) of section 38, section 42, section 43, section 67, section 68 and every rule made by it under sub-section (1), shall be laid, as soon as may be after it is made, before each House of Parliament, while it is in session for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session immediately following the session or the successive sessions aforesaid, both Houses agree in making any modification in the rule, notification or scheme, both Houses agree that the rule, notification or scheme should not be made, the rule, notification or scheme shall thereafter have effect only in such modified form or be of no effect, as the case may be, so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule, notification or scheme, as the case may be.
- (4) Every notification made by the State Government under the proviso to section 33, proviso to sub-section (2) of section 47, every scheme made by it under section 27, section 30, sub-section (1) of section 38, section 42, section 43, section 67, section 68 and every rule made by it under sub-section (1), shall be laid, as soon as may be after it is made, before each House of State Legislature, where it consists of two Houses or where such legislature consists of one House before that House.
74. In section 12 of the Legal Services Authorities Act, 1987, for clause (d), the following clause shall be substituted, namely:-
- "(d) a person with disability as defined in clause (i) of section 2 of the Persons With Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995."

**LIST OF INSTITUTIONS/ORGANISATIONS and NGOs WORKING IN THE FIELD OF
EDUCATION OF DISADVANTAGES GROUPS**

- ✓ 1. AALAM, JB-35B Janta Flat, Hari Nagar, New Delhi-110064; Phone: 2549 9229
Focus Area: Multiple disability; weaker section of society.
2. ABHILASHA SPECIAL EDUCATION CENTER, E-24B MIG Flat (DDA), G-8 Area, Mayapuri, New Delhi-110027; Phone: 25143123 Focus Area: Mentally ill; Hearing impaired; Speech disorder.
3. ACTION FOR ABILITY, DEVELOPMENT AND INCLUSION (AADI) Balbir Saxena Marg, Hauz Khas, New Delhi; Phone: 26509107
4. ACTION FOR AUTISM, Sector 5 Jasola Vihar, Behind Sai Niketan New Delhi 110025 Tel: 91-11-65347422, 40540991/92 Email: actionforautism@gmail.com
Website: <http://www.autism-india.org> Focus Area: A Premier center for Standard Therapy of Autism and Learning disabilities.
5. AKSHAYA PRATISHTHAN, Sector D Pocket III Vasant Kunj, New Delhi-110070; Phone: 26132565, 26124923; Fax: 26896143 Focus Area: Orthopaedically disabled; Locomotor disabled; Mentally ill.
6. ALI YAVAR JUNG NATIONAL INSTITUTE FOR THE HEARING HANDICAPPED Northern Regional Centre, Kasturba Niketan Complex, Lajpat Nagar II, New Delhi-110024; Phone: 26835093 Focus Area: Hearing Impaired; Speech impaired.
7. ADP-SOUTH DELHI (A PROJECT OF WORLD VISION) I - 38 First Floor, Lajpat Nagar-II, New Delhi-110024; Phone: 26928695
Focus : Orthopaedically handicapped, over all, community development.
8. AMAR JYOTI RESEARCH AND REHABILITATION CENTER Karkardooma, Vikas Marg, New Delhi-110092 Phone: 22151286 Fax: 22154936
e-mail: amariyoti@del2.vsnl.net.in Focus Area: Multiple disability.
9. ASHRAY (ASSOCIATION FOR SOCIAL HEALTH & REHABILITATION ACTION BY YOUTH) Basti Vikas Kendra, Tagore Road, Kamla Market, New Delhi-110002; Phone: 23232377 Focus Area: Multiple disability.
10. ASSOCIATION FOR THE DEVELOPMENT OF MULTIPLE HANDICAPPED CHILDREN B-56, Defence Colony, New Delhi-110024 Phone: 24623548 Focus Area: Multiple disabilities; Cerebral palsy; Post polio residual paralysis; Mental retardation.
11. ASRA (ACTION FOR SELF RELIANCE AND ALTERNATIVE), WZ-14A, Jeet Shopping Market Budhela, Vikas Puri, New Delhi-110018; Phone: 25526844 Focus Area: Orthopaedically handicapped.
12. ASTHA (ALTERNATIVE STRATEGIES FOR THE HANDICAPPED), S-268, Greater Kailash II, New Delhi-110048; Phone: 26419862 Focus Area: Multiple disability.

13. BALVANTRAY MEHTA VIDYA BHAWAN-ANGURIDEVI SHER SINGH MEMORIAL ACADEMY Block E, G, & H Masjid Moth, Greater Kailash II, New Delhi-1 10048; Phone: 26441798, 26288815 Focus Area: Mentally ill
14. BHARATIYA VIDYA BHAVAN, Kasturba Gandhi Marg, New Delhi-110001; Phone: 23389943, 23384881 Focus Area: Slow Learner.
15. CARENIDHI [CENTRE FOR APPLIED RESEARCH AND EDUCATION ON NEURODEVELOPMENTAL IMPAIRMENTS AND DISABILITY-RELATED HEALTH INITIATIVES) C-II/ 10, Ansari Nagar, A.I.I.M.S. Campus, N.Delhi-110029; Phone: 26857755 Fax: 26167459 E-mail: carenidhi@hotmail.com Focus Area: Multiple disability.
16. CHILD GUIDANCE CENTER, Department of Social Work (Delhi Univ.), 3 University Road, New Delhi-1 10009; Phone: 2725 7881 Focus Area: Multiple disability; Mentally ill; Behavioural problems; Learning disability.
17. CHILD GUIDANCE CENTER National Institute of Public Co-Operation & Child Development, 5, Siri Institutional Area, Hauz Khas, New Delhi-110016; Phone: 2696 3002/ 3204/ 3378 Focus Area: Multiple disability; Speech problem; Slow learners in the age groups 0-14; Scholastic problems.
18. CHILD GUIDANCE CENTER, Zakir Hussain Memorial Welfare Society, Jamia Millia Islamia (T T T), New Delhi-110025; Phone: 26842554(R), 26843909 Focus Area: Mentally ill; Behavioural and speech problems; Educational problems.
19. CHILD GUIDANCE CENTER, RAK College of Nursing, Lajpat Nagar, New Delhi-110024; Phone: 2643 6668 Focus Area: Mental disability; Psychological problems; Communication disorders.
20. CHILD GUIDANCE CENTER, Dr. Z.H. Memorial Welfare Soc., Jamia Sr. Sec. School Camps, Jamia Nagar, N Delhi-25; Phone: 26843909 Focus Area: Multiple disability.
21. CHILD GUIDANCE CLINIC, Kalawati Saran Children's Hospital, Bangla Sahib Marg, New Delhi-110025; Phone: 23735090 Focus Area: Multiple disability; Mentally ill; Physical and emotional problems.
22. CHILD GUIDANCE CLINIC Department of Psychiatry AIIMS, New Delhi-110029; Phone: 26594412 Focus Area: Mentally ill; Slow learners; Psychological disorders.
23. CONCERNED ACTION NOW (CAN), B-IV, 3067 Aruna Asaf Ali Road, Vasant Kunj,, New Delhi-110070; Phone: 26132815, 26122705 Fax: 26104865 E-mail: baquer@del2.vsnl.net.in, Website: www.indev.nic.in/can Focus Area: All disabilities.
24. DEPARTMENT OF PSYCHIATRY, Dr.Ram Manohar Lohia Hospital, Park Street, New Delhi-110001; Phone: 2336 5525/363 Focus Area: Multiple disability; Mentally ill, Orthopaedically handicapped.
25. DEPARTMENT OF PSYCHIATRY, Safdurjung Hospital, New Delhi
26. FAMILY OF DISABLED (FOD), BI/500, Janakpuri, New Delhi-1 10058; Phone: 2559 7328 Fax: 2550 2502 e-mail: foddelhi@yahoo.com Focus Area: Multiple disability.

27. GENETIC AND MENTAL RETARDATION CLINIC, Dept. of Paediatrics, AIIMS, New Delhi-1 10029; Phone: 26561123 Contact Person: Prof.Ishwar C Verma Focus Area: Multiple disability; Genetic and birth defects.
28. GOVERNMENT LADY NOYCE SECONDARY SCHOOL FOR THE DEAF
Kotla Feroz Shah, New Delhi-110002; Phone: 23319419 Focus Area: Hearing impaired.
29. GOVERNMENT MODEL SENIOR SECONDARY SCHOOL-2, Ludlow Castle, 5, Shyam Nath Marg, New Delhi-1 10054; Phone: 23966853 Focus Area: Mutiple disability; Hearing impaired; Physical disability; Mental disability in the age groups of 5-18 Years.
30. INSPIRATION, AG1 123D, Vikaspuri, New Delhi-110018; Phone: 25611861, 25412463 Focus Area: Mentally ill; Multiple disability; Autistic, Spastic.
31. MANOVIKAS KENDRA, Kulachi Hansraj Model School, Ashok Vihar Phase I, New Delhi-110052; Phone: 27124498 Focus Area: Multiple disability.
32. MODEL SCHOOL FOR MENTALLY DEFICIENT CHILDREN, Kasturba Niketan, Lajpat Nagar, New Delhi-110024; Phone: 26834328 Fax: 26831012 Focus Area: Mentally retarded.
33. NATIONAL INSTITUTE FOR MENTALLY HANDICAPPED
Regional Training Centre (North), Lajpat Nagar, New Delhi; Phone: 26820643 Fax: 26831012 Focus Area: Mentally ill; Orthopaedically handicapped.
34. NCPEDP (NATIONAL CENTER FOR PROMOTION OF EMPLOYMENT FOR DISABLED PERSONS), 25, Yusuf Sarai, Green Park Extension, New Delhi-110016; Phone: 26854306, 26967910, e-mail: ncped@nde.vsnl.net.in Focus Area: Multiple disability. .
35. NEW DELHI YOUNG MEN'S CHRISTIAN ASSOCIATION
Jai Singh Road, New Delhi 110001; Phone: 23746036, 23746034, 23361915; Fax: 23746035, 23746032 Focus Area: Mentally ill children; Development of community.
36. PARIVAAR - A FEDERATION OF PARENT ASSOCIATIONS
A-2520, Netaji Nagar, New Delhi-100023; Phone: 26870987, 23311711, 23318329 Fax: 23316674 e-mail: jagdishmehta@hotmail.com Focus Area: Multiple disability.
37. PRAKASH DEEP EDUCATIONAL & VOCATIONAL SOCIETY, 1 /5308-A, Street no 13, Balbir Nagar Extension, Shahdara, New Delhi-110032; Phone: 22174003 Focus Area: Multiple disability.
38. RAJKUMARI AMRIT KAUR CHILD STUDY CENTRE, Dept. Of Child Development, Lady Irwin College, Sikandara Road, New Delhi-110001; Phone: 23719859 Focus Area: Orthopaedically handicapped; Mentally ill; Visually impaired; Partially hearing impaired; Behavioural problems; Multiple disability; Autism; Cerebral palsy.
39. SADHU VASWANI INTERNATIONAL SCHOOL GIRLS, 2nd Street, Shanti Niketan, New Delhi; Phone: 24670242, 26872390 Focus Area: Slow learner.

40. SAMARTH THE PROFESSIONALS, B-58, Tagore Garden Extension, New Delhi-110027; Phone: 25193726, 27294094 Fax: 25163106 Focus Area: Children (underprivileged).
41. SANJIVINI SOCIETY FOR MENTAL HEALTH, A-b, Satsang Vihar Marg, Qutub Institutional Area, (south of IIT), New Delhi-110067; Phone: 26862222/4488 Web page: www.indiasocial.org/sanjivini Focus Area: Emotional problems; Behavioural disorder.
42. TAMANA ASSOCIATION, D-6 Street, Vasant Vihar, New Delhi-110057; Phone: 26143853, 26148269 Fax: 26143853 Focus Area: Mentally handicapped; Down's Syndrome, Autism.
43. THE EDUCARE CHARITABLE TRUST (REGD), M - 2, Hauz Khas, New Delhi-110016; Phone: 26565061, 26857560 e-mail: sunitasodhi@hotmail.com Focus Area: Dyslexia; Attention deficit disorder; Learning disorders.
44. THE ENABLING CENTER, Lady Irwin College, Sikandra Road, New Delhi-110001; Phone: 23274411 Focus Area: Multiple disability; Visually or Hearing Impaired; Cerebral palsy; Autism; Mentally retarded.
45. THE INSTITUTE FOR THE PHYSICALLY HANDICAPPED (MINISTRY OF SOCIAL JUSTICE & EMPOWERMENT, GOVT. OF INDIA), 4, Vishnu Digamber Marg, New Delhi-110002 Focus Area: Orthopaedically handicapped.
46. TRAINING CUM PRODUCTION CENTER, 20, North Avenue, Punjabi Bagh, New Delhi-110026; Phone: 25412871 Focus Area: Mentally ill; Orthopaedically handicapped.
47. TRAINING-CUM-EARNING CENTER FOR HANDICAPPED WOMEN OF WEAKER SECTION, Institute No. 1, Institutional Zone, Hudson Lines, Kingsway Camp, Delhi-110009; Phone: 27233967 Focus Area: Multiple disability.
48. VIMHANS (VIDYA SAGAR INSTITUTE OF MENTAL HEALTH AND NEURO SCIENCES) No. 1, Institutional Area, Nehru Nagar, New Delhi-110065; Phone: 26310510, 26310520 e-mail: vimhans@vsnl.com Focus Area: Orthopaedically handicapped; Cerebral palsy; Learning disabilities; Neurological.
49. WELL BEING COUNSELING & HEALTH CENTER, U-158, Vats Complex (near subway), Main Vikas Marg, Shakarpur, New Delhi-110092; Phone: 22440556 Focus Area: Mentally retarded; Orthopaedically handicapped; Hearing impaired; Slow learner; Autism.
50. YMCA INSTITUTE FOR SPECIAL EDUCATION YMCA, Nizamuddin East, New Delhi-110013; Phone: 24699405, 24624061 Fax: 24634209 Focus Area: Mentally retarded.
51. ADVANCED MEDICAL REHAB CLINIC (AMRC), J-222, at Sarita Vihar, New Delhi-110076, Phone: 41403344 (Centers also at Faridabad, Munirka, Dwarka); Focus Area: cerebral palsy, autism, polio rehabilitation and other causes of locomotor and multiple disability Contact person: Dr. Ajay Gupta, Mobile: 9810692375, Website: www.rehabclinic.co.in ; Email: info@rehabclinic.co.in

source : <http://www.udaan.org/parivaar/orgdelhi.html> and website of the Ministry of Social Justice and Empowerment, Govt. of India